

The items given in the organising sub-section portray the requirements of the organising task that need to be effectively executed by the District Foundation Phase First Education Specialist (DES) towards the promotion of quality teaching and learning in school. It encompasses the suggestions of effective organising as per the literature study. It also provides for the assumption that should these requirements of the organising task, as per the items given, be effectively performed, then the execution of the organising task assists in the promotion of quality teaching and learning, in that, all of the requirements together, when effectively met, allow for the creation of an effective organisational structure, and the effective functioning within this established organisational structure. It suggests delegation, and allows for coordination, and the formation of matrix teams for effective functioning. The GDE assigned roles, functions, duties and responsibilities have been accommodated in the items below, towards the DES promotion of quality teaching and learning in schools, too. Through such effective organising, the GDE aims towards quality in education. Clearly then, the organising management task, as is evident from the requirements portrayed, is geared towards promoting of quality in education.

From the statistical data analysis methods employed on the data collected for this study, via the questionnaire, on the 15 organising items that together measured the organising task, the results revealed that:

- The Cronbach alpha value was above 0,8. This reflects on reliability analysis. The Cronbach alpha value was high, because participant responses fell predominantly under the 'agree' and 'strongly agree' choice of responses. The significance of this high Cronbach alpha value is suggestive that all of the respondents understood the questions in the same way. This leans favourably on the reliability of the data collection tool used in this study, and it also indicates that there was not much variation in the perceptions of the respondents.

In order to focus on where the slight, but significant, variations and similarities in the perceptions of the respondents fell, at the different educator levels, the summary sheet indications were considered.

In addition, an analysis and interpretation of the organising items, as per the summary sheet (APPENDIX N) indications, has allowed for:

- An identification of the organising items for the strengthening and improvement thereof, for the rendering of quality service to schools, as follows:
  - The DES has identified 2.9 as an area of improvement in his/her service to schools.
  - The PSP has also identified 2.9 and 2.15 as areas for improvement, and the HOD identified 2.15 as an area for improvement, in the DES service to schools.

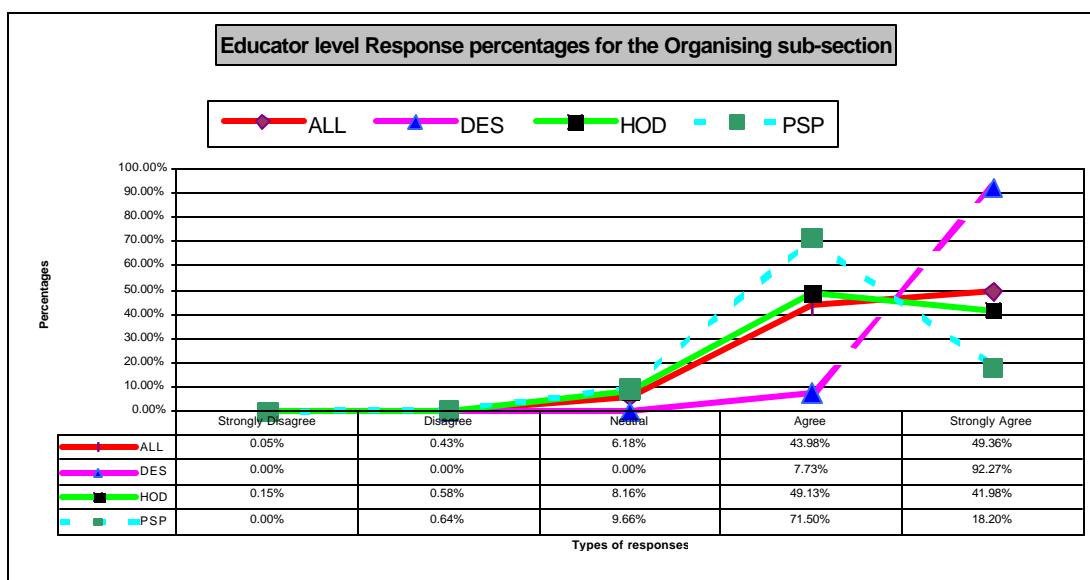
The DES and PSP have the attitude that more District team support visits are needed. The PSP and HOD are unsure that programmes done by the DES are aligned to Provincial programmes.

- An identification of the organising items showing strength in performance, in the service rendered to schools by the DES, were items 2.11 and 2.14, as identified by the PSP.
- An identification of adequacies in the organising function:
  - While there was generally a positive attitude to the organising function of the DES, by all of the respondents, the two areas of adequacy as identified by the PSP, included those of establishing of collaborative relationships with schools, and that of arranging for follow-up support with schools. These areas of organising were identified as effectively done by the DES. These are suggestive of healthy working relations with schools, and perhaps an approachable attitude of the DES in relations with

Foundation Phase educators. It is also indicative that the DES is indeed doing follow-up school support.

- An identification of inadequacies, shortcomings and challenges for the support and development of the DES, for effective functioning, and for the delivery of quality service to schools. Two items were highlighted in this regard:
  - More District team support visits are needed. District team support visits are important for whole-school development and improvement, and are thus essential to promoting quality teaching and learning in schools. Schools believe that this service is currently inadequate. This indicates that the DES, together with other Unit facilitators need to provide for team visits so as to render effective and quality support to schools. The other area highlighted, suggests that schools need to be made aware of the alignment between District and Provincial programmes. This suggests that schools want to see clearly the links to the Provincial programmes.

The graph (FIGURE 13) in relation to this sub-section is also of significance.



**FIGURE 13: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE ORGANISING SUB-SECTION**

From the graph (FIGURE 13) given above, an analysis and interpretation of the organising task as executed by the District Foundation Phase First Education Specialist (DES), as per items 2.1 to 2.15, further indicates:

- The DES had a 92% 'strong agreement' perception to the organising task, as executed by the DES, the PSP had only a 19% 'strong agreement' perception to the organising task, as executed by the DES and the HOD had a 42% 'strong agreement' perception to the organising task, as executed by the DES
- The DES had a 7,7% 'agreement' perception to the organising task as executed by the DES, the PSP had a 71,5% 'agreement' perception to the organising task, as executed by the DES and the HOD had a 49,1% 'agreement' perception to the organising task, as executed by the DES.
- The DES had 0% 'neutral' perception to the organising task as executed by the DES, the PSP had only a 9,6% 'neutral' perception to the organising task, as executed by the DES, and the HOD had a 8,1% 'neutral' perception to the organising task, as executed by the DES.
- The perceptions towards 'disagree' and 'strongly disagree' were minimal, as is evident from the graphical representation.

This result allows for the similarity in perceptions among the respondents. This is significant to the study as it reveals that, according to the respondents, the DES performs the organising management task. It also shows that the DES conforms, complies and adheres to the organising requirements as is given in APPENDIX M.

Importantly too, the inference that can be made from the percentages given in the graph as per FIGURE 13 is that, while the DES is of the opinion that he/she is effective and efficient in the execution of the organising management task, schools see room for some improvement in organising, as done by the DES. The subtle, but significant, suggestion thus via the graphical presentation is that school-based educators feel that efficiency and effectiveness is still required in this management task. Room for improvement is hinted towards in this task. The analysis of the individual items, as given in

the above discussion, has alluded too to improvements in this task, and has further picked out specifically where these improvements can be made. This suggestion towards improvement of the DES in the execution of this management task is enhanced on and supported in the discussion to follow.

Analysis of variance 'examines the significance of the differences among two or more groups' (Vockell & Asher, 1995: 323). Vockell & Asher (1995: 323) go on to suggest that 'when we use analysis of variance with more than two groups, the output tells us the level of significance of the differences among the several groups'. Thus, through analysis of variance procedures employed in this study, differences and contrast in perceptions amongst the respondents were highlighted too.

Thus, to determine that differences in perceptions existed, to support the above inference of some improvement being needed, of the DES, in the execution of this management task, an per item analysis of the organising items were done. Kruskal-Wallis' tests were applied to the data. This is 'a non-parametric equivalent of a one-way analysis of variance, employed with ordinal data' (Vockell & Asher, 1995: 475). This test is used to show differences in perceptions, per item. It revealed that differences in perceptions did exist, per item, at the educator level and school-group level.

A look at the differences in perceptions was then done through a focus on the mean percentages. It is of significance as the differences in percentages at the different educator level and at the school-grouping level infers improvements for the DES in the execution of the organising task too, towards effectiveness. This is apparent through the analyses presented below.

The mean percentages, at the educator level and school-group level respectively, are as follows:

Level of Educator	No. of Respondents	Mean	Standard Deviation
DES	36	98.412	4.838
HOD	43	86.345	10.340
PSP	39	81.172	8.688

School-Type Group	No. of Respondents	Mean	Standard Deviation
Ex-DET	54	83.306	10.497
EX-MODEL C	28	85.000	8.637
DES	36	98.412	4.838

Significant differences in perceptions at the educator level and school-type level respectively, is evident via the tabular representations below. 'Bonferroni (Dunn) *t* tests' were used. The Bonferonni' significant difference test is 'a statistical procedure for making individual comparisons among the means of group scores in an analysis of variance' (Vockell & Asher 1995: 473). This yielded the following significant results.

Comparisons significant at the 0.05 level are indicated by ***.				
Educator level comparison	Difference between the means	Simultaneous 95% confidence limits		
DES-HOD	12.067	7.439	16.696	***
DES-PSP	17.241	12.505	21.976	***
HOD-DES	-12.067	-16.696	-7.439	***
HOD-PSP	5.173	0.643	9.704	***
PSP-DES	-17.241	-21.976	-12.505	***
PSP-HOD	-5.173	-9.704	-0.643	***

Comparisons significant at the 0.05 level are indicated by ***.				
School-Type Comparison	Difference Between Means	Simultaneous 95% Confidence Limits		
DES-EX-MODEL C	13.413	8.096	18.729	***
DES-EX-DET	15.106	10.566	19.646	***
EX-MODEL C-DES	-13.413	-18.729	-8.096	***
EX-MODEL C-EX-DET	1.693	-3.221	6.607	
EX-DET-DES	-15.106	-19.646	-10.566	***
EX-DET-EX-MODEL C	-1.693	-6.607	3.221	

From the tabular results given, it is evident that the PSP and HOD concurred closely in their views. They had a more or less similar perception of the execution of the organising task as done by the DES. The Ex-DET and Ex-Model C schools also concurred closely in their views. From the comparison given for the educator groupings and school-type groupings, significant differences are revealed too, thus allowing for the researcher to say with confidence that school educators perceived the organising task as executed by the DES, differently to the DES.

The mean scores for the school educator groupings and school-type groupings differed significantly to the DES mean scores. The indication is that school-based educators concurred in their perceptions, and this contrasted and differed to the DES perceptions on the organising task as executed by the DES. These results point to an affirmation that while the DES is of the view that this task is being performed adequately and effectively, school-based educators hint to improvements in the execution of the organising task as done by the DES. This again suggests and emphasises that school-based educators see room for improvement, and added effectiveness in execution of the organising management task as done by the DES.

Via the results of the analyses on this management task and through the interpretations made, an assumption of DES requiring support, guidance and development in the execution of this management task, for effectiveness, can thus be made too.

Finally, the 'Tukey-Kramer Procedure' was also used to determine the 'Least Squares Means' in relation to the organising sub-section of Section B of APPENDIX M, per educator level and at the school-grouping level. The 'Tukey-Kramer Procedure' allows for multiple comparisons to be done, as comparisons needed to be made among the three educator levels and school-type levels, as presented in the tables below. The tables below need to be looked at in conjunction to each other, and they show significant differences in scores again. They affirm the above discussions that indeed there is a difference in perceptions.

EDUCATOR GROUP	LEAST SQUARES MEANS: Organising	LEAST SQUARES MEAN NUMBER	
DES	9707.82313	1	
HOD	7559.99051	2	
PSP	6662.48038	3	
LEAST SQUARES MEANS FOR EFFECT EDUCATOR GROUP Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
I/j	1	2	3
1		<.0001	<.0001
2	<.0001		0.0172

3	<.0001	0.0172	
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SCHOOL-TYPE GROUP	LEAST SQUARES MEANS: organising	LEAST SQUARES MEAN NUMBER	
EX-DET	7048.18594	1	
EX-MODEL C	7296.93878	2	
DES	9707.82313	3	
LEAST SQUARES MEANS FOR EFFECT SCHOOL TYPE Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
I/j	1	2	3
1		0.7579	<.0001
2	0.7579		<.0001
3	<.0001	<.0001	

The organising items, as given in the questionnaire, has revealed the intensity, demands and requirements of this management task. The impact of this task for the promotion of quality teaching and learning has been made visible through these intensive requirements and demands. This sub-section has allowed too, for a peek into the knowledge, skills, values, attitudes, approach and qualities of the DES for the effective execution of this task, for effective management. In this regard, the data analyses has revealed that the DES, while is able to execute the task, still needs further support, guidance and development on this management task, for effectiveness. Shortcomings in execution of this task by the DES, needs to be addressed too, for effectiveness.

4.3.2.1.3 Section B (3) of APPENDIX M: This section of the questionnaire has focused on 'control' for the promotion of quality teaching and learning in GDE schools. Respondents were allowed to express their perceptions from 'strongly disagree' to 'strongly agree', in relation to the control task, as done by the District Foundation Phase First Education Specialist (DES) for the promoting of quality teaching and learning in GDE schools. Respondents were merely required to 'place a tick' in the column that reflected his/her view on that item. Responses were pre-coded '1' to '5' respectively. The items were meaningfully aligned to the suggestions and requirements of 'control' as given in the literature study, in chapter two. Thus, the twenty items, for probing



into the control task of the District Foundation Phase First Education Specialist, together with the choice columns, looked as follows:

Through implementation of control processes, the District Foundation Phase First Education Specialist is able to:

ITEM NO.	ITEM	(1)	(2)	(3)	(4)	(5)
3.1	<b>Monitor</b> if <b>Learning Programme requirements</b> are being implemented.					
3.2	<b>Identify outstanding practice</b> in the Foundation Phase.					
3.3	<b>Identify challenges</b> experienced by the Foundation Phase educator.					
3.4	<b>Praise successes and achievements</b> enjoyed by Foundation Phase educators and their classes.					
3.5	<b>Address</b> the <b>curriculum challenges</b> experienced by the Foundation Phase educator.					
3.6	Give <b>supportive feedback</b> to the Foundation Phase educator.					
3.7	Engage in effective <b>on-site support</b> .					
3.8	<b>Identify</b> Foundation Phase <b>cluster leaders</b> to offer support to cluster schools, for improving the quality of teaching and learning in the cluster and District.					
3.9	<b>Guide</b> schools on <b>networking opportunities</b> available to them.					
3.10	Offer <b>support</b> to Foundation Phase educators, <b>where outputs do not measure up to standards</b> .					
3.11	<b>Provide reports</b> with comments and suggestions, to schools, on their <b>strengths and weaknesses</b> in the Foundation Phase.					
3.12	<b>Display knowledge, skills and expertise</b> of the Foundation Phase curriculum so as to effectively support schools.					
3.13	<b>Make suggestions</b> towards school improvement, school development, school effectiveness and <b>quality teaching and learning</b> .					
3.14	<b>Establish</b> if Foundation Phase school planning <b>adheres to policy</b> .					
3.15	<b>Determine</b> whether teaching and learning <b>embrace an outcomes- based approach to education</b> .					
3.16	<b>Monitor</b> if <b>the classroom environment is conducive to teaching and learning</b> .					
3.17	<b>Monitor</b> the <b>effectiveness</b> of the <b>educator's classroom practice</b> .					

3.18	<b>Monitor</b> whether <b>appropriate teaching strategies are employed</b> in the classroom.					
3.19	<b>Monitor</b> if <b>expanded opportunities are provided for</b> .					
3.20	<b>Monitor</b> if <b>learners experiencing barriers to learning are accommodated</b>					

The items given in the control sub-section portray the requirements of the control task that need to be effectively executed by the District Foundation Phase First Education Specialist (DES) towards the promotion of quality teaching and learning in school. It encompasses the suggestions of effective control as per the literature study. It also provides for the assumption that should these requirements of the control task, as per the items given, be effectively performed, then the execution of the control task assists in the promotion of quality teaching and learning, in that, all of the requirements together, when effectively met, allow for monitoring and effective support of curriculum implementation and delivery in schools. It also allows for the DES to ensure the maintenance of curriculum policies in schools too. It also allows for setting of standards within schools and across Districts. It allows for the identification of cluster leaders to offer support to cluster schools. Effort is recognised and successes are praised. Challenges are identified and addressed. Suggestions are made, as well, towards school effectiveness, school development, school improvement and quality teaching and learning. Thus through control, the GDE strives towards quality in education. Clearly thus, the control management task, as is evident from the requirements portrayed, is focused on promoting quality in education.

From the statistical data analysis methods employed on the data collected for this study, via the questionnaire, on the 20 control items that together measured the control task, the results revealed that:

- The Cronbach alpha value was above 0,8. This reflects on reliability analysis. The Cronbach alpha value was high, because participant responses fell predominantly under the 'agree' and 'strongly agree'

choice of responses. The significance of this high Cronbach alpha value is suggestive that all of the respondents understood the questions in the same way. This leans favourably on the reliability of the data collection tool used in this study, and it also indicates that there was not much variation in the perceptions of the respondents.

In order to focus on where the slight, but significant, variations and similarities in the perceptions of the respondents fell, at the different educator levels, the summary sheet indications were considered.

In addition, an analysis and interpretation of the control items, as per the summary sheet (APPENDIX N) indications, has allowed for:

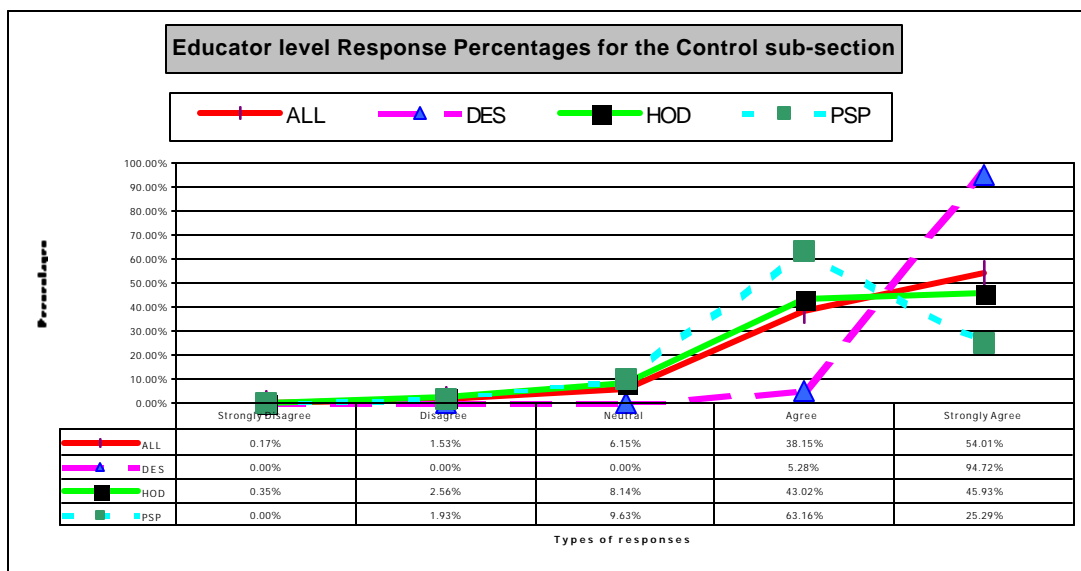
- An identification of the control items for the strengthening and improvement thereof, for the rendering of quality service to schools, as follows:
  - The PSP identified items 3.8 and 3.9 for areas of improvement
  - The HOD concurred with items 3.8 and 3.9 as areas of improvement for the DES

Schools clearly require to be informed of networking opportunities available to them. This is suggestive of Foundation Phase educators wanting to be creative and innovative in their practice so as to deliver quality teaching and learning. The DES clearly needs to meet this need to promote quality teaching and learning in schools. They also want cluster leaders to be identified to offer support to cluster schools. The identification of cluster leaders for cluster school support is essential to quality and effective curriculum implementation and delivery. The DES clearly needs to meet this need to promote quality teaching and learning in schools.

- An identification of the control items showing strength in performance in the service rendered to schools, were as follows:

- While there was more of an 'agreement' in the attitude to control as done by the DES, the HOD has identified 3.16, 3.17 and 3.18 as areas of strength in the functioning of the DES.
- An identification of adequacies in the control function:
  - The PSP and HOD felt that control is being done by the DES, but views expressed suggest that control can be improved on, as perceptions predominantly leaned on 'agreement' rather than 'strong agreement' to most of the items in this sub-section. The three items identified as areas of adequacy were that the DES does monitor if the classroom environment is conducive to teaching and learning, and is able to monitor the effectiveness of the educator's classroom practice, and also does monitor whether appropriate teaching strategies are employed in the classroom. These areas are essential to the promotion of quality teaching and learning.
- An identification of inadequacies, shortcomings and challenges for the support and development of the DES, for effective functioning, and for the delivery of quality service to schools, as follows:
  - The DES will need to inform schools of networking opportunities available to them. The DES will also need to identify cluster leaders who will be able to offer support to cluster schools. Schools have identified the need for such additional support. They clearly see the need for cluster leader support, and want to be made aware of networking opportunities available to them, so as to improve on curriculum delivery in schools.

The graph (FIGURE 14) in relation to this sub-section is also of significance. It is provided for below.



**FIGURE 14: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE CONTROL SUB-SECTION**

From the graph (FIGURE 14) given above, an analysis and interpretation of the control task as executed by the District Foundation Phase First Education Specialist (DES), as per items 3.1 to 3.20, further indicates:

- The DES had a 95% 'strong agreement' perception, the PSP had only a 25% 'strong agreement' perception, and the HOD had a 46% 'strong agreement' perception to the control task as executed by the DES.
- The DES had a 5.2% 'agreement' perception to the control task as executed by the DES, the PSP had a 43% 'agreement' perception to the control task, as executed by the DES and the HOD had a 63% 'agreement' perception to the control task, as executed by the DES.
- The DES had 0% 'neutral' perception to the control task as executed by the DES, the PSP had only a 9,6% 'neutral' perception to the control task, as executed by the DES and the HOD had an 8,1% 'neutral' perception to the control task, as executed by the DES.
- The perceptions towards 'disagree' and 'strongly disagree' were minimal, as is evident from the graphical representation.

This result allows for the similarity in perceptions among the respondents. This is significant to the study as it reveals that, according to the respondents, the DES performs the control management task. It also shows

that the DES conforms, complies and adheres to the control requirements as is given in APPENDIX M.

Importantly too, the inference that can be made from the percentages given in the graph as per FIGURE 14 is that, while the DES is of the opinion that he/she is effective and efficient in the execution of the control management task, schools see room for some improvement in control, as done by the DES. The subtle, but significant, suggestion thus via the graphical presentation is that school-based educators feel that efficiency and effectiveness is still required in this management task. Room for improvement is hinted towards in this task. The analysis of the individual items, as given in the above discussion, has alluded also to improvements in this task, and has further picked out specifically where these improvements can be made. This suggestion towards improvement of the DES in the execution of this management task is enhanced on and supported in the discussion to follow.

Analysis of variance 'examines the significance of the differences among two or more groups' (Vockell & Asher, 1995: 323). Vockell & Asher (1995: 323) go on to suggest that 'when we use analysis of variance with more than two groups, the output tells us the level of significance of the differences among the several groups'. Thus, through analysis of variance procedures employed in this study, differences and contrast in perceptions amongst the respondents were highlighted too.

Thus, to determine that differences in perceptions existed, to support the above inference of some improvement being needed, of the DES, in the execution of this management task, an per item analysis of the control items were done. Kruskal-Wallis' tests were applied to the data. This is 'a non-parametric equivalent of a one-way analysis of variance, employed with ordinal data' (Vockell & Asher, 1995: 475). This test is used to show differences in perceptions, per item. It revealed that differences in perceptions did exist, per item, at the educator level and school-group level.

A look at the differences in perceptions was then done through a focus on the mean percentages. It is of significance as the differences in percentages at the different educator level and at the school-grouping level infers improvements for the DES in the execution of the control task too, towards effectiveness. This is apparent through the analyses presented below.

The mean percentages, at the educator level and school-group level respectively, are as follows:

Level of Educator	No. of Respondents	Mean	Standard Deviation
DES	36	98.925	4.079
HOD	43	85.860	12.269
PSP	39	81.811	10.402

School-Type Group	No. of Respondents	Mean	Standard Deviation
Ex-DET	54	82.469	11.529
EX-MODEL C	28	86.761	11.196
DES	36	98.925	4.079

Significant differences in perceptions at the educator level and school-type level respectively, is evident via the tabular representations below. 'Bonferroni (Dunn) *t* tests' were used. The Bonferonni' significant difference test is 'a statistical procedure for making individual comparisons among the means of group scores in an analysis of variance' (Vockell & Asher 1995: 473). This yielded the following significant results.

Comparisons significant at the 0.05 level are indicated by ***.				
Educator level comparison	Difference between the means	Simultaneous 95% confidence limits		
DES-HOD	13.065	7.694	18.437	***
DES-PSP	17.114	11.618	22.610	***
HOD-DES	-13.065	-18.437	-7.694	***
HOD-PSP	4.048	-1.210	9.307	
PSP-DES	-17.114	-22.610	-11.618	***
PSP-HOD	-4.048	-9.307	1.210	

Comparisons significant at the 0.05 level are indicated by ***.				
School-Type Comparison	Difference Between Means	Simultaneous 95% Confidence Limits		
DES-EX-MODEL C	12.164	6.174	18.155	***
DES-EX-DET	16.457	11.341	21.572	***
EX-MODEL C-DES	-12.164	-18.155	-6.174	***
EX-MODEL C-EX-DET	4.293	-1.244	9.829	
EX-DET-DES	-16.457	-21.572	-11.341	***
EX-DET-EX-MODEL C	-4.293	-9.829	1.244	

From the tabular results given, it is evident that the PSP and HOD concurred closely in their views. They had a more or less similar perception of the

execution of the control task as done by the DES. The Ex-DET and Ex-Model C schools also concurred closely in their views. From the comparison given for the educator groupings and school-type groupings, significant differences are revealed too, thus allowing for the researcher to say with confidence that school educators perceived the control task as executed by the DES, differently to the DES.

The mean scores for the school educator groupings and school-type groupings differed significantly to the DES mean scores. The indication is that school-based educators concurred in their perceptions, and this contrasted and differed to the DES perceptions on the control task as executed by the DES. These results point to an affirmation that while the DES is of the view that this task is being performed adequately and effectively, school-based educators hint to improvements in the execution of the control task as done by the DES. This again suggests and emphasises that school-based educators see room for improvement, and added effectiveness in execution of the control management task as done by the DES.

Via the results of the analyses on this management task and through the interpretations made, an assumption of DES requiring support, guidance and development in the execution of this management task, for effectiveness, can thus be made too.

Finally, the 'Tukey-Kramer Procedure' was also used to determine the 'Least Squares Means' in relation to the control sub-section of Section B of APPENDIX M, per educator level and at the school-grouping level. The 'Tukey-Kramer Procedure' allows for multiple comparisons to be done, as comparisons needed to be made among the three educator levels and school-type levels, as presented in the tables below. The tables below need to be looked at in conjunction to each other, and they show significant differences in scores again. They affirm the above discussions that indeed there is a difference in perceptions.



EDUCATOR GROUP	LEAST SQUARES MEANS: control	LEAST SQUARES MEAN NUMBER	
DES	9802.51852	1	
HOD	7519.0410	2	
PSP	6798.63248	3	
LEAST SQUARES MEANS FOR EFFECT EDUCATOR GROUP Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
i/j	1	2	3
1		<.0001	<.0001
2	<.0001		0.1181
3	<.0001	0.1181	

SCHOOL-TYPE GROUP	LEAST SQUARES MEANS: control	LEAST SQUARES MEAN NUMBER	
EX-DET	6931.62140	1	
EX-MODEL C	7648.50794	2	
DES	9802.51852	3	
LEAST SQUARES MEANS FOR EFFECT SCHOOL TYPE Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
I/j	1	2	3
1		0.1487	<.0001
2	0.1487		<.0001
3	<.0001	<.0001	

The control items, as given in the questionnaire, has revealed the intensity, demands and requirements of this management task. The impact of this task for the promotion of quality teaching and learning has been made visible through these intensive requirements and demands. This sub-section has allowed too, for a peek into the knowledge, skills, values, attitudes, approach and qualities of the DES for the effective execution of this task, for effective management. In this regard, the data analyses has revealed that the DES, while is able to execute the task, still needs further support, guidance and development on this management task, for effectiveness. Shortcomings in execution of this task by the DES, needs to be addressed too, for effectiveness.

4.3.2.1.4 Section B (4) of APPENDIX M: Considered the task of leading and the leadership of the District Foundation Phase First Education Specialist (DES) towards the promotion of quality teaching and learning in GDE schools.

Respondents were allowed to express their perceptions from 'strongly disagree' to 'strongly agree', in relation to the leading task and the leadership, as portrayed and done by the District Foundation Phase First Education Specialist (DES) for the promoting of quality teaching and learning in GDE schools. Respondents were merely required to 'place a tick' in the column that reflected his/her view on that item. Responses were pre-coded '1' to '5' respectively. The items were meaningfully aligned to the suggestions and requirements of 'leading and leadership' as given in the literature study, in chapter two. Thus, the twenty items, for probing into the leading task and leadership of the District Foundation Phase First Education Specialist, together with the choice columns, focused on the following:

**The District Foundation Phase First Education Specialist leads Foundation Phase educators through directing, guiding and motivation. Thus, the District Foundation Phase First Education Specialist:**

ITEM NO.	ITEM	(1)	(2)	(3)	(4)	(5)
4.1	<b>Portrays a democratic, participative management style.</b>					
4.2	As an <b>instructional leader</b> , <b>supports</b> Foundation Phase educators, <b>in the developing of desirable learning conditions for learners.</b>					
4.3	<b>As a leader of change</b> , is able to make schools <b>aware</b> about relevant <b>policy change.</b>					
4.4	<b>As a leader of change</b> , is able to <b>share information</b> , to schools, about relevant policy change.					
4.5	<b>Steers relevant policy change</b> through training, support, guidance and monitoring.					
4.6	<b>Leads change</b> in schools, through his/her position and functions, authority and responsibility and responsiveness.					
4.7	<b>Evaluates</b> the effectiveness of relevant <b>policy change.</b>					
4.8	Has adequate <b>knowledge</b> on curriculum policy for effective monitoring and support of schools.					
4.9	Promotes <b>democratic values and practices.</b>					
4.10	Shows <b>respect</b> for the <b>ideas and viewpoints</b> of others.					
4.11	Provides for the <b>development</b> of Foundation Phase educators through <b>regular support workshops.</b>					
4.12	<b>Motivates</b> Foundation Phase educators to work towards the <b>realisation of goals.</b>					
4.13	Aspires towards <b>positive human relations</b> with schools.					

4.14	Makes <b>two-way communication</b> possible with educators.					
4.15	<b>Encourages participation</b> of Foundation Phase educators in workshops.					
4.16	<b>Inspires</b> Foundation Phase educators to work towards GDE goals and targets.					
4.17	Seeks <b>commitment</b> from Foundation Phase educators to work towards goals and targets.					
4.18	Provides for the <b>empowerment</b> of Foundation Phase educators through access to information.					
4.19	Is <b>skilled</b> to guide schools on curriculum implementation and delivery.					
4.20	Has the required <b>expertise</b> for effective curriculum monitoring and support.					

The items given in the leading and leadership sub-section portray the requirements of the leading task, including leadership, that need to be effectively executed by the District Foundation Phase First Education Specialist (DES) towards the promotion of quality teaching and learning in school. It encompasses the suggestions of effective leading and leadership as per the literature study. It also provides for the assumption that should these requirements of the leading task, including leadership, as per the items given, be effectively performed, then the execution of the leading task, including leadership, assists in the promotion of quality teaching and learning, in that, all of the requirements together, when effectively met, allow for a reflection on the leading and leadership of the DES. It considers effective leadership characteristics, effectiveness in communication, motivation and guidance, development and empowerment, inspiration, as well as negotiation, of the DES, as focused on the promoting of quality teaching and learning. Thus through leading and leadership of the DES, the GDE strives towards quality in education. Clearly thus, leading and leadership, as is evident from the requirements portrayed, is centred on promoting quality in education.

From the statistical data analysis methods employed on the data collected for this study, via the questionnaire, on the 20 leading and leadership items that together measured the leading and leadership task, the results revealed that:

- The Cronbach alpha value was above 0,8. This reflects on reliability analysis. The Cronbach alpha value was high, because participant responses fell predominantly under the 'agree' and 'strongly agree' choice of responses. The significance of this high Cronbach alpha value is suggestive that all of the respondents understood the questions in the same way. This leans favourably on the reliability of the data collection tool used in this study, and it also indicates that there was not much variation in the perceptions of the respondents. It points to reliability analysis too.

In order to focus on where the slight, but significant, variations and similarities in the perceptions of the respondents fell, at the different educator levels, the summary sheet indications were considered.

In addition, an analysis and interpretation of the leading and leadership items, as per the summary sheet (APPENDIX N) indications, has allowed for:

- An identification of leading and leadership items for the strengthening and improvement thereof, for the rendering of quality service to schools, as follows:
  - The DES has identified item 4.2 as an area for improvement
  - The PSP has identified item 4.8 as an area for improvement
  - The HOD has identified item 4.9 as an area for improvement

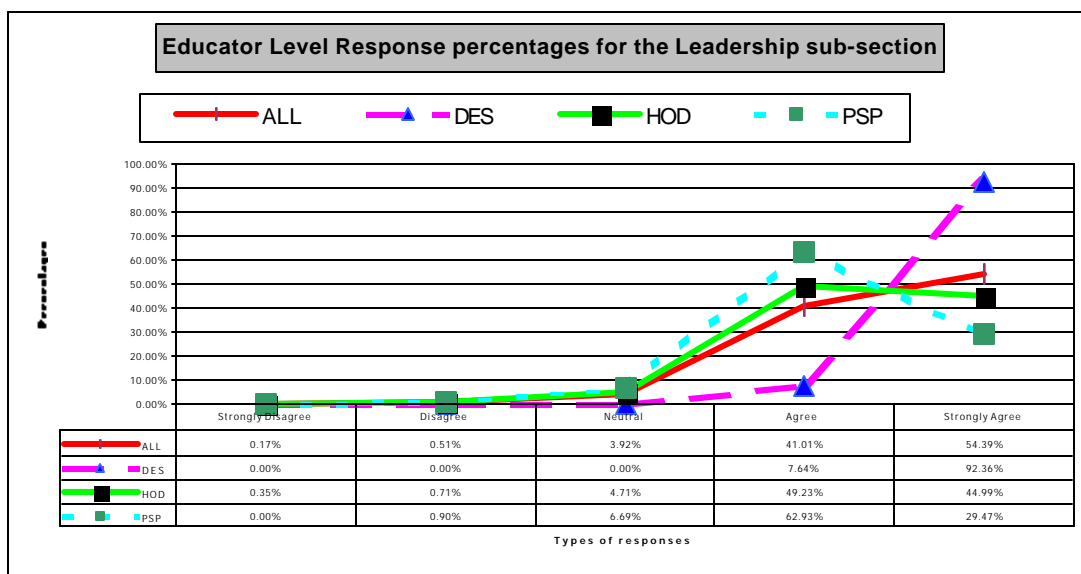
The DES is of the attitude that as an instructional leader, he/she still needs to improve on his/her support of Foundation Phase educators, in the developing of desirable learning conditions for learners. The PSP is not sure that the DES has adequate knowledge on curriculum policy for effective monitoring and support of schools. The HOD is not sure that the DES promotes democratic values and practices too. These areas impact on the promotion of quality teaching and learning in schools. The DES needs to guide Foundation Phase educators on developing of desirable learning conditions for learners. The DES needs to be well informed and be an expert on the Foundation Phase curriculum and policy, so as to be able to guide and support schools effectively. Society is transforming towards

democratic values and practices, and the DES needs to embrace this and portray these democratic values in all of their actions and attitudes.

- An identification of leading and leadership items showing strength in performance in the service rendered to schools, are as follows:
  - While there was more of an 'agreement' in perception to the leading and leadership, as done by the DES, the HOD identified 4.14, 4.15 4.16, 4.17 and 4.18 as areas of 'strong agreement' in the functioning of the DES.
- An identification of adequacies in the leading function, including leadership:
  - The PSP and HOD felt that leading and leadership is being done by the DES, but views expressed suggest that these can be improved on. The five items identified as areas of adequacy related to the allowing of two-way communication with Foundation Phase educators, encouraging of participation in workshops, inspiring of Foundation Phase educators, getting of commitment from Foundation Phase educators towards GDE goals and targets, and empowering of Foundation Phase educators. This leadership approach and characteristics are essential to the promotion of quality teaching and learning.
- An identification of inadequacies, shortcomings and challenges for the support and development of the DES, for effective functioning, and for the delivery of quality service to schools, as follows:
  - The DES as an instructional leader still needs to improve on his/her support to Foundation Phase educators, in the developing of desirable learning conditions for learners. The DES also should have and portray adequate knowledge on curriculum policy for effective monitoring and support of schools. The DES needs to portray and promote democratic values and practices.

The South African society is transforming in favour of democratic values and practices, and the DES needs to embrace this and portray these all of their actions and attitudes.

The graph (FIGURE 15) in relation to this sub-section is also of significance. It is provided for below.



**FIGURE 15: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE LEADING AND LEADERSHIP SUB-SECTION**

From the graph (FIGURE 15) given above, an analysis and interpretation of the leading task, and leadership, as executed by the District Foundation Phase First Education Specialist (DES), as per items 4.1 to 4.20, further indicates:

- The DES had a 93% 'strong agreement' perception to the leading task and leadership, as executed by the DES, the PSP had only a 29% 'strong agreement' perception to the leading task and leadership, as executed by the DES, the HOD had a 45% 'strong agreement' perception to the leading task and leadership, as executed by the DES
- The DES had a 7,6% 'agreement' perception to the leading task and leadership as executed by the DES, the PSP had a 63% 'agreement' perception to the leading task and leadership, as executed by the DES

and the HOD had a 49% agreement' perception to the leading task and leadership, as executed by the DES.

- The DES had 0% 'neutral' perception to the leading task and leadership as executed by the DES, the PSP had only a 6,6% 'neutral' perception to the leading task and leadership, as executed by the DES and the HOD had a 4,7% 'neutral' perception to the leading task and leadership, as executed by the DES.
- The perceptions towards 'disagree' and 'strongly disagree' were minimal, as is evident from the graphical representation.

This result allows for the similarity in perceptions among the respondents. This is significant to the study as it reveals that, according to the respondents, the DES exercises leadership and performs the leading management task. It also shows that the DES conforms, complies and adheres to the leading and leadership requirements as is given in APPENDIX M.

Importantly too, the inference that can be made from the percentages given in the graph as per FIGURE 15 is that, while the DES is of the opinion that he/she is effective and efficient in the execution of leading and leadership, schools see room for some improvement in leading and leadership, as done by the DES. The subtle, but significant, suggestion thus via the graphical presentation is that school-based educators feel that efficiency and effectiveness is still required in this management task, including the leadership, of the DES. Room for improvement is thus hinted towards. The analysis of the individual items, as given in the above discussion, has also alluded to improvements, and has further picked out specifically where these improvements can be made. This suggestion towards improvement of the DES in the execution of leading, including leadership, is enhanced on and supported in the discussion to follow.

Analysis of variance 'examines the significance of the differences among two or more groups' (Vockell & Asher, 1995: 323). Vockell & Asher (1995: 323) go

on to suggest that 'when we use analysis of variance with more than two groups, the output tells us the level of significance of the differences among the several groups'. Thus, through analysis of variance procedures employed in this study, differences and contrast in perceptions amongst the respondents were highlighted too.

Thus, to determine that differences in perceptions existed, to support the above inference of some improvement being needed, of the DES, in leading and leadership, an per item analysis of the leading and leadership items were done. 'Kruskal-Wallis' tests were applied to the data. This is 'a non-parametric equivalent of a one-way analysis of variance, employed with ordinal data' (Vockell & Asher, 1995: 475). This test is used to show differences in perceptions, per item. It revealed that differences in perceptions did exist, per item, at the educator level and school-group level.

A look at the differences in perceptions was then done through a focus on the mean percentages. It is of significance as the differences in percentages at the different educator level and at the school-grouping level infers improvements for the DES in the execution of the leading task, and leadership too, towards effectiveness. This is apparent through the analyses presented below.

The mean percentages, at the educator level and school-group level respectively, are as follows:

Level of Educator	No. of Respondents	Mean	Standard Deviation
DES	36	98.472	5.039
HOD	43	86.395	12.294
PSP	39	83.871	10.288

School-Type Group	No. of Respondents	Mean	Standard Deviation
Ex-DET	54	84.500	11.065
EX-MODEL C	28	86.535	12.072
DES	36	98.472	5.039

Significant differences in perceptions at the educator level and school-type level respectively, is evident via the tabular representations below. 'Bonferroni (Dunn) *t* tests' were used. The Bonferonni' significant difference test is 'a statistical procedure for making individual comparisons among the means of



group scores in an analysis of variance' (Vockell & Asher 1995: 473). This yielded the following significant results.

Comparisons significant at the 0.05 level are indicated by ***.				
Educator level comparison	Difference between the means	Simultaneous 95% confidence limits		
DES-HOD	12.077	6.646	17.508	***
DES-PSP	14.600	9.044	20.157	***
HOD-DES	-12.077	-17.508	-6.646	***
HOD-PSP	2.524	-2.792	7.839	
PSP-DES	-14.600	-20.157	-9.044	***
PSP-HOD	-2.524	-7.839	2.792	

Comparisons significant at the 0.05 level are indicated by ***.				
School-Type Comparison	Difference Between Means	Simultaneous 95% Confidence Limits		
DES-EX-MODEL C	11.937	5.865	18.008	***
DES-EX-DET	13.972	8.787	19.157	***
EX-MODEL C-DES	-11.937	-18.008	-5.865	***
EX-MODEL C-EX-DET	2.036	-3.576	7.647	
EX-DET-DES	-13.972	-19.157	-8.787	***
EX-DET-EX-MODEL C	-2.036	-7.647	3.576	

From the tabular results given, it is evident that the PSP and HOD concurred closely in their views. They had a more or less similar perception of the execution of the leading task, and the leadership, as done by the DES. The Ex-DET and Ex-Model C schools also concurred closely in their views. From the comparison given for the educator groupings and school-type groupings, significant differences are revealed too, thus allowing for the researcher to say with confidence that school educators perceived the leading task, and the leadership, as executed by the DES, differently to the DES.

The mean scores for the school educator groupings and school-type groupings differed significantly to the DES mean scores. The indication is that school-based educators concurred in their perceptions, and this contrasted and differed to the DES perceptions on the leading task, and the leadership, as executed by the DES. These results point to an affirmation that while the DES is of the view that leading and leadership is being performed adequately and effectively, school-based educators hint to improvements in the execution of the leading task, and the leadership, as done by the DES. This again suggests and emphasises that school-based educators see room for

improvement, and added effectiveness in execution of the leading management task, and the leadership, as done by the DES.

Via the results of the analyses on leading and leadership, and through the interpretations made, an assumption of DES requiring support, guidance and development in the execution of leading and leadership, for effectiveness, can thus be made too.

Finally, the 'Tukey-Kramer Procedure' was also used to determine the 'Least Squares Means' in relation to the leading and leadership sub-section of Section B of APPENDIX M, per educator level and at the school-grouping level. The 'Tukey-Kramer Procedure' allows for multiple comparisons to be done, as comparisons needed to be made among the three educator levels and school-type levels, as presented in the tables below. The tables below need to be looked at in conjunction to each other, and they show significant differences in scores again. They affirm the above discussions that indeed there is a difference in perceptions.

EDUCATOR GROUP		LEAST SQUARES MEANS: leading and leadership	LEAST SQUARES MEAN NUMBER
DES		9721.47222	1
HOD		7611.7907	2
PSP		7137.61538	3
LEAST SQUARES MEANS FOR EFFECT EDUCATOR GROUP Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
I/j	1	2	3
1		<.0001	<.0001
2	<.0001		0.4027
3	<.0001	0.4027	
SCHOOL- TYPE GROUP		LEAST SQUARES MEANS: leading and leadership	LEAST SQUARES MEAN NUMBER
EX-DET		7260.42593	1
EX-MODEL C		7628.96429	2
DES		9721.47222	3
LEAST SQUARES MEANS FOR EFFECT SCHOOL TYPE Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
I/j	1	2	3
1		0.6097	<.0001
2	0.6097		<.0001
3	<.0001	<.0001	

The leading and leadership items, as given in the questionnaire, has revealed the intensity, demands and requirements of leading and leadership. The impact leading and leadership for the promotion of quality teaching and learning has been made visible through these intensive requirements and demands. This sub-section has allowed too, for a peek into the knowledge, skills, values, attitudes, approach and qualities of the DES for the effective leading and leadership, for effective management. In this regard, the data analyses has revealed that the DES, while is able to execute leading and leadership, still needs further support, guidance and development, for effectiveness. Shortcomings experienced by the DES, in this regard, need to be addressed too, for effectiveness.

4.3.2.1.5 Section B (5) of APPENDIX M has investigated the drive for quality in education. Respondents were allowed to express their perceptions from 'strongly disagree' to 'strongly agree', in relation to tasks and strategies employed by the District Foundation Phase First Education Specialist (DES) for the promoting of quality teaching and learning in GDE schools. Respondents were merely required to 'place a tick' in the column that reflected his/her view on that item. Responses were pre-coded '1' to '5' respectively. The items were meaningfully aligned to the suggestions and requirements of 'the drive for quality in education' as given in the literature study, in chapter two. Thus, the twenty-five items, for probing into the tasks and strategies of the District Foundation Phase First Education Specialist, together with the choice columns, were provided for as follows:

**Quality education in schools is aimed at. To this end, the District Foundation Phase First Education Specialist:**

ITEM NO.	ITEM	(1)	(2)	(3)	(4)	(5)
5.1	Seeks to <b>determine</b> the <b>curriculum needs</b> of Foundation Phase learners and educators.					
5.2	<b>Provides support</b> to <b>address</b> curriculum implementation <b>needs</b> , so that effective <b>curriculum implementation</b> in schools <b>is possible</b> .					
5.3	Strives to ensure the <b>maintenance of curriculum policy(s)</b> in schools.					

5.4	Provides for <b>curriculum support</b> to Foundation Phase educators through <b>varied support programmes</b> .					
5.5	<b>Develops</b> Foundation Phase educators <b>via support workshops</b> .					
5.6	<b>Supports</b> Foundation Phase educators on <b>effective assessment practices</b> .					
5.7	<b>Guides</b> Foundation Phase educators on <b>Inclusive education</b> .					
5.8	Provides for intensive <b>support</b> to Foundation Phase educators via <b>support visits</b> .					
5.9	Provides for <b>support</b> in the effort to <b>ensure that effective curriculum implementation and delivery, in Foundation Phase classes, is possible</b> .					
5.10	Puts in place <b>intervention strategies</b> to <b>improve on the delivery of teaching and learning</b> in schools.					
5.11	<b>Monitors</b> that school Foundation Phase <b>plans are in line with GDE requirements</b> .					
5.12	<b>Monitors</b> that <b>quality of teaching and learning</b> in Foundation Phase classes encompasses and reflects an outcomes-based approach to education.					
5.13	<b>Monitors</b> that the <b>quantity of teaching and learning</b> in the Foundation Phase classes, is acceptable.					
5.14	<b>Monitors</b> that the <b>teaching and learning</b> in Foundation Phase classes <b>is learner-paced, learner-based and learner-centred</b> .					
5.15	<b>Monitors</b> that the <b>level of teaching and learning</b> in the Foundation Phase classes, <b>is appropriate</b> .					
5.16	<b>Monitors</b> that the school has <b>adequate and available teaching and learning support materials</b> for Foundation Phase Learning Programme activities.					
5.17	<b>Guides</b> Foundation Phase educators on <b>obtaining of suitable teaching and learning support materials</b> .					
5.18	<b>Workshops</b> Foundation Phase educators on <b>developing of teaching aids</b> .					
5.19	<b>Monitors</b> that educator and learner <b>assessment records are in place</b> .					
5.20	<b>Monitors</b> that educator and learner <b>assessment records are in line with policy requirements</b> .					
5.21	<b>Monitors</b> that teaching and learning activities <b>allow learners the opportunity to achieve outcomes</b> .					
5.22	<b>Monitors</b> that <b>assessment standards are adhered to</b> .					
5.23	<b>Monitors</b> that <b>stimulating, challenging and exciting Foundation Phase activities are provided for</b> .					

5.24	<b>Checks that the Foundation Phase timetable is in line with policy requirements.</b>					
5.25	<b>Checks that reporting records are in place for report-back to stakeholders.</b>					
5.26	Shares in the <b>responsibility</b> for <b>quality assurance</b> in the Foundation Phase.					

The items given in this sub-section portray the strategies that need to be effectively employed by the District Foundation Phase First Education Specialist (DES) towards the promotion of quality teaching and learning in school. It encompasses effective strategies for the promotion of quality teaching and learning, as per the literature study. It also provides for the assumption that should these strategies, as per the items given, be effectively employed, then the promotion of quality teaching and learning, may be possible, in that, all of the requirements together, when effectively met, allow for effective support and monitoring, guidance and development, and interventions in GDE schools. GDE's aim of quality in education is thus focused on through such effective strategies employed by the DES, which is centred on promoting quality teaching and learning. Clearly thus, the requirements portrayed in this sub-section, relates to the promoting of quality in education.

From the statistical data analysis methods employed on the data collected for this study, via the questionnaire, on the 26 items that together measured the strategies employed by the DES for the promotion of quality teaching and learning, the results revealed that:

- The Cronbach alpha value was above 0,8. This reflects on reliability analysis. The Cronbach alpha value was high, because participant responses fell predominantly under the 'agree' and 'strongly agree' choice of responses. The significance of this high Cronbach alpha value is suggestive that all of the respondents understood the questions in the same way. This leans favourably on the reliability of the data

collection tool used in this study, and it also indicates that there was not much variation in the perceptions of the respondents.

In order to focus on where the slight, but significant, variations and similarities in the perceptions of the respondents fell, at the different educator levels, the summary sheet indications were considered.

In addition, an analysis and interpretation of this sub-section, as per the summary sheet (APPENDIX N) indications, has allowed for:

- An identification of the items for the strengthening and improvement thereof, for the rendering of quality service to schools, as follows:

- The PSP has identified items 5.10 and 5.17 as areas for improvement
- The HOD has identified 5.8 and 5.17 as areas for improvement

The items identified for improvement related to the providing of intensive support to Foundation Phase educators via support visits, having of intervention strategies to improve on the delivery of teaching and learning in schools, and guiding of Foundation Phase educators on the obtaining of suitable teaching and learning support materials. These impact on the promotion of quality teaching and learning. Intensive support visits, intervention strategies, and guiding of Foundation Phase educators on the selection of suitable teaching materials and aids, are important to effective curriculum implementation and delivery in schools. These need to be done by the DES for the promotion of quality teaching and learning in schools.

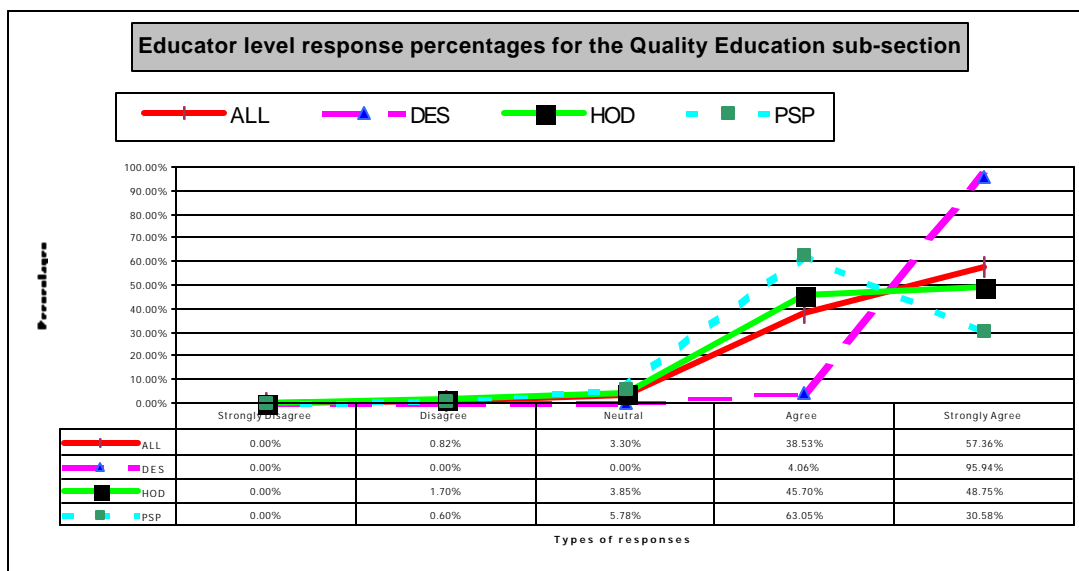
- An identification of items showing strength in performance in the service rendered to schools, were as follows:

- The PSP identified item 5.13 as an area of adequacy
- The HOD identified 5.11, 5.19, 5.20 and 5.24 as areas of adequacy

- An identification of adequacies in the strategies employed for the drive for quality in education, were as follows:

- The DES is able to monitor that school Foundation Phase plans are in line with GDE requirements, and also monitors that educator and learner assessment records are in place. Furthermore the DES adequately monitors that educator and learner assessment records are in line with policy requirements, and also checks that the Foundation Phase timetable is in line with policy requirements. The DES adequately monitors that the quantity of teaching and learning in the Foundation Phase classes, is acceptable. These are important for effective curriculum implementation and delivery in schools, and are required for the promotion of quality teaching and learning in schools.
- An identification of inadequacies, shortcomings and challenges for the support and development of the DES, for effective functioning, and for the delivery of quality service to schools, were as follows:
  - The items identified for improvement of the DES in his/her service to schools included the providing of intensive support to Foundation Phase educators via support visits, to have intervention strategies in place so as to improve on the delivery of teaching and learning in schools, and to guide Foundation Phase educators on the obtaining of suitable teaching and learning support materials.

The graph (FIGURE 16), in relation to this sub-section, is also of significance. It is provided for below.



**FIGURE 16: EDUCATOR LEVEL RESPONSE PERCENTAGE FOR THE STRATEGIES EMPLOYED BY THE DES TOWARDS PROMOTING QUALITY IN EDUCATION**

From the graph (FIGURE 16) given above, an analysis and interpretation of the strategies employed by the District Foundation Phase First Education Specialist (DES) for the drive for quality in education, as per items 5.1 to 5.26, further indicates:

- The DES had a 96% 'strong agreement' perception to the strategies employed by the DES, the PSP had only a 30% 'strong agreement' perception to the strategies employed by the DES, and the HOD had a 49% 'strong agreement' perception to the strategies employed by the DES.
- The DES had a 7,6% 'agreement' perception to the strategies employed by the DES, the PSP had a 63% 'agreement' perception to the strategies employed by the DES and the HOD had a 49% agreement' perception to the strategies employed by the DES.
- The DES had 0% 'neutral' perception to the strategies employed by the DES, the PSP had only a 6,6% 'neutral' perception to the strategies employed by the DES and the HOD had a 4,7% 'neutral' perception to the strategies employed by the DES.
- The perceptions towards 'disagree' and 'strongly disagree' were minimal, as is evident from the graphical representation.



This result allows for the similarity in perceptions among the respondents. This is significant to the study as it reveals that, according to the respondents, the DES employs strategies for the promotion of quality teaching and learning. It also shows that the DES conforms, complies and adheres to the requirements of APPENDIX M in this regard.

Importantly too, the inference that can be made from the percentages given in the graph as per FIGURE 16 is that, while the DES is of the opinion that he/she is effective and efficient in the employing of strategies for the drive for quality in education, schools see room for some improvement in the employing of strategies for the drive for quality in education, as done by the DES. The subtle, but significant, suggestion thus via the graphical presentation is that school-based educators feel that efficiency and effectiveness is still required in this regard. Room for improvement is hinted towards in the employing of strategies for the drive for quality in education. The analysis of the individual items, as given in the above discussion, has also alluded to improvements, and has further picked out specifically where these improvements can be made. This suggestion towards improvement of the DES in this area is enhanced on and supported in the discussion to follow.

Analysis of variance 'examines the significance of the differences among two or more groups' (Vockell & Asher, 1995: 323). Vockell & Asher (1995: 323) go on to suggest that 'when we use analysis of variance with more than two groups, the output tells us the level of significance of the differences among the several groups'. Thus, through analysis of variance procedures employed in this study, differences and contrast in perceptions amongst the respondents were highlighted too.

Thus, to determine that differences in perceptions existed, to support the above inference of some improvement being needed, of the DES, in this area, an per item analysis was done. 'Kruskal-Wallis' tests were applied to the data. This is 'a non-parametric equivalent of a one-way analysis of variance,

employed with ordinal data' (Vockell & Asher, 1995: 475). This test is used to show differences in perceptions, per item. It revealed that differences in perceptions did exist, per item, at the educator level and school-group level.

A look at the differences in perceptions was then done through a focus on the mean percentages. It is of significance as the differences in percentages at the different educator level and at the school-grouping level infers improvements for the DES in the employing of strategies for the drive for quality in education. This is apparent through the analyses presented below.

The mean percentages, at the educator level and school-group level respectively, are as follows:

Level of Educator	No. of Respondents	Mean	Standard Deviation
DES	36	99.188	3.478
HOD	43	88.139	10.843
PSP	39	84.871	9.647

School-Type Group	No. of Respondents	Mean	Standard Deviation
Ex-DET	54	86.452	10.194
EX-MODEL C	28	86.840	10.857
DES	36	99.188	3.478

Significant differences in perceptions at the educator level and school-type grouping respectively, is evident via the tabular representations below. 'Bonferroni (Dunn) *t* tests' were used. The 'Bonferonni' significant difference test is 'a statistical procedure for making individual comparisons among the means of group scores in an analysis of variance' (Vockell & Asher 1995: 473). This yielded the following significant results.

Comparisons significant at the 0.05 level are indicated by ***.				
Educator level comparison	Difference between the means	Simultaneous 95% confidence limits		
DES-HOD	11.048	6.120	15.977	***
DES-PSP	14.316	9.274	19.358	***
HOD-DES	-11.048	-15.977	-6.120	***
HOD-PSP	3.268	-1.556	8.092	
PSP-DES	-14.316	-19.358	-9.274	***
PSP-HOD	-3.268	-8.092	1.556	

Comparisons significant at the 0.05 level are indicated by ***.				
School-Type Comparison	Difference Between Means	Simultaneous 95% Confidence Limits		
DES-EX-MODEL C	12.347	6.897	17.797	***
DES-EX-DET	12.735	8.081	20..389	***
EX-MODEL C-DES	-12.347	-17.797	-6.897	***
EX-MODEL C-EX-DET	0.388	-4.649	5.425	
EX-DET-DES	-12.735	-17.389	-8.081	***
EX-DET-EX-MODEL C	-0.388	-5.425	4.649	

From the tabular results given, it is evident that the PSP and the HOD concurred in their views. They had a more or less similar perception on the employing of strategies for the drive for quality in education, as done by the DES. The Ex-DET and Ex-Model C schools also concurred closely in their views. From the comparison given for the educator groupings and school-type groupings, significant differences are revealed too, thus allowing for the researcher to say with confidence that school educators perceived the employing of strategies for the drive for quality in education as done by the DES, differently to the DES.

The mean scores of school educator groupings and school-type groupings differ significantly to the DES mean scores. The indication is that school-based educators concurred in their perceptions, and this contrasted and differed to the DES perceptions on employing of strategies for the drive for quality in education, as done by the DES. These results point to an affirmation that while the DES is of the view that strategies are being performed adequately and effectively, school-based educators hint to improvements in the employing of strategies for the drive for quality in education. This again suggests and emphasises that school-based educators see room for improvement, and added effectiveness in employing of strategies for the drive for quality in education as done by the DES.

Via the results of the analyses on this sub-section, and through interpretations made, an assumption of DES requiring support, guidance and development in the employment of effective strategies towards the drive for quality in education, can be made too.

Finally, the 'Tukey-Kramer Procedure' was also used to determine the 'Least Squares Means' in relation to this sub-section of Section B of APPENDIX M, per educator level and at the school-grouping level. The 'Tukey-Kramer Procedure' allows for multiple comparisons to be done, as comparisons needed to be made among the three educator levels and school-type levels, as presented in the tables below. The tables below need to be looked at in conjunction to each other, and they show significant differences in scores again. They affirm the above discussions that indeed there is a difference in perceptions.

EDUCATOR GROUP	LEAST SQUARES MEANS: strategies employed	LEAST SQUARES MEAN NUMBER	
DES	9850.03287	1	
HOD	7883.43195	2	
PSP	7293.90077	3	
LEAST SQUARES MEANS FOR EFFECT EDUCATOR GROUP Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
i/j	1	2	3
1		<.0001	<.0001
2	<.0001		0.1907
3	<.0001	0.1907	

SCHOOL-TYPE GROUP	LEAST SQUARES MEANS: strategies employed	LEAST SQUARES MEAN NUMBER	
EX-DET	7576.12316	1	
EX-MODEL C	7654.96619	2	
DES	9850.03287	3	
LEAST SQUARES MEANS FOR EFFECT SCHOOL TYPE Pr>[t] for HO: LSMEAN (i)=LSMEAN(j)			
I/j	1	2	3
1		0.9738	<.0001
2	0.9738		<.0001
3	<.0001	<.0001	

The items for this sub-section, as given in the questionnaire, have revealed the intensity, demands and requirements towards the strategies employed for the drive for quality in education. The impact of the strategies employed for the promotion of quality teaching and learning has been made visible through these intensive requirements and demands. The data analysis, for this sub-section, has revealed that while the DES employs strategies for the promotion

of quality teaching and learning, the DES still requires further support, guidance and development in this area, towards the drive for quality in education. Shortcomings, of the DES, in this area, needs to be addressed too, for effectiveness.

#### 4.4 COMPOSITE ATTITUDES TO THE EXECUTION OF THE MANAGEMENT TASKS, AS DONE BY THE DISTRICT D2 DES

The items given, per sub-section, for effectiveness in the performance of the management tasks, as per APPENDIX M, indicate the great demands that are placed on the District Foundation Phase First Education Specialist (DES) for the effective execution of the tasks towards promoting quality teaching and learning in schools. It has also provided for the intensity and extent of these tasks, and has also described the knowledge, skills, values, qualities, attitudes and approach that are required of the DES in the effective execution of the management tasks. The leadership of the DES was accommodated and considered too.

Therefore, in order to determine the effectiveness of the District Foundation Phase First Education Specialist (DES) in the execution of the management tasks for effective management, and for the promoting of quality teaching and learning in schools, the data analysis for this study has focused on:

- An individual per item analysis, and composite item analysis per sub-section
- An analysis, per grouping of educators, per educator level, that is; in terms of the DES level, the PSP level and the HOD level
- An analysis as per type of school-group, as per Ex-Model C school perceptions and Ex-DET school perceptions.
- Similarities or differences in perceptions at the different educator levels
- Similarities or differences in perceptions at the two school-group levels

Because the analysis was lengthy and intensive too, for this study, a composite analysis will be presented in this section. Therefore, in this section, the data from 4.3 is provided for in a composite form. The composite

attitudes to the execution of the management tasks, as done by the District Foundation Phase First Education Specialist (DES), in summary, is thus as follows:

- DES ATTITUDE

- The GDE District Foundation Phase First Education Specialists (DES) had an overall 94% 'strong agreement' attitude to the items in the sub-sections, of Section B of APPENDIX M. The DES 'strongly agreed' that all of the management tasks and strategies are being effectively performed towards the promotion of quality teaching and learning in schools. The DES attitude skewed the findings of this study to an 89% overwhelming positive response, and hence further analysis needed to be performed, per sub-section, so as to gain clarity on school-based educator perceptions and school-type perceptions. Data analysis revealed that the mean scores of the DES differed significantly from the PSP and HOD mean scores for the individual sub-sections, of Section B of APPENDIX M. DES mean scores also differed to school-grouping perceptions.

- PSP ATTITUDE

- The primary school principals (PSP), in District D2, had more of an 'agreement' attitude to the items in the five sub-sections, of Section B of APPENDIX M. The PSP 'agreed' that all of the management tasks being executed by the District D2 DES, and that, strategies are being employed by the District D2 DES, for the promotion of quality teaching and learning. However, the PSP mean scores differed significantly from the DES mean scores for the individual sub-sections, of Section B of APPENDIX M, and thus the inference made, suggested that improvements for effectiveness in execution of the management tasks, of the District D2 DES, is needed. Areas of strengths were highlighted.

Shortcomings were identified too, for improvement in the DES service to schools.

- HOD ATTITUDE

- The Foundation Phase Heads of Department (HOD), in District D2, had between an 'agreement' and a 'strong agreement' attitude to the items in the five sub-sections, of Section B of APPENDIX M. The HOD concurred that all of the management tasks are being executed by the District D2 DES, and that, strategies are being employed by the District D2 DES, for the promotion of quality teaching and learning. However, the mean scores differed significantly from the DES mean scores for the individual sub-sections, of Section B of APPENDIX M, and the inference drawn too, was that the HOD too are of the view that effectiveness of the District D2 DES is needed, in the execution of the management tasks. Areas of strengths and shortcomings were identified by the HOD, towards the DES improvement in the execution of the management tasks, and strategies employed, towards quality teaching and learning.

- EX-DET SCHOOL-GROUP ATTITUDE

- The Ex-DET school-group, in District D2, had between an 'agreement' and a 'strong agreement' attitude to the items in the five sub-sections, of Section B of APPENDIX M. They agreed that all of the management tasks being executed by the District D2 DES, and that strategies are being employed by the District D2 DES, for the promotion of quality teaching and learning, but hinted that effectiveness of the District D2 DES is still needed, as their mean scores differed significantly from the DES mean scores. The planning sub-section showed slightly higher scores by the Ex-DET school-group, in District D2, in comparison to the Ex-model C school-group scores.

- EX-MODEL C SCHOOL-GROUP ATTITUDE
  - The Ex-Model C school-group, in District D2, had between an 'agreement' and a 'strong agreement' attitude to the items in the five sub-sections, of Section B of APPENDIX M. They concurred that all of the management tasks being executed by the District D2 DES, and that strategies are being employed by the District D2 DES, for the promotion of quality teaching and learning, but hinted too that effectiveness of the DES is still needed, as their mean scores differed significantly from the DES mean scores. Organising, control, leading and leadership, as well as the drive for quality in education sub-sections, had higher scores by the Ex-Model C school-group, in District D2, in comparison to the Ex-DET school-group scores. An important inference that can be made in this regard is that, generally, the school-groups in District D2 see that the GDE is doing something right via the workings of District D2 Foundation Phase Unit, as the functions that should be performed, are being done, and they can see too that the District Foundation Phase Unit is working towards promoting quality teaching and learning.

Overall attitudes suggest that the clients, that is; the District D2, GDE schools concurred that that the management tasks are being executed by the District D2 District Foundation Phase First Education Specialist (DES) for the promotion of quality teaching and learning in schools. The study has shown, from the analysis and interpretations in 4.3, that the District D2 schools have noted, observed and felt the impact, that D2 District Foundation Phase First Education Specialist (DES) is performing the management tasks and employing strategies towards the promoting of quality teaching and learning in schools.



The GDE, District D2 schools have identified shortcomings too, in the District D2 District Foundation Phase First Education Specialist's (DES) execution of the management tasks towards the promotion of quality teaching and learning in schools too. This was done as per section 4.3 in this study. School-educator and school-group mean scores deviated from DES mean scores, which is suggestive and indicative of subtle, but significant, contrasts and differences in opinions, in relation to the DES effectiveness in the execution of the management tasks. The inference made from the analysis, is that there is room for improvement in the execution of the management tasks, as done by the DES, towards effectiveness, and that the DES is in need of support, guidance and development, for the effective execution of the management tasks, and for employing of effective strategies towards the drive for quality in education too.

This investigation has thus led to the following important discoveries. These are that:

- The Cronbach alpha value, in this study, was high, because participant responses fell predominantly under the 'agree' and 'strongly agree' choice of responses. This high Cronbach alpha value is significant in that it is indicative that the respondents understood the questions in the same way. It also suggests reliability of the data collection tool used in this study. It also indicates that there was not much variation in the perceptions of the respondents. This reflects on reliability analysis.
- The GDE District Foundation Phase First Education Specialists (DES) had an overwhelmingly positive attitude to the management tasks as being executed by the DES, and strategies employed by the DES towards quality teaching and learning in schools.
- Significantly, the study has revealed that the District D2 District Foundation Phase First Education Specialist (DES) performs the management tasks towards promoting quality teaching and learning in schools, and that the District D2 District Foundation Phase First

Education Specialist (DES) employs strategies for the promotion of quality teaching and learning.

- The District D2 District Foundation Phase First Education Specialist (DES) experiences areas of strength in the execution of the management tasks, and is able to employ strategies towards the promotion of quality teaching and learning in schools.
- The District D2 District Foundation Phase First Education Specialist (DES) displays some shortcomings in the effective execution of the management tasks, and thus these need to be sharpened, strengthened and improved on, for effectiveness. The District D2 District Foundation Phase First Education Specialist (DES) also needs to be guided, developed and supported on the effective execution of the management tasks towards the promotion of quality teaching and learning in schools.

These discoveries will be highlighted in chapter five. They impact on the recommendations, which will be made in the light of these. They also possibly make assumptions and have implications for the District Foundation Phase First Education Specialist, within the GDE, generally.

It is important thus, at this juncture, to take note of the shortcomings and challenges as revealed in this study in 4.3, on the District D2 DES execution of the management tasks, as this study will make recommendations and suggestions in chapter five on the sharpening and strengthening thereof, for effectiveness in practice and for quality service delivery to GDE schools. This has relevance to the findings, as already stated, they possibly make assumptions and have implications for the District Foundation Phase First Education Specialist, within the GDE, generally. Importantly too, the significance of identifying and remediation such shortcomings will be captured in chapter five.

Because this study is concerned with 'effectiveness' in the execution of the management tasks, chapter five, while offering recommendations and

suggestions for individual areas of challenge as experienced by the District D2 DES, will also consider what effectiveness entails and encompasses, in the execution of all of the management tasks. This study, therefore, in chapter five, will offer recommendations for the effective execution of the management tasks, by the DES, for the promotion of quality teaching and learning in schools. And the areas of challenge for the DES in the execution of the management tasks, as highlighted in chapter four, in this study, will be incorporated into such discussion.

#### 4.5 CONCLUSION

The above results show that the effective execution of the management tasks by the District Foundation Phase First Education Specialist for the promotion of quality teaching and learning in schools, is demanding and intensive, and requires tremendous effort, knowledge, skills and expertise of the DES. The District Foundation Phase First Education Specialist is required to be an effective manager via the portrayal of effectiveness in the execution of the management tasks, and through the employment of effective strategies towards the drive for quality in education. The nature of the leadership and management role, of the District Foundation Phase First Education Specialist towards promoting quality teaching and learning in GDE schools, is intensive. The District Foundation Phase First Education Specialist has to engage in effective planning, effective organising, effective leading, effective control and has to employ effective strategies towards the drive for quality in education.

This study has shown that the GDE District Foundation Phase First Education Specialists have embraced the management tasks, and their leadership and management role towards the promotion of quality teaching and learning in school. In addition, it has shed light that the District D2 District Foundation Phase First Education Specialist does execute the management tasks towards promoting quality teaching and learning in GDE schools. It has revealed too, that the District D2 District Foundation Phase First Education Specialist does employ strategies towards the promotion of quality teaching and learning too.

It has also brought to the fore, through the data analysis and interpretations, that District D2 schools have concurred in their attitude, that while the management tasks and strategies are being employed by the DES, these need to be sharpened, strengthened, improved on and developed, for effectiveness. The inference made too, is that the DES needs support, guidance and development for the effective execution of the management tasks, and for employing of effective strategies towards the drive for quality in education. These realistic challenges, despite being minimal, need to be addressed, as broadly, they make a contribution to quality in education. As already stated, they possibly make assumptions and have implications for the District Foundation Phase First Education Specialist, within the GDE, generally. They impact on effective management, organisational effectiveness and goal achievement too.

Chapter five will therefore offer recommendations in light of these findings.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 AIM OF THE CHAPTER

In this chapter an overview of the data analysis of chapter four will be provided. This will serve to reconcile the data analysis process with the conclusions provided in this chapter. Finally recommendations will be made through the presentation of a basic model on management, which will illustrate, facilitate discussion and consolidate how the effective execution of the management tasks assists in and contributes to the promoting of quality teaching and learning.

#### 5.2 OVERVIEW OF THE STUDY

In the discussion to follow an overview is provided of the research questions and the chapter(s) where they were addressed.

In relation to the sub-questions and the aims of the study (paragraph 1.3), which included:

- 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?
- 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,

these were adequately addressed in chapter two by means of the literature study, and were also addressed in chapter four, and is also addressed in chapter five.

In addition, in relation to an aim of the study, which was:

- To describe how the management tasks of effective planning, effective organising, effective leading and effective control promote quality teaching and learning,

this aim has been explored to an extent in chapter four and is also addressed in chapter five.

In relation to the main question of the study:

- 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?,

this has been addressed through the literature study, and it has been addressed in chapter four too. It will also be addressed in chapter five. In relation to the main question too, finally, a basic model on management will be presented to facilitate discussion, illustrate and consolidate how the effective execution of the management tasks assists in and contributes to the promoting of teaching and learning in Gauteng schools.

### 5.3 FINDINGS AND CONCLUSIONS

From an analysis and interpretation of the data in chapter four, the findings indicate that the District Foundation Phase First Education Specialist (DES), the primary school principals (PSP) and the Foundation Phase Heads of Department (HOD) concurred that:

- The planning task is being executed by the DES in that schools receive plans from the District Foundation Phase Unit with activities and support programmes, policy requirements, timeframes, responsible facilitators, guidelines for policy implementation and delivery, and GDE targets and priorities are embraced via the goals, objectives and outcomes stated.
- The organising task is addressed through functioning of the DES within an established GDE organisational structure. The GDE has assigned the DES functions, which are adhered to. Delegation, coordination, and the

functioning within matrix teams and transversal teams, does happen at the District level.

- The leading task, including the leadership, of the DES is done via communication, support, inspiration, motivation and guidance to schools, and through the development and empowerment of the HOD and Foundation Phase educators.
- Through the control task the DES executes monitoring and support of curriculum implementation, curriculum delivery, and curriculum maintenance.

The conclusion from the above, is that the Foundation Phase Heads of Department and primary school principals, in District D2, concurred that the District D2 District Foundation Phase First Education Specialist performs the four management tasks, for the promotion of quality teaching and learning in GDE schools. The District D2 Foundation Phase Heads of Department and primary school principals concurred too, that the District D2 DES also employs strategies to promote quality teaching and learning in GDE schools. Furthermore, from an analysis and interpretation of the data in chapter four, the findings indicate that the GDE District Foundation Phase First Education Specialists held the view that:

- The DES is executing the four management tasks for the promotion of quality teaching and learning in schools.
- The DES is employing strategies for the promotion of quality teaching and learning in schools.

This study has shown that the GDE District Foundation Phase First Education Specialists have embraced the management tasks, and their leadership and management role towards the promotion of quality teaching and learning in GDE schools. The study has also revealed that the District Foundation Phase First Education Specialists are of the opinion that they are adequate and effective in the execution of the management tasks, and that the District Foundation Phase First Education Specialists are of the view that they perform the tasks as prescribed by the GDE, and are also of the view that they are meeting the job requirements and directives of the GDE, and are effective in

their service to schools. This study thus allows for an acknowledgement of the efforts of the District Foundation Phase First Education Specialists in the execution of the management tasks towards promoting of quality education in GDE schools.

Such findings are of significance, as it boasts that perhaps the GDE is well organised in terms of its organising principles and structures, as it clearly allows for organising of employees towards its overriding aim, of quality teaching and learning. The findings have shown that within the GDE, the District Foundation Phase Unit is working confidently and passionately towards quality teaching and learning, and that this is possible, perhaps, because of Provincial guidelines and directives offered to the District Foundation Phase First Education Specialists, via Provincial operational plan guidelines, Provincial circulars and memoranda, and through information-sharing meetings. This finding suggests that perhaps the GDE offers effective guidelines and directives to its employees, towards its organisational goals and targets. Specifically too, then, it could be that it is the Provincial LPFD&S Unit that offers clear guidelines and directives to the District Foundation Phase First Education Specialists so that effective management is possible, at the District level. Hence, the GDE needs to be commended on the guidelines and directives it offers to the District Foundation Phase First Education Specialists.

What is indeed noteworthy, is that this study has shown too, that the GDE is doing something right at the District Foundation Phase Unit level, because in terms of management, these functions that should in fact be performed, are being performed by the District Foundation Phase First Education Specialists, and that this has been noted, observed and its impact has been felt by the GDE, District D2 schools. The District D2, District Foundation Phase First Education Specialists thus also needs to be specifically commended on their management and leadership, and in their efforts towards promoting quality teaching and learning in schools too.



It is crucial to state too, and take note of, that perhaps while the District Foundation Phase First Education Specialists passionately make strides towards quality teaching and learning in GDE schools, the District Foundation Phase First Education Specialists alone cannot make the differences required. Discrepancies will exist if all of the stakeholders are not involved in and committed to quality teaching and learning in schools. Chapter two has alluded to the joint responsibility of all of the stakeholders for the promotion of quality teaching and learning, and this sentiment needs to be reinforced once again, towards quality teaching and learning in schools, being a possibility. Clearly, partnerships in education, is one of the key elements in the drive for quality in education. Such a notion of 'partnerships' is aptly captured by Dekker (1993: 67), when he writes, 'partnership implies something of value contributed on a basis of equality from each, towards the achievement of a common goal'.

Having noted the above conclusions, it is important to state that critics and educational academics, with their perceived notions, may claim then 'Why is there a discrepancy between what goes on in the classroom, if quality service delivery, by the District Foundation Phase First Education Specialist, is happening?', 'Why is the quality of teaching and learning so poor?', 'Why are educational standards so low?', and so on.

Although, these are areas of investigation on their own, briefly some thoughts that can be listed, in the context of educational transformation, as the contributing factors to 'poor quality of teaching and learning', and 'poor educational standards', are:

- Inadequate intensive professional support via all of the Units at the District level
- Lack of capacity at the District and Provincial levels
- Poor planning by the Department of Education
- Inadequate Provincial support and intervention at the District and school levels

- Inadequate and inappropriate training provided by the HEI's for educators
- Inadequate educator expertise, skills and knowledge in the implementation and delivery of the curriculum
- Educators have not embraced the true essence of being learning area and phase specialists, assessors, curriculum developers, mediators of learning
- Educator absenteeism
- Ineffective communication at the school level between the principal and Heads of Departments, and between the Heads of Departments and educators, or between school management and educators
- Poor communication between the Districts and schools
- Overcrowded classes
- Lack of stakeholder involvement and commitment
- Limited budgets
- Lack of adequate resources
- A shortage of Education Specialists at the District level
- Inadequate educator professional development
- Adjusting to curriculum change at a rigorous implementation pace
- Importantly too, all of the District Foundation Phase First Education Specialists, within all of the Districts in GDE, and nationally, may not be effectively executing the basic management tasks, for effective management, and may not be employing strategies effectively for the promoting of quality teaching and learning in schools
- First Education Specialists in the other District Units and Phases, within all of the Districts in GDE and nationally, may not be effectively executing the basic management tasks, for effective management, and may not be employing strategies effectively for the promoting of quality teaching and learning in schools

There are a number of educational challenges experienced currently that lend favour to perceived notions of 'poor educational standards' and 'poor quality in education in South Africa', but a finding of this study, that may pleasantly

surprise educational critics, is that the Foundation Phase Education Specialist, within the GDE, at the District level, and specifically in District D2, does engage in planning, organising, leading and control, and employs strategies towards quality in education. The DES hard work and commitment for quality teaching and learning in District D2 schools is evident, and seems to be the order of the day. This comes through clearly from the data analysis and interpretations made in chapter four. While this might be considered merely as a pebble in ocean of educational transformational challenges, that contribute towards quality teaching and learning in schools, and effective educational leadership and management, it confidently says that the District Foundation Phase First Education Specialists, in District D2, are doing something right, and perhaps this may have a ripple effect in the entire GDE and country, and make some small contribution in the strides towards quality teaching and learning in schools.

It is important to note too, at this juncture, that the District Foundation Phase First Education Specialists at District D2 are able to portray leadership and execute the basic management tasks despite large educational challenges, as is present in educational transformation. Despite the lack of capacity at the District level, despite the lack of adequate resources for effective functioning, despite budgetary limitations imposed, despite inadequate 'G-cars' for regular and effective support to schools, despite the personnel shortages of District First Education Specialists, despite the lack of management expertise, despite a lack of adequate professional support from the Provincial Department, and National Department, the District Foundation Phase First Education Specialist, in District D2, is committed to quality teaching and learning in schools. The basic management tasks are being done, strategies are employed, and challenges are met head on, so as to render quality support to schools and so as to promote quality teaching and learning in schools.

In spite of the above-mentioned challenges, it should be noted too, that the District Foundation Phase First Education Specialist in the GDE, still needs to

'get the job done', prevail, deliver and succeed under such conditions, limitations and challenges. And perhaps too, while the Provincial Department offers guidelines and directives to the District Foundation Phase First Education Specialist, the District Foundation Phase First Education Specialist does often not have the 'tools' and expertise for effective implementation of such guidelines and directives. Poor planning at the National and Provincial levels, communication and reporting challenges, Teacher Union mandates, all add to the frustrations of the District Foundation Phase First Education Specialist too.

However, at this point, within such grimness, what is valuable for this study is to consider, what is it that the District D2 District Foundation Phase First Education Specialists have done adequately, so as to have had created a positive impact in schools, despite the challenges encountered? It is also relevant to look at shortcomings in the functions of the District D2 District Foundation Phase First Education Specialists, so that improvements can be made in this regard, for effectiveness in management, and for the promotion of quality teaching and learning in schools. The discoveries made, in relation to the District D2 DES shortcomings, in chapter four, also possibly make assumptions and have implications for the District Foundation Phase First Education Specialist, within the GDE, generally. The significance of identifying and remediation such shortcomings, is thus apparent.

Thus, of significance, to this study, is the following, as from an analysis and interpretation of the data in chapter four:

- The District D2 primary school principals and District D2 Foundation Phase Heads of Department concurred that, while the District D2 District Foundation Phase First Education Specialist does perform these four management tasks and does employ strategies to promote quality teaching and learning in GDE schools, these need to be done more effectively, for successfully promoting quality education in GDE

schools. This is evident through the inadequacies and shortcomings highlighted as per chapter four, paragraph 4.3.

- While the District D2 District Foundation Phase First Education Specialist adheres to the 'basic requirements' of each of the tasks, as indicated in literature, for increased effectiveness, a sharpening, strengthening and improving of the tasks is required of the District Foundation Phase First Education Specialist for the promotion of quality teaching and learning in GDE schools. This is evident too through the inadequacies and shortcomings highlighted as per chapter four, paragraph 4.3.

Thus the District D2 school-based educator respondents, through their attitudes, experiences and opinions on the management functions as executed by the District D2 District Foundation Phase First Education Specialists, while agreed that the tasks are being executed to promote quality teaching and learning in GDE schools, see some shortcomings, and thus room for improvement in the service being offered by the District D2 District Foundation Phase First Education Specialist. This finding is important, as these shortcomings, despite being minimal, need to be addressed, as broadly, they make a contribution to quality in education. They have an impact on organisational effectiveness and goal achievement too. They importantly impact on 'what goes on in the classroom!'

Thus, for effectiveness in the execution of the management tasks towards the promotion of quality teaching and learning, this study has captured what the District 2 primary school principals (PSP) and the District D2 Foundation Phase Heads of Department (HOD) have identified and highlighted, as the shortcomings, strengths and adequacies in the execution of the management tasks as done by the District D2 District Foundation Phase First Education Specialists. These are as per the findings of chapter four, and are as follows:

- i). For the planning task as executed by the District Foundation Phase First Education Specialist (DES), there was a positive attitude to the planning

function as done by the DES, by all of the respondents. Of significance were the following findings:

- An area for improvement, in the quality of service rendered to schools, showed that the clients and the service provider have the attitude that more special programmes need to be provided for, to enhance the quality teaching and learning in schools.
- An inadequacy, challenge or shortcoming of the DES, for support and development, and for effective functioning, and for the delivery of quality service to schools, showed that the DES will need to support schools more effectively by planning for, and providing for special curriculum programmes, to enhance the quality of teaching and learning in schools. Special curriculum programmes are important and should be planned for and accommodated, as they often allow for Foundation Phase educators to be exposed to expertise and supplementary guidelines from outside the GDE. Schools seem to want this service. Such programmes clearly enhance the quality of teaching and learning in schools as educators are exposed to innovative teaching and learning practices. It also contributes towards the professional development of educators, which impacts positively on curriculum delivery in schools.
- An area showing adequacy of the DES, and strength in performance in the service rendered to schools, was as per item 1.13 of APPENDIX M, as both the PSP and HOD have identified this item as an area of adequacy. This item has to do with the sharing of Learning Programme guidelines with Foundation Phase educators, which in their view, is being addressed adequately by the DES. Sharing of Learning Programme guidelines with schools is very important for effective curriculum/policy implementation and delivery.

ii). For the organising task as executed by the District Foundation Phase First Education Specialist (DES), there was a positive attitude to the organising

function as done by the DES, by all of the respondents. Of significance were the following findings:

- Areas for improvement, in the quality of service rendered to schools, showed that the DES and PSP have the attitude that more District team support visits need to be done for the promotion of quality teaching and learning in schools. The PSP and HOD were unsure too, that programmes done by the DES are aligned to Provincial programmes.
- The areas of inadequacies, shortcomings and challenges for the DES, for support and development, for effective functioning, and for the delivery of quality service to schools, highlighted that more District team support visits are needed so as to promote quality teaching and learning in schools. District team support visits are important for whole-school development and school improvement, and are essential and related to the promoting of quality teaching and learning in schools. Schools believe that this service is currently inadequate. This indicates that the DES, together with District Education Specialists of other Units, need to provide for team visits so as to render effective and quality support to schools. Another area identified suggests that schools need to be made aware of the alignment between District and Provincial programmes. This suggests that schools want to see clearly the links to the Provincial programmes. This becomes important for participation and ownership of GDE programmes at the school level, towards ensuring that GDE targets and goals are worked towards and met.
- Areas showing strength in performance in the service rendered to schools, and those highlighting adequacies in the organising function, showed two areas of adequacy as identified by the PSP. These included that of establishing of collaborative relationships with schools, and that of arranging for follow-up support with schools. These areas of organising were identified as effectively done by the DES. These are suggestive of healthy working relations with schools, and perhaps an

approachable attitude of the DES in relations with Foundation Phase educators. It is also indicative that the DES is indeed doing follow-up school support. These areas are important for the DES curriculum support rendered to schools and contribute to quality teaching and learning.

iii). For the control task as executed by the District Foundation Phase First Education Specialist (DES), there was a positive attitude to the control function as done by the DES, by all of the respondents. Of significance were the following findings:

- Areas of strength in performance, in the service rendered to schools, showed that the HOD identified items 3.16, 3.17 and 3.18 of APPENDIX M, as being areas of strength in the functioning of the DES.
- Adequacies in the control function revealed that three items were identified as areas of adequacy. These were that the DES does monitor that the classroom environment is conducive to teaching and learning, and that the DES is able to monitor the effectiveness of the educator's classroom practice, and that the DES also does monitor whether appropriate teaching strategies are employed in the classroom. These areas are essential to effective curriculum implementation and delivery, for the promotion of quality teaching and learning.
- Areas of inadequacies, shortcomings and challenges of the DES, for support and development, for effective functioning, and for the delivery of quality service to schools, revealed the need for the DES to inform schools of networking opportunities available to them. The DES will also need to identify cluster leaders who will be able to offer support to cluster schools. Both of these areas impact on quality teaching and learning as networking opportunities availed to schools, and working with cluster leaders, allow for schools to tap on stakeholders for support.



iv). For the leading task, and leadership, as executed by the District Foundation Phase First Education Specialist (DES), there was a positive attitude to the leading task, and leadership, as done by the DES, by all of the respondents. Of significance were the following findings:

- Areas of leading and leadership showing strength in performance in the service rendered to schools, showed that the HOD identified 4.14, 4.15 4.16, 4.17 and 4.18 of APPENDIX M as areas of strength in the functioning of the DES.
- Adequacies in the leading function, including leadership, indicated that five areas of adequacy were identified. These related to the allowing of two-way communication with Foundation Phase educators, encouraging of participation in workshops, inspiring of Foundation Phase educators, getting commitment from Foundation Phase educators towards GDE goals, and empowering of Foundation Phase educators. This leadership approach and characteristics are essential to the promotion of quality teaching and learning.
- Areas of inadequacies, shortcomings and challenges of the DES, for support and development, for effective functioning, and for the delivery of quality service to schools, revealed the need for DES, as an instructional leader, needs to improve on his/her support to Foundation Phase educators in the developing of desirable learning conditions for learners, and that the DES also has to have, and portray adequate knowledge on curriculum policy, for effective monitoring and support of schools. Furthermore, the DES needs to promote democratic values and practices too. The South African society requires the portrayal of democratic values and practices, and the DES needs to embrace this, and portray these democratic values and practices in all of their actions and attitudes. Having desirable learning conditions impacts on teaching and learning, and the DES needs to consciously support educators on development of desirable conditions for learners. Revision of the curriculum requires that the DES keeps abreast with curriculum

change, and become familiar and knowledgeable on curriculum policy, for effective support to schools.

v). In addition, the PSP and HOD have identified the following shortcomings, strengths and adequacies in the strategies employed by the District Foundation Phase First Education Specialist (DES) towards the promotion of quality teaching and learning in GDE schools. These are as follows:

- An identification of areas for improvement in the quality of service rendered to schools, showed that the providing of intensive support to Foundation Phase educators via support visits, having of intervention strategies to improve on the delivery of teaching and learning in schools, and guiding of Foundation Phase educators on the obtaining of suitable teaching and learning support materials, are needed. These areas impact on the promotion of quality teaching and learning. Intensive support visits, implementing of intervention strategies, and guiding of Foundation Phase educators on suitable teaching materials and aids, are important to effective curriculum implementation and delivery in schools. These need to be done by the DES for the promotion of quality teaching and learning in schools.
- Inadequacies, shortcomings and challenges of the DES, for support and development, for effective functioning, and for the delivery of quality service to schools, showed that schools require the providing of intensive support to Foundation Phase educators via support visits. Schools see the need for and require DES interventions so as to improve on the delivery of teaching and learning in schools. Furthermore, schools call for guidance of the DES on the obtaining of suitable teaching and learning support materials.
- An identification of areas showing strength in performance in the service rendered to schools, and adequacies in the strategies employed for the drive for quality in education, indicated that the DES is able to monitor that school Foundation Phase plans are in line with GDE requirements, and that the DES does monitor that educator and

learner assessment records are in place. Furthermore the DES adequately monitors that educator and learner assessment records are in line with policy requirements, and also checks that the Foundation Phase timetable is in line with policy requirements. The DES also adequately monitors that the quantity of teaching and learning in the Foundation Phase classes, is acceptable. These are important towards effective curriculum implementation and delivery in schools, and are required for the promotion of quality teaching and learning in schools.

These findings are important because they indicate that, in spite of the transformational educational challenges experienced by the DES, the DES at District D2, was able to portray management and leadership via the execution of the management tasks, and was able to employ strategies for the promotion of quality teaching and learning in schools. This was apparent from the overall, positive, composite attitude and via strengths identified. They show too, that in some areas, shortcomings were visible in the service to the schools and that these need to be strengthened, improved on, and sharpened, for effectiveness.

This study has captured the essence and nature of the management tasks vividly. It has shown up the intensity, demands and requirements of the management tasks. The impact of the tasks for the promotion of quality teaching and learning, have been made visible through these intensive requirements and demands too. The study has also allowed for a peek into the knowledge, skills, values, attitudes, approach and qualities of the DES for the effective execution of the tasks, for effective management. In this regard, the findings, from the data analysis, in 4.3, has revealed that, the DES, while able to execute the tasks, still needs further support, guidance and development on the management tasks, for effectiveness. The conclusion drawn is that the DES has perhaps not truly internalised the extent, intensity, nature and requirements of the tasks, for effective management, and still requires support, guidance and development on the management tasks, for

effectiveness. And while guidelines and directives may be offered too, by the Provincial Department, the DES needs additional support, guidance and development, for the effective implementation thereof.

The results have highlighted adequacies, effective practice and successes of the District D2 District Foundation Phase First Education Specialist in the execution of the four management tasks, and the strategies employed towards the promotion of quality teaching and learning in GDE schools. It has highlighted some shortcomings too. Because the findings of the study has revealed areas of effectiveness of the District D2 District Foundation Phase First Education Specialist, and it has also revealed areas of support and improvement for the District D2 DES in the execution of the management tasks towards promoting quality teaching and learning in schools, the study allows for suggestions and recommendations to be made in this light, that is; towards good educational practice, and effectiveness, so as to enhance and improve on the current practice of the District Foundation Phase First Education Specialist, in the GDE, in the execution of the management tasks, for the promoting of quality teaching and learning in GDE schools. Areas of strength identified, further allows for an entrenchment of these too, by all GDE District Foundation Phase First Education Specialists, so that effective management practice is followed, for the promotion of quality teaching and learning in schools.

Because this study is concerned with the District Foundation Phase First Education Specialist's effective execution of the management tasks in assisting to promote quality teaching and learning in schools, important questions that arise in relation to the findings are: 'What has the District D2 District Foundation Phase First Education Specialist done, perhaps differently, and of value and meaning, so as to have created a positive impact in schools?' 'What management requirements did the District D2 District Foundation Phase First Education Specialist meet so as to be able to execute the management tasks, and employ strategies, for the promotion of quality

teaching and learning, in GDE schools?' 'Was there any leadership and management model applied to this end, or perhaps what facets of leadership and management were applied to yield such desired results?' These dilemmas become the crux of the discussions on the recommendations to follow.

#### 5.4 A RECOMMENDATION IN SUPPORT OF THE EFFECTIVE EXECUTION OF THE MANAGEMENT TASKS TOWARDS THE PROMOTION OF QUALITY TEACHING AND LEARNING IN SCHOOLS

Having noted the findings and conclusions made, it becomes important in this part of the study, for the researcher, to offer simple, basic and clear suggestions on the effective execution of the management tasks, by the District Foundation Phase First Education Specialist, towards the promotion of quality teaching and learning in schools. This will be done via the illustration and discussion of a basic management model.

The findings and the conclusions made for this study were significant, as they clearly pave the way for the presentation of a basic model on management, that reflects on, and consolidates, how the effective execution of the management tasks assists in and contributes to the promotion of quality teaching and learning in schools. The management model for this study emphasises effectiveness in the execution of the management tasks towards the promotion of quality teaching and learning, as the findings have revealed that effectiveness in the execution of the management tasks, is needed of the District Foundation Phase First Education Specialist. Furthermore, the management model given for this study will also reflect on what the District D2 District Foundation Phase First Education Specialist has done, perhaps differently, and of value and meaning, so as to have created a positive impact in schools. It will incorporate the management requirements that the District D2 District Foundation Phase First Education Specialists have met, so as to be able to execute the management tasks and employ strategies for the promotion of quality teaching and learning, in GDE schools. It will portray the leadership and management model, that was perhaps unconsciously and

incompletely applied by the District D2 District Foundation Phase First Education Specialist, and the facets of leadership and management that were applied, to have yielded the results. It will accommodate too, the already remediated and strengthened shortcomings of the District D2 District Foundation Phase First Education Specialist, in the execution of the management tasks, and in the strategies employed, for the promotion of quality teaching and learning in schools.

Therefore, the discussion, to follow, offers a basic management model, as designed by the researcher. It provides for an illustration and description of the model, the suggestions and requirements envisaged, critical challenges to the model, recommendations in relation to the model, and a motivation for the model. This study favours the implementation of this management model, together with its descriptions, suggestions, requirements and recommendations. Hence, the piloting and eventual implementation of this model in the GDE, is the recommendation proposed by the researcher, for effective management, towards the promotion of quality teaching and learning in GDE schools. This recommendation will be enhanced on in the discussions to follow, in this chapter. Implementation of this model will contribute towards the promoting of quality teaching and learning in schools too, as will become apparent from the discussions to follow.

#### 5.4.1 A BASIC MANAGEMENT MODEL TO ILLUSTRATE HOW THE EFFECTIVE EXECUTION OF THE MANAGEMENT TASKS CONTRIBUTE TO AND RELATES TO THE PROMOTING OF QUALITY TEACHING AND LEARNING IN GAUTENG SCHOOLS

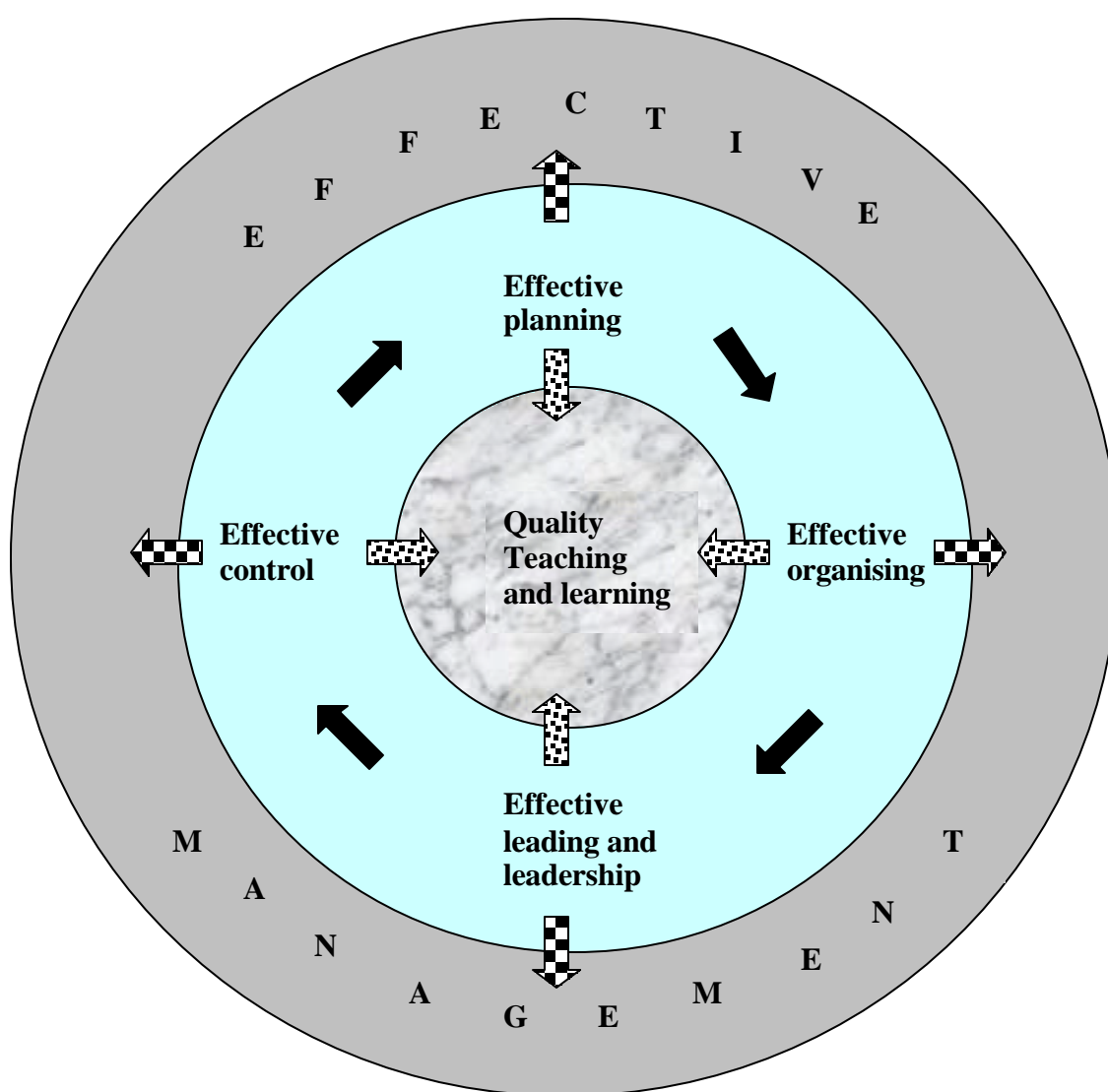
According to Cohen & Manion (1980: 18), a model is sometimes used 'to give a more graphic or visual representation of a particular phenomenon'. This is the intention for the use of a model in this study. Cohen & Manion (1980: 18) go on to advise that 'providing that they are accurate and do not misrepresent the facts, models can be of great help in achieving clarity and focusing on the key issues in the nature of phenomena'.

Keeping these suggestions in mind, the basic management model for use in this study has been designed to show how the effective execution of the four management tasks relates to and contributes to, the promoting of quality teaching and learning in schools. The model suggested merely facilitates discussion in this regard and thus is not spectacular in illustration. It is similar to other management models offered in literature, but it is needed in this study, as it provides for a visual representation of the management tasks towards promoting quality teaching and learning. It also facilitates discussion on the recommendations made.

The model therefore depicts four components, which are the four basic management tasks, for effective management, as directed towards the promoting of quality teaching and learning in Gauteng schools. These four tasks have been represented as four essential components that surround and focus on quality teaching and learning. The implication is that, the four components, which are the four management tasks in practice, need to be effectively executed by the educational manager, to assist in the promotion of quality teaching and learning. Therefore, the four components that are presented in the model are those of effective planning, effective organising, effective leading and leadership and effective control. These four components are seen as interrelated, they are also meant to support each other, and to compliment each other. Each component in isolation to the other, will not yield the desired results of promoting of quality teaching and learning, but together, they form a coherent, aligned strategy for the promoting and supporting of quality teaching and learning. The tasks are viewed as intertwined in practice too, and thus the model allows for an overlap of the functions. The core of the model depicts quality teaching and learning, as this is an overriding aim and the core business of the Department of Education. Thus the tasks done are directed to this ultimate end, as all of the employees of the Department make strides towards the promotion of quality education. For the District Foundation Phase First Education Specialist, the effort to promote quality teaching and learning in schools, is thus common, and in all

of performances and actions of the District Foundation Phase First Education Specialist, the promotion of quality teaching and learning in schools, is a core responsibility, is pivotal, and is always at the centre, as a target to achieve. A management model embracing the above suggestions, has been designed, by the researcher, for this study, and this model (FIGURE 17), is thus, depicted as follows, and is presented below:

**A BASIC MANAGEMENT MODEL FOR EFFECTIVE EDUCATIONAL MANAGEMENT, AT THE DISTRICT LEVEL, TOWARDS THE PROMOTION OF QUALITY TEACHING AND LEARNING**



**FIGURE 17: A BASIC MANAGEMENT MODEL FOR EFFECTIVE EDUCATIONAL MANAGEMENT, AT THE DISTRICT LEVEL, TOWARDS THE PROMOTION OF QUALITY TEACHING AND LEARNING**



This basic model, as given above, reflects on the importance of the effective execution of the four management tasks, through the four components, as represented in the model, for effective management, towards the promotion of quality teaching and learning. A vivid explanation is needed, at this point, to enhance the representations as shown in the model. This is explained as follows:

- Effective planning: this component considers the effective execution of the planning task that basically requires the setting of the vision, mission, goals and objectives. It includes engaging in long, medium and short term planning. It also includes problem solving, decision-making and policy-making.
- Effective organising: This component considers the effective execution of the organising task that basically allows for the creation of an effective organisational structure, and the effective functioning within an established organisational structure. It also involves delegating, coordination, and the formation of matrix teams for effective functioning.
- Effective leading and leadership: This component considers the execution of effective leading and leadership that basically includes communication, motivation and guiding, development and empowerment, inspiration, conflict management and negotiation.
- Effective control: This component has to do with the execution of effective control that has the following three elements:
  - Comparing of actual results with the predicted results
  - Evaluating differences or discrepancies between actual results and predicted results
  - Taking of remedial steps with a view to achieving the planned results

Notably, the model (FIGURE 17), while it leans on basic, general management principles and practices, has relevance to educational management practices at the District level, and thus is seen in this light, and in relevance to the District Foundation Phase First Education Specialist too.

A more detailed look into the management tasks described above, suggest that there are a number of requirements that encompass each of the tasks for effectiveness and efficiency in educational practice, and that the tasks when interrelated in function, and effectively and efficiently executed, contribute to the promotion of quality teaching and learning in schools. This needs to be expanded on, and will be done below. The discussion will simultaneously reflect on the relevant task requirements of the District Foundation Phase First Education Specialist, for effectiveness too, towards the promotion of quality teaching and learning in schools. Therefore suggestions and requirements of each of the management tasks, for effectiveness and efficiency, are provided for in the discussion to follow.

#### 5.4.1.1 SUGGESTIONS AND REQUIREMENTS FOR THE MANAGEMENT TASKS, TOWARDS EFFECTIVENESS AND EFFICIENCY

For each of the management tasks, suggestions and requirements are provided for, towards effectiveness and efficiency. Recommendations are provided for too, via such discussion, for effectiveness in the execution of the tasks. The discussions thus provided, encapsulates an array of requirements and suggestions from literature, as well as the requirements met by the District D2 District Foundation Phase First Education Specialist, as per this study's findings. It has been put together below to offer the essence of effectiveness in performance of the management tasks. This is thus portrayed in the discussion that follows in 5.4.1.1.1 to 5.4.1.1.6.

It should be noted too, that to grasp the full intensity of the management tasks of planning, organising, leading, including leadership, and control, for effective management, the literature study, as provided for in chapter two, needs to be consulted and looked at, in conjunction with the discussions presented below in 5.4.1.1.1 to 5.4.1.1.4. The literature study offers an expanded and vivid view of the management tasks. The suggestions and requirements, as given below, need to be seen in this perspective too.

#### 5.4.1.1.1 SUGGESTIONS AND REQUIREMENTS FOR EFFECTIVE PLANNING

Suggestions and requirements for effective planning include the following:

- Planning should encompass the three levels of planning, that is; long, medium and short term plans
- Plans developed should embrace the vision and mission of the organisation, and thus plans done, should always reflect working towards this vision
- Setting of goals, that are based on identified needs, with reachable objectives
- Objectives should be measurable, specific and have timeframes. They also need to be challenging, but acceptable and realistically achievable
- Designing a plan of action to achieve the goals and objectives that have been set
- The plan of action thus needs to have a purpose and direction
- Developing of a plan of action calls for:
  - Programming: the steps needed to meet the objective
  - Scheduling: attaching of time schedules to the plan
  - Budgeting: considering and planning of finances
- Plans thus should reflect the goals, objectives, activities, time frames, outputs expected, responsible person, resources needed and the cost involved
- The plans need to align to broad organisational goals and objectives
- A part of planning is policy development and making input into policy development
- Financial management and administration of planning processes are actions required in planning
- Plans should outline what the organisation must do to be successful
- That strategies need to be devised and incorporated, in plans, for organisational effectiveness and success
- Plans are hence concerned with achieving optimum organisational performance.

- Plans ensure that ultimately organisational goals and targets are achieved

Effective planning for the promotion of quality teaching and learning in schools also require that the plans done by the District Foundation Phase First Education Specialist need to focus on and relate centrally to school support, delivery of quality teaching and learning, educator development, school improvement and effectiveness. Plans should therefore direct, guide and lead schools through District programmes and projects.

Schools, as partners, in the striving for quality in education, should be made aware of Departmental and District priorities and programmes, and take ownership of these. An alignment of plans, between the school, the District and the Province, is crucial for the working towards of broad educational organisational goals and targets, and schools need to be made aware of the alignment and linkage of plans. The GDE's vision of promotion of 'quality education' should be embraced within the plans of the Province, District and school, and all plans, at it's level, will then reflect striving towards GDE's goals and vision.

#### 5.4.1.1.2 SUGGESTIONS AND REQUIREMENTS FOR EFFECTIVE ORGANISING

Suggestions and requirements for effective organising include the following:

- Functioning as per the organisational dimensions, the organising structure, and the organising principles of the organisation
- Getting together of the necessary resources and then effectively arranging and organising the activities and resources, so that plans flow smoothly
- Turning of plans into action, as organising identifies what is to be done, how it is to be done and who is to do it
- Establishing the channels of communication for the process
- Focusing on the objectives to be achieved
- Setting of priorities

- Coordinating of efforts and delegation
- Establishing of relationships between departments in an organisation
  - Establishing of effective operating systems
  - Functioning with matrix structures, and functioning of within transversal teams
  - Requiring of and placing of responsibility, accountability and responsiveness on employees
  - Creating of opportunity for development and empowerment through functions assigned at the different levels
  - Providing for coordination and delegation for achievement of broad organisational goals
  - Aligning of plans to organisational goals and vision

For the successful promotion of quality teaching and learning in schools, this task places emphasis on the organisational structure and the organising principles of the educational institution, as well as the job functions assigned by the educational institution.

The literature study has shown that the organisational structure and organising principles of the GDE has placed the District Foundation Phase First Education Specialist functional at the District level. This District Foundation Phase First Education Specialist functions within the Learning Programmes & Framework Development Section (LPFD&S), in the Early Childhood Development and Foundation Phase Unit. District responsibilities are focused on service and support to schools in the Gauteng Province. The District structure allows for the division of the total workload into tasks that can be performed logically and effectively by teams and Units, and this structure allows for the optimum use of the resources available to the Department, towards ultimately achieving the organisational goals and objectives. Coordination is an important process at the District level. Matrix and transversal teams operate successfully too, for effective organising and goal attainment purposes too. Delegation is an important component of organising

too. Delegation of tasks allows for the 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.

The GDE makes the organising task possible via its organisational structure, organising principles, educator roles and job functions assigned. The *Norms and Standards for Educators* (Department of Education, 2000) provides for key educator roles. *Circular 129/1998* (GDE, 1998: 13-17) indicates duties and job descriptions. *The Proposed Organisation and Post Establishment-Draft 3 document* (GDE, 2000), provides specifically for functions and purposes of the Units in the GDE. The GDE's core business is the promotion of quality education. The organising task, as per its suggestions and requirements, has been accommodated by the GDE, and this is clearly focused on the promotion of quality teaching and learning in GDE schools. The functions, duties, roles and responsibilities assigned to GDE personnel, clearly have quality in education at heart. However, importantly, all GDE employees, including the District Foundation Phase First Education Specialist, needs to be responsible, accountable and responsive in their functions, duties, roles and responsibilities, for effective organising to be a reality.

#### 5.4.1.1.3 SUGGESTIONS AND REQUIREMENTS FOR EFFECTIVE CONTROL

Suggestions and requirements for effective control include the following:

- Determining how well the work is being done compared with what was planned
- Measuring of performance against goals and plans
- Setting up of systems to prevent, identify and correct deficiencies in organisational operations, and to ensure that the objectives of the organisation are being met
- That the process of setting up and monitoring control is seen as an integral part of the function of a manager

- Establishing if work is proceeding according to plan, if the quality and quantity is acceptable, what problems, needs and challenges are encountered and what to do for the future to prevent problems from recurring
- Setting of standards, communicating standards, monitoring of outputs, compare performance with standards and taking of corrective action
- Establishing and maintaining reporting and review systems

For the District Foundation Phase First Education Specialist, for the promotion of quality teaching and learning, effective control further translates into:

- Setting of standards and communication of standards through curriculum policy requirements of GDE
- Ensuring effective curriculum policy implementation and delivery in schools
- Monitoring, supporting, guiding and assisting educators on effective curriculum implementation and delivery
- Conducting of intensive on-site support and conducting of follow-up support in schools
- Putting in place interventions and support strategies, where needed, so as to ensure the imparting of quality teaching and learning
- Ensuring that the pace, level, quality and quantity of work, in schools, is acceptable
- Using of a negotiated and accepted, well-discussed and effective, open and transparent monitoring and support tool
- Providing schools with reports, which are inclusive of successes, strengths and challenges, and recommendations offered
- Providing schools with supportive, constructive feedback
- Realising that control has quality assurance as its heart
- Ensuring that control leads to educator development and empowerment, school improvement, and school effectiveness

#### 5.4.1.1.4 SUGGESTIONS AND REQUIREMENTS FOR EFFECTIVE LEADING AND LEADERSHIP

Suggestions and requirements for effective leading and leadership of the District Foundation Phase First Education Specialist include the following:

- Possessing, developing, portraying and displaying of leadership competencies, which are crucial for effective leadership. Leadership competencies include:
  - Personal competencies, that is, having the necessary leadership traits, qualities, character, attitudes and personality
  - Interactive competencies, that is having and acquiring of leadership skills (including, amongst other skills, those of facilitation, mediation, presentation, mentoring, coaching, ... with the accent always on quality)
  - Functional competencies, that is, work related credibility (including, amongst other functional competencies, that of being able to be a strategic thinker, being goal and people oriented, and being value driven, allowing for conceptual flexibility, keeping in touch with organisational goals in operational leadership, giving of clear direction, showing of excellence in report writing skills, and commanding the usage of technical devices through being computer literate, making usage of software packages for facilitation so as to enhance presentations, being able to use the e-mail service for quick communication, and so on)
- Being a sound, visible, instructional leader
- Displaying of predominantly the participative, collaborative, democratic leadership style
- Having the transformational leadership approach
- Being a leader of curriculum change and having sound knowledge, skills and expertise on curriculum change
- Making schools aware of curriculum policy change



- Being able to steer curriculum change in schools, through guidance, support, and motivation
- Inculcating a culture of teaching and learning (COLTS) in schools
- Empowering, motivating and inspiring educators towards quality education
- Developing of sound relationships with schools, through inspiration, innovation and creativity
- Guiding, supporting and developing of educators
  - Communicating within and with outside stakeholders effectively
  - Fostering of a team spirit within and with outside stakeholders
- Being committed to, and being dynamic and passionate, about quality in education
- Sustaining the organisational culture as envisaged by the GDE

For effective leadership, the suggested model advocates competency-based leadership too, because competency-based leadership 'assumes that education management ... require(s) a special approach. It focuses on the development and capability of the leader to relate to a superior performance in a leadership role. Ultimately, it can be argued that leadership is based on the knowledge, skills and attitudes that are derived from the role itself and significant interaction with others' (Calitz, Fuglestad & Lillejord, 2002: 41). Competency-based leadership becomes appropriate in the contexts of policy revision and educational transformation.

In addition, the suggested model leans on, and takes Covey's seven habits of highly effective people (1989: 51-53) into consideration. These habits are relevant leadership characteristics needed too, towards effective leadership, and thus they need to be embraced and portrayed by the DES. They were alluded to in chapter two, in 2.3.4.2. The leadership task in this management model thus also shows support to Covey's seven habits of highly effective people (1989: 51-53), towards effectiveness in leadership.

#### 5.4.1.1.5 INTERRELATIONSHIP AMONGST THE TASKS

The model, as per FIGURE 17, also illustrates that for effective management, an interrelationship and dependency amongst the four management tasks, exists. The model shows that each task is not rigidly separated from the other and is not expected to operate exclusively of the other. It also reflects that one task does not command more authority and importance than any of the others. All of the tasks hold equal importance and significance for effective management. The model shows that for effectiveness in management, each task on its own needs to be executed effectively and efficiently, and furthermore, that the planning function flows through to the organising function, which in turn follows through to the leading function, which then flows to the control function, and back to the planning function and the cycle continues, and that for effectiveness of these functions, leadership is required. It also suggests that these tasks may be intertwined in practice and that divisions may not always be clear, and thus an overlap in functions, does occur. It suggests clearly that this interrelationship amongst the four tasks is crucial for the promotion of quality teaching and learning in schools. Each task in isolation will not promote quality in education, but together may produce the desired results, as is the suggestion of the model, as per FIGURE 17.

In this regard too, Buchel (1993:9) warns that 'should any one of the management structures fail to operate effectively, the system as a whole will be adversely affected'.

Crucial too, for effective management towards the promotion of quality teaching and learning in schools, over and above the requirements, suggestions and interrelationship given, the recommendations made and the critical challenge cited, to follow, also need to be followed thoroughly.

#### 5.4.1.1.6 EFFECTIVENESS DEFINED

The model presented, as per FIGURE 17, incorporating its descriptions, discussions, suggestions and requirements, has focused on the effective execution of the four management tasks, for effective management, towards the promotion of quality teaching and learning in schools. It has made provision too, for overcoming of shortcomings, as were experienced by the District D2 District Foundation Phase First Education Specialist in the execution of the management tasks, as were highlighted and expressed in chapters four and five. It thus reconciles and consolidates what 'effectiveness' in the execution of the tasks entails. This notion of 'effectiveness' will be further enhanced on too, in the discussions to follow, in this sub-section.

It is important to note that the model (FIGURE 17) given creates the room for effective execution of the management tasks by the District Foundation Phase First Education Specialist, as the effective execution of the management tasks contribute towards quality in education, and are needed for effective management. They impact too on organisational effectiveness and goal achievement, and contribute to organisational success.

Very importantly, and in addition too, in order to enhance on, and complement the effectiveness of the District Foundation Phase First Education Specialist, in management practice, this model (FIGURE 17) seeks to define effectiveness broadly. To this end, this basic management model, once again, leans on Covey's seven habits of highly effective people (Covey 1989: 51-53), as the seven habits suggested, are habits of effectiveness. They relate too, to broad leadership characteristics needed of the educational manager, towards effectiveness in leadership, as was suggested in 5.4.1.1.4.

The seven habits provided for by Covey (Covey 1989: 51-53), in a list form, read as follows:

- 1. Be proactive
- 2. Begin with the end in mind

- 3. Put first things first
- 4. Think win/win
- 5. Seek first to understand ... then to be understood
- 6. Synergise
- 7. Sharpen the saw

Habits 1,2 and 3 reflect on self-mastery. They move a person from dependence to independence. They are 'private victories'. Habits 4, 5 and 6, are those of 'public victories' which suggest that as you become truly independent, you have the foundation for effective interdependence. Habit seven is the habit of renewal. These habits, while reflect on effectiveness in general, hold significance and relevance for effective management. They complement the specific, narrow notions of effectiveness in the execution of the management tasks.

These habits were accommodated within the leadership function in FIGURE 17, and thus have specific relevance to the leadership task too.

The recommendation thus, is that, towards effectiveness in management, these seven habits, as suggested by Covey (Covey 1989: 51-53), need to be internalised, practiced and portrayed by the DES.

#### 5.4.1.2 RELATIONSHIP TO THE NORMS AND STANDARDS FOR EDUCATORS

The model, as per FIGURE 17, boasts a relationship to the *Norms and Standards for Educators* (Department of Education, 2000) too, in that it supports the acquiring, developing and portraying of educator competencies as provided for in the *Norms and Standards for Educators* (Department of Education, 2000). These competencies, alluded to, are as follows:

- Practical competence: is the demonstration of ability in real or authentic context
- Foundational competence: is the demonstration of understanding of the knowledge or thinking that underpins an action

- Reflective competence: is the demonstration of the ability to integrate or connect performance, decision-making with understanding, and ability to accept change

Thus for the effective implementation of the model, as per FIGURE 17, a complementary, important recommendation thus, is that the District Foundation Phase First Education Specialist receives professional support on the functions and competencies, as per *the Norms and Standards for Educators* (Department of Education, 2000), as well as on the educator roles assigned by the *Norms and Standards for Educators* (Department of Education, 2000). These educator roles were provided for and emphasised in chapter one, in paragraph 1.2.4 and were also discussed, at length, in chapter two. Portrayal of these roles are reinforced by the RNCS too, through the following statement:

‘The National Curriculum Statement envisions teachers who are qualified, competent, dedicated and caring and who will be able to fulfil the various roles outlined in the *Norms and Standards for Educators* ... These see teachers 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’ (*Revised National Curriculum Statement Grades R-9 (Schools) Policy*, DoE, 2002: 9)

Supplementary to this recommendation, it is also suggested that the District Foundation Phase First Education Specialist receives professional support on the duties portrayed, as per *Circular 129/1998* (GDE, 1998: 13-17).

These educator roles and the duties, as referred to above, are viewed as an important aspect to the organising function as seen in 5.4.1.1.2. The competencies alluded to above have relevance to all four of the management tasks, and therefore were accommodated in the suggestions and requirements of the tasks in 5.4.1.1.1 to 5.4.1.1.4.

The recommendations made are thus important, as such professional support will ensure that the management practice of the DES is informed by educational policies and legislation, and the context of the GDE. It would further allow for the skills development, and the re-skilling of the DES in this regard, which would enhance the professionalism and expertise of the DES.

#### 5.4.1.3 CONTRIBUTION TOWARDS QUALITY TEACHING AND LEARNING

The basic management model, as per FIGURE 17, with the descriptions supplied, and with the requirements identified, together with its leadership and management aspects and facets, as well as its suggestions presented, is clearly geared towards contributing to quality teaching and learning.

A consideration too, is that the suggested model was perhaps unconsciously and incompletely adopted and implemented by the District D2 District Foundation Phase First Education Specialist. This becomes apparent from the analysis and interpretations as provided for in 4.3. Regardless of this, it has proven workable, in that it has had a positive impact on schools, and has reflected and yielded successful results for District D2. It has reflected a contribution towards quality teaching and learning in District D2.

From the analysis and interpretations of chapter four, shortcomings were noted in its 'implementation' in District D2, and for future reference, for District D2, these should be worked on, towards effective management. The model (FIGURE 17) thus has meaning and value for District D2, for the promoting of quality teaching and learning in schools. Its meaning and value too for GDE is thus apparent in the contribution towards quality teaching and learning.

Notably, should this suggested model have been consciously and completely implemented by the District D2 District Foundation Phase First Education Specialist, perhaps effective management, through the effective execution of the management tasks by the District Foundation Phase First Education

Specialist for the promotion of quality teaching and learning in schools, may have been the outcome of this study. This study thus is in favour of the piloting and possible implementation of this management model (FIGURE 17), so as to determine whether it indeed provides for effective management towards the promotion of quality teaching and learning in schools, as its descriptions and suggestions, together with the requirements set, suggest this. This would indeed determine too, its contribution towards quality teaching and learning.

The discussion to follow captures the model's (FIGURE 17) contribution to quality teaching and learning, as follows:

Each of the management tasks, through the descriptions, discussions, requirements and suggestions, for effectiveness in practice, including too, the illustration and recommendations made in relation to FIGURE 17, centres on, and provides for a focus on effective management for the promotion of quality teaching and learning. Hence, the model (FIGURE 17) recommends that should the management tasks be effectively executed, as suggested in 5.4, together with its recommendations fulfilled, then the contribution towards the promotion of quality teaching and learning in Foundation Phase (FP) classes, in GDE schools, will be possible. Each of the tasks would yield the results towards this focus and end, and the tasks working in conjunction with each other, will allow for a contribution towards desired results to be attainable where:

- FP teachers teach, and FP learners learn
- FP curriculum policy is adhered to, adopted, maintained and implemented effectively
- Delivery of quality teaching and learning, in FP classes, is reflected
- Improvement in the quality and quantity of teaching and learning is possible, in FP classes
- Improvements in the level and pace of FP teaching and learning is visible

- A culture of teaching and learning, in the Foundation Phase, is fostered
- Effective and quality support, from the District Foundation Phase First Education Specialist, is possible
- Commitment, confidence, passion and excitement from the District Foundation Phase First Education Specialist, FP educators and FP learners, are displayed
- FP educator development and empowerment is encouraged
- Improvement and effectiveness in FP classes is possible
- Management and leadership of the District Foundation Phase First Education Specialist is embraced by all District Foundation Phase First Education Specialists
- Management and leadership of the District Foundation Phase First Education Specialist is visible to schools, and the impact of this management and leadership of the District Foundation Phase First Education Specialist, is felt by schools

Clearly the suggested model (FIGURE 17) makes provision for the enhancement of the quality of teaching and learning in schools too. This is an important contribution, as Garson (2000: 4) indicates that 'enhancement of the quality of teaching and learning is one of the key priorities of the Minister of Education'.

Having said this, it is important to note too, that the District Foundation Phase First Education Specialist solely, will not be able to promote quality teaching and learning in Foundation Phase classes and GDE schools, but that all of the stakeholders need to share in the responsibility towards promoting of quality teaching and learning in schools. The above scenario in Foundation Phase classes and schools may be possible should all stakeholders play their roles responsibly, effectively and passionately. It is thus important to emphasise that while the District Foundation Phase First Education Specialist may contribute to and makes strides towards promoting quality teaching and learning in GDE schools, via the effective execution of the management tasks,



the District Foundation Phase First Education Specialist alone cannot make the differences required. Discrepancies will still exist if all of the stakeholders are not involved in, and committed to quality teaching and learning in schools. The joint responsibility of all stakeholders and partnerships in education, for the promotion of quality teaching and learning, is essential.

#### 5.4.1.4 A CRITICAL CHALLENGE IN RELATION TO THE MODEL SUGGESTED

Importantly, critical to the success of the model (FIGURE 17), is that, for effective management, leaders and managers will need to have knowledge, skills and expertise on management and the four management tasks. Being referred to as a 'manager' and 'leader' does not necessarily endow the leader and manager with the knowledge, skills expertise and traits needed for effective management.

As established in this study, the District Foundation Phase First Education Specialist holds the position of being a leader and a manager. The District Foundation Phase First Education Specialist has embraced this management and leadership role, but the findings have revealed that the District Foundation Phase First Education Specialist still needs to have the required knowledge of leadership and management, and also needs to understand intensively what this entails, and what are the expectations and responsibilities in terms of leadership and management, for effective practice.

The recommendation of this study is that the District Foundation Phase First Education Specialist needs to be aware of, and have a sound knowledge of the four fundamental management tasks to be performed, for effective management. These functions need to be implemented effectively and efficiently for effective results, as this study has shown that indeed the effective execution of the management tasks contributes to quality teaching and learning, and that via the effective execution of the tasks the drive for quality teaching and learning in Foundation Phase classes can be more of a possibility, and may become reachable and achievable. Thus, the District

Foundation Phase First Education Specialist has to execute these management tasks efficiently and effectively for optimal effectiveness as a leader and manager, for organisational success, for the achievement of organisational goals and for the promotion of quality in education.

For optimal organisational success and effectiveness of the GDE, and in the efforts for quality teaching and learning in Gauteng schools, specifically in the Foundation Phase, the development, empowerment and support of the District Foundation Phase First Education Specialist in management, is clearly needed. Furthermore, while the District Foundation Phase First Education Specialist has been identified as a manager and leader, and has been placed in a position of leadership and management, the District Foundation Phase First Education Specialist is not as effective in practice, as he/she could be, as is evident from the data analysis in 4.3. Skills, expertise, and knowledge, together with the relevant traits, qualities and characteristics, in management and leadership, are present to an extent and reveal adequacy, however these need to be developed, improved on, sharpened and enhanced, so as to ensure effectiveness in practice, for the promotion of quality teaching and learning in schools.

While the District Foundation Phase First Education Specialist is aware of the need to perform these management tasks, and indeed does them to the best of his/her ability, as is evident from the data analysis in 4.3, the District Foundation Phase First Education Specialist is unable to execute them effectively possibly because of:

- A lack of adequate training in the field of management
- Having only a limited knowledge and limited support for the effective execution of management tasks
- An unawareness of intense requirements and the nature of these management tasks

Hence, this study suggests that support, development and empowerment of the District Foundation Phase First Education Specialist, in the area of management, as crucial.

The above discussion has recommended that empowerment and development of the District Foundation Phase First Education Specialist on management and leadership is needed. While this is being addressed via Departmental initiatives to an extent, personal development initiatives also need to be followed through by the District Foundation Phase First Education Specialist, so as to be an effective and efficient manager and leader. Support and guidance also needs to be provided for by the Provincial Department too.

#### 5.4.1.5 IN SUPPORT OF A DYNAMIC FRAMEWORK FOR EDUCATION MANAGEMENT DEVELOPMENT

Finally, and to partially address the critical challenge, to an extent, as cited above; this suggested model (FIGURE 17) supports a dynamic framework for education management development. This dynamic education management framework should be one that can be adapted to changing educational needs and circumstances, one that is workable in the context of transformation in education, in spite of educational transformational challenges, one that is not just idealistic in policy and nature, and looks good on paper, but fails dismally in practice, and importantly, one that has effective management and the improvement of teaching and learning at its heart. Thus, it is recommended that included in this dynamic education management development framework, the central thrust of the framework, should be capacity building, that is, the ability of the educational institution and its individuals to perform effectively, efficiently, consistently and with relevance. In Calitz, Fuglestad, Lillejorde (2002: 21) it says that the 'goal of capacity building is for people to develop the capacity to value, be skilled at, and engage in new forms of behaviours that produce different and better results'.

Thus, of relevance to the implementation of the suggested model (FIGURE 17) is that, the GDE's education management development framework needs to focus on building on the capacity of education managers, inclusive of District Foundation Phase Education Specialists, so as to ensure that the education service may be able to demonstrate effective management, and may be able to promote and deliver quality education, and thus, amongst its other components, aims and strategies, it should promote three things:

- The practice of good management: articulating and putting into practice the principles, practices and strategies of effective management
- Organisational development: designing and supporting effective structures, systems and procedures for improved educational services
- People development: developing the skills and re-skilling of managers, by building on their competencies and providing for professional support

#### 5.4.1.6 A MOTIVATION IN SUPPORT OF THE SUGGESTED MANAGEMENT MODEL

The management model (FIGURE 17) suggested, has indicated that the effective execution of the four basic management tasks contributes to and relates to the promotion of quality teaching and learning in Foundation Phase classes, in Gauteng schools, if the critical challenge cited, is addressed, and recommendations posed, are met. The development of the District Foundation Phase First Education Specialist on leadership and management is pivotal thus, for the rendering of quality support to schools, in the contribution to educator development, school improvement, school effectiveness and quality teaching and learning. Foundation Phase educators and schools can then be effectively guided, assisted and supported so that a reflection of quality teaching and learning in GDE schools, in Foundation Phase classes, is possible.

Importantly too, it should be emphasised that the model (FIGURE 17) has motivated for the effective execution of the management tasks by the District Foundation Phase First Education Specialist, as the effective execution of the management tasks contribute towards quality in education, and are needed for effective management. They impact on organisational effectiveness and goal achievement too, and are an essential ingredient for organisational success.

The model (FIGURE 17) suggested, is a basic management model and its simplicity is of value as it allows for the easy implementation of such a model, should the challenge cited, be addressed and the recommendations made, be enforced. The model is not highly theoretical in nature and can be easily put into practice towards effective management and leadership.

It is also generic in nature, and thus the model (FIGURE 17) creates the room for its application to First Education Specialists in the different Phases within the GDE (at the District level), and perhaps nationally too, as the management model allows for the effective management, as well as the development and empowerment of District First Education Specialists generically, so as to support teachers and learners effectively, so as to promote quality education in schools.

It is specific in nature too, as while it embraces generic management principles, practices, suggestions and requirements, it specifically relates to management in the context of education, and has specific relevance for District First Education Specialists. It lends support to the *Norms and Standards for Educators* (Department of Education, 2000) too. It also supports a dynamic education management development framework. It further places emphasis on the 'kind of teacher' (*Revised National Curriculum Statement Grades R-9 (Schools) Policy*, DoE, 2002: 9) envisioned by the RNCS.

Importantly too, because no 'formal' leadership and management training has been offered to the District Foundation Phase First Education Specialist at the Provincial and District levels in the GDE, the District D2 District Foundation Phase First Education Specialist has been innovative, and has used only some of the leadership and management facets and suggestions, and has met some of the requirements as prescribed in the model (FIGURE 17). Thus in support of this model (FIGURE 17), it is important to note that the District D2 District Foundation Phase First Education Specialist has 'trailed' this model, perhaps unconsciously and incompletely, in the implementation of the RNCS at the Foundation Phase level in District D2, and D2 schools have successfully embraced its impact, in spite of educational transformational challenges. This suggests that the model (FIGURE 17) has worked to an extent, and should it be consciously and completely implemented, as recommended in this study, it may be highly effective, in its effect.

The unveiling of this model (FIGURE 17), via this study, has been timed well too, as the model shows meaning and value, in the context of educational transformation, and together with the implementation of the Revised National Curriculum Statement (RNCS), which is happening in a phased-in manner currently in South Africa, it allows a way forward for the effective management and leadership of all District First Education Specialists, during the implementation of the RNCS and beyond.

The shortcomings identified in this study have value, as they teach other District First Education Specialists in the Foundation Phase and other Phases, where not to trip up as District D2 has. District D2 has learnt lessons, regardless of how minor they are. These can now be addressed by the District D2 District Foundation Phase First Education Specialists towards effective management, and these shortcomings can be prevented, avoided, remediated and worked on by other District First Education Specialists too, in implementation of this model (FIGURE 17).

Currently, the high expectations of the Department, together with the introduction of the revised curriculum policy, with its implementation and delivery requirements, requires outstanding, dynamic, innovative leadership and effective management of District First Education Specialists. Thus, as an education manager, in the context of transformation in education, the District First Education Specialist needs some framework of management to begin from, which the model (FIGURE 17) offers.

The recommendation is that this management model (FIGURE 17) may be extrapolated, trailed, and possibly implemented to the other grades implementing the RNCS, for effective management and leadership. It has boasted success at the District D2 level, through the Foundation Phase RNCS implementation, and in the light and context of educational transformation, this has been something positive that has happened.

This study thus suggests that the model (FIGURE 17) be piloted with implementation of RNCS in Intermediate Phase in District D2, and/or in a few, or in all of the other Districts in GDE provincially, with the District First Education Specialists responsible for RNCS implementation, as it is being phased in. The model (FIGURE 17) allows for critique, review and evaluation, and suggests that these be done in line with the phasing in of the RNCS. Should it prove successful in effect, it may then be extrapolated to the District Senior Phase First Education Specialists and the District FET First Education Specialists. Should it need to be aligned, adjusted, altered, modified and improved on slightly, then, this possibility is allowed for, which may be done concurrently with the RNCS phasing-in implementation. The aim is effective management, and implementation of the recommended model (FIGURE 17), may provide for effective management and effective support in the implementation of the RNCS. The piloting and implementation of this management model may thus positively support the implementation of the RNCS in GDE schools. It thus may be of significance and of value in the implementation process, as within the context of educational transformation

and in spite of educational challenges, it provides for a focus and a means towards effective management for the promoting of quality teaching and learning in schools.

Accompanying the piloting and implementation of this model (FIGURE 17), it is recommended that an airtight management and implementation plan needs to be drawn up, possibly by the Provincial Department, in this regard. What is vital too, is that, together with implementation of this management model (FIGURE 17), training, development and support needs to be given to all District First Education Specialists. This study has already recommended management and leadership training for the District Foundation Phase First Education Specialists. This needs to be extended to all District First Education Specialists utilising the model. Intensive training, support and development surrounding the implementation of the management model, is a crucial recommendation, towards success.

The model (FIGURE 17) suggested, perhaps traditional in its approach, may be enhanced on and supplemented by contemporary management models too. However it needs to be cautioned, that in such an undertaking, of consideration is, that while the model offered, portrays the basic requirements for effective management, it has been successful in its basic form, and perhaps this is the reason why it has been so effective. Complexity is avoided, and rather clarity and simplicity is offered for effective management. The means must fit the ends, and within the GDE, the effect is to ensure the effective management of the District First Education Specialist, so that this effective management contributes to quality teaching and learning in schools.

Furthermore, currently the GDE expects of the District First Education Specialist to be a manager and a leader having afforded the District First Education Specialist no 'formal' training on leadership and management. The GDE has not made its employees aware of the management model it uses



too, for effective management, towards the promoting of quality teaching and learning in schools. The District First Education Specialist is certainly not aware of this, and simply clings to Provincial guidelines and directives for driving the processes in schools. The researcher has thus taken an opportunity to look for a solution, so as to fill in this gap. The model (FIGURE 17) proposed allows for the District First Education Specialist to take ownership of this management model, and champion it to the aims of the Department.

Thus, in the absence of any management model offered by the GDE too, to District First Education Specialists towards effective management, for the promoting of quality teaching and learning in schools, the model (FIGURE 17) proposed seems to be a lucrative and worthwhile option. Inclusive in the reflection on the basic management tasks towards effective management, the model (FIGURE 17) addresses the intensity of the functions, skills, traits, competencies, knowledge and expertise required of the District First Education Specialist in management, towards effective management, for the promoting of quality teaching and learning in schools. The model (FIGURE 17) suggested clearly seeks to champion effective management practice in the GDE, and it also seeks to bring about improvements in existing management practice, and thus it calls out for the skills development and the professional support of the District First Education Specialists.

In support of the above, it important to remember too that transformation in education in South Africa, has led to an erosion of the confidence and professionalism of managers in the system. The Department's drive currently, for equity, equality and excellence implies too the need for high quality, continuous professional development and support of managers. The model (FIGURE 17) proposed in this study has encouraged precisely such high quality, continuous professional development and support for District First Education Specialists towards professionalism, excellence and effective management.

Finally, the model (FIGURE 17) has leaned on contemporary models for suggestions too, so as to keep up with current practices and trends, which align to effective management.

The basic management model (FIGURE 17) recommended in this study, offers explicit, simple suggestions, and it presents set requirements and recommendations to be met, for effective management. It calls out for the development and empowerment of the District First Education Specialist too. It makes a contribution towards promoting quality teaching and learning in schools. The researcher has also provided for thoughts on the piloting, implementation and review of this model. When used in conjunction with GDE directives and guidelines, it may prove powerful in effect towards effective management for the promoting of quality teaching and learning in GDE schools.

Hence, in the context of educational transformation, together with its challenges, a basic management model (FIGURE 17) that allows for effective management, and the development and empowerment of District First Education Specialists so as to support teachers and learners effectively, so as to promote quality education in schools, and so as to drive a culture of teaching and learning in our schools (COLTS), can certainly contribute to a vibrant South African educational climate, in which:

- Teachers teach, and learners learn
- Curriculum policy is adhered to, adopted, maintained and implemented effectively
- Delivery of quality teaching and learning, in classrooms, is reflected
- Improvement in the quality and quantity of teaching and learning is possible
- Improvements in the level and pace of teaching and learning, is visible
- Effective and quality support, from the District First Education Specialists, is possible

- Commitment, confidence, passion and excitement shown from the District First Education Specialists, educators and learners, are displayed
- Educator development and empowerment is encouraged
- Improvement and effectiveness, in classrooms, is possible
- Management and leadership of the District First Education Specialist is embraced by all District First Education Specialists
- Management and leadership of the District First Education Specialist is visible to schools, and the impact of this management and leadership of the District First Education Specialist, is felt by schools

### 5.5 LIMITATIONS OF THE STUDY

- In terms of contextual factors: this study was located within the Gauteng Department of Education, and involved educators functioning in different contexts and at two different levels, namely; the District D2 school level and the GDE District level. The findings are thus based on the results of this data analysis and this context.
- In terms of the sample selected: an optimal number of questionnaires could not be sent out for data collection due to issues of ethics, feasibility and practicality, and hence a suitable sample needed to be selected for this study as representative of that population to which the results are generalised.
- In terms of management experience of the participants: the study has not accommodated an investigation into the management experience of the school principals, school Heads of Department and the District Foundation Phase First Education Specialists, as it would have meant a lengthy questionnaire, and a more detailed probe, which can be an investigation in itself.

### 5.6 STRENGTHS OF THE STUDY

- In terms of the sample selected, stratified random sampling techniques were employed, so as to give all educators within the sample an equal

chance of being selected. The researcher has thus avoided subjectivity in the selection of the sample for this study. This study has also ensured that information-rich, relevant participants were selected for the study, via the incorporation of District and school participants, so as to provide the researcher with the required and adequate data, so as to conduct this research effectively.

- The study was conducted concurrently with the implementation of the Revised National Curriculum Statement, which boasts a revision of the curriculum policy. The researcher thus explored an opportunity to make a contribution to thinking on management and leadership in the context of policy revision.

## 5.7 CONCLUSION

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

Thus, this study has described the concepts 'leadership' and 'management'. It has also provided for discussion on the four vital management tasks, for effective management, for the promotion of quality teaching and learning in GDE schools. This study has also portrayed and described the intensity, demands and requirements in the execution of the management tasks, for effectiveness.

The quantitative research methodology was employed in this study. The findings for this study suggest that the District Foundation Phase First Education Specialist has embraced the management and leadership role bestowed upon him/her. The study has also revealed that the District Foundation Phase First Education Specialist does perform the four management tasks and employs strategies for the promotion of quality teaching and learning, but that these still need to be improved on, sharpened and enhanced for effective management, and for the promotion of quality

teaching and learning in schools. This study has also revealed that the development and professional support of the District Foundation Phase First Education Specialist is called for too, towards effective management.

Therefore, via the use of a management model, in this study, suggestions and recommendations on the effective execution of the management tasks towards the promotion of quality teaching and learning in schools were made. Importantly and in addition too, the basic management model recommended in this study offers simple, clear suggestions and presents requirements and recommendations to be met, for effective management, towards the promoting of quality teaching and learning in GDE schools. It thus has provided for an illustration and description of the model, the suggestions and requirements envisaged, critical challenges to the model, recommendations in relation to the model, and a motivation for the model.

The study has recommended the piloting and implementation of this management model, with District First Education Specialists, in the GDE. It has therefore been recommended, that with the phasing-in of the Revised National Curriculum Statement, that this management model be trailed. Suggestions were made in this regard. Review of this management model has been accommodated too. Its wider value and meaning to the GDE, in the context of educational transformation, and in the context of policy revision, has been briefly explored too.

The management model suggested clearly seeks to champion effective management practice in the GDE, and it also seeks to bring about improvements in existing management practice, for the promotion of quality teaching and learning in GDE schools. The recommendation made in this study, thus boasts a significant contribution towards the promotion of quality teaching and learning in GDE schools.

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**APPENDIX A**

GDE, DISTRICT D2 FOUNDATION PHASE UNIT, APRIL-JUNE QUARTER  
REPORT 2003

**APPENDIX B**

PROVINCIAL LPFD&S FOUNDATION PHASE HEAD OF DEPARTMENT  
MONITORING AND SUPPORT TOOL

**APPENDIX C**

GDE, DISTRICT D2 SYSTEMIC EVALUATION SUPPORT ACTIVITY

**APPENDIX D**

A SECTION OF THE SCHOOL RATING FORM FROM THE EDUCATION  
DEPARTMENT'S WHOLE SCHOOL EVALUATION INSTRUMENT



## **APPENDIX E**

AN EXTRACT CAPTURED FROM THE EDUCATION DEPARTMENT'S QUALITY  
ASSURANCE FRAMEWORK DOCUMENT

## **APPENDIX F**

### WHOLE SCHOOL PLANNING FOR RNCS

## **APPENDIX G**

### LEARNING PROGRAMME PLANNING FOR RNCS

## **APPENDIX H**

### WORK SCHEDULE PLANNING FOR THE RNCS

## **APPENDIX I**

### LEARNING UNIT PLANNING FOR THE RNCS

**APPENDIX J**

## MANAGEMENT PLAN FOR CIRCULAR 22/2002

**APPENDIX K**

GDE, DISTRICT D2 NUMERACY LEARNING PROGRAMME SUPPORT

**APPENDIX L****GDE, DISTRICT D2 FOUNDATION PHASE RESOURCE GUIDELINES**



## **APPENDIX M**

### THE QUESTIONNAIRE FOR THE STUDY

**APPENDIX N**

## THE SUMMARY SHEET