CHAPTER ONE
OVERVIEW OF THE STUDY

1.1 AIM OF THIS CHAPTER
Presently, in South Africa, transformation in education is prevalent and essential. Educators, at all levels within the education system, as key contributors to transformation of education, have a crucial role to play. Transformational challenges need to be addressed, which include, amongst others, the need for effective educational management and leadership, and the delivery of quality teaching and learning in all schools.

For the educational manager, the process of reconstruction and change endows a leadership challenge, and also places the responsibility of demanding, stimulating, and much needed management performance tasks, on the shoulders of the manager, in the struggle towards school effectiveness and the promotion of quality teaching and learning. Effective systems and processes of management, coupled by effective leadership become vital and critical to school effectiveness, school improvement and the delivery of quality teaching and learning.

The process of learning about educational management, and especially about becoming effective managers, is crucial to all educational institutions. This study therefore aims to focus on management and leadership, as key areas in educational transformation, which contribute to quality teaching and learning. The research, specifically, aims to consider the management tasks of the South African educator in a leadership position, for effective management, towards the promotion of quality teaching and learning in schools.

Chapter one will introduce the nature of management and leadership as interrelated and interdependent concepts. The concept ‘management’ and the management tasks needed for effective management will also be introduced
In chapter one, and will be further explored, in detail, in chapter two, in an attempt to understand how the effective execution of management tasks contribute to the promotion of quality teaching and learning in schools.

Because the educational manager, for this study, holds a leadership position within the educational organisation of the Gauteng Department of Education (GDE), aspects of the Gauteng Department of Education, and its organising principles and organisational structure will be focused on. In addition, the functions, purpose and responsibilities expected of this educational manager and leader, as required by the GDE, will also be introduced in chapter one, and will be provided for in greater detail, in chapter two. The management tasks, including the leadership, of this educational manager, will also be focused on and integrated throughout the study.

In chapter one, the problem statement and the aims of the study are provided for. The research design and methodology are also explored in an introductory way.

1.2 AN INTRODUCTION TO THE STUDY
1.2.1 THE RELATIONSHIP BETWEEN MANAGEMENT AND LEADERSHIP
Because this study will not consider management in isolation of leadership, and views the concepts of management and leadership as not necessarily the same, but as not mutually exclusive, it becomes important at this juncture to immediately consider ideas on management and leadership, as well as the interrelated nature of these concepts:

- According to Squelch & Lemmer (1994: 9), ‘Management is the process of planning, organising, motivating and guiding. Leadership is more a process of encouraging and influencing people to cooperate in achieving goals that are perceived to be mutually satisfying’.
- According to Van der Westhuysen (1990: 195), ‘management implies a job, a profession or a calling’, and ‘leadership is a characteristic of a manager’.

• In the Unisa Educational Management Guide (ONB451-F: 2), the link between management and leadership is emphasised in the following statement: ‘Management is about the acknowledgement of knowledge, skills and competencies that managers need, to offer high quality leadership for organisational effectiveness’. It further indicates that ‘management is therefore an interactive and interdependent process where effective managers and effective leaders are surrounded by effective followers and collaborators who will perform their managing tasks effectively’.

The ideas, as provided above, allow for the assumption that management and leadership are linked. They imply a dependency, an interrelationship and integration between these concepts. They suggest that a relationship exists between management and leadership, in that leadership is shown to lend support to management.

In addition to these ideas, Williams (as quoted in Squelch & Lemmer, 1994: 11) offers an illustration that suggests a relationship between leadership and management. It provides for an interrelatedness of these two concepts. This illustration has been captured below, in FIGURE 1:

![Figure 1: Suggestive Relationship Between Management and Leadership](image)

The above illustration (FIGURE 1) infers that for the leader and manager, management and leadership will overlap and merge too. For effective management, leadership thus becomes a requirement. This also suggests that effective management requires leadership as an essential part of management. In addition, the illustration infers that for the leader and manager, management together with leadership, will be crucial for the effective functioning of an organization.
Furthermore, it is important to note that ‘leadership is frequently seen as an aspect of management’ (Van Deventer & Kruger, 2003: 68), as it is apparent too, that the achievement of organisational goals and objectives through leadership, is management.

Because of this relationship between management and leadership, it may be assumed that managers will need to portray effective management, including effective leadership, to be effective as managers. The link between the concepts is evident, and hence, the concepts will be seen as complementary to each other in the study, and thus management, together with leadership, will be viewed as being essential to effective management.

Davidoff and Lazarus (1997: 157) aptly sum up the close relationship between management and leadership as follows:

‘Part of the skill of leadership and management is about ensuring that everyone is ‘on board’, but that once on board, people are in fact, on a journey with direction, that they’re all aware of the direction, and that they have all agreed that is where they would like to go’.

This quote also clearly indicates, that for the educational manager too, the functions of management and leadership need to be interrelated for the effective management of the educational organization, towards the realization and achievement of organizational goals.

From the above discussions, it becomes apparent that educational managers will not be able to guide colleagues towards realising the long-term vision of the educational institution, and towards the realization and achievement of organizational goals, if the management functions are not there to give structure and support. Management thus needs to focus on the tasks that should be performed to achieve these goals. As importantly too, for management systems and processes to be functional, clear leadership is needed for direction, realisation of goals and ultimately realisation of the vision of the educational institution.
Therefore, because management tasks need to be performed for the effective management of an organisation, complementary to management, and crucial of the effective manager, for effective management, will include leadership too. Clearly then, management and leadership are required, and are essential to the effective management of an organisation.

1.2.2 INTRODUCING ‘MANAGEMENT’ AND THE FOUR MANAGEMENT TASKS

In order to introduce and understand ‘management’, and the four vital management tasks for effective management, it is important to focus on varied definitions of management.

- Fields’s (1993: 56) view of management is that ‘Management relates to things and equipment and the people controlling them’.
- Horwitz’s (1990: 56) ideas on management suggest ‘the development of operating principles and values which create an environment for continuous improvement’ and ‘provide the systems and resources to support the process’.
- Everard and Morris’s (1990: 5) view of management suggests ‘the working with and through individuals and groups, and other resources to accomplish organisational goals’.
- Van Deventer and Kruger (2003: 65) contend that ‘management is about effective task execution as well as effective people management’.

Thus, management is about managing people and relationships that are focused around organisational aims and objectives. Systems, processes and resources therefore need to be put in place for effective management. This then implies the execution of crucial and essential management tasks for the effective management of an organisation.

Hence, because management needs to focus on the tasks that should be performed effectively to achieve aims and objectives, it becomes important, at this point, to briefly consider and categorise these tasks. In the Strategic Leadership Participants Workbook on Introduction to Management (Module 1,
2000: 8-9), the basic tasks that a manager does has been identified as that of ‘planning, organising, leading and controlling’ the people, objectives, and resources of a specific organisation by means of human, physical, financial resources, to fulfil the needs and objectives of that organisation. It is further indicated that these tasks form part of the interrelated and interactive management process, and that they are intertwined in practice, and are briefly described as follows:

- **Planning:** The traditional planning steps identified (Strategic Leadership Participants Workbook on Introduction to Management, Module 1, 2000: 10) are:
  - Establishing objectives
  - Creating an action plan
  - Drawing up a schedule
  - Developing budgets
  - Establishing policies, procedures and rules

Thus the planning task encompasses setting of the vision, mission, goals and objectives. It also includes problem solving, decision-making and policy-making.

- **Organising:** Sergiovanni & Starratt (1998: 13) say that organising involves ‘the bringing together of human, financial and physical resources in the most effective way to accomplish goals’. Furthermore, the Strategic Leadership Participants Workbook on Organising (Module 5, 2000: 5) views organising as a critical process, in that it:
  - Provides for job specifications
  - Shows formal lines of authority and structure
  - Provides the basis for coordinating the efforts of employees towards achievement of organisational objectives
  - Allows for channels of communication
  - Establishes relationships among individuals, groups and departments
Thus organising includes the establishing of an organisational structure. It also involves delegating and coordination.

- Leading: Generally in literature, leading is portrayed as including communication, motivation, conflict management and negotiation. This is also evident from the discussions below.

Horwitz (1990: 58) suggests that because management is committed to continuous improvement, they will lead by:

- Defining the constant purpose of the organization and the improvement of principles and values
- Ensuring that there is a continuous programme of education and self-improvement for everyone in the organization
- Removing all the barriers that prevent improvement and open communication being achieved
- Ensuring that all their actions demonstrate the integrity of the principles and values

Clearly, from the ideas cited on the leading task, as given above, the leading function also assumes and involves the effective leadership of the manager, for effective management. Thus as indicated in 1.2.1, in this study, while leadership is viewed as interrelated and complementary to management, and ‘a characteristic of the manager’ (Van der Westhuisen, 1990: 195), it is also integral and inclusive to the leading task of the manager. This then leads to a consideration of leadership.

According to Eyre (1993: 193), there are two elements necessary for understanding of leadership. These are:

- It is essentially a group situation where members of the group have a common purpose
- The authority of the leader must be accepted by all members of the group
According to Murgatroyd and Gray (as quoted by Bush and West-Burnham, 1994: 68), ‘Leadership is not about skills, rules or procedures but about the person and the quality of their relationships with others’.

These definitions indicate that leadership concerns group and human relationships. Furthermore, the implication is that the leader has to influence followers to set and achieve common goals, and that the leader must therefore lead followers to commitment and empower followers, by means of his/her leadership, so that their combined efforts result in the attainment of the set goals. Leadership is therefore portrayed as integral to the leading task, required of the manager, towards effective management. Leading, inclusive of leadership, is thus a crucial requirement of the manager, towards effective management. These definitions clearly allow for the leadership to be seen as indeed a requirement to effective management, as well, and while leadership may be a ‘characteristic essential to a manager’ (Van der Westhuisen, 1990: 195) too, it is also emphasised as integral to the leading management task, for effective management.

The management task of leading thus allows for the inclusion of the leadership of the manager, together with the effective leadership characteristics needed, towards the effective management of an organisation. Leadership, together with effective leadership characteristics needed, for effective management, will be explored, in detail, in chapter two. It will be accommodated in the discussion on ‘leading and leadership’, as it is viewed as integral to the leading function.

- Control: Johnson & Brooks (1979: 34-35) indicate that control is a dynamic management activity that has the following three elements:
  - Comparing of actual results with the predicted results
They further indicate that control is aimed at prevention and remediation. It is also suggested that control involves the following steps:

- Setting of standards
- Observing and measuring of work
- Evaluating work and performance
- Remedial action

The management tasks, including leadership, as highlighted above, show that managers are charged with the responsibility for deciding the direction an organisation will take, and these also indicate that managers hold the leadership and the authority, to move the organisation towards goal achievement.

1.2.3 EFFECTIVE MANAGEMENT SKILLS

Closely related too, is that, in order to carry out the four basic management functions, managers need to portray an array of management skills for effective management. Leadership skills, interpersonal skills, administrative skills and organisational skills are crucial to effective management, and thus the table (TABLE 1) below, outlines and expands on such needed skills (as adapted from the Strategic Leadership Participants Workbook on Introduction to Management, Module 1, 2000: 11):

The skills presented in TABLE 1 are essential to effective management, and will therefore be reflected on, in relation to the four management tasks, in this study.
### TABLE 1: EFFECTIVE MANAGEMENT SKILLS

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>INTERPERSONAL</th>
<th>ADMINISTRATIVE</th>
<th>ORGANISATIONAL</th>
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<tbody>
<tr>
<td>- Give clear direction</td>
<td>- Interact effectively with team members</td>
<td>- Engage in strategic and operational planning</td>
<td>- Devise strategies for organisational effectiveness and success</td>
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<tr>
<td>- Participate in problem solving and decision making</td>
<td>- Build multi-skilled teams</td>
<td>- Establish measurable milestones/ set reachable targets</td>
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<tr>
<td>- Delineate goals and objectives clearly and specifically</td>
<td>- Keep people involved and motivated</td>
<td>- Establish effective operating systems</td>
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<tr>
<td>- Motivate team members to achieve goals</td>
<td>- Manage conflict</td>
<td>- Establish and maintain reporting and review systems</td>
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<tr>
<td>- Delegate</td>
<td>- Communicate within and with outside stakeholders effectively</td>
<td>- Plan manpower and resources strategically</td>
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<tr>
<td>- Make sound decisions</td>
<td>- Foster an environment conducive to teamwork</td>
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<tr>
<td></td>
<td>- Empower team members</td>
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Thus far, suggestions have been given on management and leadership, management skills and the management tasks in general, but because this study is situational and contextual, and is aimed at focussing on leadership and management in the educational setting, it also allows for the possibility that management, including leadership, be considered specifically in this light, that is, in relation to educators, in the educational organisation. This then leads to the discussion on management and leadership roles for educators.

### 1.2.4 MANAGEMENT AND LEADERSHIP ROLES FOR EDUCATORS

Because the Education Department is focused on the promotion of quality education as an overriding aim, the Norms and Standards for Educators (Department of Education, 2000) outlines various roles, which educators at all levels in the education system, need to fulfil. The Education Department recognises the need for effective leadership and management too, and it is evident that these roles demand the effective leadership and management of educators. The roles are as follows:
<table>
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<tr>
<th>LEARNING MEDIATOR</th>
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<tbody>
<tr>
<td>The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition, the educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.</td>
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<table>
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<tr>
<th>INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES AND MATERIALS</th>
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<tr>
<td>The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning areas and learners.</td>
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<tr>
<th>LEADER, ADMINISTRATOR AND MANAGER</th>
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<tr>
<td>The educator will make decisions appropriate to the learner's level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. These competences will be performed in ways, which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.</td>
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<tr>
<th>SCHOLAR, RESEARCHER AND LIFELONG LEARNER</th>
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<tr>
<td>The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.</td>
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<tr>
<th>COMMUNITY, CITIZENSHIP AND PASTORAL ROLE</th>
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| The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.  

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education. |

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<th>ASSESSOR</th>
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<td>The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of the accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into the process for the improvement of learning programmes.</td>
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<tr>
<th>LEARNING AREA/SUBJECT/DISCIPLINE/PHASE SPECIALIST</th>
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<tr>
<td>The educator will be well-grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways, which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism.</td>
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The seven roles, as suggested above, are identified as key roles that South African educators need to fulfil, and these roles clearly take cognisance of, rely on, and support the importance of effective management and leadership in educational institutions. Importantly too, management and leadership are embraced and reflected within these roles. The roles given are inclusive of tasks, responsibilities, qualities and skills required of educators. These roles, as expected of educators, call for the acquiring, developing and portraying of them, in everyday educational practice. In this regard, Ramparsad (2001: 28) expresses that ‘skills and qualities can be learnt and developed through practice in the educational environment’. It can therefore be suggested that, for educational institutions to be effectively managed by effective managers, educators in leadership positions who manage and lead, and who engage in management tasks, need to continually reflect on their management tasks, skills and attributes, and improve on and develop these, towards effective management, in order to meet the challenges and demands of the educational institution, and to achieve goals and realise the vision of the educational institution, for there to truly be ‘smart service delivery of quality education’ (Annual report 2001/2002, Department of Education, 2002: 12).
Hence, for this study, an important consideration for the educational manager is ‘effectiveness’ in performance, towards the fulfilment of the seven educator roles suggested, and towards effective management and effective leadership, so as to produce, and work towards the desired results.

1.2.5 CONTEXTUALISING LEADERSHIP AND MANAGEMENT FOR THE STUDY
As stated earlier, this study aims to focus on management and leadership in the educational context, and in specific, it is focused on the Gauteng Department of Education (GDE), as an educational institution, with leaders and managers. In relation to this context, and having stated too, that effective management, including leadership, are required to achieve organisational goals and to realise the vision of the educational institution, it becomes important, at this point, to focus briefly on:
• The vision and mission of the Gauteng Department of Education (GDE)
• Core functions and responsibilities of the GDE

The quotations, discussions and descriptions of the above-mentioned organisational structures and issues, that follow, emerge from Annual report 2001/2002, Department of Education (2002: 11-13). These are presented as follows:

• The vision and mission of GDE

OUR VISION IS A SMART SERVICE DELIVERY OF QUALITY PUBLIC EDUCATION, WHICH PROMOTES DYNAMIC CITIZENSHIP FOR SOCIO-ECONOMIC GROWTH AND DEVELOPMENT IN GAUTENG AND SOUTH AFRICA.

WE WILL BE AT THE CUTTING EDGE OF CURRICULUM DELIVERY AND PROVIDE ACCESS TO QUALITY LIFELONG LEARNING OPPORTUNITIES.

THIS WILL BE SHAPED BY THE PRINCIPLES OF TRANSFORMATION, EQUITY, REDRESS AND UBUNTU.

• Core functions and responsibilities of the GDE

The Department will provide the following education services:

  o Public Ordinary schooling: this involves the provision of ordinary schooling to all learners in the province currently both from the compulsory schooling band and older, that is; Grade 1 to Grade 12 and includes public pre-primary schools inherited from the Ex-TED.

  o Independent schools: This involves the provision of subsidies to independent schools that qualify and to monitor the conditions that are pre-requisites for continued funding.

  o Special Schools Education: This involves the provision of schooling to all learners with special education needs in the province currently both from the compulsory schooling band and older, that is; Grade 1 to grade 12 and non-formal education programmes.

  o Early Childhood Development: This programme will focus on providing Grade R in state, private and community centres. The programme will also seek to provide ECD programmes for the pre-grade R learners.

  o Further Education and Training: This service involves the provision of formal ABET programmes to adults and youth. The service involves the provision of Level 1-5 ABET programmes.

‘Underpinning all these services above are the following activities:

  o Curriculum development, implementation and support to teachers, learners and management, as well as the assessment of learning. Included here is specialist support to learners in the form of therapist and educational psychologists.'
Institutional Development and Support to schools through school development planning, subsidies, monitoring institutional performance and monitoring and developing school governance.


Resources Management and provision: Procurement of goods and services for schools that are not self-managing and provision of learner and teacher support materials and administrative equipment and labour saving devices. In addition, building maintenance and school building programmes are provided.

Standards and benchmarking: a school evaluation service has been established to measure and report on institutional and learner performance per school.

The vision and mission of the GDE, together with its core functions and responsibilities pledged, calls for effective management at all levels of the organisation. It is apparent then that the District Foundation Phase First Education Specialist, as the GDE educational manager and leader in the focus of this study, will need to demonstrate effective leadership and effective management at the District Level, in order to support the achievement of broad organisational goals and contribute towards realising the organisation’s vision. In this regard too, the District Foundation Phase First Education Specialist is also required to fulfil the roles as per the Norms and Standards for Educators (Department of Education, 2000: 56-57), and engage in related core functions and responsibilities as provided for by the GDE.

At this juncture, it is important too, to get a brief glimpse of the GDE manager and leader in the focus of this study. The District Foundation Phase First Education Specialist, through the GDE’s organisational structure, and through his/her position, purpose and function within the GDE, assumes the designation of a District office-based specialist educator, leader and manager, which encompasses the title of ‘Foundation Phase First Education Specialist’. This designation will be explored, in detail in chapter two. An understanding into this designation also becomes clear through a view of the purpose and function of the District Learning Programmes & Framework Development & Support Section, as captured below.
It is important, to capture the structure of the Learning Programmes & Framework Development & Support Section at the District level, in order to grasp the actual position, purpose and function of the District Foundation Phase First Education Specialist within the organisation. The following representation emerges from the Proposed Organisation and Post Establishment Gauteng Department of Education-Draft 3 document (2000).

- District Learning Programmes & Framework Development and Support Section

<table>
<thead>
<tr>
<th>SECTION: LEARNING PROGRAMMES &amp; FRAMEWORK DEVELOPMENT &amp; SUPPORT</th>
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<tbody>
<tr>
<td>PURPOSE</td>
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<tr>
<td>FUNCTIONS</td>
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<tr>
<td>• To co-ordinate and monitor the development and implementation of programmes activities and projects within a specific learning area and phase.</td>
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<tr>
<td>• To co-ordinate, monitor and ensure implementation, maintenance and support of the learning area programmes, activities and projects within a specific learning area.</td>
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<tr>
<td>• To co-ordinate, monitor and ensure that the identification and addressing of barriers to learning and development takes place.</td>
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<tr>
<td>• To ensure the co-ordination, promotion, and implementation of policy based on a bias free assessment system.</td>
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<tr>
<th>EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE UNIT</th>
<th>INTERSEN PHASE UNIT</th>
<th>FET AND ABET PHASE UNIT</th>
<th>CURRICULUM MANAGEMENT AND INFORMATION SYSTEMS</th>
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<tbody>
<tr>
<td>PURPOSE</td>
<td>To co-ordinate and monitor the development and implementation of policy in the specific learning programmes.</td>
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<td>To co-ordinate and monitor the development and implementation of policy in the specific learning programmes.</td>
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The above representation illustrates the District Units and the purpose of the Units that fall within the Learning Programmes & Framework Development & Support (LPFD&S) Section at the GDE District level. The District Foundation Phase First Education Specialist is located in the Early Childhood Development and Foundation Phase Unit. The purpose and broad functions, of this Unit, have been indicated here too.
The brief representation, given above, of GDE structures, at District Level, were imperative because the researcher will consider leadership and management at the GDE District level, specifically in relation to the District Foundation Phase First Education Specialist, and furthermore, in order to understand and clarify, how?, where?, and why?, the District Foundation Phase First Education Specialist fits into the GDE organisational structure, the above discussions were essential and necessary. The District Foundation Phase First Education Specialist clearly, also needs to strive towards fulfilling the core responsibilities and activities of the Department, at the District level, towards the achievement of organisational goals.

The District Foundation Phase First Education Specialist in the GDE, is required to function at the GDE District level, and interact within all levels of the education system, which includes the National, Provincial, District and school levels, in order to work towards realising the Department’s goals and vision. The District Foundation Phase First Education Specialist is placed in the position of a leader and manager too, and hence is required to portray effective leadership and management. Van der Westhuizen (1995: 57) contends that management occurs at all levels of the education system, that is; at the District, Provincial and National levels, and it is suggested that regardless of the level of educational organisation management, every manager is required to perform tasks to satisfy educational needs, meet educational challenges and achieve the outcome of providing for quality teaching and learning.

The four fundamental managerial tasks identified of ‘planning, organising, leading and control’ (Strategic Leadership Participants Workbook on Introduction to Management, Module 1, 2000: 8-9) thus become relevant to the District Foundation Phase First Education Specialist. Importantly too, the execution of these tasks will require appropriate skills and knowledge at every level of the education system, towards effective management and organisational success. Notably, these functions are often intertwined in
practice, and divisions are not always clear, but it is suggested, in the above-mentioned workbook, that irrespective of where management occurs, these four functions are always performed. These tasks are seen to form part of the interrelated and interactive management process, and thus it is these four management tasks that will be the focus of this study.

The effective execution of these management tasks will be considered as vital to effective management in this study, and will be seen as an important ingredient to organisational success. It is also important to explore the execution of these management tasks through a different context, situation, and in different relationships too, and because this study is contextual the researcher has chosen to focus on the GDE, and in specific, the management tasks, and the leadership, of the District Foundation Phase First Education Specialist, towards the promotion of quality teaching and learning. Specifically, the researcher becomes curious to investigate: ‘How does the execution of management tasks, as identified above, assist the District Foundation Phase First Education Specialist to promote quality teaching and learning in Gauteng schools?’

This then facilitates the problem statement.

1.3 PROBLEM STATEMENT

• How does the effective execution of management tasks assist the District Foundation Phase First Education Specialist to promote quality teaching and learning in Gauteng schools?

Sub-Problems

• What does management and leadership entail?
• How does the performance of management tasks and leadership of the District Foundation Phase First Education Specialist contribute to quality teaching and learning in Gauteng schools?
Aims of the research

- To describe the concepts leadership and management, and to describe the four management tasks for effective management.
- To describe the four management tasks (including leadership) in relation to the functions, professional expectations, roles, duties, leadership and management of the District Foundation Phase First Education Specialist towards supporting quality teaching and learning in Gauteng schools.
- To describe how the management tasks of effective planning, effective organising, effective leading and effective control promote quality teaching and learning.
- To probe the perceptions of educators (both at the school and District levels) regarding the execution of the management tasks of the District Foundation Phase First Education Specialist.

1.4 CONTRIBUTION OF THE RESEARCH
The process of learning about educational management and becoming effective managers is crucial to all educational organisations, and is the motivation and focus of this research. An investigation becomes necessary too, because educational leadership and management at the District level needs to be understood in the context of educational transformation. In addition, the researcher, as a District Foundation Phase Co-ordinator in the GDE, believes that there is a lack of research done in this area, and that an investigation into the above-mentioned topic can bring forward knowledge and valuable recommendations for effective educational practice. Importantly too, the investigation will shed light on the effective execution of the management tasks for effective management, towards the promotion of quality teaching and learning in Gauteng schools.

1.5 METHODOLOGY FOR THE STUDY
In chapter one, management and leadership were considered briefly, and these were described as interrelated concepts. It is assumed, in chapter one,
that effective management, together with effective leadership, is important to the effective functioning of an organization, and that the execution of the four management tasks of planning, organizing, leading, and control, are crucial to effective management. These four vital management tasks, for effective management, were thus highlighted.

For an in-depth understanding, a literature study will be undertaken to consider the concept ‘management’, and to describe the four management tasks for effective management. Of importance to the research is the concept ‘leadership’ too, as leadership, in this study, is viewed as being complementary to management, it is also portrayed as integral to the leading management task and ‘a characteristic of a manager’ (Van der Westhuisen, 1990: 195), that is crucial to effective management. Hence leadership will be investigated, and a definition for leadership will be given, together with characteristics of the effective leader. Leadership styles will be captured, and the role of leadership in educational change will be highlighted.

In addition, in the literature study, the discussion on the four management tasks will be supported by literature on the professional expectations, roles, duties, leadership, and management tasks of the GDE District Foundation Phase First Education Specialist, as a means to promoting of quality teaching and learning in Gauteng schools. The management tasks of the District Foundation Phase First Education Specialist, as currently done, will thus be incorporated and included through the discussions on the four management tasks for effective management.

The drive for quality in education will also form part of the discussion in chapter two. The strategies employed by the GDE District Foundation Phase First Education Specialist for the promotion of quality teaching and learning, will be considered.
Chapter three will emphasize and discuss the research method for this study. The quantitative methodology will be employed, and the questionnaire will be used as the means of gathering data. The qualities of the questionnaire to be used will be presented. The questionnaire used for this study, will obtain information from respondents on the four management tasks, namely; planning, organizing, control and leading, including leadership, as executed by the District Foundation Phase First Education Specialist towards the promotion of quality teaching and learning in Gauteng schools. Therefore data will be gathered from within the Gauteng Department of Education, on two levels, namely; the school level and the District level. The researcher and participants are located within the educational context. This study is thus situational and contextual.

It is important, at this juncture, to introduce the research method and design for this study. This is provided for in the discussion to follow. The research methodology for this study will be further enhanced on and explored in detail, in chapter three.

1.5.1 RESEARCH METHOD AND DESIGN
The quantitative approach may be defined as that approach to research that is ‘more highly formalized, as well as more explicitly controlled…’(Mouton & Marias, 1990: 155). Vockell & Asher (1995: 452) consider quantitative research as ‘empirical data collection that numerically describes the status of subjects or programs with regard to specified context’. Furthermore, in the Unisa guideline on Educational Research (MEDEM2-R, 1999: 41), the quantitative design is also described as involving ‘numerous respondents with the aim to explore causes or relationships, and hence to generalise’. In addition, Cohen & Manion (1994: 89-90) advise that ‘a sample size of thirty is held by many to be the minimum number of cases if the researcher plans to use some form of statistical analysis on their data ...’.
The above definitions present possibilities for the topic to be researched through the quantitative research method. The researcher will involve a number of respondents in the research, which is a requirement of quantitative methodology. The researcher will also function independently of the subject to a large degree, and aims to develop a body of knowledge in the form of generalizations. Objective data collection procedures are aimed at, as to avoid bias. The research will be contextual, in that, data collection will be done in the educational setting. Statistical methods will be used to analyse the data. Data analysis will be presented in the form of numbers. These characteristics qualify the researcher for engaging in the quantitative research design.

In quantitative research methodology, data collection generally involves ‘one or more of the following data-gathering techniques: structured or semi-structured interviews, self-completion or postal questionnaires, standardised tests of attainment or performance, and attitude scales’ (Cohen & Manion, 1994: 83). In this study, the researcher aims to use the postal questionnaire as the data gathering technique. The researcher will follow the plan illustrated below to guide the process:

<table>
<thead>
<tr>
<th>Prepare the questionnaire, which indicates the purpose and aim of the study, and which includes a thank you note to respondents</th>
<th>Attach the address and serial number to the outward envelopes</th>
<th>Prepare return envelopes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter the Serial number onto questionnaires  Insert questionnaires, inclusive of the thank you note into outward envelopes</td>
<td>Seal and address the outward envelopes</td>
<td></td>
</tr>
<tr>
<td>Mail via internal mail system and hand deliver</td>
<td>Book in completed questionnaires against the Serial No.</td>
<td></td>
</tr>
<tr>
<td>Analysis and interpretation of data</td>
<td>Conclusions and recommendations</td>
<td></td>
</tr>
</tbody>
</table>
The questionnaire has been selected as an apt tool for data collection, as according to Bailey (1987: 148-149), the advantages of the questionnaire, amongst others, are:

- **Time saving:** Questionnaires are sent out simultaneously and responses may be received within a month.
- **Completed at the respondent’s convenience:** The respondent is free to answer when he/she has the time, and is able to take time to think about answers.
- **Greater anonymity:** The respondent feels free to give answers that may violate norms. Names are not always required.
- **Standard wording:** Each respondent is exposed to exactly the same wording.
- **No interviewer bias:** There is no misunderstanding of the respondent’s response.
- **Securing information:** The questionnaire allows the respondent to consult records, confer with colleagues, before answering.
- **Accessibility:** Respondents that are widely separated geographically can be reached.

The advantages, as supplied above, motivate for the usage of the questionnaire in this study. Chapter three enhances on this motivation, and further explains the choice of the postal questionnaire as the data gathering technique for this study.

Having established that the postal questionnaire will be used as the data gathering technique in this study, the focus now shifts to some of the important considerations in the construction of the questionnaire itself. This will be considered briefly below, and will be explored in detail, in chapter three too.

The goal, for the researcher in this study, is to construct a data collection instrument that will not only minimize non-response, but will ensure that the information collected is complete, accurate, valid and reliable. The
questionnaire, for this study, thus needs to be relevant, unambiguous, with clear categories that are easy to respond to.

Frankfort-Nachmias & Nachmias (1992: 240) indicate that ‘questions may be concerned with facts, opinions, attitudes, respondents’ motivation and their level of familiarity with a certain subject matter’. They further indicate that ‘most questions however, can be classified in either of two general categories: factual questions and questions about subjective experiences’ (Frankfort-Nachmias & Nachmias, 1992: 240) They go on to suggest that factual questions ‘are designed to elicit objective information from the respondents regarding their background environment, habits and the like’ (Frankfort-Nachmias & Nachmias, 1992: 241). This category has been provided for in the questionnaire for this study, through Section A of the questionnaire. In relation to questions on subjective experiences, they convey that ‘subjective experience involves the respondents’ beliefs, attitudes, feelings and opinions’ (Frankfort-Nachmias & Nachmias, 1992: 241). Section B of the questionnaire, relates to subjective experiences of the respondent. The questionnaire for this study will be discussed and described in detail, in chapter three.

At this point, the question of sampling also becomes relevant. Hudgins & Vacca (1991: 42) suggest that ‘sampling comes to our aid by enabling us to study a portion of the population rather than the entire population’. Bless Higson-Smith (1995: 43) advise, in this regard, that for the sample chosen, ‘although a subset of the population, ... have properties which make it representative of the whole’. The researcher, for this study, will thus endeavour to collect information from a subset of the population in such a way that the knowledge and information gained, is representative of that total population under study. This subset will be the ‘sample’ for the study.

The researcher does not wish to engage the entire random representative educator population in the study, but a section of the population, namely; educators and District First Education Specialists employed within the Gauteng
Department of Education. The questionnaire designed too will have relevance to this specific target group. Furthermore, the sample for the study, will only consider specific educators and District First Education Specialists, these are as follows:

- GDE School Educators: Primary school principals and Foundation Phase Heads of Department
- GDE District Foundation Phase First Education Specialists

The data captured will allow for data to be obtained at these two educator levels in the Gauteng education system, and this will allow for valid and reliable data collection, and hence, verifiable and reliable conclusions may be drawn. In addition, in chapter two, through the literature study and via the appendices for this study, relevant information in relation to the GDE Provincial level, will be captured and referred to, as well.

In relation to sampling procedures, Ary, Jacobs & Razavieh (1990: 171) suggest that there are two major sampling procedures available to researchers, namely; probability and non-probability sampling. They indicate that the basis of probability sampling is random sampling, which implies that all participants will have a chance to be selected. This implies that every participant of the population ‘…has a known probability of being chosen in the sample’ (Ary et al, 1990: 171). In contrast, in the procedure of non-probability sampling ‘…there is no way of estimating the probability that each participant has of being included in the sample…its success depends on the knowledge, expertise and judgement of the researcher’ (Ary et al, 1990: 171). Probability sampling procedures become relevant to this study, as will be discussed below.

Literature indicates that an important type of probability sampling is stratified random sampling. The sample for this study will be chosen by means of stratified random sampling, as according to Bless Higson-Smith (1995: 91), ‘the principle of stratified random sampling is to divide a population into different groups, called strata, so that each element of the population belongs
to one and only one stratum. Then within each stratum, random sampling is performed using a simple random sampling method. Although many samplings are performed, each is done for a relatively small population only. This increases the availability of adequate lists, and facilitates the selection of a simple random sample without decreasing the quality of the sample in any way. Vockell & Asher (1995: 179) suggest an advantage of stratified sampling is that it can be combined with other techniques, as is being done in this study. Thus, it is also important at this point, to clarify the concept of random sampling, as this process forms a part of stratified random sampling, and will be employed in this study. Bless Higson-Smith (1995: 89) say that ‘the selection of an element of a population is called random sampling, when each element of the population has the same chance, likelihood, or probability of being chosen for the sample’. Cohen & Manion (1994: 87) indicate that ‘in simple random sampling, each member of the population under study has an equal chance of being selected’. Vockell & Asher (1995: 179) provide that the advantages of random sampling are that: theoretically (this type of sampling) ‘is the most accurate’, and that (this type of sampling) ‘is influenced only by chance’. Researcher bias and subjectivity, in the selection of the sample, is thus eliminated. The characteristics of stratified random sampling, as given above, make stratified random sampling suitable and relevant for this study. Its suitability and relevance to this study will be dealt with in more detail, in the discussion to follow, and this will also be enhanced on, in chapter three.

Ary et al (1990: 178) constitute that: ‘technically, the size of the sample depends upon the precision the researcher desires in estimating the population parameter at a particular confidence level’. They suggest that sample size alone can never guarantee accuracy, and emphasise that it is the representativeness that must be the prime goal in sample selection, as if the selected sample was truly representative of the accessible population, findings from the sample can be generalised to that population. This study concurs with the ideas expressed above, and is guided by these ideas in the selection of the sample size.
Data will therefore be obtained from specific educators and District First Education Specialists in Gauteng Province. The sample selected, although a subset of the educator population will have the properties needed to make them representative of that entire Gauteng educator population, that is, they are educators that function at two crucial levels in the education system, and they either engage in, as educational leaders and managers, in the four basic management tasks or, as educators, they rely on the effective leadership and management of educational managers, for support, in the delivery of quality teaching and learning in schools. The overall sample size will thus encompass:

- 100 School-based educators in GDE, District D2: 50 principals and 50 Foundation Phase Heads of Department
- 36 GDE District-based Foundation Phase First Education Specialists

The sample for this study, is selected because:

- They best meet the purpose of the study
- They are representative of the population under study
- They are rich in information in relation to the topic under investigation
- They are relevant to the study
- The findings from the sample can be generalised to that population

The representative sample from the school level and the District level will look as follows:

- District D2 has ninety-nine primary schools, excluding Special schools. The principle of stratified random sampling will be employed, which is ‘to divide the target population into different groups called strata, so that each element of the population belongs to one and only one stratum. Then within each stratum, random sampling is performed using a simple random sampling method’ (Bless Higson-Smith 1995: 91). For this study, this implies that a complete list will be drawn of all of the 99 primary schools in District D2. All of the schools will have an equal chance of being selected for participation in the study. Ex-TED schools will be indicated on the composite list, and all previously
disadvantaged schools, will also be indicated. These will then make up two strata for this study. Only fifty of the schools, that is 50%, will be selected to participate in the research. In addition, the principal and the Foundation Phase Head of Department, from the same school, will be invited to participate in the study. This selection is based on the need to acquire information-rich, accurate data for the study, and it allows all schools a random chance of being included in the study. The sample drawn will also be a proportionate stratified sample, which means that ‘the sample size from each of the stratum is proportional to the population size of the stratum’ (Frankfort-Nachmias & Nachmias, 1992: 180).

- GDE has twelve Districts, with approximately six Foundation Phase First Education Specialists per District, allowing for a total of seventy-two District-based Foundation Phase First Education Specialists. The District Foundation Phase First Education Specialists all fall into another stratum. 50% will be selected to participate in the study, that is; thirty-six District Foundation Phase First Education Specialists, namely; three District Foundation Phase First Education Specialists, per district will be invited to participate in the study. According to Bless Higson-Smith (1995: 91), “random’ expresses the idea of chance being the criteria for selection’. For this study, three Foundation Phase First Education Specialists, per District, will have a random chance of being selected as participants in this study. District Foundation Phase First Education Specialists will not be selected on race, gender, and religion distinctions, as any three of the six District Foundation Phase First Education Specialists may respond, as it is the richness, accuracy and relevance of the information given, that becomes important to the study. In relation to the District Foundation Phase First Education Specialists, the sample drawn therefore does not need to be a proportionate stratified sample.
A total of one hundred and thirty six participants adequately address the needs of the study, and hence a more extensive sample is not required.

In order to acquire the sample of one hundred and thirty six respondents for this study, the University of South Africa, Computer Services Department, will employ the stratified random sampling procedure. This will also ensure the objectivity of the researcher, in the selection of the sample. An added and important motivation for usage of this procedure in this study, is that, stratified random sampling is also a strategy that allows that ‘members of a sample are selected in such a way, as to guarantee appropriate numbers of subjects for subsequent divisions and groupings during analysis’ (Vockell & Asher, 1995: 178).

Questionnaires will therefore be sent to one hundred and thirty-six participants as indicated above. The data collected will be representative of the two educator levels, thus allowing for obtaining of valid data on the problem question and one of the aims of the research.

The University of South Africa, Computer Services Department will also analyze the data collected, using statistical methods. Data analysis, interpretations, as well as the findings will be discussed in chapter four. Finally conclusions will be drawn, and recommendations will be presented, in chapter five.

1.6 CHAPTER DIVISION

- Chapter 1: Chapter one contains an introduction to the study, a motivation and the need for the study. This has facilitated the identification of the problem statement, together with sub-problems to be investigated. The aims of the research, and the relevant research methodology, to be employed in this study, have also been established.
• Chapter 2: Chapter two will provide for a literature review/ theoretical background to the study.
• Chapter 3: Chapter three will look into the research design chosen for the study. A brief explanation of the research theory and the methodology will be provided. Data collection will be discussed.
• Chapter 4: A data analysis will follow, and the findings will be presented.
• Chapter 5: Conclusions will be drawn, and recommendations will be made.

1.7 CONCLUSION
The process of learning about educational management, and especially about becoming effective managers, is the focus of this study. Chapter one has considered management and leadership as interrelated and interdependent concepts. Leadership is seen as complementary to management. The four vital management tasks, for effective management, have been mentioned, briefly. The concepts of leadership and management will be further explored in chapter two. The four management tasks, as identified in chapter one, for the effective management of an organisation, will also be considered in detail in chapter two. Emphasis will be placed on leadership too, as effective management, as well as effective leadership, are crucial to the effective functioning of an organisation.

The leadership, and the management tasks executed by the GDE District Foundation Phase First Education Specialist will be incorporated and highlighted throughout the discussion in chapter two, in order to gain insight into the leadership and management tasks that the GDE District Foundation Phase First Education Specialist engages in, to promote quality teaching and learning in Gauteng Schools. In chapter two, the need for quality in education will also be emphasized, and discussion on this aspect, will be forthcoming.
CHAPTER 2
LITERATURE STUDY

2.1 AIM OF THE CHAPTER
The concepts of management and leadership will be considered more intensely. The vital management tasks, needed for effective management, will be described. Leadership will be accommodated and explored, within discussion on the management tasks. Hence effective leadership, for effective management, will be discussed. The characteristics of the effective leader will also be portrayed. Effective leadership styles will be captured too. The professional expectations, roles, functions, and management tasks, including the leadership, of the District Foundation Phase First Education Specialist, as required by the GDE, will be provided for, and will be integrated into the discussion in chapter two, as the means to promoting quality teaching and learning in Gauteng schools. In addition, chapter two will consider the role of leadership in educational change. Of significance to this study, is the drive for quality in education, which will also form part of the discussion. Importantly too, in order to substantiate on the aspects captured, as well as the points made in this chapter, clarification by means of a number of appendices, have been provided for. Provision for these appendices in this study, allow for a convenient access to them.

2.2 THE CONCEPT: ‘MANAGEMENT’
A number of definitions of management are available. Three captured definitions, of relevance to this study, read as follows:

- ‘Management is seen as the process of working with and through individuals, groups and other resources to accomplish educational goals’ (Everard & Morris, 1990: 5).
- ‘Education management is an interactive, interrelated process used by educational leaders who are managing teaching and learning in schools. The resources available to them include human resources, physical resources and financial resources. These must be used as
efficiently as possible in order to satisfy educational needs and achieve the outcomes of cultivating a culture of teaching and learning’ (Kruger & Van Deventer, 2002: i).

- ‘Education management is the application of general management theory, principles and skills in the education environment’ (Van der Westhuizen, 1997: 55).

From the above definitions it may be assumed that for effective management, managers hold leadership positions. They also lead in the performance of specific functions towards goal achievement. Managers need to function at a variety of levels, units and departments, and work with others to realise the goals and the vision of the organisation. Management concerns effective task execution, as well as effective people management. For education, because the goal is quality education in schools, the focus of education management is on the creation and promotion of a culture of learning and teaching, through effective management and effective value-driven education.

The definitions, given above, provide for several possibilities. They allow for the assumption that managers need to take responsibility for:

- Working with and through other people to achieve the goals of the organisation
- Serving as communication channels in the organisation
- Determining department goals and thus need to set priorities
- Think conceptually and analytically to work towards achievement of goals
- Making of collaborative decisions
- Fulfilling several management and leadership roles, for example, they attend meetings and they facilitate meetings, they communicate with colleagues, and interact with stakeholders
- Being accountable and responsible
- Acting as mediators
Taking of actions that will ensure individuals are able to make their best contributions to the objectives of the group, team, department and organisation as a whole

In addition, for management to be effective, all managers are required to understand and perform certain managerial tasks effectively. The four basic functions/tasks for effective management, commonly identified, are ‘planning, organising, leading and control’ (Strategic Leadership Participants Workbook on Introduction to Management, Module 1, 2000: 8-9). Because ‘effectiveness’ impacts on the performance of the four management tasks, prior to a discussion on the four management tasks, ‘effectiveness’ needs to be briefly considered, as it is essential to effective management too. The Oxford Dictionary defines the word ‘effective’ as ‘powerful in effect’ towards desired results, and as being ‘remarkable’ in performance. The assumption is then, that for effective management, managers need to portray adequacy, effectiveness and efficiency, and need to be effective, adequate and efficient in all of their actions. This study will therefore consider ‘effectiveness’ as instrumental to effective management.

Keeping this idea of ‘effectiveness’ in mind, it is important, at this juncture, to now proceed to detailed descriptions of each of the essential management tasks for effective management.

2.3 THE FOUR MANAGEMENT TASKS FOR EFFECTIVE MANAGEMENT

2.3.1 PLANNING

‘Planning is the managerial process of deciding in advance what is to be done and how it is to be done. It can be applied to a range of activities, which may vary in cost and scale, and necessitates planning over different time spans’ (Davies, Ellison, Osborne & West-Burnham, 1990: 31). This notion suggests that planning is the function of thinking ahead and deciding on a course of action. Planning thus allows for determining in advance what should be accomplished and how it should be realised.
Because planning is the process of forward thinking, that is; thinking into the future, to determine what you need and how to attain it, it allows for bridging the gap from where the organisation is, to where it wants to be in a desired future. Squelch & Lemmer (1994: 23), thus suggest that setting of ‘goals and objectives, as well as action plans to reach them are important …, especially at a time of transition such as we currently experience…’. Planning would therefore involve setting of goals and objectives, and then making plans for the best way to achieve these goals and objectives. This suggests that plans need to have:

- Goals based on the identified needs, with reachable objectives
- A plan of action to achieve the goals and objectives that have been set

Managers therefore, through their plans, outline what the organisation must do to be successful. Plans are hence concerned with achieving optimum organisational performance through goal attainment.

It also becomes evident that planning is the starting point of the management process. It determines what an educational organisation proposes to achieve, and plans how it should be achieved. In addition, planning sometimes does involve change, and barriers will be involved during the planning process too, and thus the skill of contingency management is a requirement of educational managers too, who need to be able to plan on the spot, given any current situation, demand or need.

2.3.1.1 LEVELS OF PLANNING

In most management literature it is possible to differentiate between the levels of planning, namely;

- Operational plans (short term plans)
- Tactical plans (medium term plans)
- Strategic plans (long term plans)

The three levels of planning, as suggested above, indicate that planning is thus an intensive management task that is required of the manager, for
effective management and organisational success. The levels of planning are important in that they provide for the purpose and direction of the organisation through the short, medium and long term plans. Thus, in line with planning requirements, as mentioned above, the Gauteng Department of Education engages in long, medium and short terms plans to ensure effective functioning of the organisation, and so as to be able to work towards the achievement of organisational/National Departmental goals and objectives.

For the Department of Education (DoE), thus, ‘strategic planning and transformation’ is regarded as ‘the process of planning to use resources (human, physical and financial) based on goals and strategic priorities to facilitate teaching and learning and transformation of education’ (Developmental Appraisal Document, DoE, 1999: 33). Kochan and Barocci (1985: 113) also offer a definition of strategic planning, which relates to this view:

‘Strategic planning is the process of setting organisational objectives and deciding on a course of action, which will achieve these objectives’.

Therefore, to this end, the expectations of this task include: the ‘collecting of background information to assess current and future needs, conducting of stakeholder analysis, reviewing of previous plans, conducting of SWOT (strengths, weaknesses, opportunities and threats) analysis and the determination of goals, objectives, activities, time frames and performance indicators’ (Developmental Appraisal Document, DoE, 1999: 33).

Coupled to the above-mentioned process, is that of financial planning and management. This implies that GDE managers are also expected to engage in ‘a process of budgeting for costs to undertake activities that are part of the strategic plans. It also includes management of the budget’ (Developmental Appraisal Document, DoE, 1999: 33).
As important too, amongst the three levels of planning as suggested above, a level of planning, that the GDE Provincial and District First Education Specialists also engage in, is that of operational planning. The District Foundation Phase First Education Specialist engages in all of the three levels of planning, at District level, however, in this study, the operational planning level, will be highlighted and explored in some detail. This is done in the discussions to follow.

In order to facilitate operational planning at the District level, the Gauteng Department Of Education offers the following guideline (FIGURE 2) and format (FIGURE 3) to District offices for the completion of their operational plans (Operational Planning Guidelines for Districts for 2003-2004, 2002: 6-7):

<table>
<thead>
<tr>
<th>Financial year</th>
<th>The year in which implementation and expenditure will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Name of the District Office</td>
</tr>
<tr>
<td>Budget Programme</td>
<td>The budget programme under which the activities fall and from which the funds for the activity is allocated</td>
</tr>
<tr>
<td>Budget objective description</td>
<td>These are the description codes according to which activities and budgets are organised and accounted for. The list of objectives has been provided to all offices.</td>
</tr>
<tr>
<td>Budget Responsibility description</td>
<td>This is the description code of the office, unit or sub-directorate identified as being responsible for a set of functions and the responsibility for the budget to carry out those activities. The list of objectives has been provided to all offices.</td>
</tr>
<tr>
<td>Responsible Officer</td>
<td>This is the name of the official who will be held accountable for implementation and expenditure</td>
</tr>
<tr>
<td>Objectives</td>
<td>This refers to the operational or priority objectives of the Department and the office, unit or sub-directorate. These objectives will be a combination of objectives from the head office divisions, from the priorities (five year plan as contained in ANNEXURE A) and the District's specific objectives</td>
</tr>
<tr>
<td>Activities</td>
<td>These are the actual actions to be taken to achieve an objective. Activities can range from designing policy to running workshops to monitoring and evaluation. Activities must indicate the purpose of the activity and the target group. You must ensure that the activities will realise the objectives of your operational plan.</td>
</tr>
<tr>
<td>Outputs</td>
<td>This is the direct consequence of an activity. The question that must be answered is what will be achieved from an activity? This could range from improved learning programme to improved teacher performance</td>
</tr>
<tr>
<td>Measures</td>
<td>This is the indicator for determining whether the activity has achieved the required output. The question to be answered is how would we know whether we have achieved the required output?</td>
</tr>
<tr>
<td>Non-Financial Resources required</td>
<td>This refers to the utilisation of resources, which the Department already owns and has paid for example, teachers centres and equipment. This also includes the utilisation of human resource.</td>
</tr>
<tr>
<td>Funds Allocated</td>
<td>This refers to the budget required for the procurement of goods and services to carry out the activity successfully. This excludes cost related to the above category. Your office is required to cost all the non-personnel inputs to achieve the activities required to realise the objective of your plan.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>The name of the official who will implement the said objective and activities. You must ensure that responsibility for the activity is clearly allocated to an official identified by name or by position</td>
</tr>
<tr>
<td>Timeframes</td>
<td>The duration of an activity or the deadline for an activity. The timeframes must give a clear indication of when an activity is implemented and must be aligned to the provincial calendar. You must provide clear dates and periods. Providing information such as ongoing or weekly or monthly does not assist to be able to monitor progress and ensuring alignment.</td>
</tr>
</tbody>
</table>

**FIGURE 2: GUIDELINE FOR OPERATIONAL PLAN**
### Format of Operational Plan

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>2003/2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>District X1</td>
</tr>
<tr>
<td>Unit</td>
<td>CDS Unit</td>
</tr>
<tr>
<td>Budget Programme</td>
<td>Programme 2</td>
</tr>
<tr>
<td>Budget Objective Description</td>
<td>Learning Programme Development [2] (102075)</td>
</tr>
<tr>
<td>Budget Responsibility Description</td>
<td>GW: Curriculum Delivery and Support</td>
</tr>
<tr>
<td>Responsible Officer</td>
<td>MS J Munzi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives (Operational and Priority Objectives)</th>
<th>Activities</th>
<th>Outputs</th>
<th>Measures</th>
<th>Non-Financial Resources Required</th>
<th>Funds Allocated</th>
<th>Responsibility</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Figure 3: Operational Plan Format**
Through the presented format, and the guideline with the descriptions and explanations of the terms used in GDE operational planning, it is evident that the GDE operational planning process, at Provincial and District level, seeks to answer the following questions:

- What activities are required to accomplish the goals and objectives?
- What are the outputs expected?
- When should the activities be carried out?
- Who is responsible for which task?
- What funds and resources are needed for the activities identified?
- When should the action be completed?
- What are the timeframes allocated per activity?

At the GDE District level, the District Learning Programmes & Framework Development & Support Unit (LPFD&S) is thus required to engage in operational planning, which needs to be aligned to Provincial operation plans. Each of the units that fall within the LPFD&S Unit, namely; the Foundation Phase Unit, the Intersen Unit and the FET Unit draw up operational plans, for its specific unit, along GDE guidelines, and Provincial operational plans. These plans then become a composite operational plan of the LPFD&S Unit. District operational plans are further supplemented by annual key curriculum deliverables plans, term plans, monthly plans and weekly plans, as well as monthly highlights.

Each of the twelve Districts, in the GDE, have their own Unit term plans and Unit monthly plans in place, which are aligned to their District operational plan, and which are directly aligned to LPFD&S Provincial operational plans, so as to meet the requirements of the Province and the Department.

In order to get a glimpse into these plans, FIGURE 4 and FIGURE 5 capture extractions from GDE, District D2’s LPFD&S term plans and monthly plans respectively. Extracts are being supplied of these plans, as these documents, in complete, are obtainable from the twelve District offices, at the relevant
Unit. They differ per District, as per District priorities and programmes, per term and per month, but are in line with Provincial goals, and broad organisational goals and targets. Detailed plans per Learning Area and per Learning Programme are an essential part of, they are complementary to, and support the extracts supplied. They are not included in the extracts captured, as only the composite part of the term plan and monthly plan respectively, are represented.

The extracts captured thus, are as follows:

**DISTRICT D2 TERM PLAN: JULY 03 – DEC 03**

---

### DISTRICT D2

**GENERAL EDUCATION AND TRAINING UNIT**

**TERM PLANS: TERM 3 AND 4 2003**

**GRADES R TO 9 PROGRAMMES**

**JULY-DEC 03**

#### SUPPORT VISITS

- Tuesdays, Thursdays and alternate Fridays
- 2 schools supported per day
- Focus of support visits:
  - Foundation Phase: RNCS support
  - Intersen C2005 support
  - Grades 3-9 curriculum support
  - Planning, Assessment, Intevention, Generic Policy issues
  - Time-tables
  - Learning Area/Learning Programme management. Records of:
    - CIFs/ workshops attended
    - Resources/ stock-inventories and utilisation of budgets
    - Class visit records
    - Support plan records
    - School, Phase, Learning Area meetings
    - Committees
      - As per tentative schedule given

---

### D2 SPECIAL CURRICULUM PROGS

**PROVINCIAL NUMERACY COMPETITION:**

- Foundation Phase HOD meetings: 16,17 July 03 on Numeracy Compt. Gr 1-3 Management Plan and guidelines
- 4-8 Aug: Class and School Level
- 19-22 Aug: Cluster level
- 26-28 Aug: District Level
- 15-18 Sept: Provincial Level

**PROJECT MANAGER: MPHO MATSAFU**

---

### FURTHER RNCS SUPPORT: FP HODS

- **TRAINING DATES:** 29,31 July 03
  - Cluster 1: Carletonville/ Westonaria/ Randfontein
  - Cluster 2: Krugersdorp/ Kagiso /Magalies
    - 2 sessions per cluster

- **FOCUS:**
  - Session 1: RNCS orientation, Planning, Time-tables, Long Policy
  - Session 2: Assessment, Inclusion Policy, Management of RNCS
### ADDITIONAL RNCS SUPPORT: D2 FP EDUCATORS AND HODS

- **NUMERACY**
  - MCPT Training: July 03
  - MCPT Trainers and all FP facilitators
  - 2 Saturday, full day sessions
- **LITERACY**
  - Multilingualism: August 03
  - Gerda and Vera
  - 3 afternoon sessions in 3 clusters
- **LIFE SKILLS**
  - Human Movement: July–Sept 03
  - Head office trainers and FP facilitators
  - 4 clusters, 2 full day sessions

### D2 HUMAN MOVEMENT TRAINING: FOUNDATION PHASE

1. **FOUNDATION PHASE HOD, 1 GR 1 EDUCATOR PER SCHOOL AND EVERY GRADE R PRACTITIONER**
   - Training to be done by Head Office selected Trainers: ProActive Management
   - Cluster 1: Carletonville/Westonaria: 22-25 July 03
   - Cluster 2: Randfontein/Westonaria: 29 July- 1 Aug
   - Cluster 3: Krugersdorp/ Kagiso: 12-15 Aug
   - Cluster 4: Krugersdorp/Magalies: 8-11 Sept
   - **PROJECT MANAGER:** Sherin

### D2 HUMAN MOVEMENT TRAINING: GR 4-6

- Randfontein Cluster: 25-28 Aug
- Carletonville Cluster: 1-4 September
- Krugersdorp Cluster: 8-11 September
- **PROJECT MANAGER:** Thando

### D2 LIFE SKILLS TRAINING: GR 4-6

- Carletonville: 16,17,18 September
- Randfontein: 1-3 Oct
- Krugersdorp: 15,16,17 Oct
- **PROJECT MANAGER:** Thando

### D2 SPECIAL CURRICULUM PROGS

#### CAREER GUIDANCE: GR 7,8,9,10

- GR 7 Carletonville: 29,30 July
- GR 7 Kagiso/Munsiville: 14,15 Aug
- GR 7 West/R/tein: 18,19 Aug
- GR 8,9,10: R/tein/West/C/Ville: 5,7 Aug
- GR 8,9,10: Krug/dorp: 11,12 Aug
- **PROJECT MANAGER:** Thando

### D2 GENERAL EDUCATION AND TRAINING CERTIFICATE ISSUES

- Portfolio Moderation Training (8 LAs): 6,13 Aug: 2 Clusters
- Portfolio Moderation: 9 Nov
- CTA (Administrators) Training: 10 September
- Gr 9 CTAs Oct/ Nov
- Showcase Portfolios to Greenhills: 19 September
- Grade 9 Portfolio moderation: 6 -9 Oct
- **PROJECT MANAGER:** John Clerk

### D2 SPECIAL PROGS

#### IMPORTANT EVENTS

- Prelim Exam Monitoring: 25 Aug to 16 Sept 03
- **Matric Exam Monitoring:** 7 Oct– 18 Nov 03
- **POSSIBLE RETENTION SCHEDULES:** GET FACILITATORS:
  - GR 1-3: 20 - 23 Oct
  - GR 4-7: 27 - 30 Oct
  - GR 8-9: 3- 6 NOV
  - Management plan will be sent to schools by: 13 Oct 03

### D2 CURRICULUM SUPPORT MEETINGS

- As per schedule of events sent to schools
- GET facilitators (GR R - 9) to send out detailed invites, per Learning Area/ Learning Programme, for events, with dates, venues, educators involved and times
  - All Learning Areas : Grades 4-9 will hold support meetings/ cluster leader meetings/ CIFs for terms 3 and 4
  - Grades R, 1,2,3:
    - Grade R support workshop
    - 3 LAs support trainings targeted for term 3
D2 SPECIAL CURRICULUM PROGS
CAREER GUIDANCE: GR 7,8,9,10
- GR 7 Carletonville: 29,30 July
- GR 7 Kagiso/Munsiville: 14,15 Aug
- GR 7 West/R/tein: 18,19 Aug
- GR 8,9,10: R/tein/West/C/Ville: 5,7 Aug
- GR 8,9,10: Krug/dorp: 11,12 Aug
PROJECT MANAGER: THANDO

D2 GENERAL EDUCATION AND TRAINING CERTIFICATE ISSUES
- Portfolio Moderation Training (8 LAs): 6,13 Aug: 2 Clusters
- Portfolio Moderation: Gr 9 Nov 03
- CTA (Administrators) Training: 10 September
- Gr 9 CTA's Oct/ Nov 03
- Showcase Portfolios to Greenhills: 19 September
- Grade 9 Portfolio moderation: 6-9 Oct
PROJECT MANAGER: JOHN CLERK

D2 SPECIAL PROGS
IMPORTANT EVENTS
- PRELIM EXAM MONITORING: 25 AUG TO 16 SEPT 03
- MATRIC EXAM MONITORING: 7 OCT - 18 NOV 03
- POSSIBLE RETENTION SCHEDULES: GET FACILITATORS:
  - GR 1-3: 20 - 23 OCT
  - GR 4-7: 27 - 30 OCT
  - GR 8-9: 3- 6 NOV
  Management plan will be sent to schools by: 13 Oct 03

CURRICULUM SUPPORT MEETINGS
- As per schedule of events sent to schools
- GET facilitators (GR R – 9) to send out detailed invites, per Learning Area/ Learning Programme, for events, with dates, venues, educators involved and times
  - All Learning Areas: Grades 4 - 9 will hold support meetings/ cluster leader meetings/ CIFs for terms 3 and 4
  - Grades R, 1,2,3:
    - Grade R support workshop
    - 3 LPs support trainings targeted for term 3

THANK YOU

FIGURE 4: AN EXTRACT FROM GDE, DISTRICT D2 LPFD&S TERM PLAN
(JULY 03 - DEC 03)
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 KHULISA W/SHOP</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HUMAN MOV CL2: FP ED</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>SUPPORT VISITS</td>
<td></td>
<td></td>
<td>7 SUPPORT VISITS</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>A&amp;C GR 4-6 (C/VILLE)</td>
<td></td>
<td></td>
<td>HUMAN MOV CL3: FP ED</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>HUMAN MOV CL3: FP ED</td>
<td></td>
<td></td>
<td>HUMAN MOV CL3: FP ED</td>
<td>6</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>SUPPORT VISITS</td>
<td></td>
<td></td>
<td>SUPPORT VISITS</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NS GR 8-9</td>
<td></td>
<td></td>
<td>RNCS TRAINING</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAREER GUID GR 7</td>
<td></td>
<td></td>
<td>RNCS TRAINING</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>CAREER GUID GR 7</td>
<td>SUPPORT VISITS</td>
<td></td>
<td>REPORTS DUE: CIFS/SUPPORT VISITS</td>
<td>10</td>
</tr>
</tbody>
</table>

FIGURE 5: AN EXTRACT FROM GDE, DISTRICT D2 LPFD&S MONTHLY PLAN (AUGUST 03)
FIGURE 4 and FIGURE 5 that have been captured above, reflect the extracts from District plans as presented to, and shared with GDE, District D2 schools, for the term and the month respectively. They indicate a composite programme from Grade R to Grade 9, in District D2, and hence the Foundation Phase Unit activities, are incorporated within these plans.

It is evident then, that the operational plan is broken down into further workable programmes, for the achievement thereof, within specific timeframes. These actions all ensure that operations at the District level are in place, and are met in accordance with the set operational plans, and that, ultimately organisational goals and targets are achieved.

The District term plans and monthly plans directly relate to school support, delivery of quality teaching and learning, educator development, school improvement and effectiveness, as is evident from the extracts given. They are thus shared with schools, and they allow for schools to have clear direction in terms of District programmes, projects and commitments, per year, term and per month. Schools in turn, become aware of Departmental and District priorities and programmes, and therefore can plan for their commitment to priorities, programmes and projects. Clearly then, an alignment of plans between the Province, the District and the school, is essential.

2.3.1.2 AN ALIGNMENT OF PLANS

GDE, LPFD&S operational plans are basically shared as follows:

- At Provincial level: The Provincial Foundation Phase Unit completes their operational plan, which are then shared with Districts, via the Senior Manager of the District, and through Foundation Phase Co-ordinators meetings, Facilitator meetings, and Learning Programme meetings or Focus meetings, Curriculum Information Forums (CIF’s) and Unit Head meetings. Districts are then expected to draw up plans
in line with Provincial operational plans, for District operational purposes.

- At District level: The District operational plans are drawn up in alignment to Provincial plans, and plans are shared with schools through:
  - Principals’ meetings
  - Head of Department meetings
  - Cluster Leader meetings
  - CIF’s
  - Learning Programme Meetings
  - Focus meetings
  - Term plans and Monthly plans
  - Letters and Memoranda
  - Learning Area/Learning Programme activities

- At school level: The school places District given activities and plans within the school plans. Plans need to be shared with all of the educators in the school. Educators can then plan for commitment to District programmes, and can then, furthermore, plan for the action and follow-up required of them, at school level.

It becomes important to emphasize too, that GDE’s vision of promotion of ‘quality education’ is hence, obviously encompassed and included within all GDE plans, on all three levels, that is, of the Province, District and school, as all plans are aligned to each other, and all plans, at it’s level, reflects striving towards GDE’s goals and vision. The links, amongst the plans, are evident in the discussion to follow.

This study provides for Provincial input through the information cited in this chapter, as well as via the appendices included in this study. Having said this, it is important, at this juncture, to show how the District Foundation Phase Unit plans are aligned to, and thus meet with the requirements of the
Provincial Foundation Phase Unit operational plans, for the promotion of quality teaching and learning in schools. This is captured in the discussion that follows.

In order to demonstrate the alignment between the Provincial Foundation Phase Unit plans and the District Foundation Phase Unit plans, an extract each, from the Provincial LPFD&S Foundation Phase operational plan (FIGURE 6) and District Foundation Phase operational plan (FIGURE 7) have been captured in this study. These extracts are only in relation to Revised National Curriculum Statement (RNCS) activities, as the Provincial and District operational plans are lengthy, as they cater for activities in the Literacy Learning Programme, the Numeracy Learning Programme, the Life Skills Learning Programme, the Assessment Focus Area, the Inclusion Focus Area, the Grade R Focus Area, Maintenance and Support of Curriculum 2005, and the RNCS Preparation and Implementation programmes. These plans, in complete, are readily available from the GDE Provincial and District offices, and cater for the standards and requirements, activities, programmes and policies for the Foundation Phase in the GDE. It also relates to the duties, and the programmes that the District Foundation Phase First Education Specialist must perform, for compliance to the Provincial plans and their requirements. The extracts captured are as follows:
<table>
<thead>
<tr>
<th>GOAL/PROJECT</th>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>MEASURES</th>
<th>NON-FINANCIAL RESOURCES</th>
<th>FUNDS ALLOCATED</th>
<th>OBJECTIVE CODES</th>
<th>RESPONSIBILITY</th>
<th>TIMEFRAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that effective and accredited INSET programs are implemented to support the implementation of National Curriculum Frameworks</td>
<td>To train DO’s firstly on the implementation of the NCS &amp; secondly on their role as a support and monitoring system. ES educators and SMT’s receive training on NCS. FP educators and SMT’s receive training on NCS.</td>
<td>Do’s receive training on NCS and on how to monitor and support educators in schools on NCS. FP educators and SMT’s receive training on NCS. 100% DO’s received training on NCS and on how to monitor and support schools. 100% FP educators receive training on NCS.</td>
<td>100% DO’s received training on NCS and on how to monitor and support schools. 100% FP educators receive training on NCS.</td>
<td>100% DO’s received training on NCS and on how to monitor and support schools. 100% FP educators receive training on NCS.</td>
<td></td>
<td></td>
<td>ECD/FP, HEIs, PMT, TOSDU</td>
<td>MARCH 03</td>
<td></td>
</tr>
<tr>
<td>To train all FP educators &amp; SMT’s on the implementation of the NCS</td>
<td>Action research conducted</td>
<td>Continuous feedback from the researcher.</td>
<td>Continuous feedback from the researcher.</td>
<td></td>
<td></td>
<td></td>
<td>ECD/FP, HEIs, PMT, TOSDU</td>
<td>24-28 MARCH 03 &amp; 23-27 JUNE 03</td>
<td></td>
</tr>
<tr>
<td>To ensure continuous monitoring and support is in place &amp; feeds back into the training course</td>
<td>To evaluate all training materials. To monitor the training by the HEIs.</td>
<td>100% materials evaluated. To report on the delivery of training</td>
<td>100% materials evaluated. To report on the delivery of training</td>
<td>ECD/FP, HEIs, PMT, TOSDU</td>
<td>ONGOING</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>To quality assure the delivery of the training and the materials used by the HEI’s</td>
<td>Educator are able to use the policy document with ease for effective planning and management of the curriculum</td>
<td>Educator are able to use the policy document with ease for effective planning and management of the curriculum</td>
<td></td>
<td>ECD/FP, HEIs, PMT, TOSDU</td>
<td>ONGOING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop a user friendly policy document</td>
<td>Educators are able to use the ILPs as exemplars of classroom practice</td>
<td>Educators are able to use the ILPs as exemplars of classroom practice</td>
<td></td>
<td>Education Development &amp; Research</td>
<td>GIED, FP HEAD OFFICE</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>To develop ILPs to support the training and implementation process of the NCS</td>
<td></td>
<td></td>
<td></td>
<td>Education Development &amp; Research</td>
<td>GIED, FP HEAD OFFICE</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**FIGURE 6: AN EXTRACT FROM GDE, LPFD&S: PROVINCIAL FOUNDATION PHASE UNIT OPERATIONAL PLAN (2003-2004)**
GAUTENG DEPARTMENT OF EDUCATION  
DISTRICT D2  
UNIT: CDS (ECD/ FP UNIT)  
BUDGET PROGRAMME: PROGRAMME 2  
BUDGET OBJECTIVE DESCRIPTION: LEARNING PROGRAMME DEVELOPMENT  
BUDGET RESPONSIBILITY DESCRIPTION: GAUTENG WEST: CURRICULUM DELIVERY AND SUPPORT  
RESPONSIBLE OFFICER: S. RAMPARSAD  

OPERATIONAL PLAN: 2003-2004

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>MEASURES</th>
<th>NON FINANCIAL RESOURCES REQUIRED</th>
<th>FUNDS ALLOCATED</th>
<th>OBJECTIVE CODE</th>
<th>RESPONSIBILITY</th>
<th>TIMEFRAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that effective and accredited INSET programs are implemented to support the implementation of National Curriculum Frameworks</td>
<td>FP facilitators to attend training on RNCS</td>
<td>FP facilitators receive training on RNCS</td>
<td>All District D2 FP officials received training on RNCS</td>
<td>Transport R1000: (3 G cars + 1 subs car)</td>
<td>Curriculum Frameworks</td>
<td>All D2 FP officials</td>
<td>17 – 20 March 2003, 23-27 June 03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FP facilitators to monitor training given to FP educators on RNCS</td>
<td>FP educators receive training on RNCS</td>
<td>All D2 FP educators received training on RNCS</td>
<td>Transport R1000.00 (3 G cars + 1 subs car)</td>
<td>Curriculum Frameworks</td>
<td>D2 FP officials and all FP educators</td>
<td>24 – 28 March and 23 – 27 June 03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FP facilitators to participate in quality assuring of RNCS training materials</td>
<td>FP facilitators to assist in the evaluation of training materials.</td>
<td>Training materials evaluated</td>
<td>Transport R1000: (3 G cars + 1 subs car)</td>
<td>Curriculum Frameworks</td>
<td>All D2 FP officials</td>
<td>April-June, July-Sept 03</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP facilitators to monitor training by HEI’s</td>
<td>Reports on the delivery of training</td>
<td>Transport R1000.00 (3 G cars + 1 subs car)</td>
<td></td>
<td></td>
<td>June 03</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Responsible Party</td>
<td>Details</td>
<td>Date</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>FP facilitators to conduct support and development workshops for effective RNCS implementation in 2004</td>
<td>FP facilitators</td>
<td>Support workshops for effective implementation: Literacy, Numeracy, Life Skills, Assessment, Inclusion, Grade R</td>
<td>June 03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To conduct support and development workshops for effective implementation: Literacy, Numeracy, Life Skills, Assessment, Inclusion, Grade R</td>
<td>FP facilitators</td>
<td>Support workshops for preparing for implementation</td>
<td>June 03</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>To conduct support and development workshops for effective implementation: Literacy, Numeracy, Life Skills, Assessment, Inclusion, Grade R</td>
<td>FP facilitators</td>
<td>Transport R2000.00 (03 G cars +1 subs car)</td>
<td>April, May, June, July, Aug, Sept, Oct 03, Jan, Feb, Mar 04</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>FP educators supported in preparing for implementation</td>
<td>FP educators</td>
<td>All meetings on RNCS management and implementation attended</td>
<td>June 03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To attend H/O programs, meetings for RNCS management and implementation for 2004</td>
<td>FP facilitators</td>
<td>Transport R1000.00 (3 G cars +1 subs car)</td>
<td>May, July, Aug, Sept 03, Jan, Feb, Mar 04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FP facilitators attend H/O programs, meetings, activities for RNCS implementation in 2004</td>
<td>FP facilitators</td>
<td>All meetings on RNCS management and implementation attended</td>
<td>June 03</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FP educators supported on effective usage of LSM</td>
<td>FP educators</td>
<td>Transport R1000.00 (3 G cars +1 subs car)</td>
<td>April, Aug 03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To conduct support workshops/ meetings on LSM usage in FP</td>
<td>FP educators</td>
<td>FP educators empowered on usage of LSM</td>
<td>June 03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To provide resource material for curriculum implementation</td>
<td>Obtain and distribute FP resource material for curriculum implementation and delivery</td>
<td>Resources provided to FP classes</td>
<td>July 03</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>To provide resource material for curriculum implementation</td>
<td>Resource material (FP AND Grade R) (R120 000.00)</td>
<td>Curriculum Structures + Education Resources</td>
<td>July 03</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Figure 7: An extract from GDE: District D2 Foundation Phase Unit Operational Plan (2003-2004)**
For the District Foundation Phase First Education Specialist, the planning task is intensive, as is evident from the above discussions. The discussions also indicate that the planning process is interrelated to the other management tasks.

2.3.1.3 PLANNING AS AN INTERACTIVE PROCESS

From the discussions given in 2.3.1.1 and 2.3.1.2, it is evident that the planning process is an interrelated and interactive process. The planning process allows for an interrelationship with other management tasks, such as policy-making, problem solving, decision-making, coordination, organisation, leadership and control. Planning means involving other management tasks too, therefore delegating, coordination, organising, leadership, as well as control are also essential.

To show the link and interrelatedness among the four management tasks, as emerges from the process of planning, this has been summarised and schematically represented below, as follows:

<table>
<thead>
<tr>
<th>PLAN</th>
<th>ORGANISE</th>
<th>IMPLEMENT</th>
<th>CONTROL</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Predict the future.</td>
<td>• Organise for what needs to be done, the people needed, resources needed.</td>
<td>• Put plans into actions.</td>
<td>• Check to see that plan is on course, if not adapt, modify to set back on track.</td>
<td>• Continuous interaction in relation to plans.</td>
</tr>
<tr>
<td>• Identify goals and objectives.</td>
<td>• Organise when, where, how, who, what, why and time frames involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consider activities, time frames, responsibilities, budgets/resources and outputs.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

To show the link and interrelatedness among the four management tasks, as emerges from the process of planning, this has been summarised and schematically represented below, as follows:
2.3.2 ORGANISING

For planning to be effective, it needs to be related to organising. Organising is also one of the four management tasks, to be performed by managers for organisational effectiveness. The Strategic Leadership Participants Workbook on Introduction to Management (Module 1, 2000: 8), provides for the following definition on organising:

- ‘Organising is the process of prescribing formal relationships among people, and resources to accomplish goals’.

The Strategic Leadership Participants Workbook on Organising (Module 5, 2000: 5), further defines organising as:

- ‘The process of arranging a pattern of work relationships: grouping of the activities to be performed into manageable components and assigning them to employees in the best possible way’.

Organising thus involves getting together the necessary resources and then arranging and effectively organising the activities and resources, so that plans flow smoothly. Organising can be thought of as turning plans into action, and is thus a critical process, in that, it identifies what is to be done and who is to do it, and establishes the channels of communication for the process. It further focuses on the objectives to be achieved. It also provides for the basis of coordinating efforts, delegating, and also allows for the establishing of relationships between departments in an organisation.

2.3.2.1 DIMENSIONS OF ORGANISING

Much has been written about the various dimensions underlying the design of the organisation. The most used categories are identified below, as from the Strategic Leadership Participants Workbook on Organising (Module 5, 2000: 6):

- The division of work
  This is concerned with how to divide the total workload into tasks that can be performed logically and effectively by teams.
- Organisation structure
The importance of the way the organisation is structured to achieve organisational goals and objectives.

- Organising principles

The grouping of employees and combining of tasks is generally referred to as departmentalisation/units.

- Coordination

This involves setting up of mechanisms for integrating the activities of individuals and departments into a coherent whole. Without coordination individuals and departments lose sight of objectives. Coordination is a binding factor in the managerial process that requires the integration of objectives and tasks at all levels and of all departments and functions. Coordination is the process of integration in which all the parts work together to achieve common goals. It is the manager’s duty to coordinate and hold together (synthesize) all the different parts so that they can form a united whole that achieves results in the most efficient way. Coordination encompasses all of the four management functions.

2.3.2.2 MATRIX STRUCTURES

Matrix structures also become an important component to organising. From the Strategic Leadership Participants Workbook on Organising (Module 5, 2000: 8), matrix structures are explained as being used for effective organising purposes too, as it is suggested that a matrix structure is designed to achieve specific results, by using teams of specialists from different functional areas in the organisation, and thus when matrix structures exist, there are functional managers and project managers. They thus allow project managers to call on the time and skill of employees with various functional specialties, and when the project is completed, the specialised personnel return to their units.

The advantages of matrix organisation structures, as identified in the Strategic Leadership Participants Workbook on Organising (Module 5, 2000: 9), are:
Efficient use of resources
Flexibility to adapt quickly to changing uncertain circumstances
A high level of skills and expertise, and the achievement of high quality creative solutions to complex problems
Interdisciplinary stimulation and cross-pollination that ensures all round development of employees
Greater opportunities occur for career development and progress of individuals

Having considered the definitions on organising and dimensions of organising, as well as the importance of matrix structures, it becomes essential to consider its relevance to the District Foundation Phase First Education Specialist in the GDE organisation. Hence the discussion to follow will highlight this aspect.

2.3.2.3 THE DISTRICT FOUNDATION PHASE FIRST EDUCATION SPECIALIST IN THE GDE ORGANISATION

The GDE structure ‘consists of a Head Office, which is responsible for operational policy, monitoring and evaluation, and twelve districts that are responsible for all services to schools and educators’ (Annual Report 2001/2002, Department of Education, 2002: 12).

It is evident, from the above, that through the organisational structure, together with the organising principles of the Gauteng Department of Education, provision is made for placing the District Foundation Phase First Education Specialist functional at the District level. This District Foundation Phase First Education Specialist functions within the District Learning Programmes & Framework Development Section (LPFD&S), in the Early Childhood Development and Foundation Phase Unit. This was captured in chapter one, paragraph 1.2.5. District responsibilities focus on service and support to schools in the Gauteng Province.
Through the Norms and Standards for Educators (Department of Education, 2000), the Department provides for roles that educators need to fulfil. These were captured in 1.2.4, and they are relevant to the District Foundation Phase First Education Specialist. Circular 129/1998 (GDE, 1998: 13-17) offers job descriptions, functions and duties for Education Specialists too. These thus relate to the District Foundation Phase First Education Specialist. In addition and specifically too, the Proposed Organisation and Post Establishment Gauteng Department of Education-Draft 3 document (2000) assigns functions and a purpose, in line with the dimensions of the organisation, to each of the Units and sub-Units. For the Early Childhood Development and Foundation Phase Unit, this looks as follows:

**FUNCTIONS**

- To co-ordinate, monitor and ensure implementation and support of the learning area programmes, activities and projects within a specific learning area.
- To co-ordinate, monitor and ensure that the identification and addressing of barriers to learning and development takes place.
- To implement policy and guidelines that ensure multi-level and multi-functional assessment practices.
- To assist educators in the implementation of continuous assessment.
- To promote and ensure the implementation of guidelines on benchmarking portfolio’s and for profiles in the case of expulsion and transfer.
- Collect and maintain data on learner performance and resources.
- Monitor learner performance and identify interventions and resource needs.
- Promote the development of extra-curricular programmes.

The District structure allows for the division of the total workload into tasks that can be performed logically and effectively by teams, namely; the Foundation Phase team, the Intersen team and the FET team, which all fall under the District LPFD&S Section. The importance of the way the organisation, at District and Provincial level, is structured, is to make optimum use of the resources available to the Department, and ultimately to achieve organisational goals and objectives. Coordination is an important process of integration, in which all the parts work together to achieve common goals, namely; Units within the District LPFD&S Unit works towards the achievement of LPFD&S goals and ultimately GDE curriculum goals and objectives. Matrix and transversal teams operate successfully too, across units, on special
projects, for effective organising and goal attainment purposes too. Delegation is an important component of organising too. Delegation of tasks, within the LPFD&S Unit and its sub-Units become essential for, amongst other reasons, successful completion of tasks and meeting of deadlines as per set operational plans, and for working towards, adhering to and striving towards the realisation of set operational plans, and ultimately working towards the attainment of District, Provincial and Departmental goals. It thus also becomes clear that organising is closely linked to planning.

From the above discussions, the management task of organising thus:

- Is done through the GDE dimensions of organising, organisational structure and organising principles that determine Provincial and District structures, as well as assigns core functions and responsibilities to GDE personnel
- Allows for matrix management and functioning of transversal teams at Provincial and District levels
- Requires and places responsibility, accountability and responsiveness on GDE employees
- Creates opportunity for empowerment of educators at all levels, through functions assigned at the different levels
- Requires coordination and delegation for achievement of Provincial and District goals, and ultimately Department goals
- Ensures alignment to Provincial plans, organisational goals and vision

2.3.3 CONTROL

Another important management task, as part of the management process, is control. Definitions of control are:

- ‘Controlling has to do with determining whether or not the intentions embodied in plans, policies, and rules are being carried out properly and successfully’ (Johnson and Brooks, 1979: 34).
- Control is ‘the process of comparing actual performance with standards and taking any necessary corrective action’ (Strategic
Leadership Participants Workbook on Introduction to Management, Module 1, 2000: 9).

- ‘Control is the measuring and correcting of activities to ensure that events conform to plans’ (Strategic Leadership Participants Workbook on Introduction to Management, Module 1, 2000: 9).

Control therefore entails, determining how well the work is being done compared with what was planned, that is; it measures performance against goals and plans. Control further implies that systems are set up to prevent, identify and correct deficiencies in organisational operations, and to ensure that the objectives of the organisation are being met. The process of setting up and monitoring control is an integral part of the function of a manager.

As suggested in the Strategic Leadership Participants Workbook on Controls and Performance Feedback (Module 7, 2000: 5), control helps the manager to find out:

- If work is proceeding according to the plan
- If the quality and quantity is acceptable
- What problems, needs and challenges are encountered?
- What to do for the future to prevent problems from recurring

It is further indicated in the Strategic Leadership Participants Workbook on Controls and Performance Feedback (Module 7, 2000: 5-13), that there are five steps in the control process, which include:

- Set standards
  A standard is an acceptable level of performance. The standards set must be realistic and clear.
- Communicating standards
  Once standards have been set, it is important to tell those involved in the process exactly what these standards are and what they have to do to meet them.
- Monitoring outputs
  Monitor implementation of activities, policy, resources, processes, finances, quality and quantity of the output.
Compare performance with standards
This involves an evaluation of the performance, before taking action. Performance feedback needs to be reliable, frequent, prompt, and supportive.

Recognition of efforts and motivation also become important issues during this step in the control process. Thoughts on motivation abound in literature. The Strategic Leadership Participants Workbook on Motivation (Module 9, 2000: 4) defines motivation as ‘the desire or drive within a person (‘the want’) to achieve a goal. It concerns the ‘why’ of human behaviour’. Milkovich & Boudreau (1998: 165) say that ‘… motivation is the drive that energises, sustains, and directs a person’s behaviour. Motivation derives from perceived relationships between behaviours and the fulfilment of values and/ or needs’. Another point of view which links up with this idea, is that of Armstrong (1998: 120), who expands on motivation as follows:

‘Motivation is inferred from or defined by goal-directed behaviour. It is anchored in two basic concepts: (a) the needs that operate within the individual and (b) the goals in the environment toward or away from which the individual moves’.

This suggests that the concept of motivation has three clearly defined dimensions, namely; stimulation of needs, human behaviour and goals or goal achievement. It also indicates that an individual reacts to a need by behaving in a particular way, and the goal of this behaviour is the satisfaction of the need.

Because managers seek to motivate employees towards excellence in performance and towards goal attainment, Milton (1981: 80-81) offers the following guidelines to managers for the motivation of employees, which have been somewhat adapted, in relevance to the District Foundation Phase First Education Specialist:

- Know the basic human (educator) need and the motivation processes
• Place the motivation process in the context of the organisation
• Keep in mind that individuals (educators) differ from each other
• Know employees (educators) as unique individuals
• Be aware of things that threaten satisfied (educator) needs
• Promote changes conducive to the satisfaction of human (educator) needs

Recognition and praise can be powerful motivators too, in all educational environments. Thus, the Strategic Leadership Participants Workbook on Motivation (Module 9, 2000: 16) identifies the ‘3S3P’ formula for ‘Recognition That Works’. It reads as follows:

- SOON: timing is critical, because praise needs to be immediate, not just ‘when you get around to it’.
- SINCERE: If it’s not sincere, you will come across sounding manipulative and look like you are only going through the motions.
- SPECIFIC: Details add to your credibility. If you give the praise publicly, stating exactly what was good, it helps other employees by creating role models and showing them the kind of effort that gets noticed and rewarded.
- PERSONAL: Recognition for a job well done must come from you-in person and face-to-face. Too many managers underestimate the power of their personal presence, your time indicates that you recognise the importance of their work.
- POSITIVE: You have to make praise 100% positive. And then let the person enjoy the praise. Save your criticism for another time.
- PROACTIVE: Look for behaviour you can reinforce with praise. Do not just react to negative performance.

The final step involves:

- Taking corrective action

If outputs do not measure up to standards, then corrective action is needed.

By exercising control, the manager ensures that the right action is performed in the right way, at the right time and place.
2.3.3.1 GDE CONTROL MECHANISMS

The Gauteng Department of Education utilises a variety of control mechanisms for the effective functioning and management of the organisation. Examples of two of such control processes, which impact on the District LPFD&S Unit and the District Foundation Phase First Education Specialist, amongst others, include:

- The Integrated Scorecard
- The Monthly and Quarterly reports

These will be explored below.

- GDE INTEGRATED SCORECARD

The GDE Integrated Scorecard reflects Provincial targets and measures, that need to be met by Districts, per quarter, and annually, in achievement towards organisational realisation of targets. This can be seen through a portion captured of the GDE Integrated Scorecard, which looks as follows, as obtained from the GDE Quarterly Report Interim format for Districts 2002/03 (2002: 1-21):

<table>
<thead>
<tr>
<th>Key Departmental Objective</th>
<th>Education Priority (Programme 2)</th>
<th>Objective</th>
<th>Service Delivery Indicators</th>
<th>Baseline</th>
<th>Target: 2002-03</th>
<th>Progress/ Status for the quarter</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide Public Ordinary Schooling</td>
<td>To provide effective curriculum delivery and support services</td>
<td>Curriculum 2005 maintained in Grades 1,2,3,4,7 and 8 through classroom and learning area support</td>
<td>No. of teachers supported</td>
<td>All teachers receive some form of support annually</td>
<td>10% of teachers supported on site in the classroom</td>
<td>75% teachers supported at cluster meetings</td>
<td>95% supported via memorandums and support communicated to schools</td>
</tr>
</tbody>
</table>

FIGURE 8(A): A PORTION OF THE GDE INTEGRATED SCORECARD
On the Integrated Scorecard, Districts then reflect the targets they have met, per Unit, and they also have a clear indication of where the organisation expects of them to be, as per the provincial targets given. The Integrated Scorecard is extensive and has a number of objectives that need to be reported on per District, per Unit. FIGURE 8, as captured below, represents a portion, of a completed section, of the Integrated Scorecard as done by the District Foundation Phase First Education Specialist, that has been extracted from the District Quarterly report (GDE, District D2: Foundation Phase Unit, April-June Quarterly Report: 2003).

<table>
<thead>
<tr>
<th>Key Departmental Objective</th>
<th>Education Priority</th>
<th>Objective</th>
<th>Service Delivery Indicators</th>
<th>Baseline</th>
<th>Target: 2002-2003</th>
<th>Progress/Status for the quarter</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 2: To provide Public Ordinary Schooling</td>
<td>Create access to lifelong learning</td>
<td>All learners of compulsory school going age in schools</td>
<td>Phasing in of Grade R in D2</td>
<td>24 Grade R sites in D2 in 2002</td>
<td>18 additional Grade R sites for 2003</td>
<td>42 Grade R sites in place in D2 in 2003</td>
<td></td>
</tr>
<tr>
<td>Program 2: To provide Public Ordinary Schooling</td>
<td>To provide effective curriculum delivery and support services</td>
<td>Curriculum 2005 is maintained in grades 1, 2, 3 through classroom and learning area support</td>
<td>Foundation Phase teachers supported</td>
<td>All Foundation Phase teachers received support in FP related issues</td>
<td>25% of teachers supported on site in the classroom. 75% teachers supported at cluster meetings. 95% supported via memorandum s and support communicated to schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program 2: To provide Public Ordinary Schooling</td>
<td>To provide effective curriculum delivery and support services</td>
<td>Assessment System implemented in all grades</td>
<td>No of schools implementing CASS in Grades R, 1, 2, 3</td>
<td>All schools</td>
<td>119 schools implementing CASS.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIGURE 8(B): A PORTION OF PART B OF THE D2 FOUNDATION PHASE INTEGRATED SCORECARD**
o GDE MONTHLY AND QUARTERLY REPORT

The Monthly and Quarterly report are also control processes within the GDE to determine:

- If work is proceeding according to GDE long and short term plans, objectives and goals
- If the quality and quantity is in accordance with the GDE vision and targets set
- What problems, needs and challenges are encountered?
- What to do for the future to prevent problems from recurring

This process also allows the District Foundation Phase Unit, for example, to measure its performance against its unit operational plan, reflect on the effective utilisation of budgets and resources, per month and quarter, and consider alignment to Head Office programmes. These ideas, as suggested, become apparent through the outline and completion requirements given below.

The outline of the GDE Monthly and Quarterly report requires for reporting under the following headings, in relation to the different Units at the District level. The sections of the quarterly report reflected below, have relevance to the Foundation Phase Unit, at District level. The outline suggested as per the GDE Quarterly Report Interim format for Districts 2002/03 (2002: 1-21):

<table>
<thead>
<tr>
<th>Outline of District Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the following information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>2002/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Division (Chief Directorate) X1</td>
</tr>
<tr>
<td>Unit</td>
<td>Management Report</td>
</tr>
<tr>
<td>Programme</td>
<td>Programme 2</td>
</tr>
<tr>
<td>Objective Code</td>
<td>Dept management Other - HO* Cur [1]</td>
</tr>
<tr>
<td>Responsibility Code</td>
<td>HO: Strat Plan Budg &amp; Mon</td>
</tr>
<tr>
<td>Responsible Officer</td>
<td>Ms J Munzi</td>
</tr>
<tr>
<td>Report Period</td>
<td>First Quarter of Financial year</td>
</tr>
</tbody>
</table>

Objective and responsibility codes according to the new Basic Accounting System (BAS)
Part A: District Management Report

Curriculum and Related services

Curriculum Delivery and Support
- Monitoring & Evaluation
- Education Support Services
- Teaching & Learning Support Services
- Train & Orient District Officials
- Curriculum Structures
- Inclusion Policy Implementation
- Assessment Development
- Education Resources

Curriculum Development & Research
- Learning Area/Programme Development
- Curriculum Policy Development

Extra Curriculum Development & Delivery
- Youth & Culture
- Sport

Interventions
- EPRF
- HIV/AIDS
- Interventions - SSIP
- Interventions – RMIP

PART B: Integrated Scorecard

All Offices are to respond to the spreadsheet by indicating progress / status and remarks for the quarter.

PART C: Operational Plans

All activities that were planned for the quarter must be reported on (whether they have been achieved or not). In the case where activities were not achieved, offices must report on the reasons for the non-achievement in the remarks column.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Outputs</th>
<th>Measures</th>
<th>Non-Financial Resources</th>
<th>Funds Allocated</th>
<th>Responsibility</th>
<th>Time Frames</th>
<th>Progress</th>
<th>Remarks</th>
</tr>
</thead>
</table>

Part C allows for reporting on financial management performance too, per quarter and annually. Financial performance considers:

- Budget Allocation And Utilisation
- Over/Under Spending
- Spending Trends
The above guideline as given, highlights the sections only relevant to the LPFD&S Section at the District level, and hence needs to be completed by, amongst other District LPFD&S Units, the Foundation Phase Unit, per month and per quarter. The District report is obviously, far more fast and intensive, but the relevant parts for this study, have been selected from the GDE Quarterly Report Interim format for Districts 2002/03 (2002: 1-21), as illustrated above. The report identifies parts A, B, C that needs to be reported on. APPENDIX A provides for this report.

This control process allows for the determining of how well the work is being done compared with what was planned, that is; it allows for measuring performance against goals and plans.

- **GDE FOUNDATION PHASE MONITORING AND SUPPORT TOOLS**

In the ‘Quality Education For All, Statement of Public Service Commitment’ (DoE, 2000), four core activities are identified to frame the work of the Department. Two of the core activities mentioned, are that of support and monitoring. ‘Support’ is viewed as: ‘support to provinces and higher institutions in their implementation of national policy, norms and standards’ (Quality Education For All, Statement of Public Service Commitment, DoE, 2000). ‘Monitoring’ is seen in terms of that: ‘We monitor and report on the implementation of policy, norms and standards to assess their impact on the quality of the educational process, and to identify policy gaps’ (Quality Education For All, Statement of Public Service Commitment, DoE, 2000).

Because monitoring and support are core activities of the Department, a control mechanism identified, that is aimed at the school level, and that is used by the District Foundation Phase First Education Specialist to ensure that effective policy implementation, effective support and effective guidance occurs in Gauteng schools, are the GDE draft Monitoring and Support tools for the monitoring and support of Curriculum 2005. These will be revised in line
with the Revised National Curriculum statement (RNCS), prior to implementation in 2004 in the Foundation Phase, in GDE schools.

Currently the monitoring and support tools used are focused on monitoring and support of curriculum implementation, through the monitoring and support of the Foundation Phase Head of Department (HOD), the Foundation Phase educator and the Grade R practitioner, in relation to curriculum management, curriculum implementation and curriculum delivery activities. The tools are aimed towards effective curriculum/policy implementation in GDE schools. APPENDIX B provides for an exemplar of the monitoring and support tool used by District D2 Foundation Phase First Education Specialists to support quality teaching and learning in the Foundation Phase, as supplied by the Provincial (Learning Programmes Framework Development & Support) Foundation Phase Unit, for the monitoring and support of Curriculum 2005, which also encompasses monitoring and support of the Foundation Phase Head of Department.

The monitoring and support tools indicated, assist the District Foundation Phase First Education Specialist to promote quality in schools, as on site support, suggestions, recommendations and guidance, are given to schools, HOD’s and educators, based on the findings as per the tool, to support effective curriculum implementation in schools, and hence to promote quality teaching and learning. In addition, the tool assists the District Foundation Phase First Education Specialist to identify and address common needs and weaknesses of curriculum implementation. Such curriculum challenges are then supported via curriculum support workshops and meetings, and by putting in place intervention strategies. Resource needs too, can also be considered and addressed. These are all intended to promote quality teaching and learning in Gauteng schools.

Furthermore, reports to schools, are generated via the implementation of the monitoring and support tools. As having monitored and supported schools, via
the usage of the monitoring and support tools, reports are compiled by the District Foundation Phase First Education Specialist, through the findings as generated from implementation of the monitoring and support tools. Reports and records on educator, Phase and school progress are thus available to schools and Departmental officials. In support too, in this regard, the Developmental Appraisal Document (DoE, 1999: 33), echoes the importance of record keeping as:

‘... a brute bureaucratic requirement but an essential element in keeping track of the school’s development. Though eventually a means of corroboration, verification and reporting, records of activities are part of managerial control, accountability, access to information, and ensure optimum use of resources, including the use of funds’.

2.3.4 LEADING AND LEADERSHIP

The final management task comprises leading and leadership. Leadership is viewed as inclusive and integral to the leading function in this study, and will therefore be accommodated and considered within the leading task.

2.3.4.1 DEFINITIONS ON LEADING AND THE CONCEPT ‘LEADERSHIP’

Leading is seen as ‘the ability to influence others to do what the leader wants them to do’. Furthermore, ‘leading involves directing, guiding, motivating, and managing employees in the way they carry out their duties and responsibilities’ (Strategic Leadership Participants Workbook on Introduction to Management, Module 1, 2000: 9). These definitions suggest that an effective leader gets others to put forth their best efforts.

The above ideas immediately lean on the leadership of the manager, and therefore pave the way to the concept ‘leadership’. Definitions of leadership abound, however, three definitions of leadership are sited in this study, and in order to define the concept ‘leadership’ these are:

- ‘Leadership is the process whereby one person influences individual and group members towards goal setting and goal achievement ...’ (Van Fleet, 1991: 157).
- ‘Leadership is not a matter of passive status, or the mere possession of some combination of traits. It appears rather to be a working relationship
among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through completion’ (Kerry & Murdock, 1993: 221).

‘Leadership refers to a relationship between a leader and followers involving power, vision, and influence central to managers’ success in daily work roles’ (Keith and Girling, 1991: 57).

2.3.4.2 CHARACTERISTICS OF EFFECTIVE LEADERSHIP

In order to be guided in an understanding of the concept ‘leadership’, the definitions of leadership, as given above, need to be supplemented by characteristics of effective leadership, and hence it is important at this point, to highlight characteristics associated with effective leadership. Wickens (in Morrison, 1998: 218-219) provide for characteristics of an effective leader as follows:

- Personal Attributes include: high intelligence, broad knowledge base, empathy, ability to focus on critical success factors, ability to analyse logically and rationally, informed intuition, high integrity, setting high ethical standards for all, knowing when to do nothing, energy, self motivation, determination, courage, flexibility, adaptability, self awareness.

- Strategic perspective involves: aligning an organisation, setting a strategic vision, implementing it, and sensing its impact, showing concern for stakeholders, challenging existing situations, determination to achieve goals.

- Communication means being: inspirational, enthusing other people, effective at communication, effective at persuasion, able to communicate the vision and strategy, enabling everyone to share and own the vision, a team member and leader, able to respond to others feelings, able to put people at their ease, able to respect and value others, able to recognise contributions, and balance decisive action with support.
Achievement requires: leading by high quality example to achieve objectives, showing commitment to development and constant improvement, taking calculated risks, devolving responsibility, authority and accountability, monitoring intuitively, concern for the processes involved in achievement.

Covey (in Morrison, 1998: 218) also suggest that effective leaders possess seven key characteristics:

- Being proactive suggests anticipating the future
- Beginning with the end in mind implies always working towards goal achievement
- Putting first things first makes room for prioritising, organising, delegating, identifying key tasks and roles, set time frames
- Thinking win-win: seeking solutions to benefit all
- Understanding and being understood: empathic, active listening, communicating, responding effectively
- Synergising: unleashing powers in others for a collective benefit
- Being keen on growth and development; reviewing, renewing, development of oneself, other members and the institution

The ideas that define leadership, as well as the characteristics for effective leadership, need to be further supported by a consideration of effective leadership styles for effective leadership. Hence the discussion to follow will consider leadership styles.

2.3.4.3 LEADERSHIP STYLES

Educational leaders differ and so do their leadership styles. Four leadership styles that can be distinguished and that are commonly discussed in literature are:

- The autocratic leadership style
- The laissez-faire leadership style
- The participative, democratic leadership style
- The bureaucratic leadership
In the Participants Manual of Supporting School Management Teams (SMT’s) in managing and implementing curriculum change (GDE, 1999: 42-43), the four above-mentioned leadership styles are described as follows:

- **Autocratic leadership**
  - This type of leader wants to have his/her own way and he/she alone determines the policy
  - All decisions are taken by him/her alone and only certain tasks are allotted to staff
  - He/she takes full responsibility for the decisions made and ensures that set goals are attained
  - The fact that there is only one way communication between the leader and the group is characteristic of this type of leadership
  - The leader creates needs among his staff, which previously did not exist. These needs are the leader’s needs which he wants to realise through his staff
  - The leader is the ruler, and as it were, the commander
  - The leader gives instructions to staff members individually instead of delegating via a pyramid structure. That is why the authoritarian leader has to be personal in his praise and criticism, but stands apart from the group
  - This type of leader is inclined to dominate and has difficulty in working with others

- **Laissez-faire leadership**
  - The leader does not make his/her presence felt
  - Staff have the freedom to make individual or group decisions
  - The leader guides staff by appealing to personal integrity
  - A situation is created by this type of leadership in which the individual feels totally trusted and should decide for himself/herself
  - The leader is minimally involved and is in the background
• Democratic leadership
  o This type of leadership involves the staff by means of mutual consultation in decision-making
  o Decisions are made by means of voluntary and spontaneous communication and the leader plays an active role in this process
  o Definite efforts are made to create positive interpersonal relationships
  o This style offers opportunities for original and creative contributions by staff members, and in this way they may contribute to attaining goals
  o New perspectives are opened up during group discussions, and staff are free to choose with whom they would like to work

• Bureaucratic leadership
  o A bureaucratic leader occupies the position of leader in a bureaucratic system.
  o The ability to integrate, blend, balance and adapt components of one's own style of leadership, in harmony with the situation, the group and one's own humility, will largely determine one's success as an educational leader
  o This type of leader adheres strictly to the letter of the law, rules and regulations and tries in this way to maintain his position
  o If the bureaucratic leader applies his/her leadership style effectively, it does have the following characteristics:
    • It is effective and specialised
    • It is predictable because there are written rules and regulations
    • It is impersonal because the letter of the law is the order of the day and the people involved are not taken into account
• It is quick because the rules are uniform and only need to be applied to problem cases

According to Ramparsad (2001: 22), the differences in leadership styles can be attributed to the fact that some leaders are mainly interested in results (task-oriented), and others are mainly interested in relationships (people-oriented). However it is also suggested, in literature, that good leaders need to adopt adaptable leadership styles, as there are many factors impacting on a leader’s approach to the leadership task, and that leaders need to be aware of these and take them into consideration to be effective as a leader. Lassey (in Love, 1994: 48) thus, provides for four major variables affecting leadership:

- The characteristics of the leader
- The attitudes, needs, and other personal characteristics of the followers
- The characteristics of the organisation, such as its purpose, structure, the nature of the tasks to be performed
- The social, economical and political milieu

Importantly too, in Bush and West-Burnham (1994: 56), it is suggested that in terms of the continuum of leadership behaviour, no leadership style is the best under all circumstances, and in practice leaders do not operate on any of the extremes but somewhere in between. For educational leaders, the predominant trend for the 21st century is the move towards the participative, democratic leadership style, as it is a style that lies between the autocratic and laissez-faire leadership styles. The discussion to follow will thus focus on, and enhance on, this leadership style, for effective educational leadership.

2.3.4.3.1 PARTICIPATIVE, DEMOCRATIC LEADERSHIP STYLE

Because our modern world experiences an accelerating pace of change, and is characterised by impermanence, uncertainty and unpredictability, an appropriate style of management is needed to cope with this state of flux.
The South African education system too, needs to promote values and attitudes that are in keeping with democracy, and thus there is a need for an apt style of management that reflects these needs and pressures. Thus, generally, the participative, democratic leadership style becomes suitable for educational leaders, as this style allows for more participation and consultation with followers without dictating or abdicating to them.

The Participants Manual of Supporting School Management Teams in managing and implementing curriculum change (GDE, 1999: 22-23) motivates that the participative, democratic leadership style allows for:

- A culture of teamwork to be developed
- More flatter, more open and participative structures are formed
- Decentralised authority and decision-making is encouraged
- The participative leader is flexible and able to exercise leadership skills as the context dictates and usually guides subordinates through persuasion and example
- A healthy balance is maintained between task oriented and people oriented management styles
- Tasks, authority and responsibility are delegated
- Stakeholders are involved in the decision-making and planning process
- An open door policy is followed
- The opinions of staff is regarded as valuable in the decision making process
- Two-way communication takes place

From the interrelationship to the other three management tasks of planning, organising, and control, it is evident that the District Foundation Phase First Education Specialist needs to be task oriented, as well as people oriented, and in order to strike a balance between the two interests, the participative, democratic leadership style becomes appropriate. Love (1994: 41) further indicates key dimensions of the participative leadership style, which have relevance to the District Foundation Phase First Education Specialist, which are:
- Creating and communicating a vision
- Building trust and organisational commitment
- Utilising the organisation’s expertise
- Developing the organisation team

2.3.4.4 TRANSFORMATIONAL, INSTRUCTIONAL LEADERSHIP
In addition to the participative, democratic leader, leadership for the 2000’s also calls for transformational leadership (Strategic Leadership Participants Workbook on Leading, Module 8, 2000: 15-16). Motivation for this approach is aptly captured below, via the comparisons made in favour of transformational, instructional leadership:

**LEADERSHIP STYLE FOR THE 2000’S**

<table>
<thead>
<tr>
<th>FROM A STYLE THAT EMPHASISED:</th>
<th>TO A STYLE OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing others:</td>
<td>Leading others</td>
</tr>
<tr>
<td>• Controlling</td>
<td>• Empowering employees to work independently of the manager</td>
</tr>
<tr>
<td>• Influencing through the use of authority</td>
<td>• Removal of obstacles</td>
</tr>
<tr>
<td>• Communicating of monthly/ annual goals</td>
<td>• Formulating and communicating the vision</td>
</tr>
<tr>
<td>• Structured</td>
<td>• Less structured</td>
</tr>
<tr>
<td></td>
<td>• ‘We are all on the same side’.</td>
</tr>
<tr>
<td>Directing others</td>
<td>Guiding/ Developing</td>
</tr>
<tr>
<td>• Telling</td>
<td>• Coaching, coaching, coaching!</td>
</tr>
<tr>
<td>• Delegating tasks</td>
<td>• Seeking input</td>
</tr>
<tr>
<td>• Decisions by permission and approval</td>
<td>• Employees independently make decisions</td>
</tr>
<tr>
<td>Competing</td>
<td>Collaborating</td>
</tr>
<tr>
<td>• Territory and turf issues</td>
<td>• Freely sharing information, power and resources</td>
</tr>
<tr>
<td>• Win-lose type of negotiations</td>
<td>• Win-win negotiating internally</td>
</tr>
<tr>
<td></td>
<td>• Viewed as a business partner by customers</td>
</tr>
<tr>
<td>Relying on rules</td>
<td>Focussing on outcomes</td>
</tr>
<tr>
<td>• Adhering inappropriately to rules, precedents and procedures</td>
<td>• Goal-oriented</td>
</tr>
<tr>
<td>• Driven by process, systems, and structure</td>
<td>• Fosters creativity and innovation</td>
</tr>
<tr>
<td>• Slow and miss-focussed</td>
<td>• Faster</td>
</tr>
<tr>
<td>Using hierarchy</td>
<td>Using network</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>• Bureaucratic organisation</td>
<td>• Entrepreneurial organisation</td>
</tr>
<tr>
<td>• Strong norms indicating which levels in organisation can meet and work together</td>
<td>• Employees contact individual they require information of/ support from directly, regardless of level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistency</th>
<th>Diversity/ Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The same benefits package for all employees</td>
<td>• Flex benefits</td>
</tr>
<tr>
<td>• One basic job structure</td>
<td>• Multiple job structures including job sharing, permanent, part-time and flexitime</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secrecy</th>
<th>Sharing information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When in doubt not sharing of information</td>
<td>• When in doubt, telling</td>
</tr>
<tr>
<td>• Grapevine as primary source of information</td>
<td>• Primary source of information is own manager</td>
</tr>
<tr>
<td>• Frequent use of ‘confidential’ and ‘proprietary’ labels</td>
<td>• All employees having access to financial data, information on company direction, rationale for decisions, etc.</td>
</tr>
<tr>
<td>• Management decisions to be accepted with or without explanation</td>
<td>• Employees encouraged to question management decisions, by asking ‘why?’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passivity</th>
<th>Risk taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Penalty for failure outweighs reward for success</td>
<td>• Risk taking and innovation is encouraged</td>
</tr>
<tr>
<td>• A ‘do not rock the boat’ mindset</td>
<td>• ‘Failures’ are used as a learning experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual contributor</th>
<th>Team player</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reward system addresses individual successes</td>
<td>• Reward system addresses contributions of the team</td>
</tr>
<tr>
<td>• Generally encourages competition</td>
<td>• Generally encourages collaboration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Being managed</th>
<th>Self-management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees become dependent on the manager</td>
<td>• Employees perform in a highly autonomous manner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People as expenses</th>
<th>People as an asset</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time and money spent on training and development efforts viewed as expense</td>
<td>• Time and money are spent on training and development efforts viewed as investment</td>
</tr>
<tr>
<td>• Goal is to minimise expense</td>
<td>• Goal is to maximise investment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decisions based upon</th>
<th>Decisions based upon</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Roles</td>
<td>• Judgements</td>
</tr>
<tr>
<td>• Precedents</td>
<td>• Intuition</td>
</tr>
<tr>
<td>• Facts</td>
<td>• Reflecting corporate culture, value and ethics</td>
</tr>
<tr>
<td>• Analysis of data</td>
<td>• Decision-making process is fast</td>
</tr>
<tr>
<td>• Decision-making process is slow</td>
<td>• Decision-making process is fast</td>
</tr>
</tbody>
</table>
A description which allows for support of transformational leadership too, is that given by Bush & West-Burnham (1994: 69-70), who describe transformational leadership as ‘ensuring commitment from followers. Both leaders and followers want to achieve and become the best, and are united in the pursuit of the higher-level goals common to both. Both want to shape the school (educational institution) in a certain direction. The transformational approach seems to be more people-oriented’. The following depicts a representation of transformational leadership (Jenks, 1990: 345), which aptly captures the essence of this approach:

In addition, of relevance, and in relation to the transformational leader in education specifically, in Calitz, Fuglestad & Lillejorg (2002: 39), it says that the transformational leader displays dynamic action by:

- Providing clarity of focus so that everyone involved understands the intent and outcomes of curriculum reform
- Understanding group and change dynamics as natural phenomena
- Initiating and sustaining productive group dynamics within the context of situational leadership and relevant change management models
- Leading the development of clear outcomes, facilitating individual accountability and constantly monitoring progress
- Ensuring the formation of effective networking to share ideas, best practices and to nurture emotional support
• Facilitating the creation of clear priorities and ensuring their systemic implementation
• Celebrating small successes

The above discussions and representation suggest that current trends require that leadership, also needs to be transformational. These ideas imply that for effective leadership, the leader needs to be reflective, critical and operational. In addition, transformational leadership also involves considerable social skills of encouraging inter-group relations, team building, motivation and inspiration, without domination. The responsibility of educational leadership too, is to ensure that all team members, have access to information, are empowered too, have the space and opportunity for development and growth, and are freed as much as possible from hierarchy, formality and status consciousness. The educational leader furthermore, should foster conditions for participation, communication and respect for others and their ideas. In addition too, in Calitz, Fuglestad & Lillejorg (2002: 38-39), it is written that transformational leaders are able to ‘send clear messages of purpose and mission, while generating excitement at work via heightened expectations (inspirational motivation). They establish intense one-on-one relationships, and possess empathy for individuals (individual consideration). They arouse interest in ideas and new methodologies through critical thinking and debate (intellectual stimulation). Transformational leaders also challenge the process of change. They inspire vision in others, which enable them to take action. They are visionary empowering leaders who are also role models’.

The approach, ideas and characteristics, as suggested for transformational leadership, certainly have relevance to the District Foundation Phase First Education Specialist, as these needs to be practiced and reflected by the District Foundation Phase Educational Specialist, as an educational leader in the 2000’s.
The above ideas also call on and create space for the notion of the instructional leader too. The District Foundation Phase First Education Specialist clearly needs to be an instructional leader, as according to Greenfield (1987: 56,60), instructional leadership refers to ‘actions undertaken with the intention of developing a productive and satisfying working environment for teachers, and desirable learning conditions and outcomes for children’.

Smith and Andrews (in Whitaker, 1997: 151), have also identified the following four areas of strategic interaction by instructional leaders, that have relevance to the District Foundation Phase First Education Specialist, that lead to higher levels of learner achievement:

- Being a resource provider: the educators are the greatest resource and must be acknowledged for their exemplary teaching and must be encouraged to share with others.
- Being an instructional resource: Good teaching practice is identified and feedback is given, that promote professional growth.
- Being a visible presence: live and breathe their beliefs in education, be a visible presence in schools.
- Being a communicator: Essential beliefs must be communicated to educators that:
  - All learners can learn and experience success
  - Success breeds success
  - Schools can enhance learner success
  - Learner outcomes must be clearly defined to guide instructional programmes and decisions

Being an instructional leader thus have implications for school development, school improvement and school effectiveness, as well as delivery of quality education in schools. As already established, through the GDE dimensions of organising, and from the core functions and responsibilities of the District Foundation Phase First Education Specialist, and because the District
Foundation Phase First Education Specialist is required to service and support schools, the need for being an instructional leader is a key requirement to educator development and support, school improvement, school effectiveness, and for the promoting of quality teaching and learning in schools.

The leader for the 2000’s then, needs to predominantly portray a participatory, democratic leadership style. This leader also needs to be an instructional leader, and posses and exude a transformational leadership approach. As established, for the District Foundation Phase First Education Specialist, predominantly the participative, democratic leadership style also becomes appropriate, together with the qualities required for instructional, transformational leadership.

The characteristics and approach needed, as well as, an effective leadership style are not only the components to effective leadership, as leadership in change also needs to be considered, as a part of effective leadership for organisational success, hence this is the focus of the discussion to follow.

2.4 LEADERSHIP IN EDUCATIONAL CHANGE

2.4.1 THE LEADER OF CHANGE

Effective leadership is an important issue in the management of change. But before consideration of the need for effective leadership in the management of change, a definition of change becomes appropriate. Morrison (1998: 13) defines change as follows:

‘Change can be regarded as a dynamic and continuous process of development and growth that involves a reorganisation in response to ‘felt needs’. It is a process of transformation, a flow from one state to another, either initiated by internal factors or external forces, involving individuals, groups or institutions leading to realignment of existing values, practices and outcomes’.

This quote indicates that change is needed for development, growth and improvement. In South Africa, specifically too, change in education is directly
related to the drive for quality in education. Educational change in South Africa, is hence, presently aimed at school development, school improvement and, quality and effective teaching and learning in schools.

Change is inevitable, as we constantly strive for development and improvement. For change to be introduced, accepted and successfully implemented, it requires sound management and effective leadership. Effective leadership thus becomes an important issue in the management of change. Morrison (1998: 208), therefore considers tasks that the effective leader of change needs to focus on:

- Leading change
- Linking operational change with the overall strategic changes desired
- Developing clear strategies to achieve aims and objectives
- Promoting initiatives
- Managing transitions
- Managing the politics and micro-politics of organisational change
- Creating momentum in the organisation
- Allocating resources
- Ensuring applicable training for employees
- Self-protection and protecting other individuals from undesirable group pressure

The tasks highlighted are demanding, and they place great responsibilities and accountability onto the leader of change. Change needs to be introduced, accepted, adopted and then successfully and effectively implemented, and this requires sound management and effective leadership on the part of the educational leader of change. Education leaders, at all levels in the education system, affected by change, will also need to engage in tasks highlighted above, in relation to the level on which they operate within the system, as the tasks mentioned have relevance to education leaders, as leaders of change, at the Provincial, District and school level.
An effective leadership approach also becomes crucial in the management of change. Bush and West-Burnham (1994: 69-70) suggest that the introduction of change requires transformational leadership, as leaders and followers need to be united in pursuit of higher-level goals. The leader’s assumptions too, about human nature will influence the effectiveness of the organisation and the way it functions. In terms of McGregor’s Theory ‘X’ and Theory ‘Y’ leader, there are certain basic assumptions about human motivation. Jenks (1990: 357) provides for a comparison of theories X and Y, which is as follows:

TABLE 2: MCGREGOR’S THEORY ‘X’ AND THEORY ‘Y’ LEADER

<table>
<thead>
<tr>
<th>THEORY X</th>
<th>THEORY Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>People must be controlled at work</td>
<td>People will be self motivated and committed to goals</td>
</tr>
<tr>
<td>The average person prefers to be directed and avoids responsibility</td>
<td>Most adults prefer responsibility for their own work</td>
</tr>
<tr>
<td>Managers make decisions</td>
<td>People are a valuable resource and can participate in decisions</td>
</tr>
<tr>
<td>Workers need a strong leader</td>
<td>Participative leadership</td>
</tr>
<tr>
<td>Highly specialised job training</td>
<td>People should have opportunities for growth</td>
</tr>
<tr>
<td>People are readily replaced</td>
<td>People are a valuable resource</td>
</tr>
</tbody>
</table>

The above table suggests that transformational leadership requires leaders to follow McGregor’s Theory Y management philosophy.

Morrison suggests too (1998: 212-214), that leaders can use positional authority to give weight, legitimacy and recognition to an innovation, and that the subtle use of power can be an effective way of overcoming resistance. It is also indicated that leaders need to strive to empower everyone in the school for change, by promoting leadership and empowering leaders at all levels. Clearly, the Theory Y management philosophy, together with the
suggestions given above, become relevant to the District Foundation Phase First Education Specialist, as a leader of change, in interacting with school-based educators.

The above discussions imply that effective leadership for the leader of change is therefore to set the direction of change and to cope with the impact of change, while management will be needed to provide for stability to assist the effective implementation of change and to make it part of the day-to-day functioning of the educational institution. Both these functions are important, and should not be separated, but seen as an integral part of the overall leadership in bringing about change.

Furthermore, characteristics too, required of the leader of change become important at this point, for effective leadership. According to Buchanan & Boddy (in Morrison, 1998: 220-221), characteristics of an effective change leader thus encompasses:

- Excellence in their own fields in terms of expertise and experience
- The ability to see to the heart of the problems in terms of theories, principles and key concepts
- The ability to simplify complex problems
- The thirst for information
- The ability to cope with information overload and penetrate to the essence of information
- The practice of asking demanding questions
- The ability to become absorbed in a problem and devote time to its analysis rather than plunging into superficial solutions
- High organisational skills
- Excellent memory and recall
- Powerful abilities of self-checking
- High self-awareness and self-critique
Finally, the task of empowerment also becomes crucial to the effective leader of change. The Strategic Leadership Participants Workbook (Module 8, 2000: 23) suggests that ‘you get most out of people if you treat them as partners and give them increasing power as their abilities improve’. Keys to empowerment are thus highlighted (Strategic Leadership Participants Workbook, Module 8, 2000: 23-24), and those especially relevant to empowerment of school educators have been captured as follows:

- Share information with everyone: people without information cannot act responsibly.
- Train people continuously: this will increase their skills and confidence.
- Develop and nurture personal relationships based on respect, inclusion and trust, that is; treat others, as you want to be treated.
- Allow teams to self manage: allow people to discover their own way to achieve goals.
- Be patient and don’t become discouraged if people don’t get it right immediately: give support and encouragement always.
- Give consistent supportive behaviour, this will help allay fears.

From the discussions given, on the tasks, the leadership approach and philosophy, and the characteristics of the leader of change, leadership for the District Foundation Phase First Education Specialist as an effective leader of change, reflects a great challenge. For the District Foundation Phase First Education Specialist, the nature of leadership in educational change, then may be summarised as, and implies the following:

- To engage in leadership tasks like: initiating change in schools and creating awareness about the change. Advocate the change, share information about the change and lead the change through position, authority, functions and responsibilities. Develop plans for effective implementation of the change. Ensure that resources and necessary skills are available to drive the change process. Steer change through training and empowerment, guidance, support and monitoring. Reflect on and evaluate the effectiveness of the change.
• Portray an effective leadership approach and management philosophy.
• Display characteristics for effective leadership as a leader of change.

As a leader of change, the leadership required of the District Foundation Phase First Education Specialist further becomes clearer through the discussion on the leadership of curriculum change specifically.

2.4.2 LEADERSHIP IN CURRICULUM CHANGE
2.4.2.1 BACKGROUND TO CURRICULUM CHANGE

Because the core business of education concerns effective, quality teaching and learning, transformation in education at present is a move towards quality in education. This is evident, for example, in relation to curriculum change. In Government Gazette No. 23406 (May 2000: 13-14) curriculum change is discussed as follows:

‘Curriculum change in post-apartheid South Africa started immediately after the 1994 election when the National Education and Training Forum began a process of syllabus revision, in order to lay the foundations for a single, national core syllabus, and to remove overtly racist and insensitive language from the then existing syllabi.

The challenge was then to move beyond the past and the legacy of apartheid and meet the challenge of the future, and to develop a curriculum that would provide a platform for the knowledge, skills and values for innovation and growth, cultural creativity and tolerance for an African Renaissance’.

The Lifelong Learning through a National Curriculum Framework document (1996), which was informed by the principles derived from the White Paper on Education and Training (1995), the South African Qualifications Act (No 58 of 1995) and the National Education Policy Act (No 27 of 1996), emphasized the need for major changes in education and training in South Africa. A shift from the aims-and-objectives approach to outcomes-based education was required. A vision of ‘a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice’ (Life Long Learning for the 21st century,
Department of Education, Feb 1997), was also promoted. This vision culminated in a policy change, which also encompassed changes to classroom methodology and practice, and a shift to an outcomes based approach to education. Hence in 1998, the outcomes based approach to education (OBE) and Curriculum 2005 were introduced and implemented in South African schools.

The Ministerial Review Committee, on Curriculum 2005, reviewed the implementation of Curriculum 2005, in 2000. The Report of the Review Committee (May 2002), on Curriculum 2005, indicates that while there is support for the outcomes based approach to education and Curriculum 2005, implementation has been confounded by:

- A skewed curriculum design and structure
- Lack of alignment between curriculum and assessment policy
- Inadequate orientation, training and development of teachers
- Learning support materials that are variable in quality, often unavailable and not sufficiently used in classrooms
- Shortages of personnel and resources to implement and support Curriculum 2005
- Inadequate recognition of curriculum as the core business of the Education Department (Report of the Review Committee, May 2000: iv)

Hence the revision of Curriculum 2005 has resulted in the Revised National Curriculum Statement Grades R-9 (Schools) Policy (RNCS), which will be implemented in South African schools in a phased in manner, commencing in 2004, in the Foundation Phase. It still keeps intact the principles, purpose and thrust of Curriculum 2005 and affirms the commitment to OBE.

The Revised National Curriculum Statement Grades R-9 (Schools) Policy (DoE, 2002: 9) ‘envision[s] educators who are qualified, competent, dedicated and caring and who will be able to fulfil various roles outlined in the Norms and Standards for Educators (Department of Education, 2000). These see
educators as mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists’. These are educator roles that the District Foundation Phase First Education Specialist should fulfil, in general. These educator roles were given in detail, in chapter one, paragraph 1.2.4.

Curriculum change and the new educator roles, as per the Norms and Standards for Educators (Department of Education, 2000), give rise to the leadership qualities required of the District Foundation Phase First Education Specialist in curriculum change. They also allow for relating to the core functions and expectations of the District Foundation Phase First Education Specialist, as required of by the GDE. The discussion to follow thus considers these aspects.

2.4.2.2 LEADERSHIP QUALITIES REQUIRED OF THE DISTRICT FOUNDATION PHASE FIRST EDUCATION SPECIALIST IN CURRICULUM CHANGE

Change challenges people to become more involved and to assume specific leadership qualities, as change requires the development and portrayal of new skills, behaviours and qualities.

Curriculum change and the new educator roles, as per the Norms and Standards for Educators (Department of Education, 2000), which were given in chapter one, in section 1.2.4, and were also briefly referred to in 2.4.2.1, would require the assumption of leadership qualities by the District Foundation Phase First Education Specialist in curriculum change, by virtue of being a leader and manager in curriculum change. Thus below, are highlighted the leadership qualities required of the District Foundation Phase First Education Specialist in curriculum change. These would entail:
• As the leader, administrator and manager of change, the leadership qualities needed of the District Foundation Phase First Education Specialist:
  o Calls for creativity, initiative and vision.
  o Requires a transformational, instructional leader, and as from the transformational leadership requirements and the Theory Y management philosophy, the District based educational leader should allow for school based educators to be seen to be self-motivated and committed to goals, and further, school-based educators need to be allowed to take responsibility for their own work. School-based educators will also be seen to be a valuable resource, and will be given opportunities to participate in decisions. These indicate that the leadership of the District Foundation Phase First Education Specialist needs to be democratic and participative, and that sound, visible, instructional leadership is called for.
  o Requires of this manager, leader and administrator to demonstrate responsiveness to changing circumstances and needs.

• As a Phase Specialist, mediator of learning, interpreter and designer of Learning programmes and materials, and assessor, the qualities needed, should reflect:
  o The displaying of instructional leadership traits and a transformational leadership approach.
  o Sound knowledge, skills and expertise on curriculum policy and policy change, curriculum implementation, curriculum delivery, quality teaching and learning and assessment, so as to be able to lead, administer and manage the change in the desired direction, monitor and support effective curriculum implementation, in order to provide for a productive and
satisfying working environment for teachers, and desirable learning conditions and outcomes for children.

- A desire, and understanding, into providing of input into policy and guideline development.
- The ability to providing for expertise and guidance on the acquiring, development and effective usage of resources.
- A demonstration of a sound knowledge of subject content and various principles, and strategies.

As scholars, researchers and lifelong learners for the District Foundation Phase First Education Specialist, the implications are as follows:

- Credible and quality leadership requires of the District Foundation Phase First Education Specialist being a scholar, researcher and life-long learner too. Personal and professional development of the District Foundation Phase First Education Specialist is thus essential, and needs to be ongoing, as:
  - School based-educators need to be schooled in the knowledge, use, implementation and delivery of the RNCS through the leadership, management and support of District Foundation Phase First Education Specialist, for effective teaching.
  - School based educators need to be encouraged and motivated to engage in research too for delivery of quality teaching and learning in schools.
  - School-based educators can be made aware of opportunities for growth and development, through the example set by the District based educational leader.
• As a community member, citizen and pastor, qualities needed, should demonstrate the District Foundation Phase Education Phase Specialist, as:
  o A role model in the community, showing respect and responsibility towards others, and promoting of democratic values and practices in society.
  o Uplifting and guiding schools in the community towards effective curriculum implementation and the delivery of quality teaching and learning.

Because the leadership qualities required of the District Foundation Phase First Education Specialist in curriculum change are vast, the study has only considered the District Foundation Phase First Education Specialist briefly:
  • As a democratic, participatory, instructional leader, possessing transformational leadership traits
  • As a lifelong scholar and researcher, and hence a credible and quality leader
  • As an active, responsible community member
  • As an education leader of the GDE responsible for leading, guiding, monitoring, and supporting of curriculum change, and promoting of quality teaching and learning in Gauteng schools

It thus becomes important, at this point, to focus on the composite, core functions and expectations of the District Foundation Phase First Education Specialist, as required of by the GDE. These functions impact on leadership qualities required in curriculum change, as they reflect the day-to-day leadership and management responsibilities of the District-based Education Specialist.

Importantly too, leadership is also one of the core functions highlighted, and is seen as related to, and in relationship to the other core functions.
2.4.3 CORE FUNCTIONS AND EXPECTATIONS OF THE DISTRICT FOUNDATION PHASE FIRST EDUCATION SPECIALIST, AS REQUIRED BY THE GDE

This reference is important, as the descriptions that are offered suggest the overall nature of the functions and responsibilities, as well as, the expectations of the Department of the District-based Education Specialist. The core functions assigned are in line with the core business of the GDE, which is the promotion of quality teaching and learning in Gauteng schools. As effective management requires effective leadership at the District level, and because effective leadership and management functions are a requirement of the District-based Education Specialist too, the leadership and management functions are also intertwined and provided for through the core functions. The four management tasks too, to be performed by the District Foundation Phase First Education Specialist, for effective management at the District level, are also catered for within the functions assigned. Effective leadership for the District Foundation Phase First Education Specialist, as a leader of change, as an agent of change, and a leader of curriculum change, which encompasses leading, guiding, monitoring, supporting, and evaluating curriculum change, are all implied within the core functions and expectations too. These core functions and expectations have been captured in the Developmental Appraisal Document (DoE, 1999: 32-34).

The Developmental Appraisal Document (DoE, 1999: 32-34) offers detailed descriptions of the core functions and expectations, in relation to GDE Education Specialists. There are ten core functions, together with their criteria, definitions, and expectations provided for. These relate to:

- Human relations
- Leadership
- Communication
- Record keeping
- Strategic planning
- Financial planning and management
• Education management development
• Staff development
• Policy assimilation, co-ordination and implementation
• Research and development

Two of the areas in relation to leadership and management, as listed above, which are relevant to this study, are captured, in detail, below (Developmental Appraisal Document, DoE, 1999: 32-33):

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DEFINITION</th>
<th>EXPECTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>The ability to provide institutions with direction in such a way that they share the educators’ vision, support its development plans, make the best use of resources, co-operate in generating an ethos, and cultivate a learning and teaching environment which fully satisfies all its members, supporters and associates. Leadership requires the combination of many qualities, direction towards the enhancement of the school and the Education department as a whole.</td>
<td>The governance, administrative, managerial, developmental and teaching sectors of the institutions are coordinated by the educator within a vision and plan for the institution. Departmental policies, regulations and resources, as well those obtained elsewhere, are combined to provide the institution with the capacity to be a high-quality centre of learning. This energetic coherence is provided by the educator whose relationship is seen as an opportunity for all to engage with the realisation of educational ideals. Furthermore, this educator is in demand by many community organisations, and demonstrates leadership qualities across many sectors of society.</td>
</tr>
<tr>
<td>Education management</td>
<td>Acquisition of expertise and skills for the management of the office as a whole. Incorporation of democratic procedures, accountability to the Department, and grasp of human resource development within a new educational context.</td>
<td>Is acutely aware of the importance of appropriate management procedures in the office, including consultation, decision-making, leadership and accountability and staff development. Recognises that a human resources development policy for the office is necessary and uses appraisal procedures. Departmental and other resources as well as other educational institutions are used to assist with staff development. Achieves a sophisticated understanding of managing the change process. Seeks and implements strategies which enhance the capacity of the office/institutions through appropriate democratic management.</td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.4.4 THE ESSENCE OF LEADERSHIP

The discussions in chapter two, thus far, were aimed at identifying, clarifying and describing effective leadership and effective management, together with the management tasks and responsibilities of the District Foundation Phase First Education Specialist, towards promoting quality teaching and learning in schools, in relation to:

- Literature on management and leadership
- Literature on the four management tasks
- The Department’s functions, professional expectations, leadership and management requirements towards supporting quality teaching and learning in Gauteng schools

Thus the concepts ‘management’ and ‘leadership’ were defined and described. The four vital management tasks, for effective management, were also described. These four management tasks, as done by the District Foundation Phase First Education Specialist, were then integrated into the discussion. Effective leadership was highlighted, and effective leadership of the District Foundation Phase First Education Specialist was also then suggested. In addition to these, the study has further highlighted leadership qualities required of the District Foundation Phase First Education Specialist in curriculum change, which have been assumed through the educator roles of the Norms and Standards for Educators (Department of Education, 2000) too.

The quote to follow, from the Unisa Educational Management guideline (OBN451-F: 106), finally, aptly captures the essence of the effective education leader, and what educational leadership should entail:

‘The quality of their commitment is beyond doubt. They take a negative situation and they work for positive change in a consistent and visionary way. They have the courage to continue with their worthwhile journey to fulfil their mission in life as leaders of learners and teachers who are destined to help shape the future with them. They believe in the potential of those whom they lead and project a vision of hope even in the most unfavourable of circumstances. They lead not because they have a craving for power that they can use in a selfish way, but because they really care. They care because they...
believe that true learning can liberate youngsters to lead a life of significance. Educational leaders believe that people are what they have learned, and therefore the right things must be learnt in the right way. They are builders of teaching and learning in their schools’.

Effective management and effective leadership are important in the drive for quality in education. They are interrelated, often assumed, and integral components in the drive for quality education in schools. As the discussion thus far has emphasised the need for effective management and effective leadership for organisational effectiveness and for the delivery of quality teaching and learning, the discussion to follow will highlight supplementary and additional components towards the drive for quality in education.

2.5. THE DRIVE FOR QUALITY IN EDUCATION

The drive for quality in education has already been considered, to an extent, in this study, through the control management task. The discussion to follow is an extension to this, and focuses on supplementary and additional components towards the drive for quality in education. Thus, in order to consider ‘quality’ in education, it is essential, at the outset, to define the concept ‘total quality’. Marsh (1992: 2) offers the following definition:

‘Total quality is a philosophy with tools and processes for practical implementation aimed at achieving a culture of continuous improvement driven by all the employees of an organisation in order to satisfy and delight customers’.

The definition given above provides for an insight into the nature of total quality. It indicates that whatever an organisation does in total, its values and operating procedures should apply to everybody, all of the time. Total quality thus allows for tools and processes as a means to implementing the philosophy. Continuous improvement is also seen as a core aspect of total quality, in that, the principle that the purpose of leadership and management is to improve, enhance and develop products and services, is all encompassed. Total quality argues for the significance and responsibility of all employees. A distinctive characteristic of total quality too, is that the
organisation not only exists to satisfy customer needs, but also accepts responsibility to extend and enhance their expectations.

Having interacted with the concept ‘total quality’, thoughts on the drive for quality, specifically in education, can now be approached. This then is the focus of the discussion to follow.

Since the 1994 elections, there has been an array of National and Provincial education policies, being developed and implemented, in the drive for quality in education. The drive to promote quality education has led to the following clear needs being identified (What is Quality Education? Education Quality and Accountability Office. http://www.eqao.com):

- A need to provide clear, accurate and objective information about learner achievement and the quality of education across all schools in the province, including all the contextual factors
- A need to ensure that this information leads to improvement for the individual learners and the system as a whole
- A need to provide a broad range of information about quality to support informed judgements and decision-making
- A need for learner assessment instruments and practices that contribute to enhanced teaching and learning

In order to address the needs as identified above, in the drive for quality in education, a quality assurance framework, mechanisms and processes become crucial in the current context, where all the current conditions, processes and outcomes are geared towards transforming all aspects of the education system. In the context of transformation, a quality assurance framework, mechanisms and processes are thus required not only to monitor policy but also to diagnose areas of concern, and importantly, promote quality education. This is also emphasised through the following idea: The development, evaluation and implementation of policies have required a clear conceptual framework, as this provides for a basic direction for different tasks and activities to fit together, to set the course of action for activities towards
a common integrated purpose and to provide guidance in selecting particular approaches, techniques and methodologies’ (Policy Framework. Education Quality and Accountability Office, 1998: http://www.eqao.com).

As suggested above, in order to provide for and to promote quality education, quality assurance mechanisms and processes are required. These will assure greater accountability and contribute to the enhancement of the quality of education. Accountability mechanisms for quality are required too, and hence this aspect needs to be focused on briefly.

2.5.1 ACCOUNTABILITY MECHANISMS FOR QUALITY

It is indicated that at least five types of accountability mechanisms may exist alongside each other (Darling-Hammond, as quoted in Darling-Hammond & Ascher (1991)):

- **Political**: School Board members and legislators must stand for election.
- **Legal**: Boards and Legislators enact policies, and courts can hear complaints about schools.
- **Bureaucratic**: State and District Education Departments set rules and regulations to ensure that schools meet standards and follow procedures.
- **Professional**: educators and other school staff must acquire specialised knowledge, pass certification exams, and uphold professional standards of practice.
- **Market**: Parents and learners may choose the programmes or schools they believe are most appropriate for their needs.

In the past schools have relied heavily on bureaucratic mechanisms for achieving accountability. Currently professional and market accountability are being proposed as strategies for school improvement. The use of quality programmes such as Total Quality Management and Quality Assurance, combined with emphasis on professional and bureaucratic accountability too, have school effectiveness, school improvement and a culture of teaching and learning in focus (What is Quality Education? Education Quality and
Accountability Office. http://www.eqao.com). This clearly illustrates that there is no single form of accountability by itself that will ensure quality education. A combination of instruments from the different accountability mechanisms are needed to make schools responsible, responsive, accountable, and effective for there to be quality education in South Africa.

In order to follow-up on the above belief, and to enhance on the thought that quality in education requires a quality assurance framework, quality assurance mechanisms and processes, and that quality assurance initiatives need to be in place, the following considerations are important for improving the quality of education in schools:

- GDE’s quality assurance mechanisms, processes and initiatives in the focus towards quality in education, in fulfilment as the Department’s responsibility towards improving the quality of education in schools
- Schools’ responsibility in the drive for quality in education
- The joint responsibility towards the drive for quality in education

2.5.2 IMPROVING THE QUALITY OF EDUCATION IN SCHOOLS
2.5.2.1 GDE’S QUALITY ASSURANCE MECHANISMS AND PROCESSES, AND INITIATIVES TOWARDS QUALITY IN EDUCATION

The GDE has many quality assurance mechanisms and processes in place in the drive towards quality in education. The discussion to follow will target quality assurance mechanisms and processes that have specific relevance to the District Foundation Phase First Education Specialist.

Therefore, of importance to this study, amongst other GDE quality assurance mechanisms, processes and initiatives in accountability towards quality in education, the GDE has in place:

2.5.2.1.1 GDE POLICY AND GUIDELINE DEVELOPMENT
The Gauteng Department of Education recognises its bureaucratic accountability function, and as an accountability mechanism to support quality
teaching and learning in South Africa, has developed additional, supplementary Provincial policies and guidelines for Gauteng Schools, and has also set up ‘rules and regulations to ensure that schools meet standards and follow procedures’. This is often handled through Provincial and District circulars and memorandums, as well as through Provincial guideline documents. Thus quality assurance mechanisms have being put in place for the promoting of quality teaching and learning in schools.

An example of a Provincial policy is the development of the GDE/GIED RNCS Policy document (RNCS, GDE/GIED, 2002), which is aimed at RNCS implementation in the Foundation Phase in 2004. The GDE/GIED RNCS Policy document (RNCS, GDE/GIED, 2002), which is a user-friendly policy document, has been designed by Gauteng Province, for use in Gauteng schools. The purpose, amongst other reasons, is to provide schools with the South African curriculum, to clearly reflect the curriculum policy for the Foundation Phase, and to direct and inform Foundation Phase educators and SMT’s on the RNCS, so as to make effective policy implementation possible in schools, and hence contribute to quality teaching and learning in schools.

This crucial area, of policy and guideline development, is encouraged and is possible because the DoE considers ‘policy assimilation, co-ordination and implementation’ as:

‘the process of formulating policy through wide consultation and consensus, and co-ordination of the implementation thereof. Also includes monitoring of policy implementation and review’ (Developmental Appraisal Document, DoE, 1999: 34).

In relation to research and development, which has relevance to this subject too, the DoE considers this to be ‘the degree to which the educator is familiar with, and contributes to educational research, curriculum development and policy formulation’ (Developmental Appraisal Document, DoE, 1999: 34). This thus, impacts directly on the Foundation Phase First Education Specialist, as input into policy design is an expectation of the Department.
2.5.2.1.2 DEPARTMENT’S CORPORATE IMAGE PROGRAMME
The focus of this programme is ‘standards and norms for quality service delivery’ (Annual report 2001/2002, Department of Education, 2002). The Department will ensure that all offices comply with the corporate image of the Province and the Department. In this programme the Department will ensure that the quality of service and the standards of service delivery are the same across all offices. This programme impacts on the District Foundation Phase First Education Specialist.

2.5.2.1.3 DUTIES OF GDE DISTRICT CURRICULUM EDUCATION SPECIALISTS
The Organisational dimensions, structure, organising principles and District Units too, together with the job specifications of GDE personnel are also directed and geared to facilitate, support and promote quality education in Gauteng schools. The LPFD&S Unit at the District level is primarily responsible for monitoring, supporting and evaluating effective curriculum implementation at the school level. This organisation structure and function at the District LPFD&S Unit level, provides for District Education Specialists being responsible for, amongst other functions, promoting of quality education in schools, establishing and maintaining of quality standards in relation to curriculum matters, at the school level. The District Foundation Phase First Education Specialist falls within this scope and function. The duties of the District Foundation First Education Specialist too needs to be considered towards improving and promoting of quality teaching and learning in Gauteng Schools. The duties of the District Foundation Phase First Education Specialist have been captured, in detail, in the Circular 129/1998 (GDE, 1998: 13-17) entitled: ‘Workloads (schools) and Job Descriptions (educators at institutions/offices, excluding Technical Colleges of Education)’, and is available from the GDE, Personnel and Human Resources Directorate. It has been supplied to all GDE schools, and Provincial and District offices. It is thus obtainable at GDE schools, as well as at Provincial and District offices. It has therefore not been captured in this study, but needs to be referred to in relation to this subject. Circular 129/1998 (GDE, 1998: 13-17) refers to,
includes and entails, the duties and responsibilities of the District Foundation Phase First Education Specialist, which are ultimately geared towards the promotion of quality education in Gauteng schools.

2.5.2.1.4 STANDARD SETTING AND QUALITY ASSURANCE

The Department has established a division for the promotion of educational standards and quality assurance. This is in line with the Policy on Whole-School Evaluation (Republic Of South Africa, 2001). The Department will focus on learner and institutional performance and the identification of areas where standards are required and to set the required standards for the area of focus. For the GDE, this office is the Office for Standards, who do not work in isolation towards quality assurance, but in partnership with District offices and Education Specialists.

An example of this partnership between the Office for Standards and the District Foundation Phase First Education Specialist is the conducting of ‘Systemic Evaluation’. According to Circular 22/2002 (GDE, 2002: 7), ‘Systemic evaluation is used to evaluate the appropriateness of the education system. It involves monitoring of learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning. Systemic evaluation is conducted at phase exit levels, that is, Grade 3, Grade 6, and Grade 9 for use in the education system’. The District Foundation Phase First Education Specialist thus plays an active role in:

- Giving input into development of measuring instruments
- Meeting with Office For Standards on processes and guidelines
- Drawing up of management plans for conducting of systemic evaluation in the District, as this process impacts on District schools and learners
• Conducting Advocacy and training, per District, of School Management Teams (SMT’s) and Foundation Phase Heads on the systemic evaluation processes
• Conducting of systemic evaluation, together with Office for Standards Specialists
• Attending provincial feedback sessions and reporting back to schools through feedback meetings
• Addressing interventions in schools as per systemic evaluation report findings

Through interactive systemic evaluation processes with schools, the District Foundation Phase First Education Specialist is obviously also able to strategise for the improving of standards in schools, and thus provides for quality assurance in schools too.

APPENDIX C has been captured to demonstrate a support activity that the District Foundation Phase First Education Specialist engages in, in relation to systemic evaluation, which specifically addresses the report-back process to schools and identifies interventions for schools. Such action makes an impact towards the improvement of standards and the drive for quality in schools.

Importantly too, monitoring and support of curriculum implementation that has been discussed, at length, in 2.3.3.1 as a control mechanism, is a crucial means to quality assurance and standard setting.

Although ensuring the maintenance of the curriculum in schools, and monitoring and support of curriculum implementation, has not been captured here, as it has been discussed throughout the various topics and management tasks in chapter two, it is important to note, that these are prioritised duties of the District Foundation Phase First Education Specialist in relation to standard setting and quality assurance.
For the District Foundation Phase First Education Specialist, quality assurance and standard setting denotes:

- Co-ordinating and monitoring the development and implementation of programmes, activities and projects within the phase.
- Co-ordinating, monitoring and ensuring the implementation, maintenance and support of Learning Area programmes, activities and projects.
- Co-ordinating, monitoring and ensuring that the identification and addressing of barriers to learning and development takes place.
- Ensuring the co-ordination, promotion, and implementation of policy based on a bias free assessment system.
- Collecting and maintaining data on learner performance and resources.
- Monitoring learner performance and identifying interventions and resource needs.
- Promoting the development of extra-curricular programmes.

2.5.2.1.5 SYSTEMIC EVALUATION

As established above, the District Foundation Phase First Education Specialist supports the systemic evaluation process in the drive to promote quality teaching and learning in schools. The Department ‘uses the systemic evaluation process as a quality assurance mechanism’ (Government Gazette Vol. 402, No. 19640, Regulation 1718 of 1998) as follows:

- Systemic evaluation is an integral part of ensuring that all learners derive maximum benefit from the education system. It includes the periodic evaluation of all aspects of the school system and learning programmes, and shall occur at Grades 3, 6, and 9. Systemic evaluation shall be conducted on a nationally representative sample of learners and learning sites.
- The main objective of systemic evaluation shall be to assess the effectiveness of the entire system and the extent to which the vision and goals of the education transformation process are being achieved by it.
- Systemic evaluation is a means to monitoring standards and effectiveness and determining the strengths and weaknesses of the learning system on a periodic basis and shall provide feedback to all the role-players so that appropriate action may be taken to improve the performance of learning sites and the learning system.

- After each systemic evaluation, the Minister of Education, after consultation with the Council of Education Ministers, will release a national report card on the system.

2.5.2.1.6 WHOLE-SCHOOL EVALUATION POLICY

Because schools are currently subject to continuous change, there needs to be strategies in place for school improvement, school development, school effectiveness, and to inculcate a culture of teaching and learning. For the Department to ensure this partnership accountability duty, the Policy on Whole-School Evaluation (Republic Of South Africa 2001: 10), which is the cornerstone of the quality assurance systems in schools, indicates that:

‘Effective quality assurance within the National Policy on Whole-School Evaluation is to be achieved through schools having well developed internal self evaluation processes, credible external evaluations and well structured support services’.

This is also reflected in the aims of the Policy, which are to:

- Moderate externally, on a sampling basis, the results of self evaluation carried out by schools
- Evaluate the effectiveness of a school in terms of the national goals, using national criteria
- Increase the level of accountability within the education system
- Strengthen the support given to schools by district professional support services
- Provide feedback to all stakeholders as a means of achieving continuous school improvement
- Identify aspects of excellence within the system that will serve as models of good practice
• Identify aspects of effective schools and improve the general understanding of what factors create effective schools

APPENDIX D provides for an extract from the School Rating Form, as per the Whole-School Evaluation instrument (Department of Education, 2001), that provide for the aspects that need to be focused on for quality assurance in schools. The captured areas in APPENDIX D specifically relate to: ‘The Effectiveness of Teaching and Learning’ and, ‘The Quality and Range of the Curriculum and Assessment’.

In addition to this too, APPENDIX E, provides for an extract from the Quality Assurance Framework Document (Department of Education, 2001), which is associated with school development, school improvement and school effectiveness, and which therefore, also embraces quality assurance in schools. The ‘Learning Areas and Learning Programmes’ section has been captured in APPENDIX E.

The ratings, on the above-mentioned instruments, allow for an evaluation and feedback to stakeholders as a means of achieving continuous school improvement. They therefore reflect where schools are, to where schools are expected to move, in developing towards quality and effective schools.

The curriculum sections, amongst the other areas, on both these instruments have been included and focused on, as monitoring and supporting of schools for effective curriculum implementation impacts on the District Foundation Phase First Education Specialist, in that, for a school receiving unfavourable ratings in relation to curriculum implementation aspects, means that the District Foundation Phase First Education Specialist needs to put in place intervention strategies to provide the school with further, additional, and intensive curriculum support, so that the school develops and moves towards becoming an effective, quality school.
It becomes evident that the Policy on Whole-School Evaluation (Republic Of South Africa, 2001) and the supporting of quality assurance in schools allows for, and creates room for the intervention and support of the District Foundation Phase First Education Specialist.

2.5.2.1.7 DISTRICT PERFORMANCE ACCOUNTABILITY

The bureaucratic and matrix management structures make Districts account for both their bureaucratic compliance to procedures, as well as for their organisational performance in terms of their goals and plans. The performance-based accountability is meant to supplement the input/process-based bureaucratic accountability practices. Integrated Scorecards, strategic-planning targets, activities and performance indicators are part of the vocabulary of all GDE directorates and Units, so as to indicate and reflect the importance of a culture of performance monitoring.

Senior Managers too, are appointed on a contract basis with an appraisal/performance management system in place to monitor the declared targets and performance indicators of the Senior Manager’s District plans. The Senior Manager’s District plans are a composite of the various Unit plans of the District. Planning and the Integrated Scorecard have been discussed in 2.3.1 and 2.3.3.1 respectively and thus have not been captured here, but from the preceding discussion, their relevance to District performance accountability is clear.

The GDE planning mechanisms and reporting system also provide for performance accountability. Planning and reporting have been captured in 2.3.1 and 2.3.3.1 respectively. District officials are bureaucratically accountable to District superiors, and the Unit’s work, also has to be planned, aligned and monitored by the Provincial Unit in charge of the programme. For example, the LPFD&S District Unit is expected by the Provincial LPFD&S Unit to implement and align to Provincial-initiated programmes at the District level, via District management. District officials are thus accountable to their District
senior management, and the Province, for operational plans and work performance. In addition, plans and reports that are generated by the District Units, and which are forwarded to the District Senior Manager and Provincial LPFD&S Unit, should reflect performance accountability of the Unit.

Performance accountability in the GDE is in place to ensure that the GDE’s vision, goals, objectives and targets are met, and that the core business of the GDE, namely; quality in education, is striven towards.

2.5.2.2 SCHOOLS’ RESPONSIBILITY TO IMPROVING THE QUALITY OF EDUCATION IN SCHOOLS

In addition too, because educational change implies a constant drive to improve on the quality of teaching and learning and is closely related to whole school development and school improvement, according to Morrison (1998: 72-73), the drive for quality in the educational context suggests the need for schools to:

- Build in quality at all stages of planning, implementation and evaluation
- Keep close to the requirements of stakeholders
- Be proactive in setting their quality development and assurance requirements
- Ensure that the senior management of the school are committed to quality development
- Ensure that everyone is trained to meet the demands of quality assurance
- Ensure that stakeholders are kept informed about quality development and control measures in operation
- Ensure that quality is maintained through continuing professional development
- Develop quality cooperatively with other institutions and support networks
This suggests that schools need to take responsibility too, towards school improvement, school development, school effectiveness and delivery of quality teaching and learning. Hence quality assurance, at the school level would also have three directly related elements:

- Everyone in the school has the responsibility for maintaining and enhancing the quality of the service provided by the school
- Everyone in the school understands, uses and feels ownership of the systems that are in place for maintaining and enhancing quality
- Management regularly checks the validity and reliability of the systems for checking quality (Dean & Evans in Morrison, 1998: 85-86)

The above ideas suggest that educators and schools themselves, as well as, stakeholders and the Department need to take on the responsibility, towards the drive for quality in education. However, additional to these elements, and as important too, is that in order to have improvement in the quality of teaching and learning specifically, the empowerment, development and support of the school-based educator becomes a key to quality improvement in teaching and learning.

Sallis (1997: 71) also provides for a profile of the difference between a quality institution and an ordinary institution. Schools, together with all the relevant stakeholders, need to take on the responsibility to strive towards achieving the qualities of a quality institution. This profile (FIGURE 9) looks as follows:

<table>
<thead>
<tr>
<th>QUALITY INSTITUTION</th>
<th>ORDINARY INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Customer focused</td>
<td>• Focused on internal needs</td>
</tr>
<tr>
<td>• Focus on preventing problems</td>
<td>• Focus on detecting problems</td>
</tr>
<tr>
<td>• Invests in people</td>
<td>• Is not systematic in its approach to staff development</td>
</tr>
<tr>
<td>• Has a strategy for quality</td>
<td>• Lacks a strategic quality vision</td>
</tr>
<tr>
<td>Treats complaints as an opportunity to learn</td>
<td>Treats complaints as a nuisance</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Has defined the quality characteristics of all areas of the organisation</td>
<td>Is vague about quality standards</td>
</tr>
<tr>
<td>Has a quality policy and plan</td>
<td>Has no quality plan</td>
</tr>
<tr>
<td>Senior management is leading quality</td>
<td>The management role is seen as one of control</td>
</tr>
<tr>
<td>The improvement process involves everybody</td>
<td>Only the management team is involved</td>
</tr>
<tr>
<td>A quality facilitator leads the improvement process</td>
<td>There is no quality facilitator</td>
</tr>
<tr>
<td>People are seen to create quality-creativity is encouraged</td>
<td>Procedures and rules are important</td>
</tr>
<tr>
<td>Is clear about roles and responsibilities</td>
<td>Is vague about roles and responsibilities</td>
</tr>
<tr>
<td>Has clear evaluation strategies</td>
<td>Has no systematic evaluation strategies</td>
</tr>
<tr>
<td>Sees quality as a means to improve customer satisfaction</td>
<td>Sees quality as a means to cut costs</td>
</tr>
<tr>
<td>Plans long-term</td>
<td>Plans short-term</td>
</tr>
<tr>
<td>Quality is seen as a part of the culture</td>
<td>Quality is seen as another and troublesome initiative</td>
</tr>
<tr>
<td>Is developing quality in line with its own strategic imperatives</td>
<td>Is examining quality to meet the demands of external agencies</td>
</tr>
<tr>
<td>Has a distinctive mission</td>
<td>Has no distinctive mission</td>
</tr>
<tr>
<td>Treats colleagues as customers</td>
<td>Has a hierarchical culture</td>
</tr>
</tbody>
</table>

**FIGURE 9: THE PROFILE OF A QUALITY INSTITUTION VERSUS AN ORDINARY INSTITUTION**
The ideas given through the discussions in 2.5 thus far, call for a joint responsibility of the Department, schools and stakeholders, towards the providing for, and promoting of, quality teaching and learning in schools too. In the preceding discussions, the Departments and schools’ responsibility to school effectiveness, school development and school improvement were highlighted. The District Foundation Phase First Education Specialist duties were also indicated as a means to improving the quality of teaching and learning in schools. These ideas all indicate that there is a need for a joint responsibility to providing for, and promoting of, quality teaching and learning in schools, and that each functioning in isolation will, in itself, not lead to quality education in schools.

Specifically of crucial concern too, is that in order to have quality teaching and learning, the empowerment, development and support of the school-based educator becomes key to quality improvement for effective teaching and learning. Educators and schools themselves, as well as, educators together with the District Foundation Phase First Education Specialists, in partnership, need to strive towards the drive for quality in education.

For the District Foundation Phase First Education Specialist, the duties highlighted in Circular 129/1998 (GDE, 1998: 13-17), as were alluded to in 2.5.2.1.3, are extensive in the responsibility to the promotion of quality teaching and learning in schools. All the responsibilities given as per Circular 129/1998 (GDE, 1998: 13-17) are crucial to effective support, educator and school development and school improvement, and importantly, for providing for quality teaching and learning in schools. Below, thus, are the curriculum support responsibilities, of the District Foundation Phase First Education Specialist, that have been specifically highlighted as a means to promoting for quality teaching in schools. In summary, these would involve and imply:
- Conducting a needs analysis to determine curriculum needs of schools and address these needs
- Provide curriculum support to educators: present INSET, workshops, and organise special programmes for quality education in schools
- Ensure the effective maintenance of curriculum policy in schools
- Monitor, support and evaluate curriculum implementation in schools
- Conduct support workshops to address curriculum implementation needs for effective curriculum implementation, and to promote quality teaching and learning in schools
- Develop and support educators as curriculum generators and assessors for quality teaching and learning
- Identify interventions, put in place interventions for quality teaching and learning
- Promote stakeholder participation and networking for delivery of quality education in schools
- Supporting Systemic Evaluation processes

The duties from Circular 129/1998 (GDE, 1998: 13-17) have been clustered into broad curriculum support responsibilities. The responsibility for the promotion of quality teaching and learning in schools, through the above support responsibilities, suggestions, and guidance employed by the District Foundation Phase First Education Specialist, calls for a partnership and trust between the Foundation Phase Education Specialist, the school and the educator, and stakeholders, as effective teaching and learning occurs, in practice, at the school level, in the classroom.

The duties given in terms of Circular 129/1998 (GDE, 1998: 13-17) were extensive, and thus were broken down into workable, easily understandable, curriculum support responsibilities that the District Foundation Phase First Education Specialist engages in, to promote quality teaching and learning in schools. This was captured above, and these then further give rise to some of the specific strategies, with examples of crucial support, towards
promoting of quality teaching and learning in Gauteng schools. Thus specific strategies and examples in line with these, is the focus of the discussion to follow.

2.5.2.4 SUPPORT STRATEGIES FOR PROMOTING OF QUALITY TEACHING AND LEARNING IN SCHOOLS

From the responsibilities given above, some of the support strategies employed by the District Foundation Phase First Education Specialist, which are of crucial importance, towards promoting of quality teaching and learning in Gauteng schools, including its examples, are:

• In view of curriculum change aimed at quality teaching and learning: The Revised National Curriculum Statement requires of Foundation Phase educators and school SMT’s to implement the RNCS effectively. For the District Foundation Phase First Education Specialist, specific support envisaged would include:
  o Orientation, training and ongoing support of educators and SMT’s on the RNCS for effective policy implementation

Amongst other issues, an important aspect to RNCS implementation is to have a knowledge and understanding of the revised curriculum and its design features, and to also effectively and correctly use Departmental and Provincial policy documents and guidelines. The District Foundation Phase First Education Specialist is thus required to orientate, support and guide educators on RNCS implementation, and engage educators in the effective use of policy documents and guidelines. Support would thus focus on:
  o Information-sharing and creating an understanding of the RNCS, developing and empowering of educators on the RNCS, its design features, educational principles underlying the OBE philosophy, transformational principles underpinning the RNCS curriculum, and the rationale for curriculum revision.
Guiding of educators on effective RNCS implementation in line with policies, for example the Inclusion Policy, Assessment Policy and Language Policy.

- Supporting of SMT’s on the management of the RNCS.
- Engaging of educators with the RNCS Policy document and supplementary guideline documents, as critical too, to effective RNCS implementation, and the promotion of quality teaching and learning, is that, educators are aware of, confidently find and use, from RNCS documents and guideline documents, the:
  - Critical Outcomes
  - Learning Area Statements
  - Learning Outcomes
  - Assessment Standards
  - Learning Programmes

Engaging of educators on the effective usage and implementation of the RNCS policy document and guideline documents, would allow for supporting and guiding of educators on the providing of quality teaching and learning in South African schools, in Foundation Phase classes, from 2004.

Provision has been made for quality teaching and learning through the revised curriculum policy, namely; the RNCS. The curriculum structure, design features and simple language of the RNCS allows for an easier understanding of curriculum policy. Curriculum design tools from Curriculum 2005, like the Phase Organisers and Programme Organisers have now been excluded too. The GDE/GIED RNCS Policy document (RNCS, GDE/GIED, 2002), illustrates clearly, and in simple, understandable language, the Learning Area, the Learning Outcome, the Assessment Standards per grade, for Grades R-3, all in the aim towards guiding educators to quality teaching and learning in schools, and towards the drive for quality in education. Quality teaching and learning is currently aimed at: ‘stimulating the minds of young people so that they are able to participate fully in economic and social life. It is intended to ensure that all learners are able to develop and achieve to their maximum
ability and are equipped for Lifelong learning’ (RNCS, GDE/GIED, 2002: 6). The RNCS clearly embraces and reflects this thought.

Extracts from the GDE/GIED RNCS Policy document (RNCS, GDE/GIED, 2002) have not been captured in this study, as this document is obtainable at all GDE schools, GDE District offices and the Provincial office.

- In relation to planning in schools:
The Revised National Curriculum Statement (RNCS) requires of Foundation Phase educators to engage in four forms of planning, namely; Whole School planning (Refer to (APPENDIX F), Learning Programme planning (Refer to APPENDIX G), Work Schedule planning (Refer to APPENDIX H), Learning Unit planning (Refer to APPENDIX I), as illustrated in the GDE/GIED ECD-Foundation Phase Sample ILP Grades R-3 (GDE/GIED 2002: 74-81).

For the District Foundation Phase First Education Specialist, for school plans to be in order, correct, effective, in line with policy and provide for quality teaching and learning, the District Foundation Phase First Education Specialist needs to:

- Conduct support workshops on planning, to empower and develop educators on drawing up of effective plans
- Conduct monitoring and support visits, to evaluate plans and support educators
- Conduct on site support in areas of need
- Ensure effective curriculum implementation and maintenance of curriculum policy
- Identify interventions, and put in place interventions for quality teaching and learning
- Ensure the effective implementation of Inclusion Policy and Language Policy in Foundation Phase classes
- Ensure adequacies and the effective use of resources in the Foundation Phase classes
• Ensure the effective use of budgets (GDE: Circular 3/2003) for acquiring of resources in Foundation Phase classes, for effective curriculum implementation
• Motivate educators towards effective curriculum implementation
• Promote stakeholder participation and networking, for the delivery of quality education in schools

• In relation to assessment and adhering to the principle of Outcomes Based Assessment (OBA) in schools:
  • Implementation of this management plan
Thus APPENDIX J, which was provided by the GDE Foundation Phase Unit of District D2, illustrates a management plan for effective management and implementation of Circular 22/2002 (GDE, 2002: 1-21).

OBA too has to be effectively implemented in line with policy to provide for quality teaching and learning, and valid and reliable assessment of learners, in the Foundation Phase classes, in schools. The District Foundation Phase First Education Specialist thus needs to:
  • Conduct support workshops on OBA, tools, techniques and methods, recording and reporting of assessment, so as to empower and develop educators on OBA
  • Conduct monitoring and support visits, to evaluate assessment records and to support educators on OBA
  • Conduct on site support in areas of need
o Ensure the effective implementation of Outcomes Based Assessment, National Assessment policies and Circular 22/2002 (GDE, 2002: 1-21), and ensure the maintenance of assessment policy in schools

o Identify interventions, and put in place interventions for quality teaching and learning, and assessment

o Check and sign Possible Retention Schedules and Final Progression Schedules, and all relevant 450 forms

• In relation to Learning Programme support:
The District Foundation Phase First Education Specialist also engages in Learning Programme specific support according to the following focus areas:

  o Literacy Learning Programme curriculum support
  o Numeracy Learning Programme curriculum support
  o Life Skills Learning Programme curriculum support
  o Inclusion and assessment support: inclusive education principles and OBA need to be integrated into the three Learning Programme plans
  o Grade R support in relation to Learning Programme and curriculum support, for effective RNCS implementation in Grade R classes

This support strategy is in place to guide school-based educators on the learning outcomes, assessment standards, content, and methodology requirements for each of the Learning Programmes as given above. APPENDIX K is provided for as an example of support in the Numeracy Learning Programme.

The support also aids in the development of Learning Programme plans to be done by educators, and guides educators on integration within and across Learning Programmes, clustering of assessment standards, allows for time allocations and weighting of Learning Programmes according to policy, and considers relationships between learning outcomes (RNCS, GDE/GIED, 2002: 9). This support is ongoing for quality teaching and learning in Gauteng schools. Educator needs determine the focus and frequency of support meetings, workshops, visits, as well as follow-up support visits and further
support workshops. Generally, they are included in term plans for all of the school terms. For the District Foundation Phase First Education Specialist, for Learning Programme implementation to be effective, in line with policy and provide for quality teaching and learning, the District Foundation Phase First Education Specialist needs to:

- Conduct support workshops and special programmes on Learning Programmes specifics, to empower and develop educators
- Develop District curriculum support guidelines through District memoranda, for effective and practical, classroom implementation of Learning Programmes and the RNCS
- Conduct monitoring and support class visits, to evaluate Learning Programme implementation, and to support educators and phase heads
- Conduct on site support in areas of need
- Motivate and encourage educators towards effective teaching practices
- Provide for clustering of schools, twinning of neighbour schools, and establishing cluster leaders, to support quality teaching and learning in cluster schools
- Ensure effective curriculum implementation and maintenance of curriculum policy in all schools
- Identify interventions, and put in place interventions for quality teaching and learning
- Ensure the effective implementation of Inclusion Policy, Assessment Policy, and Language Policy in schools
- Ensure adequacies and the effective use of resources in the Foundation Phase classes in the Learning Programmes
- Ensure the effective use of budgets (GDE, Circular 3/2003) for acquiring of resources in Foundation Phase classes, for effective curriculum policy and Learning Programme implementation (see APPENDIX L)
- Promote stakeholder participation and networking, for the delivery of quality education in schools
Some of the support strategies employed by the District Foundation Phase First Education Specialist were highlighted above in order to gain an understanding of support the District Foundation Phase First Education Specialist engages in, to promote quality teaching and learning in schools. This study has captured aspects of important support strategies, and the nature of support given by the District Foundation Phase First Education Specialist in the promotion of quality teaching and learning in schools. Not all of the strategies could be included in the literature study, as these are extensive and varied. Clearly the discussions above, in relation to the drive for quality education in schools, has provided for ways in which the District Foundation Phase First Education Specialist is responsible for promoting of quality teaching and learning in schools, which entail:

- Empowering, developing, and supporting of educators on curriculum policy
- Leading, motivating and inspiring of school-based educators
- Employing a host of support strategies for effective curriculum implementation
- Guiding, supporting, monitoring and evaluating schools, for effective implementation of curriculum policy
- Supporting and guiding of quality teaching and learning in schools

2.6 INTERRELATEDNESS OF THE FOUR MANAGEMENT FUNCTIONS
Discussion thus far has centred on the four management tasks, including effective leadership, in the educational organisation, towards organisational effectiveness, and effective management. The four identified, vital management tasks, were suggested as intertwined in practice. They are discussed as interrelated and interdependent, as a significant change in the way one function is carried out, often affects others. Planning has allowed for determining what results the organisation will achieve, organising has specified how it would achieve results, and control has determined whether results are achieved. Throughout planning, organising and controlling, managers need to lead followers and exercise leadership. Each of the tasks
performed in isolation to each other thus, would obviously not result in effective management and effective leadership.

To emphasise the interrelationship of the tasks as executed by the District Foundation Phase First Education Specialist, we look to the detailed discussions as provided for in this study, on the four management tasks as executed by the District Foundation Phase Education Specialist. Descriptions were provided for on the tasks and strategies that the District Foundation Phase First Education Specialist engages in, for effective management and effective leadership. As already established, these tasks do take place independently, but are interrelated. These tasks, in brief and consolidated, reveal that for the District Foundation Phase First Education Specialist:

- Planning is done through strategic planning, operational plans and the drawing up of budgets. It means the identifying annual key curriculum deliverables, as well as the drawing up of term, monthly and weekly plans.
- Organising is done through the GDE organising principles and organisational structure, which determines Provincial and District structures, and core functions, roles and responsibilities. It allows for matrix management and functioning of transversal teams. It allows for responsibility, accountability, responsiveness of employees, and creates opportunity for empowerment. It allows for coordination and delegation. It ensures an alignment to provincial plans, and organisational goals and vision.
- Control entails, amongst other control responsibilities, the doing of Monthly and Quarterly reports, reporting on budget usage, reporting on progress according to Integrated Scorecard, the conducting of curriculum monitoring and support in schools, usage of a monitoring and support tool at school level, for the monitoring and supporting of educators, towards effectiveness in curriculum implementation at school level.
Leading and leadership entails the guiding and managing of curriculum implementation at school level, the supporting of curriculum implementation through regular support visits, and the conducting of support workshops and doing of on-site support. It also means employing of intervention strategies, clustering of schools and twinning of schools, and developing of cluster leaders, for effective support to schools. It further implies guiding of schools on the ordering and the effective use of resource provisions, supporting educators to develop their own resources, and supplying of resources to schools, for effective curriculum implementation. Leadership seeks to promote school excellence, school effectiveness, school development, and quality teaching and learning. It also envisages bringing about a culture of teaching and learning in schools and striving for quality assurance. Leadership entails contributing to policy development, and providing for input into guidelines for quality teaching and learning in schools. It means too, the ensuring of personal and professional development, and the development, empowerment, encouragement and motivation, of educators.

What becomes clear is that the District Foundation Phase First Education Specialist definitely has to engage in the four management tasks for effective management, towards the promotion of quality teaching and learning in schools, and that each task is related to each other, as seen from the above discussion.

Interrelated too, is that, in order to carry out the four basic management functions, managers need to portray an array of management skills for effective leadership and management. These management skills were highlighted in chapter 1 (paragraph 1.2.3). These skills are essential too, to the District Foundation Phase First Education Specialist, as an effective manager and leader at the District level, and have been referred to and implied through the discussion on the four management tasks, as executed
by the District Foundation Phase First Education Specialist, towards the promotion of quality teaching and learning in schools.

Importantly too, just as the four management tasks cannot be performed in isolation towards the yielding of desired results, effectiveness in the performance of the tasks is crucial. The assumption is that each of the tasks, in isolation and in combination, needs to be performed effectively towards effective results. It is therefore important, at this juncture, to remember that this study has emphasised effectiveness in performance of the four management tasks for effective management (see paragraph 2.2), as being ‘effective’ is suggestive of being ‘powerful in effect’ towards desired results, and as being ‘remarkable’ in performance. The assumption is that for effective management, managers need to portray adequacy, effectiveness and efficiency, and should be effective, adequate and efficient in all of their actions, this thus includes, the effective execution of the management tasks.

This study considers ‘effectiveness’ as instrumental to effective management, and to this end, chapter three will allow for the methods and means, of an investigation into the effective execution of the management tasks by the District Foundation Phase First Education Specialist towards promoting quality teaching and learning in GDE schools. Chapters four and five will then provide for the findings, conclusions and recommendations, in this regard.

2.10 CONCLUSION

Educational transformation demands effective management and effective leadership at strategic and operational levels, so as to ensure that win-win outcomes are possible for the educational organisation.

To this end, the literature study has focused on, defined and described the concepts of management and leadership. It has shown too that management is a broad concept that embodies leadership, and that the two are in fact, complementary to each other. It has also importantly, intensively considered
the four vital management tasks of planning, organising, leading, including leadership, and control, for effective management, which were vividly described, discussed and portrayed. It has revealed that the management tasks form part of the interrelated and interactive management process. It has reflected too, the execution of the basic management tasks of planning, organising, leading, including leadership, and control, as being essential and crucial to effective management.

It is evident too, from the literature study given in chapter two, that management, together with leadership, impact on all the crucial areas of the educational organisation, for organisational effectiveness. Management and leadership play a vital role in the identity established, and the strategies envisioned and employed, by the educational organisation. They impact on the organisational structure and organisational culture of the educational organisation. They have relevance to the physical and human resources of the organisation as well.

Thus, the table (TABLE 3) below, gives a brief exposition, it captures and embraces the impact of effective management, in relation to the other dependent elements, as mentioned above, in the educational organisation. It also inclusively encompasses and captures the four vital management tasks for effective management and organisational effectiveness. It embraces broadly too, the management of the GDE District Foundation Phase First Education Specialist, in the endeavour towards effective management, for the promotion of quality teaching and learning in schools.
**TABLE 3: IMPACT OF EFFECTIVE MANAGEMENT IN THE EDUCATIONAL ORGANISATION**

<table>
<thead>
<tr>
<th>IDENTITY</th>
<th>STRATEGIES ENVISIONED AND EMPLOYED</th>
<th>ORGANISATION STRUCTURES</th>
<th>PHYSICAL &amp; HUMAN RESOURCES</th>
<th>ORGANISATIONAL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides for establishing</td>
<td>Includes:</td>
<td></td>
<td>Means having of:</td>
<td>Allows for a reflection of:</td>
</tr>
<tr>
<td>Vision</td>
<td>Goal Setting</td>
<td>Considers:</td>
<td>Positive staff relationships</td>
<td>Norms &amp; values being fostered</td>
</tr>
<tr>
<td>Mission</td>
<td>Planning</td>
<td>Organising principles and systems</td>
<td>Educator roles defined and adopted</td>
<td>Sound, visible, instructional leading and leadership</td>
</tr>
<tr>
<td>Goals</td>
<td>Alignment to broad organisational goals and objectives</td>
<td>Information flow</td>
<td>Orientation, training, support and development</td>
<td>Participative, democratic leadership</td>
</tr>
<tr>
<td>Objectives</td>
<td>Policy development, implementation, monitoring and support</td>
<td>Accountability</td>
<td>Motivation and encouragement</td>
<td>Transformational leadership</td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
<td></td>
<td>Sound financial management</td>
<td>Quality assurance, educational excellence and effectiveness</td>
</tr>
<tr>
<td>Direction</td>
<td></td>
<td></td>
<td>Administration systems in place</td>
<td>Development and improvement</td>
</tr>
<tr>
<td>Tasks</td>
<td></td>
<td></td>
<td>Decentralisation</td>
<td>Inculcation of a culture of teaching and learning, and the promotion of quality teaching and learning</td>
</tr>
<tr>
<td></td>
<td>Intervention and support strategies</td>
<td>Responsiveness</td>
<td>Sound financial management</td>
<td>Effective policy implementation, and policy adherence</td>
</tr>
<tr>
<td></td>
<td>Coherence</td>
<td>Delegation</td>
<td>Management of physical resources, including learning and teaching support materials</td>
<td>Managing of change</td>
</tr>
</tbody>
</table>
CHAPTER THREE

THE RESEARCH DESIGN AND THE DATA COLLECTION METHOD

3.1 AIM OF THIS CHAPTER
This chapter focuses on a literature study of the research paradigm and methodology of the study. The data collection method will be considered, and the qualities essential to the data collection instrument will be presented too. This is also an extension of the initial introduction to the methodology used in this study that was presented in Chapter one (see paragraph 1.5).

Importantly too, this study contains a number of appendices, and motivations for the need thereof, has been given in chapter two. Because the data collection instrument is considered as the most important appendix in this study, it will be the only appendix presented on coloured paper (within the appendices section), so as to distinguish it from other appendices, and also, so as to obtain easy and quick access to it.

3.2 THE DISTINCTION BETWEEN QUALITATIVE AND QUANTITATIVE RESEARCH
According to Glense & Peshkin (1992: 5), ‘both qualitative and quantitative researchers state a purpose, pose a problem or raise a question when they conduct research. They also rely (explicitly or implicitly) on a theoretical framework and are both concerned with rigour. It is how researchers go about putting these elements together that makes for distinctive differences in both the process and the final product’. However, it is also conveyed that the most obvious distinction between qualitative and quantitative research is the form of data presentation. It is suggested that quantitative research presents statistical results represented with numbers. In contrast, qualitative researchers present facts in a narration with words.
Cohen & Manion (1994: 9-10) illustrate that there are far more distinctions that can be made than those with regard to the form of data presentation, as the two mentioned research methods are based on different assumptions about the world we live in, and are based on different conceptions of social reality. These all lead to the differences in the relationship between the researcher and the subject being researched, the possibility of generalisation, the role of values, and the differences in the research and the research methods. The table (TABLE 4) given below hence captures aspects of such comparison in relation to the conceptions of social reality, specifically with regard to research and methodology (Cohen & Manion, 1994: 9):

**TABLE 4: CONCEPTIONS OF SOCIAL REALITY**

<table>
<thead>
<tr>
<th>DIMENSIONS OF COMPARISON</th>
<th>OBJECTIVIST</th>
<th>SUBJECTIVIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH</td>
<td>Experimental or quasi-experimental validation of theory.</td>
<td>The search for meaningful relationships and the discovery of their consequences for action.</td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td>Abstraction of reality, especially through mathematical models and quantitative analysis.</td>
<td>The representation of reality for purposes of comparison. Analysis of language and meaning.</td>
</tr>
</tbody>
</table>

TABLE 4 provides for some insight into research and methodology, in relation to conceptions of social reality, and thus in the consideration of quantitative or qualitative methodologies, we need to view these methodologies as an interrelated set of assumptions about the social world which has a strong philosophical, ideological and epistemological dimension to it. The indication is that they encompass more than techniques of data collection or presentation, as the different assumptions about the nature of the world, affect not only the research approach or research methods used, but also the purpose of the research and the roles of the researcher.
The preceding discussion, influences and impacts on the selection of an apt research method for any study. Importantly too, is a consideration of the differences between the research methodologies, as an awareness of the differences in the characteristics between the research methods is essential to the selection of an apt research method for any study. Thus it is important at this point to focus on the difference between the two research methods indicated, namely; qualitative and quantitative research methods. In the Unisa guideline on Research Methodology (MEDEM2-R, 1999: 56), the difference between qualitative research and quantitative research is clearly summarised, and is captured below, as follows:

<table>
<thead>
<tr>
<th>QUALITATIVE RESEARCH</th>
<th>QUANTITATIVE RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In general, the focus is on the individual or a number of individuals, probably not more than ten</td>
<td>• The focus is on large numbers of people</td>
</tr>
<tr>
<td>• The aim of the researcher is to try and understand the individual/s in his or her life world</td>
<td>• The aim of the researcher is to try and discover laws and principles of general validity</td>
</tr>
<tr>
<td>• The approach is inductive</td>
<td>• The approach is deductive</td>
</tr>
<tr>
<td>• The researcher will enter into the life-world of the person/s being studied</td>
<td>• The researcher will remain an objective ‘outsider’ during the research</td>
</tr>
<tr>
<td>• The research design is flexible, research questions can be reformulated as the study proceeds</td>
<td>• The research design is inflexible, research questions are not reformulated once empirical investigation has started</td>
</tr>
<tr>
<td>• Research methods generally include interviews, observation, projection techniques, case studies, etcetera</td>
<td>• Research methods generally include questionnaires</td>
</tr>
<tr>
<td>• Results are analysed and presented by means of ‘words’</td>
<td>• Results are analysed and presented by means of statistics</td>
</tr>
</tbody>
</table>
The above exposition provides for the relevant characteristics, of each of the research methods, which the researcher needs to be aware of, and have knowledge of, in the selection of an apt research method for the study. Thus, keeping the above characteristics in mind, in relation to qualitative and quantitative research, it is important at this point, to consider the adoption of an appropriate and relevant research method for this study. This is thus the focus of discussion in 3.3.

3.3 ADOPTION OF THE QUANTITATIVE RESEARCH METHODOLOGY

The quantitative approach may be defined:

- As that approach to research that is ‘more highly formalized, as well as more explicitly controlled...’ (Mouton & Marias, 1990: 155).
- ‘Empirical data collection that numerically describes the status of subjects or programs with regard to specified context...’ (Vockell & Asher, 1995: 452).

Furthermore, in the Unisa guideline on Educational Research (MEDEM2-R, 1999: 41), the quantitative design is described as:

- ‘Involving numerous respondents with the aim to explore causes or relationships, and hence to generalise’.

Vockell & Asher (1995: 21) offer the following description for quantitative research:

- ‘The researcher uses quantitative strategies (such as questionnaires or observational techniques) to collect information about the characteristics of a person, group, program, or other educational entity’.

In the Unisa guideline on Educational Research (MEDEM2-R, 1999: 47), the aim of the quantitative design is seen as follows:

- ‘In quantitative research the aim is to understanding educational phenomena by isolating the phenomena, observing them and formulating laws (in numbers) to describe them’.

The above definitions, descriptions, and aim, together with the characteristics and features given for the quantitative design in paragraph 3.2, make
quantitative research a favourable and suitable research method for this study.

Thus the characteristics, features and appropriateness, in summary, that allow for the researcher engaging in the quantitative research design, and those that make this method most favourable, are as follows:

- The researcher will involve a number of respondents in the research as the focus is on 'large numbers of people' (MEDEM2-R, 1999: 56)
- The researcher will function independently of the subject to a large degree
- The researcher aims to develop a body of knowledge in the form of generalizations
- Objective data collection procedures are aimed at, as to avoid bias
- In quantitative research methodology, data are generally collected by means of the questionnaire and sometimes structured interviews. The researcher aims to use the questionnaire as the data collection tool
- 'Numeric values are assigned to indicate quantity - how many times a person manifests a certain type of behaviour, how strong an attitude towards some issue is, how high or how low someone's intelligence is...' (MEDEM2-R, 1999: 149-150). Data analysis will be presented in terms of numeric values. Statistical results will be presented.

3.4 THE QUESTIONNAIRE AS A RESEARCH METHOD
As indicated in 3.3 above, in quantitative research methodology, data are generally collected by means of the questionnaire and sometimes structured interviews. For this study specifically, the researcher aims to use the questionnaire as the quantitative data collection method. In order to avoid bias, the questionnaire becomes an apt choice, as objective data collection procedures are aimed at. Furthermore, the researcher will engage a number of respondents in the research, and the use of the questionnaire will facilitate the involvement of a larger number of respondents.
Thus, it becomes important at this juncture, to consider ‘What is the questionnaire?’ According to Vockell & Asher (1995: 124), ‘a questionnaire is the device that enables respondents to answer questions’. Further discussion suggests that the answers that the respondents give on the questionnaire are determined by the nature of the questions and the respondents’ reactions to the questions. The questionnaire designer’s job, in this case, the researcher, hence, needs to plan the instrument in such a way as to facilitate, rather than impede the respondents’ ability to provide the desired information. This then gives rise to consideration of:

- Suitability of the questionnaire to the study, and the most apt type of questionnaire to be used in this study
- Nature, characteristics and qualities of the questionnaire
- Guidelines to adhere to in construction, administering and processing of the questionnaire

These aspects are thus the focus of the discussion to follow.

3.5 THE POSTAL QUESTIONNAIRE AS THE DATA CAPTURING INSTRUMENT

In accordance with quantitative research methodology requirements, the postal questionnaire has been selected as an appropriate data-capturing tool for this study. Reasons and a motivation for the selection of the postal questionnaire as an apt data-capturing instrument, together with advantages to using of the postal questionnaire were given in chapter one, paragraph 1.5.1. The most obvious and crucial motivations for usage of the postal questionnaire, in this study, are:

- Reduce researcher bias: the use of the postal questionnaire allows for a reduction in biasing error of the researcher.
- Lower costs involved: sending out of the postal questionnaire has less costs to incur, as apposed to travelling to a number of schools and District offices to gather data.
- Reaching a large number of respondents, throughout the Gauteng Province: the use of the postal questionnaire can facilitate for the
reaching of all of the respondents, regardless of the number of respondents involved in this study, and irrespective of their locality.

- Gathering of data from a large number of respondents: the use of the postal questionnaire, for gathering of data from a large number of respondents, is considered as an apt technique in literature.

- Not as time-consuming, as in the conducting of interviews: as postal questionnaires will be sent to the respondent to complete at leisure, and the respondent will submit them to the researcher, on completion, within a time-frame allocated for completion. The participant will find this exercise less time-consuming as in sitting for a formal interview. The researcher too, will not have to interview each of the one hundred and thirty-six respondents, spending, possibly, two hours per interview.

The discussion to follow is an extension to the discussion in chapter 1.5.1, and further focuses on the encompassing features of the tool, the nature, characteristics and qualities of the postal questionnaire, as well as the guidelines to adhere to in the construction, administering and processing of the questionnaire, that will be adhered to in this study.

Cohen & Manion (1994: 96-99), identify a number of factors in securing a good response rate to a postal questionnaire. Some of these that are relevant to this questionnaire and that will be adhered to, include:

- Appearance of the questionnaire: it must look neat and attractive. A larger questionnaire with plenty of space for questions and answers is more encouraging to respondents.

- Clarity of wording and simplicity of design are essential. Clear instructions should guide respondents - ‘put a tick’ or ‘circle in’, for example invites participation, whereas complicated instructions and complex procedures intimidate respondents.

- Arrange contents in such a way as to maximise co-operation.

- Design and layout: Putting of ticks in boxes, or ‘circle in’, by way of answering a questionnaire, is familiar to most respondents. Subletting
of questions is a useful technique for grouping together questions to
do with a specific issue. Repeating of instructions as often as necessary
is good practice in the postal questionnaire, as respondents then know
exactly what is required of them. Clear, unambiguous instructions,
boldly and attractively displayed become essential.

- Completion of questionnaires: this can be seen as a learning process in
which respondents become more at home with the task as they
proceed. Initial questions should therefore be simple to encourage
participation, the middle section should contain difficult questions, and
the last few questions should be of interest to encourage respondents
to return to the completed schedule.

- Pre-testing/piloting of the questionnaire is crucial to success. This will
be considered in the study and will be discussed in 3.5.1.

- Brief note at the end of the questionnaire: Ask respondents to check
that no answer has been missed out, solicit an early return of the
completed schedule, and thank respondents for their participation.

Crucial advice that is also given, by Vockell & Asher (1995: 133), to
researchers and designers of questionnaires, is that, ‘the important thing to
remember in designing a questionnaire is to determine what it is that you
want the respondents to tell you, and then devise an instrument that will
make it as likely as possible that you will actually obtain that information’.
Hence questionnaire relevance needs to be looked into.

3.5.1 QUESTIONNAIRE RELEVANCE

According to Bailey (1987: 107), ‘the key word to questionnaire construction
is ‘relevance’ ‘. Bailey (1987: 107-108) thus suggests that the word ‘relevance’
has three different facets:

- Relevance to the goals of the study
- Relevance of the questions to the goals of the study
- Relevance of the questions to the individual respondent
For this study, then, the implications are that the purpose of the study must be relevant to the respondent, and that the items in the questionnaire need to be relevant to the stated goals of the study, and furthermore, the questions must apply to the respondent. Thus inapplicable and irrelevant questions will be avoided in this study. A discussion on level of wording and language in the questionnaire also becomes essential at this point.

3.5.2 LEVEL OF WORDING AND LANGUAGE

Bailey (1987: 113) indicates that:

‘The wording of the question, including such concerns as the difficulty of the words used, the degree of formality of the language and whether slang or colloquialisms are used, is a difficult matter and depends not only upon the educational level and characteristics of the respondents but also upon the characteristics of the researcher’.

Bailey (1987: 113) thus suggests that ‘a general rule for writing questionnaire items is that the shortest version that conveys what is intended, is best’.

Thus for the current study, simpler, easily understandable wording will be used. Slang will be avoided. Respondents’ education levels will be considered to the extent that all respondents will be viewed as being an educator within the GDE system. Thus the respondents and researcher will attach the same meaning to words used in the questionnaire. Educational concepts and terms used will be familiar to the respondents and the researcher. Where clarity of a term needs to be given, it will be explained within the item in the questionnaire or at the commencement of the section in the questionnaire. The researcher and respondents will thus use the same vocabulary. The questionnaire will be constructed in English as a common and understandable means of communication between the researcher and the respondents.

3.5.3 SECURING A GOOD RESPONSE RATE

Babbie (1973: 165), writing in relation to response rates of postal questionnaires, indicates that: ‘50% is adequate for analysis and reporting. A response rate of 60% is good. And a response rate of 70% and more is very
Thus for the current study, in order to obtain a good response rate, the researcher will employ the following strategies as suggested in literature:

- Include a covering letter and a thank-you note. As suggested by Bailey (1987: 155), all postal questionnaires need to be ‘accompanied by a cover letter explaining the nature and purpose of the research project and enlisting the respondent’s co-operation’. This will be done for the study.

- Bailey (1987: 156) also suggests that ‘the mailed questionnaire should be easy to complete. Poor questionnaires include those that have no instructions or inadequate instructions for completing, have unclear response categories, have too many open-ended questions, and are too long’.

- Questions to be avoided on postal questionnaires: Cohen & Manion (1994: 93-94) suggest:
  - Avoid leading questions, that is, questions which are worded in such a way as to suggest to respondents that there is only one acceptable answer
  - Avoid highbrow questions with sophisticated respondents
  - Avoid complex questions
  - Avoid irritating questions or instructions
  - Avoid questions that use negatives
  - Avoid open-ended questions on the self-completion questionnaires, because self-completion questionnaires cannot probe respondents to find out what they mean by a particular response. Open-ended questions are too demanding of most respondents’ time

These suggestions will be followed in an attempt to obtain a good response rate of questionnaires. Question construction will be carefully planned. APPENDIX M may be referred to in relation to the items constructed for this study, as APPENDIX M provides for and presents the questionnaire to be used in this study. It must be emphasised too, that as this study contains a number of appendices, and because APPENDIX M is the considered as a crucial
appendix in this study, it is the only appendix provided for on coloured paper, within the appendices section, so as to distinguish it from other appendices, and also, so as to obtain easy and quick access to it.

3.5.4 PILOTING OF THE QUESTIONNAIRE

According to Bell (1987: 65), ‘All data gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear, and to enable the researcher to remove any items which do not yield useable data’. Piloting thus is a crucial process prior to main distribution. Bell (1987: 65) further suggests that the pilot run respondents need to be asked the following questions:

- How long did it take you to complete the questionnaire?
- Were the instructions clear?
- Were there any questions unclear or ambiguous? If so, will you say which and why?
- Did you object to answering any of the questions?
- In your opinion, has any major topic been omitted?
- Was the layout of the questionnaire clear and attractive?
- Any comments?

The questionnaire for this study will be piloted with a limited number of respondents, who are District Foundation Phase First Education Specialists and Foundation Phase Heads of Department, who will not form part of the main study. The process as outlined above will be followed, that is; the questionnaire will be piloted prior to main distribution and pilot respondents will be asked questions as listed above.

District D2 has six Foundation Phase First Education Specialists, three of whom will form part of the main study, and the other three will form part of the pilot run respondents. They are similar to the sample respondents (see 3.8) in that they have the same expertise, knowledge and information. In addition, three Foundation Phase Heads of Department, from District D2, who were not randomly selected for participation in the main study, will also be
included in the pilot run, as per the reason given above. The purpose of the pilot exercise is to develop a final instrument so that the respondents in the main study have no difficulties in completing the questionnaire, and so that revisions can be made in readiness for main distribution. Piloting and pre-testing of the questionnaire is closely linked to issues of validity and reliability of the data collection instrument. This thus forms part of the discussion to follow.

3.5.5 RELIABILITY AND VALIDITY

Of importance to the study too, are the issues of reliability and validity. Thus the discussion to follow focuses on how to make the data collection process reliable and valid, that is; how to ensure that the measurement process does not generate evidence that is self contradictory because of internal inconsistencies or instability, and make it more likely that they actually zero in on the outcome to be measured.

3.5.5.1 RELIABILITY IN THE STUDY

A definition of reliability thus, is that ‘Reliability addresses the question of whether the results of the measuring processes are consistent on occasions when they should be consistent’ (Vockell & Asher, 1995: 88). This definition indicates that it is the reliability of the data collection process, and not exclusively the reliability of the data collection instrument, that must be demonstrated for reliability. Hence ensuring reliability becomes demanding, and because it can also be assumed that the reliability of educational measurement can never be perfect, guidelines need to be sought from literature to render reliability to a study. It is suggested in literature, that ‘reliability can be improved by designing and administering data collection processes carefully’ (Vockell & Asher, 1995: 89).

Vockell & Asher (1995: 92-93) thus provide specific guidelines for improving reliability of the measuring instruments. The relevant guidelines will be adopted in this study to ensure reliability. These guidelines include:
Use technically correct, unambiguous items: this allows for respondents giving answers they really want to give.

Standardise the administration procedures: Collect data in such a way as to promote consistency.

Standardise the scoring procedures: Have a systematic strategy for consistency during the scoring process. This is easy with objectively scored items like true/false and multiple choice items, simple checklists and Likert questionnaires.

Make the data collection process comprehensive enough to include a good sample of behaviours. Include enough items so that the researcher is able to measure a stable performance.

Be certain that each item or aspect of the data collection process focuses on the same outcome or set of outcomes: For each measurement procedure the goal should be to make each item measure the same outcome.

Construct items of an apt level of difficulty: When measuring knowledge, be sure the measuring of what respondents actually know and not their luck at guessing answers or figuring out what your question really means. Excessively difficult items often add nothing meaningful to the length of the test.

The data collection process and design of the data collection instrument will be guided by the above suggestions so as to provide for reliability in this study.

3.5.5.2 RENDERING OF VALIDITY TO THE STUDY

‘Validity of data collection addresses the question of whether a data collection process is really measuring what it purports to be measuring’ (Vockell and Asher, 1995: 99). This implies that:

- A data collection process is valid to the extent that the results are actually a measurement of the characteristics the process was designed to measure, free from the influence of external factors.
A data collection process is invalid to the extent that the results have been influenced by irrelevant characteristics rather than by factors the process was intended to measure.

The above definition and implications, then creates the room for ensuring of the validity of the data collection process, for rendering validity to the study. Literature suggests that this can be done through scientific technical evidence of measurement validity. In literature there are three basic types of evidence to support measurement of validity, these include:

- Content Validity, or
- Criterion-related Validity, or
- Construct validity.

Because content validity becomes relevant to this study, this type of evidence will be discussed. ‘Content validity refers to the extent to which a data collection process measures a representative sample of the subject matter or behaviour that should be encompassed by the operational definition’ (Vockell & Asher, 1995: 108). It is further indicated that content validity:

- Is assured by logically analysing the domain of the subject matter or behaviour that would be apt for inclusion on a data collection process and examining the items to make sure that a sample of the possible domain is included (Vockell & Asher, 1995: 109).
- A frequent violation of content validity occurs when test items are written that focus on knowledge and comprehension levels (because such items are easy to write) while ignoring the important higher levels, such as synthesis and application of principles (because the items are difficult to write) (Vockell & Asher, 1995: 109).

These features will be encompassed and addressed in the designing of the items and the data collection process too, for rendering validity to the study.

3.5.6 EDITING

Once questionnaires have been received they need to be checked and processes need to be put in place for this purpose. This process is referred to
as editing. According to Cohen & Manion (1994: 101) editing of ‘self-completion questionnaires is intended to identify and eliminate errors made by respondents’. Three central tasks in editing are also identified (Cohen & Manion, 1994: 101-102), which include:

- Completeness: a check is made that there is an answer to every question.
- Accuracy: a check is made that all questions are answered accurately.
- Uniformity: a check is made that respondents have interpreted instructions and questions uniformly.

Editing of all of the questionnaires, for this study, will be done once they have been received.

3.6 DEALING WITH NON-RESPONSES

A careful record of the date questionnaires will be distributed and need to be returned will be kept. Bell (1987: 66) indicates that ‘generally there is a good response at first and then returns slow down’, and that ‘inevitably all will not be returned by the specified date’. Bell (1987: 66) thus suggests a follow-up on non-respondents can be done through a second letter and by sending of the questionnaire again, and that a system of numbering also needs to be devised in order to know who has replied and who has not. Opinions also vary as to the best time to send out follow-up requests, but Bell (1987: 67) suggests that the researcher will ‘need to write about a week after the original (initial due) date if you (the researcher) are to complete data collection in the time allocated’.

The researcher, in this study, will make a follow-up request for the completed questionnaire by means of a telephonic reminder, on the day after the ‘due date’ has elapsed. An extension period of one week will thereafter be granted for the completion and submission of the questionnaire. The researcher will thus be guided by the ideas suggested in dealing with non-response to the questionnaires in this study.
In addition too, because follow-up needs to be done for non-response, it is important that questionnaires need to have some sort of identification, so as to make follow-up possible. This study will make use of serial numbers.

3.6.1 SERIAL NUMBERS

In the present study, the questionnaires will have serial identification numbers. The numbering will be as simple as is possible. Numbers will be allocated as follows:

- For the District Foundation Phase First Education Specialists: DES/D01/R001 to DES/D12/R036
- For Primary School Principals: PSP/S01/R037 to PSP/S50/R086
- For Foundation Phase Heads of Department: HOD/S01/R087 to HOD/S50/R136

An explanation of the serial numbers given above, are as follows:

- DES represents a District Foundation Phase First Education Specialist, D01 will indicate the District number, which will extend from District D01 to D12, representative of the 12 GDE Districts, and R001 to R036 will indicate the respondent number.
- PSP represents a primary school principal, and S01 will provide for the school number, which will be numbered from S01 to S50 in order to indicate the number of the school participating and responding, and R037 to R086 indicates the respondent number.
- HOD represents a Foundation Phase Head of Department, S01 to S50 indicates the school number and R087 to R136 indicates the respondent number.

Thus, school numbers will extend from S01-S50, signifying the 50 schools included in the study. Respondent numbers will extend from R001-R136, reflecting the total of 136 respondents for the study. A total number of 136 questionnaires will be sent out for the present study. This is as per the sample for this study, which is discussed in detail in 3.8.
Serial numbers will be written in onto the questionnaires, as well as onto the envelopes. The researcher has accommodated an identification number into the District and school serial numbers, so as to be able to identify the school or the District that has not responded, or the school or District that has sent in a less number of questionnaires than as was required by the researcher. This has been provided for through a school number, the ‘S01’ to ‘S50’ number, and a District number, the ‘D01’ to ‘D12’ number. Once questionnaires are received, the researcher can follow-up on non-response, against a corresponding detailed list, which will provide for the identification of the school or District. As soon as all questionnaires, or as many are received within the allocated period of completion and extension, any additional identification information supplied, for example, the name of the educator or the school name as supplied by the respondent, in error, will be deleted, in readiness for data capturing. This procedure will be followed, as the identity of all respondents will be protected in this study. Section 3.10.2 offers discussion on anonymity and confidentiality in this study.

Respondents will be given a period of three weeks, within which, to complete the questionnaire and return them to the researcher. The researcher will then consider non-response to questionnaires and incomplete questionnaires. The researcher will remind respondents telephonically of the ‘due’ questionnaires, and may submit questionnaires again to those respondents who did not respond, and will also send back the questionnaires to those who did not fully complete the questionnaire. These respondents will be given, thus further, one week to respond. This process, that is; of the distribution of questionnaires, the completion of questionnaires and collection of questionnaires, should take thus six weeks to complete. Data analysis can, then only, resume. Data analysis will thus be possible with the total number of fully completed questionnaires received, at that stage.
3.7 A CONSIDERATION OF THE SCALE TO BE USED IN THE STUDY

Having considered the encompassing features of the postal questionnaire, and the nature, characteristics and qualities of this questionnaire, as well as the guidelines to adhere to in construction, administering and processing of the questionnaire, that will be followed in this study, it becomes important at this juncture to present the scale that will be used for data capturing. Prior to the consideration of the scale to be used, the item length needs to be contemplated for the items included in the questionnaire. This will encompass the former discussion, and the latter will highlight the scale for use in this study.

3.7.1 ITEM LENGTH

In Survey Methods and Practice (Module 2, Chapter 3, 1989: 85), it is recommended that the questionnaire item should be as short as possible. This:

- Ensures that the researcher express his thoughts clearly and eliminates unnecessary words
- Reduces the chance of information overload
- Reduces the likelihood that the respondent will forget the first part of the question while he absorbs the latter part
- Reduces the number of non-responses

It is further conveyed that data required should be collected while using as little of the respondent’s time as possible. It is clearly indicated that the length of the questionnaire is determined by what the researcher needs to know, the number of questions/items required for credible answers, the type of questionnaire used and the type of respondent. The golden rule is however: ‘questions should be as simple and as brief as possible’ (Survey Methods and Practice, Module 2, Chapter 3, 1989: 85). The ‘golden rule’ has been adhered to in this study (refer to APPENDIX M). Items are applicable and relevant to the study, and convey what is intended. They are as simple and brief, as is possible. Having considered this rule for construction of the questionnaire, and the construction of the items too, the focus needs to shift...
to the use of the scale, and the type of scale to be used, in particular, in this study.

3.7.2 THE USE OF THE SCALE

De Vaus (in Survey Methods and Practice, Module 2, Chapter 3, 1989: 65), defines the concept of the scale as follows: ‘a scale is a composite measurement of a concept, a measurement compiled from the information derived from a number of questions or statements’. Therefore what is important is not each individual response to the individual questions or items in a scale, but rather the measurement providing a summary of the responses to the items.

Importantly too, the advantages to the use of the scale becomes relevant. As provided for in Survey Methods and Practice (Module 2, Chapter 3, 1989: 66), these, amongst others, include:

- The scale is to measure abstract concepts or attitudes
- Scales are useful for obtaining information on sensitive matters
- Scales are used to obtain a single measurement for a series of related concerns
- Scales also serve to increase the reliability and validity of the data. The more responses for a particular variable one obtains, the greater the probability that the respondent’s true attitude will be revealed. The content validity of the scale is also increased since more of the different aspects of a particular matter can be covered
- By using scales, measurement can be standardised
- Scales are used to obtain a higher level of measurement. This implies that the finer graduations of measurement facilitate finer analysis of slight differences between respondents

Having given the advantages of the use of scales, it is necessary to focus on the type of scale that will be used in the study.
3.7.2.1 THE ORDINAL SCALE

According to Bless Higson-Smith (1995: 100), in writing on scales of measurement:

'Quantitative measurements can be compared in terms of magnitude... A broader aspect of measurement is expressed by the type of scales used to measure things: the set of rules utilised for quantifying, assigning numerical scores or for classifying a particular variable. The type of scale is determined by the existence or non-existence of three properties:

- The existence of magnitude: which is the probability to compare different amounts or intensities so as to assess whether two values or levels of a variable are the same, or one is lesser or greater than the other.
- The existence of equal intervals: which allows magnitude to be expressed by a certain number of units on a scale, all the units on the scale being equal by definition.
- The existence of an absolute zero: which is a value indicating that the measurement of a variable is meaningless in circumstances in which the variable is non-existent'.

On the basis of these three properties, four scales of measurement exist, namely; nominal scales, ordinal scales, interval scales and ratio scales.

Bell (1987: 104-105) offers the following descriptions for the four types of scales as identified above:

- Nominal scales: are the simplest and arise where simple categories with no numerical significance are used. For example, an item on the questionnaire may require a ‘yes’ or ‘no’ response.
- Ordinal scales: arise where items are rated or ranked. A coding frame for ordinal scale questions might be:

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>DISSAGREE</th>
<th>NEUTRAL</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The implication, here, is that, the higher the category chosen, the greater the strength of agreement. Ordinal scales distinguish order but nothing
can be said about how much larger one item is than another, simply that it is larger.

- Interval scales: are more sophisticated than ordinal scales. Examination marks, IQ and other measures of performance are usually regarded as following an interval scale of measurement.

- Ratio scales: are the highest orders of measurement. Measurements such as age, salary and so on follow ratio scales.

From the descriptions given, clearly the ordinal scale is relevant to this study as a deeper look into ordinal scales suggest that ‘they allow for comparison and establish rank-order between different values of a variable. It is thus possible to state that one variable is greater or less than another. The feelings of a respondent are not just classified into happy or unhappy but into very happy, happy, indifferent, unhappy or very unhappy, thus enabling the comparison between the degrees of happiness of different persons’ (Bless Higson-Smith 1995: 101). This is very important to this study, because in order to determine the effectiveness of the District Foundation Phase First Education Specialist in the execution of the management tasks towards promoting quality teaching and learning in GDE schools, respondents should be given the opportunity to indicate, through the choices supplied, in their opinion, the degree of effectiveness of the District Foundation Phase First Education Specialist in the execution of the management tasks.

In addition, Bailey (1987: 127) indicates that ‘a large number, probably a majority of questionnaire items are opinion or attitude questions in which answers are ordinal’. Thus the researcher must decide on ‘how fine the graduations on the scale are to be. He/she must decide on how many categories there will be between the lowest and highest, and will provide the means for these categories’.

Bailey (1987: 129) also advises that ‘response categories should be easy for the respondent to answer and should provide just enough detail but not too
much’. Bailey further suggests ‘it is generally a good idea to provide a category such as ‘don’t know’ or ‘no opinion’ or ‘unable to answer’ so that people who are unable to answer will not feel frustrated and refuse to complete the questionnaire’.

The length of the scale thus, is of crucial importance. In Survey Methods and Practice (Module 2, Chapter 3, 1989: 79-80), the length of the scale is debated. It is suggested that ‘five-point scales are often used unnecessarily, since the results are ultimately presented in two or three composite categories’. It goes on to indicate that findings from various researchers conclude that between five and seven points are the optimum number if an accurate yardstick for individual behaviour is required. Should the emphasis fall on means, for both individual and in scaling, two to three points will suffice.

Having said that, it is also advised, in Survey Methods and Practice (Module 2, Chapter 3, 1989: 80), that ‘when a decision is made regarding the number of points on a scale, the respondent’s perception of the scale should be taken into account.... One cannot always assume that respondents will interpret the scale values as intended. For example, does ‘strongly agree’ and ‘agree’ have the same meaning for all the respondents in a test sample? Some people think in extremes, while others steer middle course’.

All of these considerations were taken into account in the construction of the ordinal scale for use in this study (refer to APPENDIX M). For this study, the five-point scale will be used, as the researcher is interested in capturing positive, neutral or negative responses, as well as, actually how extreme each attitude to the subject in question is. Having decided on the construction of the scale for use in the study, the focus shifts onto coding of answers.
3.7.2.2 CODING

Cohen & Manion (1994: 102) suggest that ‘coding can be built into the construction of the questionnaire itself’, and that this is referred to as ‘pre-coded answers’. Where coding is developed after the questionnaire has been administered and answered by respondents, this is referred to as ‘post-coded answers’.

In the present study, coding has been built into the construction of the questionnaire (refer to APPENDIX M). Pre-coding has thus been done. Negative responses, that is; responses of strong disagreement and disagreement, have been coded as ‘1’ and ‘2’ respectively, neutral or uncertain responses have been coded as ‘3’, and positive responses, that is; responses of agreement and strong agreement, have been coded as ‘4’ and ‘5’ respectively (refer to APPENDIX M). Respondents will merely be required to ‘place a tick’ in their column of choice, rather than putting in a code of ‘1’, ‘2’, ‘3’, ‘4’ or ‘5’, as all of the answers have been pre-coded.

Coding becomes very important for recording of the data. And although data analysis and presentation of information will be handled intensively in chapter four, it is vital at this point to consider recording of the information obtained from the questionnaires received, as this aspect is directly related to coding.

3.7.2.3 RECORDING OF THE INFORMATION

Bell (1987: 107) suggests that ‘summary sheets can be prepared at the same time as the questionnaire’. The example provided below, by Bell (1987: 107), of a summary sheet, looks as follows:

<table>
<thead>
<tr>
<th>RESPONDENT</th>
<th>QUESTION 1</th>
<th>QUESTION 2</th>
<th>QUESTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
It is indicated that the first column of the summary sheet is for the respondent's name or her 'number'. The responses to each section are coded, as seen in the summary sheet. It is also suggested that Question 2 above, for example, may be an opinion question requiring the respondent to indicate strong disagreement (coded 1), disagreement (coded 2) or strong agreement (coded 5). It is also conveyed that if pre-coding has been done, 'responses can be transferred to the summary sheet' (Bell, 1987: 107). For this study, responses have been pre-coded, and thus it will be possible for responses to be transferred to a summary form, for data analysis. The summary form, for this study, will be discussed in chapter four, and it will be presented in APPENDIX N.

Frankfort-Nachmias & Nachmias (1992: 328) state that 'the data need to be coded and transferred to a form from which someone can enter them onto a computer for storage and analysis'. In the present study, this requirement is being met by the University of South Africa, Computer Services Department, as the University of South Africa, Computer Services Department is performing the data analysis for this study.

When considering the recording of the information, of significance too, is the format of the questionnaire. The questionnaire for this study (APPENDIX M) has two sections. Section A captures the personal information of the respondent, and Section B has items listed, in relation to the four management tasks and quality in education. Five columns have also been provided for, as follows: a column for strong disagreement, coded '1', a column for disagreement, coded '2', a column for neutral, coded '3', an agreement column, coded '4', and a strong agreement column, coded '5', as well as, 'FOR OFFICE USE ONLY' blocks, have been drawn in. In relation to each of the items on the questionnaire, individual responses will indicate that for the higher category chosen, that is; a tick placed under the '5' column, indicates a strong agreement to that item, agreement or '4' column, indicates simply an agreement to that item. A tick placed under the uncertain or '3'
column, indicates a neutral response, and a tick placed under the disagreement or ‘2’ column, clearly represents disagreement. A tick placed under the ‘1’ or strong disagreement column, reflects a strong disagreement to the item. Because the respondents are merely required to ‘place a tick’ in his/her column of choice, the ‘FOR OFFICE USE ONLY’ blocks will allow for the capturing of codes, so that these codes can then be transferred to a summary form in readiness for data analysis. The University of South Africa, Computer Services Department, will employ statistical data analysis methods, for the analysis of the data in this study, and the methods employed, will thus dictate the summary form to be used. Data analysis will be considered in chapter four.

3.8 THE SELECTION OF THE SAMPLE
3.8.1 THE RATIONALE FOR SAMPLING IN QUANTITATIVE RESEARCH METHODOLOGY

Ary, Jacobs & Razavieh (1990: 169) indicate that an essential part of the quantitative tradition is inductive reasoning. This involves the making of observations and then drawing conclusions from these observations. A perfect observation will be to study ‘all’ the individuals of a target population and then to come to conclusions based on the observations. In reality, this is not always practically possible. However, it is motivated that if the researcher can study data from some individuals of a population, which is representative of the whole population, then generalisation can take place. They suggest that ‘sampling thus involves taking a portion of the population, making observations on this smaller group, and then generalising the findings to the larger population from which the sample was drawn’. The rationale expressed above, will be followed in this study.

Frankfort-Nachmias & Nachmias (1992: 171), writing in relation to the sample design, indicate that ‘it becomes important to secure a representative sample’. They convey that the essential requirement of any sample is that it be as representative as possible of the population from which its drawn’. To this
end they therefore suggest that ‘the specific nature of the population, from which the sample is drawn, depends on the research problem’.

The research problem, the purpose of the research and the design of the research has been a guide to the researcher in the selection of the sample in the present study. From the research problem, it is clear that the present study is concerned with Gauteng school-based educators, as well as Gauteng District-based First Education Specialists, and that they are information-rich key participants, who are needed to participate in the research process so that the relevant data can be obtained, so as to ensure that meaningful conclusions can be drawn. The researcher has thus selected a sample that is representative of that accessible population, so that findings from the sample can be generalised to that population.

3.8.2 THE SAMPLE SIZE
Prior to the consideration of the sample size, it is important to define the concept ‘sample’, and briefly focus on the form of sampling for this study. Peil (1995: 23) says that ‘sampling is the selection of a part to represent the whole’. Vockell & Asher (1995: 452) consider ‘sample’ as ‘a subgroup taken from a larger group (called a population) in such a way as to make it similar to the larger group with regard to important characteristics, and in consideration of a relevant sample size, Schumacher and McMillan (1993: 382) suggest that ‘the sample size is directly related to the purpose of the study, the research problem, the major data-collection technique and the availability of information-rich participants’.

The ideas given above express the need for focussing on the form of sampling. Probability sampling and the characteristics of stratified random sampling, which make it relevant as the form of sampling for this study, were discussed in chapter one. The discussion to follow thus extends on this. Stratified random sampling procedures, as indicated in chapter one (paragraph 1.5.1), has been used for the selection of the sample, and thus
The respondents for this study. The University of South Africa, Computer Services Department has carried out this procedure to determine the sample for this study. A case for the selection of probability sampling, and specifically, stratified random sampling as the type of sampling, for this study, is clearly evident through definitions and suggestions given below:

- According to Vockell & Asher (1995: 451), stratified sampling is ‘a strategy for selecting of samples in such a way that specific subgroups (strata) will have a sufficient number of representatives within the sample to provide ample numbers for sub-analysis of the members of those subgroups’.
- Ary et al (1990: 171) indicate that ‘the basis of probability sampling is random sampling. This implies that all participants will have a chance to be selected. This means that every participant of the (target) population ..has a known probability of being chosen in the sample’.
- Bailey (1987: 94) indicates that through stratified sampling procedures the investigator is able to ‘fill a quota from within various strata’.
- ‘Stratified random sampling is a procedure which is used when the population is divided into subgroups or strata..on the basis of a variable chosen by the researcher such as gender, age, or level of education...thus, once the population has been divided, samples are drawn randomly from each subgroup’ as given by Schumacher and McMillan (1993: 162).
- It is also suggested in Cohen & Manion (1994: 87) that ‘stratified sampling, involves dividing the (target) population into homogeneous groups, each group containing subjects with similar characteristics’.

These definitions and suggestions motivate the need for engaging in stratified random sampling procedures in this study. The discussion to follow will also clarify and give insight into the reasons for the selection of this sampling procedure for the study.
Participants involved in this study, will be specific educators and First Education Specialists within the Gauteng Province, from the GDE. These will include:

- 100 School-based educators in GDE, District D2: 50 principals and 50 Foundation Phase Heads of Department
- 36 GDE District-based Foundation Phase First Education Specialists

The representative educator sample from the school level and District level, as indicated in chapter one, paragraph 1.5.1, needs to be emphasised here. This is described as follows:

- District D2 has ninety-nine schools, excluding Special schools. The principle of stratified random sampling will be employed, which is 'to divide the target population into different groups called strata, so that each element of the population belongs to one and only one stratum. Then within each stratum, random sampling is performed using a simple random sampling method' (Bless Higson-Smith 1995: 91). For this study, this implies that a complete, alphabetical list will be drawn of the ninety-nine primary schools in District D2. All schools will have an equal chance of being selected for participation in the study. Ex-TED schools will be indicated onto a composite list, and all previously disadvantaged schools, will also be indicated. These will then make up two strata for this study. Only fifty of the schools, that is, 50%, will be selected to participate in the research. In addition, the principal and the Foundation Phase Head of Department, from the same school, will be invited to participate in the study. This selection is based on the need to acquire information-rich, accurate data for the study, and it allows all schools a random chance of being included in the study. The sample drawn too, will also be a proportionate stratified sample, which means that the sample size from each of the stratum is proportional to the population size of the stratum' (Frankfort-Nachmias & Nachmias, 1992: 180).
• GDE has twelve Districts, with approximately six Foundation Phase First Education Specialists per District, allowing for a total of seventy-two District-based Foundation Phase First Education Specialists. The District Foundation Phase First Education Specialists all fall into another stratum. 50% will be selected to participate in the study, that is; thirty-six District Foundation Phase First Education Specialists, namely; three District Foundation Phase First Education Specialists, per District will be invited to participate in the study. According to Bless Higson-Smith (1995: 91), ‘random’ expresses the idea of chance being the criteria for selection’. For this study, three Foundation Phase First Education Specialists, per district, have a random chance of being selected as participants in this study. District Foundation Phase First Education Specialists will not be selected on race, gender, and religion distinctions, as any three of the six District Foundation Phase First Education Specialists may respond, as it is the richness, accuracy and relevance of the information given, that becomes important to the study. In relation to the District Foundation Phase First Education Specialists, the sample drawn therefore does not need to be a proportionate stratified sample.

A total of one hundred and thirty-six participants, adequately address the needs of the study, and thus a more extensive sample is not required.

According to Peil (1995: 27) ‘sample elements are sometimes chosen because they fulfil certain criteria’, and fulfil a ‘specific nature of the population’. In the case of this study, the sample was selected because they fulfil a ‘specific nature’ as needed by the study, and meet the following criteria:

• School-based educators and District Foundation Phase First Education Specialists best meet the purpose of the study
• They are representative of the educator population under study
• As school-based educators and District Foundation Phase First Education Specialists, they are rich in information on the topic under investigation
They are relevant to the study

The findings from the sample can be generalised to that population

The use of stratified random sampling in this study has ensured that the different groups of the educator population ‘are adequately represented in the sample’ (Frankfort-Nachmias & Nachmias, 1992: 179). Frankfort-Nachmias & Nachmias (1992: 179) suggest that the underlying idea in stratified random sampling is that ‘available information on the population is used to divide it into groups, such that the elements within each group are more alike than the elements in the population as a whole’. Through employing of the stratified random sampling procedure in this study, these suggestions have been adhered to. Discussion on the proportional sample size is given below.

3.8.3 A PROPORTIONAL SAMPLE SIZE

‘Sampling from the different strata can be either proportional or disproportional. If one draws into the sample the same number of sampling units from each stratum, or uniform sampling fraction, the sample is known to as proportionate stratified sample’ (Frankfort-Nachmias & Nachmias, 1992: 180). Having a proportional sample size, at the school-based educator level, is important for this study, as was motivated for in 1.5.1. This study seeks to ensure that the sample size from school-based educator stratum is proportional to the population size of the stratum. A sample size of fifty schools had to be drawn from a population of ninety-nine primary schools in District D2, taking into account the Ex-Education Departments from which they emerge. Two strata were identified for this study, namely; schools that were from the Ex-TED and other schools form the Ex-DET, Ex-HOD, and Ex-HOR formed the previously disadvantaged stratum. Since the proportions of the different strata within the sample had to be the same as for the population, the size of each stratum had to be calculated in proportion to the total population. In this regard Bless Higson-Smith (1995: 92) suggest the following format be used:
The ratio of the sample to the population is given by:

\[
F = \frac{n}{N} = \text{size of the sample} \quad \text{size of the population}
\]

In the present study, this translates as:

\[
F = \frac{50}{99} = 1
\]

‘Each category or stratum of the population must therefore be multiplied by this fraction to obtain the corresponding category or stratum of the sample’ (Bless Higson-Smith, 1995: 92). In relation to the present study, in District D2, there are 28 Ex-TED schools and 71 previously disadvantaged schools, this would mean that:

- For Ex-TED schools of a population of 28
  \[
  28 \times \frac{1}{2} = 14
  \]

- For previously disadvantaged schools of a population of 71
  \[
  71 \times \frac{1}{2} = 36
  \]

TOTAL = 50

This gives the researcher a proportionate sample in the study. Simple random sampling was then applied to the list of 99 primary schools, to select the 14 Ex-TED schools as required for the sample, and the 36 previously disadvantaged schools required, were randomly selected too, for the sample, to provide for a total of 50 schools, from where 100 respondents emerged for the study. They formed the desired sample of 100 school-based respondents. The sampling procedure used, ‘by preserving proportions even of very small samples, will allow for any small minority to be well represented’ (Bless Higson-Smith, 1995: 92), as is an intention of this study.

Staff of the Research Support Group of the University of South Africa, Computer Services Department drew up the proportional sample size for the researcher. A complete, numbered list of the 99 primary schools, in District D2, was provided to the Research Support Group by the researcher. The list indicated the name of the school, and the Ex-Education Department to which it belonged. The process followed to draw up the proportionate sample for
this study, was done, as described above. The researcher has maintained objectivity in the selection of the sample for this study.

3.9 PERMISSION
Permission has been obtained from the Gauteng Department of Education, namely: from the Divisional Manager of Curriculum Professional Delivery and Support (CPDS) Section, as well as from the Acting General Education And Training Director of CPDS. Because permission was already obtained at Provincial level to conduct research in the entire province in accordance with the sample indicated, it did not become necessary to get specific permission from District D2. However because the researcher was to conduct more intensive research in District D2, permission was obtained from the Director of D2, and the CPDS Head of Unit, of District D2. The permission granted, allowed for conducting research within GDE, as well as for allowing GDE educators, and the above-mentioned First Education Specialists to participate in the study, and to be allowed to answer the questionnaire in line with the research subject. The sample size, that is; the involvement of 136 educators in the study needed GDE approval, as well as the location of the school-based sample, from within the 12 GDE Districts, needed approval. In this study, the school-based sample is located only within District D2, and this also required approval. Approval was obtained, as research conducted in GDE requires the Province to be aware of the impact of the research and involvement of educators from the Districts in any kind of research. Permission was also sought, and obtained, to refer to GDE policies, documents and literature.

Finally and importantly too, the findings and recommendations will be made available to respondents and the GDE, if so requested.

From the discussion above, it leads to ethical issues in the study and ethical issues thus, also need to be briefly highlighted, which will be done below, in 3.10.
3.10 ETHICAL ISSUES
Ethics has been defined as ‘a matter of principled sensitivity to the rights of others’ (Cohen & Manion, 1994: 359). This definition suggests that ethics thus directly relates to access and acceptance, anonymity and confidentiality, trust and integrity and being courteous and polite. Hence these issues will be explored below.

3.10.1 ACCESS AND ACCEPTANCE
‘The relevance of the principle of informed consent becomes apparent at the initial stage of the research project - that of access to the institution or organisation where the research is to be conducted, and acceptance by those whose permission one needs before embarking on the task’ (Cohen & Manion, 1994: 354). This issue was clearly discussed in 3.9, and ‘access and acceptance’ was adhered to in this study.

3.10.2 ANONYMITY AND CONFIDENTIALITY
Other areas of concern, in relation to ethical issues, that become important to this study, are that of anonymity and confidentiality. Together with these are the requirements of honesty, integrity and courtesy of the researcher.

There are two ways to protecting participants’ privacy. These include anonymity and confidentiality, both of which will be adhered to in the study. ‘The essence of anonymity is that the information provided by participants should in no way reveal their identity…’(Cohen & Manion, 1994: 366). No names, or specific institution names will be required of respondents, in this study. Questionnaires will merely indicate the level at which respondents operate within the institution, that is; school or District level, as well as whether they are either Heads of Department, primary school principals, or District Foundation Phase First Education Specialists, and thus their questionnaires will have serial identification numbers accordingly, for researcher use and data analysis. Thus anonymity of respondents will be ensured.
Confidentiality refers to ‘although the researcher ..is able to identify participants from the information given, they will in no way make the connection known publicly’ (Cohen & Manion, 1994: 367). Confidentiality of participants will also be ensured in this study.

Honesty and integrity are very important and will be adhered to in this study. Bell (1987: 79) suggests that ‘if you know a respondent is revealing confidential information, never take advantage’. Being courteous and polite too may allow for obtaining more responses, and respondents may be encouraged, and may feel positive and supportive towards the process and study. Participants will be encouraged to complete the questionnaire, however no undue pressure and force will be placed onto participants to respond. A choice of non-submission of the completed questionnaire, by any of the participants, will be respected. The tone of the questionnaire, as well as being formal, will also be courteous. The position of power and status of the researcher should not influence the response given, as respondents are invited to respond ‘accurately and truthfully’ (see APPENDIX M). Respondents will also be thanked sincerely for participation in this study.

3.11 CONCLUSION

This chapter has focused on a literature study of the research methodology employed in this study. The quantitative research methodology was described, and motivations and reasons were given, for the adoption of this methodology. The data collection technique, and the encompassing features of the data collection instrument were explained. Postal questionnaires were discussed as the data-capturing instrument for this study. The nature, characteristics and qualities of the postal questionnaire, as well as the guidelines to adhere to, in construction, administering and processing of the questionnaire, were addressed.

Chapter four will focus on an analysis and interpretation of the data collected.