PROFESSIONAL CAPITAL OF EDUCATORS
ACROSS THE VARYING SCHOOL QUINTILE CATEGORISATON

BY

PARAMANANDHAN PRATHABAN PATHER
(STUDENT NUMBER: 8319510)

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SUPERVISOR: PROFESSOR PREVANAND (LABBY) RAMRATHAN

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ABSTRACT

This study examines the acquisition and deployment of professional capital of educators across the varying school quintile categorization. One of the attributes of providing quality education is a strong emphasis on teacher professional development but within the context of South Africa teacher professional development initiatives packaged into workshops, which have minimal monitoring and evaluation, does not necessarily translate into educators learning new knowledge that leads to their practice being changed for quality teaching for quality learner outcomes (Bertram, 2011; Whitworth & Chiu, 2015).

Engagement with the literature in the area of professional development has alluded to the phenomenon of Professional Capital advanced by Hargreaves & Fullan (2012), opening a new gaze into professional development and it is in this gaze that I locate my study. Professional Capital, which is made up of three interrelated components (human, social and decisional capital) that underscores excellence and educators realising their fullest capacity in teaching, provides the theoretical lens of the paper.

This study employed a qualitative, case study methodology using an interpretive approach with a view to understanding the discourse of teacher professional development through the lens of Professional Capital within the context of the varying quintile rankings of schools. Using multiple case studies, a sample of four educators from the Ilembe District, KwaZulu-Natal (two from quintile 3 - non-fee paying schools; one each from quintile 4 and 5 – fee-paying schools), were observed and interviewed.

The findings of the study points to differences in the professional capacity and conditions of work as well as variations in the professional capital acquired and deployed by educators in fee-paying and non-fee paying schools. While the social capital of educators in non-fee paying schools are acquired and deployed in their schools as part of their "survival" humanisitic aspects of schooling dealing with the socio-economic challenges of the school (crime, teenage pregnancy etc.), educators from fee-paying schools acquire and deploy their social capital that to a large extent fulfills the neoliberal agenda of performativity, competition and career mobility.

This thesis contributes to an understanding of the varying dimensions of professional development as explored through a framework of professional capital. This study is also significant for educators in recognizing their potential to make appropriate decisions that inform their practices based on how they view their human, social and decisional capital informing their work as educators.

DECLARATION

I hereby declare that this entire thesis is my original work.

Paramanandhan Prathaban Pather

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(Signature)

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As the candidate's supervisor, I have approved this thesis for submission.

Professor Prevanand (Labby) Ramrathan

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(Signature)

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DEDICATION

I dedicate this work to my mother, Dhanabakium Pather, who is a workaholic and my late dad, Sathasivan Prathaban Pather, who was also a workaholic. I am grateful to you both for instilling in me the value of hardwork, perseverance, humility and appreciating the little things in life.

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1.1 Introduction

Roger Federer

Consulting with a plethora of literature in the form of scholarly books, educational journals and newspaper articles on teacher professional development, which was one of the imperatives in developing the research proposal for the doctoral degree in education, has illuminated the concept of professional capital by Hargreaves and Fullan (2012). Engaging with the phenomenon of professional capital (made up of human, social and decisional capital) by Hargreaves and Fullan (2012) immediately struck a chord that the principles of professional capital are not only aligned to education but also resonates with sport and professional sportspeople, in particular, Roger Federer (an active former world number one professional tennis player from Switzerland). Apart from having a great interest and passion for tennis and being a competitive tennis player for many years, I am also a huge fan of this remarkable tennis player. Reading books, and newspaper articles about this legend as well as watching him on television display his incredible talent has also exhibited his true professionalism in tennis and sport as a whole and is therefore an embodiment of the principles of professional capital.

The men's professional tennis is governed by the Association of Tennis Professionals (ATP) and the ranking systems (that involve tennis players accumulating points in tournaments to determine their ranking) developed by the ATP is normally used as a predictor of performance in tennis (Prieto-Bermejo & Gómez-Ruano, 2016). The four Grand Slam tournaments (Australian Open, French Open, Wimbledon and US Open), which are played

over two weeks, are the most important tournaments on the calendar of tennis tournaments on the ATP tour. The bucket list of every aspirant professional tennis player is to win at least one of these Grand Slam tournaments. Roger Federer won 20 of these tournaments (James, 2018) and many other high profile tennis tournaments in the world.

Roger Federer has been labelled by the public and many fellow tennis players as one the greatest tennis players of all time, calling him the "Harry Potter" of tennis, a simple man that can relate to the masses, a genius on the tennis court and a great ambassador for the sport of tennis (Stauffer, 2006). The phenomenon of professional capital made up of human, social and decisional capital (Hargreaves & Fullan, 2012) resonates strongly with Roger Federer and his human, social and decisional capital, especially in the professional arena of tennis. His human capital is manifested by his incredible tennis skills, talent, expertise and knowledge of the game of tennis (Stauffer, 2006) as well as his excellent communication skills, especially seen during the post-match interviews on television. Even a journalist from the New York Times describes the experience of watching Federer as a religious experience (Wallace, 2006). His prowess in tennis manifested by his accurate serve, immaculate forehand and backhand strokes and strong volleys and together with his cool temperament and strong mind are the essential features of his human capital that drives his incredible success (Stauffer, 2006; Wallace, 2006). His struggles, vulnerabilities and frustrations on the tennis court in his early years of professional tennis manifested by numerous defeats in the early rounds of tennis tournaments and injuries that kept him out of the game, served to strengthen his resolve and resilience (rather than weaken him) and contributed significantly to his incredible success as a tennis player (Stauffer, 2006). His social capital is also worth noting, that apart from making a personal financial contribution, he also used his bridging and linking social capital by engaging fellow tennis players and sports companies to raise money through an exhibition tennis tournament and via UNICEF (United Nations International Children's Emergency Fund) the monies were transferred to the tsunami victims of Thailand in 2004 (Stauffer, 2006). He was honoured by UNICEF for his charitable work with Assisting Children Everywhere (ACE) by naming him the "Goodwill Ambassador" in 2006.

Roger Federer's social capital was manifested in him setting up the Roger Federer Foundation that is aimed at supporting needy children and youth sports and one of the projects was teaming up with the Imbevu Organisation, a South African relief body, to help

disadvantaged children from the New Brighton Township of Port Elizabeth (Stauffer, 2006). He has also engaged with lesser-known players on the ATP tour by having practice drills with players like Lucas Pouille (who beat Rafael Nadal at 2016 US Open) and Mackenzie Donald, which contributed to honing his tennis skills as well as the other two players (De Jonge, 2017).

Federer's decisional capital was also augmented by numerous hours of practice in the gymnasium to enhance his fitness and athletic ability and numerous hours on the courts with his coaches, Ivan Ljubicic and Severin Luthi, to hone his tennis skills (De Jonge, 2017). His remarkable insight into the game of tennis, his remarkable analysis of his opponents faced on the courts (Stauffer, 2006) has also improved his decision-making capabilities when playing his matches. By watching other tennis players like Grigor Dimitrov, a player whose strokes resemble that of Federer, helped Federer play aggressively and beat Rafael Nadal (Federer's nemesis in tennis) in the final of the 2017 Australian Open (De Jonge, 2017). There are many other examples of his incredible decision-making while playing competitive tennis, which are also testament of his success.

Aligning the phenomenon of professional capital with Roger Federer reveals the versatility of this phenomenon. My association with sport, through participation, teaching sport at school and administering sport (e.g. tennis, squash and table-tennis) at a school level as well as a general love for the different forms of professional sport and marvelling at the excellence and professionalism of some of these sportspeople (e.g. Tiger Woods of golf, Roger Federer of tennis) on television has given me the necessary impetus to strongly identify with the phenomenon of professional capital as an educational discourse. Even the sporting experiences of Mark, a research participant in this study from Newark Secondary, resonates with his development of professional capital to facilitate his teaching and learning.

Apart from this chapter serving to orientate the reader to the study, it is important to note that the phenomenon of professional capital, alluded through engagement with scholarly literature on teacher professional development, has opened up a new gaze to teacher professional development. It is in this gaze that I locate my study. This chapter will focus on the following: providing a background to the study, thereby contextualising it; highlighting the rationale for embarking on the study; putting forward the statement of purpose and the critical questions that guided the study; expatiating the theoretical

framework and the methodological orientation, which underpin the study. The scope and limitations of this study and ethical considerations will also form part of the anatomy of the chapter. The latter concludes by outlining the format of thesis, which are divided into chapters of their own.

1.2 Orientation and Background to the Study

The National Norms and Standards for School Funding (NNSSF) introduced in 1998, which provides a quintile ranking mechanism to address equity in schools and improve the quality of education (to counter the imbalances of the apartheid legacy) by allocating a higher state subsidy for the disadvantaged non-fee paying schools (quintile 1, 2 and 3) than the richer fee-paying schools (quintile 4 and 5), has not produced quality teaching and learning and enhanced learner achievement (Naicker, Grant & Pillay, 2016; Mestry & Ndhlovu, 2014). The output of the schooling system remains uneven with quality teaching and learner outcomes being characteristic of fee-paying schools, while educators with poor qualifications, poor quality teaching and weak content knowledge characteristic of non-fee paying schools (Spaull, 2012).

There also seems to be a strong focus on teacher professional development as one of the attributes of providing quality education but within the context of South African teacher professional development initiatives packaged into workshops does not necessarily translate into educators learning new knowledge or new strategies that leads to their practice being changed for quality teaching (Bertram, 2011). Whitworth and Chiu (2015) add that professional development spread over a longer duration fosters coherence and more meaningful learning than workshops that are shorter, with minimal checks and balances resulting in having little impact in developing educator growth and understanding. Whitworth and Chiu (2015) make a further claim that while teacher professional development initiatives might result in some changes in the educator there is no clear link between teacher professional development initiatives and learner outcomes. Guskey (1997) also argues that there is no clear link between teacher professional development and enhanced teaching and learning.

The phenomenon of professional capital (Hargreaves & Fullan, 2012), apart from being a new addition to the architecture of professional development as well as extending the

debates on professional development has also provided a theoretical lens for this study. Both Hargreaves and Fullan (2012) have developed and used the phenomenon of professional capital as a tool to transform teaching by, for example, changing the way educators think about teaching and also adding to the quality of teaching through the development and integration of the educator's human, social and decisional capital. Hargreaves and Fullan (2012) have contributed significantly to the scholarly literature on teacher professional development and leadership in education and through professional capital, which underscores collaborative engagements, has provided a new lens (and a fresh approach) to teacher professional development, school effectiveness, professional accountability and leadership in schools, excellence in teaching and learner achievement.

The development of the theory of professional capital in education was in response to the narrow business capital approach fuelled by a neoliberalism, whereby quality teaching informed by collaborative engagements were constrained in favour of quick returns on investments by reducing the costs of teaching in public education (Hargreaves & Fullan, 2012). The theory of professional capital also underscores teaching like a professional that must manifest itself in rigorous training, collaborative and transparent responsibilities, critical reflection and collaborative decision-making (Hargreaves & Fullan, 2012).

Although the professional capital theory developed by Hargreaves and Fullan (2012) refer to case studies from predominantly developed countries, the principles of this theory also have significance for case studies from developing countries, especially the schools and teachers that belong to our public school systems (in particular, the different quintile ranked schools in South Africa).

This study examines the nature of professional capital acquired and deployed by educators across the different quintile categorised public schools by demonstrating the manner in which educators from non-fee paying schools (two quintile 3 schools) and non-fee paying schools (quintile 4 and a quintile 5 school) acquire and deploy their human, social and decisional capital (Hargreaves & Fullan, 2012) to facilitate their teaching and learning. Understanding the concept of quintile ranking, especially within South African public schools, warrants discussion as it determines the context of schools.

1.3 The Context of Quintile Ranking of Schools

Before the term quintile ranking is unpacked as a form of categorisation of schools, it is necessary to understand that schools in South Africa can also be part of other forms of categorisations. Dube (2016) identifies a plethora of school categorisations, namely, full service schools (schools accessible to all learners, including the physically challenged), functional schools (schools with strong leadership and positive learner outcomes), dysfunctional schools (schools with poor leadership and management and poor learner outcomes), performing schools (schools that achieve 60% and more in the National Senior Certificate (NSC) examinations), underperforming schools (schools that achieve below 60% in NSC examinations), independent schools (privately owned schools that can be organised by anyone with the necessary financial resources), public schools (schools maintained by the state), rural schools (schools located in rural, farm areas, section 20 schools (these schools rely entirely on the state to pay for services, school accounts etc.), section 21 schools (state deposits money into account of the schools and these schools and school governing bodies (SGB's) are given autonomy to pay for services and other expenses of the school) and so on. Dube (2016) adds that apart from the different categories of schools evolving relatively frequently, the realities of schools are in some way influenced by these forms of categorisations. In this regard Spaull (2012) argues that functional schools (from affluent backgrounds), for example, have educators that possess good content knowledge, have low educator absenteeism and strong school leadership that contribute towards positive educational outcomes, while dysfunctional schools (from impoverished backgrounds) are characterised by educators with poor content knowledge, high absenteeism and poor school leadership that leads to relatively poor educational outcomes.

In order to address the historical imbalances created by the legacy of apartheid in the South African public schooling system, the South African Schools Act of 1996 ensures that public funds be used on an equitable basis to ensure the rights of learners to equitable education and redress of past inequalities in the provision of education (Mestry & Ndhlovu, 2014). The NNSSF was introduced by the state in 1998 to address equity in funding public education through a system of quintile rankings (Mestry & Ndhlovu, 2014). Every public school across South Africa developed a poverty score (based on a predetermined formula) and assigned to each school (based on the poverty score) was its quintile ranking (Pellicer & Piraino, 2015; Mestry & Ndhlovu, 2014). The poor, disadvantaged schools were ranked

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quintile 1, 2 and 3 and received a higher state subsidy than the rich, advantaged schools ranked quintile 4 and 5 (Mestry & Ndhlovu, 2014).

Whilst the quintile 4 and 5 schools maintained its status as fee-paying schools serving the predominantly middle-class populations of all race groups, the quintile 1 and 2 schools in 2006 and quintile 3 schools in 2008 were declared non-fee paying schools enabling poor learners to access schools without paying school fees (Pellicer & Piraino, 2015; Mestry & Ndhlovu, 2014).

The use of quintile rankings to categorise schools has been criticised by principals and scholars in the field of school leadership and management. Mestry (2013) argues that the quintile ranking system has not been applied consistently as schools that are close to each other with similar physical resources are assigned different quintile rankings resulting in some schools being constrained by the low allocation of non-personnel funding. It is also possible that although a school is situated in middle-income suburb (e.g. quintile 5 school), it may be populated by a large number of poor learners from outside its feeder area and having these learners may be a financial challenge for school and the management, especially in the collection of school fees (Mestry & Ndhlovu, 2014). The converse is also possible, whereby learners from affluent areas attend non-fee paying schools without contributing towards school fees (Mestry & Ndhlovu, 2014).

Although the NNSSF was introduced to address the quality of education and improve learner achievement in poor schools by increasing non-personnel funding to these schools, many of the poor, non-fee paying schools (quintile 1, 2 and 3) still remain relatively dysfunctional producing poor educational outcomes as compared to the affluent fee-paying schools (quintile 4 and 5), which in spite of reduced state funding are functional and are able to acquire physical and quality human resources (enabled through fund raising drives and huge school fees) to provide quality education (Spaull, 2012; Mestry & Ndhlovu, 2014).

Apart from examining the professional capital of educators, the purpose of this study also highlights the context of quintile rankings that educators operate within to acquire and deploy their professional capital.

1.4 Statement of Purpose

The purpose of the study is to examine the nature of professional capital across the varying school quintile categorisation that educators have acquired and deployed in facilitating teaching and learning. The research questions that guide the study warrants explanation.

1.5 Research Questions Guiding the Study

This study will attempt to answer the main research question and the sub-questions:

1.5.1 Critical Question

The critical question is framed as follows: What is the nature of professional capital that educators have acquired and deployed in facilitating their teaching and learning?

Due to the fact that professional capital comprises human, social and decisional capital, the critical question has been subdivided into three sub-questions which will provide a thick description of the data as well as contribute to the study in a more focussed and coherent manner.

1.5.1.1 Sub-Questions

The sub-questions that are informed by the critical question are listed as follows:
a. How have educators acquired and deployed their human capital for teaching and learning?
b. How have educators acquired and deployed their social capital for teaching and learning?
c. How have educators acquired and deployed their decisional making capital for teaching and learning?

1.6 Rationale for the Study

The rationale for choosing this study was threefold, namely, the personal reasons for choosing the study, the contextual reasons and highlighting the gaps in the current literature.

1.6.1 Personal Reasons

Being an experienced educator for more than 30 years allowed me the opportunity to engage with many professional development activities inside and outside school to develop educator capacity, quality and enhance learning of new knowledge. Being involved as a provincial facilitator for Life Orientation (in the mid 2000's) in unpacking the curriculum to many educators in workshops throughout the province as well conducting professional development workshops at my school (e.g. assessment), has convinced me that these workshops do not really translate to effective teaching and learning. Whitworth and Chiu (2015) also concur that educators need a longer duration of time to enhance coherent meaningful learning as compared to workshops that is subject to little monitoring and evaluation resulting in minimal impact on teacher growth and understanding.

However, Hargreaves and Fullan's (2012) idea of professional capital, for example, places a great emphasis on rigorous training, many hours of practice and a high degree of professional accountability that contribute to excellence in teaching and learning. By engaging with the phenomenon of professional capital (Hargreaves & Fullan, 2012) has made me critically reflective about my own teaching at school and whether my teaching has embraced change and innovation. It has also made me reflect on the quality of my human capital for teaching and whether my human capital will be adequate to enable me to confront the challenges of the fourth industrial revolution (Hargreaves & Fullan, 2012). I also developed a perspective on the importance of collaborative engagements and collaborative decision-making at a school level and outside school through an understanding of social capital and decisional capital respectively (Hargeraves and Fullan, 2012). The idea of professional capital (Hargreaves & Fullan, 2012) has also reignited my passion for teaching, my engagement with my peers at school, the management at school, the parents, learners and the governing body. Contextual reasons for doing this study are also highlighted in the discussion to follow.

1.6.2 Contextual Reasons

The alarming decline in the quality of education in South Africa has been manifested by poor quality teachers and declining learner outcomes (Spaull, 2012; Mestry & Ndhlovu, 2014). The sub-standard education in South Africa has impeded the majority of the working

class from dignified employment and hence has reinforced social inequality (Spaull, 2013). Most of the non-fee paying schools, although in receipt of more non-personnel funding from the state (through the NNSSF policy), are still dysfunctional, exacerbated for example, by educators who lack the basic content knowledge and conceptual understanding of their subjects taught resulting in poor educational outcomes and learner achievement (Spaull, 2012; Spaull, 2013).

The professional capital approach (Hargreaves & Fullan, 2012) to education may not be the panacea for all the challenges in education in South Africa but can contribute significantly to changing the negative narrative of education in South Africa by restoring confidence and trust, improvement in skills and knowledge and enhancing the professional accountability of educators through initiatives that enhance their human, social and decisional capital. The gaps in the literature on studies that deal with professional capital of educators, especially within the context of South Africa, will be illuminated in the discussion to follow.

1.6.3 Gaps in the Current Literature

Apart from the phenomenon of professional capital, being a relatively new phenomenon located within the discourse of teacher professional development, it has also provided a lens to extend the debates on teacher professional development. The Journal of Professional Capital and Community, whose editor-in-chief is Andy Hargreaves, is a new journal that publishes research articles that resonate with the principles of professional capital advanced by Hargreaves and Fullan (2012) such as quality teaching, inclusive education, collaborative education, school communities, social capital of educators and so forth. Apart from the articles that appear in the Journal of Professional Capital and Community and the book (Professional Capital: Transforming Teaching in Every School) written by Hargreaves and Fullan (2012), there is very little scholarly research that examines the phenomenon of professional capital of educators that augment their teaching and learning. Naicker et al. (2016), educational scholars from South Africa, allude to the phenomenon of professional capital in their research on resilient schools. Therefore, this study that examines the professional capital of educators across varying quintile ranked schools will contribute significantly to the body of scholarship on professional capital by illuminating the experiences (challenges and opportunities) of educators manifested by their human, social and decisional capital. The phenomenon of professional capital and the three components

that make up professional capital will be briefly examined in the discussion on theoretical framework.

1.7 Theoretical Framework

The theory of professional capital by Hargreaves and Fullan (2012), which provides the blueprint for this study, informs the purpose of this study, the research questions, the literature review, the methodology and methods. The development of the theory of professional capital was in response to the business capital approach, whereby schools were seen as profit havens for investors compromising the quality of work by educators by not making significant contributions to their development (Hargreaves & Fullan, 2012). The professional capital approach, however, underscores significant investment in educator development, requires high levels of rigorous training and efficient teaching manifested by collaborative engagements, collective responsibility and prudent judgements (Hargreaves & Fullan, 2012).

Chapman, Lindorf, Oretga & Kington (2016) define professional capital as assets that educators possess that results in quality teaching and learning of students. Chapman et al. (2016) in referring to the scholarly work of Hargreaves and Fullan (2012) also add that professional capital is made up of interdependent trilateral forms of capital namely human capital, social capital and decisional capital. The human capital of an educator comprises the talent of the educator including the skills, expertise, knowledge, empathy, compassion, leadership and so forth, while social capital underscores the collaborative power of the individual or strength of relationships or ties between individuals providing access for resources (Chapman et al., 2016). The decisional capital of an individual is found within and between individuals as educational professionals individually and collaboratively endeavour to execute informed, prudent decisions for quality outcomes (Chapman et al., 2016).

Within the professional capital framework, educators embrace professional development as self-directed individuals with previous experience, a strong desire to collaborate or network with other colleagues in the teaching sector and strong expectation for their learning outcomes (Patton, Parker & Tannehill, 2015). The theory of professional capital, which provides the theoretical lens of the study, will be discussed in greater detail in chapter three

on theoretical framework. The selection of the research participants and the research site will be discussed next.

1.8 Selection of Research Participants and Research Site

Based on their experience at these schools (having taught for more than five years) and their relatively deep knowledge on the discourses of professional development, four participants were purposively selected from the different quintile ranked schools – two from quintile 3 schools and one each from a quintile 4 and quintile 5 school. Happiness (female) and Mark (male) belong to Nandi Secondary (60 km north of Durban) and Newark Secondary (90 km north of Durban, KwaZulu-Natal) respectively, which are quintile 3 schools. Both of these quintile 3 schools are bordered by impoverished townships that are populated by predominantly working class people. Michael (male) and Veron (female) belong to Southville High (quintile 4 school) and North Coast High (quintile 5 school) respectively, which are both approximately 75 km north of Durban, KwaZulu-Natal (KZN). Both these schools are bordered by middle-class suburbs. All four schools are also part of the Ilembe District in KZN. A brief discussion of the methodology will follow.

1.9 Methodology

A case study methodology (employing multiple case studies) located within the interpretive paradigm was employed in this qualitative study. The interpretive paradigm enabled the researcher to focus on the individual perspective and experiences of the four participants (two from quintile 3 schools, one from a quintile 4 school and one from a quintile 5 school) with regard to their acquisition and deployment of their human, social and decisional capital that made up their professional capital (Cohen, Manion & Morrison, 2007; Kivunja & Kuyini, 2017), which was influenced by their context of being in a quintile ranked school.

Observations during transect walks across the school and surrounding communities, semi-structured interviews and non-participant observations of lessons in the classroom were the methods used to collect the data from the four research participants. Data collected from these methods were eventually coded, categorised and organised into themes. The data, which was presented in the form of vignettes and organised under themes, was subjected to a first level of narrative analysis (that also involved a discourse analysis), followed by a

relational analysis (second level) that analysed key findings from the narrative analysis. The third level of analysis was a theoretical analysis that subjected the key findings (which was part of the relational analysis) to further analysis by linking the key findings with the theoretical framework. By subjecting the data to three levels of analyses contributed to the thick description of data by providing more facts and empirical content (Henning, 2004).

Triangulation by using multiple methods of collecting data, namely, transect walks, semi-structured interviews and non-participant observations of lessons contributed towards the quality, truthfulness and credibility of data (Anney, 2014; Bertram & Christiansen, 2014). Member checks, reflexive approaches adopted by the researcher (Anney, 2014) and piloting the study were some of the other strategies used to ensure trustworthiness and credibility. Presenting a research paper based on this study at the South African Education Research Association (SAERA) conference in Bloemfontein (2015) sharpened my research skills and approach from the feedback received on the methodology and data analysis, which also contributed to the credibility of the study. Transferability was enhanced by providing a thick description of the data (enabled by three layers of analysis) and the purposive sampling strategy (Anney, 2014). Dependability was ensured by housing the transcript of the interviews, field notes from the transect walks and notes from the observation of lessons in secure storage. Confirmability was enhanced by an audit trail (Anney, 2014) to check and recheck data that was facilitated by detailed explanation of sampling strategies, the data collection and data analysis procedures.

Ethical considerations were also followed by gaining the permission and signed letters of consent from the four principals to conduct research at their schools. Permission and signed letters of consent were also sought from the four research participants of their respective schools. Pseudonyms were used for the participants and their schools to ensure anonymity and the issue of confidentiality was maintained throughout the study. To neutralise the power relationships between the research participants and the researcher an informal approach to the interviews were adopted, which enabled the co-creation of meaning between the researcher and the research participants regarding the phenomena pertinent to the study. Palaganas, Sanchez, Molintas and Caricativo (2017) claim that rigor and the quality of research is deepened when qualitative researchers are transparent about the limitations of their studies.

1.10 Limitations of the Study

One of the limitations of the study was the power imbalances between the researcher and the research participants. Therefore every attempt was made by the researcher to neutralise the power relationship by allowing the research participants to critique the questions in the semi-structured interview and observation schedules. This initiative made the participants feel wanted and they gave them a sense of ownership of the research. The informal approach to the interviews also enabled the co-creation of meanings between the researcher and the research participants with regard to the phenomena pertinent to the study.

Another limitation of this study was choosing only 4 educators from four quintile ranked public schools (two from quintile 3 schools, one each from quintile 4 and 5 schools). The results therefore reflected the unique context of the educators at their schools. Educators from the very poor quintile 1 and quintile 2 schools were omitted from the study. Therefore the results of this study are not generalisable to other schools.

To enhance or protect their image as professionals, it is possible that responses solicited by the researcher from the research participants may have been exaggerated or fabricated. In some cases the research participants may have not been sincere about their responses to avoid embarrassment. This was anticipated by the researcher and in spite of reassuring the research participants about confidentiality this potential scenario is sometimes difficult to manage.

Most of the case studies and examples used by Hargreaves and Fullan (2012) to explain the phenomenon of professional capital resonate with developed countries (e.g. Canada, Finland etc.). There is very little or no literature that comprehensively deals with the phenomenon of professional capital of educators in facilitating their teaching and learning in the context of developing countries. This study will, hopefully, provide an understanding of educators acquiring and deploying their professional capital in schools in South Africa (a developing country).

Other methodological limitations and attempts to address these limitations are discussed in the methodology chapter (Chapter 4). The structure of the thesis, which enables the audit trail and identifying coherence in the study, will be part of the discussion to follow.

1.11 Structure of the Thesis

Chapter 1 mapped the terrain of the study by introducing the study, providing a background and context of the study, outlining the research questions, providing an explanation for selecting the research participants and research site and briefly explaining the purpose, rationale, theoretical framework of the study, methodology and limitations of the study.

Chapter 2 deals with a critical review of the literature on professional development, with emphasis on discourses resonating with the phenomenon of professional capital.

Chapter 3 deals with the theoretical framework, which involves unpacking the phenomenon of professional capital and its components, namely, human, social and decisional capital.

Chapter 4 explains the methodological orientation of the study. It describes the sampling strategy, the methods of collecting the data, the procedures for displaying and analysing the data, the ethical considerations and limitations of the study.

Chapter 5 is part one of the data analysis focussing on data related to the human capital of the research participants.

Chapter 6 is part two of the data analysis focussing on the data related to the social capital of the research participants.

Chapter 7 is part three of the data analysis focussing on the data related to the decisional capital of the research participants.

Chapter 8 involves extension of the data analysis by theorising the key findings from the data analysis (chapters 5, 6 and 7).

Chapter 9 is the conclusion of the study.

1.12 Concluding Comments

This chapter has provided an overview of the entire study. It also identified the theoretical lens of the study, namely, professional capital. This chapter also briefly discussed the context of the study, the purpose statement, the rationale for the study, research questions, theoretical framework, selection of participants and research site, methodology and limitations of the study. These aspects will be dealt with in more detail in the chapters to follow.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introductory Comments

This chapter will attempt to identify, review, evaluate and synthesise the relevant literature within the field of teacher professional development. There is a plethora of literature that focus on the discourses that shape teacher professional development and policies linked to teacher professional development. However, engagement with the literature in teacher professional development has unearthed the phenomenon of Professional Capital (Hargreaves & Fullan, 2012) adding an additional dimension and providing new insights to the architecture of teacher professional development. In order to fully conceptualise and comprehend the phenomenon of Professional Capital as outlined by Hargreaves and Fullan (2012), it becomes necessary to understand the various discourses that underpin and shape teacher professional development, especially those that have a strong resonance with the phenomenon of professional capital (Hargreaves & Fullan, 2012).

Some of the discourses, such as teacher learning and its role in professional development, collaboration and effective professional development, dialogical and professional development, scaffolding and its significance for teaching and learning, organisational spontaneity and school effectiveness and trust and collaborative professional development, will be unpacked and subjected to critical evaluation. Before these discourses are unpacked it is important to ask the question: What is teacher professional development?

2.2 Conceptualising Teacher Professional Development

From scanning the literature on teacher professional development there appears to be a definitional chaos in respect of the phenomenon. Evans (2002) and Hargreaves and Fullan (cited in Evans, 2002) also express that the concept is unclear. Evans (2002) argues that the confusion around the concept of teacher professional development is that some researchers regard the concept as a process while others regard it as a product. Evans (2002) therefore argues for a definition to facilitate a shared understanding of the phenomenon, to establish the parameters of the field of study, and for construct validity (consensual acceptance and understanding of specific terms).

Lunenburg (2011) defines professional development as providing opportunities for educators to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy and learners and prepares educators to view complex subject matter from the perspective of diverse learners. Fullan (as cited in Broad & Evans, 2006) defines teacher professional development as both formal and informal learning pursued and experienced by the educator in a captivating learning environment under complex conditions and dynamic change.

Day's (cited in Broad & Evans, 2006, p. 7) definition of teacher professional development is broad and is defined as follows:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or .school, which constitute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Bredeson and Johanson (2000) in their definition of professional development underscore the significance of critical reflection and creativity and define professional development as being learning opportunities that facilitate and engage the creative and reflective faculties of educators to strengthen their practice.

Guskey (2002) underscores the importance of professional development bringing about change and therefore define professional development as an attempt to change educator's beliefs about certain aspects of teaching, their desirability of a specific curriculum which will lead to changes in classroom behaviours and teaching practice and hence result in improved learner performance.

Evans (2014) views the multidimensionality of professional development by conceptualising professional development that incorporates behavioural, attitudinal and intellectual components of an individual, which are incorporated into an 'umbrella' definition of professional development whereby people's professionalism are enhanced on a more permanent basis surpassing transitoriness. Evans (2014) also adds that an examination of teacher professionalism is necessary before addressing issues related to professional development and contends that the behavioural, attitudinal and intellectual

aspects are the three main components of professionalism. The behavioural component relates to what educators or practitioners do at work (their skill and competences, procedures that apply to their work etc.), while the attitudinal relate to the practitioner's beliefs, perceptions, views, morale etc. and the intellectual relate to the practitioners knowledge and the nature of reasoning that a practitioner apply to practice (Evans, 2014).

By demonstrating the multidimensionality of professional development by highlighting the three components of professionalism, Evans' (2014) thoughts on professional development alludes to the fact that professional development cannot be conceptualised from a narrow perspective. Guskey's (2002) thoughts about professional development enacting change, Bredeson and Johanson's (2000) remarks about the significance of critical reflection and creativity in professional development and Fullan's (cited in Broad & Evans, 2006) perspective of professional development involving formal and informal learning are all very significant contributions to the discourse of professional development and also underscore the multidimensionality of the concept.

Educator learning, which is an integral part of the life of an educator, is an on-going process that contributes significantly to the professional development of an educator. A critical discussion on teacher or educator learning, within the context of professional development is therefore necessary.

2.3 Teacher Learning and its Role in Professional Development

2.3.1 Introductory Comments

The concepts professional development and professional learning are often used interchangeably when unpacking and analysing the literature on teacher professional development. However, Fraser, Kennedy, Reid and Mckinney (2007) argue that professional development is a broader term, while professional learning is something more specific. Fraser et al. (2007) add that professional development is a continuous process of reflection and review that resonates with individual and corporate needs, while professional learning underscores self-development resulting in individual growth, enhancement of skills and knowledge. While professional development involve broad changes that results in shifts in

aspects of teacher professionalism, professional learning result in changes in the skills, attitudes, beliefs and actions of educators (Fraser et al., 2007).

Differences in educators has the potential to make a difference in the learning of learners and effective professional learning, which creates shifts in knowledge, practice and identity, is crucial to the developing of quality educators (Netolicky, 2016). Whilst professional learning may be highly individualised, most models of best practice are collaborative and grounded rather than individual and top down e.g. Professional Learning Communities (PLC's), conferences, courses, participatory action research, coaching and mentoring (Netolicky, 2016). These collaborative platforms combine elements of self-choice and self-direction, with collaboration and expert consultation, resulting in changes to the approach of educators working with other educators (Netolicky, 2016).

Van der Klink et al. (2017) remark that educators as a professional group are abundantly aware of the need to continue to work on their competences and acknowledge the significance of being lifelong learners who keep in touch with the latest developments and insights in their own field of work. Bertram (2011) on the other hand argues that the essence of educator's work and one of the key purposes of professional development initiatives should be to develop the competence of an educator in the practice of organising systematic learning. The latter suggests the design of learning programmes that facilitate the gradual development of competences that cannot be learned in an instant (Bertram, 2011). The kind of teacher knowledge that is needed to organise systematic learning is an important point to consider (Bertram, 2011). However, many teacher development programmes do not lead to teacher learning and enhanced practices because the purpose of such programmes is not to develop the professional practice of systematic learning and are also not informed by what knowledge educators require and how they may best acquire this (Bertram, 2011).

2.3.2 Acquisition of Knowledge and Teacher Learning

Van der Klink et al. (2017), Bertram (2011) and Fraser et al. (2007) concur that in the process of professional learning the acquisition of knowledge is of paramount importance. Kelly (2006) remarks that expert educators have an active and productive relationship with their knowledge-in and knowledge-of-practice. The work by Shulman (as cited in Grossman, 1990) outlined a knowledge base for educators and his model comprised four domains:

content knowledge (knowledge of the subject taught); general pedagogic knowledge (knowledge of assessment strategies, classroom management strategies etc.); context knowledge (knowledge about the background of learners) and pedagogical content knowledge (knowledge that an educator recontextualises so that his or her learners can understand the content). Other scholars, who have contributed to the discourse of teacher knowledge, are Elbaz and Leinhardt and Smith (as cited in Grossman, 1990).

With regard to content knowledge, it is not about a huge collection of facts but the educator's deep understanding of the fundamental concepts in their subject disciplines and how these concepts are related and organised that facilitates educators to use the content knowledge in their teaching (Bertram, 2011). Grossman (1990) claims that without knowledge of the structures of discipline, teachers confuse both the content and the nature of discipline and lack of content knowledge may impact negatively on the level of classroom discourse or how educators use their textbooks.

Bertram (2011) maintains that general pedagogic knowledge comprises classroom management and organisation, different teaching methods, assessment strategies and understanding the dynamics of classroom communication and suggests an interplay between general pedagogic knowledge and personal pedagogic knowledge (infused with personal beliefs and experience).

With regard to context knowledge, educators must understand the contexts in which they teach and adapt their knowledge to specific school settings and also consider the learner's background (Grossman, 1990). Knowledge of context includes knowledge of the districts educators teach in (including the opportunities, expectations and constraints posed by the districts), knowledge of the school setting (including school culture, departmental guidelines etc.) and other contextual factors at the school level (Grossman, 1990).

Fernandez (2014) claims that pedagogical content knowledge (PCK) is a concept that attempts to represent the educators' professional knowledge and scholars use this term widely in their research on educators' knowledge and has proved a useful model for investigations aimed to document the knowledge that makes a good educator. However, despite the relevance and significance of PCK, the consensus on what PCK is, is far from being achieved (Fernandez, 2014). Shulman (as cited in Bertram, 2011) who was the first to

coin the term PCK and refers to it as the blending of pedagogy and content into an understanding of how topics, problems etc. are organised and adapted to the diverse abilities and interests of learners. Bertram (2011) adds that PCK also involves how the educator transforms the content knowledge so that learners may be able to comprehend it. The subject knowledge needs to be transformed into graded, developmental tasks for learners, learning and assessment and in order to do these educators need pedagogic knowledge, knowledge of the curriculum in their subject area and how the context of their teaching shapes the teaching and learning of their subject. Grossman (1990) remarks that PCK involves the ability of the educator to learn to "psychologize" their subject matter for teaching, to rethink on topics and concepts so that learners are able to access them. Grossman (1990) in her research identifies four components of PCK, with the first component making reference to knowledge and beliefs about the purposes for teaching a subject at different levels, while the second component identifies knowledge of learner's understanding, conceptions and misconceptions of topics related to a subject. The third component of PCK emphasises curriculum knowledge – which involves knowledge of curriculum materials available for teaching a particular subject, while the fourth component highlights knowledge of instructional strategies and representations for teaching particular topics e.g. experienced educators may use metaphorical language or experiments that are effective for teaching (Grossman, 1990).

Grossman (1990) also provides insights on the learning and development of PCK by claiming that educators have a variety of sources to construct their knowledge of teaching a specific subject, with apprenticeship of observation being one of them, whereby experiences as students provide prospective educators with memories of strategies for teaching specific content (e.g. educators may use the same strategies that they used when they were student teachers). Professional education (e.g. postgraduate certificate in education - PGCE) represents another potential source of knowledge, basic classroom teaching experience and knowledge of a subject discipline also informs the development of PCK.

The literature attempts to provide an understanding that PCK is broader and a more comprehensive form of knowledge than the other forms of knowledge identified by Shulman (as cited in Bertram, 2011). It encompasses aspects such as subject knowledge, knowledge and beliefs of an educator, knowledge of learners understanding of the subject matter and knowledge of instructional strategies and if PCK can be properly learnt and conceptualised

by the educator it has great potential for the educator to facilitate systematic and effective learning and also contributing towards enhancing learner performance in class. PCK is a valuable part of the human capital repertoire of seasoned and aspiring educators and if harnessed effectively has a huge role to play in developing, augmenting and sustaining the professional capital of teachers (Hargreaves & Fullan, 2012).

Another form of knowledge that is also significant within the context of education is tacit knowledge. Ayub, Kogeda and Lall (2018) differentiate between two broad categories of knowledge, namely, explicit and tacit knowledge. The latter is knowledge that is gathered from lifetime experiences, from learning through action or practice, through perceptions (Ayub et al., 2018). It also includes insights, assumptions, values and beliefs (Mohajan, 2017). Explicit knowledge on the other hand refers to formal documented knowledge that can be easily coded, written down and shared (Ayub, et al., 2018; Mohajan, 2017). Ramrathan (2018) reveals that tacit knowledge, which is downplayed in teacher development programmes, is an important part of the human capital of an individual, especially for educators who use their tacit skills of discretionary and instantaneous decisions responding to learner's needs, questions and disruptive behaviour during the delivery of lessons.

2.3.3 Socio-Cultural Influence on Teacher Learning

Apart from the significance of teacher knowledge and its influence on teacher learning, it is also important to understand that teacher learning is also influenced by socio-cultural factors (Kelly, 2006). Kelly (2006) maintains that while cognitive factors (cognitivism) dominates the discussion on teacher learning, it appears inadequate to explain the complexity of teacher learning and therefore argues for a socio-cultural perspective in understanding teacher learning. Within the cognitive framework, cognitivism advocates educator expertise residing in their minds and ignores the social context in which teachers work and the different perspectives of life they bring to work including their evolving identities (Kelly, 2006). Expert educators have a productive relationship with their knowledge-in-practice and knowledge-of-practice and that the knowledge-in-practice does not reside in individuals but is distributed across educators, learners, conceptual artefacts (e.g. models and theories) and physical artefacts (e.g. books and computers) (Kelly, 2006). Teacher expertise is linked to the circumstances to which it pertains to – not to precise situations but to working practices

and ways of thinking that define their circumstances in school (Kelly, 2006). Socio-cultural theorists also argue that in the process of becoming an expert, people build identities and in their transition from a novice to an expert, people adopt different approaches towards tasks in which they engage with and thus change their identity as well (Kelly, 2006). Kelly (2006) also adds that educators with a more reflective identity adopt stances which respond to their learner's difficulties and seek to collaborate with their learners and colleagues in resolving these.

Kelly's (2006) exposure of the socio-cultural perspective to teacher learning is useful to teachers in understanding that their learning process is not only confined by cognitive factors but is also influenced by social and cultural factors. Teacher identity, for example, which is crucial to their knowledge acquisition, is fluid and transient and is constantly influenced by social factors. Knowledge acquisition is not only a cognitive process but also a social and cultural process as knowledge can be acquired through collaborative engagements in social and cultural settings. The significance of social factors on educator learning is also expressed by Bertram (2011) who maintains that learning also takes place in a community of practice where educators learn the different ways of knowing and thinking that define their school circumstances.

2.3.4 Professional Learning Communities and Teacher Learning

Professional learning communities (PLC's) which resonate with communities of practice is also another significant platform that enhances educator learning. Brodie (2013) describes PLC's as educators interrogating their practice on an ongoing basis in a critical, reflective and collaborative manner. PLC's are fundamentally for learning – learning for learners in schools and learning for the educators themselves (Brodie, 2013). Some of the characteristics of PLC's are shared values and vision, individuals working together regularly over an extended period of time, practical activities geared towards students learning, taking an inquiring stance, leadership support and opportunities for distributed leadership (Owen, 2014). Owen (2014) also adds, that apart from fostering a collegial and learning-focussed culture, PLC's also facilitate provision of resources involving outside experts and funded conferences which generate new ideas and guard against parochialism (blinkered thinking). Within PLC's newcomers in these communities begin as apprentices on the periphery and move towards the core of the community as they acquire the beliefs of others and results in

individual practices and values becoming merged with those of the community (Owen, 2014). Owen (2014) also warns that collaboration within PLC's based on contrived collegiality may be an obstacle to the goals of professional learning and building interdependence.

Bertram's (2011) thoughts on workshops, underpinned by a cognitive philosophy, as medium to enhance the professional learning of educators is worth noting as she argues that one-off workshops and short courses do little to transfer educator learning into classroom practice. Bertram (2011) suggests that more effective professional development initiatives are those that include examples of new assessment and pedagogies to be learnt and allowing educators to practice these initiatives with their learners under supervision that is supported. Bertram (2011) also adds that educators observe good practice, design their own teaching activities and then allow their fellow colleagues to observe and evaluate their productions. Apart from formal learning opportunities outside school, professional development should also focus on educator learning that is school-based where educators are active through inquiry, writing, dialogue and questioning, mentoring etc.

Schools are the primary sites for professional learning and can provide an enabling or disabling learning environment which may augment or diminish an educator's energy to learn, their sense of identity, efficacy and effectiveness and the same can be said about external social and policy environments – therefore there is no one way, or a specific time, or location for professional learning which is best (Day & Gu, 2007).

With the explosion of technology in the information society of the 21st century, digital platforms like social media (e.g. Whatsapp, Facebook and Twitter) and electronic emails has become an important part of the professional learning repertoire of many educators and educational professionals. Thomas Friedman (2005), in his seminal work (The World is Flat), enables an individual to understand the positive impact of the exponential growth of technology in our society today by using the simple notion of flatness to describe how people can plug, play, compete, connect and collaborate with more equal power than ever before, which is what is happening in the world today.

2.3.5 Teacher Learning and Heutagogy

The exponential growth of technology, especially within the digital world, has also enabled professional learning to thrive by employing 'do it yourself' approaches, pointing towards self-determined learning or heutagogy (Netolicky, 2016; Blaschke, 2012). Heutogogy, which has recently resurfaced as a learning approach after numerous years of limited attention, has its practices and principles rooted in androgogy and underscores learners as being highly autonomous and self-determined developing the learner's competence and capability to handle the complex challenges in our complex and diverse world (Blaschke, 2012). Blaschke (2012) also adds that heutogogy, which is enabled by the ubiquitousness of the internet, has been used as a theory for applying to emerging technologies in distance education in which distance educators develop and deliver instruction using social media platforms, which enable in the development of learner-generated content and learner self-directedness in information.

Netolicky (2016) found that heutagogical approaches using online collaborative platforms such as Twitter, blogging etc., which flattened hierarchies, geographies and time zone are seen as key supports for learning for educators and found Twitter and blogging to be 'collaborative global platforms' for engaging like-minded thinkers in robust conversations about education from an international perspective. Engagement with social media also alerts educators to the latest trends, blog posts and articles which have the potential to expand their knowledge, understanding and awareness and these platforms also facilitate support and thinking outside the immediate environment of the educator and act as a worldwide personal learning community (Netolicky, 2016).

Heutagogy applies a holistic approach to developing learner capabilities, with learning as an active process and learners being the major agent of their own learning as a result of their own experiences and in heutagogy the instructor also enhances the learning process by provision of guidance and resources but relinquishes the ownership of the learning trajectory to the learner who determines what is to be learned and how it will be learned (Blaschke, 2012). In self-determined learning it is crucial for learners to acquire competencies, which is a proven ability in acquiring skills and knowledge, and capabilities, which underscore the learner's confidence in his or her competency to exercise appropriate action to formulate and solve problems in familiar and unfamiliar environments (Blaschke, 2012). Blaschke

(2012) adds that capable individuals demonstrate self-efficacy and continuously reflect on the learning process, working well with other individuals and being openly communicative and being creative and flexible in applying competencies to new and unfamiliar scenarios. The attribute of self-directed learning of heutogogy, which involve individuals taking initiatives on their own to diagnose their learning needs, formulating learning goals and implementing appropriate learning strategies and evaluating learning outcomes, also include supporting transformational learning, promoting emancipatory learning and social action (Blaschke, 2012).

2.3.6 Transformational Learning as Part of Teacher Learning

Nohl (2015) describes transformative learning as a process in which the perspective of meaning, thought, feeling and will changes and comprehending how these processes evolve over time is important. Blaschke (2012) elaborates on the phenomenon of Transformational learning by remarking that it occurs along a self-directed trajectory and as the learner matures and becomes reflective of life experiences in respect of his beliefs, perceptions and lifestyles, the learners perspective and outlook is adjusted or changed enabling transformative learning to occur.

The work on transformative learning has been grounded in the seminal work of Jack Mezirow (as cited in Nohl, 2015) who conceptualises an individual's transformative learning as a paradigm shift in an adult's meaning perspective as the adult engages in interactive activities that augment his or her own worldview, which is triggered by some event (which serves as a catalyst) in which adults are stimulated to examine their beliefs (Steyn, 2017).

Steyn (2017) claims that transformative learning underscores changes in the adult learning process and it therefore becomes necessary to understand how these processes develop over time and has identified three constructs of transformative learning: firstly the experience of the individuals forms the basis of their values and beliefs, which constitute the starting point of the discourse; secondly empathy, which engages the emotive nature of transformative learning, enables learners to understand the perspective of others and increases the likelihood of a shared understanding of issues; thirdly the desire to change refers to the

transition of individuals form reflection to transformation and eventually converting transformation into praxis (action).

The transformative learning theory is based on humanist and constructivist suppositions, with humanism proposing that humans are autonomous and free and have the potential for development, while constructivists believe that learning is a process in which personal meaning is actively constructed in the mind and is validated through interaction with other individuals resulting in individual and social construction of meaning (Steyn, 2017). Steyn (2017) also argues that professional development within a constructivist framework, offers a shift from the technical, mechanistic paradigm of the world to a more holistic paradigm that underscores the constructivist and social or contextual approach of teacher professional development.

Constructivist professional development facilitates educators understanding of whether their learners are learning in a constructive way, whether the educator is a facilitator or an orator and whether the professional development of the educator is the educator's own growth through a constructivist trajectory (Steyn, 2017). From a social constructivist approach, which underscore collaborative engagements, educators make sense of the world by constructing and developing knowledge through interactions with other educators and being part of a learning community (which pools 'the intelligence' of individuals) educators challenge and critique the views of others that initiates the transformational process in which new understandings and insights that have been developed by the educators replace the old, inadequate beliefs about teaching and learning (Steyn, 2017). Collaboration fosters interdependence, which enables educators to measure their own professionalism and approach to teaching and ensures that educators are on the right trajectory of learning by assisting the educators with the right tools to attain their goals and collaboration also exposes educators to a myriad of ideas and approaches and to adapt their own approach and incorporate new ideas into their classroom practice to ensure greater benefits (Steyn, 2017).

Apart from collaboration, preflection and reflection are also part of the transformative agenda of educator learning. Slavich and Zimbardo (2012) describe preflection as all types of reflective actions that occur before a particular activity or programme has started, while reflection concerns reflective actions that occur after the activity or programme has ended, which all aimed at promoting learning and personal growth. Slavic and Zimbardo (2012)

also add that preflection involves critiquing one's assumptions regarding the content of an idea, allowing individuals to identify their attitudes and knowledge about a concept, question or problem and contemplate possible strategies for tackling an issue or problem, while reflection, which occurs after an activity has ended, can be an individual experience or a group experience and basically involves critiquing assumptions about the content of an idea for the outcome of revealing something new resulting in the person's attitudinal or behavioural transformation.

Another significant aspect of educator learning (which resonates with transformative learning) related to organisational effectiveness is organisational learning, which encompasses "single-loop" and "double-loop" learning (Finnigan & Daly, 2012). Organisational learning involves diagnosing issues that the organisations are faced with and implementing measures or strategies to learn, improve and also modify behaviours (Finnigan & Daly, 2012). Related to organisational learning is "single-loop" and "double-loop" learning with the former emphasising how best to achieve existing goals and objectives and how to keep the trajectory of organisational performance within a range defined by specific norms, while the latter requires a careful examination of underlying assumptions and beliefs that were once enabling factors to achieve organisational goals but are now disabling factors to achieve goals. Finnigan and Daly (2012) also maintain that "single-loop" learning refers to routine changes while "double-loop" learning refers to a more radical and transformational change and would also suggest exploring or searching for new ideas outside the organisation beyond current norms and practices. "Double-loop" learning also has a strong resonance with educators who have been on default mode of implementing existing goals based on old assumptions and beliefs that appear to foster the status quo and stagnates innovation and creativity but wish to reinvent their philosophy, beliefs and assumptions and ethos of the school that promote the effectiveness of schools manifested by innovativeness, critical dialogue, creativity, transformation and embracing diversity.

For professionals to experience transformative learning requires a nurturing of the learning environment, which accepts the importance of relationships that emphasise emotional maturity, awareness, empathy and control and mutual trust in team members as this will enable educators to openly acknowledge their professional learning needs and feel free to share information to achieve consensal and mutual understanding (Steyn, 2017).

Educator learning, therefore, is learning that occurs over a wide spectrum of spaces (social, political, educational etc.) and should not be thought of as learning only within a pedagogic space. Even Roger Federer, who transformed from an average professional tennis player to being labelled an icon, hero and legend in the sport of tennis, also embraced change and diverse experiences (e.g. having conversations with former world number 1 golf player, Tiger Woods, observing the skills of other tennis players, changing coaches, changing equipment, exercising his generosity by playing with other tennis professionals and so on) to achieve excellence (Stauffer, 2006; De Jonge, 2017). Educators who are able to embrace diverse experiences and transform their human, social and decisional capital are also likely to achieve a durable, sustainable and quality professional capital (Fullan & Hargreaves, 2012).

2.3.7 Concluding Comments

The discourse of professional learning (also known as teacher learning or educator learning) is a broad area within teacher professional development and for the purposes of this study a very brief discussion was made. The discourses of transformative learning and PLC's, which resonates with the development of the professional capital of educators, were highlighted. An important aspect of teacher learning is also an understanding of the fundamentals of collaboration and how genuine collaborative engagements foster effective professional development of the educator. An important discourse (role of PLC's) that was discussed under teacher learning is also a significant part of the conversation on the collaborative engagements of educators.

2.4 Collaboration and Effective Professional Development

2.4.1 Introductory Comments

Andy Hargreaves's (cited in Datnow, 2011) seminal work on how educational change shape teacher's work, especially with respect to collaboration, is brilliantly discussed in his book (*Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age*), which was published in 1994. Andy Hargreaves, in particular, has made a tremendous contribution to the discourse of collaboration and the way it influences the work of

educators, their professional learning and development and their interaction with their colleagues, learners and members of the community. Hargreaves and Fullan (2012) who have written the book (Professional Capital: Transforming Teaching in Every School) also devote much of their time in a book about the power of collaboration and its positive impact for teacher learning, enhancing their human, social and decisional capital and also demonstrate its resonance for the acquisition of Professional Capital.

It is important at this stage to consider the meaning of collaboration and according to Robutti et al. (2016) collaboration means to work jointly, to work with another or others and to co-operate. Robutti et al. (2016) also add that collaboration from an educator's perspective involves educators co-working and co-learning in joint activity, common purpose, critical dialogue and inquiry and pursuing mutual support in analysing issues that are posing a challenge to them. Daly et al. (2010) also maintain that educators who are able to successfully engage in collaborative work are individuals across a school who are engaged in common work and share, to a certain degree, values and norms and orientation towards teaching learners and operate with structures and organisations that encourage interdependence. Educators working in collaboration tend to have a greater skill variety, are more informed about their colleagues work and their learner performances, report higher levels of work satisfaction and increased levels of instructional efficacy (Daly et al., 2010). Kelchtermans (2006) argues that the term teacher collaboration is sometimes used interchangeably with collegiality and although closely connected both terms are not identical. While collaboration refers to cooperative actions, collegiality refers to the quality of the relationships among staff members in a school situation, carrying with it a positive value, referring to 'good' (supportive rewarding etc.) relationship among equals (Kelchtermans, 2006). Collaboration and collegiality constitute and reflect one another – the actions of working together are determined by the relationships of staff members and therefore collaborative actions and collegial relations are crucial for the working conditions for educators and also have a strong influence on the professional development of educators and the school as a whole (Kelchtermans, 2006).

2.4.2 Collaboration in Promoting Equity and Inclusiveness

Stevenson (2017) also argues that the goals of excellence and equity in our public education system can only flourish in a collaborative culture that builds 'bridges and not walls' that

militate against aggressive individualism and corrosive competition. Jones (2017) also maintains that collaboration amongst educators enables them to engage in more informed decision-making and helps to construct a shared understanding of the desired learning outcomes achieved in their own contexts. Jones (2017) extends his thoughts by adding that professional capital is more likely to be reaped where collective cultures operating in synergy are in place but the integrity of professional capital is lost when the demands for individual accountability impede creativity.

Duffy and Gallagher (2017) who conducted their research in Northern Ireland that was ravaged by many years (1969 -1998) of sectarian religious violence between the Protestants (Unionists) and Catholics (Nationalists), argues in favour of Shared Education Partnership (SEP) manifested by collaborative engagements between the Catholic supported schools and Protestant supported schools by stating that networked learning environments create conditions within and between schools to enable staff to move outside of their school space and engage with broader ideas and possibilities whereby the collaboration of educators generates new knowledge which influences practice leading to enhanced learner performance and school improvement. Duffy and Gallagher (2017) also maintain that initially schools establish clear boundaries and intra-community focus in social learning but later create porous boundaries and a bridging process with other communities of learning in order to augment learner and prevent institutional stagnation. Collaboration, apart from improving learner performance and engagement, facilitates harmony and reduced prejudice and such actions foster cooperation rather than competition and equal status among people (Duffy & Gallagher, 2017).

Kitsing, Boyle, Kukemelk and Mikk (2016) also note the significance of collaborative cultures in Estonia in contributing towards educational excellence and equality. Through a decentralisation programme the Estonian school system devolved the responsibility for the local school system to each municipality and this involved school principals having high levels of autonomy including the authority to hire and dismiss staff and negotiate their working conditions and job contracts as well as empowering principals and educators to regulate their own professionalism through the development of professional capital (Kitsing et al., 2016). The phenomenon of professional capital (which is the function of human, social and decisional capital) as outlined by Hargreaves and Fullan (2012) was embodied into the Estonian education system (Kitsing et al., 2016). By transferring decision-making and the

responsibility of final results to school level Estonia developed decisional capital and by abandoning authoritarian leadership styles in schools and creating more collaborative cultures, which facilitated professional learning and other forms of in-service training, human and social capital were developed and collectively the development of decisional, human and social capital allowed professional capital to flourish (Kitsing et al., 2016). Increased professional capital and more responsibility at the school level augmented the development of effective learning environments that met the needs, abilities and interests of all learners (Kitsing et al., 2016).

According to the 2012 Programme for International Student Assessment (PISA), which is an influential tool to compare the education systems of countries that belong to the Organization for Economic Co-operation and Development (OECD), Estonia were in the top four highest performing countries in Europe for mathematics and reading (Kitsing et al., 2016). Estonia, which scored relatively high in the Human Development Index (which is a composite measure across key indicators that cover: lifespan, education and standards of living), was able to enhance the quality of life of their population through financial support to families of school-age children and augmenting the education levels of the population by compulsory participation in high-quality pre-school education (which prevented disadvantaged children from falling behind their peers in terms of educational progress) (Kitsing et al., 2016).

Ainscow (2016) adds that collaboration is an integral component that fosters equity within school systems by improving capacity of educators for improving the performance of all learners, especially learners from poor socio-economic backgrounds. Ainscow (2016) also adds that improvement in school is a social process that involves educators learning from one another, from their learners and from members of the community thus strengthening their social capital. Putnam (as cited in Ainscow, 2016) also claims that high-performing school districts have an abundance of social capital that mitigates the insidious effects of socio-economic disadvantage and therefore strengthening the social capital of individuals contributes towards promoting equity. Professional learning approaches that harness collective learning and collaboration has a great potential for contributing significantly towards equity (Ainscow, 2016).

Collaboration is also a versatile tool and enables cooperation between individuals with varying status, for example, between educators and learners, between educators and researchers, between educators and parents, or even within groups or teams that integrate educators who teach different subjects (Robutti et al., 2016). Collaboration, where success depends on common goals and attending to the different needs of participants, occurs in a way that joint work involves negotiation, join decision-making, effective communication and collective learning in an institution that focuses on promoting professional dialogue (Robutti et al., 2016).

Collaboration is a relatively powerful tool in militating against the prejudice that exists between social groupings and between individuals who belong to varying status thus augmenting egalitarianism. Genuine collaboration can also foster harmony, trust and empathy between groups of people interacting within the educational space. Individuals who display empathy and trust tend to gravitate towards each other and have the potential of finding solutions together if challenges arise. They also are not infused with hubristic attitude which can hinder social interaction but are informed by principles of egalitarianism and inclusivity.

2.4.3 The Influence of Collaboration on Social Capital Acquisition

In order to understand the concept of collaboration as a form of social interaction amongst educators it is prudent to use the social network theory as a lens and more specifically, social capital - one of the foundations of the social network theory (Daly et al., 2010). Social capital refers to the system's social relations, through which the resources of other individuals can be accessed (Daly et al., 2010). Social capital involves resources that exist in social relationships between individuals as opposed to resources of a specific individual and implies that individuals must be aware of the assets in their social network and execute action through social ties to access these resources (Daly et al., 2010; Mulford, 2007). Mulford (2007) also acknowledges that social capital can be interpreted in terms of groups, networks, norms and trust that individuals have access to for productive causes. Daly et al. (2010) emphasise that, while the actors in the network are accessing resources through their social ties, it is the quality of those ties between individuals in a social organisation that develops a structure that determines opportunities for social capital transactions and access to resources. Strong ties have been associated with low-conflict organisations, joint

problem-solving and the development of coordinated solutions, while less-dense networks tend to be better suited for transfer of simple, routine information but taken together strong and weak ties facilitate access to different kinds of information (Daly et al., 2010).

Apart from a generally accepted definition of social capital Mulford (2007), Aldrich and Meyer (2014) and Hawkins and Maurer (2010) also examine the different classifications of social capital: bonding, bridging and linking social capital. Bonding social capital refers to ties that individuals have who are similar in terms of their demographic characteristics, such as family members, neighbours, close friends etc., while bridging social capital is also horizontal in nature but refers to ties to people that do not share many of these characteristics but are more or less on an equal social standing (Mulford, 2007; Aldrich & Meyer, 2014; Hawkins & Maurer, 2010). Linking social capital is vertical in nature and operates across power differentials and refers one's ties or connection to people in positions of authority such as the police, politicians, banks and so forth (Mulford, 2007; Aldrich & Meyer, 2014; Hawkins & Maurer, 2010). From an educational perspective, bonding social capital can be manifested in colleagues working within schools, while bridging social capital are relationships or networks between schools and linking social capital is interpreted as a network between the school and community (Mulford, 2007).

The idea of a community of practice resonates strongly with the acquisition of social capital. Penuel, Riel, Krause and Frank (2009) claim that community of practice is a lens used by scholars to understand the professional interactions that exist amongst educators and contend that using this lens draws attention to the ways in which educator's interactions with one another, in which they engage with artefacts and other representations of teaching, constitute a system of practice that facilitates ongoing learning and development. An integral part of educator learning and development within this framework is that educators are participants in a community, assuming roles and responsibilities and using the available resources to improve or transform practice (Penuel et al., 2009). The shared practices allow for the formation of social ties through which expertise flows and the more educators share knowledge about their practices the more easily information and knowledge is likely to flow (Penuel et al., 2009). It is important to understand that any group of educators does not constitute a community of practice and therefore to be successful teacher interactions should be focussed on improving instructional practice (Penuel et al., 2009).

Apart from trust, loyalty, norms of reciprocity and so forth, effective collaboration is a very significant ingredient for developing the social capital of the individual (Hargreaves & Fullan, 2012). Without proper and sincere collaborative engagements it is difficult to form effective and sustainable networks for the development and acquisition of social capital. Leadership at schools must focus on strategies on elevating the social capital of educators for purposes of augmenting their human and decisional capital (Hargreaves & Fullan, 2012), which eventually has a positive impact on the teaching and learning of learners at schools. Collaboration is also an important part of establishing Professional Learning Communities (PLC's) and developing the social capital of educators that are part of the PLC.

2.4.4 Collaboration and its Relationship to PLC's

The idea of teacher collaboration and collegiality being part of a strong network resonate strongly with the idea of professional learning communities (PLC's) and communities of practice. Owen (2014) asserts that PLC's underscore elements of shared vision, educator enquiry, collegiality, joint practical activities – all which enhance the professional learning and professional development of an educator. Kelly and Cherkowski (2015) also remark that PLC's are effective organisational approaches for allowing educators to engage in collaborative learning to enhance their practice. Educators also use PLC's to engage with their colleagues to actively learn about and reflect on their practice with their colleagues (Kelly & Cherkowski, 2015; Sai & Siraj, 2015). PLC's also play a significant role in the building and sustaining of relationships with colleagues, establishing norms and structures for collective learning and establishing new professional identities through this experience (Kelly & Cherkowski, 2015).

Sai and Siraj (2015) acknowledge that the PLC approach to teaching transitioned from an isolated teacher-centered approach to instruction to a leaner-centered approach where educators work independently and collaboratively and focus on a shared mission of collective capacity building, identifying learning gaps and developing sound institutional practices to fulfil the needs and desires of all learners. The collaboration that exists within a PLC allows professional learning to become more in-depth as the capacity of the PLC develops and numerous opportunities for collaboration between educators fosters continuous learning and augmented accountability among members of the PLC and such collaborative work opportunities breathe new life and energy into teaching and learning

(Kelly & Cherkowski, 2015). Enhancing and deepening the learning environment for learners necessitates changing the nature of tasks that learners are required to perform, shifting the nature of the relationship between learners and educators when they approach knowledge and modifying systems that are status quo oriented (Rincón-Galardo & Fullan, 2016). When a group is aware of their power to get better at what they do, a sense of ownership and engagement get strengthened and establish a platform for subsequent improvements and sustainability (Rincón-Galardo & Fullan, 2016).

Timperley (as cited in Kelly & Cherkowski, 2015) suggest that in order for educators to develop a professional culture requires a transformative change rather than an additive change to teaching and to facilitate this transformative change requires a collaborative environment where educators work together to examine and question their own practices, reflect on outcomes and share some of their personal learning experiences with their colleagues. Within a PLC, that fosters a culture of collaborative learning, shared expertise allows the interdependence of educators to grow and when educators come up with knowledge as a collective, it strengthens the whole group and elevates members to an equal level of expertise, rather than expertise being manifested in the form of a hierarchy (Kelly & Cherkowski, 2015). It is important to note that transformative learning does not follow a recipe for planning and implementation as it is difficult to predict how a group or individual will respond to new ideas or interpretations (Kelly & Cherkowski, 2015). Hargreaves and Fullan (2012) and Harris, Caldwell and Longmuir (2013) also maintain that within collaborative culture vulnerabilities, doubts and even confusion are articulated in a safe space and guilt and the quest for perfection are eliminated.

Apart from collaboration in enhancing the working relationships of educators within a PLC, trust is also an integral component in sustaining the interdependence that exists amongst colleagues and where there is a trusting and caring environment individuals are more likely to engage with others in the learning process, execute more risks and display their creative talents (Kelly & Cherkowski, 2015 and Harris et al., 2015). Brown, Daly and Liou (2016) also contend that high levels of trust are also associated with collaboration, complex information sharing and an organisational culture of cooperation rather than competition. Kelly and Cherkowski (2015) also emphasise that organisational learning, embraced by a trusting culture, focusses on the collective learning and may be perceived as self-serving for the organisation but the intended outcome may lead to more independence and autonomy in

the organisation, creating a sense of ownership over the learning process. Kelly and Cherkowski (2015) extend their thoughts about the influence of trust in collaborative engagements within a PLC by remarking that a high trusting culture and sincere emotional connections enabled educators to demonstrate their vulnerabilities without fear as their fellow colleagues offered a deep level of support.

Sai and Siraj (2015) elaborate on the significance of a shared vision by claiming that when individuals integrate and expand their visions the outcome is an achieving organisation and this shared vision has the ability of aligning disparate aspirations among people. Sai and Siraj (2015) add that shared visions are useful to combine the purposes of individuals to bring experimentation and creativity to organisations to work for the same goals.

Sai and Siraj (2015) also provide additional insights on the relationship between PLC's and learner achievement by remarking that there were significant gains in learner achievement when schools have collaborative engagements about planning, implementing instructional strategies and monitoring learner results. Educators within the PLC share proven effective practices, share strategies for learning and monitoring the growth and development of each individual learner and how to adjust their teaching to meet the individual needs of the learners (Sai & Siraj, 2015). Stoll, Bolam, McMahon and Thomas (2006) also acknowledge the links between PLC's and enhanced learner outcomes by remarking that a learning-enriched educator's workplace appears to be linked to better learner academic progress and also found that learners achieved at higher levels in schools with positive PLC's, which encouraged high quality thinking, meaningful conversations, deep knowledge and connecting with the wider world beyond the classroom. Wiley (as cited in Stoll et al., 2006) likewise found that individual learner achievement in Mathematics, where educators were subjected to transformational leadership, was positively related by an increased learning in school resulting from the professional community.

Hord (1997) makes a significant contribution on shared practices as one the attributes of PLC's by suggesting that review of a teacher's behaviour by colleagues is the norm in the PLC and this practice is a process of peers assisting peers and such a review is conducted by educators who visit each other's classrooms to make observations and take notes and reflect on the observations with each other. This collaborative process is based on the desire for individual and community improvement facilitated by the mutual respect and

trustworthiness of staff members (Hord, 1997). Hord (1997) also maintains that in a collaborative workplace culture of shared practice, educators discover opportunities of trust, empathy and cherishing one another's triumphs as a result of the warm relationships with each other.

Sai and Siraj (2015) argue that strong leadership plays a huge role in improving and strengthening the PLC and has outlined some the features of good leadership: Leaders position themselves in the centre of educators and not on top of them; effective leaders are aware of creating the culture of inquiring and absorbing new knowledge, ideas and the reflections of teaching practices; good leaders have the ability to deal with adversity; good leaders are also catalysts for developing PLC's to attain goals by shared knowledge. Hord (1997) uses the term 'omnicompetence' implying that individuals who are viewed as all-wise and all-competent and if such behaviour prevails within a PLC it may constrain the ability of educators for collective decision-making, proposing divergent views about effectiveness of schools and to participate in shared and distributed leadership.

In an environment where leaders decentralise their authority an impetus is created to stimulate the successfulness of shared leadership and PLC's must create an enabling environment for authority, power and decision-making to be shared (Sai & Siraj, 2015). Stoll (et al., 2006) also argue that leadership cannot be the responsibility of one person or a small group of people due to the nature of work being complex and therefore accomplishing workplace responsibilities is more effective by the reciprocal actions of a number of people. Bringing about educational change is extremely complex and involves dealing with anxieties and fears associated with change and therefore the human side of leadership, in particular the emotional intelligence of an individual, is also an important part of effective leadership within a PLC (Stoll et al., 2006). Building positive leadership ability is an important manifestation of effective PLC's in augmenting the relationship of educators and their involvements; creating a professional culture amongst educators and creating methods of dealing with adversity within PLC's (Sai & Siraj, 2015).

An understanding of group dynamics and the micro-political climate that encompasses it is an important consideration when building positive leadership within a PLC. Pillay (2004) in referring to the scholarly work of Joseph Blasè describe micropolitics as individuals achieving their goals through the use of power, either through formal or informal

mechanisms. Micropolitics also uncover influences, conflict and negotiating processes between individuals and groups within an organisation and are very relevant in community-building initiatives because educators employ micropolitical strategies as they increase their interactions with other colleagues (Achinstein, 2002). Fostering collaboration within a PLC may spark conflict, which is a micropolitical process and a social interaction process, whereby individuals or groups may perceive themselves at odds with each other (Achinstein, 2002). In this regard, Stoll et al. (2006) also maintains that, while the beliefs, values and norms are shared amongst the educators fostering a sense of harmonious functioning within a PLC, ambiguity and conflict can result in a fragmented PLC characterised by social disharmony, dissent, confusion and uncertainty. Reflection, which is an essential attribute of a PLC, fosters alternative viewpoints and growth and this serves to militate against myopic decision-making and stagnation in the learning communities but by uncovering competing ideologies and interests may initiate ongoing conflicts (Achinstein, 2002). Thinking of PLC's as a community foregrounds the notion of caring, belonging and connectedness and countering isolation but that same community can also construct walls and borders that define outsider status as well by drawing circles around groups to which one belongs and describing those outside the circle in disturbing and negative ways (Achinstein, 2002). Dissent and disharmony are also products of unequal power relations within a PLC and hence the need for shared and distributive leadership which underscore egalitarianism (Sai & Siraj, 2015).

Having conversations about professional issues is time-consuming and schools must be effectively organised to allow educators the time to meet and talk regularly, which means timetabling to cover educators who attend external training and developing effective strategies enabling learning to occur throughout the school (Stoll et al., 2006). Space is another consideration for PLC's and in this regard allocated spaces for PLC's to function must be able to facilitate the dialogues, debates, conversations, collaborative inquiry activities as efficiently as possible. Opportunities for professional exchange appear to be enabled by physical proximity (PLC's must be positioned at a venue that is of close proximity to all educators) (Stoll et al., 2006).

Apart from shared and collaborative leadership being a significant attribute of PLC's, collective creativity that is fostered by collaboration is another important attribute of PLC's (Hord, 2007). Collective creativity involves individuals from multiple constituencies

collaboratively and continually working together enhancing their capacity to create things that desire to create and also applying new ideas and information to problem-solving (Hord, 1997). Related to collective creativity is reflective practice where the professional growth of educators is augmented through peer observations, trying new things, implementing different perspectives and developing an inquisitive mind about teaching (Kelly & Cherkowski, 2015). The main purpose for analysing and reflecting on learner's needs in professional learning situations is to develop ongoing professional learning for educators and to improve practice, where educators integrate their knowledge with the pedagogical content knowledge (PCK) in order to be responsive to learner needs (Kelly & Cherkowski, 2015). A shift in mindset is integral for educators to engage in professional learning that transfers to greater quality and equity for all learners and this shift is possible as educators work together to reflect on their practice and also inquire into their beliefs and habits (Kelly & Cherkowski, 2015).

In spite of the numerous benefits of PLC's to enhance the professional learning and development of educators and augment learner performance, PLC's are also faced with numerous challenges. Lieberman and Miller (2011) identify PLC's as spaces for openness to new ideas and practices, egalitarianism, reflection and mutual accountability for learning which are difficult to enact in a bureaucratic system that underscores power of authority and a culture of compliance. The geographical location (rural or isolated schools) of the PLC can limit the full participation of educators (Feger & Arruda, 2008). Another challenge for learning communities is to guard against the usurpation of the educator's voice and reducing the PLC into a standardised professional tool (Lieberman & Miller, 2011). Time is another challenge and the capacity to engage in honest talk is paramount and develops gradually as trust and colleagueship take root (Lieberman & Miller, 2011). The superficial implementation of PLC's without an awareness of depth that is needed for producing an impact on learning also poses as another challenge (Feger & Arruda, 2008). In order to mitigate against the negative impact of some of the challenges, Feger and Arruga (2008) suggest the use of technology to facilitate the work of PLC's and specifically the use of online services as this medium becomes an ideal vehicle for exchanging and connecting the expertise of members in particular communities of practice.

From the analysis of the literature on PLC's, relatively clear picture emerges about the significant role of collaboration and its role in developing PLC's. Within PLC's educators

meet and use their social capital to access knowledge from other colleagues and also reciprocate by enhancing the skills of other educators. PLC's are important forums for many educators, who are struggling with curriculum and matters relating to practice, providing an important impetus for innovation and renewal of practice of educators. Educators have a safety net, which is the PLC, to eliminate their worries about their teaching and learning and also expose their weaknesses for remediation. Whilst many educators within the South African context belong to forums or learning communities not all learning communities are fully functional or operational due to transport and time constraints, leadership challenges and a lack of desire by educators (who already burdened with large class sizes and other onerous tasks in school). An important development associated with collaborative engagements within a PLC to improve practice and effect change in schools that meets the demands of a complex and dynamic society is engaging with collaborative inquiry to foster innovative practice.

2.4.5 Collaboration and Collaborative Inquiry

Butler, Schnellert and MacNeil (2015) argue that collaborative inquiry is a practice of inquiry co-constructed by and with educators that involves an iterative, ongoing and critical evaluation of practice and it is through collaborative inquiry that educators can work together to situate emerging knowledge and beliefs and challenge assumptions. Collaborative inquiry is a significant vehicle for positive change whether it occurs within schools, across schools engaged in partnerships, or beyond schools when educators are collaboratively engaged with stakeholders from the community (Chapman, Chestnutt, Friel, Hall & Lowden, 2016). Collaborative inquiry involves a cyclic process of identifying challenges, engaging with innovative practice, breaking down existing hierarchies, creating enabling conditions for greater access to social capital resources, facilitating mutual support mechanisms and prevention of individuals taking a viewpoint that is parochial (Chapman et al., 2016).

Chapman et al. (2016) have also researched the influence of collaborative inquiry-driven initiatives that are designed to improve the outcomes of learners from disadvantaged backgrounds and closing the attainment gap. Collaboration that incorporates collaborative inquiry is an efficient process for supporting change and in the enhancement of practices of educators and other professionals in the field of education and has a strong resonance with

developing the human, social and decisional capital of educators as well as the overall professional capital of educators (Chapman et al., 2016).

Collaboration that incorporates collaborative inquiry is an effective process for facilitating change and improvement in the practices of educators and other professionals within the domain of education and also enabling educators to develop their knowledge and practice over an extended period of time (Chapman et al., 2016). Collaborative inquiry also involves identifying challenges, experimenting with innovative practice, breaking down hierarchies and barriers to enable greater access to social capital, pooling resources and preventing individuals from taking a parochial view (Chapman et al., 2016). Rincón-Galardo and Fullan (2016) also add connecting outwards to learn from others is also characteristic of collaborative endeavours and involves frequent interactions of individual members with larger networks and outside connections, offering access to required expertise and innovative ideas thereby breaking down the 'echo chamber' phenomenon: whereby a group with strong ties underscoring old ideas, methods and practices.

When collaborative inquiry manifests itself between schools the benefits of school-to-school collaboration include a disruption of beliefs that are deep, enabling educators to take risks and reveal their vulnerabilities in their knowledge, to cut across boundaries opening up new platforms for exchange of new and innovative knowledge, mobilise a wide range of resources and expertise and eradicate competition between schools (Chapman et al., 2016). In this regard, Rincón-Galardo and Fullan (2016) refer to the phenomenon of 'systemness' (which means individuals doing their own part as they derive benefit from and contribute to the agenda of a larger system), which emphasises individual educators contribution to the entire school population instead of his or her own classroom and also focusses on the improvement of the whole system whereby networks become better partners with other networks and system leaders. When collaborative inquiry extends beyond the borders of schools, schools work with other services, agencies and community members from the health or social care sector an environment is fostered to promote the personal and social development of learners and their families (Chapman et al., 2016).

Whilst collaborative inquiry is associated with improvement of practices for educators, there are also many challenges that are associated with this approach to professional development. Drew, Priestly and Michael (2016) question whether collaborative inquiry can disrupt

current, habitual and traditional practices and ways of seeing schooling or whether collaborative inquiry is actually a mechanism for endorsing existing ways of thinking and functioning. Another challenge is collaborative inquiry being undermined by autocratic leadership, displaying tensions between the bottom-up and top-down elements of the collaborative inquiry where the collaborative inquiry is used as a control mechanism to implement mandates that are narrow and not inclusive (Drew et al., 2016). The practical constraints of time and space can hinder the process of collaborative inquiry as space is required for dialogical engagement of new and complex ideas over a sustained period of time (Drew et al., 2016). Another challenge is the inadequate knowledge and skills possessed by educators, especially in the area of data collection and analysis, which can be mitigated by using external support like university researchers and coaches (Drew et al., 2016).

In our digital and information society that is rapidly changing, collaborative inquiry that is associated with improved practices for educators is necessary if educators are interested in innovating their practices and introducing new approaches to their teaching to stimulate and sustain the learning of their learners. Many learners, who are intrinsically motivated and emancipated by the internet and digital world, possess a significant knowledge base on many disciplines and educators must embrace these learners by engaging in renewal and innovation in their practice to inspire their learners to greater heights.

Renewal and improved practices are strong factors in influencing the beliefs of educators to affect the performance of their learners (Dibapile, 2012). Understanding the discourse of educator efficacy and its influence on learner performance will be critically examined.

2.4.6 Educator Efficacy and Collaboration

Dibapile (2012) asserts that in order to offer credible, equitable lifelong education that resonates with the exponential technological development and dynamic socio-economic environment, our society must produce knowledgeable, skilled, enterprising and independent individuals. Educator efficacy is part of this vision and Dibapile (2012) describes educator efficacy as beliefs of educators in their abilities to affect learner performance and add that educators who have high efficacy are productive in classroom management, while educators who do not know why they are educators feel confused and experience stress in their work.

Although much professional learning is geared towards the up-skilling of individual educators, research has also pointed out that successful professional learning builds a collaborative culture that fosters collective efficacy (Beauchamp, Klassen, Parsons, Durksen & Taylor, 2014). Ramos, Costa, Pontes, Fernandez and Nina (2014) add that collective educator efficacy is the perception that educators have about the ability of influencing the performance of learners in the classrooms by exerting some control over their own lives or to the beliefs in their own capacities to exercise some action. Thus collective efficacy refers to the action in the ambit of the group, which is comprehended as the shared beliefs by the body of educators to produce effects over determined actions (Ramos et al., 2014). Yet enhancing collective efficacy through professional learning poses a challenge for some educators who express feelings of isolation, despite working within rich interactive social contexts but this situation can be ameliorated by verbal persuasion such as feedback exchanged within a collaborative partnership (Beauchamp et al., 2014). Hargreaves (cited in Beauchamp et al., 2014) remark that good and effective teaching is a collective accomplishment and responsibility and through a more collaborative and collegial profession learner achievement and learning is augmented.

Educator efficacy fostered by professional learning allows educators the time to meet and talk and create spaces that promote conversation and collaboration and in this regard principals are key figures in making this a reality in schools and their work must be to support collaboration (Beauchamp et al., 2014). Apart from developing a culture of teaching and learning in schools, Beauchamp et al. (2014) also maintain that principals must exercise their duties to allocate time for collaborative educator professional learning by implementing some of the following strategies: educators must have strong communication structures; educators must feel empowered to act upon their beliefs; caring relationships between educators and learners must be promoted; educators must be encouraged to enhance their own professional learning by collaborating in action research and school improvement and this involves ongoing inquiry and reflection about curriculum, pedagogy and school climate.

Collaborative professional learning which enhances the collective efficacy of educators should start with the self-identified needs of educators and as educators share their needs and formulate ideas with colleagues about how these needs might be addressed, they develop a sense of ownership of their teaching and learning (Beauchamp et al., 2014).

Bandura (as cited in Ramos et al., 2014) has identified four sources about the beliefs of efficacy: the first source is direct experience, characterised by the experiences interpreted as successful which increases confidence and experiences interpreted as unsuccessful that lower the levels of confidence; the second source is what we learn through the experience of others (vicarious learning); the third source is the social persuasion, which involves verbal contributions from others, such as colleagues, supervisors and administrators, which serve to strengthen the belief of a person and the capacity of the group to achieve a desired level of performance, especially in overcoming challenges and difficulties; finally the affective and psychological states are also sources of information of collective educator efficacy and by judging their own capabilities, individuals partially trust information transmitted by physiological and emotional states (high levels of stress may weaken the functioning of the group and confidence in their capacities. Ramos et al. (2014) emphasises that these sources of efficacy help to construct both individual beliefs (self-efficacy – beliefs of individuals in their own capacities) and collective beliefs (refers to the efficacy one has in the capacity of the group one belongs to).

Educator efficacy is sometimes considered to be a good indicator of teaching effectiveness and resonates strongly with aspects like classroom management, planning and preparation and so forth (Dibapile, 2012). Educators who are effective can succeed in planning and preparing their work, possess knowledge of their teaching materials and well-structured and defined pedagogy and are able to choose their instructional objectives to create consistent instruction (Dibapile, 2012). With regard to classroom management, effective educators are viewed as experts in classroom management and are able to form relationships when educators display respect for their learners, especially during 'noninstructional personal interactions' and also know how to handle misbehaving learners by effectively organising their classrooms in which learning and good performance will be achieved (Dibapile, 2012). Dibapile (2012) also adds that effective educators also act as mediators as they engage and interact with their learners and the instruction of effective educators can be interpreted as a form of 'scaffolded' instruction that supports learners in their quest for learning and acquisition of knowledge: learning can be thought of as mediated by an expert guiding a novice to ensure that novice transitions to becoming an expert.

Angelle, Nixon, Norton & Niles (2011) note the important relationship between collective efficacy and collective responsibility by claiming that collective efficacy fosters a type of

collegial responsibility: one where educators share the obligations for educator learning and learning of their learners. Angelle et al. (2011) also found that schools with a significantly high level of collective responsibility for learning not only had learners who learnt but are schools that displayed equity, especially within the framework of social characteristics. Apart from collective responsibility, Angelle et al. (2011) also remarks that collective efficacy leads to persistence and effort and claims that educators with high efficacy persisted when faced with the challenges of learner failure and consequently devoted greater effort. Angelle et al. (2011) also concludes that educators with high efficacy have positive attitudes towards learners who are under-achieving and build friendly and cordial relationships with them and set higher academic standards for this group than do low-efficacy educators, while Owre (2006) claims that educators in low efficacy schools would consider a large part of the learner population as uneducable, spend less time teaching and monitoring their progress and spend more time as disciplinarians maintaining order in the classroom. Owre (2006) also adds that apart from learners displaying a high level of academic futility, schools with low efficacy would display a greater tendency to give up and show no resilience to adversity and try out new innovations. Angelle et al. (2011) therefore suggests that a need for effective leadership and trust as important factors to contribute to the collective efficacy of educators.

Ramos et al. (2014) also indicate that collective efficacy, stress and satisfaction at work are variables that can influence one another and add that educators who are pleased with their experience of work report higher levels of collective efficacy beliefs and therefore investment in improvement of collective efficacy beliefs have the potential to elevate the level of satisfaction at work and augment the performance of the educator.

As discussed earlier, creating a collaborative culture in schools is the common denominator in enhancing the collective efficacy of educators and for schools to be highly functional the importance of building a sense of collective efficacy through whole-school collaborative activities is of paramount importance (Beauchamp et al., 2014). However, collaboration is not part of the teaching culture of many schools and educators may have not fully developed the collaboration related language, which is manifested by educators resisting change (associated with collaboration) that is seen to disrupt the educator's regular practice and culture thus becoming a challenge for school leaders to manage or encourage collaboration (Beauchamp et al., 2014). Allied to this challenge, is growing evidence that educators

experience, both collectively and individually, a decrease in efficacy at certain times of the year thus impacting negatively on learner achievement (Beauchamp et al., 2014).

2.4.7 Concluding Comments

One of Roger Federer's trademark was his ability to collaborate with the right people that formed an integral part of his team (made up of his coaches and physical trainer) that contributed immensely to his success (De Jonge, 2017). The immense power of collaboration is also significant in augmenting the social capital of educators as well as promoting equity and inclusiveness, which is significant for this study as two of the research participants are from schools that are classified as disadvantaged, poor schools (quintile 3 schools). The literature on collaboration will also provide valuable insights in the data analysis.

Collaboration is also an important aspect of dialogical learning, which is very emancipatory in nature. Creating a dialogical classroom that fosters dialogical learning will be examined and analysed in the discussion to follow.

2.5 Dialogical Learning and Professional Development

Talk is a fundamental aspect of human life and therefore humans engage in talk to communicate with others and spend a large amount of their time speaking and listening for numerous purposes (Callander, 2013). It is therefore essential that we learn how to speak and listen effectively as those who are unable to express themselves clearly will find it difficult to communicate their message to the individual they are communicating with resulting in ambiguity and confusion. Apart from asking questions, sharing information and expressing viewpoints, talk also enables relationships to be formed and in this regard dialogic talk consists of purposeful, collaborative and engaging talk where learners and educators develop a relationship where they share authority in developing and acquiring knowledge within a supportive learning environment (Callander, 2013).

Creating dialogical spaces for educators to foster dialogic learning is an important part of an educator's trajectory on professional development as it provides opportunities for critical thinking and transgressing the status quo, promotes a problem-solving approach to education

and creates emancipatory opportunities for both the educator and the learner. Many scholars (Bowers (2005); Callander (2013); Reznitskaya (2012) and Lyle (2008)) have researched or written about dialogical learning and were largely influenced by the seminal work of the 20th-century thinkers Mikhail Bakhtin (Russian philosopher) and the Brazilian, Paulo Freire.

In order to understand the phenomenon of dialogic learning it is necessary to differentiate between dialogue and monologue talk. Bakhtin (as cited in Lyle 2008) makes a distinction between monologic and dialogic discourse and argues that a monologic educator is mainly concerned with the transmission of knowledge and is in total control of the goals of monologic talk, while dialogic talk is concerned with promoting communication through authentic exchanges and there is a genuine concern for the views of the talk partners as they construct and build meaning collaboratively. Lyle (2008) also contends that monologic talk focuses on the power of the educator that hinders dialogue and interactions between educators and learners, while dialogic engagements creates a space for multiple voices and discourses and challenges the power relations constructed by monologic engagements. The dialogic discourse, which describes forms of two-way communication where participants argue their own positions with justification and listening to the position of others through mutual understanding, also underscore the 'How?' and 'Why?' questions that require justification (Innes, 2007).

Bowers (2005) remarks that both Freire and Bakhtin argued for a pedagogy of educational growth and facilitation of ideas (infused by the principles of dialogue and liberation) and through learner-centred knowledge, dialogic interaction, open exploration, mutual respect and problem-based learning the classroom undergoes liberation and discovery. Bowers (2005) add that the classroom must be free from coercion and must enable the articulation of alternative perspectives in order to make judgements as objectively as possible and flatten all forms of vertical authority by including all participants in their own education. However, Elkader (2015) warns that a challenge facing any dialogic programme that has an end goal is the strong influence of power relations that could stifle its authenticity and the safety of the learners and educators that are part of it. Callander (2013) also maintains that the use of dialogue in education does not make learning dialogic and suggests that dialogic teaching be collective, reciprocal, supportive and purposeful for dialogic learning to prevail. Reznitskaya (2012) also recognises that dialogic teaching is rare, sporadic and difficult to implement in many schools, despite its significant pedagogic potential and argues that the

reasons for its decline in many schools range from power of tradition to crowded public classrooms. This scenario strongly resonates with public schools (predominantly quintile 1, 2, and 3 schools) within the South African context which are overcrowded. Another major deterrent to creating high quality dialogue amongst learners is that many learners have a strong tendency to be governed by the 'idealogy of efficiency' and avoid dialogue as they divide the task to get the work done quickly rather than seeing the value of dialogic communication (Innes, 2007).

Rezintskaya (2012) argues that the traditional instructional approach of recitation to conduct group discussions of assigned readings, during which educators ask questions that result in information or knowledge that they already know and control important aspects of the communication process has revealed to hinder learner engagement and learning and therefore using a dialogic system of communication enables educators and learners to act as co-inquirers collaboratively engaging in the interpretation of texts in the classroom. Bakhtin (as cited in Reznitskaya, 2012) claim that while monologues such as recitation underscore only educators knowing and possessing the truth, dialogical engagements emphasise a collective search for knowledge and truth.

Reznitskaya (2012) claims that in order for educators to recognise that dialogic learning is occurring in the classroom certain verbal behaviours and practices that underpin dialogic teaching must be demonstrated. These behaviours are identified as follows: power relations must be flexible so that authority over the content and form of discourse is shared amongst members of the group; to foster inquiry in dialogic classrooms educators must provide learners with meaningful and specific feedback by working strategically with learner's responses, asking for justification or prompting for evidence; participants in dialogic discussions constantly engage in critical reflection scrutinising both the products and processes of the discussion, creating opportunities for the group to self-correct and also helping learners pay attention to the processes and quality of their reasoning; educators and learners in dialogic classrooms engage in the collaborative co-construction of knowledge by listening and reacting to each other's positions and justifications. Choi, Tatar and Kim (2014) and Reznitskaya (2012) also acknowledge the importance of open and divergent questions that form part of dialogic teaching which serve to inspire a meaningful inquiry towards new understandings. Choi et al. (2014) also underscores the importance of authentic questions in dialogic teaching in which the instructor asks additional questions that builds

upon the learner's responses. Choi et al. (2014) also maintains that in addition to using authentic questions in dialogic instruction the educator must be able to connect the learner's previous knowledge with new knowledge to enhance meaning making and understanding.

Reznitskaya (2012) also adds that dialogic teaching is a reflection of the socio-constructivist theories of Vygotsky and Piaget who view learners as active meaning makers, who transition to higher levels of cognitive development through their engagement with the environment and in this regard the purpose of schooling shifts from acquisition of facts to internalisation of intellectual competencies. Innes (2007) makes a contribution in this regard by contending that constructivists maintain that knowledge produced in a classroom context will be useful rather than inert, because learning is experienced within authentic contexts that are meaningful to the learner and pertinent to the context in which the knowledge may be applied and conversely if learning takes place within inauthentic experiences the classroom experience will be disconnected from meaning outside the classroom.

Matusov and Marjanovic-Shane (2017) also make a significant contribution to the discourse of dialogic pedagogy by extending Bakhtin's philosophical ideas on dialogic education by introducing a dialogic authorial agency approach which is in opposition to the conventional technological approach by focussing on the learner's authorial agency and critical dialogue. Mutusov and Marjanovic-Shane (2017) argue that the goals of the technological approach, which underscores that 'skills' or 'knowledge' are acquired in pursuit of pre-set curricular endpoints (i.e. curricular standards), are divorced from the personal goals, desires, values and interests of the learners and are incompatible with the true goal of education, which is education for agency. The dialogic authorial agency approach underscores the unpredictable, improvisational, dialogic, personal, relational and transcending nature of education and also promotes the agency of the learner and critical voices recognized by the learner and others relevant to the particular practice (Matusov & Marjanovic-Shane 2017).

Matusov and Marjanovic-Shane (2017) extends the conversation on the conventional technological approach (which is unbiquitous) to education by remarking that with this approach, the learner's learning trajectory is characterised by scripted lessons and the educator's decisions are guided by unilateral, universal, decontextualised scripts tested by quantitative methods and is often labelled as 'research-based best practices'. With the technological conventional approach the curricular endpoints are known in advance and

outside the scope of the learner's affinities, desires and goals and hinders the agency of learners who stop seeing themselves as legitimate and eager participants and also stifles genuine dialogue between the educator and learners (based on humanity and respect) making educational practice monologic (Matusov & Marjanovic-Shane 2017). Matusov and Marjanovic-Shane (2017) also adds that schools informed by the conventional, technological approach colonizes the learner's time with imposed assignments and what other people ask them to do and not what they decide on their own, while employing a dialogic authorial approach emphasises a leisurely quest of the critical evaluation of the self and the world using critical dialogue. Matusov and Marjanovic-Shane (2017) also claim that in a dialogic classroom the authorship of a learner can be manifested in the following ways:

1. In a learner's responsive authorship the learner provides creative and substantive responses to the educator's questions.
2. In learner self-generated authorship the learner initiates new projects, new inquiries and discussions they want to pursue.

Reznitskaya (2012) remarks that whilst monologic instruction (which is characterised by orderly, status-quo oriented and lifeless classrooms where educators avoid controversial topics and underscore recall of information) is a common form of instruction in most classrooms today it is inadequate to prepare the learners for society that are facing political, social and economic challenges. Reznitskaya (2012) also warns that as with any other pedagogical approach, dialogic instruction should not be dogmatic and not be advocated at all times as there are situations where other methods may have greater applicability.

Within the South African context, especially in public schools, little opportunities are created for educators to implement dialogic instruction. Educators are also victims of work intensification (Hargreaves, 1994) where educators are expected to respond to multiple innovations (e.g. exposure to the different curricula: Curriculum 2005, National Curriculum Statement and the latest Curriculum and Policy Statement) eroding into their relaxation time and the time to retool their skills. This creates a burnout syndrome amongst educators, reduced confidence, low self-efficacy and lack of agency – all of which have the potential of militating against implementing a dialogic pedagogy. However, in some schools where transformational leadership is experienced, many elements of dialogic teaching are prevalent and it is in these schools educators are encouraged to transgress the status quo and culture

of silence (Freire, 1970) and are not influenced by the discourse of banking education, which enables the educator to be the sole distributor of knowledge and the learner's consuming this knowledge without any criticism resulting in many learners experiencing a form of cultural alienation (Durakoĝlu, 2013). Dialogic teaching is also an important part of the professional development trajectory of an educator and developing the professional capital of the educator (mainly the human and social capital domains). This is especially significant in the South African society that faces many political, socio-economic challenges and environmental justice issues, as it enables the educator to collaborate with and emancipate their learners. This teaching approach further equips learners with skills to be courageous, confident and resolute in tackling the social and environmental issues facing our society and also developing leadership skills that manifest resilience.

Another aspect closely associated with dialogic learning and dialogic teaching is scaffolding. The latter, which has strong dialogic and collaborative elements, will be the focus of the discussion to follow.

2.6 Scaffolding and its Significance for Teaching and Learning

Scaffolding is a process of providing temporary support to learners by educators to develop the learner's understanding and abilities and once they have a clear understanding or are confident in controlling their own abilities, educators withdraw their support or may provide assistance for a new task (Vacca & Levitt, 2008). Belland (2014) adds that Vygotsky's Zone of Proximal Development (ZPD), which resonates with scaffolding, refers to the difference between what learners can achieve without assistance and what they can accomplish with assistance and in the context of scaffolding ZPD is the distance between what learners can accomplish unaided and what they can achieve with the help of scaffolding.

Scaffolding is used to give the builders access as the building is being built and once it is built it is removed and very much like the building experience educators provide scaffolding instruction to learners, which is a temporary framework, and once the learners develop their new understandings and new concepts the educator withdraws support (Vacca & Levitt, 2008). Vacca and Levitt (2008) also maintain that in the initial stages of scaffolding there is frequent interaction between the educator and learner because the educator provides the learners with essential details like literal facts, key names, and dates related to the concept

being taught and then transitions to learners collaborating in small groups working with activities that require interpretation through guided practice. This eventually transitions to learners working independently, applying information that has been learnt to new ideas.

Rojas-Drummond and Mercer (2003) who were inspired by Vygotsky's socio-cultural perspective on education, especially his work on ZPD, argue that education and cognitive development is a cultural process, whereby knowledge is shared amongst individuals within communities developing joint understandings. Rojas-Drummond and Mercer (2003) also add that education involves dialogue and interactions between learners and educators reflecting the historical development, cultural values and social practices of societies in which educational institutions exist. Bakker et al. (2015) also underscore the social dimension of scaffolding by claiming that scaffolding instruction does not manifest itself as a dyadic interaction between educator and learner but also involves groups of learners to be scaffolded and peers scaffolding each other as well.

Belland (2014) provides a clear description of the forms of scaffolding and has identified them as follows:

a. one-to-one scaffolding - contingent support provided by an educator to one learner that enhances the learner's ability to participate in skills or tasks that he/she could not complete unaided and with this form of scaffolding fading (gradual withdrawal of support) must be exercised to transfer responsibility of the scaffolded task to the learner.
b. peer scaffolding - in huge classrooms of thirty or more learners, peer scaffolding can be effective where some learners that have varying abilities can assist each other to move to levels of high-order thinking.
c. computer/paper-based scaffolds - are computer or paper-based tools that can provide the scaffolding function and usually used in self-contained learning environments, online discussions or as additional support in classroom-based teaching.

Belland (2014) makes a firm assertion that scaffolding plays a key role in building the critical awareness and thinking abilities of learners by supporting them as they engage in complex processes rather than equipping them with didactically needed skills before they engage in high order complex skills. Belland (2014) also contends that the key scaffolding

forms viz. one-to-one, peer and computer-based must be understood clearly so as to combine these forms of scaffolding into a meaningful, overall scaffolding strategy.

Rahman, Abdurrahman, Kadaryanto and Rusmint (2015) in their research underscore the need for educator-based scaffolding to augment their professional development, especially in the area of content knowledge. Rahman et al. (2015) concluded that educator-based scaffolding not only enhanced their content knowledge but also resulted in educators becoming more active and involved in their professional development, enabling them to solve problems, facilitate their involvement in project assignments and also recognised their strengths and weaknesses.

Scaffolding is an integral part of the teaching practice of educators, especially within the context of South African schools as it has presents a great potential for educators, parents and other stakeholders to facilitate high order, complex and emancipatory learning amongst learners to equip them to deal with complex socio-economic and environmental challenges facing our society. Many of our learners, especially from the quintile one to three schools experience huge challenges in reading, comprehending English-based texts and mathematics and it is in these crucial areas of the learning trajectory of a learner that scaffolding strategies can clear up ambiguity and enhance comprehension. Scaffolding is a valuable tool for educators to diagnose problems experienced by their learners in a specific subject area and thus provides a useful perspective to the educators with regards to the learning trajectory of their learners, which can provide insight to educators, to modify their practice and delivery of the curriculum according to the needs of their learners. Computer-based scaffolding, in particular, has the potential to flatten geographical constraints of learning as more learners access online discussions from different geographic locations. This form of scaffolding also contributes greatly to individuals enhancing their synergy with the knowledge and information society. Educators who scaffold each other in PLC's benefit from the interactive, dialogic and collaborative nature of scaffolding by improving their resourcefulness, confidence and resoluteness and also augment their social, human and decisional capital and ultimately the developing and nurturing the professional capital of educators (Hargreaves & Fullan, 2012).

Bakker et al. (2015) argue that scaffolding has a strong social dimension, where collaborative relationships are established between educator and learner, mother and child

or between groups of educators in a PLC and so forth. In order for educators, for example, to implement and sustain scaffolding as part of their practice, educators should display some form of intrinsic motivation, passion and spontaneity when interacting with their learners or with other educators (if they are scaffolding each other).

The next phenomenon that will be highlighted will focus on organisational spontaneity and its influence on effectiveness of work and outcomes at work.

2.7 Organisational Spontaneity and School Effectiveness

The concept of organisational spontaneity, which is analogous to the concept organisational citizenship behaviour (OCB) (George & Brief, 1992), is explored extensively in the literature on business, social and behavioural sciences. These concepts, which emphasise the willingness of the co-operative efforts of employees for the realisation of organisational goals and the spontaneous and innovative behaviours of employees for organisational effectiveness (Jena & Goswami, 2014) also have a strong resonance for education, especially in the area of school improvement, effectiveness and excellence.

Jena and Goswami (2014) claim that as more employees engage in OCB, the organisation becomes more successful and adds value to the social framework of the work environment. OCB, which is voluntary behaviour that goes beyond the formal description of work, is a positive work behaviour construct and comprises the following aspects viz. altruism (e.g. helping a colleague with an administrative challenge at school), courtesy (behaviour that prevents work-related problems), sportsmanship (e.g. tolerating inconveniences without complaining), civic virtue (e.g. responsible participation in the political process of the organisation e.g. labour union participation) and conscientiousness (behaviour that goes beyond the minimal requirements of an organisation such as punctuality, attendance etc.) (Jena & Goswami, 2014).

The research by George and Brief (1992) is also significant to the discussion as they refer to the phenomenon of organisational spontaneity, which is analogous to OCB, comprising of five behavioural patterns namely, helping co-workers (helping colleagues with their assigned tasks), protecting the organisation (voluntary response to fire, theft or vanadalism), making constructive suggestions (spontaneous suggestion that may contribute to the success

of an institution), developing oneself (taking the initiative to improve one's skills, knowledge and abilities for the benefit of the organisation) and spreading goodwill (when employees tell their friends how happy they are in their workplace). It appears that concepts, OCB and organisational spontaneity, emphasise pro-social behaviour, which underscore willingness, intrinsic motivation, passion and voluntary behaviour. It is a great advantage to any educational institution that has individuals who demonstrate a willingness, an intrinsic desire and spontaneity to advance the goals of the institution as Katz (as cited in George & Brief, 1992, p. 311) remarks that "an organization which depends solely upon its blueprints of prescribed behaviour is a very fragile social system." Jena and Goswami (2014) also remark that in order to sustain an OCB culture within an institution a collectivist rather than an individualistic orientation must be fostered. OCB is also performed in organisations where employees have more tenure, have permanent jobs and are also well-educated as it appears that such individuals have a greater identity with the organisation, while less tenured employees and part-time workers spend most of their time in activities that foster job security (Jena & Goswami, 2014). Magdalena (2014) also found that job satisfaction and organisational commitment (psychological attachment to an organisation) to be positively related to OCB. Other important determinants of OCB are trust, loyalty, visionary and transformational leadership, fostering the acceptance of group goals, supportive leader behaviours and so forth (Magdalena, 2014).

One must guard against individuals within an organisation exploiting the spontaneous and voluntary behaviour of employees, which may be perceived as a sign of vulnerability in an individual, for their own selfish needs. Instead of OCB promoting a harmonious culture at work, such behaviour may become a poisoned chalice for the individual demonstrating OCB. Therefore skillful leadership is needed not to allow this behaviour to be abused but used to further the goals and effectiveness of the organisation. Spontaneous behaviour can also enable educators to be involved in collaborative engagements at their schools, which allows them to deepen their social capital. In this way their engagement with other educators can potentially have a positive influence on their human and decisional capital.

An important determinant of OCB as identified by Magdalena (2014) is trust. Without a trusting environment OCB has the potential to be unsuccessful. Trust is also a common denominator in many of the discourses that inform professional development including teacher collaboration, dialogical teaching, scaffolding, PLC's, developing social capital and

inclusive education. The concept of trust will therefore be a significant part of the discussion to follow.

2.8 Trust and Collaborative Professional Development

Trust, which is also an essential part of collaborative cultures in schools and takes years to build and a brief moment to destroy, depends on the character, ability, strength, or truth of someone or something that is assured and emphasises the value of genuineness and integrity (Harris et al., 2013). Bligh (2017) adds that trust involves depending on another individual's actions and words and that the person will fulfill his or her promises with noble intentions. Nielsen (2004) defines trust as an assessment of an individual's goodwill and reliability in a risky situation. Nielson (2004) also distinguishes between cognitive-and affect-based dimensions of trust with the former based on predictability, previous behavior and fairness, while the latter is based on goodwill, moral integrity and the emotional and social bonds between individuals. Harris et al. (2013) cite authentic communication, competence, supporting processes, boundaries and forgiveness as some of the building blocks of trust and also extend their thoughts on the different types of trust operating in varying contexts: relational trust (trust a person puts in other groups or an individual); self-trust (a person's confidence in their capabilities and judgement); structural trust (trust put in institutions, companies and brands); transactional trust (trust pertaining to a specific context at a specific time).

Trust is an integral component to establish optimal relationships between practitioners within schools and when social relations are characterised by high levels of trust it improves the strength of ties amongst educators, which enables educators to access resources and thus maximising their pedagogic effectiveness for improved learner outcomes (Brown et al., 2016). High levels of trust are also associated with reciprocal actions where collaboration, learning, shared decision-making and problem-solving are required (Brown et al., 2016).

Finnigan and Daly (2012) also remark that the organisational culture or climate characterised by norms of respect and trust has been identified to support improvement, especially in underperforming urban districts and schools as trusting relationships are key aspect of cultures that supports improvement as it enables educators exercising risk-taking and exploring new ideas. Trust is based on interpersonal interdependence requiring individuals

to demonstrate their vulnerabilities without fear or being victimised and such engagement fosters individuals in deeper exchanges of information and innovative practices (Finnigan & Daly 2012). Trust also mediates between those with and without capacity and where educators feel that they do not have the skills and knowledge to challenge a research informed perspective, trust gives impetus to a given position to be adopted (Brown et al., 2016). Brown et al. (2016) also claim that trust associated with collaborative engagements foster complex exchange of information and relationships underpinned by trust can act as a defensive wall against the challenges facing self-improvement in schools.

Bligh (2017) highlights the crucial role of trust in ethical leadership by claiming that authentic, credible leaders must first develop their reputation with potential followers before they will consent to being led in a different or new direction and therefore leaders who display transparency and are positive are likely to have followers who trust them and rate them as efficient leaders (Bligh, 2017). There is increasing pressure on leaders to perform ethically who build trust by investing and affirming the identities and worth of their subordinates, which drives commitment on the part of subordinates (Bligh, 2017). Bligh (2017) also adds that leaders who demonstrate benevolence towards their followers also cement the trusting relationship they have with their followers.

Schools that display high levels of social capital are also characterised by high levels of trust and frequent interaction between educators and is also manifested by learners with high achievement scores (Harris et al., 2013). Harris et al., (2013) have also identified other indicators of social capital within the context of education: a significant level of alignment between the expectations of parents and other stakeholders and the mission, vision and goals of the school; an active engagement of parents and other stakeholders in the educational programme of the school; parents and others serve on the governing body and make significant contributions; the school draws support from the community in cash or kind and reciprocates by building a sound community; there are sustainable partnerships between the school and other stakeholders to the extents that both sectors benefit. Each indicator, which is informed by trust, also provides a platform to build and sustain trust (Harris et al., 2013).

Trust is also an important factor in developing the spiritual capital of an individual or schools and in this regard Harris et al. (2013) in referring to the seminal works of Putnam and Coleman that religious belief were a significant part of community that had an influence on

the level of social capital. Harris et al. (2013) also argues that human (or intellectual) and social capital is also based on good faith, trust, a sense of purpose and other moral imperatives.

Depending on the level of trust in a school-community relationship, bridging social capital (Mulford, 2007) has the potential of offering schools access to information and provide reciprocal obligations of behaviour within and outside the school by engaging in collaborative endeavours with a common goal that all members of the community can strive towards (Harris et al., 2013). Establishing relationships with the wider community, especially parents, can pose a challenge for many schools as in some instances parent-school relationships are dysfunctional due to their lack of trust in the education system. Similarly, management and educators also develop negative attitudes towards parents believing they lacked moral integrity and sound judgement and it is for these reasons that school principals must harmonise relationships between the school and community by developing a culture of strong, positive relationships (Harris et al., 2013). Parents depend on both educators and principals to create a safe environment for their children to learn and any deliberate attempt by the school to reduce the vulnerabilities experienced by the parents and their children (for a safe, secure and enabling environment) enhances the trust within communities (Bryk & Schneider, 2002).

The development of trust in the relationship between principal and the school community has been associated with increased school effectiveness manifested by the enthusiasm and capacity of all in the school to work towards a common goal of effective learner achievement (Harris et al., 2013). Principals that display personal integrity, commitment, consistency and honesty develop strong trusting relationships with their educators and the broader school community and by engaging staff in a shared decision-making process enhance staff satisfaction and morale and enable staff to initiate new ideas in a 'safe' environment without fear of criticism. (Harris et al., 2013).

When school leaders such as principals embrace an organisational culture of cooperation rather than competition staff tend to demonstrate trusting and trustworthy behaviour (Brown et al., 2016). Working within the context of high trusting environments also helps to mitigate the negative effects of uncertainty when interacting with new material or other individuals and also helps educators try out new practices without fear of humiliation or reprisals

(Brown et al., 2016). Trust also acts as a buffer even during times of inconvenient changes that are experienced within an organisation such as staff changes and subject allocations (Bligh, 2017). The reality of hierarchical authority means that leaders seldom interact with their subordinates thus limiting their opportunities for their staff to demonstrate their trustworthiness. It is for this reason that leaders may benefit from extending trust to their staff even before they have gained experience with them thus signaling to staff that their leader is willing to take risks and display vulnerability (Bligh, 2017).

2.9 Neoliberalism and Education

The education system in South Africa (with all stakeholders) is significantly influenced by demands of the workplace and the economy as a whole. Maistry (2014) claims that the present CAPS curriculum, which has a strong market agenda, develops the learner's competences and facilitates the transition of learners from schools to tertiary institutions to the workplace. The market agenda for education informed by neoliberal discourses has a significant influence on the work of educators and the professional capacity of educators to fulfill their professional duties at school.

The neo-liberal ideology (advanced by the Chicago School of Economics), also known as "capitalism on steroids" (van der Walt, 2017) and its pervasiveness in our society and education warrants discussion as this market-driven discourse, which emphasises the need for free trade, commodification of knowledge, consumer choice, individualism, deregulation and competition (Maistry, 2014; van der Walt, 2017). Allias (2014) argues that for neoliberalism to operate with efficiency, the public sector must be downsized. This resonates with fee-paying public schools, which receives the lowest non-personnel funding from the state as compared to non-fee paying schools (Mestry & Ndhlovu, 2014) but derives a majority of its funding for the schools from mainly middle-class parents and donors from the community.

Collective decision-making, collective thinking, shared leadership and co-operation are important collaborative endeavours in the development and enhancement of the professional capital of educators. However, Maistry (2014) in his critique of the neoliberal ideology argues that this ideology, which informs our education system, underscores individualism and competition as acceptable moral values, which contradicts the spirit of collaborative

endeavours fostered by educators (needed to deepen their professional capital). Entrenching a culture of individualism and competition are mechanisms for incubating conflict, anger, hate, schadenfreude and so forth, which create a disabling environment for educators to uplift their human, social and decisional capital. Whilst competition is healthy and may appear to advance excellence in teaching and learning, a "win at all costs" scenario destroys morale, social cohesion and trust amongst educators and learners.

The quality of professional capital acquired by educators in impoverished and affluent schools is strongly influenced by neoliberalism. The decisions (decisional capital) educators make regarding their practice and the type of expertise and talent (human capital) of educators needed in schools to fulfill the mandate of the market-driven economy are issues informed by a neoliberal agenda that educators must be aware of.

2.10 Concluding Comments

This chapter has attempted to provide a review of the current trends and thinking on teacher professional development, especially highlighting the discourses of teacher professional development that relate strongly to the phenomenon of professional capital (Hargreaves & Fullan, 2012). For example, the discourses of collaboration, dialogical learning and scaffolding are significant discourses, which influence (to a large extent) the social capital of an individual. Trust on the other hand has a significant influence on the social and decisional capital of individuals. The neoliberal ideology has a significant influence on the development and quality of the professional capital of educators. Most of the discourses that have been unpacked in this chapter have a strong relationship with the phenomena that are unpacked in the theoretical framework.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1 Introductory Comments

Grant and Osanloo (2014) employ a clever metaphor by remarking that a theoretical framework is analogous to a "blueprint" of a house, whereby an architect of the house develops drawings with respect to the foundation of the home, the overall plan of the rooms, the flow of the plumbing, electrical and other mechanical systems. Similar to the construction of a house, careful planning and critical thinking must be exercised into developing a blueprint for a dissertation (Grant & Osanloo, 2014). Apart from serving as the structure and support for the rational of the study, the purpose, the problem statement and the crafting of research questions, the theoretical framework is of paramount importance to any research study as it forms a significant foundation for knowledge to be constructed (Grant & Osanloo, 2014).

The theoretical framework is the foundation from which all knowledge is constructed (metaphorically and literally) for a research study and serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions (Grant & Osanloo, 2014). The theoretical framework also provides a grounding base, or an anchor, for the literature review, and most importantly, the methods and analysis (Grant & Osanloo, 2014). This research study, which is informed by the theory of professional capital in the context of education has been developed by Hargreaves and Fullan (2012). A brief introduction about the two authors is necessary as this contributes to an understanding of the context of the study.

Hargreaves has contributed significantly in the field of professional development of educators (Hargreaves, 1992; Hargreaves, 2004), sustainable leadership (Hargreaves & Fink, 2012), teaching in the knowledge society (Hargreaves, 2003) and educational change (Hargreaves & Shirley, 2009). Hargreaves, who is the Brennan Chair in the Lynch School of Education at Boston College USA, is also editor-in-chief of the Journal of Professional Capital and Community and also an advisor for education in Canada and is also president of the International Congress of School Effectiveness and Improvement (Hargreaves, 2015). Hargreaves has received numerous writing awards for the books he has authored – one of

the most notable being the 2015 Grawemeyer Award in Education for the book on Professional Capital, which he co-authored with Michael Fullan in 2012 (Hargreaves, 2015).

Michael Fullan, who is the former Dean of the Ontario Institute for Studies in the Education of the University of Toronto, is internationally recognised for his scholarly research on educational reform and has played a significant role in advising policymakers and leaders in education to realise a moral purpose of children learning (Motion Leadership, n.d.). Fullan, who has received the Order of Canada in 2012, holds honorary doctorates from several universities in North America and other countries of the world (Motion Leadership, n.d.). His book Breakthrough (co-authored by Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Associates of Colleges for Teacher Education (ACCTE) (Motion Leadership, n.d.). Apart from educational change and reform, Fullan's scholarly work has also focussed on leadership in education and his books - Motion Leadership in Action and The Principal: Maximizing Impact published in 2013 and 2014 respectively - are good examples of his interest in leadership research (Motion Leadership, n.d.).

His collaboration with Hargreaves in producing the book Professional Capital: Transforming Teaching in Every School in 2012 has ignited a new and fresh approach to professional development of educators, school effectiveness, and excellence in teaching and learner performances. Their theory of Professional capital, which is a function of human, social and decisional capital (Hargreaves & Fullan, 2012) has generated great debate and conversations amongst leaders in education, educators and principals about policy-making, best practices in education and types of leadership needed to transition education from mediocrity to excellence.

The development of the theory of professional capital in education was largely in response to the narrow business capital approach driven by a neoliberal ideology, whereby public education became a platform for technology and testing new products and an emphasis on quick returns on investments by reducing the costs of teaching in public education thus constraining the real quality work of educators (Haragreaves & Fullan, 2012). The professional capital theory advanced by Hargreaves and Fullan (2012) however, underscores excellence in teaching and learning outcomes, developing quality human, social and decisional capital in all educators, transforming the teaching profession, building an

education system that is trustworthy and purposeful and a strong willingness by educators to invest in themselves to drive their professional capital. Hargreaves and Fullan (2012) also add that the development of professional capital of educators is a collective responsibility from supporting and collaborating with educators within the school and outside of the school, encouraging ongoing learning to enhance capacity to meet the demands of an exponentially growing society, which are important ingredients for transforming the entire education system.

The discussion on the theoretical framework that informs the study will focus on a critical discussion of the concept capital, an explanation of the phenomenon of professional capital and its interpretation within the context of education and a discussion of the three types of capital (human, social and decisional).

3.2 The Concept Capital

Hargreaves and Fullan (2012) refer to the concept capital as assets that add to an individual's long term net worth, which can be leveraged to realise a vision or achieve desired goals. In order to receive a return one has to make an investment and growth is only achieved if one puts their investments to work and therefore in the social arena it is about investing in people and getting returns from that "human investment" (Hargreaves and Fullan, 2012). The common tendency in the interpretation of the concept capital is its attachment to monetary value. However, the concept capital, is also interpreted for its symbolic value and in this regard many scholars have developed different forms of capital in their research such as social capital (emphasis on human relationships), human capital (focus on expertise and talent) and reputational capital (highlighting trust, integrity, ethical behaviour). This study emphasises the professional capacity, professional development and professional effectiveness of an educator that is incorporated as their professional capital (Hargreaves & Fullan, 2012).

Allais (2014) remarks that the different variations of capital found in sociology and social theory have prompted sociologists describing most aspects of social life as a form of capital. Allais (2014) in her critique of professional capital (Hargreaves & Fullan, 2012) claims that professional capital as a form of an investment is a product of economics imperialism and attempts at label any form of resource as "capital" are also products of economics

imperialism. By using the term social capital also implies that there are kinds of capital which is asocial that contradicts the whole idea of capital that has a strong social domain as it resonates strongly with social relations and social structures (Allais, 2014). By referring to human, social or decisional capital, Allais (2014) argues that the discourse of capitalism becomes the analytical departure. Allais (2014, p. 185) also adds "that capital is attached to a definite structure which is primarily based on the production and sale of commodities". A discussion on the phenomenon of professional capital and its implications for education will follow.

3.3 The Phenomenon of Professional Capital within Education

Hargreaves and Fullan (2012) developed the term professional capital (within the context of education) in response to the narrow business capital approach to education, which underscores education being structured and organised by getting quick returns on business investment favouring a young, inexpensive and flexible teaching force that is inexpensive to train. According to the business capital view, teaching is simplistic, does not require a comprehensive training, is an activity that can be mastered over a period of six weeks and can be replaced by online instruction (Hargreaves & Fullan, 2012). Chung (2012) also adds that employing a business capital approach to education results in short-term gains that is quickly exhausted. The professional capital approach to education underscores renewal and constant change, high levels of education, emphasis on best practices, continuous collaborative professional learning and development of prudent judgement and good teaching mediating and moderating online instruction (Hargreaves & Fullan, 2012). The professional capital approach also emphasises the use of technology to enhance teaching and learning but not a situation whereby technology (e.g. artificial intelligence) replaces the educator in the classroom (Hargreaves & Fullan, 2012).

A definition of professional capital is necessary at this stage of the discussion to clear any ambiguities or potential ambiguities as this phenomenon forms a significant part of the study that is mentioned in all chapters of discussion. Chapman et al. (2016) define professional capital as assets that educators possess that results in quality teaching and learning of students. Chapman et al. (2016) in referring to the scholarly work of Hargreaves and Fullan (2012) also add that professional capital is made up of interdependent trilateral forms of capital viz. human capital, social capital and decisional capital. The human capital of an

educator comprises the talent of the educator including the skills, expertise, knowledge, empathy, compassion and leadership, while social capital underscores the collaborative power of the individual or strength of relationships or ties between individuals providing access for resources (Chapman et al., 2016). The decisional capital of an individual is found within and between individuals as educational professionals individually and collaboratively endeavour to execute informed, prudent decisions for quality outcomes (Chapman et al., 2016).

Developing professional capital within the context of education is about helping educators to help themselves and their learners more efficiently and effectively, allowing them freedom to set their own professional development goals, providing them with the space to work together to achieve success and not about being compliant to externally imposed directives or fulfilling the vision of someone else (Patton et al., 2015). Within the professional capital framework, educators embrace professional development as self-directed individuals with previous experience, a strong desire to collaborate or network with other colleagues in the teaching sector and strong expectation for their learning outcomes (Patton et al., 2015). Patton et al. (2015) also suggests that the experiences of educators teaching and their professional learning about best practices is probably most effective when executed collectively in an environment that extends across an educator's career and involves the three components of professional capital viz. human capital, social capital and decisional capital.

The idea of best practices is also illuminated by Hargreaves and Fullan (2012) by claiming that excessive prescription undermines the educator's collective capacity to develop classroom practice together and therefore suggests the use of best practices (which are collectively designed by educators, tested, developed and subjected to critical reflection for potential adaptation) and next practices (practice that underscores innovative practices that are potentially best practices for the future) that must be used together, which significantly augments the professional capital of educators. Badri, Alnuaimi, Mohaidat, Yang and Rashedi (2016) acknowledge the importance of collaborative professional development activities, which is an essential part of developing the expertise (human capital of professional capital) of educators, to inform them of changing practices and needs of their learners.

Kitsing et al. (2016) also reflect on the significance of professional capital in the Estonian school system by claiming that professional capital is interwoven with other factors that resonate strongly with quality learner performances in schools. Using collaborative methodologies, professional capital has broadened the leadership of school principals and the pedagogy of educators to facilitate enhanced learning by the learners as well as developing sustainable leadership within and between schools spreading quality practice in learning and leadership throughout the school system (Kitsing et al., 2016).

Malone (2017) also notes the significance of professional collaboration in building professional capital, that are part of a changing system, by providing opportunities for educators and the community to work together to achieve shared results and a shared vision. Within this coherent, changing system professional collaboration enhances the educator's desire for risk-taking, innovative thinking and building trust. Malone (2017) adds that collaboration leads to educator knowledge and practice being "deprivatised" and allows educators to engage in dialogue and co-creation of practices that enhance the capability and competence of educators as well as the learning community. Ainscow (2016) also remarks that apart from professional collaboration providing opportunities for the development of professional capital, it is crucial in achieving educational equity and learner improvement and thus strengthens the argument that a significant aspect in promoting equity and reducing inequalities in education is the ability to deepen the social capital in educational settings.

Chapman et al. (2016) also note that holistic development of learners from impoverished backgrounds is not only about developing the professional capital of educators from schools but also building professional capital across other public services, which opens up possibilities for greater collaboration to potentially acquire greater support. In this regard Malone (2017) argues that authentic professional collaboration between educators and outside partners is an important part in the discourse of professional capital. Establishing solid, trusting relationships between educators and the members of the health sector results in shared responsibility for health outcomes of learners and also augmenting the human capital of educators regarding issues of health promotion (Malone, 2017).

In order to develop their professional collaboration, expertise and professional judgements to advance their professional capital, educators must be part of a system that encourages lifelong adult learning that enables educators to transfer their professional learning into

practice (Tong & Razniek, 2017). Tong and Razniek (2017) also emphasise the need for educators to have a thorough understanding of adult learning theories viz. humanism, behaviourism and cognitivism, which cultivates and enhances the human and social capital of educators. Adult learning is a necessary platform for educators to update their knowledge and improve their practice that may be obsolete and it is therefore important that educational leaders must create adequate opportunities for educators to question their own values, beliefs and perspectives about education to advance their professional capital (Tong & Razniek, 2017). Advancing the professional capital of educators through lifelong adult learning impacts positively on the learner outcomes.

It is clear from the discussion thus far that the development of professional capital of an educator is strongly underpinned by collaborative endeavours rather than professional capital being acquired through individual efforts. All authors that have been cited in the discussion above underscore the significance and importance of professional collaboration or collaborative methodologies to advance the professional capital of an educator. Professional collaboration resonates strongly with the social capital domain of professional capital and this claim is further extended in the research by Hargreaves and Fullan (2012) who strongly argue that social capital is pivotal in enhancing the human capital and decisional capital of an educator. A critical evaluation of the three interdependent forms of capital (human, social and decisional capital) will be the focus of the discussion to follow.

3.4 Human Capital

The phenomenon of human capital can be traced to the early 19th and 20th centuries when there was an overwhelming agreement that employing a corporate model of education was a precursor to external efficiency as the school was a platform to train the human resources to meet the demands of the labour market. In this regard Theodore W. Schultz, an economist, a Nobel prize winner and a well-known proponent of the human capital theory, argued that due to the significant value of labour contribution to output, the productive capacity of an individual (human capital) has greater significance than the possession of material capital (Perepelkin, Perepelkina & Morzova, 2016). Schultz (1961) also claims that the workforce or labourers acquisition of expertise and knowledge is a product of investment and combined with other investments result in the productive efficiency, sophistication and superiority of technologically advanced economies.

However, criticism of the human capital theory is that whilst it underscored skills for the growth of an economy, emphasised private gain and status incentives it neglected the holistic education of the individual for social responsibility, altruism etc. (Allais, 2014). Human capital that serves the need for the market is an integral part of the neoliberal discourse that informs many western economies, including the economy of South Africa. Developing an individual's human capital for social justice, promoting egalitarianism, solidarity, attending to issues of inequity and inequality, attending to issues of socio-economic class differences and challenges of diversity are neglected in favour of a human capital that fosters a competitive spirit ("survival of the fittest"), maximisation of profit and self-interest (rather than collective interest), characteristic of the neoliberalism (Maistry 2014; Allais, 2014).

Hargreaves and Fullan (2012) remark that some of the characteristics of the human capital of educators involves having a thorough knowledge of the subject being taught and also knowing how to teach it, understanding the psychology of learners and how they learn, being familiar with diverse conditions that the learners are part of, displaying empathy and compassion with diverse group of learners and adults in the school system and displaying loyalty, passion and moral commitment to serve all learners irrespective of the circumstances they come from. Apart from the expertise, knowledge, skills and talent that contribute to the human capital of educators, Hargreaves and Fullan's (2012) approach to human capital also underscore an understanding of the skills needed in establishing collaborative relationships for further gains in human capital. The social capital of educators, which is underpinned by strong collaborative networks (e.g. PLC) is a significant tool that advances the human capital of an educator (Hargreaves & Fullan, 2012; Malone, 2017; Tong & Razniek, 2017; Kitsing et al., 2016). These collaborative networks are strong platforms for educators to professionally exchange conceptual knowledge about their subject and knowledge about best practices (Hargreaves & Fullan, 2012; Brodie, 2013; Lieberman & Miller, 2011). Tong and Razniek (2017) also remark about the significance of lifelong adult learning as a key factor in advancing the professional capital of educators when educators transfer their learning experiences into practice. This lifelong adult learning has greater significance for the human and social capital of educators when there is a network of open exchange and dialogue enabling educators to explore their practice in a collaborative manner enhancing social trust, critical reflection and risk-taking when confronted with dynamic situations (Tong & Razniek, 2017).

Professional learning, which must be collaborative and grounded rather than individualised, is also another dimension that is important in developing the human capital of educators and raising learner achievement (Netolicky, 2016). Netolicky (2016) describes professional learning as any experience of an educator learning, including professional development activities such as talks, workshops, seminars and conferences. Professional learning also embraces self-determined learning or heutagogy, which emphasises the autonomous nature of learners and the development of learner capacity and capability (Blaschke, 2012; Netolicky, 2016). Heutagogical approaches also include professional reading and online collaborative platforms such as Twitter, Facebook, blogging, which extended collaborative conversations (Netolicky, 2016).

Heutagogy, which is a significant part of professional learning of the educator (Blaschke, 2012; Netolicky, 2016), enables the educator to interact with other colleagues in the knowledge and digital society. Educators using blogging and Twitter, are accessible to latest trends in teaching practices and new knowledge in the subjects taught at school. By using heutagogical approaches, educators are not only enhancing their human capital but also their social capital through collaborative exchanges via social media. The enhanced human and social capital impacts positively on the educator to make informed and prudent decisions. It is in this way that educators have opportunities to deepen their professional capital.

Netolicky (2016) and Steyn (2017) also reflect on the importance of transformational learning of the educators that is part of their professional learning. Transformational professional learning changes and transforms learners in their knowing, being and action and is nurtured and developed in environments that are supportive, challenging and growth-driven (Netolicky, 2016). Steyn (2017) argues that within the paradigm of transformational learning (executed through collaboration), educators make sense of the world by constructing and developing knowledge with other educators and also critique and challenge the view of other educators that initiates the transformational process in which new insights and meanings that have been developed by educators replace the obsolete, inadequate views and beliefs about teaching and learning. Embracing diversity, such as educators from advantaged schools collaborating with educators from disadvantaged schools in a PLC are also part of the transformational learning trajectory of educators. Through engagement with diverse experiences that add to the educator's human capital, educators also deepen their social capital, especially bridging and linking social capital. Apart from diverse situations,

engaging with innovative experiences are also part of the educator's transformational learning, which enhance their resilience and resolve needed in demanding, challenging and complex situations. An individual's human capital that is characterised by transformational learning is imperative in developing a durable professional capital that is needed to navigate our complex and exponentially-growing society. Transformational learning that contributes to the human capital of educators also adds to their relevance. Educators that resists change and transformation potentially erode their relevance and significance in professional engagements and also erode their professional capital needed in these engagements.

Embracing change, transformation, diversity, innovation are also characteristics of educators that are talented. Tansley (2011) argues that a talented individual is an individual who has ability above others and does not need much effort to use it, excels with ease and grace, has a certain aura that others desire to mirror and are top performers contributing a significant value to their organisation. Tansley (2011) also adds that the talent of an individual must also embrace the following features: having a "can do attitude"; having sufficient creative abilities to initiate new realities and experiences and hence new knowledge; having the competency and cognitive ability manifested by having a specific mindset that is congruent with the institutional requirements, irrespective of the job description. By displaying a "can do attitude" resonates strongly with the spontaneity of an individual and spontaneous actions contribute significantly to establishing collaborative relationships and developing the social capital of individuals, which potentially advances the human capital of individuals (Tansley, 2011). Creative thinking and having a positive mindset (Tansley, 2011) are also features of talent that resonate with innovative behaviour that is an important part of developing best practices in school, which impact positively on learner achievement.

Although the talent of an individual's human capital is a significant part in contributing to organisational effectiveness and success, it will play an even bigger role in the digital economy of the fourth industrial revolution to an extent that talentism will replace capitalism as the new order of the fourth industrial revolution (Xu, David & Kim, 2018). The talent needed in this new era, manifested by individuals who can create new ideas and innovations, will be the scarcest resource and more significant than ordinary labour and capital (Xu et al., 2018).

Other skills of developing and sustaining resilience, displaying vulnerability and humility, demonstrating resolve, developing emotional and social intelligence should also characterise the human capital of educators, which will help to build their professional capital that is durable, dynamic, significant and relevant for teaching in the present as well as teaching and embracing potential challenges of the fourth industrial revolution. Hargreaves and Fullan (2012) claim that social capital plays a very significant role in the development and enhancement of the human and decisional capital of an individual. Through professional collaboration educators are in a favourable position to augment their skills, knowledge, expertise and decisional-making capacity. Chapman et al. (2016) also contend that the development of an educator's human, social and decisional capital is underpinned by collaboration with other educators working within schools, school districts and the community.

The discussion has unpacked the main components of human capital that has been underscored by Hargreaves and Fullan (2012) such as collaborative professional learning, the significance of talent in developing human capital, transformational learning and the influence of PLC's in augmenting the human capital of educators. According to Hargreaves and Fullan (2012) social capital plays a vital role in developing the human capital of an individual. The discussion to follow will focus on unpacking the concept of social capital, providing varying theoretical interpretations of social capital by different scholars in this field and demonstrate the link between social capital and education.

3.5 Social Capital

The phrase or aphorism "it's not what you know it's who you know", which highlights the wisdom associated with the concept social capital, is clearly manifested by having inside contacts in order to gain membership to exclusive clubs and also having friends in high places to secure jobs and contracts (Woolcock & Narayan, 2000). Apart from education, the phenomenon of social capital in the recent past has become an essential tool of analysis in other areas such as economics, politics, business and so forth (Liou & Chang, 2008). Whilst many scholars have theorised about the phenomenon of social capital, which have resulted in their perspectives being controversial, there has been some common ground regarding social capital and its association with social networks or ties as assets (Liou & Chang, 2008).

Lin (as cited in Gudmundson & Mikiewicz, 2012) defines social capital as resources rooted in social networks that used by individuals for some purpose or action.

The three most notable contemporary theorists identified in the scholarly literature that have conceptualised social capital are Pierre Bourdieu, James Coleman and Robert Putnam, who agree that social capital is rooted in social relationships but differ in their thinking on the use of social capital (Gudmundson & Mikiewicz, 2012). While Coleman places emphasis on its individual use, Bourdieu argues that social capital is used by certain groups of social standing and Putnam emphasises the function of social capital for civic use and communities (Gudmundson & Mikiewicz, 2012). A brief discussion on the conceptualisation of social capital by Bourdieu, Coleman and Putnam will follow.

3.5.1 Pierre Bourdieu and Social Capital

Bourdieu's version of social capital is best understood and interpreted as part of his larger theory that encompasses cultural and economic capital and in this regard Bourdieu developed a distinction between economic and symbolic capital and regarded social and cultural capital as symbolic capital (Gudmundson & Mikiewicz, 2012). According to Bourdieu (1986, p. 248) social capital refers to:

> the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition – or in other words, to membership of a group – which provides each of its members with the backing of the collectively owned capital, a 'credential' which entitles them to credit, in the various senses of the word.

Bourdieu (1986) claims that the amount or volume of social capital that an individual possesses depends not only on the size of the network, but also on the extent to which members have access to the different forms of capital. The amount of social capital a person has depends not only on the size of this person's network, but also on the extent to which network members have access to forms of capital.

Bourdieu (1986) claims that the volume of social capital that an individual possesses depends on the size of the network that the individual can mobilise and also on the volume of capital (economic, cultural or symbolic) that the individual possesses. Gudmundson & Mikiewicz (2012) in analysing Bourdieu's version of social capital conclude that social

capital is an effect of investments and is produced by multiple economic and social actions rooted in relations of power and ownership.

Bourdieu's notion of cultural capital (whereby its paucity and exclusiveness determines its value) provides a lens to explain social stratification and inequalities in academic achievement (Kamphuis, Jansen, Mackenbach & van Lenthe, 2015). Cultural capital, which is not available to every individual like other forms of capital, is achieved through education and socialisation and underscores a specific form of knowledge and ability that learners acquire, which serves as a currency to obtain other resources (Kamphuis et al., 2015). Bourdieu (1986) remarks that cultural capital is manifested in three states: incorporated (entails socialisation and personal effort), objectivised (possession of books, dictionaries, musical instruments etc.) and institutionalised (degree, diplomas and other academic qualifications). Cultural capital has a profound influence in determining the amassing and deployment of social and economic capital (all forms of income of an individual) – for instance education provides a platform for quality and well-paid jobs as well and shared norms and values enables an individual to access specific social structures (Kamphuis et al., 2015).

Gudmundson & Mikiewicz (2012) also remark that apart from cultural capital determining inequalities in society, Bourdieu also argued that social capital has strong links to social inequality as it one of the assets that are passed on from one generation to another. Social capital is manifested by the effective networks or valuable connections that an individual possesses and in a school setting the unequal value of networks is manifested by the networks and ties that are held by the middle-class, which are given prominence (Gudmundson & Mikiewicz, 2012).

Bourdieu's theory also incorporates concepts such as field and habitus, with the former a representation of the stage (or theatre) where the contest between the dominant class and subordinates takes place based on the common interests that is characteristic of the field e.g. academic interests (Rogošić & Baranović, 2016), while the latter refers to the natural ("unconscious") behavioural patterns, attitudes and norms that appear appropriate and normal in daily life, that transcend individual behaviour and reproduce the existing social order (Martikke, 2017). Habitus also plays a significant role in the development of social

capital and this manifested when individuals make a connection through friendship, which is the patterns of behaviour and norms that have been produced by habitus (Martikke, 2017).

Bourdieu's perspective of social capital is useful in understanding power dynamics within an institution and in this regard, Martikke (2017) argues that social capital as a resource possessed by group members enables them to impose their power and authority over other groups that have a diminished stock of social capital. This can also manifest in schooling systems whereby educators from the rich fee-paying schools (quintile 4 and 5 schools) have greater access to social resources and can therefore leverage more power than their counterparts from the non-fee paying schools, which experience deficits in social resources due to financial constraints experienced by these schools and the impoverished backgrounds that these schools are located in.

Another contemporary theorist in the area of social capital is James Coleman, who conceptualised social capital independent of class, opposite to what Bourdieu emphasised in his version of social capital. A discussion on James Coleman's version of social capital will follow.

3.5.2 James Coleman and Social Capital

According to Coleman (1988) social capital is productive making it possible to achieve certain outcomes or objectives and in the absence of social capital outcomes or objectives would not be realised. In the light of this statement Coleman (1988) claims that social capital is defined by its function consisting of a variety of entities and made up of two aspects: one is a social structure and the other aspect is made up of actors (individuals) whose actions are facilitated by the social structure (individual's behavioural choices are influenced by structural characteristics of social networks). Martikke (2017) notes that while social capital, which is an intangible form of capital compared to human and physical, it helps in achieving certain aims and is therefore useful for some individuals however, it may not prove beneficial for other individuals.

Schuller and Bamford (2000) note that Coleman's perspective on the construction of social capital is underpinned by: obligations, expectations and trustworthiness in network structures (when individuals trust each other, which is fostered by mutual acceptance of

obligations, social capital is high); information channels (social capital is strengthened when ideas and information are exchanged amongst individuals); norms and effective sanctions (which act to enable or constrain individuals for a common purpose or good).

Coleman also shares a perspective on social capital that individuals do not act to build social capital but act to realise particular goals and if they cooperate they develop social structures that enable them to achieve their needs (Gudmundson & Mikiewicz, 2012). Coleman (1988) also illuminated the significance of social capital in augmenting the human capital of an individual and illustrated the importance of social capital within the family (manifested by relations between parents and their children) for a child's intellectual development. Coleman (1988) argues that children are strongly influenced by the human capital of their parents and if parents play a significant role in the lives of their children, that is enabled by strong and meaningful relationships (social capital), children are able to develop and enhance their human capital.

Coleman's (1988) theory has strong resonance with the experiences of educators, learners and parents that are important stakeholders in the context of the schooling system in South Africa, which according to Spaull (2012) is a two-tier schooling system made up of the poor, non-fee paying schools (about 75%) and the rich, fee-paying schools (about 25%). Coleman's (1988) argument about social capital within families augmenting the human capital of their children is more prevalent in parents, whose children attend fee-paying schools, as these parents are mainly from middle-class backgrounds with significant levels of human capital. These parents are in a good position to leverage the cognitive abilities of their children.

The parents that are part of the non-fee paying schools have deficits in their own human capita due to their socio-economic disadvantages (e.g. poverty, poor or no formal homes, unemployment etc.) and find it difficult to impact positively on the human capital of their children. In the rich-fee paying schools, which has high stock of qualified educators as compared to educators from the non-fee paying schools (Spaull, 2012), information channels are efficient, allowing educators to freely exchange information with each other. This efficient exchange of information not only deepens their social capital but also the professional capital of educators.

Coleman's theory on social capital has provided a significant platform for Robert Putnam to develop his conception of social capital. Putnam's interpretation of social capital will be examined in the next section.

3.5.3 Robert Putnam and Social Capital

Although Coleman's approach to social capital had a profound influence on Putnam's theory of social capital, Putnam was inspired by Alexis de Tocqueville's (a French diplomat, historian and political scientist) passion for American democracy facilitated by civic engagement (Putnam, 1995). Putnam (1995) claimed that successful outcomes in education, the health sector and the control of crime and drug abuse are more prevalent in civically engaged communities. Putnam (1993, p.167) refers to social capital as "features of social organisation, such as trust, norms and networks, that can improve efficiency of society by facilitating coordinated actions". Putnam (1993) adds that social capital, which is essential for a stable democracy, is also productive, making it possible to achieve appropriate outcomes that would not be possible in its absence.

Putnam's use of the metaphor "Bowling Alone" was in response to United States of America's (USA) decline of social capital in many spheres of society manifested by Americans becoming more individualistic and less motivated towards to voluntary engagement and hence diminishing the social capital for collective advantage (Goddard, 2003). This also meant that individuals were engaging in fewer social networks that served as platforms for productive exchange of information and building of trust (Goddard, 2003).

Putnam's contribution to the theory of social capital demonstrates the benefits that can accrue to parents by having knowledge of their children's school experiences by having contact with the educators and management of the school as this knowledge can help them in managing their children's learning experiences to achieve quality learning performances at school (Goddard, 2003). However, even involvement in the parent-teacher association, which demonstrates a productive form of social capital, had shown deep declines (Putnam, 1993). Putnam (1993) attributed the erosion of social capital to women moving into the labour force, technological transformation of leisure time (e.g. introduction of satellite television) and demographic transformation (e.g. fewer marriages and more divorces discouraged civic engagement).

Apart from broadening the person's sense of self by transforming the "I" into the "we" (from the individual into a collective), networks of civic engagement also embrace past successes at collaboration, which can serve as blueprints for the future collaborative endeavours (Putnam, 1993). Plagens (2011) also embraces the idea of civic engagement and community involvement remarking that society is made up of a privatistic and a solidaristic community, with the former emphasising self-interest and individualistic behaviour and the latter underscoring collective behaviour. In a privatistic community there are low levels of social capital manifested by low levels of social interaction between individual members of society and absence of community identification, while the solidaristic community which has a high level of social capital experience a strong sense of connectedness and solidarity (Plagens, 2011).

From an education point of view a solidaristic school community is manifested by strong social relations among educators, learners, administrators and parents with the aim of advancing the school as a whole, while in a school community characterised by a privatistic outlook parents may use their limited social capital to promote a programme that is intended for the benefit of their children only and not for the benefit of the whole school (Plagens, 2011). Even educators using a privatistic approach in schools may refuse to collaborate with other educators for building the ethos of the school and contributing to quality learner performances resulting in declining social and professional capital.

Putnam's (1993) communitarian view of social capital, which has been equated with civic movements, clubs etc., has been criticised, especially where networks are isolated and working against the collective vision of society (in drug cartels, gangs, human trafficking and so on) resulting in productive capital being replaced by perverse social capital, thus hindering development (Woolcock & Narayan, 2000). The communitarian perspective also implies benefits for all members of the communities but ethnic and racial exclusion, gender discrimination and caste inequality, which are realities of many communities are ignored or given little attention (Woolcock & Narayan, 2000). Even levels of social solidarity does not equate to economic gains and this is demonstrated in many Latin American countries, where indigenous groups with significant levels of solidarity are excluded economically due to a lack of resources and inability to leverage people in power (Woolcock & Narayan, 2000).

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Martikke (2017) notes that Putnam's theory of social capital underscores the positive benefits of social capital in enhancing the social connectedness of individuals and has therefore distinguished between two types of social capital: bonding and bridging social capital. Aldrich and Meyer (2014) have also separated social capital into bonding and bridging social capital but like Babaei, Ahmad and Gill (2012) have added linking social capital as another dimension of social capital. Babaei et al. (2012) argue that the three types of social capital are significant for social identities and relationships at a community level.

Bonding social capital, which has a high degree of homogeneity and characteristic of working class communities, refers to the dense ties or connections among individuals who are very familiar with each other such as friends and family (Aldrich & Meyer, 2014; Babaei et al., 2012) or amongst working colleagues within schools (Mulford, 2007). Bonding social capital is manifested by individuals who display a high level of similarity in attitudes, demographic features and resources and use this form of social capital in times of disaster and personal assistance (Aldrich & Meyer, 2014). Babaei et al., (2012) have also identified other roles of bonding social capital, which are creation of shared identities and the development of local reciprocity and trust. Putnam is critical of bonding social capital (calling it the dark side of social capital) for being exclusive, having specific reciprocity (executing a task for an individual who returns the favour) and promoting intolerance amongst individuals (Martikke, 2017) and also exclusion of outsiders (Babaei et al., 2012).

Putnam remarked that while bonding social capital was significant for individuals in "getting by", bridging social capital was employed as a tool by individuals for "getting ahead" and this is manifested in communities leveraging their social connectedness to realise collective goals such as neighbourhood security, development of recreational facilities and so on (Babaei et al., 2012). Bridging social capital is accrued from participation in civic bodies, school governing bodies, sports clubs, educational groups and religious groups (Aldrich & Meyer, 2014). While bonding social capital may be restrictive to outsiders, bridging social capital is inclusive embracing diversity in terms of race, ethnicity, gender and so forth and in this way inculcates broader identities (Babaei et al., 2012). Babaei et al., (2012) notes that bridging social capital may be disadvantageous to groups who may lack resources to exchange with other groups and certain groups may experience a sense of resource redundancy by having the similar financial positions and power.

While bonding and bridging social capital represents horizontal relationships, linking social capital represents vertical relationships (Aldrich & Meyer, 2014; Babaei et al., 2012). Linking social capital links individuals or groups of people to other individuals in positions of influence or authority (Hawkins & Maurer, 2010; Aldrich & Meyer, 2014; Babaei et al., 2012). By connecting individuals with those in power include politicians, the police, managers of banks and so forth (Hawkins & Maurer, 2010; Aldrich & Meyer, 2014; Babaei et al., 2012). This form of social capital is valuable to individuals or groups of individuals to access resources from formal institutions outside of their community for enhancing decision-making capacity, entrepreneurial and general business advice (Babaei et al., 2012). Although linking social capital is the result of weak ties as compared to bonding and bridging social capital, it is linking social capital that provides access for individuals or groups of individuals to people in power and institutions (Hawkins & Maurer, 2010).

The discussion so far has unpacked the concept social capital and has also provided a discussion on the notable contemporary theorists (Pierre Bourdieu, James Coleman and Robert Putnam) and their version of social capital. Whilst some of the discussion on social capital focussed on aspects not directly associated with education it is therefore necessary for the purposes of this study to examine the influence of social capital on education.

Plagens (2011) argues that schools are more than just a mechanistic learning system where appropriate inputs generate appropriate outputs but are rather social environments that involves relationships, networks, cooperation, a reciprocal exchange of ideas and knowledge and therefore schools that have high stocks of social capital are schools that perform better than others. Plagens (2011) adds that learners in schools with high social capital, feel a sense of inclusiveness and are more likely to identify with the school and this translates into building and maintaining relationships with other learners and educators. Identifying with the school also involves pupil peer relations and a positive self-concept that are related to future successes such as good jobs, significant earnings and quality standard of living (Mulford, 2007).

Plagens (2011) also remarks that social capital stimulates spontaneous behaviour, which is manifested by educators who identifies and displays care and love towards the community that they teach and may involve such educators identifying challenges (e.g. crime, teenage pregnancy and child abuse) in the community and being part of the solution to the problem.

Collective action is also facilitated by social capital and in the case of educators collective action eliminates suspicion, builds trust and fosters a great sense of ownership of in the school (Plagens, 2011).

High social capital in schools fosters strong collaboration amongst educators and this can be displayed by: educators exchanging ideas and materials, a strong division of labour – each educator works on his or her own task before they are combined for collective work and co-construction of knowledge to develop new knowledge and solutions to challenges and problems (Webs & Holtappels, 2018). Webs and Holtappels (2018) also add that strong educator collaboration augments individual and self-efficacy, capacity to make decisions and also decreased stress and absenteeism. The positive outcomes associated with educator collaboration, which is influenced by high stocks of social capital, also impacts positively on the human and decisional capital of educators thus deepening the professional capital of educators. Bryant, Freeman, Daly, Liou and Branon (2017) have also researched the positive value of social capital in interdisciplinary teams (scientists, educators, educational researchers, professional development providers) to improve science education in schools by developing an innovative model for engaging learners doing real science, which involved collaborative co-construction of ideas and knowledge to develop the innovative model.

Penuel et al. (2009) claim that educators in a school, which constitute a community of practice, are participants (using their social capital) in a community assuming roles and responsibilities within it and also use the available resources to transform practice. The practices that educators share allow for ties amongst the educators to be formed and the more they share with regard to practice, the more knowledge is likely to flow (Penuel et al., 2009). Rincón-Gallardo and Fullan (2016) found that social capital of educators involving collaboration within networks can have positive effects on the psychology and practices of educators and school by developing strong relationships of trust and internal accountability, improving practice through cycles of collaborative inquiry, connecting outwards to learn from others and accessing resources for work sustainability. Malone (2017, p.191) also asserts that the social capital of educators involving collaborative networks "deprivatises teacher knowledge" enabling educators to dialogue with other educators to build capacity and competence.

Tong and Razniek (2017) in their scholarly research claim that social capital also provides an impetus for educators to adopt a new pedagogy in response to traditional modes through learning community structures that embrace new methods and strategies. This new pedagogy is significant for educators to equip them with skills for potential challenges of the fourth industrial revolution. By engaging in this initiative educators are in a favourable position to enhance their human and decisional capital and also strengthen their professional capital. Tong and Razniek (2017) also add that collective knowledge, reflective dialogue, collaborative inquiry, shared decision-making and collective professional growth that are characteristic of a PLC provides a significant source of encouragement for educators to examine their practices on an on-going basis and therefore provides a platform for their human, social and decisional capital to flourish.

Social capital, which is underpinned by trust, enable educators to engage in complex knowledge exchanges and engage in risk taking and innovative behaviours (Brown et al., 2016). Brown et al. (2016) also adds that when educators have the confidence in risk taking with one another they are more confident in demonstrating their vulnerabilities, sharing their problems or challenges, seeking support and feedback and engage in a culture of co-operation rather competition.

It is important to reflect on the downsides of social capital and in this regard Portes and Landlot (2000) claim that an individual's capacity to access resources does not guarantee a positive outcome and given the inequalities present in society manifested by unequal distribution of resources and income, individuals may have solid and trustworthy ties but have access to poor quality resources (Portes & Landlot, 2000). Social capital can also produce other negative outcomes such as restrictions on the freedom of an individual and the exclusion of outsiders and restrictions on individual freedoms (Portes & Landlot, 2000). Possession of enhanced social capital by some members of a group may lead to manipulation of other members of the group that have limited social capital, creating tensions within the group and also producing entitlement behaviour by individuals who possess the enhanced social capital. There are also potential situations in schools whereby educators who possess the higher forms of social capital (e.g. bridging and linking) and may use it as leverage to advance their own selfish interests (e.g. for occupational mobility) thus eroding trust in the schools and fostering conflict.

The discussion so far has unpacked the concept social capital and has also examined the different interpretations of social capital by three contemporary social capital theorists (Bourdieu, Coleman and Putnam). Each theorist provided their own definition and description of social capital. In their interpretation of social capital as an important component of professional capital, Hargreaves and Fullan (2012) also borrow ideas from these theorists, especially Coleman, by concurring that social capital exists in relations among individuals and contributes to productive activity. Hargreaves and Fullan (2012) also agree that social capital develops and enhances human capital of an individual and expands an individual's network of influence and opportunity. However, one must be guarded against educators or other individual in the school that use their social capital for vested interests, which potentially destroys the harmony and cohesion of staff.

Social capital also plays a significant role in developing and enhancing the decisional capital of individuals (Hargreaves & Fullan, 2012). Roger Federer has also used his social capital by soliciting services of other tennis players (e.g. Lucas Pouille and Mackenzie Donald) to hone his tennis skills and thus improve his decision-making capacity to achieve excellence in his competitive tennis matches (De Jonge, 2017). Similarly, exercising a process of shared decision-making (through social capital strategies) to build capacity in making prudent decisions in the context of education is an important area that contributes significantly to the decisional capital of educators. The discussion to follow will unpack the concept decisional capital and also focus on the factors that contribute to decisional capital of educators.

3.6 Decisional Capital

According to Hargreaves and Fullan (2012, p.93) decisional capital is "capital that professionals acquire and accumulate through structured and unstructured experience, practice and reflection – capital that enables them to make wise judgements in circumstances where there is no fixed rule or piece of incontrovertible evidence to guide them." Hargreaves and Fullan (2012) adds that social capital plays a significant role in enhancing the decisional capital of an individual and is manifested when individuals draw on the insights, wisdom and experience of their colleagues before arriving at their decision about a particular issue.

Educators experience a daily routine of making decisions regarding classroom management, learner assessment, curriculum management, behavioural challenges of learners and so on.

Fullan and Hargreaves (2012) make a strong claim about the influence of collaboration in deepening the decision-making capacity of individuals in achieving best practices. Rincón-Gallardo and Fullan (2016) also acknowledge the value of collaborative networks by claiming that they are large reservoirs of resources of expertise and knowledge and that inventions and innovations arise in such networks from individuals who engage in a shared decision environment to resolve complex problems, contributing to enhanced productivity and creativity.

Collaborative decision-making, which can be defined as "combination and utilization of resources and management tools by several entities to achieve a common goal" (Kapucu & Garayev, 2011, p. 366), about educational issues within schools is less complex than decision-making between schools or districts (Rincón-Gallardo & Fullan, 2016). However, engaging in such initiatives that increase the complexity of decision-making potentially enhances the resilience and resolve within educators as they have to navigate through many more permutations and combinations that confronts those educators (Rincón-Gallardo & Fullan, 2016). By potentially enhancing resilience and resolve deepens the decisional capital of educators and enables the professional capital of educators to flourish.

However, it may happen, that collaborative networks amongst educators may elicit decisions that may produce no or cosmetic changes in the educator's practice thus maintaining the status quo (hindering quality learner outcomes) and, therefore, in order to turn collaboration into a useful mechanism for quality learner outcomes requires educators deciding on changing the nature of activities that learners are asked to do and also deciding in changing the way educators and learners approach knowledge (Rincón-Gallardo & Fullan, 2016).

As alluded to earlier, in the discussion on social capital, professional collaboration also "deprivatises teacher knowledge" allowing educators to make decisions to engage with other educators in dialogue in collectively developing practices, which enable the building of competency and capacity (Malone, 2017). In addition to this Malone (2017) argues that when educators partner with organisations from the outside community this collaborative decision-making initiative fosters a sense of confidence in the educators, a sense of belonging to a community and also equips educators with skills to synchronise the curriculum with the context in which the educators are teaching in. This intentional

association between the communities and educators not only enhances school effectiveness and improvement but also deepens the professional capital of educators (Malone, 2017).

The collaborative networks established between the educator and community organisations also strengthens the social capital of educators (more of the bridging social capital), which impacts positively on the decisional capital of educators (Patton et al., 2015). Patton et al. (2015) also claim that educators with decisional capital are life-long learners and not afraid of change as they display confidence in their work, are not disappointed when mistakes arise, readily accept feedback about their work and are also encouraged by new ideas, innovative teaching strategies and are also enabled to make discretionary judgments.

A criticism against collaborative cultures that enable collaborative decision-making is that the collaboration amongst educators may not be genuine, spontaneous or voluntary but can potentially be a form of contrived collegiality, which is administratively regulated and compulsory (Hargreaves & Fullan, 2012), which over time erodes the passion and commitment of educators, potentially hindering school effectiveness and improvement (Datnow, 2011). Collaborative decision-making may also result in a particular educator or groups of educators dominating the decision-making process and inhibiting other educators or groups of educators from having a sense of "ownership" in the decision-making process. Collaborative engagements also have the potential to lead to balkanized teacher cultures – made up of competing groups e.g. teachers belonging to the Mathematics department, who are motivated by position and power and try to impose their values on other educators in the school (Hargreaves & Fullan, 2012).

The ability to execute discretionary judgments is the essence of professionalism and this is manifested by educators who teaches without consulting a textbook or manual while he or she is teaching or makes a judgment on an issue even in the absence of conclusive evidence (Hargreaves & Fullan, 2012). Being able to make discretionary judgements require numerous hours of practice examining your own judgments and the judgements of your colleagues and it is the frequency of practice that separates amateurs (less frequency of practice) from professionals (more frequency of practice) (Hargreaves & Fullan, 2012). Educators that have put in numerous hours of practice are far more proficient, display strong levels of decisional capital and professional capital than educators who have put in less time (Hargreaves & Fullan, 2012).

In addition to practice, Hargreaves and Fullan (2012) also underscore the importance of critical reflection in developing the decisional capital of individuals. Lucas (2012) remarks that critical reflection, which is developed over time, is an integral component in the learning pathway of individuals and is an important part of educator practice. The concepts critical reflection, reflective practice and reflective thinking are sometimes used interchangeably in educational literature. According to Lucas (2012) critical reflection is the antecedent for transformative learning leading to changes in understandings about an issue, facilitating the way an individual thinks about a problem or challenge, encouraging using knowledge critically and not viewing it on "face value" and to look at issues at depth and from multiple perspectives, which all contribute to holistic viewpoint.

Zalipour (2015) also adds that critically reflective teaching occurs in an environment when educators interrogate the assumptions that underpin their practice enabling them to confront inconsistencies between their thinking and practice and eventually promoting an enlightened perspective about teaching. The critical thinking that underpins reflective practice informs appropriate decision-making in teaching situations (Zalipour, 2015) which contributes to the decisional capital of educators and also deepens their professional capital.

Hargreaves and Fullan (2012) in referring to the scholarly work of Donald Schön identifies two aspects of reflective practice – reflecting in action and reflecting on action. The former is about thinking and making a decision about a problem while an individual is in the middle of it such as explaining a concept in another way or whether to discipline a learner for being noisy or ignoring the learner's behaviour, while the latter involves thinking or reflecting once the practice is finished such as why some learners do not like reading in class. Both forms of reflection contribute significantly to the educator's professional practice and this can be further enhanced by having a mentor who gives you feedback and allows the educator to reflect on what he or she has been doing (Hargreaves & Fullan, 2012). Hence getting the reflection on action right also facilitates reflection in action with efficiency (Hargreaves & Fullan, 2012).

Reflection about action is also another dimension of reflective practice identified by Hargreaves and Fullan (2012), which focus on reflection about matters that distract an individual about what is important leading to little time for thinking and efficient decision-making and therefore this type of reflection should improve practice by changing the context

and conditions of what is practiced. Critical reflection must be part the daily routine of educator's practice to facilitate and sustain school effectiveness and improvement and if executed in an authentic manner it will significantly improve the decisional capital of educators. However, if critical reflection is only employed by a handful of educators, while the majority are disinterested in it, executing quality decision-making in the class and the school and driving accountability may prove difficult for the school.

Apart from professional collaboration and critical reflection, trust is also an important value that has a marked influence on developing and enhancing the decisional capital of educators. When relationships between educators within schools are underpinned by high levels of trust, they are likely to augment quality learner performances (Brown et al. 2016). Trust, which improves the strength of ties or relationships amongst educators, enables them to execute prudent decisions to maximise their pedagogic effectiveness. Trust also enables educators to exchange complex information, be involved in shared decision-making regarding practices, make risky decisions and be involved in innovative ventures (Brown et al., 2016). Harris et al. (2013) identifies three types of trust that resonate strongly with the decisional capital of educators: self-trust, which is trust that educators have in their capabilities (human capital) and judgments (decisional capital); while relational trust is trust in people or groups of people and structural trust is trust in institutions or brands. If self-trust is low then the decision-making capacity of educators is eroded leading to low levels of self-efficacy thus hindering school effectiveness, efficiency and improvement. If relational trust is not realised this may hinder collaborative decision-making thus stifling the growth of collective action and a shared vision for the school. If strong structural trust prevails at school, then educators are galvanised to make collective decisions to foster a positive ethos at schools, encouraged to market the school and also spread the goodwill of the school to other individuals from society, which all have positive repercussions for teaching and quality learner performances.

Making prudent decisions and developing the decisional capital of educators is an important area of school life that drives professional accountability at schools. Accountability, which means an individual taking responsibility for his or her actions, is essential to improve learner performances and strengthen the teaching profession (Fullan, Rincón-Gallardo & Hargreaves, 2015). While external accountability involves the leaders of a system (e.g. officials of the Department of Education) reassuring the public that education system,

through monitoring and transparency and intervention, meets the expectations of all stakeholders, internal accountability (informed by external accountability) involves educators and other individuals who spontaneously take on the professional responsibility for school functionality, effectiveness and improvement (Fullan et al., 2015).

Apart from possessing effective and efficient human and social capital, educators must be in possession of quality decisional capital to foster internal accountability at schools. This involves educators leveraging their social capital in a shared decision-making scenario (if the individual feels paralysed by executing decisions alone) to access the necessary information and make a collective decision regarding educational issues for sustainable internal accountability.

Fullan et al. (2015, p.4) found successful schools displayed instructional coherence and "built a collaborative culture that combined individual responsibility, collective expectations and corrective action – that is, internal accountability." Fullan et al. (2015) stress the importance of system coherence and cohesion in building internal accountability at schools and this is demonstrated by educators who display their confidence in what they do in their classrooms and the school as a whole and how their actions resonate with the goals of the wider system. In a coherent and cohesive system, apart from a shared accomplishment, having a perspective about the "big picture" is the responsibility of everyone and not just members of the management (Fullan et al., 2015).

By making learning of all learners in the school a shared responsibility of everyone across the system, by urging educators to believe in their learners, believe in themselves and in each other contributes significantly in developing an inspiring and inclusive vision, which is necessary in developing internal accountability at school (Fullan et al., 2015). For accountability to be successful it must be pervasive in schools and must be visible in all structures of school authority. The principal must set an example and be able to lead his or her team in school, strongly informed by the principle of accountability. In this way the work and decisions of educators are underpinned by a strong sense of accountability. The educators, administrative personnel and management staff must be in possession of the necessary human capital and social capital to enable them to function in their roles and capacitate them to embrace accountability. By building the professional capital of educators

and leaders in the system significantly improves accountability at schools for the present and provides a platform for future accountability (Fullan et al., 2015).

The discussion so far on decisional capital has illuminated the significance of collaborative cultures in enabling decision-making, the significance of long hours of practice to make prudent and discretionary decisions, the need for reflective practice and the importance of trust in developing and enhancing the decisional capital of educators. The discussion also focussed on the importance of quality decision-making in developing a coherent and cohesive education system and also having an inspirational and inclusive vision – all of which is significant in driving accountability at schools.

3.7 Concluding Comments

This chapter has unpacked the phenomenon of professional capital and the components that make up professional capital, namely, human, social and decisional capital. This chapter has highlighted aspects that influence the development of the human capital of an educator such as professional learning, transformational learning and heutagogy. It also illuminated the eminent scholars on social capital, namely, Pierre Bourdieu, James Coleman and Robert Putnam and their conceptualisation of social capital. Finally the chapter focussed on the discourses such as trust, collaboration and practice that shape the decisional capital of an educator.

CHAPTER FOUR: METHODOLOGY

4.1 Introductory Comments

In order to provide a rich and nuanced understanding of how the four research participants from the different quintile ranked schools acquired and deployed their human, social and decisional capital, which collectively make up their professional capital (Hargreaves & Fullan, 2012) in facilitating their teaching and learning, a qualitative methodology using an interpretive paradigm was employed. Although Professional Capital is a relatively new discourse dealing with assets that educators possess for quality learning and teaching (Chapman et al., 2016), all the research participants had some idea of the essential features of the human, social and decisional capital that make up professional capital (Hargreaves & Fullan, 2012). Moreover, the phenomenon of professional capital was carefully unpacked with the four participants to help clear up any ambiguities and confusion that was experienced by them and together with their enthusiasm to be part of the study significantly contributed to the methodological considerations of the study and the research process as a whole. A significant aspect that pertains to the methodology of the study is to develop a coherent research design.

Developing a research design, which is a plan that is not fixed and operates in a non-linear way (Bertram & Christiansen, 2014), is essential and involves tactical decision-making in order to establish the practicalities of the research (Cohen et al., 2007). Once the researcher has developed the research questions a research design is established to answer the research questions (Bertram & Christiansen, 2014). Some of the aspects that are an integral part of the research design are: choice of paradigm and methodology, kinds of evidence or data required to answer the research question, types of methods or instruments needed to collect the data (e.g. interview schedules), types of samples (e.g. purposive samples, random samples) used to acquire data, other sources used to acquire data (e.g. documentary sources) and decisions related to validity and reliability (Cohen et al., 2007). Another aspect that the research design highlights involves the manner in which the researcher analyses and makes meaning of the data (Bertram & Christiansen, 2014). The aspects outlined, which form part of the research design, are also a significant part of this study and is elaborated in the discussion to follow.

4.2 Characteristics and Choice of Paradigm

There is a plethora of literature that explains the term "paradigm" and has been used in different contexts and meanings by the different scholars. A paradigm represents a particular worldview or reality that informs researchers about the manner and approach to conducting research, the kinds of questions that are needed to be asked in research, aspects of society that can be observed and investigated, the manner in which data is collected and interpreted (Kivunja & Kuyini, 2017; Bertram & Christiansen, 2014) and the type of knowledge that is derived from the research process (Wilson, 2017). According to Kivunja & Kuyini (2017) a paradigm is underpinned by 4 elements, namely, ontology, epistemology, methodology and axiology, which are the basic assumptions, beliefs, norms and values that characterise each paradigm guiding the researcher and the research process.

Epistemology explores the nature of knowledge (Bertram & Christiansen, 2014) and is also used to describe how we come to know something or arrive at the truth or reality and with regard to this study the issues of epistemology involves, for example, authoritative sources used by the researcher (e.g. journals and books) (Kivunja & Kuyina, 2017) to access information concerning the theory of professional capital and also involves analysing and interpreting the data from the four participants in the study that contribute to the body of knowledge on professional capital and other discourses associated with it. Ontology refers to the philosophical assumptions about the nature of reality and enables the researcher to orientate his or her thinking about the research problem, to help answer the research question and contribute to the solution of a problem investigated (Kivunja & Kuyini, 2017). In respect of this study, ontology explores the reality of the four participants from the different quintiles (contexts) by examining their experiences, meaning and interpretation of the phenomenon professional capital and its three components (human, social and decisional capital). Methodology involves framing the research problem, the methods (observations and semi-structured interviews used in this study) of investigating the research problem and answering the research questions (one main research question and three sub-questions in this study) (Wilson, 2017). Research methodologies can be grouped as quantitative (objective and scientific reality) and qualitative (subjective and interpretive reality) and in this study a qualitative approach using a case study methodology was used to obtain data on how educators acquired and deployed their professional capital in facilitating teaching and learning (Wilson, 2017; Cohen et al., 2007). There are several methods associated with

qualitative studies, namely, observations, interviews, role-playing and participant observation (Cohen et al., 2007)

Axiology, which refers to the ethical and moral issues that underpin a research project (Kivunja & Kuyina, 2017) and with respect to this study involved following the ethical route of gaining the consent of the four educators teaching at their respective schools and the consent of the four principals managing those schools. Issues of ethical clearance, choice of paradigm and other methodological considerations, which is part of the discussion in this chapter, are examined later in greater depth.

There are many types of paradigms such as a positivist paradigm (used in quantitative research), critical paradigm and interpretive paradigm, which are both part of qualitative research (Bertram & Christiansen, 2014). This qualitative study has used the interpretive paradigm to inform all aspects of the research process.

From the 1950's onwards the interpretive paradigm gained momentum in response to the dominant positivist and postpositivist paradigms that characterised quantitative research, which focussed on statistical measurement, control and prediction (Henning, 2004; Bertram & Christiansen, 2014). Scholars using a positivist paradigm employ an objective, mechanistic and reductionist view of nature approaching life and social reality in technical and measurable terms rather focussing on subjective and humanistic issues of freedom of choice, individuality, individual and community experience, issues of morality, the issue of context on life experiences, multiple interpretations and so on (Wilson, 2017; Cohen et al., 2007).

The interpretive paradigm, which is used in this study, focussed on the individual perspective and experiences of the four participants with regard to their acquisition and deployment of professional capital (Cohen et al., 2007; Kivunja & Kuyini, 2017). It also involves their understanding and meaning attached to the three components that comprise professional capital (human, social and decisional capital) and understand that their reality about these components of professional capital may appear different from others as it is shaped by their context (type of quintile ranked school) that they are teaching in (Cohen et al., 2007; Kivunja & Kuyini, 2017).

The personal involvement of the researcher, who employs an iterative approach, in this study is also informed by the subjective reality of the research participants (who own their experiences) and in this regard the researcher uses non-statistical methods of data collection (observations and semi-structured interviews) to gather data from the four participants (Rynes & Gephart, 2004; Cohen et al., 2007; Kivunja & Kuyini, 2017; Thanh & Thanh, 2015). The multiple perspectives derived from the four participants in the research leads to a more in-depth and comprehensive understanding of the situation, which leads to new insights (Thanh & Thanh, 2015). Thanh and Thanh (2015) also add that using an interpretive paradigm enables the researcher understand the characteristics of each of the participants and get to know them better as well as the context that they are placed in. Scotland (2012) remarks that research using an interpretive paradigm involves a detailed and thick description of the phenomena (e.g. professional capital in this study) being researched resulting in different layers of understanding and interpretation rather than be reduced to simplistic interpretations. Scotland (2012) also claim that knowledge is not value free as researchers impose their views, values and beliefs in making choices about what to research and the manner in which they interpret their data in the research process.

As with other paradigms, the interpretive paradigm also has limitations. Due to the highly contextualised nature of the data and interpretations of this data involving the subjective constructions of the research participants, generalisations and transferability from the research are difficult, or in some cases absent (Scotland, 2012). Apart from abandoning scientific methods of research (to reach useful generalisations), the participants' interpretation of a situation or phenomenon in interpretive studies may appear to be a fabrication and not genuinely related to their subjective experience and reality (Cohen et al., 2007). Scotland (2012) also notes that interpretive research downplays the invisible ideologies and external structures of society that impact on the action of participants and therefore their explanation and interpretation of phenomena may be incomplete. Participants autonomy and privacy can also be threatened as the methods of interpretive research are intimate (close association between researcher and participant) and open-ended and this is manifested by the participant unwittingly revealing secrets and sensitive information (Scotland, 2012). A downside of providing a thick description of phenomena in interpretive research is the risk of participant exposure (Scotland, 2012). Interpretive studies also have the potential for being misleading and incomplete as methods of data collections such as the less controlled open-ended interviews carry risks of inaccuracy (Cohen et al., 2007). In some

interpretive studies, researchers may also have a tendency of imposing their authority and interpretations on the research participants thus making the final interpretation of the data and selecting what information is for the public domain (Scotland, 2012).

A case study methodology used in this study, which is also informed by the interpretive paradigm, will be part of the discussion to follow.

4.3 Case Study Methodology

Case studies, which originated in the early twentieth century (Demetriou, 2017) and provide rich insights into particular situations, classrooms, organisations and individuals (Rule & John, 2011), is a study of a specific case in context (e.g. a learner, an educator or principal), a group of individuals (e.g. a class of learners), a school or an organisation and can be used for quantitative and qualitative studies (Bertram and Christiansen, 2014). Case studies, which are descriptive in nature, provides an in-depth description of what it is like to be in a particular context or situation thus enhancing the understanding of the researcher or providing a stimulus for further research in the future (Bertram & Christiansen, 2014; Demetriou, 2017). In this study the researcher employs a multiple case study methodology (Demetriou, 2017) to capture the lived experiences, thoughts and interpretations of the four participants from the different quintile ranked schools in order to gain a more comprehensive understanding of the phenomena of Professional Capital (Bertram & Christiansen, 2014). The flexibility of the case study methodology is that it allows for a multi-method approach of triangulation using both qualitative and quantitative methods of collecting data to corroborate findings (Demetriou, 2017). However, in this study, qualitative methods of observation and semi-structured interviews were used to generate data from the four participants. Apart from flexibility, case studies are also more manageable as compared to large-scale surveys (that are faced with constraints of time and resources) as they provide researchers with a unit to study helping the researcher to efficiently identify sources of information, namely, the participants, observation sites etc. and enabling the researcher to complete the research within reasonable time frames (Rule & John, 2011). Case study methodology can also be manifested as a television documentary when events and situations in case studies are allowed to "speak for themselves" (Cohen et al., 2007).

Apart from the focus of the study emphasising the "how" and "why" questions, an important consideration in case study methodology is the researcher's desire to cover the contextual conditions (different quintile ranked schools in this study) because of its relevance to the phenomenon (professional capital in this study) under study (Baxter & Jack, 2008). Baxter and Jack's (2008) argument about context and its relevance to the phenomenon also has applicability for this study, which used the different quintile ranked schools (context) to demonstrate its influence on educators acquisition and deployment of professional capital. Another consideration using case study methodology is the unit of analysis (or case) (Baxter & Jack, 2008; Rule & John, 2011), which in this study involves the analysis of the professional capital of educators across the different quintile ranked schools. Binding the case, which ensures that the study remains reasonable in scope involves placing boundaries on the case and preventing the researcher from having broad research questions and too many objectives for one study (Baxter & Jack, 2008). Geographical considerations are also facilitated by the researcher in placing boundaries around the case (Cohen et al., 2007).

The rationale in this study for choosing multiple case studies (educators from different quintile ranked schools) is that it enables the researcher to explore differences within and between cases (Baxter & Jack, 2008; Rule & John, 2011). Multiple case studies also enables the research focus to have some breadth and depth, can also produce common findings that have preliminary generalisations that can potentially be tested in future studies and also work well within a common theoretical framework (Rule & John, 2011). Some of the limitations of multiple case studies involve researchers who seek for similarities and ignore differences, ignoring the context of each case in the pursuit of generalities and that a multiple case study research is unable to produce findings that represent all cases of the population (Rule & John, 2011).

Other important aspects relating to case study methodology such as selection of research participants and sampling procedures, methods and procedures of data collection, procedures for data analysis, issues of reliability, validity, transferability, confirmability, dependability, trustworthiness and credibility and ethical considerations will be given greater attention in the discussion to follow.

4.4 Selection of Participants and Sampling Procedures

In qualitative research sampling refers to the selection of data sources from which data is gathered to address the research questions and objectives (Gentles, Charles, Ploeg & Mckibbon, 2015). This study employed a purposive sampling strategy, which was used to select information-rich cases for in-depth study to provide valuable insights and enable a deeper understanding of the case related to the phenomenon of interest (Palinkas et al., 2015; Gentles et al., 2015). Purposive sampling, apart from selecting a sample based on the researchers experience of the group to be sampled, also involves selecting a sample based on the researcher's needs and purpose and is therefore selective and biased (Cohen et al., 2007).

Another significant reason for choosing a purposive sampling strategy in this study was accessing knowledgeable individuals who have a deep knowledge about the discourses of professional development, by virtue of their professional role as educators, their expertise and experience (Cohen et al., 2007). Whilst the responses and comments of the research participants may not be generalisable, the emphasis in this qualitative study is to generate in-depth information about the case and phenomenon being examined (Cohen et al., 2007). The purposive sampling strategy used in this study also enabled the researcher to compare and contrast as well highlight the similarities that existed in the phenomenon of interest (Palinkas et al., 2015).

Apart from participant referrals, the researcher's decision to select the sample for this study was enabled by frequent meetings with the four research participants at professional development workshops organised by the Department of National Education. Informal conversations were held with the four participants about the research topic and the desire expressed by the researcher to choose them as part of the sample for the study. Apart from their enthusiasm to be part of the study, the four participants also felt that participating in the study would enable their leadership skills and enhance their roles as professionals in school.

Having received their approval to participate in the study from all four prospective participants, the researcher made a personal visit to each school and engaged with the principal to secure his permission to conduct the study at his school. Apart from building

trust with the principals, the researcher's personal engagement with them also an opportunity to share information on some of the latest trends on the professional development of educators. It also enabled the researcher to conduct the research with confidence, develop solid networks and facilitated access to other resources such as use of the library and media room (in those schools that possessed them).

All principals of the different quintile schools (two from quintile 3 schools, one from a quintile 4 school and one from a quintile 5 school) willingly gave permission, which helped the researcher gain the mandatory ethical clearance from the university. At this stage letters seeking permission to conduct the study at the different schools were drafted and given to the principals to sign. Letters of consent were also prepared and given to each participant to sign. All participants (as well as the principals) that participated were informed that they were free to withdraw from the study if they so desired.

Qualitative studies focus on quality rather that quantity and because the sample size is small (four in this study) the researcher's objective was reaching a stage of being saturated with information (although information may appear redundant) on the research topic rather than increasing the number of participants in the study (Gentles et al., 2015). The small size was chosen to gain information about the depth, variation, context and complexity surrounding the phenomenon (Gentles et al., 2015).

In the light of the above discussion, the sample for this study comprised four educators (with more than five years of teaching experience) from different quintile ranked secondary schools (public schools) in the Ilembe district in the KwaDukuza area of the province of KwaZulu-Natal, South Africa. To protect the anonymity and maintain confidentiality of the research participants and the names of their schools, pseudonyms were used and these are listed below.

Michael - Southville High (quintile 4 school)
Happiness - Nandi Secondary (quintile 3 school)
Veron - North Coast High (quintile 5 school)
Mark - Newark Secondary (quintile 3 school).

Both quintile 3 schools are surrounded by working class townships in rural environments. Nandi Secondary is about 60 km north of Durban, while Newark Secondary is about 90 km north of Durban. Both Southville High (quintile 4 school) and North Coast High (quintile 5 school) are situated in the urban areas and have easy access to all the services that are provided in urban areas. North Coast High, which is a fee-paying school is made up of learners from predominantly middle-class backgrounds, while Southville Secondary, inspite of being categorised as a quintile 4 school (also a fee-paying school) is also made up of learners that come from working class backgrounds. By selecting educators from the different quintile ranked schools allowed for comparative inter-case and intra-case analysis, which is aided by exploiting the research context for context-rich information, to contribute to a rich understanding of the study. As quintile 1 and 2 schools share relatively similar socio-economic conditions as quintile 3 schools and the fact that access to quintile 1 and 2 schools were limited, it was deemed appropriate to use quintile 3 schools as part of the sample. In addition this study focussed on the phenomenon of professional capital and therefore it was not necessary to have all quintile schools represented in the sampling process.

It was anticipated that using more than one instrument for collecting data would augment the quality of the data obtained. The manner in which the researcher used these instruments will be illuminated in the discussion to follow.

4.5 Instruments Used in the Data Collection

In this study instruments that were used to collect the data in an attempt to address the research questions were transect walks, semi-structured interviews and non-participant observations.

4.5.1 Transect Walks

Before semi-structured interviews were used to gather data from the four research participants transect walks, which is part of a participatory approach to observation (Bertram & Christiansen, 2014) that provides a deeper understanding of the social and environmental context of a case (Rule & John, 2011), were used. Understanding the context of a case is also a significant part of this study and hence the reason for using the participatory method

of transect walks to gather data. The transect walks were conducted with the participants in the school (during school time) and the community (after school time). Some transect walks were also done alone in the school and community after the observation of lessons of the research participants in the classroom. The transect walk in the school provided a clear picture of the physical infrastructure of the schools (Bertram & Christiansen, 2014; Rule & John, 2011) and some of the challenges the schools are faced with, the social infrastructure with respect to educators interacting with each other on the sports fields, staffrooms, in the libraries etc. as well as learners interacting with other learners and educators. The transect walks also illuminated the type of ethos that prevailed in the different schools. The transect walks in the communities that border the respective schools also illuminated many social and economic challenges faced by learners of those schools. The researcher and participants deliberated on everything they observed as they walked (Bertram & Christiansen, 2014). Field notes (also part of the data collected) were taken by the researcher during the transect walks on significant observations made that resonated with the study. The transect walks also served to strengthen the trust and relationship between the researcher and the participants increasing the confidence of the researcher and the participants as well as providing an opportunity for the researcher to allude to some of the aspects that formed part of the semi-structured interview schedule. The transect walks also provided new insights about the study, which helped the researcher refine the semi-structured interview schedule by adding new and appropriate questions as well removing some questions that appeared redundant and irrelevant.

4.5.2 Semi-Structured Interviews

An interview, which attempts to address the research questions, is a one-on-one guided conversation between the research participants and the researcher (Rule & John, 2011). Apart from the encounter of the interviewer with the interviewee that is characterised by negotiations and interpretations, the interview process also involves the risks of misunderstanding and misjudgements as well an opportunity to discover new feelings, experiences and so on (Oplatka, 2018). Apart from communicative competence, the researcher must ensure that the participant is aware of the nature and purpose of study, must allow the research participants or interviewees to seek clarification about the study, inform the interviewees about the ethical issues involved (e.g. issues of confidentiality and anonymity), listen carefully and respectfully by not interrupting the participant (Rule &

John, 2011) and adopting a reflexive approach during the interview process to facilitate the auditability of the qualitative research (Whitling, 2008).

Semi-structured interviews, which underscores structure as well as flexibility (Oplatka, 2018), are often used in small-scale research (as in the case of this study) as it enables data collected to be analysed without much difficulty (Warwick & Chaplain, 2017). The semi-structured interview used in this study comprised a set of pre-set questions that initiated the discussion followed by other questions that emerged from the dialogue (Rule & John, 2011; Whitling, 2008). By including additional questions during the interview allows "for new insights, deeper probing and clarification" (Rule & John, 2011, p. 5). The probing questions used in the study was aimed at getting a more nuanced understanding about an issue. This flexible approach during data collection resonates with case studies that capture the richness, uniqueness and complexity of a case (Rule & John, 2011). The interviews were recorded by using a digital recorder and were eventually transcribed manually. Ethical considerations were taken into account and the participant's permission were sought regarding recording of interviews.

Before the full-scale research began with the interview process of the four research participants at their respective schools, the researcher conducted a pilot study or a trial run with two experienced educators (teaching for more than five years) from another school (not part of the study) to pre-test the research instrument (Dikko, 2016). This initiative was put into place to assess the significance of the instrument (semi-structured interviews) in generating data that was meaningful and relevant to the study. Although validity is not a concern for this qualitative study, pre-testing research instruments through a pilot study ensures that validity is achieved in any research (Dikko, 2016). The pilot study also gave the researcher exposure to an interview situation thus enhancing the confidence of researcher and trust in his research abilities. Dikko (2016) and Castillo-Montoya (2016) also add that a pilot study alerts the researcher to possible flaws, confusing and ambiguous statements in the interview schedule. Recording the time of the interview, determining whether the questions in the interview schedule addresses the research questions and enabling the researcher to sharpen and perfect interviewing skills are other considerations for administering a pilot study (Dikko, 2016). Overall, piloting the research instruments contributed significantly towards coherence, precision and soundness of the study.

After the researcher was satisfied with the outcome of the pilot study, semi-structured interviews were conducted with the four participants, which were done in their schools. Due to the length of the total time (about two and a half hours) of the interview, the researcher divided it into five sessions. By having five sessions allowed participants and the researcher time to reflect on the questions to be asked and also mitigated the problem of fatigue during the interview process. Light refreshments were also provided for the participants to enable the interview process. The opening session of the interview involved the researcher outlining the questions of the interview schedule and its context, the role of the researcher in the study as well as eliciting general information about participants such as biographical details, teaching experience and so forth, which was written down on the interview schedule. The questions in the interview schedule were part of four broad themes, namely, general questions on being professional and professional development, questions on human capital, questions on social capital and questions on decisional capital. This was the main part of the interview schedule that was recorded. Oplatka (2018, p. 1354) also concurs with questions arranged under themes by claiming that a "good interview guide consists of a number of sections, each one covering a theme and including a number of questions". Whilst the questions were divided into these four broad themes the participants were alerted to about the interrelated nature of the four themes, especially the themes on human, social and decisional capital, and that their responses to the questions should reflect this.

After a brief interlude (8-10 minutes) of the opening session, the second session of interviewing started with questions related to being professional and professional development. After the interlude (8-10 minutes) the third session of interviewing started with questions related to human capital. For purposes of clarity the researcher explained in simple terms the meaning of human capital (with the use of examples), which enabled the interviewee to answer the questions on human capital with less difficulty. During the interlude after the third session of interviewing the interviewer together with the interviewee reflected together about the questions and the study in general. This exercise ensured that the interviewee was comfortable and ready for session four and also helped clear any doubts about the study.

The fourth session focussed on questions related to social capital. Once again the researcher explained in simple terms the meaning of social capital (with the use of examples). The interviewee proceeded by answering questions on the interview schedule but was constantly

reminded by the interviewer that relationships exist between human and social capital. In this regard the interviewee was prompted to find the necessary resonance between human and social capital when answering the questions. Initially this proved challenging but the interviewees gradually demonstrated the link between social and human capital in their own unique way. The interlude of 10 minutes was once again a time for reflection, which enabled the final session of interviewing.

The final session of interviewing was less challenging and the interviewees were very encouraged by the questions on decisional capital. Interviewees' responses, which connected with their earlier responses to questions on human and social capital, demonstrated that they understood, to a large extent, the interrelatedness between human, social and decisional capital and how these forms of capital contribute to the overall professional capital of educators. The final session of interviewing concluded with both the interviewer and interviewee reflecting on the interview process and the study as a whole, which enabled the interviewer to delete or add information relevant to the study.

The interviews were iterative in nature and apart from the formal interview sessions with the four research participants, further interviews (of shorter duration), informal meetings and telephonic conversations were also conducted at the convenience of the participants for purposes of clarification of information as well as eliciting additional information that were significant for the study. During the telephonic conversations and informal meetings, notes were taken, which formed part of the data collected. The interview data that was transcribed was an onerous task done manually by the researcher and assisted by other students doing postgraduate research. Soliciting the services of students enhanced the quality and validity of the transcriptions (Rule & John, 2011). To further improve the quality and credibility of the interview data, member checks were employed by soliciting the voices of the research participants to verify the data and eliminate researcher bias (Anney, 2014).

Making observations was the third data source in this study. Observations, which were done during transect walks, were also conducted in the classrooms and this helped to triangulate some of the data that also appeared in the semi-structured interviews. The triangulation like member checks also helps to reduce researcher bias and enhance the integrity of the research participant's responses (Anney, 2014). Non-participant observations were conducted in the

classroom involving the four research participants and the learners being taught by them. A discussion of the method of non-participant observation as a tool to gather data will follow.

4.5.3 Non-Participant Observations

Apart from providing "live data" from natural settings and a reality check, observations are key in providing more authentic data significantly contributing to the validity the study (Cohen et al., 2007). Observations also enable researchers to notice aspects that are related to the research participants that may be missing during the interview process (Cohen et al., 2007). Observations used by the researcher in this study helped in understanding the physical setting (e.g. type and quality of school infrastructure), the human setting (no. of educators and learners in a school as well as their characteristics), the interactional setting (e.g. relationships between educators, between learners and between educators and learners) and the programme setting (teaching programmes, organisation of the curriculum) (Cohen et al., 2007). The disadvantages of observations are its selective nature – an observer chooses what to write down as part of his or her field notes based on their view of the world as well as observations of teachers interacting with their learners might prove difficult to interpret as such relationships are influenced by previous experience between teachers and learners, which the researcher might not be aware of (Bertram & Christiansen, 2014).

A total of 20 lessons were observed (using the non-participant observation strategy), scattered over a period of four months. Mark from Newark Secondary was observed mainly in geography and a few tourism lessons, Happiness from Nandi Secondary in English lessons, Veron from North Coast High in History lessons and Michael from Southville High in Mathematics lessons. Whilst the researcher was in the classroom observing the educators engage with their learners, the researcher remained aloof from the learners and the research participants as well as kept a social distance from them (Cohen et al., 2007).

While employing non-participant observations, the researcher positioned himself in different places in the classroom over the three months to get a better perspective of interactions of learners with learners and educators with learners e.g. spontaneity of interactions between learners and between learners and the educator. The non-participant observation strategy also provided insights for the researcher on how research participants utilise the space in their classroom to deliver their lessons effectively (Williams, 2008). The

unobtrusive manner of non-participant observation also enabled the researcher to observe the research participants in delivering instructional programmes to their learners (Tuckman & Harper, 2012). Field notes, which were guided by an observation schedule of questions (see appendix for observation schedule), were made during the non-participant observations of the research participants teaching their learners in their classrooms (including administering the different forms of assessment to the learners).

4.6 Procedures for Data Presentation and Analysis

Henning (2004) argues that data analysis in qualitative research is an evolving, process-oriented and iterative experience. Valuable insights, which are gleaned from the literature review and theoretical framework chapters can potentially inform the researcher's strategies on accomplishing the data analysis coherently and with efficiency. The sources of data in this study are from data that has been transcribed from the semi-structured interviews of the four research participants, information from the observation schedules (during the non-participant observations in the classrooms) and the field notes compiled during the transect walks in each of the four schools.

Some important considerations in data analysis are data reduction, data display and developing conclusions (Bertram & Christiansen, 2014). Data reduction, through the use of coding and forming themes, was also employed in this study by selecting, simplifying and transforming the data that appeared in the field notes and transcriptions, while the second tier of analysis involved the display of vignettes and the third tier of analysis was subjected to further interpretation and analysis by identifying patterns, relationships to form conclusions (Bertram & Christiansen, 2014). The third tier of analysis was further subjected to a narrative analysis, a relational analysis and theoretical analysis (these aspects are discussed in the latter part of this chapter)

Employing the use of vignettes in this study formed an integral part of the data analysis. Vignettes used in this study, which are short sketches or stories (Bradbury-Jones, Taylor & Herber, 2014; Henning, 2004) are descriptions of the research participants about their knowledge, attitudes, values and dispositions (Bradbury-Jones et al., 2014) regarding their human, social and decisional capital that were collectively part of their professional capital. In this study the vignettes were constructed from the interview data in a way that helped the

researcher relate a story or narrative from the thread that he or she has seen in the data (Henning, 2004). Bradbury-Jones et al. (2014) also notes the construction of vignettes from interview data that describe "real" situations. Henning (2004) notes that the story told by the researcher is based on the noted data (data from the interview and observations) and is not fictional and is expressed by the researcher as an organising mechanism. Henning (2004) claims that the use of vignettes does not mean an imposition of a storyline where there is no narrative but for researchers to use their representational facilities to put the data together in what is acceptably a story or narrative.

Before the vignettes were constructed themes had to be developed and this involved subjecting the raw qualitative data of the observations and the transcriptions of the interview to a system of coding. Although this appeared to be a tedious task, the researcher "choreographed his own dance" by choosing to do the coding manually (involving an iterative process of reading, coding and recoding) rather than using computers, which enabled the researcher to personally get close to the data (Bradley, Curry & Devers, 2007) and to better understand the nuanced responses of the research participants and the context it was made. Labels (words and short phrases) were assigned to various parts of the data with the intention of determining the themes within the data (enabled by using different coloured pens) (Rule & John, 2011). The researcher also ensured that coding of data lead to a storyline that resonates with the research questions of the study (What is the data telling the researcher that will help in understanding the research question?) (Stuckey, 2015).

Two approaches to coding were used in this study, namely, approaching the coding process with inductive (open coding) and deductive (a priori coding) reasoning (Bertram & Christiansen, 2014; Rule & John, 2011; Henning, 2004). Open coding (inductive approach to coding) involved assigning a phrase or word (label) to a segment of the textual data that has meaning (Rule & John, 2011; Bradley et al., 2007). Several related codes are eventually grouped into categories and are named inductively, using the data to determine the name of the category, which evolve into themes (informed by the data) and eventually forms an integral part of the discussion of the inquiry (Henning, 2004). These themes, which form the basis for arguments in a discussion also give rise to key "findings" that extends the arguments and debates about the phenomena explored in the study (Henning, 2004). The deductive (a priori) coding system used in this study works from the general to the specific and predetermined codes and categories were selected based on the concepts from

Hargreaves and Fullan's (2012) theory of professional capital (Rule & John, 2011; Bertram & Christiansen, 2014).

The vignettes (a short sketch or story), which were organised under themes (generated from the coding process) were subjected to a narrative analysis that involved description of the experiences of the research participants in relation to the phenomena that were part of the study. In the narrative analysis, which is also a form of discourse analysis (Henning, 2004), the researcher, for example, examined the various discourses that shaped the research participant's development of social capital that facilitated their teaching and learning. Discourse analysis involves the study of the text and context (Henning, 2004; Bertram & Christiansen, 2014) and in this study involved examining the different quintile ranked schools and the classroom spaces that educators engaged with their learners (social context of the school) as well as the educator's experience, qualifications and position in schools, which collectively might have influenced and shaped the educator's thinking towards acquisition and deployment of their professional capital.

The narrative analysis of the vignettes also led to the emergence of key findings from the vignette data that formed the basis of the relational analysis. Apart from providing a more nuanced, connected and integrated analysis, this level of analysis helped the researcher explore relationships between the various themes and sub-themes of the data (Robinson, 2011), for example, examining the relationship between the key finding of vulnerability and development of human capital as well showing the link between vulnerability and decisional capital. This layer of analysis also contributed to the thick description of the data by providing more facts and empirical content (Henning, 2004). The thick description of the data was further enhanced by employing a theoretical analysis of the data, which involved integrating the insights derived from the key findings (that were part of the relational analysis) with aspects of the literature and the theoretical framework. This led to further insights and understandings, which addressed the research questions and contributions to the theory and the study as a whole.

4.7 Methodological Limitations and Attempts to Address These

The first methodological limitation of the study was related to the participant's conceptual understanding of human, social and decisional capital. The challenge was whether the four

research participants were able to articulate their experiences in terms of their human, social and decisional capital. To avoid confusion and ambiguity realistic examples were used by the researcher to make clear the theoretical concepts of human, social and decisional capital. The scholarly literature made up of books and journal articles were also consulted to help clear up confusion. Subjecting the four participants to an interview process of about two and a half hours to obtain a greater depth of information was also another methodological limitation. However, this was managed by dividing the interview process into five sessions with interval breaks, which helped mitigate the problem of fatigue and poor concentration by the four participants. The challenge of the analytical limitation was identifying the experiences articulated by the research participants and how it relates specifically to their human, social and decisional capital as sometimes there was an overlap. This was managed by consulting the scholarly literature to help the researcher come to an informed decision.

4.8 Rigor in Qualitative Research

Rigor, normally refers to the reliability and validity of quantitative research. However, Lincoln and Guba (as cited in Cypress, 2017), in dealing with qualitative research, replaced reliability and validity with the concept trustworthiness and were the first to use it as a main concept to appraise the rigor of qualitative studies. Guba (1981) claims that trustworthiness (the extent of trusting the findings of the study) involves establishing credibility, transferability, dependability and confirmability.

4.8.1 Credibility

Anney (2014) asserts that credibility, which is the truth of the findings of a study, establishes whether the findings of a study represent information drawn from participants are cogent, plausible and original. Some of the credibility strategies used to ensure rigour of this study were triangulation, member checks and reflexivity adopted by the researcher (Anney, 2014).

Triangulation, which helps the researcher minimise bias, involves employing multiple sources and methods to corroborate evidence (Anney, 2014; Bertram & Christiansen, 2014). By using multiple sources and methods the quality and truthfulness (validity) of the data is enhanced (Bertram & Christiansen, 2014). Observations during the transect walks and non-participant observation strategies were employed to triangulate the data. Soliciting the help

of university students doing postgraduate studies to transcribe the interview data also contributed to the quality and credibility of the data. Member checks were also used to ensure credibility, whereby the research participants had to verify the data from the transcripts of the recorded interview, judging the accuracy of the data analysis and interpretations.

The research participants were also given an opportunity to examine and provide feedback on the field notes of the transect walks (in the school and community) and the notes derived from the non-participant observation schedules, which also contributed to the quality of the data. Apart from adopting a reflexive approach, issue of credibility was also further enhanced by discussing the research design and findings of the study with peers (doctoral students), who were also involved in qualitative research of their own. Piloting the study, an explanation of the rationale, using different methods to collect data and explaining the procedures for data presentation and analysis also contributed significantly to the credibility of the study.

My experiences at the SAERA conference held in Bloemfontein, South Africa, in 2015 was also another way of contributing to the credibility of this study. Although my study was not finalised I presented preliminary findings. Feedback ranged from problematising the data, linking the data to the theoretical idea of professional capital, appropriateness of transect walks as a method of collecting data and engagement with the latest scholarly literature. I also had informal engagements (during the interval breaks and supper) with academics from other universities to get their perspective of my study in respect of methodology, methods, aspects that enhance the coherence of the study. This engagement proved invaluable and sharpened my thinking and approach towards this study and hence was a useful exercise in contributing to the credibility of the study.

4.8.2 Transferability

Transferability, a type of external validity and equivalent of generalisability, refers to the degree to which the findings of qualitative research are applicable or can be transferred to other contexts (theory, practice and future research) (Anney, 2014; Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). Although the findings from qualitative studies are not generalisable (Moon et al., 2016) this study through thick description of data

(using the three layers of analysis) and purposive sampling facilitated to a large extent transferability of the study (Anney, 2014).

4.8.3 Dependability

Dependability refers to whether the findings over a period of time demonstrate stability, consistency and reliability (Anney, 2014; Moon et al., 2016). To ensure dependability in this study the audio-taped recording of interviews and transcripts of the interviews were stored in secure storage facilities. Records of how the participants were selected and the field notes from the observations of the transect walks and non-participant observations were also maintained. Records of personal notes about the study in respect of challenges and opportunities were also kept in secure storage. Dependability was strengthened by employing an audit trail throughout the inquiry process by being accountable for decisions to demonstrate how the data was collected, presented and analysed (Anney, 2014) as well as ensuring coherence in all other aspects of the study (e.g literature review and theoretical framework).

4.8.4 Confirmability

Confirmability refers to the extent to which the findings of a study can be corroborated by other researchers and involves linking the findings of the study to the conclusions that can be followed (Anney, 2014; Moon et al., 2016). Confirmability also ensures that the interpretations of the findings are from the data and not fabricated (Anney, 2014). By having an audit trail (Anney, 2014) to check and recheck data throughout the study was facilitated by providing a detailed explanation of the sampling strategies, the data collection and data analysis procedures.

4.9 Ethical Considerations of the Study

Apart from delivering the research product, ethical considerations are also crucial aspects that determine the quality and trustworthiness of research (Rule & John, 2011). Ethics are the norms and rules that are developed by scholars, which provide a moral framework to guide and govern researchers conducting research (Rule & John, 2011). Apart from being a

responsible researcher, the ethical issues that were dealt with in this study are outlined below:

4.9.1 Gaining Access to the Research Site

Before embarking on the study ethical clearance was granted by the Ethics Committee of University of KwaZulu-Natal. Permission was granted by the principals of the different schools to conduct research at their schools. The four principals from the different quintile ranked schools signed letters of consent that enabled the researcher to conduct the study at their schools. A copy of the signed form was given to the principal and the original was kept with the researcher.

4.9.2 Consent from Participants, Anonymity and Confidentiality

Informed consent refers to the procedures in which the research participants make a decision to participate or not in a study or research project after being informed of the facts that would potentially influence their decisions (Cohen et al., 2007). Before consent was obtained from the four research participants the researcher had to ensure that their participants were competent (Cohen et al., 2007). Once this was established the four participants were given a full picture of the study emphasising the process of collecting the data, the intended outcomes of the research and that their participation was voluntary and they were free to withdraw from the study at any given time.

Consent forms were then handed to the participants, who were requested to read the document carefully and append their signature to the consent form, which confirmed their participation. The anonymity of the participants were maintained through use of pseudonyms and their confidentiality were maintained throughout the study. Even the schools they taught in were assigned pseudonyms to ensure anonymity. The times and venues of the semi-structured and non-participant observations in the classroom were negotiated at a time convenient for the participants. The times for transect walks through the school and community were also negotiated.

4.9.3 Power Relations in the Study

The intention of the researcher in this study was an attempt to democratise the power relationship that existed between the research participants and the researcher (Karnieli-Miller, Strier & Persach, 2009). This involved removing the power imbalance between the researcher and the research participants by creating an anti-authoritative and welcoming environment that enables the research participants to share their experiences about the phenomenon being explored in this study (Karnieli-Miller et al, 2009). To further neutralise the power relationship between the researcher and research participants, the researcher respected the wisdom and knowledge of the research participants by engaging them in providing a critique of the questions in the semi-structured interviews and observation schedule. This initiative made the participants feel wanted and they gave them a sense of ownership in the research. Some of them even sent me books and other forms of literature that had relevance for the study as well as emails regarding the progress of my research, which all manifested a sense of collective ownership. The informal approach to the interviews, facilitated by the probing questions, also enabled the co-creation of meaning between the researcher and research participants regarding the questions being asked about the phenomena pertinent to the study. Using this approach that neutralised power between the researcher and the research participants contributed towards the ethics and quality of the study.

4.10 Concluding Comments

Discussion in this chapter focussed on the research design, highlighting the use of the case study methodology, methods used in this study and the rationale for employing these. The actual process of data collection, the presentation and analysis of data were also elaborated. Furthermore, the tools sought to address the methodological limitations of the study were illuminated. The chapter concluded by addressing the important ethical issues of the study.

CHAPTER FIVE: PART ONE: PRESENTATION AND ANALYSIS OF DATA – HUMAN CAPITAL

5.1 Introductory Comments

Henning (2004) asserts that the real and true test of a qualitative researcher in data analysis, which is the 'heartbeat' of the entire study, requires sound analytical skills and the ability to demonstrate a clear, unambiguous understanding of the data in writing. In qualitative analysis the data analysis is less a completely accurate representation (as in positivistic research) but a more reflexive, reactive interaction between the researcher and the data that are already interpretations of a social encounter (Henning, 2004; Cohen et al, 2007). Bertram and Christiansen (2014) identify three important aspects of data analysis: data reduction, data display and conclusion drawing. Data reduction in this study involved the process of selecting, simplifying and abstracting data that were part of the interview transcripts, field notes from transect walks and observations of lessons, while data display was the assembly of information in the form of vignettes and conclusion drawing was done by noting patterns and relationships amongst the data (Bertram & Christiansen, 2014). The presentation and analysis of data was divided into three chapters. The first chapter focussed on educators from the different quintile ranked schools and their acquisition and deployment of human capital for teaching and learning, while the second and third chapters highlighted educator's acquisition and deployment of social and decisional capital respectively from the different quintile ranked schools.

Each chapter employed the use of vignettes (in the display of data) of the experiences of four teachers from different quintile schools (two from quintile 3; one from quintile 4 and one from 5) with respect to their human, social and decisional capital in an educational context and its implications for their overall professional capital. Each chapter also provided an analysis of the vignettes as it related to their experiences and the research questions. The use of vignettes in the presentation and analysis of data has been adequately argued and justified in the chapter on methodology. Vignettes provides a useful tool in capturing the experiences of the four educators from their different contexts of quintile ranked schools according to their experiences in fostering a collaborative spirit with teachers and providing collegial support (social capital), their journey in accessing formal education (human

capital), experiences in making discretionary decisions and decisions in an uncertain environment (decisional capital) and so on.

The vignettes were organised under themes that evolved from deductive (apriori coding) and inductive methods (open coding) of reasoning (Bertram & Christiansen, 2014; Rule & John, 2011; Henning, 2004). In order to enhance the coherence, meaning and understanding of the vignettes, some of the vignettes have been edited and were also subjected to member checks to ensure reliability and validity (Henning, 2004). Moreover, pseudonyms have been used instead of the names of the participants to maintain their anonymity within the research design. The pseudonyms of the four participants are as follows: Michael (quintile 4 school), Veron (quintile 5 school), Happiness (quintile 3 school) and Mark (quintile 3 school).

The presentation of the data and the subsequent analysis, which was informed by the theory of Professional Capital (Hargreaves & Fullan, 2012), was divided into three chapters discussed under three main themes, namely, human capital, social capital and decisional capital. Each category or theme has its own sub-categories or sub-themes with an intention of providing a nuanced understanding of the four participants (from the different quintile rankings) in their acquisition and deployment of the different forms of capital for teaching and learning with the ultimate aim answering the question: What is the nature of Professional Capital that teachers acquire and deploy in facilitating their teaching and learning?

5.2 Human Capital

Human Capital described by Hargreaves and Fullan (2012) involves an individual having the requisite skills (social, psychological, emotional etc.) to facilitate the teacher's understanding of how students learn, knowledge about the subject matter and the way you teach it. Ployhart and Moliterno (2011) share a more elaborate view of human capital by claiming that apart from knowledge, skills, abilities and other characteristics (KSAOs) they also argue that the KSAOs have a cognitive (knowledge, skills and experience) and a non-cognitive (personality, interest and values) domain. Odden and Kelly (2008) who have also contributed significantly to the discourse of human capital underscore the importance of talent - which they contend is the highest quality of human capital.

Tansley (2011) argues that a talented individual is an individual who has ability above others and does not need much effort to use it, excels with ease and grace, has a certain aura that others desire to mirror and are top performers contributing a significant value to their organisation. Tansley (2011) also adds that the talent of an individual must also embrace the following features: having a "can do attitude"; having adequate creative abilities to initiate new realities and experiences and hence new knowledge; having the competency and cognitive ability manifested by having a specific mindset that is congruent with the institutional requirements, irrespective of the job description. By displaying a "can do attitude" resonates strongly with the spontaneity of an individual and spontaneous actions contribute significantly to establishing collaborative relationships and developing the social capital of individuals, which potentially advances the human capital of individuals (Tansley, 2011).

The various interpretations of human capital by the different scholars provide a useful platform to develop sub-categories for the presentation and analysis of data. The journey travelled in the acquisition of formal education, the significance of talent in the teaching and learning space and the emotional and moral domain of human capital are the sub-themes that are explored to hopefully provide a nuanced understanding of the human capital of the four research participants from the different quintile ranked schools.

5.2.1 Acquisition of Formal Education: The Journey Travelled

In this section the cognitive aspect of human capital was explored in relation to the acquisition of formal knowledge and skills. The journeys travelled by the participants suggested that their journey in acquiring their formal knowledge to teaching was driven by a personal interest in studying beyond school education and that their journey was not a smooth one. Perseverance driven by passion, persistence and resilience formed the cornerstone of achieving academic success. The academic success achieved by the participants contributes to the accumulation of the cognitive aspect of their human capital. As indicted earlier, the cognitive aspect of human capital deals with skills, knowledge, values and attitudes acquired through natural experience or through studying towards a degree or diploma at a tertiary institution. The expertise of any individual is augmented through formal training that one acquires by enrolling for higher tertiary qualifications. This does not mean an individual does not learn through informal exchanges. In acquiring

expertise be it formal or informal, challenges are also part of the experience, be it socio-economic, political or educational. Challenges, depending on the individual, can create a feeling of hopelessness and despair or promise and hopefulness. The latter if pursued can contribute greatly to sustained resilience in an individual.

Michael (45 years old) from a quintile 4 school started his tertiary educational experience in the early 1990's during the time of apartheid. His experiences and challenges in this regard are demonstrated in the vignette below:

VIGNETTE 1 – MICHAEL

"I enrolled for my Secondary Teachers Diploma (STD) in 1992 in Esikhawini College of Education, specializing in Mathematics and Biology. I enjoyed these subjects and my passion allowed me to be successful in the exams. After I completed my STD I enrolled at University of Zululand for a BA degree. I struggled with the fees but somehow I managed to pull through with help from my relatives and friends. Apart from the fees the rampant political violence in this area was also a challenge that I endured. I knew failure was not an option and the motivation I had when I completed my STD carried through to my BA degree. Later in my career, in the 2000's, I enrolled for the Advanced Certificate in Education (Mathematics FET) and completed this qualification with ease."

Esikhawini College of Education, is located near the Esikhawini township (a mixed township with predominantly working class people) in Empangeni (about 180 km north of Durban, near Richards bay), which was ravaged by political violence during the early 1990's (Human Rights Watch, 1995). Michael's ability to weather the 'violent storm' that prevailed in the Esikhawini area reflects a tremendous mental strength and focus on his part to complete his studies for a better future. Esikhawini was not the ideal environment in terms of sporting infrastructure (lack of sports grounds, tennis courts etc.) and social infrastructure (lack of country clubs, youth centres etc.) (Ngubane, 2009). A lack of such infrastructure can contribute to an increase in Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), drug abuse and violence and thus impact negatively on the residents of such an area (Ngubane, 2009). However, Michael, notwithstanding these difficulties, persevered by resisting the social ills of his context in order to remove himself from the shackles of the impoverished community he grew up in. His resilience to the influence of

the strong social ills that he was confronted with saw him obtain a teachers qualification and a first step in accumulating aspects of the cognitive dimension of human capital. The vignette also demonstrates Michael's passion to improve his knowledge and status as a teacher by pursuing his BA degree after completing his Secondary Teachers Diploma (STD), thereby building on the confidence that he had acquired through the STD and the subsequent rewards of being employed as a professional teacher. Michael's passion and resoluteness are significant aspects of his human capital that he draws upon to overcome struggles or potential struggles that may hinder his personal and professional growth. A characteristic of quintile 3 schools are a lack of qualified educator personnel, while quintile 4 and 5 schools are replete with qualified educators (Mestry & Ndlovu, 2014). Michael's tertiary qualifications is also a common feature of the quintile 4 school he belongs to as all the educators have the minimum tertiary qualifications that are needed to teach and endorsed by the South African Council of Educators (SACE).

Happiness (47 years old) from a quintile 3 school only started her teaching career late due to serious socio-economic challenges. Her experiences of tertiary education and challenges are illustrated in vignette 2:

VIGNETTE 2 - HAPPINESS

"I experienced serious challenges from economic hardships to being a dispossessed person created by apartheid. This entrenched my economic hardship and as a result I had to abandon my tertiary education after matric and found a job at Pick n' Pay to earn money to feed my family. At a very late stage in my life, 1995, I completed a BA degree and followed that in quick time by achieving my BA Honours in Isizulu and in 2010 completed my Master's Degree in Education at UKZN. I was inspired to do well at a tertiary level because I was an avid reader of books and always kept abreast with the changing times. Studying for me was not boring hence my success at a tertiary level. I always believed that transparency with pupils can help to achieve success and always responded to learners questions even if it had a personal domain. By telling my learners of my qualifications has instilled a sense of pride and respect on the part of the learners and has helped me to achieve much with my pupils in class and also influenced the quality of work of my learners."

Happiness's trajectory to tertiary education was a little different from that of Michael in that she had to work after matric to support her family. Her perseverance in acquiring a tertiary

qualification mattered despite the journey taken. Her love for books and keeping up to date with changing times suggests a keen interest in developing her cognitive aspects of human capital, the benefits of which she saw in her academic achievements and that which wanted to transfer and instill in the learners that she taught. Her academic success gave her the confidence in believing that acquisition of knowledge, either formally through studying or informally through self-reading instilled a sense of pride and respect, which she thought could inspire her learners. Another interesting aspect of Happiness personality is her resilience and perseverance to succeed. Her economic hardships and dispossession, which impacted on her future, was turned into something positive when she completed her Master's degree in two years. Like Michael, Happiness also displays passion and resoluteness, which are characteristic of her human capital, enabling her to overcome her struggles in her trajectory of professional growth and success. Naicker et al., (2016) in their research also add that in resilient non-fee paying schools educators were determined to refine their skills and knowledge and deployed their human capital to bring about positive change in school.

Veron, (35 years) is a female teacher at a quintile 5 school with over 13 years of experience. Her experiences and challenges of obtaining her tertiary education are illustrated in vignette 3.

VIGNETTE 3 - VERON

"I completed my Bachelor of Arts (BA) degree full-time at the old University of Durban-Westville, majoring in English and Sociology. This was an enriching experience way beyond the academic domain. It was indeed a process of growth for me. I was part of the Student Representative Council (SRC) when I was at UDW and this instilled great leadership qualities in me. My Post Graduate Certificate in Education (PGCE) was done part-time through University of South Africa (UNISA) and I was teaching while studying. Completing the PGCE was a great challenge for me as I had to complete 12 courses in one year doing over 20 assignments. I focussed greatly on this course as it allowed me to cement my position at school as a permanent teacher. My dad never gave me hope of completing this diploma because of the demands. But I prevailed at the end. When I did my honours in education at UNISA, I really disliked the entire process because the personal contact with lecturers was lost. This really demotivated me. However, I succeeded in passing the B.Ed. and immediately enrolled for my Masters in Education but had to put this on hold due the passing away of my mom. I subsequently did a short course in History from grade 10 to 12 and this enhanced my confidence in teaching History up to matric at school and also helped me access

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Veron's initial step in accumulating aspects of the cognitive domain of human capital was acquisition of a BA degree. Her journey in tertiary education at UDW (University of Durban-Westville - now called University of KwaZulu-Natal) and participation in the SRC contributed significantly to her leadership qualities, which also contributed to the cognitive domain of human capital. Her trajectory in enhancing the cognitive domain of human capital was also characterised by her passion to complete her PGCE (Postgraduate Certificate in Education) and Honours in Education (both part-time) through UNISA (University of South Africa). These academic qualifications, while contributing to her human capital, instilled a great sense of pride and confidence in Veron impacting positively on her leadership qualities. Her drive to enhance her versatility by improving her knowledge is evident in her desire to pursue a Diploma in Events Management. The latter is normally pursued by sports administrators and people managing music and cultural events. Therefore the initiative taken by Veron to participate in a programme that resonates with organising huge events, suggests her passion to be versatile as an educator. Possessing multi-disciplinary knowledge and being versatile are always an advantage in any leadership position for prudent decision-making. Apart from being a potential "niche" in her career, Veron was courageous to explore new knowledge boundaries by pursuing the Events Management Diploma and such an initiative suggests to some degree Veron's desire to re-invent herself as an educator and also assist her in multi-tasking. The latter is a useful skill in diverse, challenging situations that require an educator to perform multiple roles. Veron's expertise manifested by her tertiary qualifications is also characteristic of a quintile 5 school, where most teacher personnel are highly qualified in tertiary education (Mestry & Ndlovu, 2014).

Mark (30 years old) is also from a quintile 3 school and accomplished his tertiary education part-time. His qualifications and challenges is shown in vignette 4:

VIGNETTE 4 - MARK

"I studied part-time at the University of North West, pursuing the National Professional Diploma in Education (NPDE) programme. After completing that diploma I completed my Advanced

> *Certificate in Education (ACE) certificate in Human Movement. Coming from a sports background having played provincial junior tennis and senior cricket, I enjoyed teaching Physical education and Life Orientation at schools. Playing sport taught me the value of hard work and numerous hours of practice to be the best at the game. One of the challenges of my studies at tertiary level was time management and keeping up with assignment deadlines but my work ethic gained in my experiences with sport helped me overcome this challenge. I have not concluded my studies but wish to pursue a B.Ed. degree and hopefully complete my Masters in education."*

The National Professional Diploma in Education (NPDE) was an interim qualification that was offered to unqualified and under-qualified teachers to upgrade their qualifications in order to be recognised as a qualified teacher (Council on Higher Education, 2006). Enrolling for the NPDE, completing it and following on with a further qualification reflects Mark's persistence in acquiring a formal qualification to inform his teaching practices. His academic success can be attributed to his sporting prowess. The numerous hours of practice in tennis and cricket with the resultant levels of sporting success gave him the confidence in embarking on and completing his NPDE despite being regarded as an under-qualified teacher for a number of years. Although faced with the challenge of time management in terms of meeting assignment deadlines he persevered. Sport participation is a tremendous value in itself. The trajectory of a sports-minded person involves appreciating success and acknowledging losses and failures as well. An integral part of that trajectory is commitment, dedication and hard work. Roger Federer (former world no.1 men's tennis player) and Serena Williams (former world no.1 women's tennis player) are excellent examples of extreme professionalism, hard work, practice, commitment and dedication. Malcolm Gladwell (as cited in Hargreaves & Fullan, 2012) claims that Canadian ice-hockey players, Bill Gates (founder of Microsoft), The Beatles (legendary British music band) all applied the 10 000 hour practice rule to achieve their world class expertise. The point is that numerous hours of practice and commitment are key elements for success. Mark embraces this work ethic which he learnt from sport and this will to succeed helped him to accomplish his teaching qualification. Building upon this success has provided a platform for Mark to aspire towards postgraduate studies.

Acquisition of tertiary education as part of the trajectory of uplifting their human capital has been the desire and passion for all four participants. The talent of an individual, which resonates with acquisition of formal education, is an integral part of the quality of human

capital and can play an instrumental part in the performance of an organisation (Tansley, 2011; Hargreaves & Fullan, 2012). Hence the significance of talent within the context of teaching and learning warrants discussion.

5.2.2 Significance of Teacher Talent in the Teaching and Learning Space

Odden and Kelly (2008), who have done extensive research on the importance of talent within the framework of human capital, argue that one of the strategies of improving learner performance in public schools is the acquisition, development, management and retention of top talent, be it teachers, principals or other members of management. Odden & Kelly (2008) also add that to be effective, top talent amongst educators must be professionally managed around a well-designed educational improvement strategy so that these talented educators convert their aspirations and talents into instructional practices that boost student learning to high levels (Odden & Kelly, 2008). Effective decision-making, self-regulation, psychological preparedness, self-understanding making a difference in organisational performance and innate ability are just some of the characteristics exhibited by people who display talent (Tansley, 2011). Mobilising and developing talent is seen as an investment in the human capital of an individual (Mulului & Muathe, 2017).

Michael who has taught across many quintile-ranked schools and has displayed his intrinsic love for teaching mathematics displays many elements of a talented teacher. These are demonstrated in the vignette 5.

VIGNETTE 5 - MICHAEL

One can't be stagnant and stick with old methods – this leads to boredom and disinterested pupils. Therefore I improvise by taking my pupils out of school to the library to expose them to different environments so that this can stimulate them to learn better. In the act of improvisation I also learn from my learners to try and understand how they approach Mathematics. Change which is done meaningfully is something we must embrace as the world changes. I also encourage team teaching as this may help my colleagues who struggle in certain areas of Mathematics. Understanding the learners from different backgrounds with their diverse challenges is also something we all have to embrace. When pupils see you are passionate about your subject they in turn become passionate about learning. In spite of the normal school bureaucracy and a

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> *prescriptive CAPS (Curriculum Assessment Policy Statements) curriculum, I do create opportunities to extend the thinking and learning of my learners. I don't give up for my learners and every day I have new energy to face the challenges of my pupils. I have also engaged other stakeholders in education, such as the Protec project, sponsored by Sappi Fine Papers, which assists with extra tuition in Mathematics and Physical Science. This project plays a crucial role in enhancing learner performance in Mathematics."*

The vignette demonstrates Michael's tremendous ability to connect with his learners (which is an incredible quality of talented personnel) as he remarks about his freshness and new energy to face the challenges of his pupils. Many pupils today come to school with numerous challenges facing them (financial problems, domestic problems and health issues) and many are seeking companionship, leadership and an audience to hear their story and challenges. Michael plays his part here by responding to these challenges with intrinsic desire. His humble attitude and vulnerability as demonstrated by his ability to learn from his pupils also augments this connection between Michael and his charges. He also displays a love for engaging his pupils with other stakeholders (e.g. Sappi's Protec Project) to enhance their knowledge in the field of Mathematics. This reveals to some extent that he is critical of his own knowledge in Mathematics and wish to extend the knowledge boundary of his learners with organisations outside the school space. This has the potential of also creating a sense of confidence in his learners who understand that knowledge acquisition is not confined to the four walls of the school classroom but that knowledge acquisition has infinite boundaries. His ability to improvise, which contributes to his talent, not only strengthens his resolve in his teaching but also strengthens the learner's resolve in their learning and also widens their methodology for seeking new solutions in mathematics. Understanding diversity and embracing change are important tools in our multicultural and knowledge society. Michael embraces that change and diversity not with fear but with passion. Driven by passion has a strong resonance with spontaneity and this aspect of talent has a significant potential to overcome challenges. His embracing of change and diversity is driven by his humility and sincerity for his learners and to some extent his historical roots of coming from an impoverished environment and willingness to succeed, which are all significant manifestations of his talent. Michael's clear endorsement of change in our globalised knowledge society suggests his courageous and visionary outlook, which is needed in our schools today.

Michael's talent manifested by his intrinsic passion to be a Mathematics educator, his ability to connect with his learners by acknowledging his vulnerabilities, his ability to embrace change and diversity that are characteristic of a knowledge society and his tertiary qualifications (as discussed in 5.2.1) suggests he has an elevated level of human capital, which has the potential to contribute to increased school performance and effectiveness. However, Michael's talent can be inhibited by *"school bureaucracy and a prescriptive CAPS"* (Curriculum and Assessment Policy Statements) curriculum that can stifle his passion, spontaneity and freedom to explore new knowledge boundaries (that have the potential to benefit his learners).

Happiness does display some talent and is manifested by acquiring a Master's degree in Education. The display of such talent is illustrated in vignette 6.

VIGNETTE 6 - HAPPINESS

"At a very late stage in my life, 1995, I completed a BA degree and followed that in quick time by completing a BA Honours in IsiZulu and 2010 completed my Master's in Education at UKZN. I was inspired to do well at a tertiary level because I was an avid reader of books and always kept abreast with the changing time. My degree did help me improve my confidence and improve my teaching. If you are able to develop your knowledge it's easier to develop others."

Happiness Masters in Education completed in 2010 (see vignette 2) reveals a lot about her ability to understand research at a very high level. A Master's Degree in Education focuses a lot on research, understanding methodology, philosophy and theory. It positions one to think at an abstract level and this could prove very useful for an educator at a classroom level. Apart from instilling confidence in the educator, understanding the diverse challenges at school and of the learners does not seem insurmountable. One is equipped with adequate tools to navigate through these challenges – be it the curriculum, the learners, the school environment or personal setbacks. By elevating her expertise through completion of a Master's Degree in Education, Happiness has also elevated her human capital.

Veron, is a seasoned educator who goes beyond the normal call of a teacher. Her talent as an educator is revealed in vignette 7:

VIGNETTE 7 - VERON

"I believe that being a professional means increasing your knowledge base and sharing knowledge with other professionals. I recently delivered a talk on Attention Deficit Hyperactivity Disorder (ADHD) to staff to empower them about these experiences when teaching kids at school. I strongly believe that being a professional and being innovative go hand in hand and innovation helps learners enhance their understanding of their work. I have also exposed my learners to a history essay competition. They were placed first in the provincial competition. I also firmly believe that no qualification can prepare you for the CAPS curriculum and continuous learning is therefore essential as an educator. Our CAPS curriculum has many of gaps and to grapple with this curriculum takes lots of time, thought and changes. I also think when you come to school and take on a challenge you are able to apply your mind and teach anything because that is what you trained to do. Although I am ever-willing to offer my services to my colleagues, when I do interact with my colleagues or learners I try not to assume that I know everything. Many of my learners have brilliant ideas which I learn from. You must be honest about your deficiencies as an educator or in any area of education that impacts on you. Being a History teacher I am not immune to criticisms about the subject matter, method of teaching and assessment techniques and I adopt this attitude with my learners in class as well. When I engage with my colleagues I am ever-willing to offer my services to them if the need arises. You must lead by example in class – if I come late for registration to class I apologise to them because I expect them to apologise to me if they come late – so moral commitment works both ways."

Veron's opening statement in the vignette about enhancing her knowledge base, sharing knowledge and being innovative are characteristic of individuals who display talent in their work. Knowledge acquisition, which is an integral part in elevating the human capital of an individual, is not a static phenomenon but is always changing and therefore keeping abreast with new knowledge and collaborating with other people in exchanging knowledge has a positive impact on your expertise (Odden & Kelly, 2008; Ployhart & Moliterno, 2011), which contributes to the talent of an individual. Being a teacher in the Human and Social Sciences Department teaching History but engaging with knowledge in the medical field, while delivering a topic on ADHD, is a remarkable feat for Veron and demonstrates her flexibility and innovativeness in understanding discourses in mental illnesses (like ADHD) and its resonance to her teaching experience in class.

By sharing this information with her staff in the form of a workshop she has identified this psychiatric challenge at her school and wants the staff to be empowered about this challenge as it has ramifications for teaching and learning – not only for her only but the entire school. This extension in her professional development adds great value to her brand as a level 1 educator. By alerting staff on the issue of ADHD, trust has been established amongst the educators at school who are now more confident to deal with this challenge. Her talent in understanding and unpacking the phenomenon of ADHD to her staff has also contributed to the vision of the school of learner excellence and high learner achievement as learners with ADHD tend to display characteristics of gifted children (Neumeister, Yssel & Burney, 2013). Cynicism, which is commonplace amongst educators about this psychiatric challenge or any other psychiatric challenges, is eradicated and replaced with optimism and a positive spirit.

She also extends her learners by competing with other schools in the form of a History Competition. She has also excelled here as her learners were placed first in the provincial History essay competition. Veron's talent has an educator, which has elevated her confidence levels, has also engendered tremendous confidence in her History learners who, by excelling at a provincial competition, will now have renewed optimism about the subject, the educator and attitude about school and life in general. She has also created a platform to harness the talent of her pupils by subjecting them to these extramural programmes. These programmes also unearth learner talent in the subject and put a positive spin on the school and its ethos. When learners perform well at these extramural programmes these performances can have a domino effect on other pupils and educators in other subjects – whereby other educators and pupils feel motivated to excel and perform at highest level in the subject being taught, eventually impacting positively on the performance of the school. Veron's talent is also marked by her humility and subjecting herself to criticisms and is not afraid of exposing her vulnerabilities by apologising to her learners by coming *"late for registration"*. Veron's talent has contributed significantly in elevating her human capital, which has the potential to raise the performance of her learners and hence improve the effectiveness of the school.

Mark is an avid sportsman and incredibly talented and displays tremendous finesse in the sports disciplines of cricket and tennis. He represented the province of KwaZulu-Natal as a junior in both these disciplines and was an incredible competitor. Apart from being an active

sportsman in tennis and cricket he also coaches these two disciplines of sport at school and at a community level and he always displays commitment and dedication towards physical and skill training and stills keeps physically fit. Mark's talent in sport has also inspired him in his academic and teaching world.

Vignette 8 reveals Mark's talent in the teaching and learning space.

VIGNETTE 8 -MARK

"I think that being innovative and improvising is in some way interrelated. Most of my learners in my Geography class are IsiZulu-speaking learners and find it difficult to grasp the complex concepts taught by me in English. In order for my learners to grasp and understand the concepts taught I usually take my tablet and show my learners videos or slides of the different concepts taught and this really helps my learners in their learning process. Apart from the excitement factor the learners are also gaining knowledge of the internet using this method. Apart from using the tablet to facilitate the teaching of Geography, I also expose my learners to recent world events that is possible with the use of a computer. Perseverance, dedication and commitment are key elements for success in life. Being a sportsman, I know the meaning of hard work, making sacrifices, dedication and commitment and I always impress upon my learners about these values and its contribution to success at school and life in general."

Flexibility, improvisation and innovation are significant factors in contributing to the prowess (proficiency and finesse) of sportsmen or sportswomen. Mark, who displays finesse in the different sports he participates in, also employs flexibility, innovation and improvisation as important tools in teaching and learning of his learners. By using a computer 'tablet' to facilitate the teaching of complex concepts in Geography, Mark has demonstrated his sensitivity for the deficit in the English language that his learners experience (where English is not their mother tongue) and understands the powerful impact of the computer as a teaching and learning tool. His affinity for the use of computers in the class also confirms his ability to embrace innovation, flexibility and improvisation. Driven by the age of a knowledge culture in our globalised world, Mark also appreciates the dire need for innovation in the teaching and learning space. Mark may be perceived as being ostentatious with his computer 'tablet' but his objective of using innovation is to clear

ambiguity and enhance understanding of the content in Geography (as many concepts in Geography are abstract).

In order to display dedication, commitment and perseverance there should be some form of self-control that should also characterise the behaviour of an individual. Self-control (sometimes called willpower), which is the ability to manage attention, emotion and behaviour in the presence of temptation is key to any successful endeavor (Duckworth & Gross, 2014). In sport, one has to display self-control and make several sacrifices (e.g. curtailing leisure time and limiting interaction with friends) to be successful at the sport that one has chosen. In the academic world, learners also have to make sacrifices and display self-control if success is to be achieved. This self-control, which is manifested by the sacrifices that Mark has made in his life, is also inculcated in his learners. Mark knows the value of self-control because he used this strategy and the positive impact it has had on his sport participation and wants his learners to emulate him and his values. Grit, which is a tenacious pursuit of a superordinate goal despite challenges and adversity (Duckworth & Gross, 2014), is also a value that Mark would have learnt through his competitive participation in the different sports. Duckworth and Gross (2014) also claim that grit, like self-control is an important determinant of success and therefore instilling grit into learners can also develop them to achieve successful outcomes.

The emotional and moral qualities that an educator possesses are paramount to the success of the teacher in class and contribute significantly to an enhanced human capital of an individual. It also adds significantly to the holistic development of the educator and also provides a valuable framework when analysing learners in class, especially their trajectory of progress and achievement.

5.2.3. The Emotional and Moral Domain of Human Capital

The emotional and psychological characteristics of individuals have a strong resonance with the human capital domain. These characteristics, which in many ways are interrelated, to a large extent reflect the holistic development of a teacher and strongly resonate with the talent of teachers. These characteristics will be critically analysed by referring to the respective vignettes of the four participants.

Michael's emotional and psychological characteristics in his interaction with his pupils and fellow educators are demonstrated in vignette 9.

VIGNETTE 9 - MICHAEL

"Emotional support is characteristic at my school, especially if someone has lost their loved one. I personally offer emotional support to my fellow colleagues if, for example, they wish to communicate a personal problem to me. I am willing to listen and offer the right advice with extreme respect, dignity, trust, sincerity and confidentiality. I also have my own personal emotional problems and seek assistance from my other colleagues. If a conflict situation develops between teachers I sometimes intervene and try to calm the situation down. I also inculcate the value of passion into my learners because passion in work helps one to excel at their work."

Michael is sensitive to the emotional needs of his colleagues and is able to perceive and understand an emotional breakdown in colleagues due to conflict with other educators or some other problem and is able to restore calm to the situation. His strong emotional intelligence, which is the ability to perceive emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Tschannen-Moran & Carter, 2016), helps create a positive atmosphere in school. Michael also solicits help from his colleagues to help him deal with his emotional problems, further reinforcing his emotional intelligence and also displaying a sense of vulnerability to his colleagues. Michael's emotional vulnerability also has the potential to create a safe space for his colleagues by cementing relationships he has with his colleagues and deepening his connection that he has with them. Michael also uses his emotional intelligence to resolve conflicts and restore harmony. Resolving conflict situations requires tact, passion, mental stamina and being resolute and these are some of the characteristics of Michael's behaviour.

Veron possesses a strong conviction with regard to her psychological, social and emotional outlook in her career as an educator. She is an all-round educator that embraces characteristics of the psychological, emotional and social domain as exhibited in vignette 10.

Veron displays a strong passion and spontaneity in offering emotional support to her fellow colleagues and this was probably motivated by the spontaneous empathy the staff displayed when she lost her mother. George and Brief (1992) who claim that a positive mood at work is a precursor for spontaneity refer to this type of spontaneous behavior (as exhibited by Veron) as organisational spontaneity which is crucial in elevating the goals of an organisation such as augmenting performance and marketing of the institution. Eisenberg (2000) claims that emotional experiences enable individuals to distinguish moral features in specific contexts: to motivate moral behaviour and undercut immoral behaviour. Eisenberg (2000) also add that emotions have a communicative function by revealing moral values to others and ourselves. Veron is very resolute about ethical behaviour by *doing the right thing"* and it is possible that her strong emotional domain of her human capital is a strong precursor for her strong moral commitment. Her moral authority also has a strong influence on her learners thereby contributing to the ethos of her school that is characterised by righteousness, integrity and excellence. This strong characteristic of her human capital resonates strongly with the professional capital of her school that underscores excellence, integrity and effectiveness of the school.

Mark, who is a sublime sportsman and still an active participant in the many sports that he participates in, fully understands the importance of emotional control and psychological stability in the sporting arena. He appears competent enough to understand the emotional and psychological domain and its relationship within the context of teaching and education and vignette 11 attempts to demonstrate this behavior.

VIGENTTE 11 - MARK

"I think an important aspect of being a professional is behaving in an ethical way. Ethical behavior is an important part of sustaining yourself as a professional in the institution you are working. It also helps to create and maintain good and responsible relationships and trust with your colleagues. Understanding the concept diversity helps greatly in creating a platform to understand the emotional, social and psychological characteristics of my colleagues and learners, which eventually helps in developing a holistic approach to teaching. Engaging with previous form educators and understanding my learner's socio-economic background, their religious affiliation etc. helps greatly in gaining a variety of knowledge about my learners which I factor into my teaching and learning. Having the experience of visiting learners from poor socio-economic backgrounds at their homes to discuss educational challenges with their parents contributes to my knowledge on the socio-economic background of my learners which helps improve my knowledge on diversity."

Mark's moral commitment manifested by his drive for ethical behaviour is informed by his emotional experiences. Having an understanding of the diversity of his learners, especially understanding the context of learners from poor socio-economic backgrounds, raises an emotional awareness in Mark and prompts him making house visits to such learners. Mark's empathy, passion and love for his learners informs his moral behaviour to make a change in the lives of his learners by having discussions with learners from poor socio-economic backgrounds. By visiting parents in the local township Mark has humbled himself to the needs of his learners and has also become a significant conduit between the parents and the school. As a conduit, Mark has positioned himself to offer his services to the parent community to enhance their lives and the lives of their children.

The reality of many quintile three (non-fee paying) schools are chronic teacher absenteeism, learners experiencing extreme poverty, learners frequently repeating grades, difficulty in comprehending in English and poorly educated parents (Spaull, 2012) and therefore require support services, like the role played by Mark, to enhance their quality of education in such schools and the quality of lives of the learners. Mark has used his emotional and moral acumen that has accrued to him from his sports participation, his tertiary education and experience as an educator, which all contribute to his human capital to effect significant change in his school.

Reflecting on the human capital domain of the four participants across the different quintile ranked schools has illuminated insights from some of the key findings that warrant further discussion and debate.

5.2.4 Insights Revealed Through Analysis of Key Findings

There were many key findings that emerged from the data on human capital, namely, teacher as a brand, teacher displaying an indomitable spirit, vulnerability of the teacher not posing as a weakness or threat but as an opportunity, self-control, emotional intelligence, teachers displaying philanthropic behavior and teacher spontaneity. An attempt will be made to highlight and provide a critical discussion of three key findings, namely, vulnerability as an opportunity rather than a weakness, emotional intelligence and its significance for human capital and spontaneity and school effectiveness. These insights that arise from the three key findings underscore the importance and significance of human capital under the umbrella of professional capital. The first key finding (vulnerability – an opportunity and strength rather than a weakness) will be examined in the discussion below.

5.2.4.1 Vulnerability – An Opportunity and Strength Rather than a Weakness

Vulnerability is normally perceived as a weakness or the diminished capacity of an individual but analysis of the data on human capital reveals that vulnerability of a teacher in his leadership position can prove to be a strength in creating opportunities for the teacher. The humble attitude of Michael towards his learners demonstrates to a large extent that Michael does not exhibit a gung ho, "bullet proof" leadership style but rather demonstrates to his charges and fellow educators that he is human possessing fragilities and vulnerabilities. These characteristics engender a spirit of togetherness and facilitate the connection he has with his staff and learners as his attitude of demonstrating vulnerabilities dilutes his power and hegemonic influence. This creates an ideal platform for an egalitarian dialogue (one of the seven principles of dialogic learning) which encourages individuals to respect the cultural intelligence as well as develop solidarity among different people (Flecha, 2000). Puigvert, Sorde and Soler (2000) also add that dialogic learning helps transform relationships among people and between them and their environments and facilitate the working class from departing from their excluding situations to making profound changes in their family, work and personal relationships.

The phenomenon of vulnerability in leadership is also expanded by Ackerman and Maslin-Ostrowski (2004) who contend that while leadership in schools require strength, power and competence, schools also need to understand the vulnerability of leaders (wounded leader) and the potential of learning from this vulnerability. The wounded leader who has experienced a crisis event in their leadership practice also feel an attack on their integrity and identity and understanding how leadership emerges from their inner struggles is a significant aspect of school life as the wounded experience does impact positively on the professional and personal growth of the school leader (Ackerman & Maslin-Ostrowski, 2004). According to Palmer (1997) teaching is a daily exercise in vulnerability and if the latter becomes part of the identity of a teacher (the self) it must be woven into the work of the teacher. Being a good teacher means possessing a capacity for connectedness among themselves, the subjects they teach and their learners so that their learners can weave a world for themselves (Palmer, 1997). But this connectedness with themselves and learners makes them vulnerable to indifference, ridicule and judgement and to mitigate this vulnerability teachers disconnect from their colleagues and learners building a wall between inner truth and outer performance thus creating a "self-protective" split of personhood from practice encouraged by an academic culture that distrusts personal truth but champions the "objective" way of knowing (Palmer, 1997).

Michael ("*I also learn from my learners*") and Veron *("be honest about your deficiencies as a teacher")* exhibit their vulnerability without any fear of being judged and fully understand the value of vulnerability (which is part of their identity and selfhood) as teachers that facilitate strong bonds, connectedness and trust. Michael's financial *("I struggled with fees")* and social (came from an impoverished, violent-prone township) vulnerability, which is also a significant part of the discussion, did not deter him from his goal of becoming a teacher but instilled a strong spirit of resilience to overcome these constraints and vulnerabilities to succeed as a teacher. Michael and Veron's enthusiasm to display their vulnerability does not motivate them to disconnect from their colleagues or learners in their relationship with them. It appears that an enabling environment prevails for both Michael and Veron to articulate their vulnerability unequivocally and have the potential to bring about new ways of seeing and being, showing people in leadership positions to live up to their own truth and circumstances rather than to do something totally idealistic (Ackerman & Maslin-Ostrowski, 2004).

Although vulnerability may spark a sense of instability and destabilisation in an individual it can also be part of the repertoire of a talented person with significant human capital that demonstrates purposefulness, resoluteness and single-mindedness. Vulnerability, also has the potential of augmenting the social capital of individuals by enhancing the connectedness amongst individuals and their decisional capital by engineering pragmatic decision-making invoking the inner-self rather than executing unrealistic, idealistic decision-making.

The paradox of vulnerability represents a very hopeful understanding: although strong leadership is of paramount importance in our schools, many school leaders have also fully understood that their vulnerable experiences are part of the daily culture of school life (Ackerman & Maslin-Ostrowski, 2004). While some educators may not overcome their vulnerable situations or experiences due to lack of resilience or determinedness, vulnerability in schools must be factored into vision of human capital strategies to mitigate its negative outcomes and create opportunities.

The second key finding, which has some resonance with vulnerability of a teacher, is emotional intelligence and its significance for human capital. The insights revealed from this key finding will contribute greatly to the narrative of the human capital of teachers.

5.2.4.2 Emotional Intelligence and its Significance for Human Capital

Emotional intelligence, which contributes to effective leadership in organisations, is the ability to understand and mange moods and emotions in the self and others Tschannen-Moran & Carter (2016). Tschannen-Moran & Carter (2016) also remark that emotional intelligence contributes significantly to effective decision-making and through understanding the emotions and feelings of other individuals also helps build strong social relationships. Michael's teaching space in his interaction with his fellow educators and learners facilitate emotional support *("Emotional support is characteristic at my school")*, especially during times when teachers lose their loved ones. Michael's affability and modesty towards his colleagues and learners also creates an ideal platform to connect with his colleagues and learners, especially when they solicit emotional support from him. He is able to filter the emotional problem experienced by his colleague by *"willing to listen"* and is able to contribute towards management of the emotional issue experienced by his

colleague by offering *"the right advice"* with respect, dignity and confidentiality also suggesting the great value he attaches to the sacrosanctity of the situation and his desire for ethical behaviour. If he experiences an emotional letdown he demonstrates his modesty and vulnerability by allowing his fellow colleagues to enter into his personal space to intervene and offer their support to him to alleviate his emotional upheaval.

From observations of Michael in his interactions with his staff and learners his incredible ability to control his moods, especially in conflict situations, is remarkable. His mood and emotional control plays a vital role in the positive interaction he has with his colleagues and learners. Ashkanasy (2003) remarks on the impact of mood (positive or negative) and its consequences on an organisation has relevance to the discussion as they claim that while positive mood has positive consequences for an organisation by enhancing employee creativity they also present a conundrum by also arguing that negative mood can also facilitate creative behavior that help individuals in an organisation working more productively. In the case of Michael, his positive moods and sobriety that prevail in his interactions with his colleagues contribute to the high degree of connectedness he has with staff members and learners and helps him to mediate with staff conflicts and helps to *"inculcate the value of passion"* in his learners and *"excel at their work"*. Whilst the scholarly literature on emotions and its role in leadership does acknowledge that negative moods can stimulate creative behavior, Michael, being a seasoned Mathematics teacher has harnessed his positive moods in creatively trying to unravel the different permutations that the various sub-disciplines (e.g. algebra, geometry etc.) in Mathematics present, especially with the numerous challenges in problem-solving in these sub-disciplines. Michael's positive mood, which can also serve as a precursor for engendering a creative spirit in his learners as well, is much needed to be successful at Mathematics.

Another important psychological phenomenon that resonates with emotional intelligence is mindfulness. The latter, which is a state of consciousness in which attention is focused on the present-moment occurring both externally and internally (Dane & Brummel, 2014), also underscores awareness of individuals, their emotions, their thoughts, the environment and people in it and how an individual exercises this awareness to increase their listening and observation capacity (Davies, 2016). Davies (2016) also adds that self-awareness enhances the ability to self-regulate and to be authentic and argues that without insight into the self, leaders become deluded by external motivation, focussed on getting a job done regardless

of the emotional intelligence behind it. Hence an effective leader is able to fully appreciate others through their own self-value and with this comes respect and relationship building, which are core strengths of any successful institution (Davies, 2016).

Michael's calm disposition, the high premium he places on trust, confidentiality, sincerity and sacrosanctity, which are enabling factors in establishing good relationships with his colleagues and learners, also demonstrates his mindfulness in his interaction with his colleagues and learners. Mark's participation in sport at a relatively high level has engendered the spirit of mindfulness in him as competitive sport participation, apart from requiring a high degree of mental and physical strength, involves having self-awareness and being focused on present moment when engaging with your opponents in the sports arena. This value of mindfulness and self-awareness also prevails in his role as a teacher in his school. His sensitivity towards his pupils who come from poor socio-economic backgrounds motivates him to visit the parents of these pupils at their homes to get a better insight into his learners and also the challenges they experience *("visiting learners at their homes to discuss educational challenges with their parents contributes to my knowledge on the socio-economic background of my learners which helps improve my knowledge on diversity")*. Mark's sensitivity towards poor learners is similar to that of Roger Federer who raised money to help tsunami victims of Thailand in 2004 and also teamed up with the Imbevu Organization (South African relief body) to help disadvantaged children from the New Brighton Township of Port Elizabeth, South Africa (Stauffer, 2006).

Whilst the two participants, Michael and Mark, manifest in some degree aspects of emotional intelligence it must be noted that while their emotional intelligence is positively related to teamwork and social skills, being articulate, sensitive and better at communicating their ideas and intentions their human intelligence can also have a dark side to it (Furnam & Rosen, 2016). A negative outcome of emotional intelligence is an individual making use of high-level capabilities to read and manage the emotional experiences of others to manipulate their behaviour to favour that individual's interests. (Austin, Farrelly, Black & Moore, 2007). Austin et al. (2007) also remark that individuals possessing a dispositional tendency to emotionally manipulative behaviour suggest a trait of Machiavellianism characterised by emotional detachment in their interaction with others and lacking empathy.

Although there is a plethora of literature on the critique of emotional intelligence, scholarly work on the positive outcomes of emotional intelligence is also vast. It is important that, within the context of human capital, the positive aspects of emotional intelligence being harnessed and mechanisms being put in place to prevent the destructive Machiavellian type of leadership (which underscore power, selfish interest and duplicitous behaviour that works against peace and harmony) from prevailing at the workplace be it in a camouflaged or overt state.

The discussion on emotional intelligence and its significance for human capital has dealt with significant issues such as a calm disposition and mindfulness impacting positively on the relationship between individuals. This resonates strongly with the social capital domain of professional capital. A calm disposition, a positive mood and workplace mindfulness also impact positively on creating an effective decision-making trajectory – hence contributing significantly to the decision capital of an individual. The third key finding, which is spontaneity and school effectiveness, which also resonates with the human capital of an individual will be examined in the discussion to follow.

5.2.4.3 Spontaneity and School Effectiveness

The willingness of employees and their spontaneous and innovative behaviours, which go beyond their formal requirement of work, are indispensable for organisational effectiveness and the realisation of organisational goals (Jena & Goswami, 2014). Jena and Goswami (2014) claim that as more employees engage in Organisational Citizenship Behaviour (OCB), the organisation becomes more successful and adds to the social framework of the work environment. OCB, which is an extra-role behaviour that requires the consent of the employees, is a positive work behaviour construct and encompasses the following aspects, namely, altruism (e.g. helping a colleague with an administrative challenge at school), courtesy (behaviour that prevents work related problems), sportsmanship (e.g. tolerating inconveniences without complaining or filing grievances), civic virtue (e.g. participating in meetings and keeping abreast of organisational matters in school) and conscientiousness (behaviour that goes beyond the minimum role requirements of an institution e.g. punctuality, attendance etc.) (Jena & Goswami, 2014).

Veron's overwhelming desire to intrinsically and spontaneously help her colleagues in pedagogic and emotional issues resonates with the phenomenon of OCB as she is also altruistic towards her colleagues and learners, is sensitive to her learner's emotions at school manifested by apologising to her learners if she is late to class. The research by George and Brief (1992) is significant to the discussion as they refer to the phenomenon of organisational spontaneity, which is analogous to OCB, comprising of five behavioural patterns viz. helping co-workers (helping colleagues with their assigned tasks), protecting the organisation (voluntary response to fire, theft or vandalism), making constructive suggestions (spontaneous suggestion that may contribute to the success of an institution), developing oneself (taking the initiative to improve one's skills, knowledge and abilities for the benefit of the organization) and spreading goodwill (when employees tell their friends how happy they are in their workplace).

Organisational Spontaneity (George & Brief, 1992) resonates with the experiences of Mark when he voluntarily does house visits to the learners he teaches by engaging with their parents which offers him an opportunity to glean valuable information about the parent-learner relationship, the level of support provided by parents to their children and the socio-economic realities of the learners and parents. The socio-economic realities of the learners to Mark are a crucial part of his knowledge base as the majority of Mark's learners live under impoverished conditions. Mark is sensitive to the latter and this energises his spontaneity to go the extra mile to make a difference in the lives of his learners to impact positively on their academic performances and hence contributing to the overall performance of the school. The insights gained from the socio-economic realties of his learners and their parents through his spontaneous behaviour of making house visits provide an excellent opportunity for Mark in his classroom practice. His lesson preparation, designing assessments, unpacking the curriculum are now done within the context of the socio-economic realties of his learners and his pragmatic methodology has the potential to yield better performances for his learners and enhance his mindfulness as a teacher. These opportunities through spontaneous behaviour also charter a new trajectory in his teaching and learning as such behaviour allows one to network with teachers willingly, provides an impetus for new learning, showing a feeling of patriotism where teaching is much more than fulfilling goal of a school but contributing to the education of a country.

Michael, who is *a "firm believer of teamwork"*, engages in team teaching voluntarily to uplift his fellow colleagues struggling in a specific area of Mathematics. Michael displays his sense of responsibility by teaching learners from other classes if teachers from those classes struggle in certain areas of Mathematics. His spontaneous behaviour in team teaching displays his altruism and conscientiousness.

However, the spontaneity of an individual should not be perceived as weakness or vulnerability ready to be exploited. A teacher's spontaneity can be exploited by teachers, management and members of the governing body and can result in the teacher losing his equanimity and desire to contribute to the school in a spontaneous manner. Such individuals who display spontaneous behaviour for the betterment of the school should be encouraged and used as role models so that other teachers and members of management can emulate these characteristics and also contribute voluntarily to the school culture further enhancing the connectedness and social cohesiveness amongst staff and management. A school injected with a high dose of organisational spontaneity (George & Brief, 1992) provides a huge potential for co-operation amongst staff and management, harmony, sharing (ideas, thoughts or resources) and building strong bonds of trust – all which are necessary ingredients for a successful institution. A teacher promoted to a post in management should also operate within a space of harmony and spontaneity and not regard his appointment as a poisoned chalice.

The discussion on Organisational Spontaneity and Organisational Citizenship Behaviour has provided an interesting perspective that these strategies can have a positive impact on the human capital of an institution, if managed properly. If spontaneity prevails amongst staff and management in schools, harmony and collaborative behaviour is also enhanced thus improving the social capital of teachers. When spontaneity has a positive impact on the human and social capital of a teacher, there is strong possibility that the decision-making can prove significant and its potential trajectory purposeful and such spontaneity can be the panacea if decision-making trajectories encounter obstacles.

5.3 Concluding Comments

Spontaneity, vulnerability and emotional intelligence, which are some of the key findings that have been identified from the analysis of data on human capital of the four participants,

resonate strongly with the development of human capital and also influences the development of strong bonds of relationships and networks (social capital) and the decision-making capacity (decisional capital) of an individual. The next chapter of the data analysis will focus on the discourse of social capital

CHAPTER SIX: PART TWO: PRESENTATION AND ANALYSIS OF DATA – SOCIAL CAPITAL

6.1 Introductory Comments

According to Tong and Razniak (2017) professional capital is created as a fabric of reciprocal responsibilities where leaders and followers reflect together, learn together, inquire together as they work collectively to construct a reality that helps them to navigate the complex world. The collaborative spirit, which is characteristic of professional capital, is also integral for the development of human capital. The latter, in order to be effective and efficient must be complimented by social capital – groups working hard in focused, collaborative and committed ways to bring about significant developments (Hargreaves & Fullan, 2012).

Scholarly researchers in the field of social capital such as Babaei et al. (2012), Mulford et al. (2007) and Hawkins and Maurer (2010) have also identified different forms of social capital: bonding social capital, bridging social capital and linking social capital. Bonding social capital refers to ties to people with similar demographic characteristics such as family members, work colleagues etc., while bridging social capital refers to ties to individuals who do not share many of these characteristics but connect to people with more or less equal social standing and linking social capital refers to ties with people with relative power over them in the business, political or social sector (Babaei et al., 2012; Mulford et al., 2007; Hawkins & Maurer, 2010). Hargreaves and Fullan (2012) argue that human capital is not significantly strengthened by focusing on the capital of an individual but augmented when capital is shared through groups, teams and communities which emphasise collaboration and collegiality, while Knipprath and De Rick (2015) focus on the reciprocal relationship that exists between social capital and lifelong learning (human capital) by claiming that learning yields more skills, trust and motivation to engage in social life and in turn trust, social skills and civic engagement facilitate informal and formal learning processes. Tong and Razniek (2017) also add as educational paradigms shift to the twenty-first century learning school leaders must embrace collaborative leadership within the school settings.

Collaborative engagement and collegial support, the significance of Professional Learning Communities and creating an open teaching and learning environment are the themes that will form the framework for analysis of data within the context of social capital.

6.2 Collaborative Engagement and Collegial Support

Tong and Razniak (2017) claim that collaboration that underscores the improvement of teaching and learning is a significant strategy in elevating student, school and system performance. Hence leaders must take the responsibility of promoting school environments that engender collegiality, collaboration in a sustainable manner where leaders and followers reflect, learn and construct a reality together to navigate through a complex world (Tong & Razniak, 2017). Hargreaves (1994) also adds that collegiality and collaboration are discourses that take a teacher beyond dependence on outside experts but to a point where teachers can learn from each other, sharing and developing expertise together. The togetherness that is brought about by collaboration and collegiality is also facilitated by teamwork. The discourses of collegiality and collaboration, which are significant in the development of social capital, will be critically examined and analysed by referring to the vignettes of the four participants. Michael's spontaneity and emotional intelligence, as discussed earlier, has also illuminated his passion for engaging with his colleagues and learners in a collaborative manner.

Vignette 12 provides a more elaborate view of Michael's collaborative behaviour within the context of social capital.

VIGNETTE 12 - MICHAEL

"Teamwork is an indispensable activity at school that promotes a good working morale amongst teachers. Teamwork to me means that everybody shares in the responsibilities at school in a collaborative way and must do their part with great passion. If each educator has a role to play in a project and performs their role responsibly then teamwork is achieved. It is not a one-man show but teamwork involves shared responsibilities. When educators work collaboratively in teams this improves discipline at schools and eventually has a positive effect on learner performance. Learners find it difficult to prey on the vulnerabilities of some teachers who experience discipline problems because other teachers intervene and provide leadership in resolving these problems.

This immediately creates a perception amongst learners that teachers are united and stand together. My knowledge on Mathematics may be inadequate to address the needs of my pupils – therefore having conversations with more experienced teachers from other schools helps to capacitate me. Other teachers are able to produce better results with their pupils teaching Mathematics, therefore one can learn a lot from such teachers to help with improving the results of my own learners. Being a Mathematics teacher I also learn from my learners and allow them to inquire and discover in the class. By allowing them to engage with each other learning becomes meaningful and enjoyable. By engaging in introspection and not being afraid of criticisms with regard to knowledge of the subject matter facilitates engagement with other teachers in your staff and outside of your school. I have benefited significantly through this engagement. On the issue of trust, if I see a fellow colleague struggle with a problem, I would try to offer assistance to this teacher instead of divulging this problem to other educators. My passion and honesty for my work has also fostered trust between me and the management, since they know I am dependable and therefore trust my judgement on many issues. If you go the 'extra mile' the management perceives you as someone whom they can depend upon and trust."

Michael's propensity for being a team player is clearly illustrated in the vignette when he suggests that *"teamwork is an indispensable activity"* for positive educator morale at schools and clearly recognises the importance of discipline and being responsible within a teamwork scenario. Teamwork which is a significant platform for a collaborative culture to thrive involves individuals working together to achieve some common goal or objective. Tensions and fragmentation within a team can result when discipline and responsibility are eroded leading to disharmony and conflict. Michael understands the dynamics of teamwork and emphasises the importance of passion in teamwork to mitigate against the negative effects of ill-discipline and irresponsibility (which disrupts teamwork and potential collegial and collaborative spirit). He also recognises the importance of collaboration and its positive influence on learner performance by claiming that learners vicarious experiences of educators working collaboratively instills in them a strong sense of discipline towards their own work behaviour thus limiting transgressions or potential transgressions by learners. Michael's passion for collaborative and collegial relationships also rubs off on his colleagues who appear to be genuine in their interaction with each other. Michael also believes in critical reflection about his own knowledge in the teaching of Mathematics *"by engaging in introspection and not being afraid of criticisms"*. It is through critical reflection of a teacher's subject matter that the strengths and weaknesses are illuminated. And therefore engaging in collaborative critical reflection with other educators has a positive impact on

the professional development of colleagues as well as their own learning (Sammons et al., 2016).

In being critically reflective about his subject matter and developing collaboratively, Michael engages in *"conversations with more experienced teachers from other schools"* to help capacitate him in an area of Mathematics. Such conversations allude to the phenomenon of dialogical learning which takes place between Michael and his colleagues from other schools. In dialogic learning, which is also called collaborative learning, each participant in a dialogue takes the perspective of the other person into consideration when they speak and the boundary between subjects is not a simple demarcation line but evolves into a shared space of meaning (Bakker, et al., 2015). Michael, in spite of huge class sizes, is able create an environment that has some elements of dialogical teaching and learning. Being a Mathematics teacher he understands the importance of inquiry and discovery as tools to acquire new knowledge. By acknowledging that he learns from his pupils and allows them to inquire and discover, suggests his tacit support for power relations that are flexible and do not impose his authority over the content to be delivered (Reznitskaya, 2012).

Michael is not afraid of ambiguity and uncertainty that may arise through inquiry and discovery and is comfortable with divergent thinking, which is part of dialogical learning, to realise new understandings and meanings (Reznitskaya, 2012). Eisner (1997) and Oliveri (2011) also concur that ambiguity is a potential source for insight and a way to open the doors for multiple interpretations. Reznitskaya (2012) also argues that classroom interactions that are more dialogic allows teachers to engage students in a collaborative deliberation of complex questions and helps support the development of students' thinking.

Michael's passion and intrinsic love for Mathematics, which enhance his collaborative spirit, is also significant in ameliorating the situation that is characterised by the negative perceptions, dislike and anxiety that learners have or may have about mathematics. Hobden's (2012) remarks about mathematical anxiety and mathematical avoidance has relevance to the discussion when she argues that negative attitudes towards Mathematics impact negatively on curiosity, intellect and understanding of an individual and within the context of mathematics anxious people use up their brain power needed to solve mathematical problems on worrying. Hobden (2012) also adds that the worry and anxiety about mathematics is further compounded by educators who are impatient with learners that

are error-prone and display contemptuous behaviour. The latter is alien to Michael as he fosters the learning of Mathematics as a goal (a state learners want to be in) rather than an anti-goal (a state learners wish to avoid or move away from) (Hobden, 2012).

Michael's spontaneity with his colleagues and learners, his ability to create some semblance of dialogic learning with his learners, his penchant for establishing collaborative networks and fostering collaborative relationships, his ability to introspect and reflect critically suggests the significant bonding and bridging social capital he has accumulated (and deploys) in developing his professional capital.

Happiness has also engaged with her learners and fellow colleagues in a collaborative manner to enhance her teaching, professional development and improve the performances of her learners in class.

Vignette 13 captures the collaborative and collegial experiences of Happiness.

VIGNETTE 13 - HAPPINESS

"By obtaining my Master's Degree in Education in 2010 from UKZN has empowered me, developed me academically and broadens my horizons to see things from different perspectives. It has helped me to improvise at school and has improved my confidence in class. It has also helped me to professionally engage with other stakeholders like the police, social workers and the business community to work together regarding challenges in school ranging from drugs to socio-economic challenges of our learners who mainly come from impoverished communities. Teamwork, which means working together as educators, is an essential part of school life. Being in a quintile 3 school we don't have adequate physical resources and in spite of this setback we still work together and in harmony as a staff. If a colleague is absent from school we help with the teachers class. Our staff is made up of people from different racial backgrounds. When there was a xenophobic attack in the community nearby we as a staff we there to support the affected teacher from the community. At the beginning of each year the principal of the school has a meeting with staff regarding the matric results. The results, whether good or bad, make us work as a team. We cannot achieve something if we don't collaborate as it has a positive effect on learner's attitude to work. If an educator is falling behind in completing the syllabus we try and help the educator by completing it. Designing tests and other forms of assessment are also done as a team."

Happiness's postgraduate qualification (Master's Degree in Education) has had a profound influence on broadening her horizons in education, especially in the area of collaborative engagements. She claims that apart from improving her confidence as a teacher, the knowledge gained from her postgraduate qualification was to strengthen ties with other stakeholders of school e.g. the police, the business community and the social welfare department. These collaborative engagements are useful to her and the school, especially dealing with socio-economic challenges facing the majority of her learners that come from poverty-stricken backgrounds, as these collaborative engagements help, to a certain extent, in mitigating the negative effects that her learners experience in their impoverished communities.

Ainscow (2016) also adds that learners from poor socio-economic backgrounds are very likely to be low performers implying that personal and social circumstances are hindrances to achieving their educational potential. Ainscow (2016) also argues that to achieve equity is to break the link between disadvantage and educational failure in education but achieving equity has many complex processes and one way to understand the processes at work is seeing them interacting or linked within an "ecology of equity". Ainscow (2016) elaborates that the extent to which learner's experiences and outcomes are equitable is not only dependent on the educational practices of their teachers and schools but involve a wide range of interacting processes that influence the school from outside, namely, the socio-economic realities of populations that send their children to school, the department of national education and their national policies, the wider politics of the teaching profession…

Lack of adequate physical resources is not disconcerting for Happiness as her knowledge gained from her tertiary education and her experiences as a teacher help her to galvanise her staff, especially during crisis situation such as the xenophobic case in a nearby community. Diplomacy, collaborative skills and trust are just some of the tools required to diffuse an explosive xenophobic situation and Happiness has made a positive leadership contribution in this regard. Happiness has used her bonding and bridging social capital and has deployed it in the 'xenophobic' situation to bring about calm and peace as well as enhanced her linking social capital by engaging the "*police, social workers and the business community*" to assist with challenges facing her school.

Veron's experiences with colleagues and learners strongly resonate with the principles of collaboration and collegiality. This is manifested in her passion for the subject that she teaches, the unadulterated love shown towards her colleagues and learners and the school as a whole.

Vignette 14 below demonstrates Veron's experiences of collaboration and collegiality in her school.

VIGNETTE 14 - VERON

"Collaboration for me starts first with understanding your colleagues and learners as human beings and this involves identifying them by their names. This may seem a simple task but is nonetheless significant in establishing positive relationships with your learners. When you identify your learners, for example, by their names a sense of pride, dignity and feeling of being wanted emerges in them and this assists greatly in collaborating with them. This connectedness I have with my learners also motivates me to provide extra assistance to bright learners who want to learn ahead. I provide some temporary support for these bright learners during my free time or after school which helps in achieving their goal in whatever they are researching or learning. The same is done for weaker learners who have difficulty in essay writing and writing coherently. I offer some assistance to them until they achieve their goal. As far as my colleagues are concerned I think collaboration with them is fundamental to my success as a teacher and my learner's success in their achievement in school. Being a History teacher I work with other teachers and my Head of Department (HOD) to solicit help from them and this enhances my knowledge greatly. Trust with my colleagues is of paramount importance in establishing a collaborative relationship. Being transparent with my colleagues and management also firmly establishes the trust that exists between us and my good relationship with management also helps me develop as a educator and contribute to the school ethos. Being transparent is useful in resolving tensions and conflicts amongst staff. A conflict situation can be collaboratively diffused if trust and transparency prevails and from this conflict potential benefits can arise for both parties involved in the conflict. Respect and understanding for each other can occur and strong bonds can develop later arising out of the respect and understanding."

Veron displays great respect for her learners and colleagues by remembering their names. Especially, with respect to her learners the simple act of remembering names enhances the connectedness between Veron and her learners. It also acts as a stimulus to enhance learner

confidence in them which has great benefits for their achievement in class. The collaboration established between Veron and her learners also leads to Veron providing scaffolding instruction for her weak and bright learners which is a process that enables learners to carry out a task or achieve a goal which would be beyond his or her unassisted efforts (Bakker, et al., 2015). It is important to note that scaffolding is more than just a dyadic interaction but that groups of pupils could be scaffolded and peers could scaffold each other (Bakker et al., 2015). Trust and transparency are crucial aspects in Veron's collaborative engagements with her colleagues. It allows for conflict situations to be amicably resolved as soon as possible and creates an environment of opportunity to work together and developing stronger bonds in the future. This augurs well for the overall ethos of the school and facilitates a culture of respect, tolerance, trust, learning and teaching.

Veron's social capital has been augmented by her genuine desire for collaboration with her staff and learners by being a champion of trust, transparency and dignity. These characteristics has widened her networks with members of the community and teachers from other schools and has a significant influence on developing her bonding and bridging social capital. Her social capital, manifested by her collaborative spirit, has also enhanced her human capital in the context of teaching History as she solicits help from other teachers and her HOD to further her expertise and knowledge in the subject. By strengthening her social and human capital these forms of capital also act as precursors for the development of her decisional capital and also provide a solid foundation for further accumulation of decisional capital.

Mark's sporting engagements have positively influenced his connectedness with people and networking knowledge and are enabling factors to extract benefit from the networks that he has established. His sporting network knowledge also provides an impetus for his collaborative endeavours within the context of his teaching and learning and this is demonstrated in vignette 15.

VIGNETTE 15 - MARK

"In order to be part of a team and collaborate with educators, trust forms an essential part of that relationship. I think I am a very helpful teacher. For example, last year when I did not have a form class I did not have to complete mark schedules and learner's reports so I used to help other

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> *educators to make learner reports and complete their mark schedules. I have a good understanding of computer software such as Microsoft word and excel and used my computer skills to help other educators to complete their work regarding reports and schedules. This gesture on my part has built trust between me and my fellow educators. I am also part of the matric farewell committee and at certain times we need funds for the function to go forward so some of the committee members and I approach the local businesses for sponsorship. Being part of a team means when you have certain skills you must use them to benefit the team. My good human relations skills have helped greatly in this regard and have rubbed off on my colleagues. I feel good when my colleagues can learn something from me as I also learn from them. I don't entertain gossip at school as this can break relationships and lead to conflict situations. If there is a conflict situation between educators I do intervene and try to restore peace."*

Mark's sporting engagements over the years has helped to build and enhance his networking and human relations skills. These skills have added great value in his daily interaction with his colleagues at school, especially from the perspective of teamwork. He voluntarily and spontaneously uses his human relations and networking skills to solicit sponsorship from the local businesses. His success in accomplishing this endeavour has added great value to his team, especially in acquiring funds for the matric farewell. The latter is an important aspect of school culture and contributes significantly to the ethos of the school. In the harsh economic times that we are faced with and the fact that Mark's learners are predominantly from impoverished backgrounds, funding is a serious challenge for educators organising a matric farewell. Mark unselfishly uses his skills to acquire sponsorships to lessen the financial burden on the learners who have to pay for the matric farewell. These leadership skills have also influenced his other team members who are galvanised by Mark's initiative and also actively participate in soliciting sponsorship. Mark does not feel alienated by the team as they are operating as a collective and are contributing significantly to the ethos of the school. Mark is able to influence his colleagues in a positive way and enhance the collaborative spirit in his school and this collaboration has the potential to metastasise in all aspects of school culture that involves teamwork.

Organising educators into teams to handle certain responsibilities at school is an integral part of school culture and plays a significant role in the effective functioning of schools. According to Silva et al. (2014) teams perform best when appropriate knowledge, skills and abilities are deployed in a context that fits the group structure, environment and leadership.

What makes some teams more successful and stand out is their team spirit or group spirit that involves team members to allow success factors to interlink smoothly and synergies to emerge and the extent to which individuals feel a sense of group togetherness all which enhance the ethos of collective unity (Silva et al., 2014). The ethos of collective unity resonates strongly with Mark's experiences in his team. However, it must be noted that team spirit that results in team cohesion, can paradoxically result in cohesive groups losing spirit when groups become oppressive and limit individual voice (Silva et al., 2014). Hence, achieving sustainability in team spirit is a challenge for the team members themselves.

Mark exercises his discretion and circumspection in engaging in 'contentious patterns of interactions' (Schaubroeck, et al., 2016) especially colleagues who have the potential to contaminate his mind with gossip, which can lead to conflict situations. Be it in a team situation or when interacting individually with his colleagues Mark refuses to entertain gossip and even if a conflict situation does prevail his response to this unfavourable situation is to bring peace and reconciliation.

Mark's engagement with sport and the collaborative experiences he gained from such engagements has provided an impetus for him to successfully collaborate with his colleagues in school, especially from the perspective of belonging to a team. Being part of a team can be rewarding as highlighted earlier or can prove to be a poisoned chalice but he is careful not to allow the latter to develop by using his human relations skills and his affable personality to resolve conflict situations and prevent gossip amongst staff. This suggests that Mark has accumulated a relatively significant amount of social capital by his strong human relations and collaborative skills (especially his bonding and linking social capital manifested by the strong ties he has established with his educator colleagues and stakeholders outside the school respectively). He uses his social capital to positively influence his decision-making skills within the context of a team as well as making sound judgements about conflict situations and fostering peace. He also uses his bonding social capital to enhance the human capital of his colleagues by assisting them in compiling 'reports' and 'schedules', while his linking social capital is used to solicit sponsorships from stakeholders outside the school (e.g. business community). His decisional capital was also augmented by numerous decisions that he executed in playing competitive sport. His enhanced social and decisional capital also impact positively on his human capital.

It is clear from the discussion thus far that all four participants are relatively experienced in establishing collaborative relationships and view collaboration as a harmonising tool in engaging with their colleagues or learners at school. Happiness and Mark, who teach in quintile 3 schools (non-fee paying), are not overwhelmed by lack of physical infrastructure and the impoverished communities that the majority of the learners come from. They demonstrate their resilience as educators to foster collaboration in their schools, thus contributing to the ethos of their schools. Michael and Veron from quintile 4 and 5 schools respectively (fee-paying) are equally resilient in their collaborative endeavours that is characterised by trust, transparency and critical reflection.

Understanding the role of collaboration and the development of the social capital of individuals within the context of Professional Learning Communities will be next part of the discussion.

6.3 The Significance of Professional Learning Communities

Professional Learning Communities (PLC) are an integral part of the school culture in which teachers in a school and its administrators seek and share learning and act on their learning with the goal of their actions to augment their effectiveness as professionals for the benefit of learners. They further define a vision with a quality focus on the quality of life, quality of work and quality of learning (Hord, 1997), while Owen (2014) maintains that a PLC is the buzz word in business organisations and educational institutions comprising decision making committees, meeting groups or collegial learning teams. Brodie (2013) remarks that PLC's support teachers to coalesce around a shared vision for high quality teaching and learning for the collective responsibility for the learners they teach. Brodie (2013) also identifies four characteristics of PLC's: they have a challenging focus; they create productive relationships through trust; they collaborate for mutual benefit with little professional and personal conflict and they engage in rigorous inquiry.

Collaboration and collegiality, which have been examined in the earlier discussion, are crucial aspects of a PLC. PLC's are a significant part of a teachers life to enhance his professional development and hence to impact positively on learner performance in class. However, each school with its own quintile ranking possess its own identity and ethos, has PLC's operating within them that may demonstrate similarities and differences with other

quintile ranked schools. The vignettes that are to be analysed will hopefully reveal the experiences of the four participants within the context of PLC's and whether these experiences are similar or different to each other and to what extent does PLC's contribute to the social capital of the participants.

Although Michael's engagement with PLC's is motivated by his understanding that such involvement has a positive impact on the development on his social capital he is aware of the benefits that accrue to his human and decisional capital. Vignette 16 below captures Michael's experiences of being part of a PLC.

VIGNETTE 16 - MICHAEL

"These kinds of gatherings or committees as we know it have helped me a lot. We organise ourselves into committee or club called the Shakaville Club and meet once a month to discuss issues in Maths. We discuss new ways of teaching mathematics and discuss aspects of the curriculum that are complex and confusing to the teacher to deliver to the learners in class. Certain of my colleagues who belong to these committees have a good grasp of the curriculum and also have simple methods in teaching Maths to their learners in their school. These approaches are shared with the committee. Whilst some educators are good at methods of teaching others are good are designing assessments for the different disciplines in Maths. We all have some talent in the area of Maths and share our knowledge with all educators so that all learners benefit from all schools that are part of the committee. We operate as a collective and have an understanding that all learners are important and must benefit from the learning that teachers experience in these committees. We are not selfish and don't only concern ourselves with our learners. These interactions with other teachers within these committees have helped to improve the quality of passes at my school. I don't worry about 100% pass but focus on quality in terms of symbols (such as A's, B's etc.). We sometimes organise extra classes where one of us is in front of the class teaching whilst we all at the back. Sometimes it is not good enough to talk about your strategies – I have to see my colleague in action and when I see my colleague in action I can even see the response from his learners and when I am satisfied with what I see I may conclude that this can work well with my learners. So this experience of belonging to a group is beneficial for my learners."

The PLC has been a significant resource for Michael to improve his knowledge in Maths. He is not afraid of being part of the PLC, which is based in a township (Shakaville,

KwaDukuza), to access vital knowledge about the different methods in teaching mathematics, issues about the curriculum and learning new ways to design assessments. The collaborative engagements that prevail within the PLC have helped facilitate the professional learning of educators, as manifested by sharing of talent within the PLC. Operating as a collective has eliminated selfishness and those belonging to the PLC are not only concerned with learners from their own schools but show affinity to learners from other schools. The collective leadership and learning also resonates with Hord's (1997) research on PLC's who argues for collective aspiration that must be set free and people continually learning how to learn together. Another striking aspect for Michael is that the PLC he is engaged in seems to champion the quality over quantity of results. This suggests that Michael is not results driven and this resonates with the dialogical learning (as discussed earlier) that he encourages in his class. With dialogical learning, inquiry and discovery are essential tools and such activities emphasise quality rather quantity. Owen (2014) in her research on PLC's also reveals exercising an inquiry approach as one of its key characteristics with other characteristics being shared values and vision, being reflective and collaborative, practical activities focussed on student learning and opportunities for distributed leadership.

Michael also alludes to scaffolding that takes place within the PLC when he remarks that some educators are good at unpacking complex aspects of the curriculum as well as employing different methods of teaching which are shared within the PLC, manifested by standing in front of a class and teaching while others are observing. Owen (2014) also maintains that scaffolding within a PLC takes place when colleagues work together on a real problem which involves team members supporting each other, especially breaking a task into manageable sections when issues are complex involving coaching, modelling and observing each other's practices.

Michael also claims that PLC's has had a significant effect on the quality of achievement at his school rather the quantity of achievement. Michael's claim about the quality of achievement suggests that he as a teacher is not willing to compromise quality for quantity and understands the former is a precursor for a sound and positive career trajectory for his learners, especially within the context of the neo-liberal globalised world where competition is stiff and only the best are recruited into key career positions. Michael is also mindful that in order to produce quality learners, he, as a facilitator for their learning, has to be of quality

as well – hence his involvement in quality collaborative engagements in a PLC with other colleagues to enhance his knowledge. Sai and Siraj (2015) contend that learner achievement and success is positively correlated with teachers sharing ideas and improving institutional practices in a collaborative way increasing the level of teacher efficacy and commitment resulting in increased student achievement.

Michael's strong affiliation for PLC's is part of his shared vision of improving the quality of teaching and learning and learner achievement at his school. Michael's affability and his affinity for collaborative engagements and collegial relationships with his colleagues have provided an ideal platform for him to be part of a PLC. Michael, who has taught at other quintile schools (he previously taught at a quintile 1, 2 and 3 schools), has added to his experience of networking with educators by being part of a PLC and also accumulated adequate social capital to draw benefits from the PLC for enhancing his human capital through improvement in his professional learning and expertise (by improving his methods of teaching and unpacking of the curriculum in a meaningful way to his learners) to contribute to enhanced achievement in class. The social and human capital that he has accumulated through his experiences in a PLC will also have a significant influence on his decision-making process. Judgements about unpacking of the curriculum in a meaningful manner to his learners, type and nature of assessment strategies to be used and classroom management are just some of the decisions that Michael will execute.

Happiness has also been subjected to a PLC and her experiences are demonstrated in vignette 17.

VIGNETTE 17 - HAPPINESS

"I do interact with other teachers from other schools and we normally group together as a cluster and discuss issues pertaining to English and map a way forward for the subject. In our cluster we also moderate the marks of the different learners from the different schools. Moderating learner's assessment tasks is a collaborative task as we sit and reach agreement on the marks of the various learners. Sometimes a learner's answer might not be part of the marking memorandum and at the cluster then makes a collective input in this regard. Being part of the cluster has broadened my understanding on the way we

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> *teach and mark learner's work. Apart from moderating assessment tasks, our cluster also sit together and set a common paper for the June examinations which will be used in the schools that belong to the cluster. These cluster gatherings are very useful as it empowers me to set quality papers in English."*

Happiness's experiences of a PLC involve a cluster of schools that is essentially an assessment-based experience that involves collective moderation of assessment tasks of learners from the different schools that belong to the cluster. If learner responses do not match the marking memorandum, then consensus is reached through the cluster regarding the learner's response. The PLC also work collaboratively to set examination papers and this experience proves rewarding for Happiness as it empowers her to set papers. The vignette also reveals that apart from assessment very little else is discussed in the PLC or cluster. Although Happiness has understood the workings of a PLC through engagement in her Master's Degree in education, there is very little influence of it appearing in the PLC that she is part of. Curriculum issues, methodologies of teaching and issues around classroom management are not topics that form part of this PLC. It is possible that educators from other poor schools lack the necessary knowledge, vision and capacity to organise a PLC. Spaull (2013) concurs with this by citing weak subject and content knowledge amongst educators from non-fee paying schools as one of the reasons for poor school performance.

While Happiness enhances her social capital in other collaborative engagements (as discussed earlier), her experiences within PLC's (which provide excellent platforms to engage collaboratively for professional learning and build social and human capital) are diminished and thus has a limiting influence on building her social and human capital.

Veron's experiences of a PLC has shaped the way she manages her teaching and learning within the context of History as a subject. Her experiences are revealed in vignette 18 below.

> **VIGNETTE 18 - VERON**
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> *"The PLC you are referring to is actually called a cluster of educators from different schools. This cluster has been very significant for me, especially in my first year as a History educator. I met a teacher, Mr. Gokar, who was Head of Department (HOD) for Humanities at that time, who shared invaluable information with me regarding the teaching of History. His kindness, trust and*

> *sincerity made my learning even better. My other colleagues also helped me understand how continuous assessment is structured with the discipline of History. This was crucial as it helped me enhance my understanding about the relationship between the content of History as a subject and the dynamics of assessment that are associated with it. My colleagues also provided me with strategies to help my learners complete their 'Heritage Project', which is a major part of their assessment mark in matric. The advice and knowledge provided to me by my colleagues provided a yardstick for me to measure performance and success. The knowledge gained from the knowledge regarding assessment helped me improve the way I taught my learners and this greatly contributed to my professional development and had a positive effect on my learner's performance."*

Veron appreciates the level of collaboration that exists in her PLC and the benefits that has accrued to her as an educator, especially in developing and enhancing her human capital (expertise). Using an HOD from another school as a mentor has helped her improve her confidence as a teacher and her relationship with the HOD has been strengthened by the sincerity and trusts that exists between the two individuals. The collegial and collaborative approach to mentoring, which is a shift from the functionalist, rigid and "one-way" approach is integral is fostering good mentoring relationships between the mentee and mentor (Pather, 2010). Scandura (1998) also claim that distrust, suspicion and differences in judgement between the mentor and mentee are essential ingredients for fostering a dysfunctional mentoring relationship lacking collegiality and collaboration. Brown et al. (2016) reflect on the significance of trust by claiming that it has a positive influence on the strength of ties amongst educators in order to access resources to improve their pedagogic effectiveness.

Veron's teaching methodology has also been enhanced by elevating her understanding of the relationship between content of History and the principles of assessment. Assessment cannot be understood independently from the content of the subject and Veron gains valuable insights about how to manage the content of History, especially when subjecting her learners to the practice of continuous assessment, which is done throughout the year. The professional learning acquired by Veron in her PLC also gives her insights about standards needed in completing a learner project like the "Heritage Project", which is done by all her History learners. By understanding the concept of "yardsticks" or standards by which the work of her learners are measured increases her understanding of quality control

to make judgements about good and poor quality, work which eventually impacts positively on her teaching and learning and learner achievement.

The trust and sincerity that prevails in the PLC that Veron is engaged in, facilitate the collegiality that exists between her and colleagues that are part of the PLC, especially in her interaction with her HOD. This facilitates an "organisational culture of cooperation" which is likely to have a marked influence on the trusting and trustworthy behaviour of participants (Brown eta al., 2016). Veron's social relationships within the PLC can acts as channels for resources, information and support for effective teaching, thus enhancing her social capital, which can be mobilised for future action (Brown et al., 2016). The social capital accrued from Veron's engagement in the PLC also impacts positively on her improving her expertise and knowledge (human capital) and her ability to make prudent decisions (decisional capital) regarding the curriculum, assessment and interaction with her colleagues and learners.

Mark's involvement and his experiences in a PLC are exhibited in the vignette 19.

VIGNETTE 19 – MARK

"I do belong to a small group of educators, who are from schools in the vicinity of the Tugela area. Tourism is also another subject I teach and many learners found it difficult to compile their research project as part of their practical because of a lack of access to the television and internet. So, collectively as educators we sat together and designed a resource package for learners which could make their practical task easier. I have only five years of teaching experience as compared to other teachers who have between fifteen to thirty years of experience and these experienced educators are like mentors to me. Whenever, I have a problem with the content or understanding the curriculum I interact with these senior educators, who are ever willing to help me. With respect to assessment, I have learnt the necessary skills to moderate assessment tasks and to mark tests and examinations."

Mark, who is a relatively young educator, finds it necessary to be mentored by senior teachers that belong to the PLC. His mentoring experience is facilitated by the willingness of the senior educators (15 to 30 years of experience) who augment his content knowledge by helping him to unpack the curriculum so that it enables him to deliver the curriculum in an effective manner to his learners. Mark is not afraid to express his vulnerability regarding

the content and curriculum and this vulnerability provides an opportunity for Mark to collaborate with senior educators to improve his professional learning. The vulnerability of Mark is also an opportunity for the senior educators to test their mentoring skills by creating an environment of interdependence (between the mentor and mentee) that is meaningful and productive and focussing on outcomes not only for the mentees but for themselves as mentors thus enhancing their professional growth (Gordon, 2017).

Mark also displays his talent in the PLC by leading his educators in designing a resource pack for learners of the subject tourism. Mark understands the socio-economic realities of his learners (as discussed earlier), manifested by their inability to access the internet or television because they are poor and cannot afford it. This resonates with other educators from the PLC as their learners may experience similar challenges to Mark's learners. The similar sentiments shared by the educators, regarding the disadvantaged learners is the glue for the strong bonds that exists between the various educators of the PLC. It may be possible that these educators display empathy and compassion, which further strengthens the ties between them.

Mark's mentoring experience with senior educators in the PLC has added value to his knowledge and expertise. Only through genuine collaborative engagements does Mark accrue knowledge about the content and matters pertaining to the curriculum, which has contributed significantly to his human and decisional capital. Mark's excellent human relations skills (as discussed earlier) has served him well in developing his social capital and has used the latter to improve his human and decisional capital. Mark also uses his social capital by reciprocating his talent and skills by making a contribution in the PLC in designing a "research pack" for disadvantaged learners. Mark appears to understand the importance of a quid pro quo relationship with his other colleagues as the value of reciprocity, which is important for development of social capital and is also a significant part of collaborative relationships. The sustainability of the relationships is also of paramount importance in determining the longevity of the PLC.

Although the scholarly literature on the dynamics of PLC's may have differed with the experiences of the PLC's of the four research participants due to context, physical resources, and educator dynamics, it is clear that all four PLC's were to a large extent characterised by collaborative engagements. The PLC's of most of the participants seem to be a gathering of

educators to moderate assessment tasks. Other issues such as critical dialogue, curriculum design and delivery are given less attention. This suggests that PLC's as identified in the literature appears to be an evolving phenomenon in most schools. Constraints affecting the full development of these PLC's could possibly be weak content knowledge, large class sizes to leadership that is not inspirational.

The discourses of collegiality and collaboration together with phenomenon of a PLC highlight the need for teamwork and strong connectedness amongst educators. It also underscored the dilution of power, fostering egalitarianism, critical dialogue, dialogical learning, inquiry based learning and transgressing the status quo and by creating an open teaching and learning environment these issues will be further magnified. Hence, the next theme focuses on an open teaching and learning environment and the experiences of the four participants in such an environment.

6.4 Fostering an Open Teaching and Learning Environment

An integral part of creating an open teaching and learning environment involves embracing the discourses of collegiality and collaboration, subverting the culture of silence and the banking system of education, promoting dialogical learning and liberatory practice in the classroom, being non-conformist, challenging the status quo in schools and creating a classroom of pleasure and ecstasy (Hooks, 1994; Freire, 1970). The experiences of the four participants and their role in creating an open teaching and learning environment will be critically analysed by referring to the respective vignettes.

Michael's skill in fostering an open teaching and learning environment is displayed in the vignette below.

VIGNETTE 20 - MICHAEL

"I always believe that if you do what you love you will never work a day in your life. My passion as a mathematics educator helps me influence my learners to excel in the subject. When learners are passionate about your subject they in turn become passionate about their learning. I am a firm believer of change and innovation as opposed to being stagnant and sticking with old methods of teaching which leads to boredom and disinterested learners. Being a mathematics educator I also

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> *learn from my pupils and allow them to inquire and discover in the class. By allowing them to engage with each other learning becomes meaningful and enjoyable. By engaging in introspection and not being afraid of criticisms with regard to the subject matter facilitates engagement with other teachers in your staff and outside of your school. I have benefited significantly through this engagement."*

Michael has positioned himself as a transformative educator who displays passion, love and care towards his learners and such a behaviour creates a stimulating and happy environment for his learners. He also creates a space for dialogical learning by allowing his learners for inquiry and discovery learning, which is integral for successful and meaningful learning of mathematics. By employing this approach Michael demonstrates his courage and determination to allow his learners to challenge the status quo in the classroom. Michael, who *is "opposed to be stagnant and sticking with old methods of teaching which leads to boredom and disinterested learners"* transgresses the culture of silence by fostering critical dialogue through inquiry and discovery methods of teaching. Critical dialogue is also embraced by Freire (1970) who advocates a problem-solving approach which is interactive and where knowledge is not produced in textbooks and transferred to learners but through use of open-ended questioning by the teacher where learners think about the topic to be studied. Bell Hooks (1994), who was greatly influenced by the scholarly work of Freire, also concurs with him by relating her boredom for lessons during her graduate years that emphasised the banking system of education (based on the assumption of memorising information and regurgitating it represented gaining knowledge) instead of instilling the values of a critical thinker, of which she desired.

The values of a critical thinker also imply challenging the status quo and creating a questioning culture (Pather, 2010). The questioning culture, which adds to an individual's wisdom and insight, also encourages risk-taking and being inquisitive about issues in education (Hargreaves, 1994). The idea of inquisitiveness and risk-taking are integral to developing insight in mathematics and hence resonates with Michael and his experiences with his learners making his classroom a place of *"promise and possibility"* (Hooks, 1994, p. 4). Michael also believes that in order to achieve effective teaching and meaningful learning, critical reflection is an integral part of the trajectory of an educator and such an initiative enhances his professional learning by collaborating with other colleagues from his school and outside of his school. Michael's desire to encourage his learners for critical

dialogue in dialogical spaces suggests his desire for collective efforts rather than individual efforts within the classroom space. Hooks (1994) ideas of classroom community are of relevance to the discussion and she argues that excitement about ideas is not adequate to create an exciting learning process but as a classroom community, an individual's capacity to develop excitement is influenced by the interest in one another, in hearing one another's voices and in recognising one another's presence and thus seeing the classroom as a communal place augments the likelihood of a collective effort in creating and sustaining a meaningful learning community. Michael, in creating a climate for his learners of critical dialogue, challenging the status quo, transgressing the banking system of learning through dialogical learning, fostering collective effort and engaging in collaborative critical reflection, has enhanced his social capital which can be used to leverage his human and decisional capital.

Happiness experiences with respect to an open teaching and learning environment are exhibited in vignette 21.

VIGNETTE 21 - HAPPINESS

"My degree did help me improve my confidence and improve my teaching. If you are able to develop your knowledge it's easier to develop others. We go into class to get results and once we don't get results we have to try other ways to get results. We have to embrace innovation to try and improve our result. Teaching English involves exposing the learners to drama and in my school we don't have access to dvd's that could be made available to learners. So I improvise by asking the learners to act out the drama, which actually improves their understanding, which is all done during my English lesson. With regard to completion of the syllabus, if it is not covered by other educators a test is compiled on work that is covered or a request may be made to the teacher to cover the work quickly."

Happiness, in spite of possessing a postgraduate degree and being an English educator, tries very little in creating opportunities for her learners to transgress the status quo, fostering critical dialogue and transgressing the banking system of education. Although Happiness does improvise with her English lessons, her apparent obsession with being results-driven works against the spirit of an open teaching and learning environment. This results-driven approach fuels the traditional functionalist approach to education, which emphasises

conformity, adherence to the status quo (Waghid & Louw, 2008) and energises the positivistic discourse of neo-liberalism (Gounari, 2006). Being an English educator also suggests dealing with issues that are qualitative in nature (different interpretations, debating, subjective feelings and so forth) but Happiness appears to have focussed more on a results-driven, positivistic, quantitative approaches.

Although Happiness, as indicated in the earlier discussion, has the skills to map the cognitive trajectories of her learners to analyse their progress and displays moral ethical behaviour, she misses the opportunity for creating spaces for dialogical and inquiry learning. This can be a constraining factor in enhancing meaningful, liberatory learning (Hooks, 1994) in her classroom. Although Happiness fosters collaborative engagements within her PLC and teachers within her school, she appears to do little in fostering collaboration in her classroom that create a classroom community with active collective involvement of her learners (Hooks, 1994). Within this context Happiness does little to enhance her social capital to influence her human and decisional capital.

Veron's opportunity for creating an open teaching and learning environment seems to be enabled by being a History teacher that champions critical dialogue, fierce debates on issues of social justice and challenging the status quo. Her experiences within the framework of an open teaching and learning environment are demonstrated in vignette 22.

VIGNETTE 22 - VERON

"The teaching of History has enabled me to establish an open, collaborative and transparent relationship with my learners. I never position myself as knowing everything and being in total power in the classroom and allow my pupils to engage and ask me questions as well. History is a universal subject and has relationships with many other subject disciplines. During my lesson, I allow for interruptions and questions, even if it has little relevance to my lesson. These interruptions or distractions help my learners develop a culture of questioning without fear even if it's unrelated to the lesson. This creates a sense of happiness and confidence in my learners and also improves the trust between us. The curriculum and content is also enabling to instil critical dialogue in my learners. Some of the outcomes of subject are analysis, critical evaluation and not to accept the status quo. History involves using lots of sources and learners are required to question the validity of such sources and also identify biases that may exist in such sources. I also allow my learners to dialogue on their own. For example, one of the principles of Stalin's five

Veron's success by fostering critical dialogue, dialogical learning and transgressing the status quo is greatly facilitated by teaching the subject of History and her experiences learnt from her tertiary education (especially her postgraduate degree). Veron's affability is also an enabling factor in sustaining an open teaching and learning environment and this impacts on the happiness and confidence of her learners. Hooks (1994) also remarks about zealousness and eagerness to learn and that knowledge should not be about information only but related to how one lived and behaved and that the classroom should be counter-hegemonic, a place of pleasure and excitement and disruptive of seriousness assumed to be essential in the learning process.

By questioning the validity of sources in History and identifying biases inculcates a deep sense of critical awareness in Veron's learners and helps to facilitate the teaching and learning process. This critical awareness and questioning culture amongst the learners is also enabled by the collaborative culture that prevails in the classroom between teacher and learners and between the learners themselves. Creating a space for learners to dialogue amongst themselves provides further impetus for critical dialogue and awareness and recognising collective effort.

Veron's ability to foster critical dialogue in dialogical spaces and having an interactivme approach with her learners suggest huge potential for enhancing her social capital and the social capital of her learners. Her enhanced social capital will also impact positively on her expertise and making judgements.

Mark's engagement in an environment that enables open teaching and learning is demonstrated in the vignette 23.

VIGNETTE 23 – MARK

"My experiences as a sportsman have taught me to respect different opinions, handle and encourage criticism, encourage dialogue with many sportspersons, handle biases and prejudices that prevail in the sports arena and so forth. I use these qualities wisely in my teaching and

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> *learning. In my Geography lessons, issues of social justice and socio-economic challenges are some of themes that are taught. I approach these themes with my learners with an open mind and try not to impose my views on these issues but allow the learners to develop their own thinking and arrive at their own conclusions. Many of my learners come from poor socio-economic backgrounds and issues of poverty and social justice are not new to them. Some of the learners are very insightful in their responses and I also learn from my pupils about their experiences. By having a friendly but firm approach, learners appreciate my teaching and are also motivated to learn."*

Mark's involvement in sport taught him a few habits of considering different opinions from different individuals, especially criticisms about his involvement in sport as a participant. Was his performance in playing cricket satisfactory, good or poor? If his performance was poor, why was it poor? What could be done to better his performance? Engaging with this language of critique has prepared Mark to engage critically with his colleagues and learners in class. Mark also uses the opportunity of teaching Geography to enhance the critical awareness of his learners, especially when engaging with the curriculum that involves issues that relate to socio-economic issues, poverty, social justice, unemployment and so forth. His open-minded approach in his teaching facilitates creative thinking on the part of his learners and by not imposing his authority and that *"he knows it all"* and this creates opportunities for his learners to *"arrive at their own conclusions"* for effective meaningful learning.

Jansen (2017) in his article "Making of Original Minds" captures the essence of the significance of critical thinking by claiming that many educators do not challenge the status quo at schools citing reasons of work overload but the reason is actually not overload of work but habit. Delivering a lesson, apart from being familiar, is also easy as compared to teaching discussions that are complex that involve a variety of responses (Jansen, 2017). He also adds that for educators to develop a critical disposition they need to model critical thought in their everyday teaching and should not be afraid of learners leading discussions or asking uncomfortable questions (Jansen, 2017)

Mark provides good opportunities for his learners to interact with him (developing social capital) and with each other. By engaging with his learners he does not dismiss the idea of learning from them, which adds to his knowledge and expertise (human capital). His interactions with his learners also provide him with insights to make decisions (decisional

capital) about not imposing his authority and keeping an open mind when interacting with his learners.

Michael, Veron and Mark, display a strong desire for creating an open teaching and learning environment manifested by their initiatives to transgress the status quo, create opportunities for their learners to engage in critical dialogue and fostering collaborative and inquiry learning. Happiness, on the other hand, appears to be results-driven thus entrenching the status-quo at her school. Opportunities for gains in social capital in this context seem limited for Happiness, but augmented in the cases of Michael, Veron and Mark. Their ability to make decisions are also enabled by their increased human capital.

The analysis and critical discussion of data relating to social capital has provided interesting insights from some of the key findings that require further discussion. These key findings will be listed and critically discussed.

6.5 Analysis of Insights from Key Findings – Social Capital

There were numerous findings that emerged from the data on social capital viz. transgressing the status quo, dialogical learning, scaffolding instruction, contrived collegiality, collaborative learning and so forth. An attempt will be made to provide a critical discussion on three key findings, namely, outcomes of contrived collegiality, dialogical interactions, learning and experiences and its influence on social capital and scaffolding and its social dimension. The outcomes of contrived collegiality will be examined in the discussion below.

6.5.1 Outcomes of Contrived Collegiality

Although the terms collaboration and collegiality are used interchangeably, collaboration is more a descriptive term (referring to cooperative actions), while collegiality (which carries a positive value) refers to the quality of relationships emphasising supportive, stimulating, rewarding and equal democratic relationships (Kelchtermans, 2006). An important consideration here is that collaboration and collegiality do not exist in a vacuum but must be understood as meaningful interactions rather than mere behavioural tendencies operating within a context (e.g. context of school) (Kelchtermans, 2006). Collaboration and collegiality may take different forms such as team teaching, collaborative planning, peer

coaching, mentor relationships, professional dialogue, collaborative action research (Hargreaves, 1994). Hargreaves (1994) also claims that due to the various types of collaboration and collegiality that have different consequences and purposes, there is no such thing as "real or true" collaboration.

Understanding collaboration and collegiality from a micropolitical perspective is of great relevance to the discussion. According to Achinstein (2002) micropolitics refers to use of formal or informal power by individuals or groups to achieve an educational outcome, while Conway, Hibbard & Rawlings (2015) also reveal how individuals use their micropolitical knowledge in school settings to control meetings, control information and devise strategies to divide and rule. Within the micropolitical perspective, collaboration and collegiality result from the exercise of organisational power by control-conscious administrators who impose their managerial directives on educators or by co-opting instead of collaborating with educators to fulfil administrative purposes and implement external directives, which strips individuals of their rights and individuality in the face of group pressure (Hargreaves, 1994). Thus the micropolitical perspective of the school illuminates the substitution and potential substitution of evolutionary and spontaneous forms collaboration and collegiality with administratively controlled, status quo oriented and safely simulated forms of collegiality, which is conceptualised as contrived collegiality (Hargreaves, 1994). Hargreaves and Fullan (2012) also remark that collaborative cultures, which are unpredictable and spontaneous, voluntary and development-oriented and not regulated by time, may not be desirable for administrators seeking swift solutions and therefore prefer collegiality that they feel can control – meetings with a strict agenda, or determining working groups of educators. Hargreaves (1994) also cite contrived collegiality as underscoring compliance and compulsion and are associated with promises of promotion and sanctions imposed if compliance and compulsion is not adhered to.

However, Hargreaves and Fullan (2012) do not only paint a negative picture of contrived collegiality and contend that it is a double-edged sword – being an advantage as well by putting teachers in contact with each other by initiating collaborative engagements between them where few had existed before thus assisting principals to build on the elements of trust and recognition for effective teaching and learning. Hargreaves and Fullan (2012) refer to this form of collegiality as arranged collegiality which also helps in shrewd scheduling by having the right people to have an opportunity to plan together.

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The scholarly literature on contrived collegiality and collaborative cultures resonate with the experiences of the four participants from the different quintile-ranked schools. As indicated in the earlier discussion, all four participants foster collaboration and collegiality in their interactions with colleagues from their schools and colleagues from other schools (especially within the context of PLC's) and this collaboration and collegiality has benefits for their professional learning and meaningful teaching and learning of their learners.

Contrived collegiality is also an integral part of the experiences of the four participants as all four of them do not have the opportunity to be involved in school-based curriculum reform (Hargreaves, 1994) as such reforms are done nationally by departmental officials responsible for packaging the curriculum. This top-down approach of curriculum development also means that directives about curriculum are filtered down to principals of schools who issue directives, on behalf of the Department of Basic Education, to educators to master and deliver the curriculum to the learners. Subject committees are organised at school and educators who form part of those committees are required to adhere to the status quo of the outcome of the meetings (where the agenda is also designed according to the directives from Department of Basic Education). While some educators, who feel that their creativity and freedom is stifled by a pre-determined agenda, express dissatisfaction, others are quite happy to be compliant with the external directives. With huge class sizes, lack of physical resources, intense work demands, mixed messages from the Department of Basic Education on issues of curriculum and assessment, many educators, including the four participants of the study, are content with dynamics of contrived collegiality. They appear to accept contrived collegiality as a form of coping mechanism in their school and would not want their contentedness to be disrupted. Their contentedness adds to their resilience and coping capital that they have accumulated over time.

Whilst contrived collegiality may appear to have little significance to contributing to the social capital of educators, it is imprudent to say that there are no gains for their social capital. Within the subject committee meetings, sporting or cultural functions, which are part of teacher compliance, opportunities for real, genuine engagements can develop and be sustained to impact positively on the accumulation of the social capital of the educator and eventually the professional capital of school. Their coping capital, enriched by enduring

systemic, learner and curriculum challenges, adds to their resilience and also contributes to professional capital of the schools that they teach in.

The issue of collaborative and collegial endeavours also has a strong influence in classrooms that promote dialogical learning. Dialogical interactions, learning and experiences and its influence on social capital is the next key finding that will be critically examined.

6.5.2 Dialogical Interactions, Learning and Experiences and its Influence on Social Capital

Rugut and Osman (2013), in their analysis of Paulo Freire's thoughts on dialogical learning, remark that humility engenders trust and communication between the educator (who is also a learner) and a learner (who is also an educator) and education becomes a collective activity, a dialogue between participants rather than a one-way 'top-down' exercise. The relationship between the educator and learner should promote human relations, where the educator has authority but does not abuse his authority and become authoritarian but helps the learner reflect on his social, gender and cultural constructs and facilitate the learner's critical thinking (Rugut & Osman, 2013). Reznitskaya (2012) also adds that in dialogical classrooms, educators and learners act collaboratively as co-inquirers, engaging in new interpretations of texts to collectively search for the truth and fully appreciate the world and one another.

Michael and Veron's affable personality and strong sense of humility are enabling factors that foster dialogical experiences with their learners. Michael only uses his authority to influence his learners positively by allowing *"them to inquire and discover in class"* as their *"learning becomes meaningful and enjoyable"*. By refusing to adopt an authoritarian, dictatorial approach, Michael also acknowledges learning from his pupils. Veron opposes *"being in total power in the classroom"* and allows her learners *"to dialogue on their own"*. The dialogical experiences of Veron and her learners are also enhanced by developing *"a culture of questioning without fear"* and allowing for disruptions or interruptions which are positive and are also important precursors for acquisition of innovative ideas and knowledge. From observations it has also been noted, that Veron and Michael in their didactic engagement, do not employ questioning strategies to maintain control of classroom conversation or evaluate the learner's response against the educator's expert knowledge

(Rojas-Drummond & Mercer, 2003) but encourage open questioning and collective reasoning.

Freire's execution of dialogical learning in dialogical spaces was an initiative, which was emancipatory in function, in direct response to the banking system of education which perceived students as depositories and the educator as the depositor and instead of communicating, the educator makes deposits which the learner patiently receive, memorise and repeat (Durakôglu, 2013, Rugut &Osman, 2013). Durakôglu (2013) also adds that, while knowledge is mechanically stored in the memory banks of learner, the banking system of education also perceives human beings to be influenced rather than to influence thus anaesthetising their critical conscious that would help them intervene in the world, resulting in more oppression and changing the individual to alien purposes. Neither Michael nor Veron have a propensity to dehumanise their charges by imposing their authority and denying the humanness of their learners. Instead, their interaction with their learners is marked by respect, tolerance, honesty and a sense of genuineness. Veron's passion to understand her learners as human beings by *"identifying them by their names"* justifies her attitude of humanness and genuineness towards her learners and this attitude contributes significantly in establishing platforms for meaningful dialogical learning to take place and thus enhancing their critical consciousness. Some of the preconditions for dialogue are love for the world and people and humility to establish a sense of equality between learner and educator (Durakôglu, 2013). Both Michael and Veron demonstrate their love and passion for their learners, work and relationships with their colleagues and also understand the value of humility as an enabling factor in establishing solid, equal relationships with their learners.

Rugut and Osman (2013) also maintain the banking system of education, apart from conditioning learners to accept the cultural, social and political status quo of the dominant culture, also emphasised pre-prescribed curriculum, syllabus or textbooks which ignores learner's views or knowledge of the world. Although Michael and Veron are victims of some elements of the "banking model" of education manifested by enforcement of the pre-prescribed CAPS (Curriculum and Assessment Policy Statement) policy and textbooks recommended by the Department of Basic Education (DBE), they also transgress the status quo by allowing for collaborative dialogical spaces in their schools to try and foster dialogical, inquiry learning.

Bowers (2005) claim, that everyone in the classroom is a learner and that intellectual growth is mutual, has resonance to the discussion. He asserts that that mutuality is not about achieving consensus but about developing authentic discussions and such discussions only prevail when intimidation is eliminated and mutual exploration is fostered thus crediting learners as individuals with knowledge to share and challenging the certainties of privilege and power (Bowers, 2005). Veron and Michael, who also acknowledge learning from their learners in their classrooms and also allow their learners to challenge the status quo, resonates with the mutuality of intellectual growth and challenging issues of power.

Apart from love and modesty, Durakôglu (2013) also notes the value of courage as a precondition for dialogue and such courage manifested in taking risks without fearing danger of such action and the courage to think critically are significant in transforming society for the continuous humanization of individuals. Veron's emphasis of a questioning culture and allowing her learners to engage in critical inquiry suggests her courage to teach and allow her learners to engage in risky behaviour and also be accountable for such consequences.

By allowing dialogical learning to flourish in their classrooms, Veron and Michael understand the significance of genuine collaborative engagements as tools to enhance meaningful learning. Whilst they are constrained by the prescriptive CAPS curriculum and textbooks, which resonates with the banking model of education (Freire, 1970), Veron and Michael enhance their social capital and the social capital of their learners by the use of collaborative dialogical learning strategies. They allow their learners to discover and inquire without the imposition of power and this emancipatory strategy provides impetus for their learners to engage critically with other learners and educators in other subjects as well. Veron and Michael by collaborating with their learners in dialogical spaces also drives them into critical collaborative reflection with other educators further augmenting their social capital and the professional capital of the school and community.

Dialogue is also integral in making scaffolding productive as communicational dynamics is at the heart of successful scaffolding of children's learning (Bakker et al., 2015). Scaffolding and its social dimension is another interesting finding that emerged from the data and also warrants critical discussion.

6.5.3 Scaffolding and its Social Dimension

Scaffolding is a transient process whereby the educator provides to learners a temporary framework for learning in order develop the learner's understanding and abilities and once they have a clear understanding or are confident in controlling their own abilities, educators withdraw their support or may provide assistance for a new task (Vacca & Levitt, 2008). Belland (2014) adds that the Vygotsky's Zone of Proximal Development (ZPD), which resonates with scaffolding, refers to the difference between what learners can achieve without assistance and what they can accomplish with assistance and in the context of scaffolding ZPD is the distance between what learners can accomplish unaided and what they can achieve with the help of scaffolding.

Rojas-Drummond and Mercer (2003), who are inspired by Vygotsky's socio-cultural perspective on education (especially his work on Zone of Proximal Development - ZPD), argue that education and cognitive development is a cultural process, whereby knowledge is not only possessed individually but shared amongst individuals within communities, with people developing understandings jointly. They add that the nature of thinking, learning and development cannot be understood by taking cognisance of the social and communicative nature of human life. In addition, education is dialogue and interactions between learners and educators reflecting the historical development, cultural values and social practices of societies in which educational institutions exist (Rojas-Drummond & Mercer, 2003). Bakker et al. (2015) also underscore the social dimension of scaffolding by claiming that scaffolding instruction does not manifest itself as a dyadic interaction between educator and learner but also involves groups of learners to be scaffolded and peers scaffolding each other as well.

This social dimension of scaffolding (Bakker et al., 2015) also form part of Veron's experiences of elements of scaffolding instruction, which are demonstrated in her collaborative engagements with her learners. Her collaboration with her learners has created a deep sense of connectedness with them and acts as the impetus to provide *"extra assistance to bright learners who want to learn ahead"*. Veron is also mindful of the diverse academic abilities of her charges and also responds spontaneously to the needs of her weaker learners by providing them with the necessary skills for coherent essay writing in History during her free time. Bakker et al. (2015) also maintain that educators can be scaffolded in areas such as pedagogic content knowledge and their practices of eliciting and interpreting learner's

arithmetical thinking. Michael's experiences of scaffolding are realised in his participation in a PLC. The complexities of the curriculum and different methods are unpacked to Michael and his colleagues within a PLC and through observation Michael is able to learn new skills demonstrated to him. McKenzie (1999) identifies some key characteristics of scaffolding namely reducing uncertainty, surprise and disappointment and developing momentum with the latter directing energy into developing an avalanche of thoughts accumulating insight and understanding. Michael subjects himself to scaffolding instruction in a PLC to also develop insight and understanding in respect of curriculum matters, teaching strategies related to mathematics.

Michael and Veron have different experiences regarding scaffolding. While Veron offers scaffolding instruction to her learners, Michael is a recipient of scaffolding instruction from his experiences in a PLC. In both cases, collaboration is a common denominator that facilitates scaffolding. The scholarly literature by Rojas-Drummond and Mercer (2003), Vacca & Levitt (2008) and Bakker et al. (2015) also concur on the significance of the social dimension in contributing to scaffolding instruction. Bakker et al. (2015), in particular, stress the importance of dialogue and communicational dynamics in productive scaffolding.

The strong relationship between collaboration and scaffolding also resonates with the acquisition of social capital. Michael has benefited from his collaboration with his colleagues in a PLC and such collaboration manifested by his scaffolding experience has led to him augmenting his social capital and expertise (human capital) as an educator. His enhanced social capital, especially during the scaffolding experience, is fostered by the strong bonds created within the PLC. Through these strong relationships he is able to extract information, ideas and support from his colleagues, which adds to his human capital. His social and human capital also provides a platform to execute prudent decisions (about curriculum matters, and assessment) and judgements hence, enhancing his decisional capital. Veron who has learnt to scaffold her weak and bright learners in a collaborative manner has also enhanced her social capital. The scaffolding experience with her learners also adds to her decisional capital, especially when making decisions regarding strategies to implement when scaffolding her bright and weak learners and at what stage in the scaffolding exercise does the educator withdraw support.

6.6 Concluding Comments

The discussion thus far has focussed on the analysis of the data on social capital of the four participants that form part of the research. The phenomena of contrived collegiality, dialogical interactions, learning and experiences and scaffolding are some of the key findings that emerged from the analysis of data. Contrived collegiality, which appears to be the reality of the four participants in the study, is also part of their culture of school life. Not in all instances does collaborative cultures (Hargreaves, 1994) prevail at school to augment the social capital of the four participants in the study. These participants have to also deal with the culture of contrived collegiality that develops in them resilience and this may also have the potential for social capital development. Dialogical learning and scaffolding appear to strongly resonate with the development of the social capital of the two participants, Michael and Veron, which positively influences the development of their human capital and also enhancing their capacity to make decisions.

Decision-making, which is also an essential part of acquiring human capital (e.g. decisions relating to acquisition of expertise and knowledge) and social capital (e.g. decisions relating to the type of networks that one may join to accrue benefits) is inextricably related to both of these domains of professional capital (Hargreaves & Fullan, 2012) and therefore warrants critical discussion. The analysis of data relating to decisional capital of the four participants will be highlighted in the next chapter.

CHAPTER SEVEN: PART THREE: PRESENTATION AND ANALYSIS OF DATA – DECISIONAL CAPITAL

7.1 Introductory Comments

Hargreaves & Fullan (2012) refers to decisional capital as a process of developing an individual's capabilities of judgement over a period of time, which is significant in executing human and social capital efficiently and effectively. The discussion to follow will centre on analysing data that relates to decisional capital. The themes that form the framework for analysing data on decisional capital are: power and its influence on decision-making, collaborative cultures and its influence on decisional capital, discretionary judgements involved in decision-making.

7.2 Power and its Influence on Decision-Making

Power, which according to Karlberg (2005), has a strong resonance with decision-making, be at the level of a principal, the level of junior members of management such as the Deputy Principal or HOD or at the level of an educator with his learners. The power used in decision-making at these hierarchical levels can have an enabling influence by nurturing and empowering individuals or disabling force by diminishing the power of others (Karlberg, 2005). Foucault (cited in Karlberg, 2005) also acknowledges the productive outcome of power by referring to its relational force that permeates and connects all social groups in a web of mutual influence, by imposing discipline and order and shaping human desires and subjectivities and its repressive outcome when power is used to cement domination. Power is also interwoven into school organisation, whereby the regimens of control in schools hegominise learners and educators into thinking that their school environment and its hierarchical structure are unavoidable and a necessary part of school functioning (Fleischer, 2009).

The discourses of power and hegemony will be examined by analysing the data of the four participants on decisional capital.

Michael's ability to execute decisions influenced by power and his ability to exert power in decision-making is demonstrated in the vignette below.

VIGNETTE 24 - MICHAEL

"In negotiating decisions with my learners, I try to use my power as an educator to demonstrate my experience in area of mathematics or other areas of concern. My learners are comfortable with me in allowing me to use my experience to make decisions and don't see me as threat to their learning. Being a mathematics teacher I also learn from my learners and allow them to inquire and discover in the class. My decision to learn from my learners facilitates the teaching and learning process. I also feel the need to understand diversity, be it in religion, culture and politics and so forth, because when you are taking a decision it may be informed by a diverse situation or challenge and such diverse knowledge empowers me in making better decisions. The power of management impacts positively on my decision-making process as in some cases I have to make decisions on situations that I handle regarding certain policies in schools. Having knowledge about certain educational issues and policies help because management respects you when you make an informed decision. I do have the confidence of my head of department and principal who gives me autonomy in making decisions as long as such decisions are not out of my jurisdiction."

Michael does not possess a personality that is obsessed with power in making decisions regarding his learners. He uses his power to make decisions in engaging his learners in meaningful, enjoyable, dialogical learning by providing opportunities for inquiry and discovery learning thus diluting his power and hegemonic influence and this creates a platform for egalitarianism which encourages respect for cultural intelligence and facilitates the development of solidarity among different people (Flecha, 2000). By claiming to understand diversity from the different contexts it presents itself (e.g. economic domain and social domain) Michael has empowered himself to make prudent decisions when he is faced with diverse situations and challenges. He understands that acquisition of different forms of knowledge is also acquisition of power to execute crucial decisions. By understanding diversity and its different manifestations suggests that Michael has also empowered himself to analyse and internalise the detrimental effect of executing decisions based on bigotry, stereotypes and prejudice. Michael engages with a variety of learners and colleagues from diverse backgrounds and avoids bigotry, stereotypes and prejudice in his interaction with them. In his PLC, Michael champions collective decision-making (see section 6.3 on PLC)

and collective effort and displays respect and tolerance in his interaction with his colleagues. These strategies, which are collaborative in nature, add to his human and social capital.

His engagement with the management (including the principal) is also collaborative and is also able to execute decisions autonomously, but to the extent that his decisions are not out of his jurisdiction. By not executing his decisions beyond his jurisdiction suggests that he is hegemonised by the regimen of control and accepts the hierarchical structure of authority in his school (Fleischer, 2009). Michael's compliance, which alludes to his tacit acceptance of authority, is an implicit psychological acceptance of internalising the dominant values and adherence to the status quo (Rose, 2011). Rose (2011) also adds that apart from internalising the values of the dominant, the structure of surveillance, reward and punishment in an institution make it wise for subordinates to comply. Gramsci (as cited by Stoddart, 2007) also maintains that hegemony works to convince individuals and social classes to subscribe to social values and norms of an exploitative system whereby hegemony appears as a form of "common sense" that guides our understanding of the world. Michael's compliance by not making decisions out of his jurisdictions suggests his uncritical "common sense" understanding of the situation which produces a form of social homeostasis of moral and political passivity (Stoddart, 2007).

Happiness's experiences of power and decision-making in her quintile three school are illustrated in the vignette below.

VIGNETTE 25 – HAPPINESS

"The power of the management impacting on my decision-making is twofold. Sometimes they are encouraging and sometimes they are depressing because they force you to do something. For instance they take a decision to compel us to fulfill winter classes and although we explain to them that winter classes are more for content subjects like Life Science, Geography etc. they still insist on us fulfilling the winter class programme. If we don't pitch up for the programme they find ways to name and shame us in the staffroom. Apart from learners making decisions on their own regarding research projects and debates, I do make decisions for my learners regarding their learning. With regard to diversity, my previous experience at Tugela Primary School was challenging as I taught English in a school with learners from different racial and language backgrounds. Being a second language speaking person and teaching in a school where English

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> *is a first language made my decision-making in the teaching of English curriculum very challenging. My struggle with the learners and educators was that everything was communicated in English."*

Happiness expresses her frustration and disenchantment by being coerced by management of her school to conduct winter classes for her learners. Although she finds it unnecessary to conduct these extra classes for her learners, the management of her school has already decided that she must be compliant with their directive. The consequences for failure to comply with the directive from management result in their dignity being eroded by being shamed in the staff room. This draconian measure by her management suggests that authoritarian power dynamics are prevalent in her school. Such authoritarian attitudes, which resonate with Paulo Freire's (1970) banking model of education, can inhibit the creative spirit of the educator and derail effective teaching and learning in school. Durakoglo (2013) in referring to Freire's (1970) banking model of education argues that such a model is not libertarian and causes the oppressed or subordinates to become obedient, alienated and are instructed how to exist thus hindering the humanization process through pressure, exploitation and unfairness. In spite of Happiness granting autonomy to her learners in making decisions about debates and research projects in English, she also uses her authority to make decisions for her learners in class. She also imposes her view and agenda on her learners thus entrenching her hegemonic power over her learners.

Veron's engagement with power with her learners and colleagues are exhibited in vignette 26.

VIGNETTE 26 - VERON

"With regard to decision-making with my learners I try to ensure mutual consent with my learners and this is important to build a trusting relationship… If a decision is being imposed by the authorities on me in a top-down fashion and I have to impose such a decision on my learners, I do offer an explanation to my learners as to where this decision is coming from. I don't like imposing decisions on my learners without explaining the purpose and outcome of such a decision. If learners in class do cause chaos and are disruptive, I hesitantly impose my authority to bring some order and discipline. With regard to my relationship with management and decision-

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> *making, management does impose its authority on staff, especially at the end of the term when management decides to analyse learner's results at a staff meeting. Educators are 'rapped over the knuckles' for poor performances. These types of decisions held at staff meetings create intense pressure for the educator."*

Veron is mindful of the importance of executing decisions that are done collaboratively with her learners as this process enhances trust with them. However, she is quite critical with regard to decisions made by the management of the school. It appears that the management in her school are results-driven and also rebukes educators who perform poorly in the tests and examinations. The decision of the management to rebuke educators at a staff meeting erodes the dignity of the affected educators and instills fear and uncertainty in them as well as other educators. This authoritarian approach by the management in executing decisions to demean teachers for poor performance works against the spirit of collaboration (that is championed by Veron with her colleagues and learners) and can cause a polarising effect between staff and management. The top-down attitude of the management suggests little opportunities for negotiation with staff and has the potential for alienating staff and causing further disenchantment. Therefore, Greenfield, Jr. (1995) claims that the micropolitics of leadership in schools demands a significant level of interpersonal competence (skills and knowledge) on the part of those who lead and in the case of a principal they need to understand the challenges, demands, pressures and frustrations of educators which enables them to act responsively and with great sensitivity. Greenfield, Jr. (1995) also adds that such interpersonal competence facilitates support from educators and enhances the vision of the school as a community to further developmental and educational needs of the school.

Mark's perspective of the influence of power and decision-making is illustrated in vignette 27.

VIGNETTE 27 - MARK

"My management has an open-door policy regarding decisions about learning and teaching in school but protocol has to be followed in some cases when making decisions. My colleagues at school and I feel obligated to follow these protocols. We don't really have a problem in making decisions following rules or protocol. In the context of a PLC we enjoy a collective decision-

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> *making process, especially in designing resource packs, for learners who are being taught tourism.*

Mark, whilst acknowledging that the management has an open-door policy to decisions about teaching and learning, also confirms that in most cases decisions are made following rules or protocol. His assertion that he feels *"obligated to follow these protocols"* confirms Mark's support for adherence of the status quo of the school and appears not to be in favour of transgressing rules in school. This suggests that Mark may not be willing to express dissent at school and also suggests his acceptance of the culture of silence and philosophy of the banking model of education which fosters obedience, compliance and dehumanisation (Durakoglo, 2013). His compliance to rules and protocol also suggests that he is hegemonised by control and authority in his school (Fleischer, 2009). He does, however, display a variance in his behaviour when he remarks about collective decision-making in his PLC implying a collaborative culture which is the contrary to following rules or protocol.

All four participants, which operate as subordinates in their school, give tacit support to authority and control and are therefore hegemonised by this control and authority. Expressing dissent on crucial issues in a staff meeting may therefore be an uncomfortable experience for the four participants for fear of sanctions against them. When individuals are unable to freely to express their views and make decisions that are controversial and manifest dissent their creative spirit is inhibited (Hooks, 1994). If decisions are always constrained by power, decisional capital is not augmented but suppressed and in the case of the research study power appears to have constraining effect on the accumulation of decisional capital. The influence of hierarchical power on the decision-making of the four participants resonates with Karlberg's (2005) idea on power being a disabling force diminishing the power of others.

Decision-making that are constrained by power can be ameliorated by collaborative cultures that is pervasive in schools and other pedagogic spaces (e.g. PLC's).The next theme deals with the significance of collaboration on decision-making and its influence on the accumulation of decisional capital.

7.3 Collaboration and its Significance for Decision-Making

Daly et al. (2010) claim that educators who make decisions to work collaboratively are groups of individuals that engage in common work, share common values, norms and orientations towards teaching their learners and engender a culture of interdependence. Daly et al. (2010) also maintain that collaborative decision-making enables educators to plan and design together which allows best practices to be shared and developed through deliberations. Chapman et al. (2016) also make a case for engaging in collaborative inquiry for supporting change and improvement in practices of teachers and other educational professionals.

Michael's priority for developing positive relationships with his colleagues and learners and his decision to use collaboration as a tool to enhance his human and social capital are illustrated in the vignette below:

VIGNETTE 28 - MICHAEL

"Most of the time I use teamwork and collaboration as tools to assist me in my decision-making process. I believe that when you are making decisions you have hear other people's opinions based on an issue. Sometimes I do make a decision on my own but most of the times I do make decisions in a collaborative way. When you make decisions in a collaborative way it also helps me to develop critical reflection about issues concerning teaching and learning. There are times when my learners don't perform in an assessment task according to my expectations. I don't blame my learners for poor performances but I rather look at myself and question my teaching methodology as this could be the problem. I ask myself whether I have communicated the information adequately to my learners. Through my reflection I may draw on insights from other colleagues to effect decisions because different people have different experiences. You may be faced with something that someone else has gone through and drawing on those insights help facilitate my decision-making process. By engaging in introspection and not being afraid of criticisms with regard to knowledge of the subject matter facilitates engagement with other teachers in your staff and outside of your school. I have benefited significantly through this engagement. My passion and honesty for my work has also fostered trust between me and the management, since they know I am dependable and therefore trust my judgement on many issues. If you go the 'extra mile' the management perceives you as someone whom they can depend upon and trust. My decision to be

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> *part of a PLC has made me understand the value of collective decision-making and shared ideas and has helped me improve the quality of performance of my learners."*

Michael's decision-making is to a large extent influenced by teamwork and the collaborative engagement he has with his colleagues in his school and within the context of a PLC. He understands that establishing and maintaining positive relationships are central to educator's self-efficacy (Sammons et al., 2016) and this is manifested by his claim of improved quality of performance of his learners through engagement with colleagues in a PLC. Michael is also aware of the great potential critical reflection has for enhancing his professional development and also collaborates with other colleagues by drawing insights from them to add to his critical reflection. His ability to introspect also enables him to handle criticisms regarding his knowledge of the subject matter and facilitates his engagement with colleagues from his school and outside school. Sammons et al. (2016) also remark of the positive influence of collaborative reflection on professional development.

Michael's collaborative endeavours (characterised by honesty and passion), in particular with the management of the school, has instilled a deep sense of trust in him and his management. Michael firmly believes that the value of trust is strengthened when work is done with passion by going the 'extra mile'. Harris et al. (2013) point out the value of trust in an institution when they remark that in trusting culture educators can exchange ideas, share knowledge and has the potential to develop a strong collaborative culture and improve the professional practice of all. Harris et al. (2013) also add that schools with a high trust culture enables educators to understand their roles and fulfill them without much external pressure and also claim that when leaders display passion in their endeavours the effectiveness of the various strategies in a trusting relationship will be elevated.

Happiness also uses collaboration in her decision-making and this is displayed in vignette 29.

VIGNETTE 29 - HAPPINESS

"I draw on insights from as many people as possible to make decisions with regard to my teaching and learning at school. Whoever does good things they are complimented for their effort. Even if the caretaker does something good for our learners we have to learn from it. The caretaker at our

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> *school actually started a gardening project for our learners. We have decided to collaborate with the caretaker in this regard as the caretaker provided the educators and the learner's great insight into aspects of gardening. Collaborating with my colleagues has also made me introspect about many issues relating to my teaching and learning. When I sit and reflect about an issue and cannot resolve it on my own I usually consult my colleagues for quality advice."*

Happiness's experiences with collaboration is interesting in that, apart from collaborating with her colleagues (formal sources), she also solicits informal sources to facilitate her decision-making process. The janitor in school provides great wisdom for setting up gardens and this wisdom is greatly appreciated by the educators (including Happiness) and her learners. Happiness also reflects on matters relating to education and consults with her colleagues for advice if she is unable to resolve a challenge that confronts her.

Veron also employs collaboration in her decision-making and this is revealed in vignette 30.

VIGNETTE 30 -VERON

"I think collaborating with other educators is important, especially when taking decisions regarding assessment and the curriculum. I teach three out of the five grade 9 classes in Human and Social Sciences and thus collaborating with the other two educators who are also teaching grade 9 is crucial to achieve some consistency regarding assessment and unpacking the curriculum. Human and Social Sciences has a geography and history component. I am more confident in the history component and would therefore consult with my other colleagues on the geography part of the curriculum for the Human and Social Sciences curriculum. I would also collaborate and consult with my HOD, who has a vast knowledge in geography, to glean valuable information and strategies to enhance my decision-making in the teaching of the Geography component of Human and Social Sciences. This collaborative approach will also enhance the learners understanding and learning. The teaching of history in the matric classes has enabled me to establish an open and transparent relationship with my learners. I also allow my learners to dialogue on their own and also allow them to develop a culture of questioning. Trust with my colleagues is of paramount importance in establishing a collaborative relationship. Being transparent with my colleagues and management also firmly establishes the trust that exists between us and my good relationship with management also helps me develop as a teacher and contribute to the school ethos. Being transparent is useful in resolving tensions and conflicts amongst staff. My interaction with my learners is sometimes tense and I may use harsh language

> *to discipline them. But through self-analysis I do analyse my behaviour as wrong and realise my learners are human beings with feelings and make a decision to apologise to my learners for being harsh towards them. Self-analysis is also done when our subject advisors hold meetings with us analysing our results and performances of our learners. In that interaction I come to realise, through self-analysis the lapses on my side could have impacted on poor performances of my learners and therefore self-analysis is an important part of decision-making."*

Veron understands the value of collaboration, especially in assisting in managing the curriculum and designing assessments for Human and Social Sciences for grade 9 learners. Without collaboration with her colleagues or HOD, Veron would have great difficulty in unpacking the geography component of the Human and Social Sciences curriculum. Veron, who teaches history at a matric level, enhances the effectiveness and meaningfulness of her subject by deciding to allow her learners to engage in critical thinking by encouraging a culture of questioning and also encourages her learners to dialogue on their own in her classroom. These decisions are inspiring and allows for her learners to discover and inquire on their own, thus transgressing the banking model of education (Durakoğlu, 2013). By making the decision to engage her learners in dialogical learning, Veron encourages her learners to collaborate in their learning process as co-inquirers with one another thus facilitating open and critical interpretations of the subject matter (Reznitskaya, 2012). The decision to create an atmosphere of a dialogical classroom also underscores Veron's ability not to abuse her authority but to use her authority to facilitate her learners' critical learning (Rugat & Osman, 2013).

Veron also highlights the importance of transparency in fostering trusting relationships with her colleagues and management. The trust that prevails between Veron, her colleagues and management helps to develop her as an educator and is an impetus to contribute towards the ethos of her school. Harris et al. (2013) concur that trust is a core criterion of school improvements that are successful. Harris et al. (2013) further maintain that relational trust (trust a person puts in another person or group of people) in a school community creates the basic school fabric whereby school professionals, the parents and other community leaders can initiate and sustain efforts for building support for school improvement.

Mark's ability to embrace collaboration in his decision-making is augmented by his participation in sport. His experiences of collaborative decision-making are revealed in vignette 31.

VIGNETTE 31 - MARK

"In terms of lesson preparation I usually consult more experienced educators on the mechanics of lesson preparation. I also collaborate with other colleagues to help them with computer skills. I have a good understanding of computer software such as Microsoft word and excel and have decided to use my computer skills to help other educators to complete their work regarding reports and schedules. This gesture on my part has built trust between me and my fellow educators. I also believe that my fellow educators who collaborate and work together will support me if I have erred in some of my judgements."

Mark collaborates with his colleagues to solicit their support in designing his lesson plans. In this collaboration he reciprocates by sharing his computer skills with his colleagues in their compilation of their learners' reports and schedule of marks. This engenders great trust between him and his colleagues. Mark's collaboration with his colleagues is strong as he claims that in times of making errant judgements (unwittingly), Mark's colleagues are fully behind him. This suggests that there is a strong trust culture that prevails between Mark and his colleagues.

From the discussion on collaboration and its influence on decision-making, it emerges from the data that that all four participants use collaboration in different ways to positively influence their decision-making process. Michael's decision-making capacity and self-efficacy are enhanced by collaborative reflection. Michael's collaboration with his colleagues in and out of school strengthens his social and human capital and enables him to enhance his decisional capital. Michael's collaboration is also genuine, transparent and infused with trust. The latter also contributes to more efficient and effective decisions as trust is crucial in fostering confidence in an individual's decision-making process. Happiness's collaboration with informal sources (e.g. the janitor of the school) provides an interesting dimension to her accumulation of decisional capital. She emphasises the importance of collaborating with informal sources instead of formal sources to enhance the decisional capital of an individual.

Veron's engagement with collaborative endeavours also yields positive outcomes for her decisional capital. Her decision to engage her learners in dialogical learning (which is collaborative in nature) and foster a trusting relationship with her colleagues and management contributes greatly to the ethos of the school, thus augmenting her social and human capital and also positively influencing her decisional capital. Veron also reflects on her pedagogic practices and such reflection has a marked impact on her decision-making process. Mark's collaborative relationship with his colleagues benefits him in deciding on the design of his lesson plans and benefits his colleagues when he decides to share his computer skills with his colleagues. This symbiotic relationship of mutualism makes decision-making effective and more efficient for both, Mark and his colleagues. This mutualism is also a precursor for further sustained relationships and effective decision-making.

7.4 Discretionary Judgements and Decisional Capital

Hargreaves and Fullan (2012) argue that an individual cannot be a judge if they cannot judge or one cannot be an educator if he or she cannot judge. Hargreaves and Fullan (2012) also add that one of the characteristics of a professional is the ability to make discretionary decisions and if an educator has to consult a manual to make a decision then that educator is not a professional because of the educator's inability to judge. This segment of the analysis deals with discretionary decisions and to what extent educators from the different quintile-ranked schools are able to execute discretionary judgements.

Michael's experience of making discretionary judgements is revealed in the vignette below:

VIGNETTE 32 - MICHAEL

"I do make a decision on the spur of the moment. In a Maths lesson learners may know one or two more aspects prior to me delivering a lesson and this informs me that my assumption of my learners not having prior knowledge is incorrect. I have to re-strategise my decision on lesson delivery and incorporate the new inputs from those learners. This spur of the moment decision does assist my teaching as new inputs from my learners stimulate discussion in the class and also adds to my didactic flexibility. Sometimes decisions are taken in circumstances of uncertainty and a good example is when I had to discipline a learner who was wearing a hat. He refused to take

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> *the hat out of his head and started walking to the toilet inviting me in into that terrain. I was not sure what he was going to do. I refused to follow him to the toilet and this left a sense of uncertainty in me. However, I referred the matter to management who disciplined him the right way. Sometimes on the spur of the moment decisions do make you feel vulnerable, especially if I acted hastily to a learner's behaviour. Sometimes it may happen that a learner may provoke you to a point that I may utter comments that are uncalled for which I may regret later on. This can make you feel vulnerable."*

The vignette reveals Michael's ability to understand the importance of executing discretionary decisions, especially with regard to his learners. His learner's ability of introducing new knowledge to the lesson does not intimidate Michael, but enhances Michael's capacity to spontaneously re-strategise his lesson to incorporate the new inputs from his learners as Michael interprets the new knowledge as meaningful for stimulating discussion amongst his learners and also adding value to his didactic ability. Michael is also honest that not all decisions that are taken in an uncertain environment are executed by him. In the case of the learner who did not follow the school uniform rules (wearing a hat), Michael exercised caution and solicited the help of management to discipline the errant learner.

Happiness also executes discretionary decisions and this is demonstrated in the vignette below:

VIGNETTE 33 - HAPPINESS

"There are times when you have to make decisions when you are in class. I could be teaching something that the learners are not aware of and this prompts me to leave what I have planned for the day and go back and re-teach concepts that I have taught before. For example I may be doing a comprehension exercise in English and realise that my learners have not grasped concepts like verbs, adjectives, nouns etc. I won't neglect this challenge but go back and teach these concepts to my learners. I sometimes also exercise discretionary decisions when I am invigilating an exam and discover a learner copying and discipline the learner by reporting his misdemeanour, in spite of the consequences of such an action (e.g. such a learner may retaliate with violence). I do make on the spur of the moment decisions, especially in an environment of uncertainty."

Happiness also makes discretionary decisions, especially when her learners have difficulty in grasping basic concepts in English. Being in a school, where English is taught as a second language, Happiness's learners struggle with the fundamentals of English and this prompts her to take a decision to re-teach concepts that her learners have a deficit in. Happiness also makes discretionary decisions in the face of uncertainty by disciplining learners who are dishonest in class. By reporting the learner's dishonesty can result in a reprisal attacks by the learner but Happiness is prepared for this risk.

Veron's experiences of making discretionary decisions are revealed in vignette 34 below.

VIGNETTE 34 - VERON

"I believe I am in the position to make discretionary decisions because of my ability to improvise. I sometimes find myself in a position of not being able to teach a lesson (e.g. Anglo-Boer War) according to the protocol of the work schedule, due to, for example uncomfortable intense heat, which impacts negatively on the state of mind of the learners. I decide to improvise and innovate by shortening the lesson, starting with a basic discussion and then proceed by providing a broad outline of the lesson with practical examples. Making instantaneous decisions is something that all educators possess and are crucial part of our decision-making process. One cannot have prepared responses to every situation that confronts them and must think and decide "on the spot", without being fearful."

Veron's ability to make discretionary judgements are enhanced by her ability to improvise. Improvising, which is a spontaneous action and done without premeditating, is an excellent precursor for executing discretionary decisions. In Veron's experience, she improvises during her lesson delivery (by understanding the state of mind of her learners) by shortening her lesson during an intensely hot day, working contrary to the protocol of her work schedule. By working contrary to the work schedule, suggests that Veron is not rigidly compliant to curriculum directives issued by the Department of Education. Veron also believes in confronting unfamiliar situations and making discretionary decisions without fear. Through Veron's continuous collaborative engagements with her colleagues, confidence is built within her, which enables her to make decisions in an uncertain environment.

Mark's experiences of discretionary decisions are exhibited in vignette 35.

VIGNETTE 35 - MARK

"Most of my learners in school speak and communicate in IsiZulu, which makes it difficult to teach learners Geography in English. So I decide to enhance their understanding of Geography by engaging the use of my computer 'tablet' to teach concepts like earthquakes, volcanoes etc.. Use of tablets is not prescribed in any teaching manual but I see wisdom in using these aids to enhance my teaching and learning of my learners. I have many experiences of making decisions on the spur of the moment, especially when playing sport. You call on all your experience and wisdom to execute decisions that are sometimes not familiar with. If you trust yourself you will be confident of making discretionary decisions. These experiences has also empowered me to make such decisions with my colleagues and in the class."

Mark's computer skills enable him to execute discretionary decisions in class, especially when faced with learners who have difficulties grasping concepts in Geography taught in English. Mark makes a discretionary decision to improvise by using a computer 'tablet' to enhance the teaching and learning of his learners in Geography. Mark's discretionary decision to enhance his teaching and learning of his charges assists greatly to mitigate the language deficits that his learners experience in English. Mark's sporting experiences has also had a profound influence on making discretionary decisions in the classroom and decisions with his colleagues.

The analysis of the data on discretionary decisions reveals that both Mark and Happiness, who teach in quintile three schools, use discretionary decisions to facilitate their teaching and help their learners overcome their deficits in the English language. Mark and Happiness both improvise to illuminate the concepts taught in Geography and English respectively. By employing a different strategy, which includes making discretionary decisions, both Happiness and Mark use their experience and expertise (human capital) accumulated over years to make prudent decisions to enhance the teaching and learning environment. The ability to execute decisions on the spur of the moment contributes significantly to their decisional capital.

Michael (quintile 4 school) is also aware of the value of discretionary judgements as new inputs from his learners shifts the trajectory of his lesson by including these new insights and inputs and allowing his learners to engage with the new knowledge. Michael is courageous to allow this interruption as he views it as something positive and adding value to his lesson, which are similar in experiences when engaging his learners in dialogical and critical learning. His courage to make discretionary decisions are influenced by his experience, confidence, expertise (human capital) and his strong collaborative engagements (social capital) all of which add to his decisional capital. Veron (quintile 5 school) uses discretionary decisions to improvise in her classroom and also refuses to be compliant to the work schedule protocol of History outlined by the Department of Education. Her discretionary decision-making are also influenced by her numerous years of experience, her confidence and expertise and her collaborative experiences which all add value to her decisional capital.

Examination and analysis of the data relating to decisional capital has also revealed interesting insights from some the key findings. These key findings and their insights will be critically discussed.

7.5 Analysis of Insights from Key Findings – Decisional Capital

The key findings that emerged from the data that warrants discussion are the role of trust in decision-making and the influence of critical reflection in decision-making. The role of trust in decision-making will be examined in the discussion below.

7.5.1 Role of Trust in Decision-Making

Trust, which takes years to establish and a moment to destroy, is the reliance on the character, ability, strength, or truth of someone or something that is assured and also underscores the value of genuineness and integrity (Harris, et al., 2013). Harris et al. (2013) also describe the different contexts in which trust exists viz. self-trust (trust that people need to be confident of their capabilities and judgements), structural trust (trust in institutions, companies, brands etc.), transactional trust (trust that is specific to a particular context or time) and relational trust (trust an individual places in another individual or groups of people - which is given more prominence in school settings).

Harris et al. (2013) maintain that schools that exhibit a strong culture of trust between educators enhances the confidence levels of educators and their collaborative engagements, makes educators feel more assured thus levels of vulnerability are lowered. Michael's collaborative engagements with the management (imbued with passion, honesty and sincerity) have instilled a deep sense of trust between him and the management. Michael's trustworthiness is strengthened by going the "extra mile". Harris et al. (2013) also concur that a strong trusting culture enables educators to exchange ideas and knowledge and has the potential to develop a strong collaborative culture. In addition, Daly et al. (2010) claims that collaborative decision-making enables educators to plan and design together which allow for best practices to be shared. Brown et al. (2016) also remark that high levels of trust are associated with collaboration, complex information sharing, coordinated action and shared decision-making underscoring an organisational culture of cooperation rather than competition. Mark's (quintile 3 school) decision to share his computer skills with his colleagues to compile their reports has helped to foster trust between him and his colleagues. Veron, who also values trust with her colleagues as *"it is of paramount importance in establishing collaborative relationships"*, is also transparent in decision-making with her colleagues and management and this transparency also facilitates a trusting culture between Veron, her colleagues and management. Michael and Veron underscore trust as an important value in developing collaborative cultures at their schools and this perhaps contributes significantly in their ability to make discretionary decisions.

Trust has also facilitated the decision-making process of both Veron and Michael to engage their learners in critical thinking and dialogical learning (see section 6.5.2). Rugut and Osman (2013) confirm the importance of trust and humility that are integral in establishing the collective activity of dialogical learning and facilitating the learners' critical thinking. By engaging in critical thinking and making discretionary judgements, Michael and Veron are also not afraid of risk-taking. Brown et al. (2016) allude to the idea of risk-taking in a high-trust environment by claiming that instead of educators playing it safe and deciding on conventional methods of teaching that low-trust environments encourage educators in high trust environments feel supported to engage in risk-taking and innovative behaviours and are able to display their vulnerabilities knowing that they are able to voice their concerns and seek support and feedback. Bryk and Scheneider (2002) also confirm the importance of relational trust in schools enabling educators to experiment with new practices. High trusting environments which encourage decisions in risk-taking means that educators will also reach

out to other individuals for approaches to teaching and learning resulting in complex information being shared, relied upon and used, thereby augmenting the social capital of the educators (Brown et al., 2016). If the social capital of the educator is elevated then there is great potential for the elevation of the human capital and the accumulation of the human and social capital will impact positively of the decisional capital of the educator (Hargreaves & Fullan, 2012).

Patrick Lencioni (2002) in his book The Five Dysfunctions of a Team highlights the absence of trust in a team as one of the key factors responsible for its dysfunction. Lencioni (2002) argues that the absence of trust stems from the team's unwillingness to be vulnerable within the team as they are not genuinely open with one another about their mistakes and weaknesses. This lack of trust within the team leads to fear of conflict (passionate deliberations are replaced by tentative and guarded discussions), lack of commitment (due to fear and lack of trust team members fail to commit to effective decision-making), failure of accountability (lack of responsibility to account) and inattention to results (team members put their individual needs above the collective goals of the team) Lencioni (2002). Lencioni's (2002) thoughts on trust resonate with the school situation and schools that demonstrate a high trust culture also display a high level of functionality and effectiveness manifested by optimal relationships between practitioners within schools and improved outcomes for learners (Brown et al., 2016). The transparency and trust that is established between Veron, her colleagues and management helps her *"develop as a teacher and contribute to the school ethos"* and suggests a significant influence on the functionality and effectiveness of the school.

It is clear from the discussion that trust plays an instrumental role in establishing confidence amongst educators to execute decisions. This confidence that is instilled in educators also enables them to make decisions to explore unchartered territories that are characterised by risk. Apart from engaging in risky decisions, trust also enables an educator to have the freedom to be innovative, creative and help facilitate improvisation (Brown et al., 2016). The power of vulnerability (as discussed earlier in 5.2.4.1) is also enhanced in an environment that displays high trust as it has the potential to coalesce individuals in important decision-making processes. In such situations, individuals are able to declare their weaknesses without fear and receive support thus enabling the decision-making process. In

the absence of fear, a trusting culture also has the potential to facilitate prudent decision-making and potentially sustainable outcomes.

Working in a trusting environment also provides a potential stimulus for self-analysis or reflection, which is paramount in the professional development of an educator. One cannot be content with a certain methodology of teaching and learning without a self-critical analysis. Trust provides the confidence and eliminates the fear to engage in critical reflection to facilitate prudent decision-making. It is unwise to assume a position of complacency and exhibit extreme confidence in one's abilities, expertise or capacity without exercising critical reflection. The key finding of critical reflection and decision-making will be examined in the discussion below.

7.5.2 Critical Reflection and Decision-Making

Critical reflection is an integral part of the learning process of individuals and is advocated in many areas of professional practice (Black & Plowright, 2010). Black and Plowright (2010) also argue that the terms reflection, critical reflection, reflective practice, reflective thinking and reflexivity have similar meanings and application in educational literature and are terms that are used interchangeably. Black and Plowright (2010) describe reflection as a process of engaging with learning and/or professional practice and provide an individual with an opportunity to critically evaluate that learning practice with the purpose of developing professional knowledge and understanding that is transformational, empowering and emancipatory in nature. Ronnie (2016) contends that when a person engages in reflection, that individual uses an outside world experience, brings it inside the mind, finds relationships with other experiences and filters it through personal biases and if such reflection results in learning then the individual makes inferences to view the outside world which is different had reflection not occurred.

Boud and Walker (1998) argue that not all reflective activities lead to learning as some of these activities are poorly organised and designed leading to inadequate, uncritical learning. In order to prevent reflection from becoming diffuse and disparate reflective activities should be framed within the learning context in which they are taking place. In the case of Veron she understands the pedagogic value of critical reflection and engages in self-analysis with regard to the performances of her learners and her attitude towards them. With regard

to her learner performances, her reflection enables her to make better decisions regarding remediating the poor performances of her learners (*"….through self-analysis the lapses on my side of could have impacted on poor performances of my learners…."*). By critically reflecting on her attitude to her learners, in terms of her temperament, enables her decision-making to interact with her learners in a more polite manner (*"But through self-analysis I do analyse my behaviour as wrong and realise my learners are human beings with feelings….."*). By changing her attitude towards her learners Veron is aware of the potential benefits it has for her learner's self-esteem and performance in class. Veron's critical reflection has enhanced her critical thinking and has made a positive impact on her professional development. Through critical reflection, Veron takes time to understand her temperament and the consequences of it in her teaching and learning experience and her critical reflection has instilled a great sense of humility in her, manifested by her apologetic attitude towards her learners. She is also able to understand the dangers of enforcing too much power and authority on her learners as this may prove counterproductive in her teaching and learning experience. Her critical reflection on the poor performances of her learners suggests her acknowledgement of her vulnerabilities as an educator and using these vulnerabilities (which is also enabled by trust) to execute better decisions in the future.

"By engaging in introspection and not being afraid of criticisms with regard to knowledge of the subject matter" suggests Michael's spontaneous appeal for critical reflection. Michael's ability to reflect has instilled a great sense of belief and confidence in his teaching and learning and he is also not afraid of change and confronting new knowledge and challenges. His critical reflection has also enabled him to collaboratively engage with his colleagues and has fostered strong bonds and trust between him and his colleagues. Critical reflection is also a precursor for his collective decision-making and shared ideas, which all contribute to effective teaching and learning.

Ronnie (2016) identifies the different forms of reflective practice namely: reflection in action and reflection on action. Reflecting in action is a process whereby individuals deal with challenges and ambiguities occurring in present time and thinking about what they are doing while they are doing it while reflecting on action is a practice of stepping back and analysing what has recently transpired (Ronnie, 2016). Hargreaves and Fullan (2012) argue that both forms of reflection are paramount to professional practice and getting the reflection on action right facilitates an individual to start reflecting in action more effectively. Veron's

engagement with her subject advisor about her learner's poor performance has prompted her decision to reflect on action that the poor performance of her learners are due to *"lapses on her side"*. Veron is able to step back and analyse the reason for the poor performances of her learners. Michael's engagement with his colleagues has prompted him to reflect in action and in his engagement with his colleagues he is not afraid to confront the ambiguities and challenges he faces in his quest for knowledge.

Hargreaves and Fullan (2012) deliberate about a third form of reflection called reflection about action and argue that this reflection is about things in the environment that distract an individual from what is important and instead of being driven by their own purpose such individuals are driven by external agendas and therefore reflection about action drives an individual to change the context and conditions of practice for better improvement. Veron and Michael, in their reflective practice, are unable to change the working conditions that may appear constraining as they are bound by bureaucratic and hegemonised control. Michael and Veron's compliance by not making decisions that are out of their jurisdiction suggests their adherence to some aspects of the status quo of the school that they work in. The imposition of authority and power also strengthens their compliant behaviour.

In spite of the constraints of bureaucratic control, power and authority that characterise most public schools, Veron and Michael, in particular, understand the great importance critical reflection has for their enhancement of professional development and use critical reflection to reveal their vulnerabilities and attempt to turn those vulnerabilities into opportunities for professional growth and to potentially diminish any dysfunctional behaviours (Ronnie, 2016).

The discussion thus far has centered on the role of trust and critical reflection on decision-making. Trust and critical reflection appear to be important aspects that shapes and frames the decision-making capabilities of an individual. Apart from high confidence and assertive attitude that trust instills in an individual to execute effective decisions, trust also enables an individual to make risky, discretionary decisions in an environment of uncertainty and also enables individuals to make decisions that are complex and creative (Brown et.al., 2016). By eliminating fear to make complex decisions and decisions in an uncertain environment, trust also enables individuals to charter new territories in their pedagogic spaces, enabling educators to handle leadership challenges with great confidence, enabling educators to make

prudent decisions that militate against potential challenges. Trust also strengthens the collaborative relationships that educators have established and these strengthened collaborative relationships foster accumulation of social capital, which is integral in developing the human capital of an educator (Hargreaves & Fullan, 2012). In collaborative cultures the working relationship between educators and their colleagues tend to be spontaneous, voluntary, development-oriented and unpredictable but these characteristics are eroded in low trust environments. Critical reflection is an important tool in developing an open mind and being open to new ideas and new ways of thinking and also facilitates in developing trust and confidence in another individual to do a good job (Ronnie, 2016). By developing trust in the expertise of another individual suggests that critical reflection plays a significant role in developing humility (as opposed to arrogance) in an individual and allows individuals when executing decisions to subject themselves to criticisms without expressing dissatisfaction. The data on Veron and Michael in respect of decision-making reveals their propensity for collaboration in facilitating their decision-making process and such collaboration also instills values of trust and reflection, which further enhance their decision-making process.

In spite of the constraints of the power of authority, bureaucratic and hegemonic control, Michael and Veron, from quintile 4 and 5 schools respectively, place a huge premium on collaboration, trust and critical reflection and sometimes transgress the status quo as tools to facilitate their decision-making with their colleagues, management and even their learners. Their accumulation of human capital, which is facilitated by their social capital, provides a significant framework to make prudent decisions in their pedagogic spaces thus enhancing their decisional capital. They are able to balance their compliance to authority and bureaucratic directives with transgressing the status quo and creating an environment for open teaching and learning, manifested, for example, by deciding on dialogical spaces (as discussed earlier in section 6.5.2) for their learners to enhance their critical faculties. Mark and Happiness, both from quintile 3 schools, also use collaboration to facilitate their decision-making but appear to ignore the power of critical reflection in assisting their decision-making process and adding value to their decisional capital.

The discussion thus far focussed on analysing data of the four participants (Michael, Veron, Happiness and Mark) with respect to their human, social and decisional capital. All four participants had varying and similar experiences in their acquisition of their human, social

and decisional capital. The experiences of Michael and Veron, from quintile four and five schools, appear to resonate more with enhanced and developed human, social and decisional capital as outlined by Hargreaves and Fullan (2012), while Mark and Happiness from quintile three schools, appear to have experiences that resonate with human and social capital but does not resonate fully with the acquisition of decisional capital. It is possible that the educators from quintile 3 schools, which are located in impoverished areas, are faced with numerous challenges from learners including being hungry and ill, learners lacking studying facilities, poor parental support and low self-esteem (Kamper, 2008).

Kamper (2008) also adds in these impoverished schools some educators are mostly beginners and under-qualified, have poor self-esteem, erode the dignity of learners and parents by disrespecting them and lack innovation and creativity as educators by emphasising drill and rote learning. Thus it may appear that in these impoverished schools, the execution of decisions may not be a palatable experience for many educators, including the participants of the study (Happiness and Mark). The numerous challenges that arise from teaching in impoverished schools may result in decisional fatigue and dilute their high motivation levels and volition to make prudent decisions about pedagogic and personal matters, thus eroding into their decisional capital.

Michael and Veron from quintile 4 and 5 schools, which are characterised as the advantaged, non-fee paying schools, are also faced with challenges but not as immense as educators form quintile 3 schools. Quintile 4 and 5 schools, which appear to have greater semblance of functionality, are schools with learners from predominantly advantaged backgrounds (who possess significant cultural and social capital enabling enhanced learner performance), are staffed with greater number of qualified educators (Spaull, 2012), all of which contribute greatly to the ethos and positive identity of the school.

Educators operating within these apparent domains of functionality are more likely to be motivated to display performances that are professional, stimulating and encouraging. They are also to a large extent motivated and encouraged to improve their expertise (human capital), engage and collaborate with fellow colleagues (strengthen and enhance their social capital) to garner more knowledge to improve their expertise and also share knowledge with their colleagues to improve teacher professional learning. Collaboration is also exercised to critically reflect on teacher practices, assumptions and methodologies for greater

competence as an educator. However, one must be guarded not to assume that all quintile 4 and 5 schools operate with a great level of functionality and a positive identity as some quintile 4 and 5 schools with poor leadership are low functional schools, whilst there are some disadvantaged schools that display resilient leadership skills and are extremely functional and effective schools (Naicker, et al., 2016).

7.6 Concluding Comments

The analysis of data reveals that, while some participants are effective in accumulating all forms of capital - human, social and decisional capital, some participants are proficient in acquiring human and social capital and are less proficient in acquiring decisional capital. As discussed in the earlier paragraph, certain factors appear to constrain the acquisition and accumulation of decisional capital of certain participants, while other participants due to enabling factors are highly motivated and enthusiastic to acquire and accumulate human, social and decisional capital. The experiences of the four participants from the different quintile-ranked schools resonate with some of the characteristics of Hargreaves and Fullan's (2012) theory of Professional Capital. The Professional Capital experiences of educators as outlined by Hargreaves and Fullan (2012) appear to be realities characteristic of schools in developed countries (e.g. Finland and Singapore). Subsequently, the four participants of the study belong to schools that are part of a developing country, South Africa, with its own unique realities, challenges, diversity and the legacy of apartheid.

The metaphor of a three piece orchestra seems apt to highlight the Professional Capital experiences of the four participants. The three piece orchestra (violinist, pianist, and guitarist) resemble the three forms of capital – human, social and decisional capital. The outcome of the three piece orchestra is a melodious tune that resembles Professional Capital. If all three members execute their functions professionally then a melodious tune is the outcome. However, it may happen that the violinist and pianist play their part while the guitarist may slacken. Similarly, some educators may be good at achieving human and social capital but may slacken at achieving decisional capital. Or some may be good at achieving decisional and social capital but poor at achieving human capital. This metaphor illustrates that in trying to achieve and demonstrate Professional Capital, not all educators may have the experience of acquiring and deploying all forms of human, social and decisional capital.

CHAPTER EIGHT: DEVELOPING A PERSPECTIVE: THEORISING THE KEY FINDINGS

8.1 Introductory Comments

This chapter will focus on theorising some of the key findings of the study by integrating it with aspects of the theoretical framework and scholarly literature. In order to develop a perspective of the study which is underscored by theorising some of the key findings, it is important to reiterate the critical questions and the purpose of the study. The purpose served to examine the nature of Professional Capital across the varying school quintile categorisation that teachers have acquired and deployed in facilitating teaching and learning while the critical question and sub-questions guided and provided a framework for the study.

The critical question was framed as follows: What is the nature of professional capital that educators have acquired and deployed in facilitating their teaching and learning? The sub-questions are listed below:

a. How have educators acquired and deployed their human capital for teaching and learning?
b. How have educators acquired and deployed their social capital for teaching and learning?
c. How have educators acquired and deployed their decisional making capital for teaching and learning?

Post analysis of the data on human, social and decisional capital have revealed key insights relating to these categories of Professional Capital as outlined by Hargreaves and Fullan (2012). These insights were packaged into key findings and such findings were subjected to further analysis. This chapter analyses these key findings by linking them to the theoretical framework and scholarly literature of the study which have the potential of providing further insights and understandings for contribution to the study. The discussion is done through the lens of the key findings that emerged from the analysis of data. The key findings, which consolidates the range of findings emerging from the data analysis, that will be subjected to further analysis and its influence on the professional capital of educators are: dialogical interaction, learning and experiences; scaffolding experiences of educators; vulnerability an opportunity rather than a weakness; spontaneous behaviour of educators and the role of trust in decision making.

School categorised according to fee paying and non-fee paying necessitates an econometric gaze. As such, an addition lens of the influence of neoliberalism on the development of professional capital of educators is taken in the deeper analysis and theorising process of the key findings of the study. This vantage gaze into the theorising process is also necessitated by the research purpose statement that privileges contextual variations across schools in South Africa.

This study has interviewed four educators: two educators from quintile 3 schools, one educator from a quintile 4 school and one educator from a quintile 5 school. The National Norms and Standards School Funding (NNSSF) Policy, which provides a statutory framework classifying schools into wealth quintiles, determines the quintile ranking system to address equity in schools (Mestry & Ndhlovu, 2014). Poor schools, which has a quintile ranking of 1, 2 and 3 are identified as non-fee paying schools and are allocated greater non-personnel funding than the affluent schools, identified as quintile 4 and 5 and categorised as fee-paying schools (Mestry & Ndhlovu, 2014). In this regard, Spaull (2012) adds that the two-tier system of education is a reality of the schooling in South Africa. According to Spaull (2012) the affluent fee-paying schools are mainly the functional schools characterised by strong professional accountability, good school management, adequate educator content knowledge and low educator absenteeism, while poor non-fee paying schools are mainly dysfunctional characterised by weak professional accountability, incompetent school management, weak educator content knowledge and high educator absenteeism.

Mestry & Ndhlovu (2014) also add that in spite of the greater non-personnel funding allocated to non-fee paying schools the learner performance as reflected by Annual Assessment (ANA) and the Senior Certificate Examinations (Grade 12) is significantly lower than that of fee-paying schools. However, Naicker et al. (2016) argue that not all poor non-fee paying schools are dysfunctional and in their research point out how a quintile 2 school managed by resilient leadership is able to demonstrate characteristics of high functionality, professional accountability and educators demonstrating an abundance of professional capital.

In the light of this categorisation of fee-paying and non-fee paying schools the discussion in this chapter will also make reference to fee-paying (quintile 4 and 5 schools that are part of

the sample of the study) and non-fee paying (two quintile 3 schools that are part of the sample of the study) when comparisons are made between educators from affluent (one quintile 4 and one quintile 5 school) and poor schools (two quintile 3 schools) respectively.

The table below provides a summary of the key findings and its influence (dominance) on the human, social and decisional capital of educators from the different quintile ranked schools.

Key finding	Dominance of capital	Type of quintile-ranked school
1.Vulnerability as an opportunity rather a weakness	human	4,5
3. Spontaneous behaviour of educators	human, decisional	3,4,5
2.Dialogical interaction, learning and experiences of educators	social	3,4,5
4. Scaffolding experiences of educators	social	4,5
5. Role of trust in fostering professional capital	human, social, decisional	3,4,5

8.2 Vulnerability an Opportunity Rather than a Weakness

Vulnerability, which is conceptualised as the capacity to be wounded, is generally perceived as a weakness or diminished capacity but research about the phenomenon also reveals its strength (Ackerman & Maslin-Ostrowski, 2004) providing a window of opportunities for educators.

In this study, vulnerability is a characteristic of educators that is exhibited predominantly in fee-paying schools (quintile 4 and 5). Instead of allowing their vulnerability to become a challenge that is insurmountable, the two educators see vulnerability as opportunity to strengthen their human capital. By displaying versatility, resoluteness, passion and the ability to take risks the educators from fee-paying schools have enhanced their confidence

levels and being in a vulnerable situation does not appear to be a weakness for them. Their acquired resilience strengthens their resolve in challenging situations, which is needed to develop their expertise and harness their talent. By developing their expertise and talent (human capital) the educators are in a position to augment their human capital thus contributing significantly to developing their professional capital. Vulnerability resonates strongly with humility and the latter is an enabling factor in collaborating with colleagues to acquire and exchange knowledge for the development of human capital. The collaborative endeavours experienced by the educators in the fee-paying schools also influences the identity of the educators in appreciating a collective experience and collective reflection. The collective experience facilitates the development of their social capital, while their collective reflection influences their capacity to make decisions and develops their decisional capital. Both educators from the fee-paying schools also demonstrate their intrinsic desire to use their vulnerability to transform the social spaces at school by neutralising their power and hegemonic influence. They attempt to foster egalitarianism to enhance collaborative relationships and networking with their colleagues in the context of a PLC and with their learners in the context of a classroom. By demonstrating this behavior, the educators have created opportunities for the development of social capital. Furthermore, by fostering egalitarianism and collaborative engagements, strong bonds are developed amongst the educators, which apart from enhancing their bonding social capital (Hawkins & Maurer, 2010 & Mulford et al., 2007), potentially develops their bridging and linking social capital (Hawkins & Maurer, 2010 & Mulford et al., 2007). Other educators who have seen the potential of vulnerability as a precursor for augmenting their human and social capital, embrace this approach and collaborate with colleagues to spread this philosophy across the school and with other educators in the context of a PLC.

Whilst vulnerability appears to be a strong characteristic of educators in fee-paying schools, it does not mean that educators in non-fee paying (quintile 3) schools do not exhibit vulnerability in their daily interactions with educators in and out of school. This study however, reveals a strong tendency by fee-paying educators to display their vulnerability as an opportunity rather than a weakness as compared to educators from non-fee paying schools. A possible explanation for this trend is the high functionality and accountability factor at fee-paying schools (Spaull, 2012), which drives educators to perform with excellence, drive, determination, resoluteness to fulfill the outcomes of quality teaching and learner performances. Educators are sometimes in competition with each other to deliver the

best for the learners and the school as a whole and will therefore have the confidence when faced with vulnerabilities (personal, educational, career etc.) and engage with other educators from their school or outside school to find solutions related to their vulnerabilities. Support in the form human, educational, social and financial resources within fee-paying schools are also readily available and this enables educators to manage their challenges and vulnerabilities effectively and efficiently. The socio-economic advantage of fee-paying schools manifested by high school fees, better infrastructure, learners from mostly middle-class homes and better qualified educators also contributes to an environment that enables educators to overcome their challenges and vulnerabilities and develop their professional capital. Adequate and appropriate human resources, manifested by the hiring of additional educators and other personnel (made possible by school fees and donors), result in an efficient division of labour that enables educators and management leadership of the school to focus on their assigned tasks to deliver quality outcomes, thus deepening the professional capital of the educator. The accessibility to resources, apart from deepening leadership qualities of educators, also instills confidence and creates a "safety net" for educators to enable them to confront their challenges and vulnerabilities with minimal trepidation.

Non-fee paying schools, although in receipt of more funding from the Department of Education through its National Norms and Standards for School Funding (NNSSF) (Spaull, 2012; Mestry & Ndhlovu, 2014), struggle to match their fee-paying counterparts with regard to excellence in teaching and quality learner performances. A possible reason for this is a significant number of educators who do not have the necessary qualifications, a dysfunctional school system and poor school leadership (Spaull, 2012), which are also disabling factors for educators facing their own vulnerabilities and challenges. Overcoming challenges and turning vulnerabilities into opportunities may prove to be a huge challenge for these educators in non-fee paying schools with low morale teaching in a dysfunctional school system. Their vulnerabilities as weaknesses may be perpetuated (instead of being turned into opportunities) without overcoming them, thus inhibiting their drive to enhance their professional capital.

Due to the many socio-economic difficulties experienced by learners in non-fee paying schools, ranging from teenage pregnancy, unemployed parents and poverty, many educators are in multi-tasking roles (to provide solutions to some of these challenges), which can potentially fatigue educators (physically and mentally), contributing little time for critical

reflection to be able to retool one's skills, which are needed in confronting their challenging and vulnerable situations. This may potentially result in poor decision-making regarding their own challenges and vulnerabilities thus hindering the development of their decisional capital and their overall professional capital.

Encouraging critical thinking and dissent are important aspects in developing educators to generate their own thoughts and knowledge and develop new trajectories in their professional learning to impact positively on learner achievement at schools as well as to sustain the healthy democracy of the new South Africa. By displaying a vulnerable position the educators from fee-paying schools downplay an attitude of omniscience but instead foster critical thought, challenging the status quo and dissent with their colleagues and learners, which contributes significantly to an efficient and durable human capital.

The educators from the fee-paying schools are able to embrace the unknown manifested by their drive to stimulate critical thinking with their colleagues (e.g. by having *"conversations with more experienced teachers from other schools"* Michael is critical of his capacity as a Mathematics educator) and learners (e.g. "*I never position myself as knowing everything and being in total power in the classroom and allow my pupils to engage and ask me questions as well"* is Veron's approach in stimulating critical thinking amongst her learners) and acknowledging their weaknesses and deficiencies in their teaching. By employing this inclusive approach they create an enriching environment that underscores learners to lead debates. This approach allows their colleagues to make innovative suggestions and eliminates a self-assured adult who knows all answers (Jansen, 2017). By delving into the unknown, self-discipline and courage are strengthened and these qualities are needed to overcome the fear, pain and anguish that encompass vulnerabilities. Courage and self-discipline, which are also qualities of an efficient and durable human capital, are crucial in engaging in risky situations that form part of school life. For example in risky conflict situations amongst educators, courageous leadership is needed as an intervention strategy to bring about peace and consensus amongst the affected parties so as to not disrupt the positive ethos of the school. In this way the educators have executed a significant aspect of their human capital by displaying courageous leadership to enhance their own professional capital. Self-discipline, which resonates with a focus on clear thoughts, minimal distractions, rational behavior and emotional control is an important quality of human capital.

The discussion so far has provided a deeper analysis into the phenomenon of vulnerability and its potential to harness opportunities rather than being perceived as a constraint. Vulnerability apart from being a force in diluting power, fostering humility and removing Machiavellian leadership styles is also a powerful game changer in strengthening the resolve of educators and the school and enhancing unity instead of fragmentation. Whilst strong leadership is integral in our schools for quality teaching and learning, many school leaders must recognise the value of vulnerability in enhancing the professional capital of educators and the school.

Educators in fee-paying schools, who demonstrated their vulnerability, were resilient enough to use it as a tool, in particular, to mainly enhance their human capital (as well as their social and decisional capital in a small way) and in this way contributed significantly to their professional capital. Little or no literature has demonstrated the link between vulnerability and deepening one's professional capital. By examining the professional capital of educators across the different quintile schools (that are part of fee-paying and non-fee paying category) has illuminated the significance of vulnerability as a strength, instead of a constraint and is a significant development for educators, who will be faced with a plethora of challenges and vulnerabilities in the near future that will be informed by the exponential growth of the digitised fourth industrial revolution.

To be aligned with the fourth industrial revolution will require highly resilient and innovative educators who can transform their practice and leadership skills to meet the needs of learners for a digital society that are ready to engage with the fourth industrial revolution and also to ensure that their acquired professional capital in schools is evolving and will be subject to constant change. It is also worth noting that if the professional capital of educators is durable, efficient it will also serve as a safety net for other educators in vulnerable circumstances to transition quickly from a point of weakness to a position of strength and opportunity further enhancing their own professional capital.

In this study vulnerability as a characteristic of human capital appears to resonate more with educators from fee-paying schools (quintile 4 and 5 schools) than educators from non-fee paying schools (quintile 3). Vulnerability, while resonating with the social and decisional capital of educators in fee-paying schools, has a more dominant and deeper influence on the human capital of educators. The experience of displaying vulnerability together with its

meaningful role in developing the human capital of educators can potentially eliminate feelings of impatience, ungratefulness and inadequacy, which can hinder fostering professional relationships amongst educators that are part of the educator's trajectory in developing their professional capital.

The figure below demonstrates vulnerability and its dominant influence on the human capital domain of professional capital of educators in fee-paying schools.

VULNERABILITY

PROFESSIONAL CAPITAL
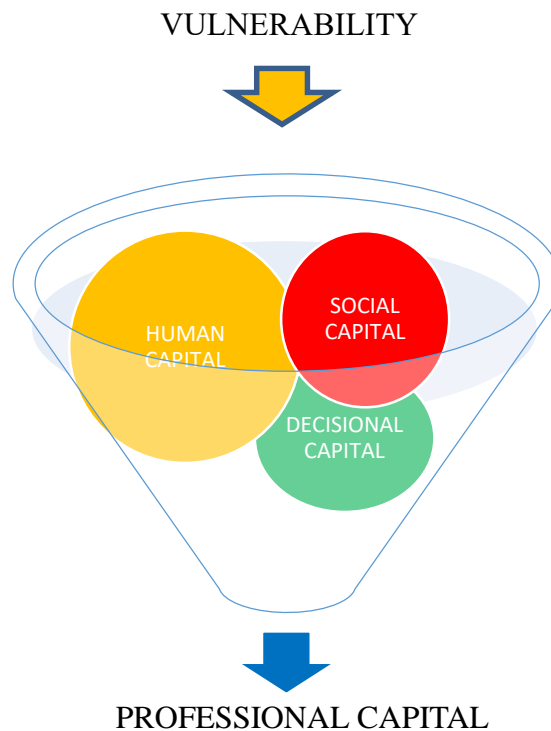
Figure 1: Vulnerability and its Dominant Influence on Human Capital

Spontaneity, as an organisational goal, is another key finding that requires further deliberation and critical analysis. This quality of human capital will be examined by engaging with the experiences of educators from non-fee paying and fee-paying schools.

8.3 Spontaneous Behaviour of Educators

When employees of any organisation execute spontaneous and innovative behaviours (manifested by altruism, courtesy, civic virtue), which go beyond their formal requirement of work, this impacts positively on organisational effectiveness and realisation of organisational goals (Jena & Goswami, 2014).

Spontaneous behaviour appears to resonate with the experiences of Mark of the non-fee paying school (quintile 3), Michael of the fee-paying school (quintile 4) and also Veron of the fee-paying school (quintile 5). The purpose of the discussion to follow is to critically examine the nature of the spontaneous behaviour of these educators and to what extent it influences the development of their professional capital.

Mark who teaches in a non-fee paying (quintile 3) school is sensitised by the impoverished conditions his learners are faced with and this acts as a catalyst to evoke a spontaneous response from him. His experience of being a Geography educator enhances his sensitivity to the plight of his learners (who are mainly from impoverished backgrounds) and therefore his classroom practice is strongly informed by socio-economic realities experienced by his learners. He spontaneously adopts a pragmatic methodology to enhance the quality and relevance of his teaching and learning in class. Mark realises that being in a non-fee paying (quintile 3) school is a challenging exercise that he has to navigate. His voluntary house visits and having discussions with the learner's parents are crucial aspects of his experiential learning. His experiential learning acquired by his spontaneous behaviour becomes an invaluable part of his human capital and though collaboration with educators from his school and other schools contributes to the reservoir of knowledge of learner profiles, which is an integral source of knowledge for any educator in designing their classroom practice. By gleaning information about the learner's background also adds greatly to his contextual knowledge and this courageous and noble initiative has also empowered him to potentially execute prudent decisions in his classroom practice regarding lesson and assessment preparation.

Through his sacrifices, his courageous and spontaneous acts, Mark has also developed his moral sense (conscience), which are potential benchmarks for the moral behaviour of his colleagues. Mark's behaviour can be interpreted as a beacon of hope in a school that is faced with numerous challenges. Mark's social capital manifested by his networking with parents from the impoverished communities has deepened his human capital (manifested by experiential and contextual learning). This experience by Mark resonates with the research by Hargreaves and Fullan (2012) who argue that social capital initiatives lead to gains in human capital. By developing a durable and sound human capital, Mark is able to execute prudent decisions, regarding classroom practice for his learners with socio-economic

disadvantages and this experience also contributes to his decisional capital. In this way Mark has developed and enhanced his own professional capital that is needed to navigate the plethora of challenges faced in his non-fee paying (quintile 3) school.

Veron's (educator from a fee-paying school) spontaneous behavior is manifested by her altruism towards her colleagues and learners. Her altruistic nature is an important part of advancing her human capital. She uses this philanthropic quality to understand the emotional make-up of her learners and to develop her sensitivity to her learner's emotions. Understanding the emotions of others is a complex and onerous task and requires patience, understanding and tact. Many learners, who may experience emotional breakdowns, are unable to overcome these challenges without professional support. Veron, who is passionate about her learners, has the necessary skills to consult and collaborate with her learners facing emotional turmoil. These experiences with her learners, to a large extent, facilitate the development and enhancement of her human capital. Her social and decisional capital are also influenced and is manifested by her interaction with her learners and the decisions made regarding their emotional turmoil respectively.

In fee-paying schools, which have huge and varied pool of human resources, educators are enabled to tackle emotional and social problems. Educators may also use their bridging social capital to solicit services from the advantaged communities, which plays a significant role in the teaching, learning and the positive ethos at the fee-paying schools they serve, to deal with these challenges.

Michael's affable attitude and altruism enables him to display spontaneous behavior towards his learners and colleagues. His affable and altruistic qualities, which is part of his human capital, enable him to create a safe space for his learners and colleagues and also cements the relationships he has with his colleagues and learners. Apart from enhancing his human capital by being affable and altruistic, he has also strengthened the bonds he has with his colleagues and learners thus adding to his social capital.

Michael's affability and altruism also has helped restore harmony and making wise decisions to resolve conflicts, augmenting his decisional capital. Michael's human capital characterised by affability and humility provides the impetus to spontaneously re-strategise

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his lesson to incorporate new inputs from his learners, which is also beneficial for his classroom practice.

Both Michael and Veron from the fee-paying schools, through their quality human capital influenced by spontaneous behavior, have also engineered a legacy of goodwill, philanthropic behavior and love and this legacy is woven into the ethos and vision of their schools that produces quality outcomes. These quality outcomes are manifested by resilient teachers, quality teaching and learner performances.

The spontaneous initiatives of the two educators in fee-paying schools are not associated with tackling of socio-economic challenges of learners but are focussed on understanding the emotional makeup of learners (Veron's experience) and resolving conflicts (Michael's experience). Dealing with a myriad of socio-economic challenges are not a common experience of educators from fee-paying schools as most of their learners are from advantaged socio-economic backgrounds (Spaull, 2012; Mestry & Ndhlovu, 2014). Educators from fee-paying schools are also fortunate to engage in a school environment that has adequate human and financial resources where there is an efficient division of labour and adequate social infrastructure, which means that educators are enabled to deploy their human capital to complete a few tasks efficiently to achieve quality outcomes. The drive for excellence and quality, which underpins the professional capital of educators in fee-paying schools, is also part of the bigger picture of marketability, accountability and branding that are characteristic of many fee-paying schools.

The scenario, due to lack of financial and human resources, are different in non-fee paying schools that may require educators (who are more or less dealing with many survival issues of poverty, hunger and crime) to multi-task and use their decisional capital in executing numerous roles and tasks (one of them is handling the many socio-economic challenges of the poor learners), which potentially may result in a deficit in the quality of the outcome. It can therefore be argued, that the nature of the human capital and decisional capital (underpinned by spontaneous behaviour) acquired and deployed by educators in fee-paying and non-paying schools are different. Hence the trajectory of the development of their professional capital will also differ.

Although the experiences of the educator from the non-fee paying and the two educators from the fee-paying schools were different their spontaneous behaviour had a more dominant influence on their human and decisional capital. However, it must be stressed that the links between all three forms of capital (human, social and decisional) to realise professional capital, do exist.

The figure below demonstrates the spontaneous behaviour of educators from fee-paying and non-fee paying schools and its dominant influence on their human and decisional capital that forms part of their professional capital.

SPONTANEOUS BEHAVIOUR

HUMAN CAPITAL

SOCIAL CAPITAL

DECISIONAL CAPITAL

PROFESSIONAL CAPITAL
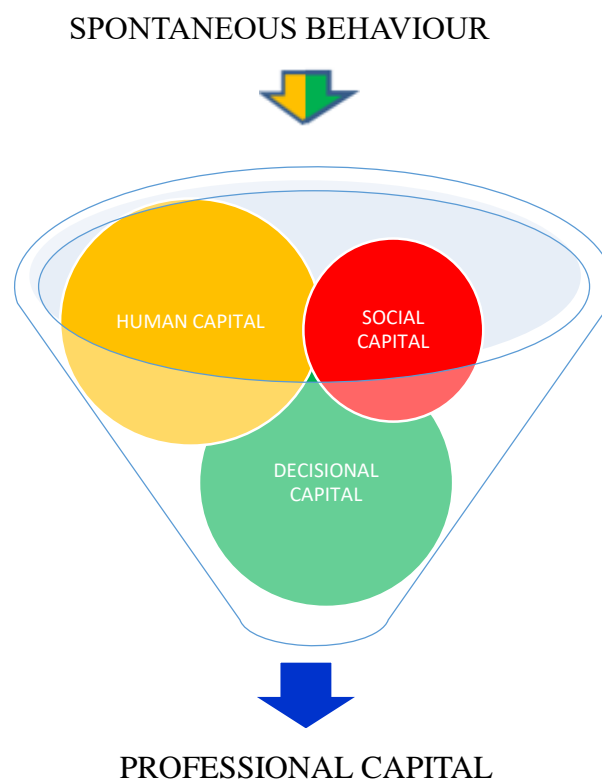
Figure 2: Spontaneous Behaviour and its Dominant Influence on Human and Decisional Capital

Tong and Razniek (2017) remark that collaborative leadership is a crucial part of the 21st century school learning model. Dialogue is an essential part of that collaboration and the discussion to follow will focus on dialogical interaction, learning and experiences of educators and its influence on the fulfillment of their professional capital.

8.4 Dialogical Interactions, Learning and Experiences of Educators

Dialogue is an essential part of the development of relationships, especially collaborative relationships. In this study, dialogue is an activity that is pervasive across the non-fee paying and fee-paying schools. It is also an essential tool to communicate and through communication, human, social and decisional capital are developed. Whilst dialogue (as a mechanism of communication) is a common denominator in the non-fee paying and fee-paying schools, the quality of the dialogical interaction, learning and experiences in these two contexts is an area that warrants discussion. The discussion to follow will illuminate differences, similarities and the quality of dialogical interaction, experiences and learning in the fee-paying and non-fee paying schools and examine to what extent dialogical experiences and learning influences the professional capital of educators.

In fee paying schools, the affability and humility of the two educators (Michael and Veron) are significant characteristics of their personality that enable them to dialogue with their learners and colleagues. Both educators understand the significance of diluting their power and authoritarianism if a successful dialogue with their learners and colleagues is to yield positive outcomes. With respect to their relationship with their learners, both educators realise the dehumanising potential of the imposition of excessive power and authority in the context of fee-paying schools may be counter-productive. Most of their colleagues and learners in this context are not continuously subjected to oppressive authoritarian approaches but enjoy a democratised, open learning and teaching environment that is emancipatory in nature augmented by access to the internet and other media resources. The emphasis on humanism, respect, love and tolerance, plays a significant role in enhancing the dialogical interaction that educators have with each other and with their learners.

The high quality of human capital of educators in fee-paying schools plays an important role in enhancing the understanding of educators that a dialogical experience is not a "top-down" exercise but a negotiated experience between the participants that are part of the dialogue, which is emancipatory and collaborative in nature. Educators are not agitated or frustrated by criticisms that ensue as a result of the dialogue but interpret them as opportunities for professional growth and development. The emancipatory and collaborative nature of the dialogic interaction also encourages dissent and challenging the status quo. Educator agency is enhanced when educators, who are constructive in their dissent regarding educational

issues, are able to transform school life to enhance quality teaching and learner performances.

Active and robust dialogues in subject committee meetings and in PLC's are interpreted as platforms for sharing knowledge and generating new knowledge. This collective dialogical experience, even with other stakeholders, becomes part of the status quo of the fee-paying schools and is used as a tool to forge new relationships and networks, deepening the social capital of educators, which is needed for their professional capital to flourish.

The collective experiences that emanate from the dialogue, also has the potential to act as a trigger to foster a sense of personal transformation for the participants of the dialogue. Here participants undergo a process of expanding their consciousness and become critically aware of old and new self-views and integrate these views into a new self-definition, which provides a foundation for the development of authentic and caring relationships (Devine & Sparks, 2014). The dialogical interaction, learning and experiences, which fosters a sense of personal transformation, acts as catalyst for development and strengthening of the social capital (authentic relationships) of educators. Educators in fee-paying schools are enabled by efficient leadership and a pool of educators with quality human capital to engage in dialogical experiences and learning that bring about personal transformation. The latter also resonates with excellence and quality teaching and learning that is to a large extent prevalent in fee-paying schools, whereby educators are sometimes in competition with each other to improve their knowledge for quality teaching and learner outcomes by engaging in self-renewal strategies to keep abreast with the latest trends in teaching, learning, leadership skills and social engagement skills with their colleagues and learners.

Dialogical interaction, experiences and learning is also significant in potentially transitioning educators from the third industrial revolution to the fourth industrial revolution, which underscores talentism over capitalism (Xu et al., 2018), by equipping them with innovative and creative skills that is exchanged between participants in the dialogic interaction to meet the needs of a digitised economy expanding exponentially. Perceptive, intuitive, visionary and robust educators are needed to adapt to the exponential growth of society and economy, which will involve a close collaboration with government, business and society. The focus on talentism means a greater emphasis on developing the human capital of educators that is robust and resilient.

Dialogical spaces also creates a platform for individuals to communicate their emotions, which according to van Dijk, Ouwerkerk, Smith and Cikara (2015) is a significant factor in social interaction as the motivational and intentional state of the sender influences the behavioural response of the receiver. A common emotion that is pervasive in society is schadenfreude, which is the malicious enjoyment at the misfortune of others and an inability to cultivate a virtue of happiness leading to harmful human relations (van Dijk et al., 2015). Dialogical experiences and learning has the potential to mitigate against the negative effects of the emotion of schadenfreude, if the phenomenon of schadenfreude is understood by participants that are part of the dialogical interaction. When educators, be it in non-fee or fee-paying schools have sincere dialogical engagements based on trust, loyalty, empathy and compassion opportunities for displaying schadenfreude and its pernicious effects can be mitigated, if not eradicated, leading to genuine collaborative engagements (free of malicious envy) needed for enabling the upliftment of the social capital of educators at schools.

Another negative quality experienced by many who are in the position of power is the issue of entitlement. Over time many members of different organisations from the different sectors of society (including the schooling sector) develop entitlements, which refer to an individual's preferences and beliefs and the way they should be treated (Heath, Knez & Camerer, 1993). Heath et al. (1993) argue that entitlements disable an organisation's ability to adapt quickly in dynamic environments when employees are against changes that threaten their entitlements.

Within the context of the schooling system expecting a certain favour, behaviour or outcome in a relationship or situation has the potential for unhappiness, anxiety, apprehension and a potential breakdown of relationships eroding the social capital of educators. Participants engaging in dialogical experiences may carry their disabling quality of entitlement that may have a negative effect on their dialogic interaction with other individuals. However, sincere, honest, robust and emancipatory dialogues can have a significant effect on mitigating the negative effects of individuals who display entitlement by harmonising the relationship in the dialogue with no one seeking favourable outcomes that advantage them only. Entitlement is personality trait that is prevalent in many schools (fee-paying and non-fee paying) and can potentially pose a serious threat to building loyalty, trust and collaborative endeavours, inhibiting the development of professional capital of educator. In fee-paying and non-fee

paying schools the strong bonds that educators develop during collaborative engagements can help mitigate the entitlement behaviour that may be prevalent in their school, thereby enhancing the social capital of educators.

Mark's (from the non-fee paying school) approach to critical thinking during his dialogical interactions, which is informed by his participation in sport, has taught him to be receptive to criticism. Sport participation encourages the value of critical evaluation and it appears that Mark has inculcated this value from sport. Mark uses his sporting experiences to enhance his ability to infuse his charges with skills of creative and critical thinking. Although most of his learners come from disadvantaged, impoverished environments who have deficits in abstract, creative thinking, Mark is not disillusioned by these constraints but allows his learners to "arrive at their own conclusions" in an open teaching and learning environment. He is also prepared to learn from his learners in his interactions with them. Mark's teaching also embraces critical thinking in his dialogic interactions with his learners and this endeavour contributes to his social capital.

Fee-paying schools have a distinct advantage over non-fee paying schools with regard to dialogical learning and experiences playing a significant role in augmenting the professional capital of educators. The competency and a huge pool of qualified educators, the small class sizes, the type of learners (who come from mainly advantaged backgrounds of different race groups) are some of the factors influencing the dialogical interactions, learning and experiences between educators and learners and educators and educators. Overcrowded classes, poor qualifications and poverty are some of the factors inhibiting non-fee paying school educators from actualising their true potential in dialogic interactions with their learners or colleagues contributing to deficits in their professional capital. Mark from the non-fee paying school, however, displays resilience in his engagement with his learners (learnt through sport participation) and this resilience is a precursor for his heightened enthusiasm to dialogically engage with his learners and in the process inculcating the value of critical and emancipatory thinking.

Although dialogical interactions, learning and experiences resonate strongly with the development of social capital of educators, it does have links with the development of human capital and to some extent also resonates with decisional capital. Educators who have developed their social capital through dialogical interaction, learning and experiences use

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their network of social relationships to learn about new experiences as well as developing wisdom in making informed decisions related to educational practice. The outcome of dialogical interactions, learning and experiences in both fee-paying and non-fee paying schools is developing and enhancing emancipatory, critical thinking in an enquiry classroom manifested by questions that elicit critical thinking that leads to sustained reasoning and debates. Dialogical engagement employed by educators in fee-paying and non-fee paying schools also unearths the democratic instincts of the participants contributing to efficient democratic leadership, characterised by respect, dignity and tolerance for diverse views. Respect and dignity fostered by the democratic spirit of the educator cements trust in the relationship with educators and other stakeholders and in this way contributes significantly in developing the professional capital of educators.

The figure below depicts the dominant influence of dialogical interactions, experiences and learning on the social capital of educators in fee-paying and non-fee paying schools.

DIALOGICAL INTERACTIONS, EXPERIENCES & LEARNING

SOCIAL CAPITAL

HUMAN CAPITAL

DECISIONAL CAPITAL

PROFESSIONAL CAPITAL
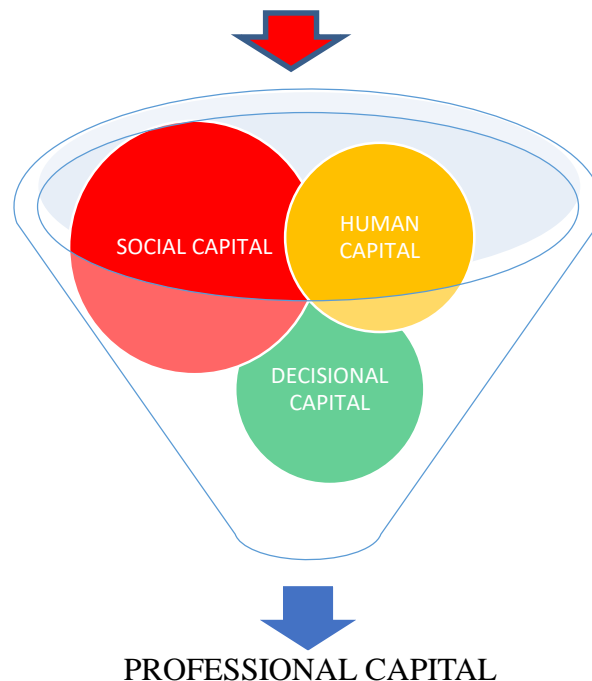
Figure 3: Dialogical Interactions, Experiences and Learning and its Dominant Influence on Social Capital

Scaffolding, which has a strong social dimension and link to dialogical learning, is another key finding significantly influencing the professional capital of educators and therefore warrants discussion.

8.5 Scaffolding Experiences of Educators

Bakker et al. (2015) highlighted the relationship between dialogical learning and scaffolding in their research, define scaffolding as temporary, intentional, responsive support that transitions learners to move towards new concepts and a new level of understanding. Whilst most studies have focussed on scaffolding learners, literature is also available on educators receiving scaffolding instruction from other educators. Accessing the skills, knowledge and wisdom of other individuals to enhance your own practice in school is pervasive in many schools. However, the quality of assistance (in the form of scaffolding) from other individuals to foster progression of learning differs in quality from school to school.

In this study the experience of scaffolding instruction was mainly an experience of educators from fee-paying schools. In these schools educators experienced scaffolding instruction amongst their colleagues as well as with their learners of their school. The discussion to follow will focus on the extent to which scaffolding influences the development and enhancement of the professional capital of educators. An interpretation will also be provided to explain the preponderance of scaffolding in fee-paying schools.

Educator-based scaffolding, which entails diagnosis of the problem, responsiveness and handover to independence, plays a significant role in enhancing the professional development of educators, especially their content knowledge (Rahman et al., 2015). Michael (educator from the fee-paying school), who uses the platform of a PLC to assume the role of the scaffoldee and this becomes a humbling experience for him to be mentored by another colleague. His urgency to receive the scaffolding indicates his desire and willingness to remove any deficits that may exist in his content knowledge. By attending to the deficits in his content knowledge significantly increases the confidence of the educator in classroom and the professional relationship with his colleagues, adding significantly to his social and human capital. The scaffolding experience positively influences the trajectory of the educational practice of the educator, with the potential of achieving best practices in education. The scaffolding experience of the educator, which underscores excellence and

unambiguity in teaching, provides an enabling platform for the educator to develop and enhance his professional capital.

By diagnosing the problem of the educator in the initial stage of the scaffolding process alerts the scaffoldee (educator) to his vulnerabilities and triggers the scaffoldee to critically reflect on these vulnerabilities, which is part of the educator's professional learning and teaching. This critical reflection also fosters an enabling spirit in the educator to make crucial decisions that are prudent and relevant to the practice of education, elevating the educator's decision-making capacity and hence the decisional capital of the individual. The scaffolding experience potentially elevates the metacognitive skills of the educator, which involves the scaffoldee evaluating his own learning, thinking about his thinking and applying the knowledge to new situations and in this way enhancing his cognitive effectiveness (Akturk & Sahin, 2011). The scaffolding experience of the educators strengthens their social capital and by potentially unearthing the metacognitive skills of educators also deepens their human capital.

The scaffoldee who interface with the scaffolder during the scaffolding process is involved in a relationship that is fluid in which both participants are active in their dialogue and interaction forging respectful, harmonious and egalitarian relationships deepening their social capital. Whilst the scaffolder is more knowledgeable in an area of educational practice than the scaffoldee, the scaffolding experience is not a "top down" bureaucratic operation with one individual possessing the expert knowledge dominating and undermining the vulnerable educator who is in receipt of this expert knowledge. It is possible that in the dialogic interaction that involves scaffolding, the scaffoldee could also offer insights that shape and renew the thinking of the scaffolder. This reciprocal relationship between the scaffolder and scaffoldee, which is emancipatory and enlightening, strengthens the social and professional bonds established by the scaffolder and scaffoldee, further deepening their social capital. The egalitarian, trusting and reciprocal relationship that ensues from the scaffolding experience potentially inhibits any form of entitlement displayed by the scaffolder and scaffoldee but instead fosters a great sense of inclusiveness. Happiness, love, trust and loyalty are positive values that also act to galvanise the scaffolding relationship.

While, Michael displays his affability and humility, his scaffolding experience is not driven by a sycophantic behavior that is manifested by subservience to the scaffolder. The outcome

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of his scaffolding experience is emancipatory and embraces critical thinking, which is needed to transform his classroom practice for quality learner achievement. By displaying a fluid relationship and fostering harmony with the scaffolder potentially creates a huge potential for both the scaffolder and scaffoldee to develop a "neural wi-fi" or "wired connection" (conceptualised by the author of social and emotional intelligence, Daniel Goleman) between them, which involves one person's emotions activating another person's mirror neurons facilitating individuals operating on the same wavelength (Freedman, 2007). By operating on the same wavelength deepens the relationship between the scaffolder and scaffoldee, eliminating ambiguity, fear and anxiety. A strong collaborative relationship means educators develop a shared and collective vision, which contributes significantly to the enhancement of the social capital of educators.

Veron, from the fee-paying school, uses scaffolding instruction to transition weak learners to reach a decent level of competency, while the bright, gifted learners are scaffolded to a higher level of learning. To implement this task suggests that the educator understands the diverse needs of her learners. To deal with the bright learners involves divergent thinking capabilities and extensive research of her subject matter, which is History. The educator displays an affinity for collaborative endeavours (social capital) to uplift her human capital, which must be efficient, reliable and relevant to provide scaffolding instruction to the learners. By uplifting her social and human capital to implement scaffolding the educator has also enhanced her professional capital.

An enabling factor for educators in fee-paying schools to implement scaffolding to learners and be subjected to scaffolding by other educators is the availability of time to execute this activity. Time management is an important ingredient contributing to the functionality of schools, which also characterises fee-paying schools. When educators are given the time and space to engage with learners in a scaffolding experience or are given adequate time to participate in a PLC to be scaffolded on content issues, the confidence and trust levels of educators are raised. This enhances the educator's desire to involve themselves in activities that improve the quality of performances of learners as well as increasing their motivation for self-improvement by soliciting help from other educators. These actions, which promotes quality and excellence, contributes significantly to the professional capital of educators.

Managing combustible situations manifested by conflict is an important part of the leadership qualities of educators or management staff at any school. Scaffolding experiences provide a great opportunity, through dialogue, to collaborate with individuals that champion tolerance, trust and loyalty. By approaching the scaffolding experience as a collective, opportunities for the development of tension, indifference and conflict is minimal. However, the scaffolding environment may also prove to be a breeding ground for combustible, conflict situations if the scaffolding experience is a unilateral experience, whereby the scaffolder imposes his authoritarian, dictatorial and arrogant approach and unhealthy agenda towards the scaffoldee devoid of tolerance, love, loyalty and trust. By embracing a scaffolding experience based on genuine collaboration manifested by a spirit of harmony deepens the solidarity and cohesion amongst the staff and significantly developing and enhancing the social capital of educators as well. This provides an enabling platform for significant gains in the professional capital of educators.

The scaffolding experience for both the scaffolder and scaffoldee is also a potential trigger for self-renewal. The experiences derived from the scaffolding experience, be it of social, political or intellectual significance, could be a life changing experience, especially in the context of school life located in a complex society (with its exponential challenges). Constant renewal, repurposing and redefining our roles as educators in the context of an exponentially changing society is of paramount importance to enhance quality of learner performances and teaching practice. This constant self-renewal, fostered by scaffolding experiences, is a significant tool for educators to transition to the fourth industrial revolution. Constant self-renewal is also part of the educator's experience in shaping his professional capital that is also evolving with time.

A possible interpretation for a lack of scaffolding instruction in non-fee paying schools is that the latter is constrained by overcrowded classes, poor time management, poorly qualified educators and a dysfunctional school system (Spaull, 2012), leading to educators with a low morale. Educators may lack the incentive to go the "extra mile" to improve their expertise (human capital) by soliciting scaffolding instruction on content knowledge from colleagues in their school or from colleagues that belong to a PLC. It is also possible that educators in non-fee paying schools, who are constrained by their deficient human capital manifested by poor qualifications, lack of capacity, expertise, are not willing to assume the role of scaffolders in their schools. This constraint inhibits the development of the social

capital of educators and eventually impacts negatively on their overall development of professional capital.

Scaffolding instruction is significant in the development of educators in schools to fast track their content knowledge and teaching methodology. Scaffolding, which contributes significantly to the professional capital of educators, is enabled in fee-paying schools by several factors: educators who are qualified to teach, a collaborative leadership culture and a great desire to improve knowledge and enhance accountability. The scenario in most non-fee paying schools appears different and opportunities for educators to uplift their professional development through scaffolding is limited by their contextual factors (a dysfunctional school system, poor educator qualifications etc.). This does not exclude some non-fee paying schools that display resilience and resolve and rise above their constraints and challenges to implement scaffolding as part of their professional development programme.

The figure below displays the dominant influence of scaffolding on the social capital of educators from fee-paying schools.

SCAFFOLDING

SOCIAL CAPITAL   HUMAN CAPITAL

DECISIONAL CAPITAL

PROFESSIONAL CAPITAL
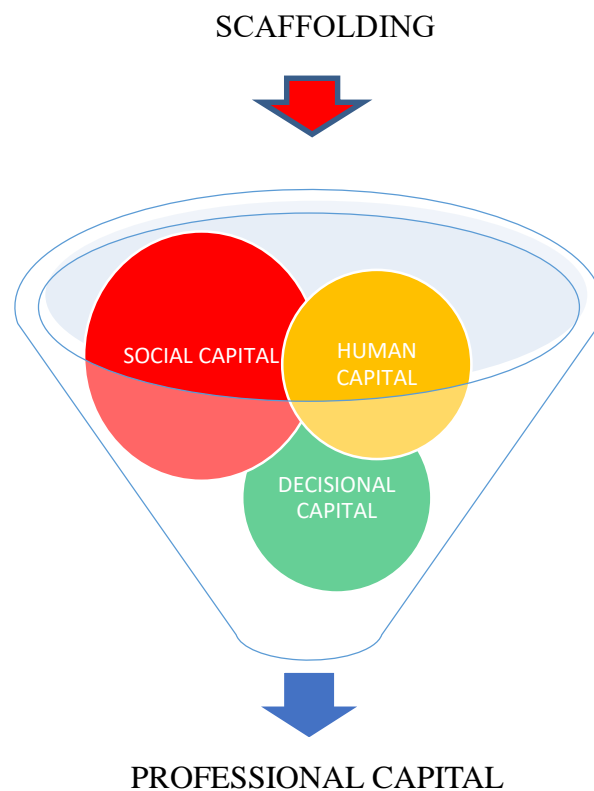
Figure 4: Scaffolding and its Dominant Influence on Social Capital

In most schools the levels of trust is the common denominator that determines the success of professional development programmes, the development of human, social and decisional capital, leadership success as well as being an important factor that underpins the ethos and vision of the school. The discourses of spontaneity, vulnerability, dialogical interaction, experiences and learning and scaffolding are also strongly informed by trust. The discussion to follow will focus on the role of trust in fostering the professional capital of educators and in this regard to display its links with human, social and decisional capital.

8.6 Role of Trust in Fostering Professional Capital

One of the most crucial factors in enhancing the stability and promoting efficiency of leadership at school, prudent and sustainable decision making, ensuring the functionality of schools, delivering the curriculum to the learners with efficiency, developing genuine collaborative relationships with educators, learners and other stakeholders and driving the ethos of the school that underscores excellence in teaching and quality learner performances is the pervasiveness of trust. Whilst trust plays an important role in decision making, it is also of great significance in developing the social and human capital of educators as the former and latter also have a significant influence on the decision-making capacity of educators. The discussion to follow will examine to what extent does trust influence the human, social and decisional capital of educators in fee-paying and non-fee paying schools. An analysis will also be provided on the type of trust that prevails in fee-paying and non-fee paying schools and its overall impact on the professional capital of educators.

Trust is an important precursor for critical reflection. In high trusting school environments educators are not afraid of self-criticisms through introspection. By exposing their weaknesses and vulnerabilities (in their educational practices) through critical reflection helps them achieve a sense of accountability about their practice and engenders a sense of confidence and optimism amongst their colleagues who interpret their vulnerabilities as a humble experience. The latter provides a "safety net" for educators and strengthens the solidarity amongst educators. With trust being a stimulus for critical reflection leading to accountability and fostering solidarity amongst educators an enabling platform is created to execute prudent decisions thus developing and augmenting the decisional capital of educators. High confidence levels fostered by high levels of trust is possible in fee-paying schools that is characterised by a culture of accountability, high expertise (manifested by

highly qualified educators), which contributes significantly to deepening the professional capital of educators. In non-fee paying schools there is significant deficit in self trust (trust in one's capabilities and expertise) and structural trust (trust in the institution they work in) (Harris et al., 2013) due to a culture of poor qualifications and poor infrastructure respectively. The culture of poor educator qualifications, overcrowded classes and a dysfunctional school system in non-fee paying schools (Spaull, 2012) serve as disabling factors to establish a genuine trusting environment and for educators to engage in genuine critical reflection for accountability and school improvement.

Innovation and the decision of taking risks to improve practice, which are characteristic of high trusting environments (Brown et al., 2016) are also prevalent in the study in fee-paying schools. Implementing innovative thinking and making risky decisions may require financial and highly skilled human resources which is pervasive in fee-paying schools. Educators are not paralysed by exercising their innovative skills and taking risks as they have the backup of financial support from fee-paying schools. Innovative behaviour and taking risks fueled by trust stimulates the cognitive abilities of educators to advance their thinking about best practices to realise an outcome that is associated with quality learner performances. This initiative of engaging in innovative and risky behaviour in a trusting environment can also have a potentially "viral" effect on other educators in the school to embrace this philosophy of innovation and risky behaviour because of high confidence and optimism. This creates an ideal environment for the professional capital of educators to flourish.

Trust for individuals or groups of people is identified as relational trust (Harris et al., 2013) and this type of trust resonates strongly with the development and enhancement of the social capital of educators. The strength of relationship between educators in schools is deepened by values of respect, reciprocity and trust. Collaborative endeavours at schools (underpinned by relational trust) such as dialogical interaction and scaffolding, which is characteristic of many fee-paying schools are significant experiences for educators to build and augment their social capital. The latter serves as an important vehicle to drive and improve the human capital of educators. By developing and enhancing their human and social capital through collaborative endeavours, educators are in a favourable position to develop and enhance their decision making capabilities and hence their decisional capital. In this way the professional capital of educators in fee-paying schools are deepened and strengthened.

In most non-fee paying schools, due to social infrastructural and financial constraints and poor educator qualifications, educators can feel disempowered due to the erosion of self-trust and structural trust (Harris et al., 2013) and this creates a sense of pessimism, instills low confidence levels and inhibits agency in the educators to forge genuine collaborative relationships needed to enhance their professional development and their professional capital. However, Happiness from the non-fee paying school who acquired her Master's Degree in Education of her own volition is to some extent a manifestation of her strong belief and trust in herself and the school to strengthen her human capital as well be a role model for her colleagues in uplifting their human capital.

Mark's (non-fee paying school) trusting relationship with his colleagues by sharing his computer skills has also improved his human relations at school. This initiative of developing human relations at school is a crucial part of the educator developing and enhancing his social capital and contributing significantly to the ethos of the school. By developing his social capital through good human relations infused by trust the educator serves as a role model for other educators to embrace this approach and spread this philosophy throughout the school. Good human relations (with its strong resonance to social capital) also plays a significant role in creating an enabling platform fostering close collaboration with other educators for shared decision making relating to best practices in teaching. It also strengthens connection with other stakeholders to facilitate decision making regarding extramural activities (sports and cultural days, speech and awards function) and school improvement strategies (school renovations or building of a school hall). Good human relations, which also instills confidence in educators to display their weaknesses without fear and embarrassment, also enable them to be part of a collective vision to achieve quality outcomes.

While self and structural trust (Harris et al., 2013) may appear lacking in non-fee paying schools, relational trust (Harris et al., 2013) does exist and this may compensate for other deficits to help forge good human relations. Through relational trust (Harris, et al., 2013), which underpins good human relations, educators from non-fee paying schools are able to augment their social and decisional capital, which is needed as tools to enhance quality learner performances and deepen their professional capital. The case of Mark (discussed earlier in this chapter in section 8.3) is a manifestation of the strong relational trust engendered with his learners and colleagues.

Fee-paying schools because of superior human and physical infrastructure and quality learner outcomes than non-fee paying schools are in a position market their school as a brand, which are done on a continuous basis through the print or electronic media. The success of the marketability of the school is based on the structural or institutional trust (Harris et al., 2013) that the community has of the school. If the school is branded as a high performing school with a high trust culture, high reputation and quality educators producing quality performances, parents will trust the institution as their choice of school for their children. The two fee-paying schools in this study have also built up a positive reputation over time manifested by quality learner performances (over eighty percentage pass in the matric national senior certificate examinations in the last three years), high quality educators and excellence in other areas of school life. The educators have demonstrated their high level of human, social and decisional capital, which has resulted in quality teaching and learner performances. The educators from the fee-paying schools have to a large extent enhanced the marketability and brand of their school by developing a professional capital that is quality and evolving.

The reputation of the school, the educators, the learners and other stakeholders are all underpinned by the value of trust. From the perspective of educators, educators that develop and enhance their reputation through genuine collaborative engagements with other colleagues, learners, parents and other stakeholders, are competent in their field as practitioners, display consistent behaviour with individuals they are interacting with and develop a sound reputational capital over time. This reputational capital (strongly informed by trust) is a powerful tool for educators to execute decisions that bring about positive sustainable learner outcomes. Having a strong reputational capital, which resonates strongly with integrity, ethical and moral behaviour, counteracts expedient behaviour that can potentially contaminate an institution. The ethos of both fee and non-fee paying schools is about integrity and developing the solid reputation of the school. Educators from both types of schools are conscious of their reputation and the reputation of the school. In the study all four educators have a tacit understanding of the importance of reputation in developing and deepening their professional capital.

The discussion so far has focussed on the educator's experiences of trust from the fee-paying and the non-fee paying schools. Trust appears to be a significant value that educators

underscore in their collaborative engagements with other educators (social capital) in developing and enhancing the professional development for themselves and other colleagues (for gains in human capital) as well and is an integral factor in developing capacity for prudent decision-making (decisional capital), especially with regards to their classroom practice for quality learner performances. Gains in the human, social and decisional capital contribute significantly to the development and enhancement of the professional capital of educators.

The figure below displays the influence of trust in equally developing the human, social and decisional capital of educators that are part of their professional capital.
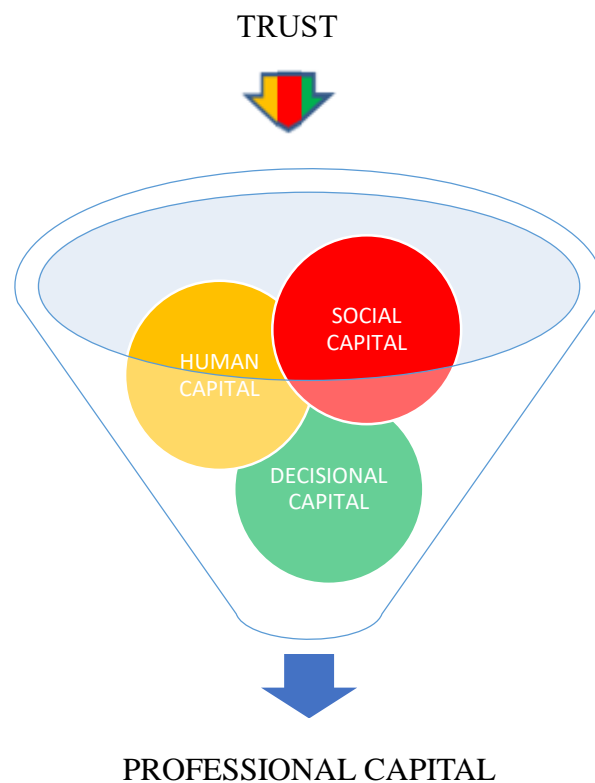
Figure 5: Trust in the Equal Development of Human, Social and Decisional Capital

The discussion so far has focussed on five key findings, namely, vulnerability as an opportunity rather than a weakness, spontaneity as an organisational goal, dialogical interactions, learning and experiences, the scaffolding experiences of educators and the role of trust in fostering professional capital. Each key finding displayed a strong resonance with one, two or all three forms of capitals that make up professional capital and this was clearly

highlighted in the discussion and also displayed in the diagrams provided. The acquisition and deployment of professional capital of the four research participants were subjected to a further analysis, using the lens of the neoliberal discourse. A critical analysis of the neoliberal discourse and its influence on the professional capital of educators will follow.

8.7 Professional Capital and the Neoliberal Discourse

Education in South Africa is strongly influenced by demands of the workplace and the economy as a whole. Maistry (2014) adds that the CAPS curriculum, which has a strong market agenda, develops the learner's competences and facilitates the transition of learners from schools to tertiary institutions to the workplace. The market agenda for education informed by a neoliberal ideology is an important part of the discussion in this study as it also influences work of educators in schools and the professional capital that educators possess to execute their responsibilities in school.

The neo-liberal ideology, also known as "capitalism on steroids" (van der Walt, 2017) and its pervasiveness in our society and education warrants discussion as this market-driven discourse, which emphasises the need for free trade, commodification of knowledge, consumer choice, individualism, deregulation and competition (Maistry, 2014; van der Walt, 2017). Allias (2014) argues that for neoliberalism to operate with efficiency, the public sector must be downsized. This resonates with fee-paying public schools, which receives the lowest non-personnel funding from the state as compared to non-fee paying schools (Mestry & Ndhlovu, 2014) but derives a majority of its funding for the schools from mainly middle-class parents and donors from the community.

Neoliberalism also has implications for education resulting in detailed prescription of what educators should do, performativity, professional accountability, standardised testing and auditing systems that invaded the professional life of educators and the experiences of learners at school (Maistry, 2014). In this way the neoliberal discourse has also influenced the nature and quality of professional capital acquired by educators in fee-paying and non-fee paying schools. The decisions (decisional capital) educators make regarding their practice and the type of expertise and talent (human capital) of educators needed in schools to fulfill the mandate of the market-driven economy are issues informed by a neoliberal agenda that educators must be aware of.

Collaborative endeavours manifested by collective decision-making, collective thinking, shared leadership and co-operation are important aspects in the development and enhancement of the professional capital of educators. However, Maistry (2014) in his critique of the neoliberal ideology argues that this ideology, which informs our education system, underscores individualism and competition as acceptable moral values, which contradicts the spirit of collaborative endeavours fostered by educators (needed to deepen their professional capital). Entrenching a culture of individualism and competition are mechanisms for incubating conflict, anger, hate, schadenfreude and so forth, which create a disabling environment for educators to uplift their human, social and decisional capital. Whilst competition is healthy to advance excellence in teaching and learning, a "win at all costs" scenario destroys morale, social cohesion and trust amongst educators and learners. Maistry (2014) also adds in his critique of neoliberalism that success or failure is the ability or inability of an individual to utilise opportunities fostering a culture of individual personal responsibility and if the outcome of the competition is not favourable for an individual with limited abilities, subjugation is the eventual consequence.

In non-fee paying (quintile 3) schools educators gravitate towards the more "survival" humanistic aspects of schooling such as attending to socio-economic challenges of poverty, teenage pregnancy, crime, spread of HIV and tuberculosis, while educators in fee-paying (quintile 4 and 5) schools gravitate towards professional accountability, excellence, and performativity, which ties in with the neoliberal discourses of marketisation, branding and competition. In this regard fee-paying educators align themselves with the neoliberal discourses that inform the schooling system and this alignment also influences their development of their human, social and decisional capital that is needed to develop their professional capital.

Educators from fee-paying schools, although in possession of bonding social capital, deploy more of their bridging and linking social capital to fulfill the market agenda of neoliberalism. Linking social capital, which refers to ties with individuals in positions of authority such as the police, members of the banking sector and members of the medical sector (Mulford, 2007) for example are deployed by educators to solicit funding and professional services from the financial and legal fraternity respectively to augment the services offered at these schools with the main objective of enhancing performativity and learner performances to sustain the marketability, image and the branding of the schools. Educators from fee-paying

schools tend to deploy their social capital not primarily for socialisation but for career and professional growth and also to be at cutting or leading edge of their profession. Educators from non-fee paying schools, although in possession of bridging and linking social capital, deploy more of their bonding social capital, which is tied to individuals of similar demographic characteristics such as family members and work colleagues (Mulford, 2007), that attends to the immediate survival needs of the school.

The linking social capital of fee-paying educators are also leveraged to make decisions that are consistent with the market agenda of neoliberalism, which involves deciding on classroom practices that manifest quality teaching, professional accountability and quality learner performances. The professional accountability towards the school and parents is at times an overwhelming task for educators from fee-paying schools but is accepted as part of the culture and ethos of the school. Educators in fee-paying schools also understand the "survival of the fittest" agenda of neoliberalism (to foster efficiency) and are sometimes in competition with each other and therefore deploy their decisional capital to achieve the best for themselves (by developing a profile for themselves for upward mobility in a system informed by neoliberal discourses) and the learners they teach. The educators from most non-fee paying schools are not exposed to such competitive pressure as professional accountability is not a striking feature at their schools. The plethora of socio-economic and other challenges faced by educators from non-fee paying schools hampers them from displaying true professional accountability.

Educators from non-fee paying schools, do not possess a huge pool of quality human capital and are therefore not in a favourable position to engage in competitive behaviour to realise efficiency (demanded by the neoliberal agenda) as compared to educators form fee-paying schools. This deepens the inequalities of human capital of educators in non-fee paying schools and hence impacts negatively on quality teaching, learner performances and efficiency at these schools. The neoliberal market agenda is therefore culpable in entrenching these inequalities amongst the educators in non-fee paying schools. Due to a diminished pool of quality human capital and a lack of professional accountability educators in non-fee paying schools also find it a challenge to make themselves marketable and develop a brand as quality educators. In this way the professional capital acquired by educators in non-fee paying schools is unique, which may enable them to function (not at their optimum) in their schools or schools with similar characteristics but has deficits (due

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to the pervasive influence of neoliberalism) and may pose a challenge when engaging and competing with educators from the advantaged fee-paying schools or even teaching at these schools. The deficits in the professional capital of the educators from the non-fee paying schools disrupts their trajectory towards full development that is needed to engage in a schooling system.

Neoliberalism also operates in a stealth-like manner by closing the minds and consciousness of individuals resulting in docile individuals being indoctrinated by the principles of neoliberalism (van der Walt, 2017). By creating docile educators unreceptive to new ideas significantly inhibits the creative, collaborative and innovative skills needed in developing their human, social and decisional capital. Docile educators with closed minds are also unable to foster emancipatory and innovative thinking with their colleagues and learners to transition towards a digitised economy that is manifested by the fourth industrial revolution. Nussbaum (2010) in this regard argues that education should not be used as a tool for economic growth inhibiting the critical and creative skills of individuals but instead should focus on the arts and humanities to engender a spirit of critical thinking that is necessary for action and resistance against disabling authority and tradition. In a neoliberal society that emphasises commodification of education, the educator's altruism, self-worth, sympathy and the value of compassion are eroded, which impact negatively on developing their human and social capital. The educator's values must be in line with the values of a market-economy that underscore self-absorption, egocentricism and excessive admiration of one's own achievements rather than collective achievements. Instead of collective interests and collective endeavours, Maistry (2014) also notes that neoliberalism advances the notion of self-interest, self-reliance and individual endeavour that inhibits the ability to view others as human beings but rather as tools or instruments for profit maximisation.

Although choice and freedom are some of the features of neoliberalism, a contradiction exists, in that many individuals experience limited choice and coercion as choice is only for those who have the purchasing power and this erosion of choice conceptualised by George Ritzer is referred to as the 'Mcdonaldisation of Society' (Bovill and Leppard, 2006). This has direct implications for education with regard to the uniform, pre-fixed curriculum (CAPS) which has very little or no 'grassroots' input (input from the lower echelons of education – e.g. teachers and parents). This scenario inhibits or 'pushes' educators away from actively participating and connecting with other stakeholders on curriculum issues

stifling their creative, collaborative and innovative spirit, which potentially stifles their human capital development, collaborative engagements (social capital) and prudent decision-making capacity (decisional capital). Maistry (2014) also argues that the CAPS curriculum is also designed to meet the interests of the economy by transitioning learners from educational institutions into the workplace and also providing a profile of learner competences to potential employers.

In fee-paying schools educators who are driven by the neoliberal discourses of accountability, performativity and competition will interpret the curriculum as providing the necessary skills for their learners to engage in a neoliberal economy and for them as educators delivering the curriculum effectively is linked to their professional accountability, performativity and marketability. It is for these reasons that many educators in fee-paying schools are more in compliance with delivering the prescribed CAPS curriculum, while educators in the non-fee paying schools deal with the curriculum as a day to day living experience and may not fulfil the total obligations that the CAPS curriculum demands. Aoki (as cited in Le Grange, 2016) coined the term "curriculum-as-lived", which underscores the humanistic lived experiences of educators and learners, their hopes, dreams and realities that they bring to class, especially in the context of non-fee paying schools. It is a shift from the dehumanising "curriculum-as-plan" that resembles the prescriptive CAPS curriculum that stifles learner's creativity, which educators in fee-paying schools are compliance with for reasons of performativity, professional accountability and competition that fulfil the agenda of neoliberalism.

A possible interpretation for educators in non-fee paying schools for gravitating towards a curriculum-as-lived is that majority of these educators and their learners are part of the disadvantaged Black population (Mestry & Ndhlovu, 2014) who have inherited past injustices and inequalities of apartheid and use their school spaces to engage with others about their socio-economic challenges and other challenges that they are faced with. Performativity and professional accountability are also not characteristic of non-fee paying schools and this enables educators to be flexible with the curriculum allowing their learners to share their lived experiences.

The discussion so far has revealed that the discourses of individualism, competition and ranking systems that fuel the neoliberal ideology, contribute significantly to the two-tier

systems of education (Spaull, 2012) as well as the variations in professional capital of educators in the fee-paying and non-fee paying schools. Maistry (2014) adds that the government's decision to regularise the market for public schools, driven by a market-strategy, by encouraging public schools to levy compulsory school fees has had profound influence in creating two streams of education in South Africa, one fulfilling the needs of the wealthy (middle-class composed of whites, blacks, Indians and coloureds) and the other, catering for the poor (predominantly black). The two-tier system of education has contributed also significantly to variations in the development and enhancement of professional capital of educators in fee-paying and non-fee paying schools.

Society has viewed the neoliberal ideology as "common sense" silencing critical voices Torres (as cited in Maistry, 2014). Instead of attending to the deficits in the professional capital of educators that are part of disadvantaged non-fee paying schools (which are populated by the working class) the deficient professional capital of the educators are further entrenched by the mechanisms of neoliberalism namely competition, self-interest and the ranking culture that promote exclusivity rather than inclusive culture. Educators from fee-paying schools will in most instances display quality professional capital than educators from non-fee paying schools unless the state and society shift from crass neoliberalism to a more socialist society and state that is underpinned by real social justice, inclusiveness, philanthropy and empathy. An education system informed by an inclusive society and economy free of disabling inequities and inequalities (associated with neoliberalism) promotes real values of egalitarianism ameliorating the school system from impoverished backgrounds (e.g. non-fee paying schools) and the experiences of many educators within these school manifested in their acquisition, development and deployment of human, social and decisional capital.

Neoliberalism also advances the notion of quality expertise of educators, which can manifest in fee-paying schools, to further the needs of the market-driven economy. This can potentially create a situation that educators with such expertise, manifested by their high quality human capital, are part of a club or "cult" of highly qualified educators that associate with each other and not with other educators that are presumably less-qualified than them. This "exclusive club" approach can isolate these educators from other educators hindering the development of social capital of educators in schools, which can also inhibit the development of human capital of educators. In response to this disabling "cult of expertise"

Edward Said (1993) suggests that intellectuals that belong to a "cult of expertise" or "exclusive clubs" should disengage from the cult and engage as "amateur intellectuals" that is fueled by care, love and affection rather than by profit and narrow specialisation, which underscores collaborating with other individuals, attending to issues of social justice and raising moral issues, deepening democracy and promoting egalitarianism and solidarity.

The concept of the "amateur intellectual", advanced by Said (1993), and its relationship with the professional capital of educators is significant and relevant. Educators from fee-paying schools that possess a more durable and quality professional capital than their counterparts in non-fee paying schools (due to a large extent to the enabling factors in their schools) could also strengthen their solidarity with educators from non-fee paying schools by sharing knowledge and expertise to improve the human capital of educators from non-fee paying schools. They could also use their collaborative power to forge professional relationships with non-fee paying educators to improve their social capital to increase their leverage to acquire resources. By improving their human and social capital, non-fee paying educators are in good position to improve their decisional capital and can also collectively strive towards achieving quality professional capital. This is a significant step in reducing inequality in the poorer schools that possess educators with low professional capital as well as harmonizing society and mitigating against the different forms of prejudices that play out in the schooling system.

8.8 Concluding Comments

This chapter focussed on the key findings from the analysis of data (from the previous chapters on analysis of data with respect to the human, social and decisional capital of the educators from the quintile 4 and 5 schools (fee-paying schools) and two educators from the quintile 3 schools (non-fee paying schools). The analysis of the key findings was further extended by drawing on the concepts and phenomena that are embedded in the theory of professional capital as outlined by Hargreaves and Fullan (2012). Theoretical concepts like bonding, bridging and linking social capital were highlighted by linking it to some of the key findings that had resonance with it. The discussion also demonstrated the dominant influence of the key finding (also structured as themes in this chapter) on the different capitals that make up professional capital. The influence of neoliberalism on the development of professional capital of educators from fee-paying and non-fee paying

schools was also given considerable attention and an attempt was made to show its influence on the variations of professional capital of educators from fee-paying and non-fee paying schools.

CHAPTER NINE: CONCLUDING THE THESIS

9.1 Introductory Comments

Highlighting the purpose of the study and the critical questions that informed the study serves as the point of departure in this chapter. The purpose of the study was to examine the professional capital of educators across varying school quintile categorisation. The critical question was framed as follows: What is the nature of professional capital that educators have acquired and deployed in facilitating their teaching and learning? The sub-questions, which are informed by the main critical question are listed below:

a. How have educators acquired and deployed their human capital for teaching and learning?
b. How have educators acquired and deployed their social capital for teaching and learning?
c. How have educators acquired and deployed their decisional making capital for teaching and learning?

As professional capital is part of the architecture of teacher professional development, the chapter on literature review in this study (chapter 2) focused on discourses that resonate strongly with phenomenon of professional capital (Hargreaves & Fullan, 2012). The theory of professional capital (Hargreaves & Fullan, 2012) that formed the core of the theoretical framework chapter and its interrelated components (human, social and decisional capital), which guided and informed the study, were discussed in detail.

This qualitative study, which used an interpretive paradigm and case study methodology, collected data using methods of transect walks, semi-structured interviews and non-participant observations from four participants (selected purposively) across different quintile ranked schools located in the Ilembe region, KwaZulu-Natal, South Africa. The data from the four participants, which were coded, organised into themes and displayed as vignettes, were subjected to three levels of analysis: a narrative analysis (first level), a relational analysis (second level) and a theoretical analysis (third level). These forms of analyses contributed towards a thick description and a more nuanced understanding of the data. The data was triangulated by using multiple methods of data collection, namely, transect walks, semi-structured interviews and non-participant observations. Member

checks and the reflexive approach adopted by the researcher ensured to a large extent the credibility of the data.

Ethical considerations, such as obtaining consent from the participants and principals of the respective quintile ranked schools and ethical clearance from the University of KwaZulu-Natal were fulfilled. The limitations of the study, which were highlighted in chapter 1 (introduction chapter) and in chapter 4 (methodology chapter), focussed on the power imbalances between the researcher and the research participants. The researcher neutralised the power imbalances by using an inclusive approach of allowing the research participants to critique the questions of the semi-structured interview and observation schedules as well as the researcher using an informal approach in conducting the interviews to enable co-creation of meanings.

Another limitation of this study was choosing only 4 educators from four public schools (two from quintile 3 schools, one each from quintile 4 and 5 schools). The results therefore reflected the unique context of the educators at their schools. Educators from the very poor quintile 1 and quintile 2 schools were omitted from the study due to delimits of the study with a focus on fee paying and non-fee paying schools. Quintile 3 schools are non-fee paying schools while quintile 4 and 5 schools require learners to pay school fees to supplement the income for the respective school.

To enhance or protect their image as professionals, it is possible that responses solicited by the researcher from the research participants may have been exaggerated or fabricated. In some cases the research participants may have possibly not been sincere about their responses to avoid embarrassment. This was anticipated by the researcher and in spite of reassuring the research participants about confidentiality, this potential scenario was a challenge that proved difficult to manage.

The other limitations of study were methodological in nature relating to the participant's conceptual understanding of human, social and decisional capital. The challenge was whether the research participants would be able to articulate their experiences in terms of their human, social and decisional capital. To avoid confusion and ambiguity the researcher used realistic examples to elucidate the theoretical concepts of human, social and decisional capital. The scholarly literature was also consulted to help clear up confusion. Subjecting

the four participants to an interview process of about two and a half hours to obtain a greater depth of information was also another methodological limitation. However, this was managed by dividing the interview process into five sessions with interval breaks, which helped mitigate the problem of fatigue and poor concentration by the four participants. With regard to the analytical limitation the challenge was identifying the experiences articulated by the research participants and how it relates specifically to their human, social and decisional capital as often there was an overlap. This was managed by consulting the scholarly literature to help the researcher come to an informed decision.

9.2. Responses to the Key Research Questions that Guided the Study

The main research question dealt with the way educators acquired and deployed their professional capital to facilitate their teaching and learning and this involved examining the manner in which educators acquire and deploy their human, social and decisional capital. Educators acquire their human, social and decisional capital by understanding their roles and responsibilities associated with those respective capitals (human, social and decisional), harness and develop these in particular ways. However, it is not immediately apparent to the educators that their experiences in their various roles and responsibilities that they execute are recognized as belonging to a form of capital. It is through probing and presenting examples that the research participants are able to recognize their experiences as a form of capital, suggesting that while educators over time develop their human, social and decisional capital the awareness of these capitals are often masked and have to be probed to identify these forms of capital. However, the educators do recognise that these forms of capitals are significant in informing their teaching, learning and development and the way they engage in professional responsibilities associated with teaching and learning, including their engagement with management of the schools, the parents and other significant stakeholders.

Tertiary qualifications, tacit knowledge and tacit skills contribute significantly to the acquisition and deployment of the human capital of the research participants. The key findings (as discussed in chapter 8) provides a lens to further understand that the educators experiences of allowing themselves to be vulnerable and viewing it as a strength, displaying experiences of altruism, care and love and engaging in dialogical experiences also facilitates their acquisition and deployment of the different capitals. The educators don't approach the three forms of capital (human, social and decisional) as separate components but view it in

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an integrated way as the boundaries between the three forms of capital are viewed as being blurred. However, the particular context in which the educators teach in (fee-paying schools or non-fee paying schools) tends to demonstrate the dominance of one or two forms of capital (human, social, decisional) over the three forms of capital. For example, the spontaneous behaviour of educators from fee-paying and non-fee paying schools has a dominant influence on their human and decisional capital, while dialogical interaction, learning and experiences display a dominance of social capital in both fee-paying and non-fee paying schools.

9.3 Contribution of the Study

This study has contributed to an understanding that the educators from the non-fee paying schools are more inclined towards the "survival" humanistic aspects of schooling such as attending to socio-economic challenges of poverty, teenage pregnancy, crime and so forth, while educators in the fee-paying schools gravitate towards professional accountability, excellence, performativity and so on, which is aligned with the neoliberal discourses of marketisation, branding and competition. Therefore, through the influence of neoliberalism the nature of the professional capital of educators from the fee-paying and non-fee paying schools appears to be different.

Educators from fee-paying schools tend to deploy their bridging and linking social capital not primarily for socialisation but also for career and professional growth and also to be at cutting or leading edge of their profession. Educators from non-fee paying schools, although in possession of bridging and linking social capital, tend to deploy more of their bonding social capital, which is tied to individuals of similar demographic characteristics such as family members and work colleagues (Mulford, 2007) that attends to the immediate "survival" needs of the school.

This study has also contributed in enhancing our understanding of the context in which schools are located in South Africa and the different socio-economic groupings of the schools and the learners that are part of such schools, which suggests that there are different discourses that will influence the way in which educators will respond. In impoverished communities there seems to be a focus on human and decisional capital in the way educators approach their teaching and themselves as professionals, while in more affluent schools

there is a focus on social capital in the way they approach their teaching and professional identity.

9.4 Significance and Recommendations of the Study

This study has contributed to the literature on professional capital in two ways. Firstly, although Hargreaves and Fullan (2012) used many examples (e.g. Finland & United States of America) from developed countries to advance their notion of professional capital and its interrelated components, namely, human, social and decisional capital, this study has added a new orientation and contributed to the scholarship on professional capital by citing examples from developing countries (four schools from South Africa). Although professional capital is not meant to be simplistic, a one-size-fits-all strategy and similar across the world, it must be context specific (Stone-Johnson, 2017). This study has thus contributed to the scholarship on professional capital within the context of quintile rankings of schools, especially within South African schooling system that is manifested by a two-tier system of schooling (Spaull, 2012).

Secondly, this study has also demonstrated that the nature of professional capital of educators in poor, disadvantaged schools (non-fee paying) informed largely by humanistic discourses of care and compassion in the face of adversity, is different from the educators in advantaged schools (fee-paying), influenced by the discourses of neoliberalism. This study can prove useful for further research by scholars into the relationship of neoliberalism and the nature of professional capital of educators.

This study has significance for educators in recognising their potential to make appropriate decisions that inform their practices based on how they view their human, social and decisional capital informing their work as educators. School leaders should recognise the human, social and decisional capital informing the practices of educators and provide the necessary support for the educators to harness and grow these capitals for the provision of quality and relevant education.

This study also shifts the gaze from reliance on explicit knowledge to understanding the significance of tacit knowledge in facilitating teaching and learning. Curriculum developers and policymakers must be aware that apart from explicit knowledge, tacit knowledge is also

used by educators to uplift their human capital to facilitate their teaching and learning. Professor Prevanand (Labby) Ramrathan (2018) in his inaugural lecture (Teachers and Teaching: Transforming Education) makes reference to the iceberg metaphor of teacher development, whereby the emphasis on teacher development has largely been on the surface and above, namely, a focus on policy, curriculum, content and context knowledge and teaching methods. However, the tacit knowledge (below the iceberg on being an educator) such as emotions of educators, issues of identity, attitudes etc. have not been delved in greater detail but through the lens of professional capital, made up the interrelated components of human, social and decisional capital (Hargreaves & Fullan, 2012) has provided a scope for unearthing the tacit knowledge that lies "below the surface" of being an educator (Ramrathan, 2018). For example, educators are constantly initiating their tacit skills of discretionary, instantaneous decisions responding to learner's needs, questions and disruptive behaviour during delivery of lessons but teacher development initiatives do not focus on how educators harness their decision making capabilities and foster trust in these decisions to facilitate their teaching but rather emphasise the manner in which an educator is required to deliver the curriculum (Ramrathan, 2018). This study has revealed, for example, how an educator (Mark) from a quintile 3 school uses his tacit knowledge gained from his participation in sports and from his engagement with the parents of his learners to help make decisions in designing his classroom practice, thus advancing his professional capital. Curriculum developers and policymakers must place more emphasis on developing educators to take appropriate professional decisions that is relevant to the needs of their learners.

The recommendations made and discussed in this chapter are informed by the key findings that have been identified in this chapter, namely, vulnerability, spontaneity, dialogical interactions, learning and experiences and trust. This study has revealed that educators from fee-paying schools embraced their vulnerabilities as opportunities rather than weaknesses. It is important for principals of both fee-paying and non-fee paying schools to demonstrate leadership, more specifically collaborative leadership, to harness the potential and wisdom of every educator in their schools. Through shared leadership, educators develop a sense of ownership, trust and confidence and this leads to educators approaching their challenges and vulnerabilities with calmness, confidence and resoluteness and will not "buckle" under pressure. When educators work in collaborative environments that embrace their vulnerabilities and challenges as opportunities, trust, harmony and staff unity are, to a large

extent, fostered in the school, driving the school towards excellence. Subject advisors and other officials from the Department of Basic Education that evaluate the work and performance of educators should not only express satisfaction with educators who are performing with minimal challenges but also express delight at those educators faced with innumerable challenges and vulnerabilities but are still producing good work at schools. This initiative will also engender trust and confidence in those educators with challenges and vulnerabilities.

Spontaneity is an important aspect of human capital that all stakeholders in schools must embrace collectively. Spontaneity has tremendous benefits for the goodwill of an organisation (Jena & Goswami, 2014) for building a cohesive staff and also for fostering school effectiveness. Principals, who must be spontaneous individuals themselves, must drive this phenomena at school with their educators, management, members of the governing body and other stakeholders. Spontaneity breeds love, care and trust and once these elements are characteristic of the school culture it also engenders a positive ethos at the school, which potentially can produce positive outcomes. Spontaneity also enhances collaboration amongst the various stakeholders to potentially enhance school effectiveness.

Dialogical interaction, learning and experiences are crucial for educators, both in fee-paying and non-fee paying schools, who are needed to transition their learners from the third to the fourth industrial revolution. The dialogical experiences of the educators involves creating a collaborative atmosphere in their classroom, promoting egalitarianism and stimulating the critical and creative faculties of the learners. Together with independent thinking, critical and creative thinking are necessary ingredients for being an active participant in the fourth industrial revolution. The fourth industrial revolution also requires the skill of engaging collaboratively and educators can foster this in their dialogical interactions with their learners in classrooms and colleagues in PLC's. Policymakers, principals and other pertinent stakeholders must recognise the significance of dialogical engagements and embrace these engagements at school, which will help educators prepare for the challenges of the fourth industrial revolution.

Therefore, principals of schools must create an environment that strengthens the ties and improves relational trust (Harris et al., 2013) amongst the educators, between educators and management, between the educators and governing body and between the educators and

members of the community. For example, a bonding weekend away from the school can help galvanise the social capital of individuals by improving human relations, building respect, improving tolerance, fostering collaborative relationships and most important of all entrenching high levels of trust amongst the staff, management, governing body and members of the community. The Department of Basic Education must also empower educators by providing opportunities for the upgrading of educator qualifications and exposure to effective professional development programmes that enhances educator self-trust (Harris et al., 2013) and educator efficacy.

Another important recommendation that warrants some discussion is for policymakers to embrace the wisdom of professional capital illuminated by Hargreaves and Fullan (2012) and ensure that professional development of educators is done through the lens of professional capital, focussing on initiatives and strategies that develop the human, social and decisional capital of educators. Some of the values of sport such as commitment, honesty, teamwork, and hard work are values that educators embrace in their teaching and learning. Therefore, making an initiative to develop the human, social and decisional capital of an educator novel, creative and interesting, the use of an icon in sport such as Roger Federer or other sports icons that embody the idea of professional capital could be the point of departure. Using audiovisual material and other forms of pertinent literature that demonstrates the human, social and decisional capital of these sporting icons can be potentially receptive for educators and expedite their understanding and development of their professional capital. Once the implementation of the professional capital approach to teaching is put into motion, the impact of it must be evaluated and if necessary re-purposed.

9.5 Concluding Comments

This chapter concludes by reflecting on the experiences of the study undertaken. This study has been an incredible journey for me that was undertaken four years ago. It gave me a comprehensive understanding of the nature of research, the challenges that I confronted as well as an understanding of the mental labour needed for an assignment of this nature. It also educated me that informal meetings and engagements (weddings, birthdays etc.) were just as important as formal engagements such as meetings with my supervisor, librarian and so on. My very fluid and comforting relationship with my supervisor and other notable academics coupled with their wisdom gained from the numerous formal and informal

engagements with them contributed significantly to me reaching my destination of completing the study. Engaging with the theory of professional capital (Hargreaves & Fullan, 2012) not only formed the core of my thesis but also became a part of my life. I could relate to businessmen, doctors etc. and have conversations about how they could improve their human, social and decisional capital to realise efficiency and effectiveness in their work. Professional capital also resonated with sportspeople and this was alluded to in the opening chapter of the thesis when I highlighted the alignment of professional capital with a tennis legend like Roger Federer. Some were cynical about this theory, while some loved it and contacted me regularly for conceptual clarification and even requested me to deliver a brief talk on this phenomenon to their staff. This humbled me and made me work harder to ensure coherence and quality of the study.

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Appendix A: Consent Letter of Participant

P.P. PATHER
P.O. BOX 32
STANGER
4450

Dear Participant

PARTICIPANT CONSENT LETTER

My name is Mr. P.P. Pather from the Stanger South Secondary. I am presently pursuing my PHD (Ed) and my dissertation is entitled: **The Professional Capital of educators across the varying school quintile categorization**

The broad focus of the research project is to explore how educators acquire and deploy their Professional Capital (which is linked to professional development) to facilitate their teaching and learning. You have been identified through voluntary inclusion as a possible participant in an interview process to produce some data on whether Professional Capital of educators has any influence on your teaching and learning. The data production process would involve transect walks with you in the school and the nearby community, observations of lessons and semi-structured interviews with you at your convenience in terms of time and venue. The interviews will take on an iterative process, and may require up to 2 to 3 interviews per participant to obtain depth and clarity of information provided by the respective participant, while about 20 lessons will be observed in the classroom scattered over a period of four months.

Please note that:
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interviews are iterative in nature and apart from the first interview (about $2\frac{1}{2}$ hours), there may be other interviews to obtain depth and clarity of information.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at obtaining information on schooling in your community.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

Thanking you for your contribution to the research process

P.P. Pather

CONTACT DETAILS:
EMAIL: indrinpather@gmail.com
CELL: 0832265269
SUPERVISOR (UKZN): Professor Labby Ramrathan (CELL: 082 674 9829)
                    (EMAIL: ramrathanp@ukzn.ac.za)

DECLARATION

I……………………………………………………………………… (full name of the Participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I give my permission to be a participant in the research project.

I understand that I am at liberty to withdraw my school from participating in the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT: _____
DATE:_____

Appendix B: Consent Letter of Principal

P.P. PATHER
P.O. BOX 32
STANGER
4450

PRINCIPAL

CONSENT LETTER

My name is Mr. P.P. Pather from the Stanger South Secondary. I am presently pursuing my PHD (Ed) and my dissertation is entitled: **The Professional Capital of educators across the varying school quintile categorization**

The broad focus of the research project is to explore the Professional Capital (which is linked to professional development) of educators across the different quintile ranked schools. Your school has been identified through voluntary inclusion process as a possible site of research for this project to produce some data that will help us understand how educators acquire and deploy their professional capital to facilitate their teaching and learning. The data production process would involve transect walks in the school and nearby communities, observations of lessons and semi-structured interviews with teachers at the convenience of the research participant. The interviews will take on an iterative process and may require up to 2 to 3 interviews per participant to obtain depth and clarity of information provided by the respective participant, while about 20 lessons will be observed in the classroom over a period of four months. This process of data collection would not interfere with the day-to-day activities of the school. All participants would be appraised of the research process, their participation and their rights in the research processes through informed consent forms. Their permission would be sought prior to their participation in the data collection process.

Please note that:
- All confidentiality is guaranteed as inputs from participants will not be attributed individually to the person. Pseudonyms would be used to protect the participants' anonymity.
- Any information given by the participants cannot be used against any of the participants, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- The choice to participate, not participate or stop participating in the research is left on to the participant. No one will be penalized for taking such an action.
- The research aims at obtaining information about teaching and schooling.
- Participants' involvement is purely for academic purposes only, and there are no financial benefits involved.

Thanking you for your contribution to the research process

P.P. Pather

CONTACT DETAILS:
EMAIL: indrinpather@gmail.com
CELL: 0832265269
SUPERVISOR (UKZN): Professor Labby Ramrathan (CELL: 082 674 9829
(EMAIL: ramrathanp@ukzn.ac.za)

DECLARATION

I……………………………………………………………………………… (full name of the Principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I give permission for my school to be participating in the research project.

I understand that I am at liberty to withdraw my school from participating in the project at any time, should I so desire.

SIGNATURE OF PRINCIPAL: _____

DATE: _____

Appendix C: Ethical Clearance Certificate

11 April 2016

Mr Paramanandhan Prathaban Pather 8319510
School of Education
Edgewood Campus

Dear Mr Pather

Protocol reference number: HSS/0238/015D
Project title: Professional capital of teaches across the varying school quintile categorization: An exploration of links to learner performance

Full Approval — Expedited Application

In response to your application received on 24 March 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/lnterview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

Cc Supervisor: Prof Labby Ramrathan
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms T Khumalo

Appendix D: Language Editing Certificate

NERESHNEE GOVENDER COMMUNICATIONS (PTY) LTD

REGISTRATION NUMBER: 2016/369223/07

DR NERESHNEE GOVENDER (PhD)	32 Kharwa Road
WRITING PRACTITIONER EDITOR COPYWRITER TRAINER	Kharwastan
PhD-Management Sciences - Marketing (Media, gender and identity)	Durban
M-Tech Public Relations	4092
B-Tech Public Relations *(Cum laude)*	Cell: 084 702 25 53
B-Tech Journalism *(Cum laude)*	e-mail: neresh@ngcommunications.co.za

20/11/2018

ATTENTION: P.P PATHER

RE: EDITING CERTIFICATE - PHD THESIS

Focus area: Examining the nature of professional capital across the varying school quintile categorisation that educators have acquired and deployed in facilitating teaching and learning.

This serves to confirm that this thesis has been edited for clarity, language and layout.

Kind regards,

_____

Nereshnee Govender (PhD)

Appendix E: Observation Schedule for Classroom Visits

<u>The observation schedule is divided into two parts:</u>

1. Observations of the educator teaching (including the engagement with learners).
2. Observations of the educator conducting assessment.

1. EDUCATOR TEACHING

1.1 How does the teacher initiate discussion with his learners?

_____
_____
_____

1.2 What types of questioning strategies (open/closed) does the teacher use?

_____
_____

1.3 How does the teacher respond to questions from the learner?

_____
_____
_____

1.4 How does the teacher operationalise the concept taught to his learners?

_____
_____
_____

1.5 Are elements of dialogic learning taking place in the classroom?

_____
_____
_____

1.6 How does the teacher issue instructions to his learners?

_____
_____

1.7 Does the teacher use simple or complex vocabulary during the teaching process?

_____
_____
_____

1.8 How does the teacher handle problems related to discipline in the class?

_____
_____
_____
_____

1.9 Does the teacher use relevant examples when teaching a concept?

_____
_____
_____

1.10   How does the teacher manage the experiences of the learners in the classroom while teaching?

_____

_____

_____

_____

1.11   How does the teacher manage learners who come from disadvantaged communities in the classroom while teaching?

_____

_____

_____

_____

1.12   How does the teacher respond to alternative views in the classroom?

_____

_____

_____

1.13   How does the teacher encourage critical thinking while teaching?

_____

_____

_____

1.14   Does the teacher expose the learners to audio-visual materials when teaching?

_____

_____

1.15   Does the teacher integrate the lesson being taught with other subject disciplines offered at the school?

_____

1.16   Does the teacher enforce his position of power with his learners?

_____

_____

1.17   Does the teacher engage with his learners in a humanistic way?

_____

_____

1.18   How is egalitarianism promoted in the classroom?

_____

_____

1.19   How is group work managed by the teacher?

_____

_____

1.20   Does the teacher acknowledge his or her mistakes to the learners?

_____

1.21   How does the teacher manage weak and gifted learners?

_____

_____

2. EDUCATOR CONDUCTING ASSESSMENT

2.1 What are the conversations between learner and teacher before a formal assessment is administered by the teacher?

_____

_____

2.2 How is the classroom space organised for the formal assessment programme (if done in the classroom)?

_____

_____

2.3 What is the nature of the formal assessment (e.g. test, assignment, role play etc)?_____

_____

2.4 Comment on the instructions of the assessment.

_____

_____

2.5 Does the teacher follow the assessment protocol of the CAPS curriculum?

_____

_____

2.6 Does the teacher provide a rubric for the formal assessment?

_____

_____

2.7 Does the formal assessment cover the different levels of questioning?

_____

2.8 How are informal assessments managed in the classroom?_____

_____

2.9 Describe the response of the learners in respect of informal assessments.

_____

_____

_____

2.10   Does the teacher provide a rubric for informal assessments?

_____

_____

_____

2.11   Do the formal and informal assessments reinforce the concepts taught in the classroom by the teacher?

_____

_____

_____

_____

Interview Schedule: **The Professional Capital of educators across the varying school quintile categorization.**

Dear Participant

The purpose of this interview schedule is to gather in-depth information through critical dialogue to shed light on the experiences of educators on how they acquire and deploy their Professional Capital. The information you give here is strictly confidential and will be used for the purpose mentioned above. All names of participants and schools in which they teach will be substituted with pseudonyms to protect the rights of privacy of the participants in terms of anonymity and confidentiality. All recorded data will be housed in my study (20 Blaine Street, Stanger, 4450) under lock and key.

Thank you

P.P. Pather

The interview will take approximately 2,5 hours spread over five sessions. The following information needs to be asked before the dialogue commences.

Background information: Teacher
1. Name of Teacher (optional)……………………….
2. Age………….
3. Race……………..
4. Gender……………..
5. Nationality…………………
6. Geographical location of school……………………….
7. Qualification level………………………..
8. Years of teaching experience……….
9. Name of school (optional)…………
10. Type of school…………..

---

1. BEING PROFESSIONAL & PROFESSIONAL DEVELOPMENT

1.1 What does the term professional development mean to you? When was the last time you engaged in professional development and which discipline of teaching? What was it about?

_____
_____
_____

1.2 What does the term being a professional mean to you? Can you name a few characteristics of being a professional? How has access to magazines, audio-visual material, education journals etc. impacted on your capacity as a professional?

_____

_____

1.3 What is the relationship, if any, between being an innovative teacher and being professional? Improvisation is an integral part of teaching – how has improvisation improved your capacity as a teacher and enhanced your professionalism?

_____

_____

1.4 Is your status and autonomy as a professional recognizable by your colleagues and management? If no why?

_____

_____

1.5 What does the school do to drive commitment amongst the teachers of the school? Give examples to illustrate your answer. How has commitment amongst teachers translated into making a difference in the lives of learners?

_____

_____

1.6 In what way is teamwork (if any) operational in your school? Give a few examples to motivate your answer.

_____

_____

1.7 What measures are put in place to ensure that capability and competence are given paramount importance?

_____

_____

1.8 What conversations, if any, do you have with your colleagues in and out of school (other teachers) about good teaching practices in terms of method of teaching, lesson preparation testing etc .

_____

_____

1.9 Do you engage with fellow teachers by challenging them on pedagogic issues, directives from the department of education regarding curriculum matters etc.. With examples explain how you execute this position? How do you embrace change in teaching by making your fellow colleagues rethink their position on issues of teaching?

_____

_____
_____

1.10 **What type of emotional support, if any, do you receive from management and fellow teachers during challenging times? Do you reciprocate emotional support to your fellow teachers and management?**

_____
_____

1.11 **How does the term professional capital sound to you? Can you unpack this concept with examples?**

_____
_____

2. HUMAN CAPITAL

2.1 What type of qualification/s do you possess?

_____
_____

2.2 Did you study full-time or part-time to achieve your qualification? What were your experiences in this regard? At which institution did you obtain your qualifications? Describe your experiences at this institution using examples.

_____
_____

2.3 What type of support, if any, did you receive from the Department of Education or Government towards obtaining your qualification? Was the support adequate to help complete your studies?

_____
_____

2.4 Describe a few challenges you experienced during the process of obtaining your qualifications.

_____
_____

2.5 Do you feel that your salary package justifies your qualifications? If no, provide an explanation.

_____
_____

2.6 How do your qualifications meet the curriculum (e.g. CAPS) demands as well as our changing global society? What attempts have you made to improve your qualifications? Was there a need to improve your qualifications? Why? _____

_____
_____

2.7 What is your perspective about postgraduate degrees or other higher qualifications as tools to handle the dynamics of the new curriculum and to cope with an ever-changing society?

_____
_____

2.8 Apart from postgraduate degrees what other sources or platforms that one can access to improve one's pedagogic knowledge.

_____
_____

2.9 How has your degree or diploma impacted on learner's achievement at school?

_____
_____

2.10 Interacting with other teachers in subject committees or professional learning communities are believed to enhance the expertise in your subject area. Describe the level of interaction with teachers from your school or other schools regarding your subject matter. Has this interaction, in any way, improved your teaching and learning of your subject matter? Has this process achieved any success with your learners? Explain briefly.

_____
_____

2.11 Knowing and understanding the diversity of your learners (cultural, religious, racial etc.) is a crucial skill that teachers ought to possess to help facilitating teaching and learning. In the light of this statement how do you access knowledge about your learners to facilitate teaching and learning?

_____
_____

2.12 Why are passion and moral commitment important components in the teaching process?

_____
_____

2.13 How do you develop your passion and moral commitment to serve your learners?

_____
_____

2.14 Understanding diversity is a universal phenomenon and is an integral aspect of teaching today. How have you embraced diversity in your teaching experience?

_____
_____

2.15 Your interaction with parents, members of the governing body and the community plays an important role in facilitating the teaching process. What are some of your strategies that you use to galvanize these stakeholders on their role in schools in an effort to enhance teaching and learner achievement at school?

_____
_____

2.16 Have you heard of the term human capital? Can you provide a concise explanation of this concept?

_____
_____

3. SOCIAL CAPITAL

3.1 What does teamwork mean to you?

_____
_____

3.2 How strong is teamwork in your school?

_____
_____

3.3 Describe the nature of teamwork at your school.

_____
_____

3.4 Do you believe that collaboration and teamwork is a necessary part of school life?

_____
_____

3.5 Networking, working in groups and social interactions are resources one uses to access new knowledge. Have these activities in any way provided a resource for you to access new knowledge about teaching and other important aspects of school life?

_____
_____

3.6 What do you do to foster trust between you and your fellow teachers? List and explain some activities that foster this trust.

_____
_____

3.7 What do you do to foster trust between you and members of management? List and explain some activities that foster this trust.

_____
_____

3.8 How do engage and network with members of the governing body and outside institutions? Explain your method of networking.

_____
_____

3.9 In what way has networking with fellow teachers, management, governing body and outside institutions impacted, in any way, on your teaching and learning and learner achievement in the classroom?

_____

_____

3.10 Professional Learning Communities (PLC's) are an integral part of enhancing teaching and learning. Are you part of a PLC? If yes, state the nature of the PLC, the logistics of setting up the PLC, its impact on your teaching and learning and its potential for learner achievement.

_____

_____

3.11 Are you in a position to trust your fellow colleagues or members of management to safely engage in critical dialogue, without fear of victimization? If yes/no – explain your position.

_____

_____

3.12 How is IQMS administered in your school? Is it done collaboratively or otherwise? State your position.

_____

_____

3.13 Does your school encourage team-building workshops or initiatives where collaborative teamwork is encouraged and conflict and potential conflict situations are discouraged? If yes, describe the nature of these workshops.

_____

_____

3.14 What is the bereavement policy of the school with regard to a colleague or his next of kin passing away? Has this policy in any way improved human relations at school?

_____

_____

3.15 Gossip amongst teachers is an essential ingredient for potential conflict. How do you react to gossip (be it about or a colleague) in your school? What strategies do you use to mitigate the negative effects of gossip and improve harmonious relationships amongst colleagues?

_____

_____

3.16 Are birthdays of teachers celebrated at school as a strategy to improve good working relations?

_____
_____

3.17 Is there a culture in your school to greet teachers at the different times of the day? Do you move from your space (or table) and greet teachers or have a general conversation with other teachers at other tables in the staff room?

_____
_____

3.18 Do you take the opportunity to share your lunch with other colleagues at your school?

_____
_____

3.19 Personal Debt is a reality for many teachers today. Are teachers in your school willing to assist fellow teachers with issues regarding financial debt or providing emotional support in other personal matters?

_____
_____

3.20 Conflict and tension is a normal occurrence at schools. Relate any experience of a conflict situation that you experienced and the manner in which you responded to it? What did you learn from this experience?

_____
_____

3.21 Have you heard of the concept social capital? If yes provide a brief description of the concept.

_____
_____

4. DECISIONAL CAPITAL

4.1 Are you in the position to make discretionary decisions (on the spur of the moment) regarding your teaching style (for example) without consulting the teaching manual? [If yes, what motivates you to make discretionary decisions?]/ [If no, then what are the factors that result in decision paralysis].

_____
_____

4.2 Do you always follow rules or protocol in some cases when you make decisions? Explain your response.

_____
_____

4.3 Does your ability to judge or make a decision ever done in an environment of uncertainty? Explain your response.

_____
_____

4.4 Do you use collaboration and teamwork as tools to assist in your decision-making process? Explain your response.

_____
_____

4.5 If there is hostility or potential hostility between you and other teachers – how would manage an important decision-making process that involve those who are conflict or potential conflict with you?

_____
_____

4.6 Is critical reflection and introspection part of your decision-making process? Explain.

_____
_____

4.7 How do you draw on insights from others to effect decisions? Do you garner insights from informal sources (such as the janitor of the school, or school pupils, parents etc.) to contribute to your decision-making process?

_____
_____

4.8 Do you feel vulnerable when poor decisions are executed by yourself? Explain your vulnerability if yes?

_____
_____

4.9 Is vulnerability viewed as a positive or negative trait?

_____
_____

4.10 Propaganda is a powerful tool used by many to sway decisions in their favour. Are you ever blindly influenced by propaganda or a biased media when making decisions?

_____
_____

4.11 In what way does the power of management impact on your decision-making process as a teacher in class or a social actor in school?

_____
_____

4.12 All your degrees and qualifications may prove fruitless in an important decision-making process. Experience and the factor of serendipity (right place right time) may play a pivotal role. Do you agree (did you experience this?)

_____
_____

4.13 We all are placed at some time in a situation where there is a paralysis of decision-making? Describe your experiences of a total paralysis in decision making. What were the consequences of such a paralysis?

_____
_____

4.14 How do manage the issue of power when decisions are negotiated with your learners and amongst the learners?

_____
_____

4.15 Are you prepared emotionally and socially to handle a draconian sanction (harsh punishment) by the school authorities if you execute a poor decision? Do you have the agency and stamina to institute recourse if the sanction is unjustified?

_____
_____

4.16 Do you believe that understanding diversity (and its different forms – religion, culture, economics, politics, environment etc.) are an essential part of effective decision making?

_____
_____

4.17 Do you sincerely believe that your fellow teachers who collaborate and work together as a team will support you even if have unwittingly erred in some of your judgements or decisions? Explain your response.

_____
_____

4.18 Does your management give you autonomy in making decisions?

_____
_____

4.19 Do you have the confidence of your head of department and principal in executing decisions without their intervention?

_____
_____

4.20 In your interactions with the governing body and outside institutions is your decision-making process shared or done as an individual?_____
_____

4.21 Do you think that decisions made with intellect, insight and expertise and done in a collaborative way will in most cases yield prudent outcomes? Explain your response.

_____

_____

4.22 Have you heard of Decisional Capital? If yes, unpack this phenomenon briefly.

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Appendix G: Turnitin Report