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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This doctoral study explores the instructional leadership of secondary school principals in terms of learners' academic performance in the Free State province. In particular, this study focuses on the underperformance of secondary schools which are found in rural and urban areas of the Free State. Accordingly, this chapter provides the background to Grade 12 learners' performance following the post-1994 education dispensation in the Free State. During this period, i.e. from 2010 to 2013, the Free State Department of Education reflected a significant improvement in results in both the rural and urban areas with the Thabo Mofutsanyana district topping the performance list of the provincial districts. In general, such performances do not reflect the instructional leadership role of the principals. The author of this research study, in his experience as Chief Education Specialist, has experienced the role of principals to be mainly managerial and administrative. Thus the aim of the study is to focus on:

1) the exploration of the concept of instructional leadership in both theory and practice;

2) the establishment of what elements, if any, of instructional leadership can already be found in secondary schools in the Free State province; and

 3) the identification of a model for the implementation of instructional leadership in Free State secondary schools.

In addition, the following are discussed in this chapter: the context of underperforming secondary schools in the Free State; the formulation of the problem; key research questions; the formulation of the aim and objectives; the research methodological motivation; and the delimitation of the study.

1.2 BACKGROUND TO THE STUDY

Since 1994, after the introduction of equal and quality education for all races, structural problems in education resulted in the advent of underperforming and performing secondary schools. In many cases, underperforming secondary schools were found to be in both urban and rural areas in South Africa. This study will focus on the background underpinning Grade 12 performances in the Free State's secondary schools. Nevertheless, as a starting point, the whole South African education system will first be highlighted.

Appendix S indicates the area of concern which made the researcher to assume that rote learning is the methodology used in the Free State Secondary Schools. Prompted by these articulations "learners" inability to answer questions assessing higher order of thinking skills like problem solving, critical thinking, analysis and evaluation. Appendix T in comparison with Gauteng, North West and Western Cape indicates a decline in performance from 2013 to 2014. Appendix U in comparison between ANA (Annual National Assessment) and NSC (National Senior certificate) in the Free State. It is clear that there is a challenge in continous evaluation than end of the year of National evaluation. Note performance on appendix U_1, also performance graph on appendix U_2. Comparing appendix U_1 with U_3 Gauteng Province seems to be doing well. Finaly the national 2014 graphical presentation indicates Gauteng Province as the best performing in both ANA and National Senior Certificate

assessment graph. Appendix T outlines how Free State Senior Certificate performance topped the National performance graph, but, only to decline in the year 2014 as preceding Appendices would indicate.

Despite the improved performance of Grade 12 learners in the Free State province, there are still learners who do not qualify for university entrance. Moreover, many fail to pass their first-year of undergraduate studies and discontinue with their bachelor's degrees. The current school curriculum emphasises the provision of learning materials; the professional development of teachers; the development of appropriate assessment tools; and the early diagnosis and remediation of learning problems. This study will raise issues within post-1994 South Africa related to:

1) the professional development of teachers; and
2) the early diagnosis and remediation of learning problems, assuming that instructional leadership could be a strategy to diagnose and remedy poor teaching and learning before learners sit for their final examinations.

The professional development of teachers will be guided by the principal as the instructional leader who is engaged in classroom or subject teaching. The principal's development will be viewed with regard to how he or she has developed post-1994 to be an agent of educational reform and as fully engaged in teaching and learning to realise the maximum potential of all learners at the school. This thesis probes professional development from the angles of pre-service and in-service in which both tertiary education and the Department of Basic Education play a major role. Carr (1980) points out that professional teachers in higher education are expected to take and carry out orders from above in technical matters but also to be critical in the examination of the implication of research problems to be solved in higher education.

They should, therefore, be practical, as well as theoretical. This study indicates that there are no longer colleges of education or training colleges but university colleges of education, the products of which should be critical and research-oriented. This research assumes that principals, in their instructional research roles, should use action research to diagnose instructional performance before learners sit for examinations. They must critically use theory and practice to produce students who are university material from the Grade 12 learners. Regarding Leontiev's (1979) model of staff development in in-service development, it becomes the principal's task to develop teachers. Above this level, non-governmental agencies and the Department of Basic Education also has an obligation to develop teachers and principals. It is therefore the task of this study to investigate whether post-1994 principals have developed critical thinking, problem solving and many other related strategies to solve underperformance in their schools.

With regard to the early diagnosis and remediation of learning, McLaughlin (1991) argues that, as schools continue to move into different phases of educational reform, factors that are consistent in each state, district and school plan are the need for professional development, counselling and guidance in schools, and developing policy and guidance, this will improve quality in secondary schools and colleges. The researcher agrees with McLaughlin's statement but goes further to say that educational reform requires principals to update their skills and knowledge about theories and models of diagnosis and the remediation of learning. Professional development helps the principal to learn contemporary strategies that will improve students' achievement. Applet (1989) points to three crucial issues that should be changed if the transformation of underperforming schools into performing schools is going to occur; these are: leaders, teachers and parents who are not committed,

dedicated and passionate about learners' education; effective and efficient school leadership that has not been implemented in order to improve instruction; and literacy and numeracy skills that seem not to be the core business of primary school teaching and learning.

Within these areas lie the crucial imperatives to improve underperformance in schools. This study will devote its core investigation to instructional leadership. The thrust will be away from rote learning to critical and problem-solving methodologies as depicted below.
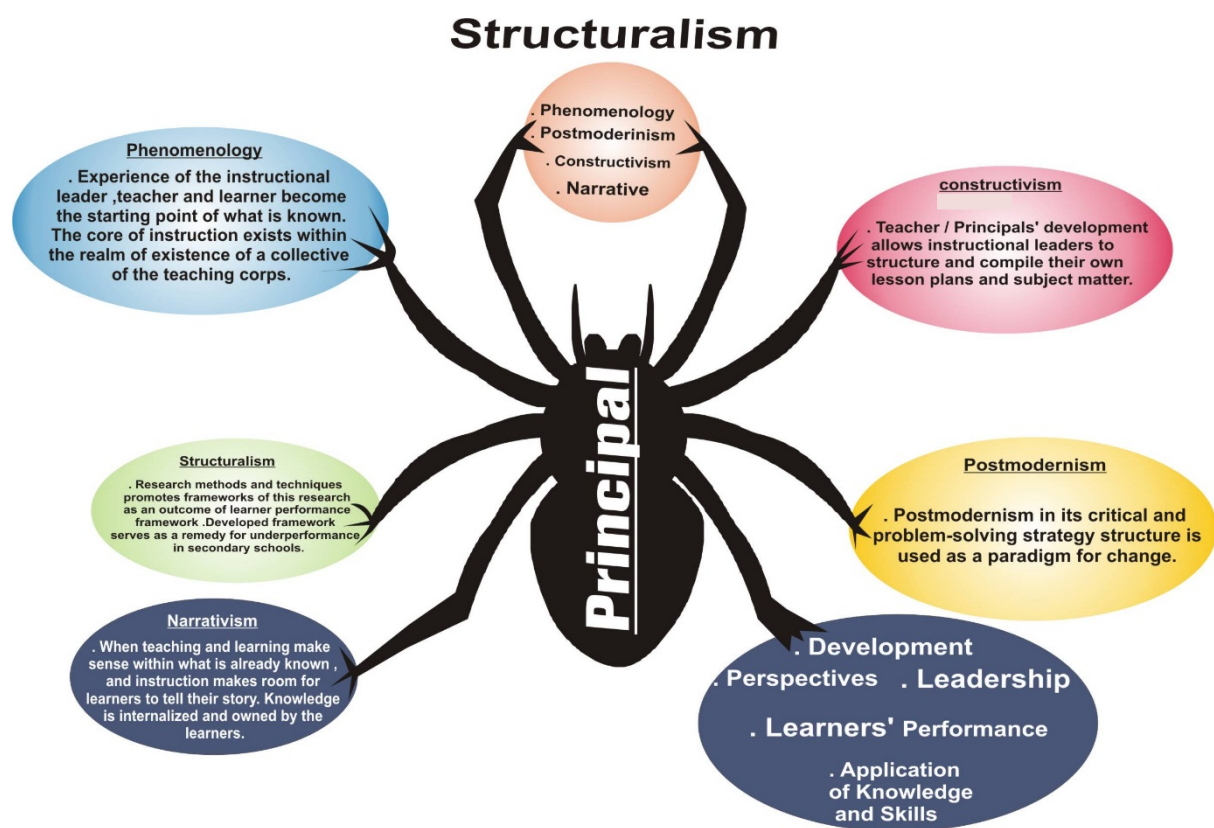
Figure 1.1 Structural imperatives of instructional overhaul

Makgoba (2012), the Anglican Archbishop of Cape Town, claims that it has been stated in various media publications that pupils' literacy and numeracy skills indicate a paralysis and dysfunctionality and concludes by saying that it is clear that our education system needs an urgent overhaul. The researcher's twenty years of experience as a teacher, circuit inspector and chief education specialist have convinced him that the use of instructional leadership strategies, acquired from teachers' opportunities programmes, have helped schools to perform well in pre-matric and Grade 12 examination results. The researcher was, therefore, challenged to pursue an investigation into instructional leadership as a strategy to improve the underperformance of secondary schools in the Free State province.

1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

Manase (1968) avers that expectations from both leadership and management, from the same individual in most cases, cause a principal to concentrate more on office work than on teaching and learning (instruction). This idea may arise from district and school structures, where superintendents and principals are the primary administrators (http://www.sedl.org/ change/leadership/characters). Besides the fact that principals are primary administrators, the policy of the government (DoE, 1996) holds that leadership in schools is about making a difference in the lives of all learners, regardless of their family background, socio-economic status, race, gender, sexual orientation, or geographical location. It thus becomes a problem of why there are still underperforming schools in the Free State province in the post-1994 education system.

The challenge is to transform these schools into efficient, functioning schools. Despite the fact that the Grade 12 examination results were announced as

"improved", the fact is that there is no link between input (instructional leadership) and output (examination results). The concept "improved" is clouded with questions about the curriculum, if teaching is not an input of learning. In his thesis Van Wyk (2012) presented an argument that the requirement of Outcome Based Education (OBE) is that learners must be able to demonstrate or apply specific knowledge, skills and values at the end of the learning process in order to master the requisite knowledge, skills and attitude. The author of this thesis agrees with Van Wyk (2012). Nevertheless, in *The Sunday Independent* (2013), it was reported that the Minister of Basic Education stated that "Grade R to 6 pupils could not count; were unable to understand what they were taught. In addition, the Department was in a shambles and was unable to act in the best interests of children" (p.11)*.* In response to this statement, the researcher agrees with the Minister of Basic Education who strongly believes that primary school grades should be monitored and evaluated on the "three Rs" (reading, writing and arithmetic or calculations) to lay the foundational knowledge and skills as prerequisites for future learning. What is more, if construction of knowledge (Vygotsky 1978) was the teaching strategy, the foundation of knowledge for the future could have been laid.

Additionally, the Parliamentary Monitoring Group on Education (10 October 2012) highlighted the following problems as matters of urgency:

1) Umalusi, the National Quality Control Council, noted that its responsibility was to ensure that learners achieved passes. Nevertheless, many learners in urban areas and the ex-homelands failed to obtain university entrance passes. Criticism levelled against the National Senior Certificate (NSC) was examined, as was the perception

that the assessment paradigm used in promoting learners was not critically evaluated. It was noted that much of the criticism was unfounded.

2) Concerns were raised that the examinations were possibly not the way to assess a student's ability or the quality of education, as many students lacked functional literacy and numeracy skills.

3) The general pass rates improved, especially in mathematics and science. The number of learners who obtained admission to university increased. Evaluation has shown that it could take up to five years before a new qualification "was settled" and any review and subsequent policy change could be made to supplement this. Labour shortages were resolved and entrance into the field of medicine and engineering were made possible by Grade 12 passes.

4) The perception was that a higher pass rate resulted from lower standards, or upward adjustment. Even with the improved results, learners in historically disadvantaged communities found it difficult to obtain a university pass.

Consistent with the above, the Umalusi chairperson, Mabizela (2012), stated that the public should realise that the education system was not functioning well. In certain cases a process of standardisation was applied, in which mathematics would be adjusted to allow learners to obtain a pass rather than knowledge or aptitude.

Clearly, if it is indeed the case that a lack of knowledge and skills is due to the absence of effective teaching and learning, this research supports the arguments made by Hoer (1945): "I agree: principals should be instructional leaders. The title 'principal', emanated from the term 'principal teacher'. The assumption behind the title was that the principal had more skills and knowledge than anyone in the building

and would guide others on how to teach". According to Stewart (2006:36), "Instructional leaders focus on school goals, the curriculum, instruction and the school environment," whilst Hallinger (2003) suggests that in many instances principals have less expertise than the teachers they supervise.

There is an ongoing struggle with the concept of leadership and in particular, in the field of instructional leadership and the impact it has on the transformation of underperforming to performing schools

1.4 THE SIGNIFICANCE OF THE STUDY

Mkhize (2010) assets that outcomes – based framework of post- apartheid critical engagement with knowledge and skills contarary to rote learning.Further Mkhize (2010) proceeds to say that: "combining foundation with practical knowledge and encouraging learners to work both as individuals as teams, will continue to underpin teaching and learning in schooling sector."

In contrast with 2012 (81.1%), 2013 (82,8%) and 2014 (84,4%) learners' performance in the Free State province as compared to Gauteng Province 2012 (84,7%) 2013 (85,3%) and 2014 (85,3%). Acknowledging minimum differences between Gauteng province and the Free State. This study assumes that instructural leadership could bring significant improvement in the learner performance in the Free State (ref Figure 1.1; 1.2 and 1.3). Research by Bengu and Mthembu (2014:43) articulate that "the findings confirm the current proposition that leadership plays a prominent role in shaping and sustaining school culture whilst researching on performing and underperforming school in Umlazi Township. Their main question was why the two schools that were affected in the same community could be so similar and also be different at the same time."

Appendix D of this research indicates clearly how a private school and model c school located in Bloemfontein could perform differently. Similarly note the difference between St. Andrew and Brebner. Wilziard and Sleegers (2007) argue that instructional leadership affects and improves students learning outcomes whilst Blake, Shepherd and Mouton (1964) also accentuate that instructional leadership plays an important role in the performance of learners in schools.

A study of this nature is therefore important to explore the of principals in the Free State basic education department and introduce a paradigm shift from rote learning to contructivism (learning theory as Vygosky 1978 would accentiate) in which school principal as instructional leader can influence learners to construct knowledge.

1.5 LIMITATION OF THE STUDY

The study was qualitative in nature and require personal contract with the repondance. Firstly the researcher had to travel from one school to the other dictated by whether the school is performing or underperforming. Areas like Zastron, Springfontein, Bultfontein, Hoopstad, Villiers falls in the periphery of the Free State province, which is a vast distance from Qwaqwa. To get the first of experience of the principal, the researcher found himself using Afrikaans and Sesotho for the purposes of the research had to be translated into English.A very expensive exercise.

Due to plenary and parallel challenges emanating from a vast information from the core group of principals who visited Singapore, the doctoral candidates (UNISA) and colleagues in the Free State Basic Department of Education. District per district come together had to be organized putting financial pressure

on the researcher in terms of transport fees and stationery. The major problem was to fund these projects as it was not subsidized or financed. Finally "one size fits all" scenario became an academic handicap in the area of broad discussion.

1.6 DEFINATION OF TERMS

1.6.1 FRAMEWORK

In this thesis the concept *framework* is seen as a structure upon which view and perspectives can be expressed to help education practitioners to improve teaching and learning. It can also be viewed as an optical view that depicts a design to clearly define a paradigm. Karagiorgi and Symeou (2005) argues that constructivist instructional design aim to provide mental construction tool kits.Figure 5.3 becomes a tool kit or constructed structure used by the researcher to indicate or express the researcher's mental construction as to how the thesis was going to evolve in discovering an instructional leader whose paradigm shift would be from an authorative rote learning paradigm to that of a critical thinking and problem solving paradigm.

This theoretical framework (Figure 5.3) or underlying structure indicates to the reader of this thesis that attractive images will be frequently used to formulate or mirror the world of human experiences as encountered by the principal in the Free State Province involved into the day to day practice of instructional leadership.Graphical representations are in this thesis. (Glen and Pushkin 1992:57) open a gateway for the researcher and the reader to have the same mental picture about the phenomenon and the perspective shaped by history between the researcher and the respondents.

1.6.2 MODEL

The researcher in this report project views a model as a mental image depicting the pespectives used in this thesis to enter academic discourse regarding instructional leadership in various educational systems. A model is a graphical representation seen by this thesis to depict the images used in this thesis. Glen and Pushkin (1992:57) affirm that a model as an image that evokes social realities and yield a documentation of the phenomenon investigated.

The three dimentional representation of the model in this thesis is indicative of the framework (structure) and is kept through the project. The three dimentional structure represent perspectives followed in this study, but when communicative devices are used (Karen Dupper Jacobs and William Allan Kriston) a different mental image (model) will be used.

1.7 PURPOSE OF THE RESEARCH

The primary objective of this study, using the qualitative research methodology paradigm, post-modern philosophy and constructivism, is to empower the principals of the Free State province's secondary school to manage their schools effectively, thereby improving learning performance.

The overriding purpose of this study is to examine instructional leadership from a learning perspective. On learning as a priority, *The Star* (2007:15) cited the principal of Leshata Secondary School, a historically disadvantaged school: "When I became principal the first thing I had to do was establish a culture of learning and teaching

where learning must supersede teaching. Consequently, this school obtained 100% pass rate".

The following secondary objectives, formulated for the purpose of conducting this study, are to: analyse the role of instructional leadership; investigate why some secondary schools are performing well in the Free State, whilst others perform poorly; probe the experiences of the principals of both performing and underperforming schools in order to construct contemporary strategies for improving leadership styles; retrain the underperforming principals to realise that their core business is learning performance; review the literature to discover different perspectives, theories, paradigms and findings on instructional leadership; study the extent to which the policy directives influence performance pre and post-1994 in South Africa; probe the extent to which principals use instructional leadership and establish how much it influences their learners' performances; explore the current status regarding the training of secondary school principals as instructional leaders in relation to curriculum management; investigate the extent and impact the provincial strategy on learners' attainment. Probabilistic Latent Semantic Analysis (PSLA) has made and whether it has improved learners' performances   in the Free State province; and to recommend an instructional leadership framework or model or programme that can be used as a guideline by secondary school principals of underperforming schools.

Consistent with what is asserted by newspaper articles dated September 2 and October 6, 2013 respectively. Assessions made by Minister of Basic Education (Mrs Angie Motshekga) analysis of National Senior Certificate. (January 2013)

1) Inadequate literacy and numeracy skills required to write proper paragraphs and do simple calculations respectively across all subjects.

2) Inadequate preparedness of candidates for the examinations and especially learners inability to answer questions assessing higher order thinking skills like problem-solving, critical thinking analysis and evaluation.

Are confirmed by MEC (Basic Education Gauteng Province.) ' As part our final push strategy to ensure that preparedness of pupils we placed emphasis on the secondary schools improvement programme ,which has provided opportunities for intensified studying and drilling sessions aimed at increasing content coverage as well as intensified exam practice.' The citizen (2015) .The assertion the researcher is making (informed by Freire: 1993) is that drilling and exam practice cannot realise problem solving and critical thinking, but, banking and depositing mode of instruction.

1.8 RESEARCH OBJECTIVES

According to Bryman (2008:89), "the research series of stages is meant to indicate that, when developing research questions, the researcher is involved in a process of progressive focusing down so that he or she moves from a general research area down to specific research questions". In making this movement, we have to recognise that we cannot answer all the research questions that occur to us; and therefore have to select from the possible research questions those we will attempt to answer.

1.8.1 Instructional leadership: objectives

It has become abundantly clear that the role of the principal and his or her understanding and implementation of that role are pivotal. The Task Force Report (2012) on "Reinventing the Principalship" identified how crucial this role is if improvement is to take place in teaching and learning.

This study and research, through its framework, is an attempt to achieve the following:

1) to emphasise to underperforming principals that their core role is to create a learning and teaching environment in their schools;

2) to probe into the experiences of the principals of both performing and underperforming schools and construct contemporary strategies to improve leadership styles;

3) to review the literature on instructional leadership in order to discover perspectives, theories, paradigms and findings on instructional leadership;

4) to research the effectiveness of the principals who practise instructional leadership and what their success outcomes are;

5) to study the extent to which academic and professional leadership among learners, teachers and principals improves learners' performance at school;

6) to research the extent to which the policy directive (Kaiser and Lutzenberger, 2005) influenced performance in pre- and post-1994 in South Africa;

7) to find out how much the instructional leadership profiles of principals play a role in improving learners' performance;

8) to form a learners' performance cluster structure and study how effective it is in improving learners' performances;

9) to request narrative information from the principals and mirror the successes and flaws in their leadership styles;

10) to find out how principals continuously strive to improve learners' performances, and what programmes or strategies they use to move out of dysfunctionality; and

11) to compile a framework as a remedy for new principals and dysfunctional schools.

1.8.2 Research questions for the study

Research questions designed in this study attempt to formulate an instructional leadership paradigm that could answer challenges on underperforming secondary schools in the Free State. Interview questions that are consistent with the core question would probe into various leadership styles that principals are trained into or have acquired to improve learners' performance.

Kuhu (1970) cites Foucault (1991) who believes in paradigmatic knowledge. Questions and discussions (plenary and parallels) are key to this thesis. The post-1994 education system took over its administration from the apartheid system under the concept pragmatism. This research's task is to probe into the principals' experiences in the two systems (pre- and post-apartheid).

Foucault (1991) uses concepts of power and knowledge to signify that power is constituted only by virtue of multiple forms of constraint. These general politics and regimes of truth are the result of scientific discourse and institutions, and are reinforced (and redefined) constantly through the education system, the media, and the flux of political and economic ideologies. Vygotsky (1978) cites social learning theories as helping people to learn in social context. He further says that the learning environment maximises the learners' abilities to interact with one another through discussion, collaboration and feedback.

This research study's question will focus mostly on the leadership methods employed by instructional leaders as an attempt to seek an instructional paradigm. Whilst on the research question, Tashakkon and Teddlie (2003) opine that research within the pragmatist tradition abides by what they term the dictatorship of the research question – meaning that they place more importance on the research question than on the method or paradigm that underlines the investigation. In this study, section 5.2.1 projects the question to be answered, in which the instructional paradigm to formulate and design framework is indicated. It is, therefore, important to find out whether findings in 8.7 would help the study to design and recommend a framework efficient and effective as guidelines for principals in secondary schools in the Free State province.

1.9 RESEARCH QUESTIONS

The main research question for this doctoral thesis is: What instructional leadership paradigm could be formulated by this research to design a framework for underperforming secondary schools in the Free State province?

The following secondary questions were formulated for the purpose of conducting this study, by exploring the instructional leadership role of the secondary school principal in terms of a leader's performance:

1. What constitutes the instructional leadership role of school principals in the execution of their curriculum managing responsibilities?

2. Why do some secondary schools perform well and others poorly in the Free State?

3. What is the current status regarding the training of principals in relation to curriculum management as instructional leaders in secondary schools?

4. What prototype should be introduced to design a framework which could provide a paradigm shift from teacher-centred education to leaner-centred education led by the principal?

5. What recommendation could be made to the Free State Department of Basic Education that would offer a remedy for underperforming secondary schools?

1.10 PHILOSOPHICAL ASSUMPTIONS

Edgar (2012) asserts that understanding the process of learning has been the subject of controversy since time immemorial. Attempting to understand the process has included many paradigms: rationalism, empiricism and others. Relying on Edgar's arguments, this study pursues the conviction that an instructional leader has to be a life-long learner, a scholar and a researcher.

1.10.1 Basic assumptions

In this study, the concept "basic" means: to provide the base; to operate as a starting point and that theories and models count as the structure for this project (see Figure 1.3). This notion of what is "basic" includes, but is not limited to: compiling a strategic plan for the school a year in advance of the ensuing academic year; including the staff in the development of an action plan for improvement; utilising information technology and access; engaging the principal in knowledge, skills and a leadership school improvement study programme; familiarising theories and models of instructional leadership; understanding the paradigms and practice of instructional leadership; studying and drawing from the authorities' assessment and evaluation of schools for the successful performance of the learners; transforming the paradigm within the context of South African cultural history; and employing a qualitative dimension in order to examine the principal's perspective.

1.10.2 General assumptions

Learners come to school to acquire knowledge and skills. The researcher maintains that rote -learning should not be the instructional practice of schools because it allows ideology, embedded in school subjects/learning areas, to take hold and discourages critical thinking. Underperforming secondary schools should receive an aggressive paradigm shift, which may be achieved by identifying and developing principals trained in critical instructional leadership, with "critical" meaning critical theory, post-modernism, constructivism, pragmatism, et cetera.

1.11 PERSPECTIVES OF INSTRUCTIONAL LEADERSHIP

According to Austin (1979), leadership is about behaviour, action and practice. Its task is to ensure that schools provide high quality teaching and that parents are actively engaged. The question is whether, in an assessment system (examinations), instructional leadership is the appropriate and the most effective solution to achieve quality teaching and learning outcomes.

Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is first constructed in a social context and is taken up by individuals (Bruning, Schraw and Ronning, 1999; Cole, 1991; Egan and Kauchal, 2004). This research holds that it is the task of instructional leaders to convey to their learners and teachers that the curriculum contains a mixture of experiences which should be internalised, and that examinations are there to test and evaluate those experiences.

Therefore the researcher argues that the principal, as a lifetime instructional leader, should be the developer, manager and deliverer of the curriculum at his or her school. South Africa's examination-based promotion perspective from the standpoint of Duffy and Jonassen, (1992) indicates that learners with different skills and backgrounds should collaborate on tasks and discussions in order to arrive at a shared understanding of the truth from a specific perspective which cannot be realised by individual learners alone. Teachers' and principals' active participation and leadership are required, without which the problem of under-performance will not be resolved.

The narrative triangulation that this project assumes is focused on the experience of the researcher; the respondents; the principals of performing schools; and the principals of underperforming schools.

1.11.1 Instructional systems and practices

Moallemn (1996) defines instructional design as the systematic development of instructional specifications, using learning and instruction theory to ensure the quality of instruction. Consistent with the above, instructional design – also called Instructional System Design (ISD) – is the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective and appealing. As Razzouk and Shute (2012:29) maintain, principals of performing and non-performing schools know which of their actions were successful or not by the outcome of their learners' pre-examination results. In a school, knowledge and skill are constructed by the teaching corps. The quality of the experiences of learners in answering questions in the examination is moulded by the teachers, under the leadership of the principal as the instructional leader.

Razzouk and Shute (2012:29) note that design thinking is generally defined as an analytic and creative process that engages a person in opportunities to experiment, create and prototype models, gather feedback and redesign. They go on to say that designers should continually consider how what is being created will respond to human needs. They should also consider environmental interests that affect human interests as the primary constraints for the design process. Furthermore, designers work visually, that is the depiction of ideas and may also change goals and constraints as they design. They are flexible in selecting and trying different solutions.

The researcher holds that if the principal is to be an instructional leader he or she must be fully acquainted with basic theories of learning, as well as with the implication of learning theories when constructing instruction design and the operative paradigm followed by the South African Education Department.

Dalin (1973) distinguished between theory and model in the following ways: a theory provides a general explanation made over time and can never be established beyond all doubt. It seldom has to be discarded completely without being tested but sometimes a theory may be widely accepted over time and later disproved. A case in point was the apartheid system of education. On the other hand, a model is a mental picture that helps us to understand something we cannot see or experience directly.

The theories and model to be constructed in this study assume that, in the absence of effective teaching and instructional leadership, learners construct their own reality from their own experience and interpretation of text-books and related material. This study intends, through its model, to demonstrate that school performance can be positively influenced by focusing on instructional leadership. The researcher intends to demonstrate that it is possible to strive for a dual experience with performing schools; in other words, that performing and underperforming schools can work together towards a common goal of improving matric academic performance. Schools should interact academically and intellectually through electronic media from within the area of abode. Furthermore, teachers and learners, in principle, should share multiple subjects' curriculum content and perspectives with reputable academics and institutions. In addition, learner exchange programmes and joint testing/examining with performing schools should be encouraged.

This researcher argues that the principals in the Free State province, by using instructional leadership techniques, will be taught to advance online learning from their offices. The technological network, through constructivist theory, can be used by performing and underperforming schools to exchange information.

1.11.2 Constructivist technological network

Constructivism maintains (Chell 2003) that it provides a sound theoretical foundation for teaching any domain of complex knowledge. Whilst Carr (1980) held that constructivists believe that students should learn to solve complex problems they face in life, learners should be made aware that life consist of challenges for which they must find solutions. Discipio (2008) insists that social networking sites are relevant to constructivism because, while using these sites, students can collaborate using tools such as email and blogs to create, invent and showcase their work in a way that unlocks the intrinsic motivation and advance learning outcomes.

In the narrative triangulation of this study, the researcher includes technology as a network to help instructional leaders and learners to construct knowledge. The construction of Eurocentric knowledge brings experiences, i.e. some foreign experiences from Europe and other foreign contintents. In each technological encounter the instructional leaders and learners as individuals interact with a technological device. To articulate these ideas, Greeno (1997) contends that situated learning emphasises social interaction. Constructivism, on the other hand, emphasises context and environment. The researcher of this project strongly holds that world-wide experience can be brought to instruction through technology which is experienced by the instructional leader, teachers and learners. The information age in which the instructional leader is the only one who owns knowledge has no place in

the leadership of the constructionist instructional leader because knowledge is collaborative and collective in construction. Socially constructed knowledge embraces a very broad social network.

1.12 LITERATURE REVIEW

The purpose and importance of the literature review, as it applies to any research topic, can be extracted from the writings of various authors, including Bless, Higson-Smith and Kagee (2006:24) and Walman, Kruger and Mitchell (2010). It is neatly summarised by Bryman (2008:8) as follows: "The existing literature represents an important element in all research. When we have alighted upon a topic or issue that interests us, we need to know: 1) What is already known about the topic?; 2) What concepts and theories have been applied to the topic?; 3) What research methods have been applied to the topic?; 4) What controversies exist about the topic and how it is studied?; 5) What clashes of evidence (if any) exist?; and 6) Who are the key contributors to the research topic?"

To tap into what is known about instructional leadership, the researcher, as Chief Education Specialist, constructed an instructional action and a practice framework to hone the experience of his colleagues. Some of his colleagues in the District, as well as in the Free State hold PhD or DEd degrees. Figure 1.2, depicting instructional action and practice, sheds light on the topic on instructional leader.

RESEARCHER

. Probes in to subject
  Advisors
  and School Management
. Developers in instructional
  leadership.
. Discussion personnel.
. Identification of
  underperforming
  Secondary schools.

. Pre instructional
  discussion with principals
  on their narratives on
  instructional leadership.
. Discussion with 10 principals,
  five underperforming schools.
. Preliminary thoughts on
  the research topic.

NARRATIVE
EXPERIENCE

Preliminary site and voice

MANAGEMENT AND GOVERNANCE DEVELOPERS

•Informal discussion with PhD/DEd candidates (Unisa) and University of the Free State
(QWAQWA) Branch on instructional leadership.
•Two way mirror on the topic between the researcher and PhD / DEd district colleagues.
•Project worthwhileness discussion with the programme supervision and candidate's (MED ex-
University promoters).

Figure 1.2: Instructional action and practice

Studies by Ngidi and Phathabantu (2006) discuss how leadership is conceptualised
in the literature and the empirical evidence of its effect on student outcomes. Kruger,
Witziers and Sleegers. (2007) argue that instructional leadership affects and
improves students' learning outcomes. In addition, Eric (2000), regarding the same
argument, holds that instructional leadership can play a role in shifting the emphasis
of school activity into instructional improvements, which may lead to some
enhancements in the performance and learning of students. Studies by Sebidi

(1998), Makhanye (2011), Jansen (2003), Makgoba (2012) and Metcalfe (2012) on underperforming secondary schools in South Africa present consistent signals on how underperforming secondary schools in South Africa can be improved.

1.12.1 Concepts and theories applied

This research postulates that the leadership in schools should focus on instructional leadership and its performance objectives. Blake, Shephard and Mouton (1964) also hold that instructional leadership plays an important role in the performance of learners in schools. This is in line with the knowledge construction perspective.

Amongst others, Marion, Bass, Bennis, Lipman, Bluemen, and Eagly (nd), Kouzes, Reed, Ross and Stogdill (1964) conducted research and wrote broadly on the knowledge and understanding of the phenomenon of leadership from different perspectives. According to Bush (2003:27), post-modern leadership aligns closely with his subjective model of management. Further, he cites Greenfield (1973) who states that such theories assume that organisations have no logical reality, but are simply the social creations of the people within them who may hold very different views. Similarly, Keough and Tobin (2001:2) opine that current post-modern culture celebrates the multiplicity of subjective truths as defined by experience and revels in the loss of absolute authority.

This research uses a narrative structure, constructed by respondents from their experience as principals of secondary schools in the Free State. This is in line with Starratt (2001:384) who aligns post-modernism with democracy, and advocates a more consultative, participatory and inclusive stance. In an approach consistent with

participative leadership, the researcher led the research process in this case, while at the same time participating in the research processes.

Sackney and Mitchell (2001:13-14) stress the importance of voice in post-modern leadership, whilst Southworth and Geoff (2002:79) state that instructional leadership "is strongly concerned with teaching and learning"; this includes professional learning and the growth of teachers. According to Mbigi (1997:3), *ubuntu* is related to democracy, claiming that it is the ideal democratic tenet, contributing to a world of moral stability. Ubuntu, as an African philosophy that speaks to the African mind-set, is paramount to African discipline and can contribute to school performance and curriculum excellence to a large extent. Minister Pando (Department of Education, 2007) stated that improving learning outcomes requires an approach to leadership development which focuses on instructional leadership. This means that attempting to change the mind-sets of leaders with regard to the processes of teaching and learning, is central to their role. The researcher as a chief education specialist (Curriculum Development, Assessment and Evaluation) has experienced how principals and school managers, developers and those involved with school governance, believe strongly that the responsibility of principals is school management rather than instructional leadership. Ubuntu, in addition to instructional leadership in urban, rural and ex-homeland schools (Mbigi, 1997), was debated in unstructured interviews in this research.

According to Shatzer (2009), on writing about leadership theories, maintains that these theories have gone through several trends throughout the past century with each theory of leadership tending to match the economic and historical context of the time. The researcher agrees with the above in that education policies have changed

in South Africa since 1994, thus influencing how schools should be led and managed.

Leithwood and Jantzi (2005) note that many of the new theories of leading teachers are added to leadership to mean a leader in instruction (teaching and learning). These new theories give the false impression that something new has been created, when in reality an old theory has received a new appendage. "Educator", "CEO", "Director" and "Manager" have been common terms in our education vocabulary post-1994. Do these concepts influence the principal's leadership in terms of the learner programme? Do school management and governance developers train principals better than school inspectors did? These are critical questions but the performance of learners is more of a challenge now than it was pre-1994. Mkhize (2005), in his unpublished MEd dissertation, argues that schools are judged by their results and the quality of the learners they produce. The latter depends, amongst other things, on the amount of knowledge and skills they acquire at school. This study assumes that knowledge and skills are an integrated part of teaching and learning (instructional). Therefore, a literature review on instruction undertaken by teachers, can significantly increase their knowledge base.

1.12.2 Research methods applied

Fraenkel and Wallen (2006) contend that qualitative researchers are partners in research as instruments; therefore, they formulate both research designs and questions within explicit theoretical and philosophical traditions; access and enter settings; select, collect and analyse data; and build a case for conclusions.

Quality is constructed and maintained continuously throughout the life of a research project; it includes decisions that researchers make as they interact with those with whom they study, and consider their analysis, interpretations and the representation of data. Data consist, therefore, of constructions and interpretations (Rorty, 1967) that critique the stability and transparency of language and contribute to the proliferation of critical theories and the development of postmodern and post-structural approaches to science, research and scholarship.

This study's claims are statements of meaning grounded in critical theory, postmodernism, constructivism and phenomenology, the experience of which underpins the design and methods in qualitative research paradigms.

Lincoln and Guba (1985:56) argues, "Researchers should achieve enough distance from the phenomenon to permit recording action and interpretations relatively free from the researcher's own point of view. Data and analysis should include considerations of inferences and interpretations, as well as concrete phenomena". This study, in its narrative synthesis, does not use mixed research methods but exclusively uses the qualitative research paradigm. As Roy (2006) opines, critical realism and knowledge of reality through our perceptions, are the starting points of what teaching and learning are all about. This study argues that human constructions cannot be known outside human beings' experience and beliefs.

1.12.3 The interpretive paradigm

The central endeavour in the interpretive paradigm is to understand the subject of human experience. In this study, phenomenology through the narrative approach is used to tap into the type of leadership system implemented in schools. The

envisaged model or guidelines or framework was compatible with the experiences of the respondents, taking into account pre- and post-1994 scenarios.

The framework of this research used multiple paradigm choices to probe the experiences of respondents. The pragmatic approach is a link between theory and practice – or alternatively, practice and theory in order to construct a theory that will be relevant, practical and useful in solving long-standing underperformance problems.

1.12.4 The qualitative paradigm

The design of a research study begins with the selection of a topic and a paradigm. A paradigm is essentially a worldview, a whole framework of beliefs, values and methods within which research takes place. It is the worldview within which researchers work (http://www.computing,edu.dcu). Furthermore, according to Creswell (1994:54), "A qualitative study is defined as an enquiry process of understanding a social or human problem based on building a complex holistic picture, formed with words, reporting detected views of informants and conducted in a natural setting."

This study used a natural approach to probe the experiences of both performing and underperforming secondary schools in the Free State. The fact that underperformance is historically found in urban, rural and ex-homeland schools that are historically 'black' is a question worthy of research.

1.13 METHODOLOGICAL CONSIDERATIONS

1.13.1 Research paradigm

When researchers talk about different approaches to research, they talk about paradigms. Williams (1998:46) explains that "Within management and organizational studies, the quantitative is seen as objective, relying heavily on statistics. On the other hand, the qualitative approach is seen as subjective, preferring language and descriptions." An examination of any area of research can yield an infinite variety of questions; however, there are usually constraints in resources and in the requirements of future users.

1.13.2 The narrative approach

Views on this approach include those of Skies and Gale (2006) who argue that human beings are story-telling creatures. Gibbs (2006) quotes Hannah and Ardent (2005) who claim that story-telling reveals meaning without committing the error of defining it. Legg and Stagaki (2002) contend that at the centre of post-modern philosophy, social construction seeks to understand the process by which people describe, explain and ultimately view themselves and the world. Miller and Brewer (2003) maintain that the narrative approach can be labelled "post events," in that reality is seen to be situational and fluid, jointly constructed by interview partnerships during the process of the research. The researcher agrees with the above-mentioned authors, based on the grounds that the postmodern paradigm and qualitative research permit the researcher and respondents to be in partnership.

This study aims to unearth stories from pre- and post-1994 that have a bearing on the problem of underperformance of secondary schools in the matric examination in the Free State.

1.13.3 Research design

The design of a research study begins with the selection of a topic and a paradigm. A paradigm is essentially a worldview, a whole framework of beliefs, values and methods within which research takes place. This study uses the nurture approach to probe the experiences of both performing and underperforming secondary schools in the Free State.

1.13.3.1 Conceptual framework

According to Regoniel (2012), a conceptual framework is the researcher's idea of how the research problem will be explored. The researcher constructs a model that constructs knowledge – and this study's conceptual framework seeks to amass a literature review along the lines of instructional leadership, qualitative research, theory and practice. The researcher intends to probe the knowledge base of principals in secondary schools in the Free State related to instructional leadership as a curriculum driver for learners' performance. Narrative expression will be used to tap into the instructional experiences of principals of secondary schools. Following this, an instructional improvement model will be constructed to assist principals to improve learners' performance in their schools, as well as guiding the principals in the matter of personnel support in order to create a learning and performance environment in their school. Thus, a mind set of critical thinkers and aggressive problem solvers will be created at the school. In addition, principals will be educated to employ highly skilled teachers who are motivated to acquire and apply the

pertinent skills and concepts in this study. Thereby, principals of underperforming schools will be trained to compile and reshape their guidelines on instructional leadership. For prospective principals, a framework or model or guidelines will be provided so that they become solidly grounded in the requirements of instructional leadership and develop as expert professional educators. In summary, a conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea.
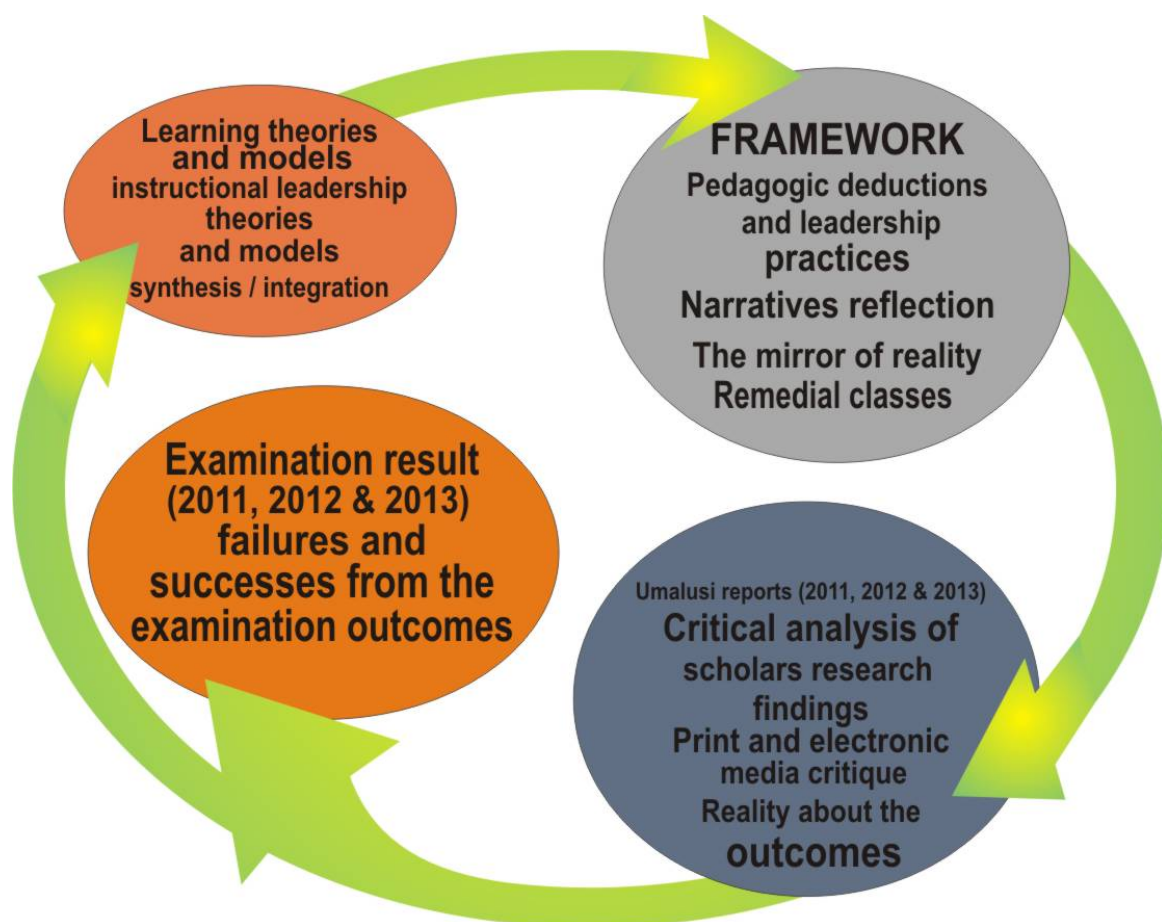
Figure 1.3: Leadership framework model

1.13.3.2 Framework of instructional leadership

Not with standing Waters and Cameron's (2007:47) argument that principals have too many varied responsibilities that are important in running a school, not all of them

however, are essential to improving learners' achievements. The researcher holds that it is vital to design a framework unrelated to curriculum construction and assessment, which will focus on specific leadership responsibilities in order to improve students' achievements.

Experts in the field of instructional leadership, Arter and Staggers (1993:3) and Johnson, Snyder, Chang, Davis and Campbell (1985:3), seem not to agree that students'/learners' achievements can improve through instructional leadership; therefore, the framework should probe the practical experience of the respondents.

Consistent with the aforementioned disagreement is the contention by Supovitz and Polanco (1992: 39) that "Instructional Leadership not just by the principal but by wider casts of individuals in both formal and informal leadership roles, can play a central role in shifting the emphasis of school activity more directly onto instructional improvement; this can lead to enhanced student learning and performance''. According to William (1998:56), the significance of paradigms is that they shape how we perceive the world and are reinforced by those around us, the community of practitioners. Further, he quotes Putman (1983:36) who avers that "assumptions about human nature are deterministic or voluntaristic One views individuals as products of the environment; the other believes individuals create their own environment". Research questions in this study will involve secondary school principals in the Free State, who will reflect on the narrative experience of their leadership. Baugh (2011:356) holds that significant to the fields of instructional design is the implication that practitioners approach the craft online.

To amass information related to principals in their post-democratic dispensation, unstructured interviews were triangulated in the form of: (i) principals; (ii)

researchers; and (iii) district officials. This approach brought the respondents closer towards formulating a framework. The Balanced Leadership Framework (BLF) (Waters and Cameron, 2007:69) cites Waters, Marzano and Nutley (2003) who, quoting from their 30 years of research findings, state that a balanced leadership framework will focus on school practices; classroom practices; and students/learners.

The researcher holds the view that because of schools' vision, mission and objectives, it is assumed that schools do not operate in the same way, whilst performance outcomes should be the same. The researcher further argues that each school is influenced by its teaching and learning corps. It was, therefore, imperative for the researcher to solicit the principals' common thinking for a balanced leadership framework. The foundation component of this framework is to change or shift leadership thinking amongst principals in the Free State. Danielson (2012:97) asserts that "a framework ends veteran skills", for professional practice is not unique to education. Because teaching is complex, the concept of instructional leadership is used to qualify leadership and differentiate it from transformational leadership and other styles of leadership.

1.13.3.3 Instructional paradigm shift

A paradigm shift occurs when difficulties or anomalies begin to appear in the functioning of an existing paradigm; thus, an alternative paradigm exists which wholly or partially is sought to remedy the problem. Barr (1995), Gwyer and Cliford (1997), and Visscher - Voerman and Gustafson (2004), associate each paradigm with its philosophical movement of modernism; critical theory; pragmatism; or post modernism.

1.13.4 Data collection instruments

Janesick (1998:53) avers that the level of research involvement in qualitative interviewing has been widely acknowledged. Cassel (2005), Rubin and Rubin (2005) and Turalyon (2005) contend that the researcher is an active respondent in the research process. In this study, the researcher used unstructured interviews to probe the researcher or respondent's relationship with the narrative. The interviewees in the project team were principals of both performing and underperforming secondary schools in the Free State.

The respondents were ten high-performing principals and ten underperforming principals in five districts of the Free State Education Department. From the responses of this core group, the researcher probed the narrative of all the principals of underperforming schools in the Free State. Discussions were held and debates captured electronically. This research framework was tried and tested on all the principals and School Management Governance and Developers (SMGDs) in the Free State. The assumption was that if it received positive approval, it would be prepared for use by the Free State Department of Education.

1.13.5 Reliability and validity in qualitative research

Some qualitative researchers reject the framework of validity that is commonly accepted in quantitative research in the social sciences. Guba (1992) propose four criteria for judging the soundness of qualitative research: 1) credibility; 2) transferability; 3) dependability; and 4) conformability. This research acknowledges the framework of validity and reliability as operative in qualitative research and, therefore, examined the above criteria as follows.

With reference to credibility and transferability, Silva and Rothbant (1984) argue that transferability refers to the degree to which the findings of qualitative research can be generalised or transferred to other contexts or settings. This is the responsibility of the researcher who is doing the generalisations. The qualitative researcher can enhance transferability by doing a thorough job of describing the research context and its central assumptions. Thus, the person who transfers the findings to a different context is then responsible for making the judgement as to how sensible the transfer is. Findings are constructed in terms of the researcher and the editors, as the context and content are the participants.

The idea of dependability emphasises the need for the research to account for the ever-changing context within which research occurs. The research is responsible for describing the changes that occur in the setting and how these changes affect the way the researcher approaches the study. Confirmability refers to the degree to which the results can be confirmed or corroborated by others. The researcher will document the procedures for checking and rechecking the data throughout the study.

1.13.6 Trustworthiness

Krefting (1990:215) cites Guba (1981) in outlining qualitative research projects to embrace: 1) truth value; 2) applicability; 3) consistency; and 4) neutrality.

1.13.6.1 Truth value

In qualitative research, truth value is usually obtained from the discovery of human experiences as they are lived and perceived by informants. Truth value is subject-oriented and not defined as a priority by the researcher (Sandelowski, 1986, as cited

by Krefting, 1990). This research argues that a narrative emanates from the experience of the respondent, and in the case of pre- and post-1994, the respondent personally experienced in action his or her leadership activities.

1.13.6.2 Applicability

Krefting (1990:216) cites Sandelowski (1986) and Patton (1990) respectively in that applicability refers to the degree to which the findings can be applied to other contexts and settings or within other groups; it is the ability to generalise from the findings to larger populations. Defined external validity is the ability to generalise from study samples to a larger population and to note the importance of the sampling techniques in its establishment. This study thus demonstrates that there is a likelihood of similarities and differences arising from the tales of storytellers, according to their experiences. In this study the similarities and differences were then grouped together to provide the grounding for the formulation of the framework.

1.13.6.3 Consistency

The key to qualitative work is to learn from the informants rather than control them. Instruments that are assessed for consistency in qualitative research are the researcher and the informants. Qualitative research emphasises the uniqueness of the human situation, so that variations in experience, rather than identical repetition, is sought (Fieb and More, 1985).

1.13.6.4 Neutrality

Krefting (1990) cites Guba (1981) who contends that neutrality refers to the degree to which the findings are a function solely of the informants and the conditions of the research and not based on other motivations and perspectives. They further

postulate that qualitative researchers attempt to increase the worth of their findings by decreasing the distance between the research and the informant; this researcher did not impose his experience on the interviewees, unless probing for further explanations.

1.13.7 Value of the research

The value of the research is to transform the instructional leadership role of the principal. This was achieved in this study by moving the focus away from office practice and administration, in which bureaucratic practices in school situations prevail. An instructional leader, whose potential and role are grounded in the educational achievements of all learners in his or her school, is produced. Through skills acquired in this study, principals were able to formulate a guideline for an improvement plan. As a result, they developed a high performance mobility strategy for all schools that performed below 100%.

The success of the programme innovated by this study will hopefully serve as an important tool for the province(s) and the country (South Africa). It can be used in performance reviews whenever there are shortcomings in school leadership. In addition, a programme for guiding the principals in all aspects of didactics will be compiled to add impetus to the field of knowledge.

1.14 STRUCTURE OF THE STUDY

The research is outlined as follows:

Chapter 1: focuses on the introduction and general orientation.

Chapter 2: deals with the literature review and the theoretical/conceptual framework which underpins this study.

Chapter 3: interrogates instructional leadership perspectives.

Chapter 4: analyses performance trends in South African schools from 1994 to 2013.

Chapters 5: presents an empirical investigation, focusing on the research design and methodology.

Chapter 6: presents and analyses the data.

Chapter 7: summarises the results and the discussion.

Chapter 8: formulates instructional leadership design for underperforming schools.

1.15 FACILITATION FRAMEWORK

Instructional design is the application of learning theories to create effective instruction. Eyes (2004) states that for a good pedagogical design there is simply no escape from the need to adopt a theory of learning (http://www.nwlink.com/DonClark/hold (isd: htm). Further, he argues that instructional design is a construct referring to a step-by-step prescriptive procedure for creating instructional material in a consistent and reliable way, in order to facilitate learning most effectively. Moallem (1996), however, argues that instructional design is the systematic development of instructional specification using learning and instructional theory to ensure the quality of instruction. The purpose of

this present research is to design an instructional model as a guideline for principals to help teachers to probe the instructional and learning experiences of learners to improve in their subject areas of performance.

According to Danielson (2012), a framework for professional practice can be used for a wide range of purposes: from meeting novices' needs, to enhancing veterans and their skills, because teaching is complex, it is helpful to have a road map through the territory structured around a shared understanding of teaching. This study assumes that there are principals whose schools perform well above the set benchmarks of the province, whilst others do not. Table 1.1 provides a structure to summarise the operation.

According to Wenger (1998), a community of practice is a group of people who share a concern or a passion for something they do, and they learn from each other on how to do it better as they interact regularly. Members of a community of practice are practitioners who develop a shared repertoire of resources, experiences, stories, tools and ways of addressing recurring problems; in short, a shared practice. This study suggests that a community of practice should be divided into the existing five districts in the Free State i.e. Thabo Mofutsanyana, Lejweleputswa, Motheo, Xhariep and Fezile Dabi. The study holds that this group of principals (underperforming and performing) will gradually improve through a process of self-conscious analysis, sustained by high academic performance emanating from the Free State community of instructional practice framework (narratives, stories, tools, documents, international networks, etc.).

Table 1.1: Community of instructional leadership practice

Figure 1.4: Research triangle framework	Action Plan

Researcher

Uncover the underlying values, beliefs and assumptions that shape school leadersjhip

Narrative to unearth reality

Discussion and cross pollination of ideas of learners performance

Performing ← → Underperforming

Schools

(a) Literature review to adopt a good pedagogical design.

(b) Instructivist to constructivist pedagogic approaches.

(c) Conceptual representations probe discussions.

(d) Narrative to blend best practices.

(e) Theories of instructional practices.

(f) Research findings, (Core questions of the study).

(g) Unearthing of norms and practices from principals as practitioners.

(h) Free State community of instructional practice.

(i) Long term strategies for improving learners performance.

(j) Development of the learner performance framework.

Narratives and stories.

Tools

Documents

Learner exchange programme

Instructional leadership and learner performance centre of technology

(i)   Theories of practice framework

(ii)   Redesign and practice of instructional framework

1.16 CONCLUSION

This thesis should not be seen as an attempt to innovate or create a contemporary perspective of instructional leadership but rather to provide a model, a framework or a programme that will assist principals to use instructional leadership as a strategy to improve the learning perspectives in secondary schools in the Free State. The core participants in this study were principals of underperforming and performing schools in the cited province. This was done to find out, through robust debates in plenary sessions with principals in the Free State, the extent to which principals used instructional leadership as a strategy to improve learning in their schools. The assumption made in the study is that experience resides in narratives, which, if tapped, can reveal to what extent, underperformance is found in urban, rural and ex-homeland schools.

The assumption this study makes is that learners come to school to acquire knowledge and skills. This knowledge and these skills form the extent to which the tests and examinations tap into the content. Education for self-reliance, self-sufficiency and critical thinking insists on internalised learning and not on rote learning banked for the entire year, only to be retrieved for examinations or continuously during the year. The conclusion in this research is to clearly indicate that the instructional leadership paradigm, and the products of this model/framework/programme, should realise a self-reliant, self-sufficient and critical thinker whose performance is not measured in terms of examinations only, but by knowledge and skills and the ability to use our God-given natural resources for the good and the upliftment of the people.

CHAPTER 2

LITERATURE REVIEW: THEORETICAL FRAMEWORK/CONCEPTUAL FRAMEWOK UNDERPINNING THIS STUDY

2.1 INTRODUCTION

This thesis argues for a literature review that supports instructional leadership as a strategy to improve learning performance in secondary schools in the Free State. Metcalfe (2012), cited in The Literature Review as Expert Witnesses (2003), states that a literature review is the use of previous research to provide evidence in support of the thesis or that researchers may prefer the available evidence (literature) and map out how they wish to present it to the reader.

The researcher argues that if the literature is evidence to solve contemporary instructional problems in the Free State, then the assumption made by this thesis is that contemporary literature should be reviewed as evidence. The objective of this study is to attempt to understand the experience of performing and underperforming principals as participants in instructional leadership. In this regard, one of the significant areas of the study is the review literature on instructional leadership. Bryman (2008:98), in answering the question as to why one needs to review the existing literature, says that what is already known about this area should be identified together with the concepts and theories that are relevant. Research methods and research strategies which have been employed in studying this area should be analysed; it should also be established that no unanswered research questions remain.

Consistent with what is said by Bryman (2008:98), Wetman, Kruger and Mitchell (2010:38) state that "We usually begin the literature review section by reviewing the literature dealing with our chosen topic". This thesis's topic is: Designing an instructional leadership framework for underperforming secondary schools in the Free State. This thesis therefore argues that the literature review seeks to review the literature on instructional leadership designs; answer the research questions in the area of performing and underperforming schools in the Free State; design a framework to improve learners' performance in the Free State's secondary schools; review the research design and methodology; describe the historical perspective of secondary schools' performance in the Free State; and describe the performance trends of schools in the Republic of South Africa.

2.2 LITERATURE REVIEW

2.2.1 The review of related literature

Nenty (1999) argues that during a literature review a researcher's activities are those of quoting, paraphrasing, summarising and evaluating. Each of these should be done in such a manner as to protect the right of the author and avoid plagiarism. In this thesis acknowledgement of the sources is in line with the presentation of the sources used. Sources quoted are those that support the topic of this research.

In this thesis, as Thomas (2010:31) explains, a primary source is one which no other person has analysed or summarised. Through the analysis of print and the electronic media, evidence will be presented regarding contemporary debates on the state of instruction and learners' performance in South African Basic Education. A secondary source is one in which many primary sources have been reworked by analyses or summaries. The most common form of secondary sources is the textbook. In this

study, secondary sources are reviewed to establish what is already known about this area of instructional leadership and how it improves learners' performance; what the concepts and theories are that are relevant to this area and the research methods and strategies employed in studying this area (instructional leadership). If there are answered researched questions in this area (instructional leadership) as a strategy to improve learners' performance in secondary schools and if the Free State schools have already applied the instructional leadership strategy to improve learners' performance, one should consider what the outcomes. In addition, in this section of the study, theses will be used to map findings in other people's PhD studies in the research area. Thomas (2010:34) warns against some websites, even well-known quotations, which may carry misleading information and adds "It's up to you to judge.'' The researcher should always verify from another source, by comparative citation. Thomas (2010) also warns that a literature review is not a list but should be a story with a beginning, middle, and an end; a synthesis that links ideas and finds differences.

Consistent with performing and underperforming schools in a democratic dispensation, this thesis considers the following core principle: Carr and Hartnett (2002:4) contend that "Democracy is a form of social life constituted by the core values of positive freedom and political equality." A democratic society is thus an educative society, in which the citizens enjoy equal opportunities for self-development, self-fulfilment and self-determination. This study assumes that performing and underperforming institutions cannot produce equal citizenry because of the existing unequal opportunities for self-determination. Thus, the literature review from informed sources will shed light on this research as to how, according to

the literature on the topic, equal knowledge and skills can be achieved in an unequal school-going population.

Learning from the literature, Lee and Danby (2012:26) argue that in doctoral education, the concern about the literature review is focused on the thesis, a very public presentation of a student's abilities that are closely associated with a specific institution and programme. It is a truism, in this case, that a doctoral thesis from Unisa may become a key to enhancing the literature review. This study argue that, besides Unisa, other related institution could be helpful as Figure 2.1 articulates. The Venn diagram (Figure 2.1) below indicates how the above stated may be achieved.
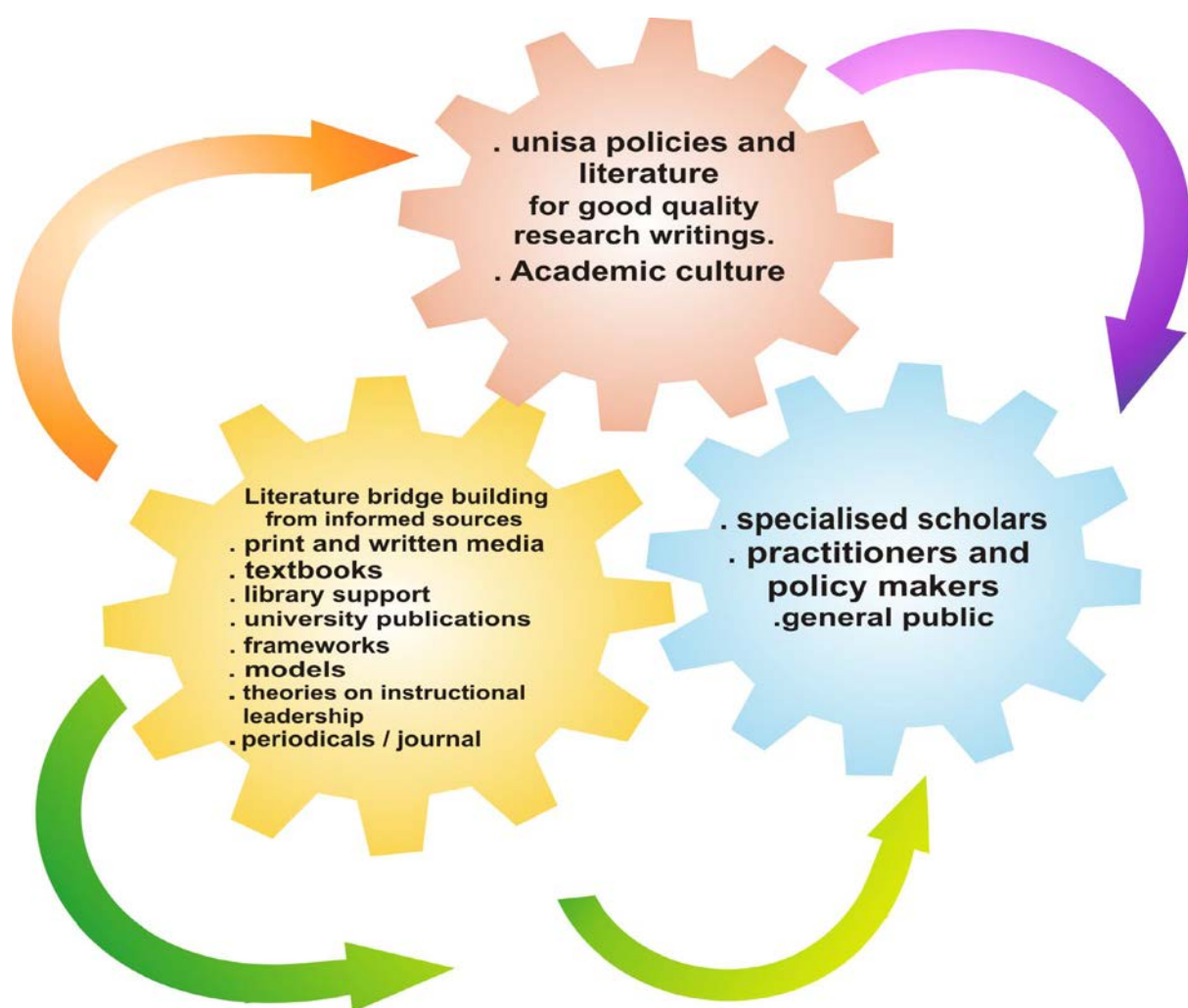
Figure 2.1: Specialised information Venn diagram

According to Ball (1994:85), "School leadership is not as some writers of school management would have us believe, achieved in a social vacuum". Angus (1994: 43), further states: "The realization of leadership is always set within a framework of possibilities and constraints derived from educational policy and from the political and economic context of education." The assumption that instructional leadership is the answer to improve learners' performance rather than school leadership, is a question that should be examined in the literature review from instructional perspectives. Research findings, in this regard and their constructions provide a way for more research views in the field of instructional leadership as a strategy to improve learners' performance.

The question of colleagues in leadership and management is cited by Ball (1994:93) "Head teachers and teachers are differently positioned in all this in relation to key environmental issues and potentially in relation to key values in the organisation." The researcher as a curriculum Chief Education Specialist assumes that the leadership- instructional- colleagueship relationship in the question of performing and underperforming secondary schools in the Free State can solve underperformance. And this is open to research review to negate or confirm this.

Knox (1992:237) avers that "learning is about becoming a person in society, about transforming the experiences of living into knowledge, skills and attitudes so that human individuality might develop and teaching can assist in this endeavour". This thesis argues that an instructional leader is an instructional colleague of teachers and that he or she is exposed to day-to-day learning and teaching (instructional problems of learners). This culture helps in the improvement of learning and the academic performance of learners, and is subject to review through the literature in

probing the validity of this assumption. On the issue of methods and styles of teaching, Knox (1992:240-241) argues that "Teachers are often expected to have all the answers." Good teachers are expected to know all the answers and merely provide them for the learners to learn. Teachers are expected to have authority and to provide answers in a didactic manner, and as a result of memorising and practising, learners can acquire that knowledge, pass an examination and gain some form of certification. This thesis will use the literature review to establish whether memorising and passing an examination are the democratic way of viewing instruction in our post-1994 contemporary society.

According to Dalin, Roff and Kleekomp (1993:14), "We believe that all schools need a quality control system". We often see a systematic evaluation of the school improvement programme as the first attempt to try systematic evaluation at the organisational level and therefore it is a unique learning opportunity. The researcher, in his 30 years of experience as Chief Education Specialist (curriculum development and delivery) formulated an instructional improvement plan with his colleagues.

In this literature review, an investigation will be made that will add meaning to Chapter 4 on Instructional Leadership Perspectives. Dalin, Roff and Kleekomp (1995; 151-152) opine that both research and practice show us that the effects of organisational learning will slowly disappear if there is not a continuous and systematic evaluation or supervision of the organisation (Bass, 1996). By pursuing this literature review, the researcher is able to provide in-service training in a subject (learning area) to principals, so as to improve learning performance.

Ribbins and Burridge (1994:46) argue that "The findings of school effectiveness research consistently demonstrate that schools can make a difference to their

students' educational outcomes." In other words, it is possible to begin to explain why some schools are more effective than others. The researcher asserts that this literature review will highlight the problem of performing and underperforming schools in the Free State. Silver (1994:141) argues that "Educationally, we have to face the inescapable inequality of the children failing before us, unequal in attainment and in motivation; facts which a mere glance at the exercise books forces on our attention, however much ideologically we may seek to deny the patent evidence." It is simply a matter of one child demonstrably knowing more than another. It is also that part of the inevitable results of the educative process is to produce inequalities of sensitivity or understanding of taste and responsiveness.

The above-cited author gives a literature review directed at the pre- and post-1994 history of education, with special reference to education delivery and policy directives. Should the literature review findings bring ideology to the fore, the critical evaluation of modernism should be interrogated through the scholarly views of Foucault and Freire (1991). Chapman, (Boy, Lander and Reynolds et al.1996:29) support Freires's concept of education as conscientisation (a precursor of the empowerment concept) of the improvement of adult persons so that they become aware of conditions which oppress them. The mind-set to act collectively against those conditions can be seen as an adaptation of concepts associated with participatory democracy with an admixture of populist ideas. This literature review functions as a starting point to allow collectivity of performing and underperforming principals so that they can work together to find one another and transform all underperforming schools in the Free State into performing schools.

2.2.2 Rationale of the literature review

The research questions in this doctoral thesis are: What components could be formulated for the design/development of an instructional leadership programme, model or framework to empower principals to execute their curriculum management role effectively to improve learning performance in underperforming secondary schools? Secondary questions are: What constitutes the instructional leadership role of a school principal in the execution of his or her curriculum-management responsibilities? And: Why do some secondary schools in the Free State perform well and others poorly? Lastly, what is the current state of school managers as instructional leaders in secondary schools?

Easterby-Smith, Thorpe and Jackson (2008:10) state that "Doctoral dissertations need to produce theoretical contributions with some degree of originality and this suggests that there needs to be a significant element of pure research in these cases." Consistent with the views of Easterby-Smith, Thorpe and Jackson. (2008), it is evident that there should be a theoretical framework for answering these questions as put forth in chapter 1 of this thesis. Furthermore, Easterby-Smith, Thorpe and Jackson. (2008) state that "These contributions may include the discovery of new ideas, the invention of new procedures and methods, and the replication of existing studies in new contexts or the applications of new theoretical perspectives to existing research questions."

In pursuing these questions and constructing a relevant methodology for the study (constructivist design, narrative paradigm and critical theory to mention just a related few). These methodological perspectives (chapter 3), through the literature review can channel the research findings regarding the chosen topic.

2.2.2.1 Topic-related review

Chettour (2010:1), in his treatise on changing paradigms of educational leadership in schools, referring to a change, argues that "Many other factors may contribute to such a turn-around, but leadership is the catalyst." In an attempt to compile a leadership literature review, Findley and Findley (1992:102) state that "if a school is to be an effective one, it will be because of the instructional leadership of the principal, although the principal must address certain managerial tasks to ensure an efficient school." Thus, the task of the principal should be to focus on activities which pave the way for its students' high achievement. Consistent with Findley and Findley (1992), Barth (1990:43) writes: "Show me a good school and I'll show you a good principal". However, nailing down what defines "good", especially as it relates to instructional leadership has proved to be elusive. This thesis finds that the concept of "good" as used by Barth (1990) means a spectrum of what an instructional leader is; therefore, a framework needs to be designed to tap into the literature review so as to come up with a leadership conceptual framework and model (Figure 1.1 and 1.2; Table 1.1 in Chapter 1).

2.2.2.2 Research findings on instructional leadership

Gamage, Adams and McCormack (2009) in "How Does a School Leader's Role Influence Student Achievement? A Review of Research Findings and Best Practices" (http:// the expressacademic.org) affirm that excellent instructional leaders are very important and are a vital part of active schools in bringing schools up to a high standard of student achievement as expected and demanded by most educators and communities. Blase and Blase (2000) state further that the results of school tests and examinations demonstrate that effective principals encourage their teachers to

critically reflect on their learning and professional practice. Moreover, Briggs and Wohlstetter (2002) find that School Based Management (SBM) schools which have improved their instructional programmes produce higher levels of student learning. In reporting their findings, Marsh and Le Fever (2004:392) assert that in both policy contexts it rarely existed as a vision on curriculum and instruction for students' achievements. As a practical example, Ruff and Shoho (2005) relate the experience of the collaboration of a novice principal and two experienced principals in three urban elementary schools in San Antonio, Texas. They show the importance of mental models of principals in conducting their roles as instructional leaders.

According to Kennedy's (2008) findings, all definitions of instructional leadership contain elements which, in one way or another, concern teaching and learning with the ultimate objective of promoting the learner's academic performance. It is clear from the above-cited findings that the success of teaching and learning (instruction), resulting in the ultimate production of a learner's performance, rests with instructional leadership. It also clear that there is a correlation between instruction and leadership. A school with low academic achievement (namely as a result of poor teaching strategies; an inadequate academic monitoring system; and a lack of policies and procedures mentioned in the above-cited paragraphs) indicates a need for these items to be included in the design of a model in this thesis.

According to Southworth (2002:73-91), current research on leadership is over prescriptive and fails to take the variation between schools into account; lacks description of effective practice and tends to focus on the leadership of only underperforming or struggling schools. The cited findings by Kennedy (2008) state that the gap found between prescriptive and descriptive approaches can be closed

through narrative (see chapter 1 of this thesis, Table 1.1). There is a tendency for the research to offer taxonomies of what leadership entails and such a list, Southworth and Geoff (2002) argue, fragments the work of leaders and fails to recognise that school leaders do many things at once; their work being characterised by simultaneity and holism. This approach where the principal is responsible for human resources, finances, sports and recreation debars him or her from focussing on instructional leadership.

2.2.2.3 Research recommendations on instructional leadership

Supovitz and Polinco (2001) advise and recommend that a vision held solely by one person, no matter how powerful, is invisible to others. In order for the vision to become reality, it must gain the wide acceptance and advocacy throughout the organisation. One powerful approach is through the cultivation of a whole community bent on improving the instructional focus across the school; therefore, to develop effective group practices, individuals should, comfortably and regularly, form substantive and particular ways around specific activities. This thesis assumes that is consistent with instructional leadership in the Free State. There is the likelihood that the narrative approach can bring unforeseen instructional activities which debar effective instruction. Therefore, the Free State Community of Instructional Practice should embrace all districts i.e. Thabo Mofutsanyana, Motheo, Xhariep, and Fezile Dabi for the purposes of creating effective group practices for the whole province. Supovitz and Polinco (2001:43) sum up the above-mentioned points succinctly: "An instructional leader has to be willing to be a learner, a lifelong learner, to acknowledge that you don't know everything; that you're learning alongside your

teachers. And that you're willing to share with them in their learning. And you need to learn to take a chance and try consulting."

The researchers Abrahim and Al-Teneigh (2012:1) postulate that, in order for improvement in school performance (as seen through student achievement) to take place, school principals should not depend solely on being transformative leaders; they should become instructional leaders and work closely with teachers. In fact, the work of teachers is more directly related to students' learning and achievements than the work of principals. Furthermore, researchers and practitioners should not only investigate the general or collective impact of leadership styles but also identify specific leaders' attitudes and practices that have a strong influence on a school's performance, students' achievement, teachers' satisfaction and commitment to work. This thesis will focus on instructional leadership and how it can improve learners' performance in secondary schools in the Free State, not with standing the intervening variables in play which need to be bracketed.

2.3 CONCLUSION

The objective of this chapter was to explore the literature and review the extent the literature review is supportive of the topic of this thesis. In this chapter a summary of important material was amassed to present an academic argument related to the topic. Relevant questions, findings and recommendations were highlighted and these will guide this thesis in terms of the gaps to be filled. They will pave the way for further research in this field. Finally, references referred to in this chapter will be formally documented as part of the References.

CHAPTER 3

INSTRUCTIONAL LEADERSHIP: PERSPECTIVES

3.1 INTRODUCTION

The implementation of instructional leadership in schools in the Free State has prompted the researcher to ask the following two questions: Is improving the achievements of learner related to the teaching and learning (instruction) activities of the principal of the school? And: Are learner outcomes in schools based upon the improvement in examination results in order to meet the set benchmarks of the province?

The answers to these questions must be kept in mind, when this research formulates strategies and draws conclusions to theories on research practices. In keeping with perspectives on leadership which aim to empower principals, this thesis will provide rationalised portrayals of ideal practice, in which the challenges and uncertainties of unfolding action are smoothed over in the telling Brown,Collins and Duguid, (1989). The challenge faced by global issues in the context of education is put into perspective on the website: (www.gale.engage.com) which says: "When apartheid ended, whites with more training and education than blacks continued to dominate the post-apartheid world. Inferior education was a factor in the chronic unemployment experienced among poor blacks, despite South Africa's economic growth in the post-apartheid era." The observation indicates that the affluent white community still enjoys the benefits of an accumulation of good education and well-trained school principals in the ex-model C and private schools during the apartheid era.

Despite the Freedom Charter (Klein, 2011), which became the working document for the ruling party (African National Congress) there are still disparities between Ex model C schools and community schools. Whilst all these quoted schools are community schools.The liberation struggle was not only about a political system but concerned an economic one as well. Blacks inside South Africa never enjoyed the benefits that came with the booming economy arising from gold and diamond mining (www.gale.engage.com). To address the economic inbalance between the pre- and post-apartheid eras, President Nelson Rolihlahla Mandela is quoted by Handman (http:www.rense.com) as saying that the nationalisation of the mines, banks and the monopoly of industries is the policy of the ANC; that black economic empowerment is a goal which is fully supported and encouraged. Nevertheless, Paulo Freire (Ndimande, 2012:3) and others in the critical tradition state that education is not a natural phenomenon that takes place in an ideological vacuum. In focusing on Social Democratic Capitalist Education, Figure 3.1 reflects on the conceptual and theoretical frameworks underpinning post-apartheid education and shows that there is growth for a post-apartheid leadership framework for the principals in the Free State. Figure 3.1 and 3.2 attempt to discover how ideas were constructed, reconstructed and deconstructed to arrive at the present system of education, which still reflects the overriding phenomenon of critical thinking in education in the Free State. The concept stresses Mandela-ism and Mbeki-ism within the framework of post-apartheid education, which shall be discussed at length in Chapter 4.

Cultural sensitivity compelled the researcher to use qualitative research and instructional perspectives as a vehicle to discover what makes some schools different from others found in the same province. Gentilucci and Muto (2007) asserts that research identifying the relationship between a principal's instructional

leadership behaviour and academic achievement is problematic because it fails to consider the perspective of the student. The researcher contends that if a principal is to be an instructional leader, it is required that he be a subject (learning area) teacher in order to demonstrate and tutor teachers in instruction. The researcher, who is an education specialist, has realised how principals are controlled by the district office and that on their instructions, paper work, and office management are forced priorities. At times this becomes a problem between School Management Governance Developers (SMGD) and the learning facilitators in terms of who is to control and guide the instructional space. The area of leadership which is clouded with different schools of thought, will be pursued in this study in order to find grounding for instructional leadership. Anderson (2002) maintains that decades of research conclude that schools and classrooms tend to be highly bureaucratised and are teacher centred rather than learner centred. The conclusion reached is that 'instruction' means learning and teaching, and learning must be the priority.

3.2 INSTRUCTIONAL LEADERSHIP

In the empirical literature, the term "instructional leadership" has emerged from research done on outer schools; that is, schools that effectively educate children from low socio-economic (SES) backgrounds (Barnan and McLaughlin, 1975; Edmonds, 1978; Hallinger and Murphy, 1986; Louis and Miles, 1990). Similarly, Hallinger (2003) identifies two instructional leadership behaviours that have yielded improved learner-outcome behaviours, namely high expectations in coordinating the curriculum and monitoring student progress (eaq.sagepub.com) (at Unisa on May 23, 2013). It is assumed that the empirical literature obtained covers the challenges

that underperforming schools (all of which are in socio-economically deprived environments) face in terms of their need for improvement.

In their study, Valentine and Prater (2011:95) conclude that their findings clearly indicate that the leadership behaviour of high school principals does influence learners' achievements. The findings from this study also support the importance of competence in instructional and curriculum leadership. This study argues that in real school situations the practices of the two factors of curricular and instructional leadership are at play. The principal can function on a one-to-one basis (a principal teaching one subject in one grade) or by using contemporary learning and technological trends in teaching and learning practice, can encompass the whole school (one-to-many approach). It should be noted that, transformational leadership is crucial in a democratic dispensation. A principal who has the knowledge and skills of instructional leadership should use these skills to influence the subject matter, not only in the classroom but also in the pedagogy of the struggling masses; in learners' assembly; in the school grounds; and during liberation holidays to conscientise teachers and learners to emancipate themselves and through education, obtain the knowledge and skills for work-related engagements.

Quilici and Joki (2012) opine that cell-phones, laptops, electronic readers and other portable devices are part of learners' lives, inside and outside the classroom (Clerk, Loogan, Luckin, Mee and Oliver, 2009); whilst Parker (1984) states that learning technologies can promote powerful connections to content, context and community. The pre- and post-1994 community slogan is "every child is my child". The academic purpose of the Internet is to connect schools with local universities, technikons and other tertiary education and training institutions. This approach can assist the Free

State community of instructional practice to convey pedagogic information to secondary school principals in the whole province. Network settings between schools, the circuit office and provincial and national departments of education can collate information needed by teachers and principals during any period of instruction.

In this regard, Agupusi (2014) postulates that elsewhere on the ideological spectrum, we arrive at the progressive camp. This group comprises white and black academics, research professionals from different sectors, and members of civil society. These groupings have children in both performing and underperforming schools in the Republic of South Africa and if "every child is my child" is a postmodern truism then, as a starting point, research and funds could be used to train principals in progressive instructional leadership strategies.

Given the recent crises in the South African education system, from a dysfunctional state of schooling under apartheid, we know that equitable and socially just schools are, in the main, far from being established (Christie, 1998). Yet there are schools (ex-Model C and private schools) which, subsidised by parents and the general public of South Africa, function efficiently and effectively, both in pre- and post-1994. Implicit in the learning of inclusive instructional leadership is the growth of personal and collective proxies and the valuing of professional ethics, grounded in the notion of a professional learning community (Sereno and Rayner, 2000).

It is time to get back to basics in our schools which are failing because they are unable to focus enough attention on academic achievement, nor do they have sufficient competition. Schools must produce results.

This thesis recommends an inclusive instructional leadership, where there is inter-structural and inclusive practice between performing and underperforming schools. Instructional activities in which communities are involved and work plans constructed by both principal and teachers should be put in place. Parents should be consulted at the implementation stage, whenever there are doubts regarding these plans. Against this backdrop Ngqulana (2010) argues in his PhD thesis that "Several scholars of South African politics have provided divergent explanations. These explanations can be grouped into two broad categories: The first category suggests that the leadership of the African National Congress (ANC) in government was co-opted by and brought into the dominant paradigm of real liberalism, and in the process sold out its constituency of poor people, and the second argues that the ANC government had no alternative but to follow the dominant socio-economic paradigm of a conservative approach to economic and social reform." In the light of this discussion and critique, this study supports the introduction of technology into schools as a link between the thinking of the instructional leader, and scholars and their parents who can be included in the process. The parents, by using the information and communication devices, can gather information for their children at home, which can then be discussed with teachers in the classroom or at school meetings. At a parents' meeting held at Motheo Wa Thuto on 24 March 2013, it was discovered that many parents do have laptops, iPads and other devices.

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┌─────────────────────────┐              ┌─────────────────────────┐
│ Free State Province     │              │      Principals         │
│                         │◄────────────►│                         │
│ Community of Instructional           │ Information Communication │
│ Practice                │              │ Technology Centre       │
└─────────────────────────┘              └─────────────────────────┘
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Free State Province

Community of Instructional Practice ◄────► **Principals** **Information Communication Technology Centre**

Pedagogy and Support House	Technology and Integration Centre	Correlation Integration Technology Centre

High-performing Schools / Under Performing Schools	Chief Education Specialist Communications and Guarded Supervision	Member Schools (All Districts in the Province)

School of Education (Core Research Fellowship)		District Learning Facilitators and School Management Governance Developers

Think Tank	Universities, Technikons, Further Education and Training Colleges

Figure 3.1: Principals' information and communication: technology management centre

House: A classroom or complex used by education specialists for curriculum and instructional leadership.

Centre: A complex equipped with technological devices.

Fellowship: A group of intellectuals whose interest is to outline the curriculum and instructional leadership.

Think tank research components: curriculum and instructional leadership professors and students who seek to find solutions for teaching and learning.

3.3 CRITICAL CURRICULUM AND INSTRUCTIONAL LEADERSHIP

This thesis argues that curriculum and instruction are relevant to the pragmatic situation of instruction in the classroom of every school. Cooke (2007:94) states that "Curriculum leadership is the essence of instructional leadership, yet curriculum articulation is vital to the core outcomes of school improvement and the quality of the curriculum is critically linked to student achievement." Why then is critical pragmatism given space in this section of the study? The point being made here is that the concept of critical theory seems to be relevant to both the critical curriculum and leadership. Deegan (1988:26) in her work on Jane Addams (A progressive and liberated teacher on critical instruction) has suggested a definition of critical leadership and critical pragmatism that may be representative of this literature; she defines critical pragmatism as a theory of science which emphasises the need to apply knowledge to everyday problems, based on radical interpretations of liberal and progressive values. This thesis does not aim to discuss critical pragmatism in this section of the thesis but to examine how critical pragmatism can bring critical practical trends into underperforming schools in the Free State.

Critical thinking occurs whenever one judges, makes a decision or solves a problem. Expressed in the most general terms, critical thinking is a way of dealing with the problems in life. Surely then, underperforming schools are a problem because they are unable to join their co-learners in reaping the democratic, socio-economic benefits that South Africa can offer every citizen. The researcher might have experience as a chief education specialist (curriculum development and delivery) in the Free State districts, but on reflection, he is using critical thinking to analyse and re-consider the evidence presented in the narrative content and context of his respondends.

On critical curriculum leadership, Ylimaki (2010) cites Bourdeu (1977) and Apple's (1989) theory of curriculum, as a cultural reproduction that offers an alternative critical curriculum theory which may suit curriculum leaders who seek radical social change in the political arena. Furthermore, Ylimaki (2010) cites Freire's emancipatory approach to education (1970/1993) which provides a possible strategy for interpreting the cultural reproduction of society. His fundamental concern is with the liberation of poor, powerless, ignorant people who have been subjected to slave-like domination by the wealthy (Walte and Soltis, 2004). The researcher agrees with Freire's emancipatory approach in that students from underperforming schools leave school without the education and the qualifications required for the work market; they end up poor, powerless and ignorant, and are either dominated by their employers or are unemployable and become a burden to the state and a menace to society. The main purpose of curriculum and instructional leadership is to encourage teachers to use current pedagogic expertise, findings and suggestions gained from previous teaching experience, university courses and workshops (see Figure 3.6). With the development of indigenous technology capacity, educational institutions should

ensure that learners and teachers engage with technology by linking the teaching, for example, of science and mathematics to the life experiences of the individual and the community. The contention here is that no school can sustain good practice and outcomes if learners and teachers do as they wish during instructional time.

This sub-section concludes with the following perspectives of Burke and Krey (2005: 346-347) who say that curriculum and instruction should be co-operative, co-coordinative and collaborative within the ambit of supervision. The contributory and supportive functions of supervision include those policy determinations and implementations that deal with the improvement of instructional practice and its areas of influential environments. The process of supervision has important implications for curriculum determination. Planning is supported by a systematic, applied analysis to improve the programme.

In concluding this section, it should be noted that at the end of a learner's journey of instruction, his or her performance depends on the quality of supervision and instruction given by the principal within the school environment. In addition, cultural norms, values and ideals increase in this environment as Figures 3.1, 3.2 and 3.3 indicate. Burke and Krey (2005) maintain that the final process of supervision is planning, designing and implementation; they refer to classroom methods, such as direct instruction in comparison to other methods, such as the discovery approach when teaching science. The conceptual method is linked to students' achievement; therefore, curriculum work should be perceived as a continuous process (Cooke, 2007: 94).

The efficient instructional leader is involved in curricular and instructional concerns in an intensified fashion that unswervingly influences students' accomplishments (Cotton, 2001).

It is held by educationalists that educational instruction uses a plethora of methods but that instructional effectiveness cannot be attained without successful instructional design and proper planning, taking into account the envisaged environment, which in this case, is underperforming schools.

3.3.1 Triangulating learner performance from principals

The importance of a principal's effectiveness is undisputed argue Grissom & Susanna (2011). Presented below (Figure 3.2) is a model that explores the topic discussed in this section.
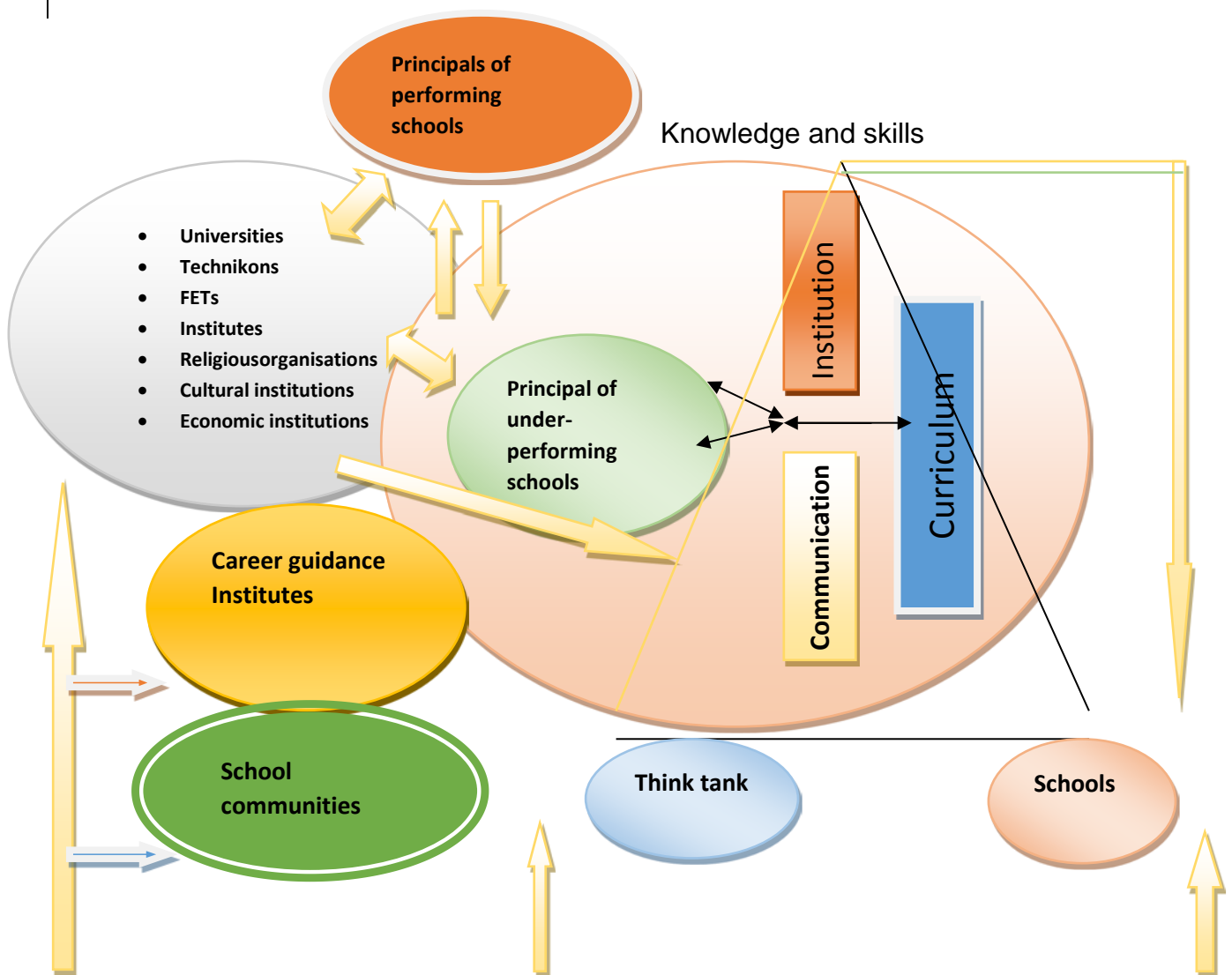
Figure 3.2 Human relationships model (Model A)

- Tertiary institutions are think tanks for secondary schools in terms of knowledge and skills (ICT).

- Industries, economic and religious institutions academic support for secondary schools.

- School communities engage in exchange programmes.

This thesis contends that a principal does not achieve his or her leadership role in a vacuum. In order to achieve positive academic outcomes, the principal works closely with teachers, learners and parents. Information communication technology assists with communication between all involved parties. Principals, teachers and parents learn from different modes of instruction which then construct their world-views. Educational settings are not apolitical in South Africa where a culture of school politics propagated by unionism is found. From the ideas of social democratic capitalism, social democracy is defined by a policy regime involving a universal welfare state and collective bargaining schemes within the framework of a capitalist economy. Social democrats advocate for a peaceful and evolutionary transition of the economy to socialism through the progressive social reform of capitalism. With this in mind, this study argues for a dual reform and transformation between performing and underperforming schools to find common ground for performance and collaborative operations with the same economic commitments, thus bringing postmodern and Critical Theory thinking into the system. Nutchell, Travers and Bulkley (2010) assert that they have found substantial evidence to conclude that interim assessments have the potential to contribute to instructional improvement if they are embedded in a robust feedback system. This thesis holds that the elements shown in Figure 3.2 are born of the effectiveness of learning outcomes. Thompson, Gregg and Niska (2004) corroborate this when they say that, in professional learning

communities, students' learning will improve when adults commit themselves to talking collaboratively about teaching and learning and then take the appropriate action to improve students' learning and achievements (http//www.nmsa.org).

The Teachers Union should be asking questions such as: Do teachers perceive their school to be a professional learning community? And: Is there a relationship between professional learning communities, leadership and student learning? This thesis argues that if professional learning communities, with the help of the ANC, COSATU and SADTU, are established in Thabo Mofutsanyana, Motheo, Xhariep and Fezile Dabi, there is a strong likelihood that instruction in secondary schools in these areas in the Free State will improve.

3.3.2 Literature review: leadership

Shatzer (2009), citing Hallinger and Heck (1998) and Ylimark (2010), avers that the leadership style of focusing on teaching and learning has had a dominant influence on educational literature for the past three decades, with substantial evidence of its effectiveness in teacher and student outcomes. Results from a net analysis have shown that instructional leadership accounts more for learners' higher academic achievement than for transformational leadership. Robinson, Lloyd and Rowe (2008) state that leadership theories have undergone several trends during the past century, with each theory of leadership tending to match the economic and historic content of its time. This thesis contends that, if this is true and if education in this province, (both pre- and post-1994) was influenced by economic and historical contexts, then performing and underperforming secondary schools are influenced by the economic and historical content emanating from their principals and teachers. Curriculum delivery and instructional know-how of performing and underperforming schools within the same geographic curriculum development and delivery area should be examined. In Chapter 2 the following points have been made: firstly, that a primary source is one that no other person has subsequently analysed or

summarised; secondly, that printed and electronic media will highlight evidence regarding contemporary debates on the state of instruction and learners' performance in South African education. Contemporary literature, used with the principal's recent narrative, provides valuable information for this thesis which is unproved and unanalysed.

Leithwood and Jantzi (2005) note that many of the new theories about leadership tend to fall into the trap of "leadership by adjective," whereby a new adjective is simply added to the term "leadership." These new theories give the false impression that something new has been created, when in reality, an old theory receives a new appendage. The objective here is to use the answers given to questions set out in this thesis, in order to help improve instructional leadership and learners' achievement; to use the paradigm to clarify the two opposing poles of learners' performance.

3.3.3 The politics of instructional leadership

Elveton (2006:5) argues that "What is important for pedagogy is the transformation of the notion of science and consequently learning". All knowledge is mediated by a chosen method and its application, and application requires results. Self-consciousness is self-assertion of will against powers of causality. Learning in schools is directed by a syllabus, the context of which should have been acquired before the examination at the end of the year. The question posed in this study is: Are we teaching and managing schools in a way that will enable learners to pass these examinations well?

According to Elveton (2006:47), "In Latin America, there has always been the belief that philosophers and intellectuals must take an active part in the political debates of their time, perhaps not as activists, although many have done so, but as public figures who shape public opinion through their writings for the mass media." The argument posed here is that knowledge for its own sake is not the answer for underperforming or dysfunctional schools. Intellectuals from all university and academic disciplines will be needed to act as education activists, assisting teachers and principals to transfer knowledge and skills effectively and efficiently in order to benefit the school community.

Dekker and Lemmer (1998) opine that "The school transmits culture to its learners in the form of knowledge and skills, together with the aims of the school and the education system as a whole and are detected in the official curriculum". In this thesis the concepts system and the official meaning of government policies and statutes is understood. The question of the hidden curriculum is constructed inside and outside the school by the community of parents and intellectuals.

The government of the day has been at the centre of education research and debate throughout this century (Gaskins, 1997). Many educationalists regard the concept of equality and quality of opportunity as misleading and unattainable in practice (Coleman, 1996; Warnok, 1979; Waitson, 1991). This is largely due to other elements, such as socio-economic, geographical and political factors; however, this does not mean that striving for equality in education and equal educational opportunities, should be postponed or abandoned while complex factors that are likely to impede the process of achieving equality are addressed. This study argues that there are culturally deprived schools (given the South African system of

education), but instructional leadership is expected to remedy this, managing and meeting the benchmarks set by the Free State.

According to Dekker and Lemmer (1998), "Multicultural education is the preparation for culturally diverse and complex human encounters; this preparation provides a process by which an individual develops competencies of perceiving, believing, evaluating and behaving in different cultural settings." It is a true that, this thesis holds that ex-Model C and private schools are performing far better than community schools. Therefore, by collaborating with the principals of these schools, underperforming schools will benefit. The belief is that this joint venture could transform learners' examination performance in underperforming schools; therefore, the answer could be found through multicultural instruction.

According to Dekker and Lemmer (1998), a more extreme form of affirmative action would be to manipulate academic results in such a way that the results of preferred groups are on a par with those of the non-preferred groups; thus, matriculation results may be adjusted to improve the pass rate of black matriculants. Such an extreme form of affirmative action probably does not warrant serious consideration (Boulle, 1988:7). Therefore affirmative action for matric learners is not sustainable because these learners lack the knowledge and skills to perform well in a university environment. The politics of instructional leadership is an academic and professional partnership.

3.3.3.1 Instructional quality and improvement

The principal, as a key factor in instructional leadership, forms effective partnerships with the universities in the district , establishing a group of local intellectuals, including the principals of performing schools, retired teachers (with good leadership

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and teaching records) and graduates. With this group of people to liaise with, a significant difference can be made to learners' performance. Effective use of technology should be implemented in order to retrieve instructional trends globally through the Internet, Desktop, IPad, BlackBerry and IPhone. In addition, exchange programmes for principals, teachers and learners are a useful way of making and maintaining contact educationally, both locally and internationally. Yet another helpful innovation would be to circulate common examination question papers from both performing and underperforming schools. Stone (1974) is cited by Lemmer et al. (2001), who contend that "The education system is seen by Stone (1974) as an instructional structure encompassing various social structures, such as family, state and teachers, etc. in an educational endeavour." The contention of the researcher is that without an effective support system both inside and outside schooling, instructional leadership will be ineffective.

3.3.3.2 Instructional leadership: professionalism

Leadership emanates from a vision which is based on philosophy, values and beliefs. They, in turn, guide day-to-day policy, operation and innovation. It is manifested through strategic planning which stems from reflection. Management is distinguished by an active involvement in pedagogy, positive relationships, effective communication and high expectations for increasing professionalism (Solly, 2003 in Rodd, 2006). Tennyson, Schott, Seel and Dykstra (1997:143) have the following explanation of what instruction is: "Instruction is the endeavour to provide an opportunity for learning, which is for acquiring knowledge, in a more or less planned, arranged setting."

3.3.4 Instructional leadership paradigm

Barr and Tagg (1999) write that the new educational paradigm creates an environment that allows students to discover and construct knowledge for themselves. Wilson (1997:6-7) stresses that students have more control in this environment, and that the teacher takes on the role of coach and facilitator. Harpar and Hedberg (1997) maintain that research qualifies this environment as being conducive to teaching and learning, whilst the principal, in his or her role as coach and facilitator in the school, is expected to facilitate a methodological paradigm to both the learning and teaching community.

According to Flumerfelt and Banachowski (2011), leadership paradigms are mindsets, constructs or mental models, which create a view which drives leadership behaviours and eventually affects organisational outputs. It is evident that certain paradigms of concern are important for improvement (www.emeraldinsight.com). This thesis assumes that the concept of "improvement" refers to the learners' improvement, whilst leadership influences the school or classroom environment.

3.3.4.1 First principles of instruction

Merrill (1994:45) writes that "recent years have seen a proliferation of instructional design theories and models''. In support of his argument, the researcher projects that learning is promoted when learners are engaged in solving real-world problems and when existing knowledge is activated as a foundation for new knowledge. Furthermore, learning is promoted when new knowledge is demonstrated to the learner and is integrated into the learner's world.

This researcher strongly believes that, in teaching and learning, there is a vehicle to carry knowledge from the teacher to the learner. This is known as the method, which is articulated in the curriculum as the methodology. Methodology is characterised by various principles, programmes and practices. Problem-solving is a device used to explore prior learning in learners, in order to probe their experiences and understand how they view the world. Trial and error methods encourage debate among learners in the classroom during which the correct answer is found by reasoning.

3.3.4.2 Opposing paradigms: objectivism vs constructivism

Cronje (1996) cites Kilfoil and Van der Watt (1995), maintaining that objectivism and constructivism are traditionally seen as opposite to each other and that authors often speak of a pendulum that swings from the one end to the other. In taking the middle road, the researcher found that the cause and effect (as well as rote learning) approaches do not solve the critical learning problems of learners born after 27 April 1994. In Tables 3.1 and 3.2 Reeves and Harman (1993) refer to the old and the new paradigm. The research demonstrated in Table 3.1 and 3.2 makes the assumption that the new paradigm is in line with postmodernism and that it can help in the contemporary social order of the post-apartheid system of education. In Table 3.2 the concepts used are a conceptual framework popular in the Outcome Based Education Curriculum 2005, the National Revised Curriculum Statement and the Curriculum Assessment Policy Statement.

Table 3.1: Old and new paradigms in teaching and learning methodology
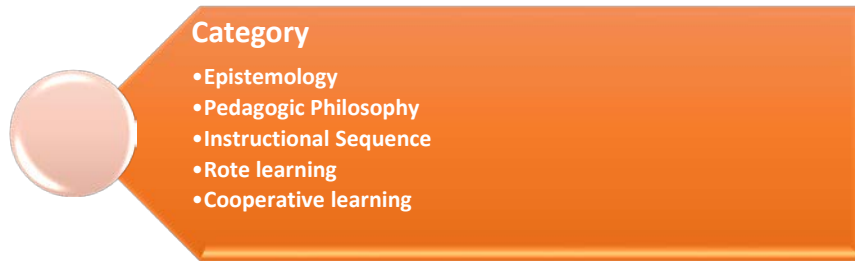
Category
- Epistemology
- Pedagogic Philosophy
- Instructional Sequence
- Rote learning
- Cooperative learning

Old
- Objectivism
- Instructionist
- Reductionist
- Authoritarianism
- Unsupported

New
- Constructivism
- Constructivism
- Constructivism
- Egalitarianism
- Integral

Table 3.2: Pre and Post-Apartheid Teaching Methodologies

Old	New
Passive learners	Active learners
Exam-driven	Learners are assessed on an on-going basis
Rote learning	Critical thinking, reasoning, reflection and action
Syllabus is content-based and broken down into subjects	An integration of knowledge learning relevant and connected to real-life situations
Syllabus is rigid and non-negotiable	Learning programmes are guides that allow teachers to be innovative and creative in designing programmes
Assessment of isolated knowledge or discrete skills	Knowledge, abilities, thinking processes, metacognition and affect assessed.
Individual learning and products	Collaborative learning and products

3.3.4.3 Shift of paradigm in instructional leadership

The transformation of education has been the subject of the post-1994 dispensation in South Africa. Outcome-based education became the fundamental lever for the curriculum environment to change. Grades took the place of standards and the schooling journey was shortened by two years. Subjects became learning areas and teachers became educators or facilitators, with subject advisors becoming senior learning facilitators; their immediate supervisors being deputy education specialists, with the curriculum development and delivery section headed by a chief education specialist (curriculum development and delivery).

Costa and Kallock (1993) argue that for most people, a change in mental models implies psychologically, the unknown risk of a new venture; physically, unknown demands on time and energy; and intellectually, unknown requirements for new skills and knowledge. In addition, people who invest in their present way of working believe that if they can just do what they are currently doing better, everything will improve. This change does not mean abolishing everything that represents the past because the past may hold abundant knowledge and skills. Whilst curriculum 2005 has been revised, the researcher assumes that it is likely to fail if the critical theory method is not implemented.

Performing schools are selective in content and methodology and a principal's life is one of life-long learning of his or her craft – which is principalship. Costa and Garmston (1994) argue that in order to adopt this new vision, educators will need to experience a paradigm shift. Some of the traditional ways of viewing schools, education, learning, teaching, achievement, and talent will be found obsolete and should be replaced with modern relevant policies, practices and philosophies that

are consistent with the view of multiple intelligences in a quantum world. A paradigm shift occurs when people are conscious of change after they are convinced that the current system does not serve their needs. The principal, as a leader, becomes key in leading this change, and principals acting collectively can make an even more meaningful change in the curriculum. This study holds that, learning from social corporatism (German Social Market Economy and National System American School), private schools, ex-Model C and historically black schools can operate as a pedagogic corporatism to close the gap between performing and underperforming schools. This co-existence in education can only be brought about by the state, through the help of universities.

To deprive people of acquiring content and knowledge, higher goals such as personal efficiency, flexibility and adaptability; craftsmanship, higher personal standards, consciousness, metacognition and a sense of community, will prevent the paradigm shift from becoming fully operational. All parts of the system should be changed and aligned with the new paradigm (Barker, 1989).

3.3.5 The South African education crisis

Currently, the way in which educators are trained to teach learners is based upon research that believes that each learner is physically, cognitively, and socially unique and that he or she develops individually at his or her own rate. Learners are encouraged to acquire knowledge, cultivate self-esteem, be motivated to take risks, and think creatively. Learners often disengage when they are compared to their peers or labelled as "underachievers" or "at risk". This study argues that these underachievers are pushed through Grade 12 with mediocre pass rates, because the education authorities circulates the idea that there are disparities between privileged

and underprivileged school communities, such disparities establish drop outs in the system.

A new paradigm shift would aim at erasing concepts and labels such as that of "underachiever", "at risk", "learning gaps", "failure to retain" and "dropout" from the Free State Education Department's vocabulary. Therefore, it is claimed here, that instructional leadership is the way forward.

3.3.6 Reform in post-apartheid South Africa

Jansen (2003) offers the advice that it is important to recognise the significance of 1990 as a critical turning point in the curriculum debates inside South Africa. The apartheid state managed a centralised curriculum policy system which was variously described as racist, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory. Cross, Mungadi and Rouhani (2002) agree that an important development in post-apartheid education in South Africa was a departure from the apartheid system of education to an outcome based curriculum form.

3.3.6.1 Instructional leadership technology

According to Nagel (2013), most elementary and secondary students use electronic devices in their studies, either in the classroom or at home. According to a new study, the majority would like to be able to use them more in class. The study, conducted by Harris (2002) for the educational publisher Pearson, polled more than 2 300 American students in Grade 4 to Grade 12 (aged 8 to 18), about their use of digital technologies for educational purposes. They obtained significant results which boosted Grade 12 instructional performance. Chen (2003) argues that learning to become an instructional leader is a complex task. It means becoming a leader of

leaders; learning and working with teachers, learners and parents to improve the quality of instruction.

Consistent with these statements by Chen, the argument here is that, because instructional leaders are confined to the classroom where most of the teaching and learning takes place, the use of digital technology can broaden the instructional leader's territory. This approach will increase the instructional horizon of knowledge that can be communicated electronically to the learner. An abundance of literature has been written concerning the importance of a principal's responsibilities as an instructional leader. Clearly, improved education for our children requires improved instructional leadership. An instructional leader is the pivot of the school and his or her leadership skills affect the quality of each individual teacher's instruction, the quality of learners' achievement, and the degree of efficiency in the functioning of the school. The current literature concerning what makes for effective leadership will be referred to. The principal is entrusted with numerous tasks, and is the centre of curriculum and instructional activities in the school. By acquiring and communicating information using technological devices, the task becomes effective and efficient. Therefore, the contention is that, by using information and communication technology skills coupled with instructional leadership, the principal is able to expand his or her undertaking to administrative policies and other practices that affect the learners' ability to learn. Figure 3.3 indicates how a school can be a cooperative learning centre.
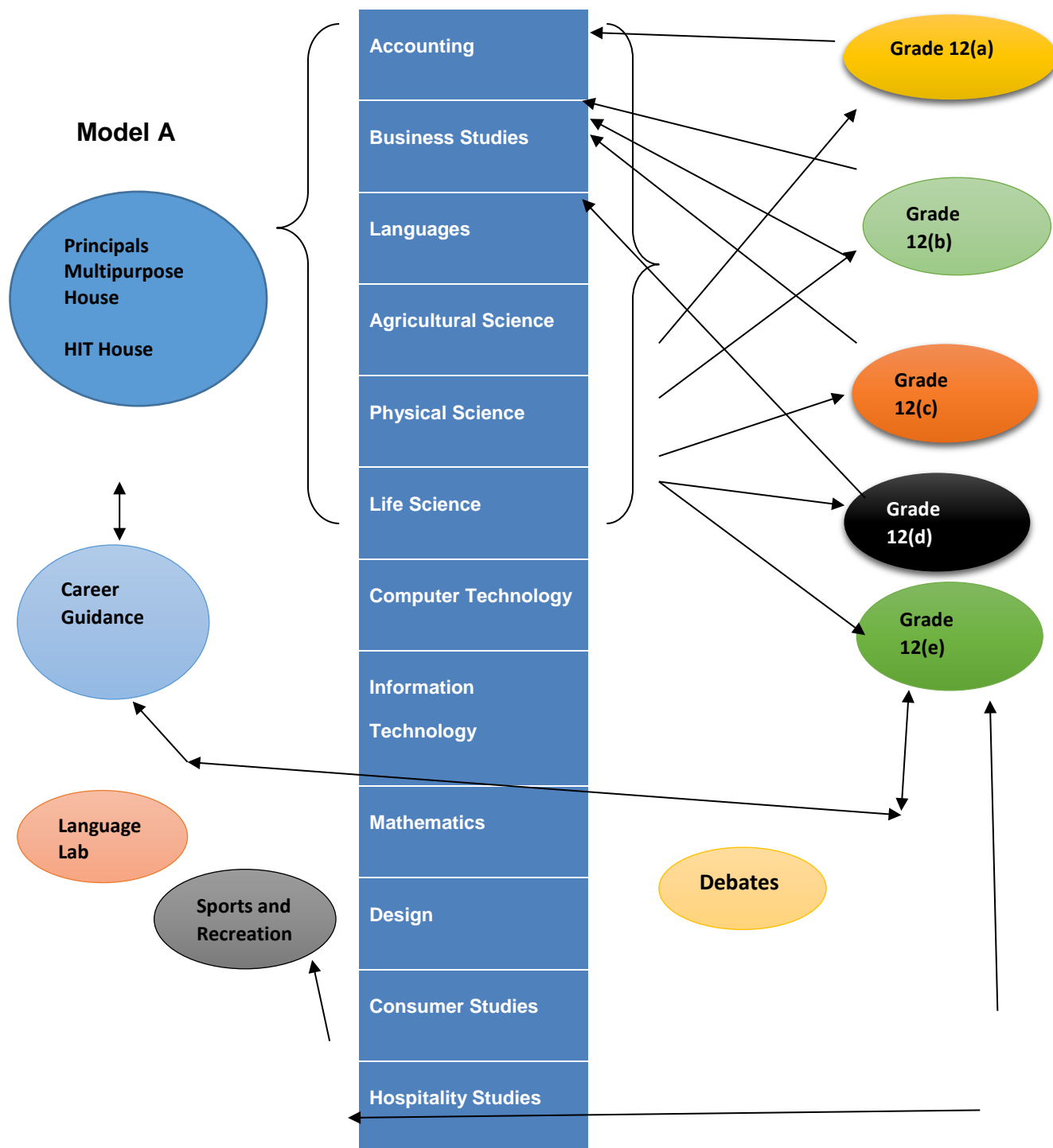
Figure 3.3: House of instructional technology

3.3.6.2 The house of instructional technology (HIT)

According to Afshari, Askariradonsha and Najafebali (2009), technology is the application of knowledge, tools and skills to solve problems and extend human capability. Furthermore, Afshani, Askarinadonsha & Najafabali (2009) cites Shengold and Hordley (1990) saying that by introducing technology into the school curriculum, the instructional leader can instruct in an array of different subjects using this technology as a tool for learning in the classroom, thus helping teachers integrate this technology and use it to enable learners' to gain more knowledge. The projected instructional leadership paradigm is testimony to a leader who, as an individual, can improve learners' performance by being a learning-area teacher. The term "instructional leadership practice structure" Uses technology as a means to broaden the scope of leadership in a school classroom situation. Quilics and Joki (2012) maintain that the literature supports the value of educational technology as a necessary part of instructional leadership and state that children and young people are growing up in a vastly changing context. No aspect of their lives is untouched by the digital era which is transforming learning. Forbes, citing Harris (2002:22), believes that "School leadership is a function that needs to be distributed throughout the school community." This means that leadership should devolve upon the entire school, rather than on an individual. The structure of instructional leadership practice seeks to create a model that will use online and offline strategies from the house of instructional technology (HIT) to convey knowledge, and skills using various technological means.

Larson, Miller and Ribble (2010) endorse the structure of instructional leadership practice (Figure 3.4: Model B) as a researched model for further use in the Free State, but are aware that not all staff are technologically equal. Some districts are

fortunate to have highly qualified technological people who understand both technology and the curriculum. Instructional technology staff, administrators and teachers need to be able to communicate with one another regarding needs and perspectives. The future has arrived and we have to welcome the opportunities it brings to reshape instruction. Regarding the same issue, Tan (2010), cited by Sydney (2010), points out that school leaders play an important role in providing an infrastructure that is conducive to the use of educational technology. It is important that the infrastructure is equally available to all staff and students, rather than to only a select group of people (see, Sadhan & Djomehri 1999). A statement of request should be conveyed to the Free State Education Department, requesting that they supply an infrastructure and negotiate with companies who can provide Internet facilities, enabling learners, teachers and principals to be exposed to a broad spectrum of information. Spicker (www.rgu.ac.uk) mentions social engineering, meaning that the education system is seen as bringing about social change. He cites four models of education, of which this study will highlight only two: vocationalism and naturalism. The idea of this study is to review vocationalism as the basis, particularly as technology is available to most learners. This should be part of the curriculum from Grade 1 to tertiary level. Coupled with this, as a choice, should be child-centred learning to cover other fields of learning. Structural issues as projected in Figure 3.1 and 3.2 of this thesis can be offset by research and a willingness for lifelong learning. In summary, this study views instructional leadership technology as a means to meet the needs of all learners in the post-apartheid education system.
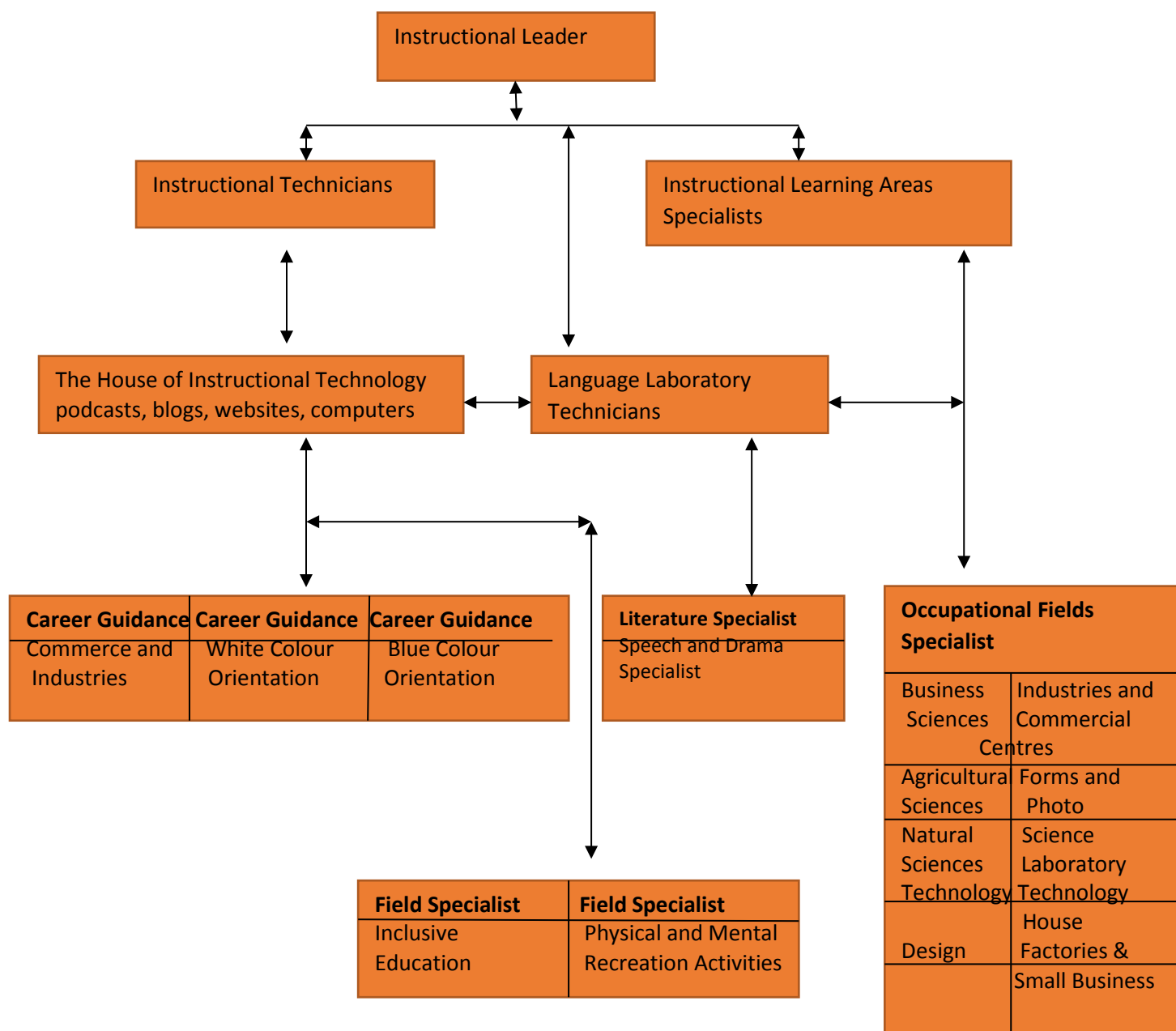
Figure 3.4: Instructional leadership practice structure (Model B)
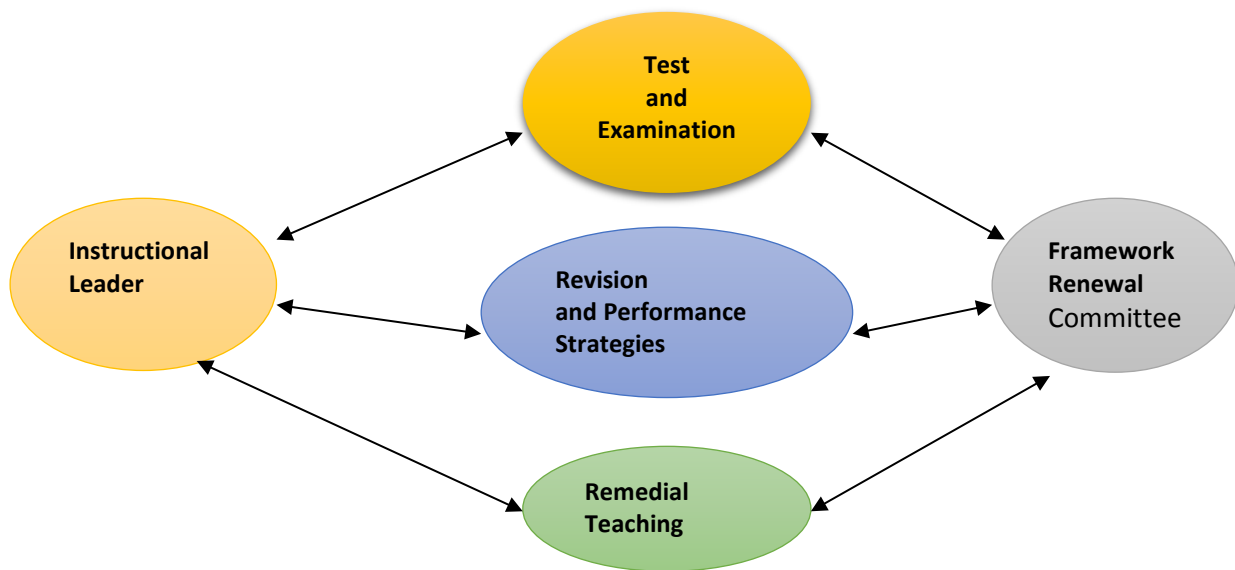
Figure 3.5: Framework revival systems (Model C)

De Avila and Duncan (1990) notes that there are many definitions of instructional leadership; therefore, principals should clarify their own personal definitions and, perhaps more importantly, share those definitions with districts and an Informed Think Tank (see Figure 3.2). These ideas can then be incorporated into the field of improving school performance. Figure 3.5 below indicates that a Think Tank network would assist considerably in distributing information to the whole province.
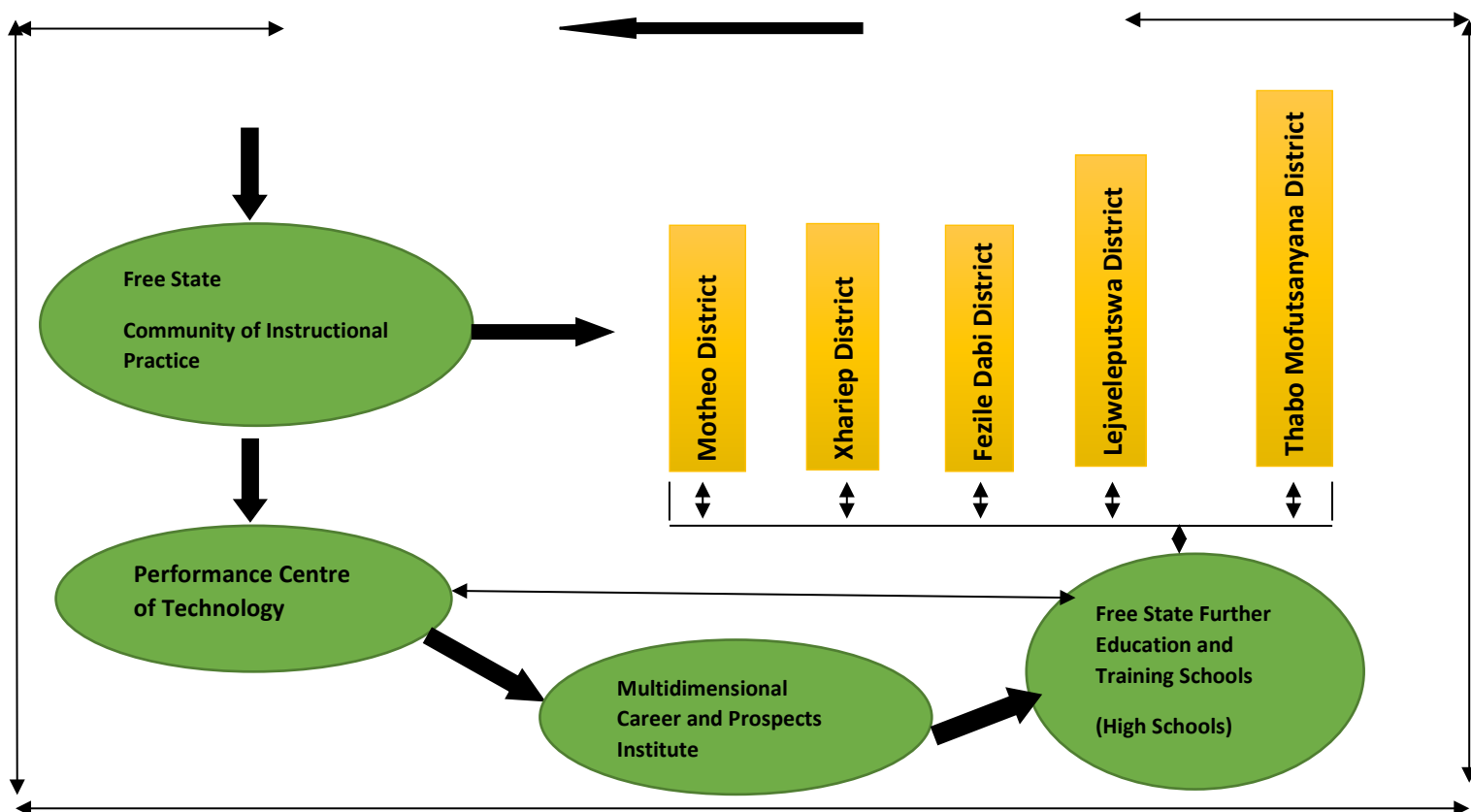
Figure 3.6: Provincial instructional leadership communication strategy

3.3.7 Narrative paradigms and reflections

Miller and Bewer (2003) state that the narrative approach can be labelled postmodern in that reality is seen to be narrow and fluid, jointly constructed by the interview partnership during the process of the research. Furthermore, they hold that the interplay between the interviewee and interviewer during the interview partnership is at the core of this approach. The two people telling the story are collaborators, composing and constructing a story and reflecting on their experiences. As a collaborator in an open-ended process, the researcher is never in control of the story that is actually told (Atkinson, 1999:9). Commenting on the above-mentioned points, Skies and Gale (2006) add that "Human beings are creators; we make sense of the world and the things that happen to us by

constructing narratives to explain and interpret events that happen to ourselves and other people." The narrative structures and the vocabularies that we use when we craft and tell tales of our perceptions and experiences are also, in themselves, significant, providing information about our social and cultural positioning. To paraphrase Wittgenstein (1953), the limits of one's language are the limits of one's world. It is understood that for those principals whose first language is not English, there are bound to be limitations. It is therefore convenient to allow each respondent, if need be, to use his or her home language when telling his or her story.

Put simply, as an account of something, it is clear that narrative is unavoidable. It is everywhere, and is fundamental to human understanding, communication and social interactions. Barth (1990) comments that the history of narrative begins with the history of humankind; theory does not exist and has never existed without people's narratives.

Barthes (1996:14) contends that "narrative is what we do. We use it to make sense of the world as we perceive and experience it, and we use it to tell other people what we have discovered about the world, or more specifically aspects of it, that respond specifically to our individual perceptions." Narrative research has come to have particular meanings; meanings that carry or are attributed to particular ethical, logical and epistemological positions. MacLure (2003:4) points out in an important endnote: "or perhaps it is a textual term, a postmodern term, a reflexive term, a post-structuralist term, a narrative term, or a literacy term. All these terms are in circulation and they share the work of registering a new space for research and theorising across the disciplines." Denzin (1978) argues that the study of narrative forces the social sciences to develop new theories, new methods and new ways of

talking about self and society. As Squire has suggested, looking at the narrative term is to view a snapshot of what these terms have yielded (2005:91). In this part of the thesis, the researcher used his knowledge of the literature (narratives), and his conviction was strengthened when he noted that the abovementioned scholar of education is of the same mind regarding narrative paradigms and reflections.

Boje (2005) cites Boje, Alverez and Schooling (2001): "Narrative therapy assumes that people's lives are strongly influenced by their story sense making and that poor relations are embedded in the structure of these stories." Narrative therapy therefore assumes that each story is ideological and that representations of reality are ideological (Whitaker, 1997:148). While the stories are constructed within a society, and within the context of organisations and family structures, there are bound to be many inconsistencies and while initially these stories are constructed within family-based structures in the context of the mother tongue, collectively, the paradigm exposes learners to community-based structures in which ideas, values and norms are internalised once academic direction has been given by their school. The attempt to conduct teaching and learning in terms of the policies of the African National Congress, or the post-apartheid model, principals, teachers and learners should be schooled in the theoretical framework and ideology underpinning the curriculum content and methodology of the schooling system post-1994. Paul Abels (PhD Sails, 1999) postulates that the person is not the problem; the problem is the problem and adds further that essentialism is most commonly understood as a belief in the real and true essence of things, the enviable and fixed properties which define the "whatness" of a given entity (Fuss, 1989: xi). Thus, narrative inquiry is first and foremost a way of understanding experience and, as a methodology, it has shaped

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qualitative research. It is in this light that the researcher argues for postmodern, critical theory and post structuralism to make sense of who is using technology.

The paradigms used in this study search for essential reality, origin or truth about the differences in performance between performing and underperforming schools, and questions why they do not perform similarly, although they are in the same geographical area.

3.3.8 Technology in instructional leadership

In this part of the study a perspective is given on instructional leadership in information communication technology. It has come to the notice of the researcher that schools are supplied with laptops and desktops, and most learners use cell phones, iPads and related devices. The question asked here is: Can technology support the principal in his or her efforts to improve learners' performance? Ng and Kim (2005) contend that: "A review of the literature yielded few studies focusing on leadership technology reform in schools. In studies conducted on ICT (Information and Communication Technology), it is reported that great strides are being made in making information available to learners to construct knowledge in their classrooms." Flanagan and Jacobsen (2003) and Inan, Lowther, Ross and Strahl (2009) pose two key questions: What kind of leadership is required to support ICT reform in schools? And: Is it sufficient for the principal alone to provide the required leadership?

The principal, as an instructional leader, is in a position of power to influence the curriculum delivery at the school. The question is: Does the principal have all the answers? The answer is no. If a learner uses technological skills, the Internet is accessible to answer a whole range of questions. With regard to the literature on the implementation of technology in schools, when leadership is mentioned, it is either

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stated or implied that this leadership is provided by the principal. Owing to extensive changes in technology, the instructional leader becomes a lifelong student. Leithwood and Day (2005) state: "First make changes in the core technology of teaching and learning, including the introduction of constructivist models of learning." whilst Afshari et al. (2009) maintain that technology is the application of knowledge, tools and skills to solve problems and extend human capabilities. Technology offers new resources that will lead to significant changes in the organisation. In a discussion about the potential role of technology in education, Fiskie and Halen (2002) state that, as we enter the new millennium, instructional technology is considered essential to the quality of education. Many educators believe that the use of computers for instructional purposes can be employed effectively to enhance teaching and learning (Baver and Kenton, 2005; Flanagan and Jacobson, 2003).

The researcher agrees that this approach generates a network of knowledge and skills with an Internet network connected to universities and technikons, which are research-based institutions and can help schools gain first-hand informed knowledge. According to Afshari, Askarinadonsha and Majafabali (2009), "Findings indicate that school principals spend a few hours a week working on their computers and they have moderate levels of information technology competency." Wilmore and Betz (2000:15) suggest that "Information technology will only be implemented successfully in schools if principals are actively involved in classroom teaching and exposed to how technology is relevant to teaching and learning, providing adequate professional development and support to staff in the process of change." Thus, principals are the forerunners of change at school level and their actions, interests and self-efficiency can have a profound impact on programme change and instructional practice (Otto 1994). In concluding this section, Afshari, Askarinadonsha

and Majafabali, (2009:15), citing scholars in their field, say: "Many educators believe that computer use for instructional purpose can be employed effectively to enhance teaching and learning." For example, the use of technology in the teaching and learning process can increase students' writing abilities; enhance co-operative learning; assist in the integration of the curriculum; increase the application of across-age tutoring; increase teachers' communication; promote community relations; and encourage global learning (Whitehead, Jansen and Bosche, 2003:10-12). Therefore, the use of computers provides an active co-operative learning environment which offers the flexibility that is now almost absent in the traditional classroom. In addition, the researcher, together with the respondents, will in future, attempt to establish how Internet communications can facilitate the use of iPads.

3.3.9 Instructional leadership engineering

Zepeda (2002:1), citing Harris (2002), stresses that research on school improvement highlights the centrality of teaching and learning in the pursuit of sustained school improvement. Harris goes on to suggest that the centrality of teaching and learning is related to change, and for successful improvement of schools to occur, both the people and the organisation should be able to change in ways that align with improvement. Related to improvement, there is no way in which schools can be evaluated in South Africa or anywhere else without looking at the performance of learners in examinations. In addition, there are conceptual frameworks that are used to improve learners' performance, such as instructional and educational leadership for the improvement of schools; the quality of instructional time; instructional strategies and challenging academic content; transformational instructional leadership; and participatory leadership to improve schools.

In the array of arguments about how to improve learners' performance, schools' improvement, schools' achievement or learners' achievement, Hallinger and Heck (1999) reviewed qualitative research pertaining to the relationship between principals' leadership and learners' achievements from 1980 to 1995 (Figure 3.6 gives a summary of results).

Scholars (Hallinger and Murphy 1986) believe that our learning and teaching strategies will finally be globalised, localised and individualised with the help of information technology and constant multiple networking. We will have unlimited opportunities and multiple global and local sources to develop life-long learning in both learners and teachers. This thesis foresees a technological, educational central village emerging, which needs new tools for instructional leadership. This thesis equates design with engineering and urges strongly that instructional leadership should be re-designed or re-engineered to meet the needs of a new technological global environment.
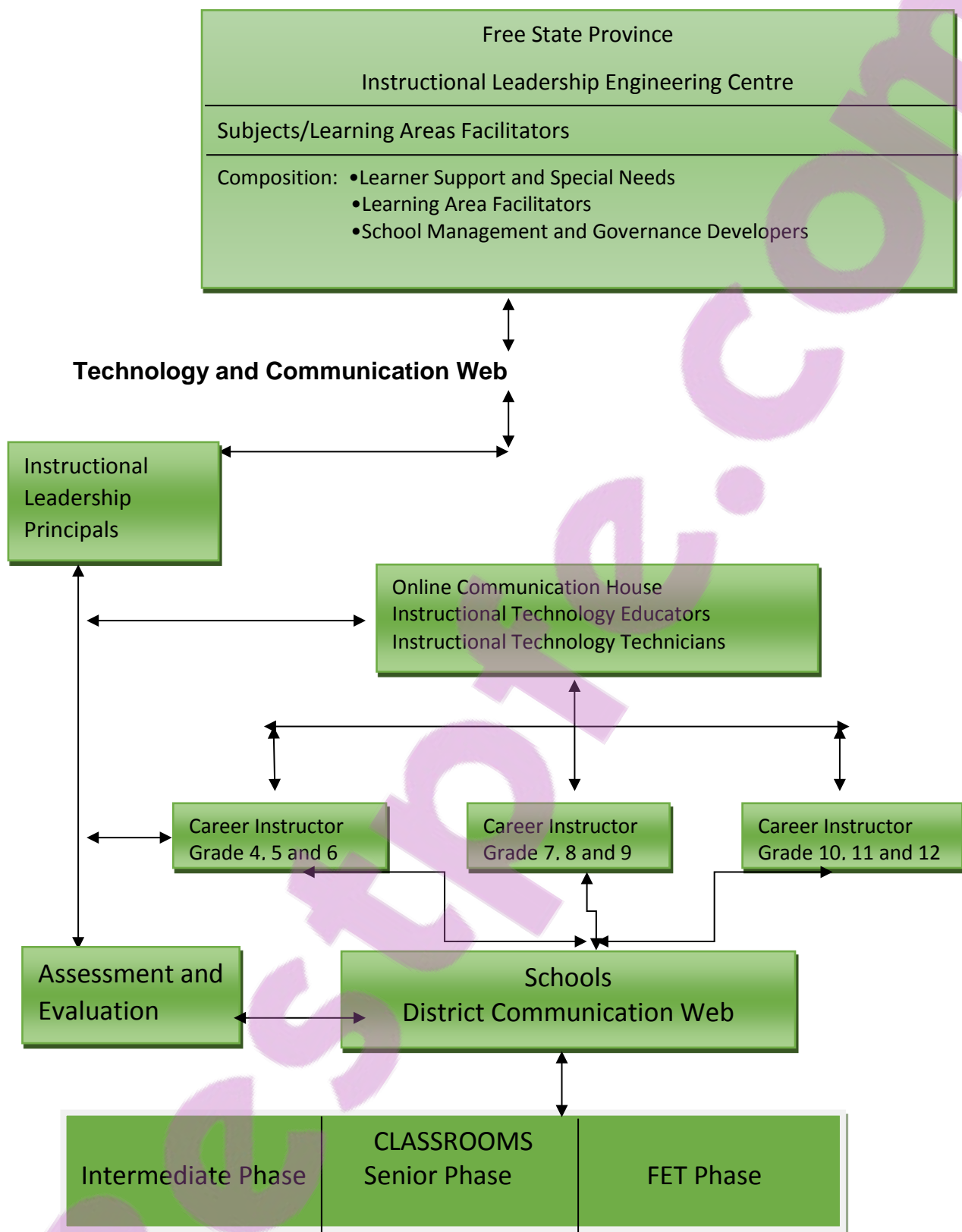
Figure 3.7: Instructional leadership web

By engineering instructional leadership it is hoped that a solid grounding for quality practice and performance will be found. Davis and Moore (1945) argue that in engineering educators, learners and practitioners should possess an understanding of what constitutes quality performance by the engineering professional, in order to construct an appropriate means by which to evaluate the curriculum. Misguidance or a lack of understanding can lead to inappropriate career decisions, an ineffective curriculum and poor performance evaluations. Society has expectations of professionals who are entrusted with the well-being of society as a whole. The study argues that a number of students in urban and rural areas have chosen ex-Model C and private schools because government schools perform so poorly. It is therefore vital to find a model or framework which will re-vitalise these underperforming schools, enabling them to join the ranks of performing schools both locally and on a global level.

3.3.10 Reinventing instructional leadership

Schools are changing and transforming in response to various pressures, including complaints from parents about the quality of education, and the demand in the labour market for increasingly skilled workers, rapid advances in technology and the growing popularity of public school alternatives, such as charter schools and learners opting for private education (podmostkom@iel.org   www.Iel.org).The questions asked in this thesis are: What do private schools –do right that public schools do not? And: Why do ex-Model C schools do well while community schools are in the category of underperforming schools?

The interim report from the institute of educational leadership task force on principalship argues that no-one can say for certain how schools in the new decade

will differ from those in past decades, but there can be little doubt that these schools will require a different form of leadership. In the words of Wenger (1998), this change can only be realised if the forerunners of change articulate this need to a variety of audiences in ways that are intellectually coherent and emotionally compelling. In order to accomplish this, these leaders of change should immerse themselves in radically different worlds. Members of a task force that agrees that the school system must use the principalship to meet the needs of schools argue that while schools are working hard to improve, the reality is that the rest of the world is changing faster than these schools are improving, leaving an increasing gap. In an effort to close this gap, strategies to raise standards and measure students' achievement will require schools to change the content and method of their teaching. Teachers should be supported by instructional and organisational leadership. For example, Mulford (2008) states that not only do we need to know the pathways by which leaders influence others, but also how they influence the quality of teaching. Therefore, collaboration by all role players in a school creates a synergy between the children, parents and teachers which then fosters an environment in which an achieving performing scenario is realised. Multiple perspectives and pathways in the education department are needed if schools are to perform efficiently and effectively (see Figure 3.6 in this chapter).

Karagiorgi and Symeou (2005) argue that constructivist instructional design aims to provide mental construction tool kits. Instructional designers are therefore challenged to translate the philosophy of constructivism into actual practice. The notion of actual practice invites subjective experience and pragmatic constructivism as a means by which research can construct its framework. Chapter 3 of this thesis has emphasised how knowledge is constructed by both the curriculum and the instructional

community and how through practice, this hones skills and experience is gained in the process. Kafai and Resnick (1996) endorse the notion stated above by arguing that another important strategy is the presentation to learners of multiple and alternative views. A rich learning environment encourages multiple learning styles and multiple representations of knowledge from different conceptual and case perspectives. Evaluation in the constructive perspective examines the thinking process, and as there is more than one way of solving a problem, each learner's approach is more important than any particular solution (Cole, 1991). In closing this section, Karagiorgi and Symeou (2005:47) state: "Constructivists offer the learner almost unlimited discretion to select what is studied from the available resources, and how it is studied."

To cover a broad base of information, knowledge and skills, this research introduces a digital age of learning culture (Larson, Miller and Ribble, 2010). Technology has altered the way we learn and teach forever, and the pace of change is constantly accelerating. What was in vogue last year or even last month may be of little interest today (Larson et al., 2009). Larson, Miller and Ribble (2009) feel that leaders at all levels should adopt a technological perspective and predict the long-term ramifications of their decisions. Instructional technology staff, administrators, and teachers need to be able to communicate with one another about needs and perspectives. If we want our children to be competitive on a global level in the 21st century, we need to be visibly using and talking about these tools for learning and teaching.

Tan (2010: 896) claims that we are living in an era that has been characterised as the digital age and the age of knowledge. The rapid advancement in information and

communication technologies (ICT), coupled with society's demand for knowledge has had a huge impact on education. The idea is that of technology made for the purpose of innovating or constructing a structure that will reinvent the traditional approach to instructional leadership into a digital culture in the Free State. Mehon (1942), in his book "Restructuring Schools for Multiple Pathways", argues that training learners for different work was considered fair because learners were thought to possess different intellectual abilities, motivations and aspirations which could be matched to jobs that required different skills and talents (Mehon cited in Davis and Moore, 1945; Parson, 1959; Turner, 1960). Tracking was all inclusive because schools presumably grouped learners according to their talents, effort and hard work, thereby providing learners with the education best suited to their abilities. To revamp these ideas, Mehon cites Murname and Levy (2004; ACT 2006: 46): "Whether they are planning to enter college or the workplace after graduation, high school students need to be educated to a high level in reading, comprehension, computation, writing, problem solving and reasoning." In this thesis, the researcher holds that these statements embrace multiple pathways, and motivate schools to reinvent strategies for curriculum and leadership instruction.

Free State Province Superintendent of Education

Global Institutions of Education

DDG Curriculum and Instructional Leadership

Chief Directors

●**Universities**

●**Technikons**

●**Colleges**

●**Industries**

District Offices

Director

&

Instructional Facilitators Instructional Perspectives

District Offices

Directors

&

Instructional Facilitators Instructional Pathways

| Thabo Mofutsanyana | Lejweleputswa District | Xhariep District | FezileDabi District | Motheo District |

Instructional Chief   Instructional Chief   Instructional Chief   Instructional Chief   Instructional Chief

Education Specialist Education Specialist Education Specialist   Education Specialist   Education Specialist

Principal   **Principal**   **Principal**   **Principal**   **Principal**

Figure 3.8: Superintendent of Education: instructional leadership tool for communication

3.3.11 Perspective on the principal's practice of instructional leadership

According to Blase and Blase (2000), few studies have directly examined teachers' perspectives on principals' everyday instructional leadership characteristics, and the impact of those characteristics on teachers (www.emeraldinsight.com)This thesis examines teachers' perspectives on principals' instructional leadership practice. It is a strong assumption that an effective and efficient principal will influence teachers to produce effective learning and efficient learner performance.

In triangular instructional leadership delivery at school, both learners and teachers are consumers of the product (instructional leadership). The study assumes that both teachers and learners are in the correct and relevant positions to deliver outcomes-based on the principal's instructional leadership acumen. It should be noted that the extent to which educational policies and other efforts made to reform and improve what learners finally learn, depends on how effectively teachers teach (Day, et al. 2010; Rowan, 1995). It has been raised in this thesis that from the constructivist viewpoint teachers and learners construct their own culture of learning in schools. An effective and efficient instructional leader will construct a vision and mission which the whole school community can adhere to and practise.

3.3.11.1 First stance

According to Leithwood and Rhiel (2005:22), an appropriate model should be provided of a set of general practices associated with models of authentic leadership that leads by example, (Avolio and Gardner, 2005). These will demonstrate transparent decision making, confidence, optimism, hope and resilience by demonstrating core values in one's own practice. Hallinger (2003) and Waters and Cameron (2007) note the effect that a leader has when maintaining a high visibility in

the school. Visibility is associated with quality interaction with both staff and learners. In this study it is clear that the principal's visibility enables him or her to become acquainted with academic, professional and communal needs within the confines of the school. A leader's charisma and professionalism influences teachers and learners to aim for high and outstanding outcomes of instruction.

3.3.11.2 Second stance

Linburg (2010), citing Elmore (1999), asserts that principals are expected to possess the skills and knowledge with which to improve teachers' instruction and learners' achievement. The author of this thesis believes very strongly that teachers, parents, the community and the education department, expect such skills – and more often than not, examination outcomes to become a testimony to these skills which are often measured by the amount of knowledge learners have acquired during their school years. Rowe (2007:9) emphasises that the key element in constructivism is that the learner is an active contributor to the learning process and that teaching methods should focus on what the learner can bring to learning situations, as much as on what is received from the environment. Rowe continues by stating that the role of the teacher is to be a facilitator (rather than a director or an orchestrator) and he or she should provide opportunities for individual learners to acquire knowledge and construct meaning through their own activities, through discussion, reflection and the sharing of ideas with other learners, with minimal corrective intervention. This view is corroborated by Combourne (2002), Dannels (2002), McInerrey (2002), Selley (1999) and Glasersveld (1993). These authors go further to state in various ways that we need a view of teaching which emphasises that the role of the teacher is to

intervene vigorously and systematically; that the purpose of intervention is to ensure that the child's construction of knowledge leads him or her to a more correct understanding of the domain.

This thesis argues that the adoption of the constructivist methodological approach to instruction is the dual construction of knowledge and the acquisition of skills by exposing learners to practical experience in solving problems in their own environment. Post-service instructional leadership training and education for principals should be implemented to realise constructivist and postmodernist instructional leaders in the Free State. It should be understood that the teacher or the principal is not the only knowledgeable person; learners come with a rich content of knowledge gathered from technology and related instructions from their own environments.

3.3.11.3 Third stance

Lessons can be learnt from instructional leadership. The models of instructional leadership contain the different ways in which principals can influence effective teaching and learning, and in turn, the learner's academic achievement provides evidence of the advantages of instructional leadership. The assumption that this study makes, is that technology and related devices, make the task of obtaining data and information easier for the principal as the instructional leader. The use of technology in Free State schools is likely to improve performance, with more underperforming schools falling into the category of quality performance.

It is a strong conviction of the researcher, while carrying out his duties as chief education specialist, that curriculum and instructional leadership are the terrain of the

heads of department of education, directors and principals, if improved learner performance is to be attained in South Africa.

Supovitz and Polanco (2001) maintain that instructional leadership is not a substitute for management, which is still an important dimension of the principal's work. This said, the instructional dimension is the key to total reform. It has been assumed that learners migrate to Model C and private schools because they use English as the medium of instruction. However, this thesis clears up this myth by contending that the high quality of teaching and learning in these schools bear testimony to successful examination outcomes.

The life of a principal can be seen largely as a juggling act between managerial, political and instructional responsibilities (Supovitz and Polanco, 2001). The researcher has observed that in historically disadvantaged schools, learning facilitators (subject advisors) school management, governance developers and teachers' unions fight, whilst in historically advantaged schools, this tug of war, if it occurs at all, is minimal.

3.3.11.4 Fourth stance

According to Peariso (2012 - 46), citing Leithwood et al. (2008), "Research has revealed that school leadership is second only to classroom instruction among all school-related factors that influence the learning of students." Consistent with Leithwood et al. (2006), Gamage, Adams and McCormark (2009) assert that it has been reported that a principal's leadership behaviour and his or her role as an instructional leader has a significant impact on creating more effective schools, leading to a higher level of achievement by the learners. Contrary to what is stated above, the Colman Report of 1966 demonstrates how a school has little or no effect

on learners' achievements, concluding that family background is the key factor influencing learners' achievements (Colman, 1966; Austin, 1979; Cohen and Manion (1994). Following this report, many researchers in the 1970s and early 1980s conducted similar, extensive studies and reacted sharply to the report (Edmonds, 1978; Walberg and Scott, 1979; Austin, 1979; Cohen and Manion (1994). Consequently, a number of studies have been conducted to develop schools in order to achieve better outcomes by the learners (Purkey and Smith, 1983; Gamage, 1990, Warf, Greemers and Guldemond, 2001; Houtreen, Grift and Creemers, 2004) and to identify the relationship between a school's effectiveness and the students' improvement (Clerk, Lotto and Astuo, 1984; Hortveen, Gift and Creemers, 2004; Lyten and Witziars, 2005; Leithwood and Rhiel (2005). These preceding scholars shape the content of this study.

3.3.12 Curriculum ≤ leadership≥ instruction

In his studies the researcher found a dual purpose for curriculum leadership and instructional leadership in the literature. This thesis attempts to emphasise that curriculum and instruction pursue the same goal, which is leadership. The mathematical signs for "less than" and "equals to"; and "greater than" and "equals to" are used to establish whether teaching and learning are equal to or less equal than the curriculum, and whether instruction is equal to or less equal than teaching and learning. This argument will be illustrated in Figure 4.1 and Table 4.1.

Zais (1976:9) opines that the problem of differentiating between the curriculum and instruction that Johnson and Johnson (1999) deal with is one that has plagued curriculum specialists since the earliest days of its inception. It arose when the inadequacies in the course of study and context definitions were recognised and

attempts were made to deal with the complexities of the curriculum through the experienced definitions. A live classroom situation is viewed as an instructional activity or teaching and learning situation than curriculum planning activity in addition, an implemented curriculum would logically consist only of achieved learning outcomes. It is not the intention here to disagree with the meaning of the above-stated argument, but to elucidate the practical experience of the principal on the ground when leading his or her school.

The word "curriculum" comes from the Latin word meaning "racecourse" – and traditionally, the school curriculum, figuratively speaking, has represented something similar. Indeed, until quite recently, even the most knowledgeable and professional educators regarded the curriculum as the relatively standardised ground covered by learners in their race toward the finish line.

Zais (1976:6) avers that, specifically, the curriculum is the context of education; what is taught and to whom, the meanings of which are inextricably linked to broader social, political and economic situations. The key to critical curriculum leadership is firstly, the ability to raise consciousness about the underlying assumptions behind the curriculum; and secondly, to develop the curriculum in ways that inspire new progressive, educational and social movements (Ylimaki, 2010).

Previous studies have suggested that effective principals take on the role of curriculum (instructional) leadership when they exhibit pedagogical expertise and other qualities deemed necessary to teachers and other members of the school community (Halverson and Diamond, 2001).

Regardless of whether curriculum leadership is created by an individual or through a collective construct, it is argued that principals or curriculum leaders indirectly

improve learner outcomes. In Murphy's (1987) seminal study, the most obvious dimension of the principal's instructional leadership authority is for example, encouraging teachers to use current pedagogical perspectives to improve classroom practices and learners' learning (Ylimaki, 2010).

Curriculum leadership is the very essence of instructional leadership. Moreover, curricular work is consistent. At times, other specific goals for school improvement should take priority over curriculum articulation, and the quality of the curriculum is critically linked to learner achievement. Therefore, curricular work should be perceived as a continuous process (Cooke, 2007:94). Consistent with cognitive approach norms, values and ideas, the study assumes that learners' achievement can be enhanced by a collective of teachers and parents.
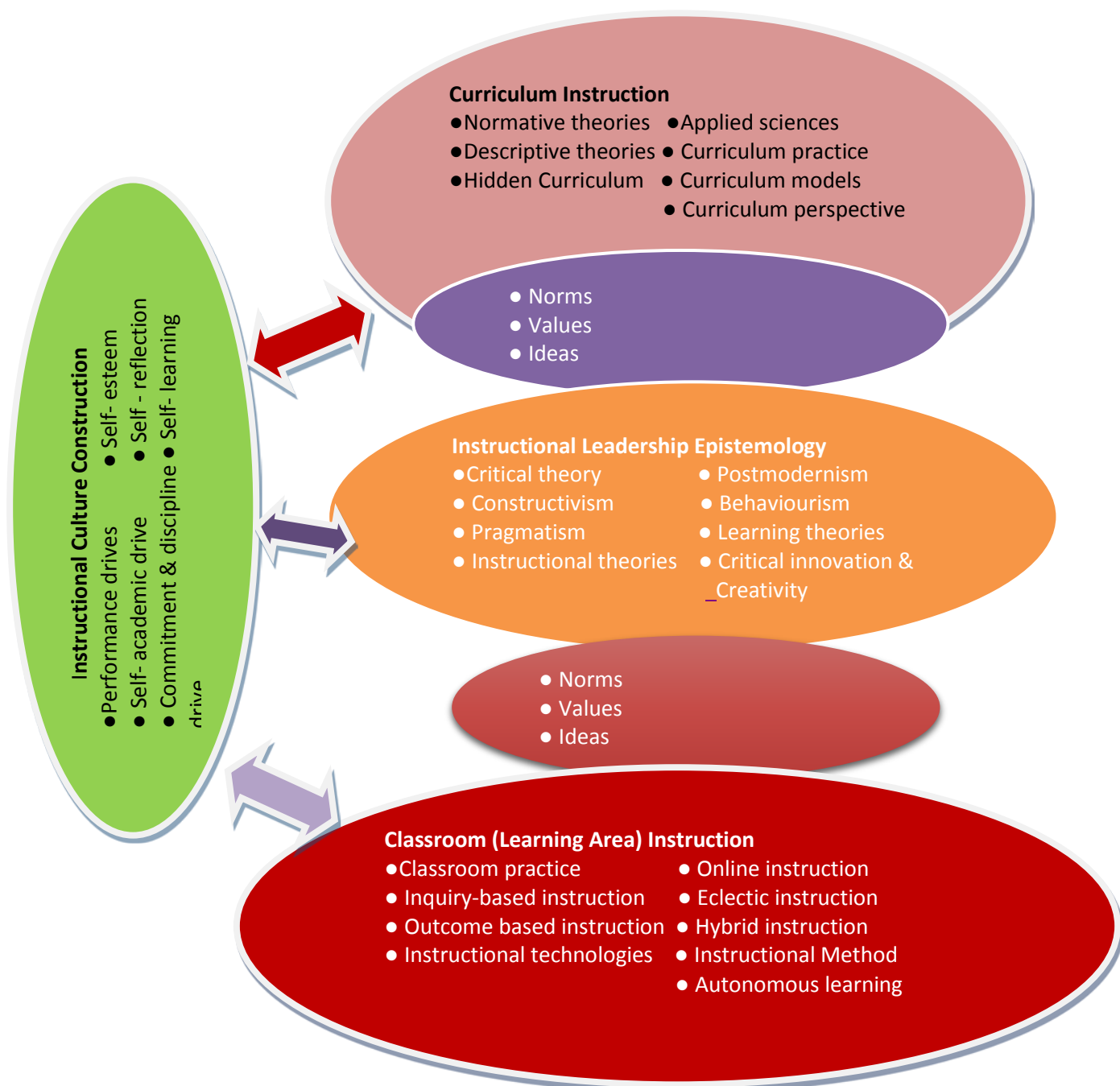
Figure 3.9: Instructional leadership: a normative approach

3.4 CRITICAL CURRICULUM LEADERSHIP

Critical curriculum leaders focus on the public sphere with the goal of developing children with participatory dispositions and public advocacy skills to make their communities better places in which to live. With this in mind, it should be noted that the curriculum becomes the site on which generations struggle to define themselves

and the world. In line with this, Freire (1993) argues that the purpose of curriculum development is to stimulate and sustain critical consciousness amongst oppressed people. Treating oppressed people as objects whose behaviours are to be transformed by educators cannot develop critical consciousness. Critical education studies (Apple, 1982; Giroux, 1998; Pedroni, 2007) offer the potential to understand discursive shifts in common sense about the curriculum, and more importantly, how to create an alternative narrative centred on new (progressive) social and educational movements (www.eaq.sagepub.com). This thesis acknowledges the fact that curriculum leadership covers areas of subject matter that are officially taught in schools, but the hidden curriculum becomes crucial if the cause and effect are characterised by the instructional authority of the teacher only.

3.4.1 Perspective: instructional undertones

Instructional leadership, in the findings of various scholars, seems to improve the performance of learners. Nevertheless, with the hidden curriculum, pejoratives or pervasiveness propagated by the system or by government officials in their political intent may cause the idea of instructional leadership and the goal of improving learners' performance to appear far-fetched. The hidden curriculum is a side-effect of education; lessons which are learnt in the transmission of norms and beliefs are conveyed in the classroom and in the social environment and any learning experience may teach unintended lessons. Thus, the hidden curriculum often refers to knowledge gained at primary and secondary school which gives a false reality of what an experience holds. In this sense, the hidden curriculum reinforces existing social inequalities by educating learners according to their class and social status. Every school is both an expression of a political situation and a teacher of politics.

Horn (2009) agrees, saying that the "hidden curriculum is a broad category that includes all the unrecognised and sometimes unintended knowledge, values and beliefs that are part of the learning process in schools and classrooms. One of the most significant sources of the hidden curriculum is the media." (http://www.Jstor.org).

The researcher observed that, when principals were critically motivated and an osmosis of ideas was at its height, learners left schools that were admitting blacks, and formed their own ex-Model C and private schools, with exclusive admission conditions and expensive school fees. Nevertheless, the osmosis of ideas within the ranks of principals in performing and underperforming schools is a possibility. To make the community aware of the hidden curriculum and the media, Horn Jr. (Professor of Education at Pennsylvania State University, Harrisburg), contests that in their education degree courses universities should include critical theories on the hidden curriculum, as well as develop media literacy skills on this issue. Radford (2006) cites Horn (2009), saying it is "a critical critique of movie representations about educators, students and schools, and teachers' representations of their critical interrogation of the hidden curriculum." Owing to a lack of scope and time constraints, only principals will be included in this study and further research is recommended on this issue.

In the ideological instructional curriculum, the concept of "instruction" is understood to mean teaching, learning and the knowledge constructed by an ideological curriculum, which is meant to convey a certain political ideology and a certain dogma. Such a curriculum might be formal or informal, but prescribed textbooks in schools convey this hidden curriculum deliberately through the ideological

experiences of teachers. The hidden curriculum is more often than not passed on to learners without critical thinking, if they are not taught to be conscious of false text.

Cade (2008) makes a compelling argument about precisely what the problem is with our education system; in essence, it is designed to create good consumers, who follow the rules and do not challenge authority; who can be trusted to do repetitive tasks and occupy their designated socio-economic circle without too much complaint. This thesis argues that if it is the aim of the system to produce learners who perform through examination performance outcomes, then this type of instructional leadership is not suitable for the post-apartheid system of education and for critical thinkers who are participating in the teaching of knowledge. Classroom (1996) argues that spoon-feeding, rote learning and other related fundamental pedagogical paradigms, suppress the natural curiosity of learners, and produce passive citizens who do not think. The point this thesis is making is that curriculum and instructional leadership must aim to produce critical and relevant learners (products) for the labour market. This will increase the number of qualified and committed workers who are experts in their craft and, in turn, will raise employment levels. The ideological curriculum, with or without intent, is producing citizens who are without work because they do not have the relevant skills needed for the labour market. This situation may have dire consequences, creating civil unrest and burgeoning service delivery strikes.

3.4.2 Critical analysis on instruction

Critical pedagogy includes relationships between teaching and learning. Its proponents claim that it is a continuous process of what they call unlearning and relearning, reflection, evaluation and the impact that these actions have on learners

whom they believe have historically been and continue to be disfranchised by what they call traditional schooling.

The philosopher John Searle suggests that critical pedagogy creates political radicals, whilst Dewey (1938) argues for tensions between traditional and progressive education; education placed at the top of its agenda; as well as the problem of producing passive learners who follow the rules without question. On the other side of the schooling system, learners from ex-Model C and private schools prove to be innovative and self- sufficient enough to sustain the system used in the apartheid era. Therefore, it is clear that critical curriculum leadership and critical instructional leadership open up learning and unlock the doors for postmodernist and related perspectives to realise a progressive school-going population, who are able, willing and ready to join the labour market. But should instructional leadership be homothetic, wherein the principal is allowed to produce only positive examination outcomes, therefore enabling learners to attend tertiary education institutions only to be unemployed? Then the idea of de-schooling supersedes the good purpose of instructional leadership. In closing this section, Ylimaki (2010) contends that, unless the new curriculum leadership theory is accompanied by theories which reside in fields outside educational leadership, things will not change in schools. A contemporary post-apartheid theory of practice should seek to produce a type of instructional leadership that will understand and promote the current education paradigm in our curriculum assessment policy system.

3.5 INSTRUCTIONAL LEADERSHIP THERAPY

This study assumes that both performing and underperforming school principals have a story to tell about their leadership experiences at their schools. The

similarities and differences in their stories help close any gaps in the leadership strategies of these principals and serve as a remedy for improving learners' performance.

Ash and Persall (1999) argue that "The schools of yesterday and today are not the kind of schools we need for tomorrow. We need new strategies, new processes, and a new mind-set. In effect we need a new paradigm of instructional leadership." In South Africa today is Outcome Based Education the following spar of five years is curriculum 2005 and its revised form. In addition, there are the curriculum and assessment policy statement (CAPS). As Bamberg (2010) queries the notion of giving the same phenomenon a different name In line with the above, Bamberg (2010: 6) argues "what we originally called dilemma of constructing sameness across time in the face of constant change." The researcher articulates the same view as Bamberg (2010), speculating from his experience as Chief Education Specialist (Curriculum Delivery Support and Examination) in the Free State Department of Basic Education. This research maintains that in the realm of change there are significant experiences which one internalises and are subject to deconstruction. Ash and Persall talk about "mindset" which will be examined in this section.

Bruner (2004:692) states that narratives imitate life and life imitates narrative. Life, in this sense, is the same construction of the human imagination as a narrative. It is constructed by human beings through active ratiocination, the same kind of ratiocination through which we construct narratives. The story of one's life is, of course, a privileged but troubled narrative in the same sense that it is reflexive. The narrator and the central figure in the narrative are the same and claim the same

experience. The two together are collaborators, composing and constructing a story. The teller narrates the story in an open-ended process, whereas research does not control the actual narration. The narrative approach can be labelled postmodern in that reality is seen to be situational and fluid, jointly constructed by the interview partnership during the process of the research. The interview partnership referred to by Miller and Brewer (2003) is viewed by Riessman (2006) as a form of interviewing that involves the generation of detailed stories of experience, not generalised descriptions. The facilitating interviewer and the vessel-like respondent are replaced by two active participants who jointly produce meaning (Holstein and Gubrium, 2011). Narrative interviewing has more in common with contemporary ethnography than with mainstream social science interviewing. Maree (2011:76) highlights the fact that "Normally, ethnography will spend a significant amount of time in the field called immersion." Lewis (1997) supports this contention by stating that the lives of people can be studied from within their naturalistic setting. The aim is to describe a folk or people by making sense of the inherent meaning of gestures, displays, symbols, songs, sayings and everything else that has some implicit meaning in their culture. Taking it further, Cohen, Manion and Morrison (2011 give the directive, which is relevant to participatory practitioners, that inferences from observation and various forms of ethnographic inquiry are used to address the insider's views of reality.

This study through a narrative paradigm seeks to establish the reality about the difference in performance between performing and underperforming secondary schools in the Free State that are in the same academic and professional space or environment. Inferences from the ethnographic inquiry seem to be valuable to probe the reality about the difference in learners' performance in the cited schools in the Free State. Perhaps, as Hinton (1967) cited by Ngara (2007:64) avers, "It is right to

dismiss the established false dichotomies between African traditional thought and Western science; intellectual versus emotional, rational versus mystical, reality-oriented versus fantasy-oriented, causally-oriented versus supernaturally-oriented, empirical versus non-empirical, abstract versus concrete, analytical versus non-analytical." These false dichotomies tend to reinforce prejudiced mindsets that are impervious and retrogressive to the understanding and accommodation of cultural diversity and alternative ways of knowing.

It is a reality and truism that most ex-Model C and private schools perform better than the historically black schools following Outcomes BasedEducation (not in use), Curriculum 2005, the Revised Curriculum 2005 and currently the Curriculum Assessment Policy and Systems. It is therefore the task of this thesis to use the narrative paradigm and therapy to probe the reality of African ways of knowing (Ngara, 2009). In this case, this project argues for learners in ex-Model C, private schools and historically black schools to strive as Africans for a new pedagogy that will close the gap between performing and underperforming schools.

In Chapter 1 of this study, on data collection instruments (p.35), the researcher states: "In this study, the researcher will use unstructured interviews to probe the researcher-respondent narrative relationship. The interviewees in the project are principals of both performing and underperforming secondary schools in the Free State." Unstructured interviewing from a narrative perspective and a social research approach projects this notion (Monton, 2000). Social research, moreover, often requires people to reveal personal information about themselves which may be unknown to their friends and associates. Some variables in the non-performance of our historically black schools are taken for granted by other historically black schools

that perform well. The personal information revealed in the narrative is likely to be therapeutic for underperforming schools. The realities of underperforming schools could be exposed by using Figure 3.1 and 3.2 in this study. In the interview process it is advisable, when in a group discussion, to find the similarities and differences in the principals' day-to-day leadership practice. The researcher should then group together the leadership strategies which have contributed positively towards the performance of learners. The causes of failure in underperforming schools should be revisited and narrated by their principals' experiences in the study conference. The discussion should then move to parallels in which an engagement of performing and underperforming schools is upheld. Myths concerning the practice of principals in underperforming schools should be identified and the truth be highlighted. According to Figure 3.5 of this chapter, communication strategies should then be networked and a programme of action drawn up to alleviate underperformance in schools in the Free State.

In conclusion, unstructured interviewing invites all instructional leadership practitioners into a common space, and allows them to express their experiences through debates regarding challenges in their practices and then challenges them to find remedies for these problems in instructional practice. The mindsets of some principals seemed to be locked in fundamental pedagogics with a strong belief that learners should be drilled to pass the Grade 12 examination. This rote learning strategy produced good examination results in March, June and October as well as during Saturday with most learners gaining university entrance. These debates, as cited earlier, uphold constructivism as a paradigm in teaching and learning. This encourages engagement of instructional leaders and the researcher. And innovate a contemporary strategy of instruction.

3.6 CONCLUSION

It should be noted that in this section the researcher has argued for leadership practice, specifically classroom instruction. Because education is a national heritage, educationalists cannot be content when only a section of the community performs well academically, while the learners in the underperforming groups lack quality skills and knowledge. In practice, this is not simply the task of one person (the principal) but an attempt is made in this study to propose a researched structure to help principals achieve their instructional leadership goals. As the topic of this thesis is to design an instructional leadership programme, to shape the form and practice of thinking in this section, figures and tables are key to the approach. The perspectives used in this section underpin the practical application of instructional leadership and the use of technological devices to make this work efficiently and effectively. Principals of underperforming schools can use this framework to aid them in to master the craft of instructional leadership. Finally, the correlation between instructional and curriculum leadership is introduced as a link between the Revised Curriculum 2005, the Curriculum Assessment Policy Statement and the Outcomes Based Curriculum. A full account of these curriculum debates in the post-apartheid system of education will be discussed at length in Chapter 4

CHAPTER 4

PERFORMANCE TRENDS IN SOUTH AFRICAN SCHOOLS FROM 1994 to 2013

4.1 INTRODUCTION

In this chapter, the discourse of pedagogic transformation in the post-apartheid era is explored, using instructional leadership as a strategy to improve learners' performance. Makhaleng (http.www.education.gov.za) argues that the new system requires teachers to change their pedagogical approach towards lesson planning, instruction and the assessment of learners' achievement from a context-based approach to an outcomes-driven approach. It is also worth noting that OBE demands more assessment of the progress made by learners in respect of the intended outcome. Padayachee and Harding (2011) state that the Minister of Education, Bengu (1997), suggests that OBE aims to equip learners with the knowledge, competency and orientations needed for success after they leave school. Its guiding vision is to shape learners into thinking, competent citizens. The new curriculum will integrate education and training, incorporating learning which rejects a rigid division between academic and applied knowledge and skills, and fosters learning which encompasses a culture of human rights, multi-linguism and multi-culturalism.

Msila (2007:150) views OBE as a system of education that is based on outcomes. An outcome refers to anything in which an individual can demonstrate knowledge or skill. Creating ideas, good decision-making and problem-solving abilities are among the possible outcomes that a learner can acquire in an OBE learning environment. The essential outcomes are that the learner is prepared for further studies and/or employment. The reality of the industrialised world is that one must be willing and able to find employment. This reality seems to be accommodated in outcomes-based

education as a product objective of schooling, and if this objective is realised by underperforming schools, it will be a step in the right direction.

Sayde and Ahmed (2008:3), in a brief summary (Table 1) of Curriculum 2005, lay out the content of the curriculum which will advance transformation from Christian National Education to a philosophy of education that will advance transformation. Msila (2007) makes the following points about the Revised National Curriculum Statement, in search of a new identity for post-apartheid education. He maintains that it will heal the divisions of the past, improving the quality of life for all citizens; lay the foundations for a democratic and open society; envisage the kind of learner who will act in the interests of a society that is based on democracy, equality and human dignity; and strive for a curriculum that will create a lifelong learner who is confident, independent, literate, multi-skilled and compassionate. The 20-year lifespan of the Revised National Curriculum Statement is designed to offset any shortcomings identified in Curriculum 2005. Action research has the benefit of engaging teachers and principals in collaborative work to improve outcomes (F: ECS.mht). The question this study asks is: What is the difference between the improvement of outcomes education; outcomes-based education and action research? What is realised in this project is that instruction (action) is matched with outcomes (learners' texts or examination results); the strategies for the improvement of these results is drawn from the outcomes. After group sampling, team teaching and any teaching methodologies to instruct are implemented, then performance graphs for monitoring improvement will be in the school office for inspection.

Curriculum and Assessment Policy Statement (CAPS) replaced the Revised National Curriculum Statement. CAPS is a more regulated learning programme than the

previous one and provides more time for the teaching of mathematics, literacy and numeracy to improve the competence of learners. Workbooks are a central feature of CAPS, leaving the educators with less responsibility when interpreting the curriculum outcomes. In addition, the workbooks pace the sequence of work on a daily and term-by-term basis, with easy-to-follow worksheets to improve listening, reading, writing and numeracy skills. This study, with particular reference to this Chapter , seeks to interrogate the following salient features: 1) the philosophies and paradigms of good practice within the system; 2) the extent to which post-apartheid education has managed to transform education in South Africa; 3) the creative and innovative trends within the system; 4) the general direction in which post-apartheid education seeks to create an independent, self-reliant and critical thinker within the system; and 5) the use of the triangular structure mentioned in Chapter 5 (Figure 5.3, p 174) which illustrates post-apartheid education and attempts to discover if it mirrors the assumptions made in this thesis.

The design of this section will unfold as follows:

4.2 Post-apartheid curriculum changes in South Africa

4.3 Socio-economic context of schools in South Africa; post-apartheid era

4.4 Narrative voices on education in post-apartheid South Africa

4.5 Leadership education and training of principals in South Africa

4.6 Curriculum and instructional leadership perspectives: post 1994 to 2013.

4.2 POST-APARTHEID CHANGE OF CURRICULUM IN SOUTH AFRICA

Scot and Hofmeyer (2010:1) in that, while most of the hype has declared that outcomes-based education (OBE) is dead and the country will get a totally new curriculum, this has been disputed by some educationalists, resulting in mixed messages and considerable public confusion. Hofmeyer explains: "OBE may be dead politically, but as a learner-centred paradigm, which makes learner outcome a vital consideration and underpins our whole education and training system, it is still alive. CAPS will put more emphasis on teaching the basic knowledge and skills, but we will never go back to the authoritarian, teacher dominated content-based curriculum that endured when I was at school" (p. 135) In this section, the study will build a strong argument that this tripartite system (teaching, learning and assessment) can be used as a diagnostic mechanism to gauge whether the intended outcomes of instruction have been realised. Therefore, there can be no efficient and effective curriculum or instructional leadership without outcomes as a mirror of revision, team teaching, collaborative or co-operative learning and any methodology device(s).

Adams and Schvaneveldt (1991) observe that education is the foundation that creates a thriving and progressive world; that without quality teachers there can be no true educational advancement. It is for this reason that educational policy must be informed to meet the needs of those who are instructing in the classroom. The researcher and his curriculum development and delivery colleagues coined the following slogan: "Curriculum by the teachers, for the teachers and for the advancement of learners in South Africa". This catchphrase was prompted by the fact that they observed that the curriculum which was constructed by experts for the

teachers to implement, more often than not is not understood and yet they have no authority to construct an alternative. Venter (1980) articulates a strongly progressive argument that Western culture and values have dominated education without acknowledging or considering the African origin of the vast majority of people. The Western, capitalist, individualistic view of life is often in direct opposition to the more group-orientated outlook of the African cultures. This study holds that, by listening to the narrative of the teachers' experiences, teaching areas and subjects in class, the culture of ubuntu can be accommodated and save the Department of Education from having to change the content of the curriculum from time to time.

This study argues for centres of excellence to close the gaps between performing and underperforming schools, of which township schools and former homeland schools are at the top of the list of schools in crisis. Education activists in schools need to teach, assess and evaluate their experience in collaboration with their learners, and come up with the relevant skills and knowledge which learners need for everyday life. The researcher was exposed to the realities of the classroom and subject matter far more as a teacher than as a curriculum leader; thus, the promotion of instructional leadership was formulated. Furthermore, Christie (1999) states that it has become commonplace for members of the government to admit that South Africa has excellent policies but knows little about implementing these policies. The participants in this study also maintain that teachers were never part of the implementation process. Christie further states that, although teachers were part of some of the committees formed to draw up the learning areas, they were not actively engaged in the process. For most teachers, the curriculum was implemented in a top-down, bureaucratic manner, closely resembling the imposition of apartheid education in schools. It is imperative to collaborate in the development and

implementation of a curriculum and the government should show pedagogic activism within the realm of its highest ranking employees, if it is to take any credit for the implementation of OBE Curriculum 2005, the Revised National Curriculum Statement and the Curriculum Assessment Policy Statement in South Africa.

Angie Motshekga (Minister of Basic Education) is quoted by Maverick (2013) as saying that the New Curriculum and Assessment Policy Statements will repackage the existing curriculum into the general aims of the South African curriculum. The specific aims of each subject topic are clearly delineated to be covered per term, and the required number and type of assessments, also to be covered per term. In essence, it seems that the OBE system is now obsolete. The statement cited above confirms the following assumptions: that an explosion of curriculum activities across South Africa, caused OBE to fail (Jansen, 1973); that Curriculum 2005 died in its radical form of transformational outcomes when it was reviewed in 2001 at Minister Asmal's insistence. It was found to be problematic in both its approach and implementation, and it concentrated too much on the skills and processes of learning, without sufficient specification of content and knowledge (Hofmeyer, 2010).

Children do not learn outcomes in a vacuum; the content of the curriculum is a critical vehicle for giving meaning to a particular set of outcomes (Jansen, 2003). The third assumption makes a critical point in terms of asking whether OBE refers to the content of the curriculum or whether it is a methodology. This methodology is a vehicle to convey knowledge and skills to learners, and continuous assessment and evaluation is used to critique and review the outcomes, ensuring that they are in line with the set objectives.

With special reference to Jansen and Christe (1999) and Hofmeyer (2010), and according to Ngidi and Phathabantu (2006), after the new South African government came into power in 1994, concerns increased about the decline of a culture of teaching and learning, especially in historically black schools. This is evident from the relatively large number of studies conducted during this period (Masitsa, 1995; Chisholm and Valley, 1996; Pager, 1996; Sedibe, 1996; Chetty, 1998; Naidoo, 1999; Nhlapho, 1999; Budhal, 2000; Magqaza, 2000; Lethoko, 2002; Nemukula, 2002; Nzima, 2002; Mthembu, 2003; Sobethshe, 2003; Pepeta, 2003). Several studies have also explored the factors that have contributed to the decline in teaching and learning in schools. Ngidi and Phathabantu (2006) probe deeply into some of the questions posed in this thesis, such as the poor management of schools by principals; poor time management in the time-table; inadequate staffing, exacerbated by the promotion of teachers in the middle of the year (Mona, 1997; Van Schalkwyk, 1994); and teachers who are not committed, do not prepare lessons, lack knowledge of their subjects and who abuse alcohol. Teachers thus are poor role models and demonstrate a lack of professional work ethics (Ashley, 1993; Steyn, 1994; Wolpe, 1995; De Villiers, 1997; Naidoo, 1999).

The researcher strongly believes that instruction is the activity educators are involved in at school and the assumption made in this research is that, with the advent of the 1994 democratic dispensation, curriculum and instructional leadership began to decline. Nkomo (1990), citing "Pedagogy of Domination" (Freire, 1972), suggests that debate and discussion should be developed and expanded with all speed to serve the development of democratic education in South Africa; and that these problems will confront those engaged in the transformation of apartheid education just as much as they confronted those who established it.

The proponents of Christian National Education share space in education with the progressive forces of the post-apartheid education era. Yet, this dual mindset in the system needs to be transformed in order to advance post-modernist ideas (Noruwana, 1980). The envisaged teacher-training programmes for the future should ensure that teachers understand the conceptual framework reflected in the current curriculum and use the appropriate methodology that is relevant to formal and informal settings in the Republic of South Africa's post-apartheid era. Regarding transformation, the present government has formulated a hidden curriculum to change the minds of its pedagogues. To look through the keyhole, the researcher will use Figures 4.1, 4.2 and 4.3 as an illustration.
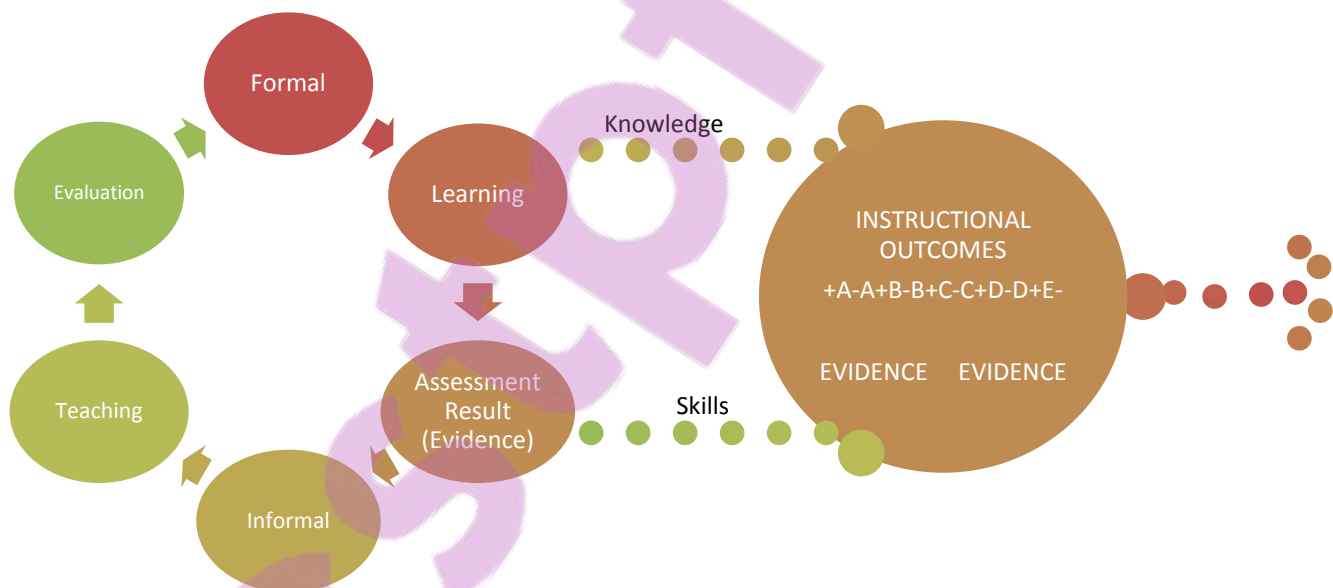
Figure 4.1 Critical perspectives restated: instructional leadership model

Using critical perspectives as a vehicle to give meaning to outcomes, Spady (1994:39- 40) cited by Unisa online (http://www.unisa.ac.za) opines that outcomes are actions and performances that embody and reflect learners' competence in using content information, ideas and tools successfully. He believes that all students can learn and succeed, but not on the same day in the same way and that students have to attain acceptable performance standards in specific life experiences in advance. Furthermore, an outcome is evidence of how much knowledge a learner has acquired within a certain time frame.

The researcher wishes to refer to an article in "The OBE Practitioner" (Unisa online-scr 41-49: page 8 of 24) to make a point about Figure 4.1 and Table 4.1. It is acknowledged that a lot of damage was done by the OBE programmes used over the last three years, as a radical paradigm shift. Pinar and Bowas (1992:169) put it clearly by maintaining that radical theorists have overemphasised economic and cultural determinants. In other words, in radical curriculum theory, there has been an under-emphasis on how socio-economic needs accommodate, mediate and resist the curriculum and instruction (Giroux, 1983:283). This theorist characterises the reproduction of the theories of the 1970s as a discourse of despair because they ignore the pedagogical possibilities of human thought and enlightened action. According to him, radical educators should begin to concentrate on the cracks and disjunctions created by oppositional forces. At this point the wisdom of Freire (1972) is needed at the core of radical pedagogy that illustrates why some schools perform well, whilst others do not. Apple (1982) reasserts that the curriculum was used as a political text in the 1970s, and defines the hidden curriculum in a way that points to the concept of hegemony; another important conceptual tool for politically orientated curriculum scholars.

McLaren (1989) explains that a second concept, imported from other fields, assisted the politically orientated curriculum for scholars to advance the strategies of their argument that are designed to liberate the suppressed voices and struggles in history from the dominant narratives that reduce them to silence (cf. Figure 4.1 to 4.3). Louis's (1971) understanding of ideology provided another major concept in curriculum scholarship in the pre-1994 education system. McLaren's explanation of ideology refers to the production of meaning. It can be described as a way of viewing the world; a complex system of ideas; various types of social practices; and rituals and representations that tend to be accepted as natural and normal. It is the result of the intersection of meaning and power in the social world. Customs, rituals, beliefs and values often produce within individuals distorted conceptions of their place in the socio-cultural order, and thereby serve to reconcile them to that place and to disguise the inequitable relations of power and privilege; this is sometimes referred to as 'ideological hegemony'(McLaren, 1989:176).

The educator's tool for transformation is ideology to give a new conceptual framework to what is taught in schools. The Curriculum and Assessment Policy System paves the way for what the state would monitor in terms of what is taught at certain times and by whom, and to monitor the paradigm shift over the years to gauge its success.

Conyes (2000) cites Lussier and Achua (2004) when he contends that "Conscientiousness includes traits related to achievement", whereas openness to experience relates to a person who is willing to change, to try new things, who is imaginative and creative and who has a broader range of interests (Dda, 2005). A transformational leader could be categorised as a visionary, futurist or a mechanism

for change that assumes a proactive approach to management (Murphy and Hallinga, 1987). Freire talks about conscientiousness whilst Dewey insists on deconstruction. A model from pre-construction to post-construction should be informed by the post-apartheid ideology (as cited in the preceding paragraph).

In this regard, the aim in this study is to make sense of pre-1994 and democracy thereafter in the post-apartheid era and equate it with socialist democracy as opposed to capitalist education. Keeping in mind the statement "I am an African" made by Thabo Mbeki, the question here is whether, in the researcher's view, Eurocentric knowledge construction, could be the panacea for all Africans considering that apartheid education constructed inferior and separate forms of education.

Rote learning is not conducive to progressive education. The question of ex-Model C schools' falling within the same category as community schools, whilst claiming the same curriculum content, is conceptually and empirically false, as well as being politically dangerous, because of the failure of social engineering. The Freedom Charter, reconstruction and development programmes, affirmative action and many other related, post-apartheid endeavours have failed to bring congruency of ethnicity and cultural needs through educational equity, thus causing an outcry change from the African majority. Wittgenstein (1993) is quoted by Katsiaficas and Kiros (eds 1998) as saying that even an intercultural philosophy has its limitations and the only way to minimise potential conflict would be the political negotiation of a modus vivendi. Poor service delivery in education, especially in historically black schools is realised by learners' moving from historically black schools to ex-Model C and private schools – not vice-versa. Therefore, this thesis advocates post-modernist

methodology and constructivism as a dual approach to close the gaps between performing and non-performing schools.

This thesis, in accordance with the views of Piaget, Dewey, Vygotsky, Montessori and Freire, advocates for the construction of knowledge by both principals and learners. The call is for instructional leaders in the Free State to use action research as a tool for literacy classes and learners experience. This study aims to reintroduce the idea of praxis, for the deconstruction of so-called knowledge that was built on false consciousness. The instructional design approaches are in line with Freire's ideas stated in the table below.

TABLE 4.1 Instructional design approaches

	Behavioural/objectivist approach	**Constructivist/cognitive approach**
Learning theorists	B.F. Skinner, R.F. Mager, R.M. Gagne, M.D. Merril	J. Dewey, J. Piagat, L. Vygotsky
Philosophy	Meaning exists in the world separate from personal experience. The goal of understanding is coming to know the entities, attributes, and relations that exist in this objective reality. Frames instructional goals in specific, behavioural, observable terms. The behavioural approach is concerned with immediate, recognisable changes in behaviour.	Learners impose meaning on the world, and so construct their own understanding based on their unique experiences. Frames instructional goals in experiential terms: specifying the kinds of learners' problems addressed; the kinds of control that learners exercise over the learning environment; the activities in which they engage; and the ways those activities could be shaped by leaders or instructors.
Learning outcomes	The statement starts with: (1) a description of the conditions in which the behaviour is to take place; (2) the tasks the learner has been asked to perform; (3) a series of actions the learner must	Defines how learners should be able to think or solve problems differently when they are finished, and what settings, activities or interactions instructors predict will lead to these new abilities. States that: (1) learners

		need some opportunity to define for themselves the goals and objectives for the course; (2) the focus is more on process and interaction, less on what is specifically to be accomplished as a result of the lesson; and (3) the outcomes are defined more in terms of a new common perspective, rather than particular tasks or actions that individuals will be able to carry out.
	be able to carry out, to indicate understanding; and (4) a criterion or measure of success that defines what an acceptable level of performance is and how it will be evaluated.	
Instructor's role	To present effectively structured material, and assess learners' proper and complete understanding of it. Instructor is focus of presentation and interaction. Tutorial relationship to individual students.	To construct a learning environment, and assist students as they explore it by designing experiences that encouraging assimilation and accommodation. Suggests that lasting learning comes as a result of activities that are both meaningful to the learner and based in some social context
Student's role	To absorb instructional presentations and material, and use them to create performances which indicate attainment of correct mental models.	To explore the learning environment in concert with others and construct meaning from learning experiences. To apply knowledge in personally meaningful contexts.
Activities	Reading, review, and analysis of provided text and materials. Individual work submitted directly to instructor for review. Structured assignments directly linked to learning objectives. Little or no cohort discussion.	Emphasis on discussion and collaboration among cohort of students. Application of principles to case studies and projects. Open-ended assignments linked to changing learning objectives. Assignments constructed to reflect 'real world' conditions and situations.
Assessment	Individual tests and performances to demonstrate mastery of entities, activities, and processes. Emphasis on a few summative products and performances.	Reporting on active, authentic experiences, activities, and projects is used to assess learning. Emphasis on interaction, reflection and collaboration among a group of learners.

What lies behind language is not merely linguistic skill but power; the iron fist in the velvet glove. The researcher believes that education activists will win over time; to

remember that in our struggle, we win by defining ourselves and remaining the same, but in the long term, we win as well (Freire, 1970/1972). The academic struggle between intellectuals to win the curriculum war is in the lecture rooms. Learners' experiences should be positioned to construct a postmodern approach to learning. This contribution is vital and should be made by institutions of both primary and higher learning.

4.3 THE SOCIO-ECONOMIC CONTENT AND LOW ACADEMIC PERFORMANCE

Magubane (www.unesco.org/shs/most) cites Marx (1972), who articulates that "men makes their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past'' (Marx, 1972:20).

This quotation by Marx (1972) is important, given the socio-economic status of education experienced after 20 years of democratic dispensation in South Africa. In his victory speech (1994) President Mandela said:

> Tomorrow the entire ANC leadership and I will be back at our desks. We are rolling up our sleeves to begin. Join us; go back to your jobs in the morning. Let us get South Africa working. This means creating jobs, building houses, providing education and bringing peace and security for all. This is going to be the acid test of the government of national unity. We have emerged as the majority party on the basis of the programme which is contained in the reconstruction and development programme. There we have outlined the steps that we are going to take in order to ensure a better life for all South Africans.

4.3.1 The acid test of schooling

The assertion in post-apartheid (1994) times was that inequality in education during apartheid was also evident in its funding. The Bantu Education Act separated departments of education by race, giving less money to black institutions and more funding to white schools. To underscore Mandela's statements, this study aspires to a better schooling system for the historically disadvantaged learners by means of the post-apartheid method of education.

The ANC-led government could improve the quality of resources provided to historically deprived schools, if they would go back to their jobs and roll up their sleeves. Oancea (2004) explains that it is impossible to address the inequalities in education without taking into account the economic disparities resulting from apartheid education (Obasanjo, 1991). In economic and social terms, South Africa is weak and debilitated and deliberate efforts will have to be made to deal with the social problems of the new South Africa. It is now being recognised by all concerned in South Africa, that the problem is not that of changing the captain of the boat, but changing the engine and recognising the crew. We need to change how we do things. The call of the people of South Africa was "People's Education for People's Power". Foucault (1969) advocates for authority to construct knowledge of which the aspiration of the majority of South African citizen cannot be left outside the academic environment of knowledge construction.

To strengthen Oancea's (2004) assertions, conclusions and papers presented at a conference of the African leadership forum will be reviewed to give a broader view of President Mandela's speech. Dr Sam Nojoma elaborates, by saying that there is an increasing realisation that the foundation of a democratic society and good

governance will depend on an efficient system of production; an equitable distribution of income; and a guarantee of enhanced employment opportunities, leading to the eradication of poverty, ignorance, disease and the increased social welfare of all our people. Ndimande (2012) quotes Freire (1970) who proposes liberatory education in which students are free to construct knowledge. Using this approach, students come to the classroom with a wealth of information and experience. In classrooms, crucial debates are held and truth is built on reality in terms of what research findings reflects. Van Wyk (2012) quotes Cheung and Tailor (2000: 23-34) who describe the constructivist learning environment as being characterised by:

1. knowledge that is shared between teachers and learners;
2. authority and responsibility that are shared between teachers and learners;
3. the teacher's new role as guide in instruction; and
4. Heterogeneous and small groupings of learners.

The author of this research is of the opinion that knowledge constructed in this way guarantees relevant and realistic education for economic and social needs. An instructional leader using methodology in teaching and learning is guaranteed by this research to create a functional and performing school.

4.3.2 Socio-economic status and low academic performance

Downey (1995; 1994) argues that a large body of research associates poverty with low socio-economic status and lower academic achievement. Sufficient material support is the foundation of family life and studies examining the effects of poverty on children and their outcomes clearly show that material deprivation is inimical to favourable child development (Duncan and Brooks-Gunn, 1997; Duncan, Brooks-

Gunn and Klebanor (1994). In contrast, increases in family income are linked to increased educational development in children (Huston, 2000). The role played by the socio-economic status of families cannot be ignored when post-apartheid schooling in South Africa is debated. Parents who do well socio-economically are able and willing to send their children to private and ex-Model C schools. Notwithstanding the fact that ex-Model C schools were known as community schools in the post-apartheid system of education, this study argues for an inclusive socio-economic model. This envisaged model is one in which there is an open system of admission of learners to ex-Model C schools and private schools, with the government paying all fees for poor students' tuition at these schools.

The study assumes that poor and underqualified learners become dependent on the state for grants because they are unemployable; in addition, they are often parents before they finish their basic education. As a result of these factors, they cannot contribute to the state in terms of knowledge and viable skills. There are some indications that the trend of poverty amongst historically deprived community is narrowing but not enough to eliminate inequality in the near future.

4.4 NARRATIVE VOICES ON EDUCATION IN POST-APARTHEID SOUTH AFRICA

This study interrogates researched narratives and accounts from electronic and print media, as well as urban and ex-homeland parents' opinions about the state of education in the post-apartheid era in South Africa. The last statement in section 4.3 states this fact. Ndimande (2012:2) contends that the defeat of apartheid in South Africa in 1994 led to a series of socio-political changes, including educational reforms. However, these reforms are characterised by contest, compromise and

resistance. Parents in urban townships face the contradictions of education reforms which are also influenced by the current international trend toward a conservative and neo-liberal ideology that denies critical curriculum and pedagogy in public schools.

Mattes and Mughogho (2010) examine the experiences of the "Born Frees" (the children who were born after 1994); in many ways this cohort faces a totally different world to that of their parents. They consume information provided by a reformed public news broadcaster, and increasing amounts of local and international news on subscription satellite television. Increasing numbers of black students attend schools and universities that were previously racially exclusive. Moreover, the style and content of primary and secondary education have changed substantially with the advent of a new outcomes-based curriculum (called Curriculum 2005). This study notes what Mattes and Mughogho (2010) predicted for the Born Frees, with parents expressing similar thoughts. Lindberg (2010) argues that a socio-cultural perspective is based on a constructivist idea that assumes that knowledge does not exist independently of the learner. The learner is not a passive recipient of objective knowledge, but becomes active in the process of knowledge acquisition by making sense of the world around him or her. Egidius (2002:12-13) asserts that the Born Frees might not have experienced the pre-1994 events, but that their parents, grandparents, uncles and aunts did. The electronic and the print media acknowledge the era of the freedom fighters of Nelson Mandela's calibre. Stories imparted about this period in South African history challenge the narrative questions and answers and become discussions.

Consistent with what is expressed by Lindberg (2010), Lehman (2000) states that literature has the power to create empathy for differing cultural and political traditions, exploring the intolerance of societies, particularly those attitudes and actions that foster discrimination. When moving from a ranking pedagogy to a critical pedagogy, the state should employ more teachers who are critical thinkers to bring about progressive, social, participatory and academic intellectuals. The consciousness of the Born Frees is illustrated and practically reflected by the realities in the corridors of private schools, ex-Model C schools and universities. Behr's (1995) novel, "The Smell of Apples" and Heyns's (2000) novel, "The Children's Day", tell the story. Behr's narrator, Marcus, says that "When Bantus [black South Africans] come here to work, the police send them away, but the Born Free does not understand". The author explains that the name "Bantu" was used to classify black people by the apartheid government. Literature brings to the fore the hidden misunderstandings in our society today, as well as the hidden curriculum in our ex-Model C and private schools. Music, songs, drama, and slogans from the liberation struggle hold the narrative voice of the people.

4.4.1 Post-apartheid curriculum

Timcke (2013) emphasises the following regarding the post-apartheid curriculum. Over the past two decades, various government jurisdictions within the United Kingdom, Australia and the United States have implemented learning outcomes and student learning models in their schooling systems. At the behest of local constructivists, education theorists, consultants, and in an attempt to match international best practice, South Africa followed suit in 1994, producing a version called Outcomes Based Education (OBE). At the time, these theorists and

consultants were buoyed up by the prospect of its implementation and waxed lyrical about how this policy heralded a new era in South African education. The universities had little interest in OBE; thus, no teachers were trained in OBE. Whilst highly skilled teachers joined the private sector, teachers' training colleges were closed. There were no textbooks to give direction as to the content and context of the curriculum. Within the education system, teachers and education managers and administrators were unprepared to meet the demands of OBE, and it could not address the transformation intended by the post-apartheid government. The critique made by schools and researchers of the free and democratic South Africa is that post-apartheid education in many schools in poor black communities is unable to instil physical and mental discipline. This study strongly asserts that good reading, writing and numeracy skills, pave the way towards academic success. The new generation of school children growing up in a free and democratic South Africa go through 10 to 12 years of schooling without learning the basic skills of reading, writing and numeracy, and they lack the skills of self-discipline and learning (Button, 2000:70-72).

Hicks (1993) argues that all human knowledge is socially constructed; for example, no area of human endeavour can ever be neutral or value free, since it is always underpinned by the norms, values and ideals, both conscious and unconscious, of its proponent. Education, therefore, cannot be neutral. Then, what is radical education? The above author holds that the term "ideology" can be used in many contexts; for example, it can refer to political ideologies and of course, educational ideologies. As far as educational ideologies and radical education are concerned, Hicks (1993) gives direction by saying that the reason why different ideologies exist is that educators, philosophers and politicians hold different beliefs about its purposes and

how an ideology should be put into operation. This study assumes that it could be understood from the perspective of a conceptual framework, as used in a philosopher's linguistic framework. Radicals (Button, 1995) are driven by their vision of what a better society could look like and the need to act in order to bring this about. They oppose injustice, inequality and the abuse of power and privileges.

People with radical ideas are left out of the reference system brought about by the culture of change and ideological practices. School instruction embraces teaching and learning and instructional leadership is a strategy to improve learning outcomes. It follows then that a progressive ideology rather than a traditional rote-learning ideology can embrace these radical ideas and use them as a mechanism to bring about cultural change in post-apartheid education. This research views the ideology of apartheid education as traditional, while the ideology of post-apartheid education is progressive. It is not the aim of this study to pursue apartheid education as an area of discussion, but it will explain what traditional ideology is.

In re-thinking South Africa's Development Path (2007) this scenario, the question is: Have the doors of learning opened for every learner or do some disadvantaged schools still find it difficult to enter tertiary education? Have we, as South Africans, taken cognisance of the Freedom Charter?

The radical social transformation envisaged in outcomes based education is for the content and context to become more progressive; a critical evaluation of the contents of a negotiated settlement; the eradication of unequal spending between ex-Model C schools and historically black schools; redressing equity between performing and underperforming schools; and revisiting the curriculum outcomes that will benefit the whole school-going population. Countries such as Finland, China and some African

countries are doing well in education, and this opens doors for South Africa to do better than America and the United Kingdom. The study assumes that the end of the apartheid Christian National curriculum convinces those of the postmodernist view that we can learn something from the good it held to meet global needs. Collaboration is necessary between performing and underperforming schools to achieve a paradigm shift in our curriculum delivery. This helps both black and white citizens of South African to understand the trajectory of the new ideology, and influences the hidden curriculum in a new direction of change. Multiple contradictory curriculum forces borne of competition affect the production of a global work-force through education and schooling.

Evans (2008) avers that both economic theory and historical experience tell us that human capabilities (and the institutions that give them effective expression) are what propel economic growth and improved well-being. In the absence of investment in human capabilities and the establishment of high quality institutions, the most promising natural resources become a curse. This is in line with Professor Evans's (2008) opinion that the articulation of schooling/education, as an agenda to be realised by the departments of education in the post-apartheid era, should be placed equally on the shoulders of educationalists and research communities. The trilateral construction of knowledge between universities, schools of education and the National Department of Education is a sine qua non for the transformation of the education system in South Africa.

Motshekga (2010) in *Ubuntu as the RDP of the Soul*, cites Pixley Isaka KaSeme, the convener of the founding conference of the ANC in 1912, as saying (2010:154) "Seme was the first to use the phrase 'I am an African' and to call for the African

renaissance". This statement was also made by President Thabo Mbeki (2009) whilst the Hon. Mahabane (President of the ANC) in the 1920s, saw the recovery of African humanity (Ubuntu) as the starting point of the struggle to build a new civilisation. Last but not least, Albert Luthuli, like Seme, envisaged a unique civilisation that would not necessarily be black but African. Motshekga (2010:158) goes on to say: "The state should invest in the research, publication and teaching of the Ubuntu world-view and its application to moral, social and economic development". Such development is the task of schools and universities concerning curriculum content and context. The state, in order to push its ideological agenda, cannot marginalise its corps of intellectuals and scholars, because curriculum construction (engineering) and delivery is the task of its educationalists and researchers. This research advocates for an informed government service which will push a progressive agenda within the state. Surely people in government service are the products of universities and schools; therefore, these public servants should reflect the competency of these establishments. This study holds that if the schools and universities produce a work-force which is in conflict with what the state would like to achieve, the Curriculum Assessment Policy Statement (CAPS), like Outcomes Based Education (OBE) will not be seen by educationalists and researchers as influencing the industrialisation during the period of their existence.

4.4.2 Post-modernist leadership education and training

Jacobs and Kritsonis (2006) define postmodernist thinking within the secondary public school system as the way of the future, and allude to reforming the current education system. All these abilities (postmodernist) must be harnessed in order to address the rapid changes occurring in the educational system today, to drastically

improve students' achievement and solidarity in the workplace. The ability referred to here is the teaching and learning dichotomy, known in this study as the instructional strategy. The purpose of this section (4.5.2) is to highlight how post-modernism can contribute towards achieving school leadership, which can bring about change in the system.

Regarding post-apartheid school leadership, Jacobs and Kritsonis (2006:5) make the assumption that if postmodernism is to truly be implemented in secondary schools, educational leaders, teachers and staff must be willing to devise new methodologies to aid in changing the way in which school staff are introduced into the system and to accept new and original ideas which will improve schools. Additionally, school staff should be given the freedom to put their theories into practice, and bring their personal philosophies into the school system. What they believe and deem to be true, is emphasised by the metaphysical, epistemological and axiological aspects of each educator's personal and professional philosophies. As humans we are complex multifaceted beings, who cannot be limited to just one extreme. We, must be open to learning from multiple sources.

In order to embrace postmodernism it is important that educational leaders, teachers and staff members should always be mindful of new alternatives to problems or mainstays. True meanings are never fixed because ideas are changeable and develop from a multiplicity of sources; patterns should not be simply accepted, since everything is subject to interpretations and contradictions. Therefore, postmodern educators have to learn to think creatively and develop more inspired methodologies for solving problems within the school system. This approach implies that educators and the school leadership should be given the freedom to construct different

methodological perspectives to find grounding to assist learners improve their performance in schools. Teachers and principals own the curriculum content in the context of the school resulting in outstanding academic outcomes in a school. These can only be achieved if they are not only the consumers of the curriculum but the constructors of its existence and production in schools.

4.4.3 The task of critical pedagogic leadership Duppe Jacobs and William Allan Kritsonis

The paradigm shift from modernism to postmodernism in which instructional leadership should be achieved, projects a notion that principals should be workshopped and trained to acquire a shift in the leadership tradition of running schools. The research opine that stages by Jacobs and Kritsonis could assist principals to cultivate strategies to implement and practice a culture of improving underperformance in their schools. Jacobs and Kritsonis (2006), cited in English (2003), demonstrate in their ten stages that postmodernism as paradigm shift could produce a postmodernist instructional leader trained to improve learners' performance in secondary schools. This study to construct its own vision and answer the question of this thesis outlined the below-written stages.

STAGE ONE: School administrators must train staff members in new methodologies that will address change in non-curricular issues, such as dealing with learners who have mental or physical illnesses, are homeless, have a history of drug abuse, and teenage pregnancy.

STAGE TWO: Secondary school administrators have to find the financial resources to send secondary educators to conferences, which address methods of teaching learners who progress very quickly.

STAGE THREE: Secondary administrators must assist their leaders and staff to learn how to conduct research in order to cultivate strategies to practise in their schools, rather than just managing their schools.

STAGE FOUR: All secondary administrators, teachers, and school staff must be bilingual so as to compete with the changes in demographics within the next decade.

STAGE FIVE: All secondary administrators, teachers, and school staff must be trained to make effective decisions that are not based on hard school data alone.

STAGE SIX: Secondary schools must be reconstructed as centres with decentralised management.

STAGE SEVEN: Secondary administrators must engage teachers and staff in workshops which demonstrate teaching deconstructed knowledge according to the particular content being analysed.

STAGE EIGHT: Secondary educators must be trained to work in teams that self-assess, are accountable for their work, have the authority to change elements in their job that are not working properly for the good of the organisation, and are responsible for one another's actions.

STAGE NINE: Secondary administrators must train their teachers to impart knowledge that is unbiased; not based upon absolute truths, thereby assisting learners and staff to develop their identities from school culture.

STAGE TEN: The educational environment must welcome every type of learner and should not restrict anyone in any way.

Emanating from the content of the above-cited strategies, Jacobs and Kristonis (2006:5), cited in English (2003), claims that postmodern implementation in secondary education, involves the three components of philosophy: metaphysics, epistemology and axiology. Each educator, administrator, or teacher has a different personal philosophical belief that he or she brings to the system every day. To gain a better understanding of the additional process of teaching and learning, educators need to be aware of how the process of change can occur. The researcher, in his experience as inspector of schools, maintains that instructional leadership could improve learners' performance (see Chapter 1 p 34).

This study uses the concept of postmodernism to indicate how a postmodernist instructional leader can improve learners' achievement in underperforming secondary schools in the Free State. In order to construct a version of instructional leadership in the postmodern era, every idea is subject to question; this new approach has to be taken into the construction of reality. In a postmodern world, the multiplicity of narratives and the variegated nature of truths are recognised. Critical to this new paradigm is the issue of openness which is born of the recognition that the context and cultural ethos in which schools operate are constantly changing. The innovative strategy of the researcher (Chapter 3) is to engage learners, teachers and principals in the culture of constructing knowledge: metaphysics, epistemology and axiology. In this case, apartheid instructional leadership styles are consciously eliminated and innovations and changes in the education system are arrived at collaboratively.

It should be noted at this stage of the discussion that Jacobs and Kritsonis (2006) view postmodernist strategies from a school management angle, whilst this study

focuses on instructional (teaching and learning) leadership strategies. In contrast with the apartheid leadership style, the postmodernist approach seeks to put principals, teachers and learners in the realm of knowledge. With the collective construction that is postulated by Derrida, (1998), the question of critical theory is introduced to argue for technological and social engineering of knowledge to construct and deconstruct the two poles that the terminology might have and an acculturate persons are the products of instructional leader the products of the instructional leader as posited in section three of this study: Instructional Leadership Perspectives.

Regarding information communication technologies in public education institutions, Isaacs (2007) states that South African institutions in general, and the schools and FET college sectors in particular, are set to grow significantly in terms of their access to ICT, for teacher training, and professional development and usage. ICT policies are dominant at all levels of education and skills development. Therefore a dedicated policy is vital to the transformation of learning and teaching through the use of ICT in formal schools and FET college sectors. The goal of the policy (ICT) is that every learner in the primary and secondary school sectors should be ICT literate by 2015. Learners will be able to utilise ICT experientially enhanced learning and qualified and competent teachers who use ICT will be able to enhance their teaching. Research on human resource systems supports the integration of ICT into teaching and learning. The question is how effective are e-schools' network programmes in the absence of trained, qualified teachers and principals in some of the schools in the Republic of South Africa? The answer is that there are university-based programmes at Tshwane University of Technology, the University of Kwazulu Natal, the University

of Pretoria, the University of Fort Hare and the Central University of Technology in the Free State.

It is helpful to Implement ICT in education though there are many hindrances. (www.womensnet.org.za) has the following to say that within the education sector in particular, South Africa has a well-designed policy framework for the school and FET college sectors, but does not have a comprehensive policy that incorporates higher education, ABET and technical vocational education and training. This study strongly advocates for collaboration amongst higher education, ABET and technical vocational education and training to embrace instructional leadership that is capable of connecting classrooms, schools and the technical vocational world to be able to tap into internal academic and professional information. ICT access at schools is set to increase, along with access to training and professional development for teachers. Leadership training, be it in the classroom or school, is vital, and using ICT to help improve learners' outcomes is critical. Historically, the co-ordination and facilitation of this was a major constraining factor. As a result, various appendages of government, civil society and the private sector operate in isolation from one another. This study assumes that this lack of national co-ordination and facilitation still exists today in the Department of National Education. In Chapter 3, Figure 3.2 suggests this perspective as a means of instructional leadership. Furthermore, there is also likely to be greater attention paid to the role of ICT, in enabling learning and teaching and improving performance in schools, with a stronger emphasis on monitoring and evaluation, impact assessment and quality assurance. Therefore, if ICT in all its facets can be put into place to push the agenda of Curriculum Assessment Policy Statement (CAPS) in post-apartheid education, there could very well be a closing of the gap between performing and underperforming schools in the Free State

Although some urban and rural schools do get 100% pass rate, they are few and far between: "Improved matric results hide reality" (Mail and Guardian: 04 January 2013, Bongani Nkosi). Matric results for 2012 looked promising but they did not tell the public enough about the deep, social inequalities experienced by pupils across the country. A total of 73,9% of matriculants who sat for South Africa's 2012 National Senior Certificate examinations passed with a 37% improvement over the 2011 pass rate of 70.2%. In addition, 26.6% of Grade 12 learners qualified for university entrance, an increase from 24.3% in the previous year (Motshekga, 2013) (which is nevertheless shocking).

Education experts put the Grade 12 results into perspective. For example, according to Joubert (2013), the 2012 matric results are also juxtaposed with the annual national assessment results, released in December 2012. The assessment results indicated that Grade 9 pupils scored only 13% in mathematics, while Grade 3 pupils scored 52% in mathematics and 41% in numeracy. Learners who cannot read, write and calculate can never attain good marks in the Grade 12 examinations. Another example of criticism was in the article "Political Analysis South Africa" (Sunday Independent September 1, 2013) which maintains that the euphoria about the latest matric pass rate does indeed seem to be questionable. Essentially, to pass matric a pupil needs to achieve only 40% in three subjects, and 35% in another three subjects. The increase then in matriculation (both in numbers and scope) is only a superficial reflection of education in South Africa, making no meaningful statement on the calibre of the country's high-school scholars and education standards. Therefore, the 73.9% of the 45.2% of students who stayed the course until finally passing the matric certificate in 2012 and those who started their schooling in 2001,

only 8.3% received university passes which is no reason to celebrate (f.cheres@politicalanalysis.co.za).

4.5 ANALYSIS

The analysis in this section is based on the assumption that there is a gap between performing and underperforming schools. Chapter 1 of this study makes the assumption that most schools countrywide, particularly in rural areas, have not been performing well (p. 9); that the public should realise that the education system is not functioning well (p. 8); and that this study aims to unearth stories from pre- and post-1994 that have a bearing or impact on the question of underperformance of secondary schools in the Free State (p. 2).

4.5.1 Postmodernist instructional leadership

This thesis interrogates a multiplicity of narratives from principals as pragmatic practitioners of leadership. Scholars cited in this section are Derrida, Bandrillard, Foucault and Montessori who bring critical theory into pedagogy, thus assisting this study to use technology and social engineering as a constructive strategy to construct knowledge in a classroom set-up, together with Information Communication Technology (ICT) which places technological networks (the Internet and related devices) in the office of the postmodernist instructional leader to manage teaching and learning in an array of classrooms and learning areas (subjects). Without academic and professional progression and collaboration between schools and universities, the goal of a respectable pass rate in all South African schools will not be realised. It is a futile process if the improvement of the post-apartheid system of education is not going to be the task of educationalists and researchers alike, to improve the education performance crisis from 1994 to 2013. This study thus far has

been sceptical about the relevant theoretical frameworks and methodological perspectives adopted by the South African government to pursue their chosen ideology

4.6 METHODOLOGICAL PERSPECTIVE: SOCIALIST, DEMOCRATIC, CAPITALIST

When the ANC government's ideology shifted to a position right of centre, it was so unexpected, profound and decisive, states Tereblanche (1999), that it is more appropriate to describe it as an ideological quantum leap than an ideological journey from the Reconstruction and Development Policy (RDP) to Growth Employment and Redistribution National Treasury (GEAR) He goes on to say that, if we read the RDP together with President Mandela's speech on a people-centred society (Parliament), then we have reason to position the ANC's ideological orientation in 1994 clearly to the left of the socio-democratic-capitalism of Scandinavian countries, in the ideological spectrum.

The Freedom Charter, which is a general, democratic and progressive declaration, includes a call for free medical care and education, and the public ownership of the mineral wealth, banks and monopolised industries. All national groups shall have equal rights and all state shall be equal before the bodies of the state, the courts and the schools.

It is ironic that there is a struggle to use these same courts to dismantle the reality of this unequal provision of education in historically disadvantaged schools. During the dying days of apartheid education, models A, B and C schools were part of the education system, of which models B and C are still prominent in community schools today. Model C schools reflect the socio-cultural tendencies of private schools.

Post-apartheid education still remains a fascist/racist state with a capitalist/exploitative economy in which capitalists (both black and white) exploit African workers. The Africans (blacks) are either without jobs or earning far less than whites, coloureds and Indians, and cannot afford the fees in these ex-Model C schools and private schools. Clearly, during the period between 1994 and 2013, a certain group of the South African population did not benefit, and whilst the Freedom Charter states that all national groups shall have equal rights, this research argues that postmodernism will, whilst adhering to constitutional values, improve education in post-apartheid South Africa, where historically black schools will enjoy the same pedagogic access to instruction as students in ex-Model C schools.

This research argues that if businesses put their weight behind education, the quality of instruction in historically black schools would improve; facilities would meet the expected needs for schools and educators would be of the highest calibre. Msila (2007: 150) makes these critical points about OBE: 1) "An outcome refers to anything in which an individual can demonstrate knowledge and skills"; 2) "A learner who has learnt how to solve problems, make decisions and plan will be able to do a better job"; and 3) "For example, a bricklayer or carpenter needs to learn mathematics so that, among other things, he/she will be able to measure his/her work correctly." In addition, in our revised National Curriculum Statement, Msila (2007:150) states that: 1) "The revised National Curriculum Statement (RNCS) informs a system that seeks to introduce egalitarian pedagogy into South African schools; and 2) The goals of this system are to create a new South African identity that encompasses critical consciousness, to transform South African society to promote democracy and increase the learner's involvement in education."

4.7 CURRICULUM AND INSTRUCTIONAL LEADERSHIP FRAMEWORK

Daniel de Kadt (2010) contends that education matters, not merely because of its social and economic effects, but also because of its political effects. Moreover, he asserts that if one wants a country and its people to grow, one should invest in education. This study assumes that the possibility of a country in which there are performing and underperforming schools risks the educational growth of its citizens becoming distorted. Why educate? This holds critical theory, and the following assertions answer the question. Education awakens the mind, increases social aspirations, expectations and ambitions, which in turn, increase public pressure on government. A civil society of better educated people can demand good, accountable and efficient governance. Education provides the skills and competencies that allow individuals to perform productive roles within society and the economy, as well as helping individuals achieve their own economic, social and cultural goals. Therefore "education for all" means quality education for all, not only for learners in ex-Model C and private schools.

4.7.1 The dysfunctional school (underperforming school)

Bradley and Scheiber (2010:8) postulate that "Teachers qualify for the job by completing pre-service, post-secondary education and training". Today, this is available only through higher education institutions, such as universities. Previously, the principal route to these qualifications was through a teachers' training college.

Makgoba (2012) states that "our current leadership lives in the realm of dead ideas and authors are afraid to explore or bury these dead ideas."

4.7.2 Competent leadership and public schools for all learners.

In post-apartheid South Africa we have few Model C, community schools, white schools or black schools. For the purpose of this study, a point is being made by highlighting the differences in these schools and how they can affect the performance outcomes of learners and teachers professionally and academically, resulting in distorted performance outcomes in these schools. Physical resources and teacher training are essential to any school, but the principal should acquire the skills to create a school which is the best in its location. Halverson, Grigg, Pritchett and Thomas (2010) argue that new instructional leadership will require knowledge and frameworks with which to guide leaders in establishing schools that improve learners' learning systematically. Leaders need to be able to justify alterations to instructional and personnel practices, to an increasingly well-informed community.

In the literature review, the researcher came across the Finnish Programme for Curriculum and Leadership Development by Brown, Powell-mornan -Schild (2011), and was struck by the fact that Finland's rapid climb to the top rank of international education provides evidence of the successful improvement in schools. Finnish learners have the highest scores of learners' achievement in most international comparative studies, and their public schools receive credit for their strong economy and growing exports of new technology. Mϋller and Stahlberg (2000:6) states that "The Finnish community is not convinced that competition and more standardised testing would be good for schools or student learning". This argument, stated in

preceding paragraphs, opens up the debate for a Curriculum Assessment Policy System which will indicate how the Finnish system of education approaches this phenomenon. Müller and Stahlberg (2010:6) goes on to say that teachers are researchers who participate in cooperative learning, problem-based learning, reflective practice and computer-based instruction, all part of training for university. Thus, research-based classes in pedagogic schools, should conduct research-based projects to create an awareness of what role research plays in best practice instruction.

In these schools, programmes include the theory of education, pedagogical content knowledge, subject didactics and practice. In Finland, research-based teacher education programmes culminate in a master's dissertation. In addition, in Finland, principals have to be qualified to teach in the school they serve; they have to be instructional leaders. Teachers' education is research orientated and all teachers have completed research-based masters' dissertations. Many people throughout the nation, have contributed to a number of radical policies in education. Teachers are unionised in Finland and follow state curriculum guidelines, but are accorded a great deal of autonomy as to their methods of instruction and are even allowed to choose their own textbooks. Following these concepts, this research argues for a system where teachers are involved in curriculum content and context construction, choice of methodology (research design) and the compilation and choice of textbooks. Teachers should be masters of their profession. This research strongly advocates for this approach, using action research (http// www.baldridge nits. Gov.). A data-driven instructional system helps translate the results of summative testing into formative information which teachers can use to improve instruction. The system needs to access data, which teachers and learners can study, reflect upon, and then

determine what needs to be done to access the result of their plan. The concept of systematic feedback on core processes is central to quality progression. Strategies to measure output are essential to generate information as feedback for learner performance outcomes (Senge 1990; Senge et al,. 2000 cited by New Instructional Leadership, NCPEA, 2005). In this approach a critical instructional leader is able to design approaches for instructional leadership; hear and listen to the narratives voiced by learners; and construct a plan to improve learner performance.

4.7.2.1 Competent leadership and learner performance

Quality teaching is an essential element for learning and teachers play an essential part in assessing students' readiness. They hold a unique position in that they not only deliver the curriculum material to the learner, but also represent an important link between the learner, the school and universities. Teachers are engaged in action research daily in the classroom and school by teaching, learning and managing. McKinsey, (2007) opine that there are many different ways to improve a school system; change happens in the hearts and minds of millions of children; so, why do some children change successfully, while others do not? Why do some school systems consistently perform better and improve faster than others? The experience of these systems in top schools suggests that three things are important: a) getting the right people to be teachers; b) developing teachers into effective instructors; and c) ensuring that the system is able to deliver the best possible instructor for every child. It is in light of this that this research argues that in order for reform to take place, effective and efficient critical instructional leadership is needed. The Finnish Education System provides guidelines for post-apartheid education to obtain the right people to be teachers/instructional leaders; how every teacher can deliver the

best possible instruction; and how ex-Model C and private schools can assist in improving learning in historically black schools.

If the Department of Basic Education and the Department of Higher Education collaborate with universities, there is a greater chance of improving the education system in the Republic of South Africa. Research outcomes and effective leadership, are two areas that could help to remedy the crisis in our education system.

4.7.2.2 Public schools for all learners

Some education systems, such as those found in Finland or in Japan and Korea, demonstrate that excellence in education is an attainable goal. They also show that the challenge of achieving a high and socially equitable distribution of learning outcomes can be successfully addressed; that excellence can be consistently achieved throughout the education system with very few learners and schools left behind (McKinsey, 2007:4). These examples could be the answer to the crisis in education in South Africa and the question of disparities in the performances of performing and underperforming schools in the post-apartheid system of education.

4.8 PEOPLE'S EDUCATION INSTRUCTIONAL LEADER

Outcomes Based Education is regarded by Lawson and Askell - Williams (2007) not as a single idea or a series of procedures, but rather as a system of education which is comparable to democracy. There are many different versions practised in different ways in different places, all labelled outcomes based education. ─There are similarities between these different versions of outcomes based education, which make it possible to comment on the similarities and differences. We need to study the similarities and differences of outcomes based education in its historical context

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in various democratic countries in order to understand it fully. To shed light on this phenomenon (outcomes based education), work by Spady (1994) and his colleagues is perused. Indeed, at some point in the design of a curriculum it would be difficult to avoid these considerations. Teachers assess learners by selecting or designing methods of assessment that are appropriate to the learning outcomes they want to achieve (Lawson and Askell - Williams, 2007).

People's education for people's power; this is the education through the will of the people. People seek a democratic education which is what they need to realise and construct knowledge and skills to enable them to take control of their day-to-day lives as productive citizens of the country. In her call for public comment on the controversial 30% matric pass requirement (City Press, 6 October 2013), Angie Motshekga, Minister of Basic Education, bases her argument on the needs of the labour market and the fact that the people who work in the labour force, do not need passes of more than that. The question of the 30% pass rate, when viewed against the backdrop of commitment and dedication, fails dismally. This thesis found that some master's degrees were operating far below what teachers with a bachelor's degree could manage.

Education allows people the power to choose their path in life. The article, "People's education for people's power" (Sunday Times, September 29, 2013) on the topic of the collapse of discipline in the classroom and the undermining of teachers, contends that punishment alone will not solve violence in the classroom. Teachers are inconsistent because their confidence to enforce discipline has been severely undermined by the policies on corporal punishment. To advocate for people's education for people's power, and noting that education is a social engineering

mechanism, is to argue for parental authority. Who are parents? It is interesting that teachers, professors, ministers of religion, and cabinet members are all parents. Cabinet cannot make laws which do not address members of the society as a whole, and that the law should emphasize child centre to talk about the instructional leader has a formal and an informal connotation. Parents are instructional leaders who should ensure that learning takes place at home. Teachers are instructional leaders at school; yet, in some cases information and communication technology can take the place of the parent as an instructional leader with minimum supervision and control.

People's Education Instructional Leader, Zwelakhe Sisulu (in Unterhalter, 1991), of the iconic Sisulu family, asserts (Prew, 2003:2) that we no longer demand the same education as whites since this is education for domination. People's education means education at the service of the people as a whole; education that liberates and that puts the people in command of their lives.

The point this study is making is that apartheid education was tailored to dominate. Therefore, post-apartheid education cannot be built on the norms, values and ideals of domination, by either whites (Afrikaners and English-speaking people) or blacks (Africans). It is clear in this argument that we cannot realise a space for instructional leadership through separation. In the preceding sections of this study, critical and emancipatory instructional leadership is advocated. Training teachers within the context of the curriculum in the school environment was constructed to produce inferior human beings, whereas the aim of outcomes based education is to produce non-profit bourgeois education, and to actively participate in a technologically advanced world. In other words, teachers and parents need to be technologically

literate, whilst the liberation of the "limping masses", (Bloch, 2009) involves their children's access to education being compromised by poor quality education. Teachers who are often poorly qualified and are frequently absent; frequent high levels of violence; and a lack of libraries, laboratories and computers contribute to the general malaise of quality education.

In the researcher's experience as Chief Education Specialist since the demise of apartheid that some teachers are unable to use the libraries effectively and efficiently (some teachers cannot read and write effectively). Laboratory equipment and computers are available but have not been used at the time of writing, because teachers are not yet trained to use these instruments.

Consistent with the concept of People's Education for People's Power, the researcher, as a former school principal, understands that progressive education, which is critical, innovative and problem solving, will liberate these limping masses. The focus should be on the salient features of A Policy Framework for Education and Training or the Yellow Book (African National Congress, 1994). The latter refers to the integration of schooling and training in a single articulated system aimed at transforming the apartheid education model and empowering people to meet their basic needs in a democratic society. With reference to free access, education would be open and free to all for the first ten years of schooling with a curriculum promoting lifelong learning at every level, but particularly in further education and adult education. Community-centred schools, and particularly farm and rural schools, should be Community Learning Centres providing after-school activities pertaining to the social, educational, health and recreational needs of the community and linked to

rural development projects (p. 103). Adult basic education should be linked to broader, social and economic development projects (p. 88).

Active learning should be introduced during teacher training and in-service training, encouraging teachers to be competent, confident, critical and reflective (p. 51).

Poor and uncritical training has resulted in teachers who teach as they themselves were taught, often effecting a mechanical and uncreative process. Professional development opportunities were (and still are) few and costly for teachers and do not necessarily reward or support a career path for them. Many teachers appear to feel inadequately prepared for classroom management, teaching methods and for changes in their subjects or learning areas (Douglas, 2005). This research argues for outcomes based education, Curriculum 2005, the Revised National Curriculum Statement and the Curriculum Assessment Policy Statement and questions the preparedness of principals to guide teachers and learners on how to construct an environment conducive to instruction (teaching and learning), evaluation and assessment.

Douglas (2005) avers that the move to outcomes based education (OBE) was the most significant change experienced by contemporary teachers during their studies. This study argues that the movement in teaching methods from the authoritative Christian National Education to Active Learning was a new experience for learners and teachers. Teachers lacked the competence and confidence to think critically and reflect, which is why the OBE system of education failed. (Based on critical theory and using critical discourse analysis, it would be interesting to hear the views of Michel Foucault and Jacques Derrida on outcomes based education and Curriculum 2005). If the outcome and end product of schooling should be self-reliant innovation

and creativity, then critical thinking is based on the outcomes to benefit the learner and not the state. Post-structuralism forms a critique of ontology and epistemology in the empirical approaches in social science field. It maintains that all enquiries are, by definition, a form of discourse analysis; and that all research consists of the reading and writing of a series of texts from a particular historical and logical standpoint. This thesis argues that concepts used in outcomes based education provide a discourse interpretation concerning the intent of the author. Critical discourse focuses on concepts and sentences used as language descriptions of intent and political positions. Critical deconstruction and social critique are key technological principles of post-structural discourse.

What we need in post-apartheid education are instructional leaders who can understand that learners can be taught, as part of literacy and social science education, how to critically analyse the contents of the culture around them; and that critical literacy is the new basic for a post-modern condition. In conclusion, apartheid education is deconstructed by a reconstruction of post-apartheid education, and a critical analysis should be made of the power base of our education. A struggle exists to find a model that will address how class, race and gender were constructed in 1960 and reconstructed in 1990 and 1995 as new identities, to make room for a new home in education in the form of Model C and private schools in South Africa. What is true is what works (Friedlander, 2009)

The curriculum transformation of the post 1994 intent was to realise learners who can aquire knowledge and skills that could allow them to participate fully in the economy and industry of their country. Through Outcome Based Education learners would be highly skilled. This study strongly assert that these (skilled learners) could be realised by putting them as heads of schools instructional leaders who embrace teaching and learning to improve learning outcomes. This study also postulates that learner outcomes in all schools in the Free State province can be closed by closing the gaps between performing and under-performing secondary schools. In chapter 5 of this study, empirical investigations will be made to discover instruments to discover an outcome based instructional leader.

4.9 CONCLUSION

Post-apartheid education, as realised in this section of the thesis, requires an instructional leader who regards learners as critical and creative thinkers. The classroom setting is based on active learners and active instructional leaders. The type of learners of post-1994 should be able to collectively work with other learners effectively and efficiently without any waste of time, from their own experiences of the environment, both locally and globally. Learners should be able to correct, analyse, organise, manage and critically evaluate information, as well as demonstrate an understanding of subject matter by using science and technology effectively. Whilst solving problems critically, Information and Communication Technology reserves answers in terms of any learning content.

The reciprocal exchange of the teaching and learning (instructor) is not only the terrain of educators; learners too are the beneficiaries of teaching and learning – therefore they are partners. Within the confines of performance trends from 1994 to 2013, OBE is a transformational tool to effect outcomes as a mirror of revision, team

teaching, collaborative learning and critical evaluation of the results and to ascertain if instruction has reached its objectives. Curriculum 2005, and the National Revised Curriculum Statement have the content and policy directives on how to realise what is to be taught in schools.

In order to improve the curriculum policy statement there is need to apply the hidden curriculum which activist teachers should realise and pursue in order to produce active learners. Action research indicates that instructional leaders are hands-on activists who research daily the practice of their craft.

Instructional leaders should realise that they can easily stray off the correct path if they are not clear about their country's ideological paradigm. People's Education for People's Power – "Power to the people" is a slogan indicating socialist-democratic-capitalist education, the aim of which is to generate an efficient and effective labour force in South Africa. Here government and business wield the power to make society better.

The language of instructional leadership is not an academic exercise, but a call for teachers, parents, government and businesses, no matter what their social or political inclinations, to work together and create, through education, a first-world country in South Africa. Performance trends in South African schools from 1994 to 2013 clearly indicate how intellectual and scientific debates caused the Department of Basic Education to change the curriculum in a short space of time. Yet realities, possibilities and uncertainties can be researched and workable solutions found. The Frankfurt School approach is to bring equity and solve problems related to inequality. This section has identified successes and failures within the system, but creative and innovative trends in South Africa are subject to the governments, universities' and educators' finding solutions.

Harrison et al. (2010) define power as the ability to get someone to do something or the ability to make things happen. Therefore, it is the state's task to transform underperforming schools, by upgrading physical and human resources to the highest standards in order to meet the needs of the historically and financially disadvantaged masses.

CHAPTER 5

EMPIRICAL INVESTIGATION: RESEARCH DESIGN AND METHODOLOGY

5.1 INTRODUCTION

This thesis postulates that instructional leadership can remedy any problems associated with on learners' performance in secondary schools in the Free State. Regarding the gaps between performing and underperforming secondary schools, this study hopes to reveal that performing and underperforming principals of secondary schools can make a difference to education by practising good strategies. In order to address these problems, this thesis argues that there should be a structure to collect information and data from which evidence can be deduced.

Whyte (1960) opines that research design is different from the method used to collect data. Many research methods confuse research designs with methods; therefore, this thesis section will be divided into research design and methodology.

To explain clearly the difference between design and method, Bryman (2008:46) states that "A research design provides a framework for the collection and analysis of data". A research method is simply a technique for collecting data. Maree (2011:70) asserts that "The choice of research design is based upon the researcher's assumptions, research skills and research practices, which will influence the way in which she or he collects data." Mouton (2001:74) defines both design and methodology as follows: 1) A research design is a plan or blueprint of how you intend conducting the research. Researchers often confuse research design and research methodology; and 2) Research methodology refers to the methods,

techniques, and procedures that are employed during the process of implementing the research design or research plan.

This thesis argues that there is a difference between design and methodology: design is a framework to solve the research problem, whereas methodology in this research encompasses the methods, techniques and procedures employed to implement the research design or research plan. It should be noted, however, that method and methodology do not mean the same.

Check and Schutt (2012) maintain that qualitative methods refer to several distinctive research activities, participant observation, intensive (in-depth) interviewing and focus groups. In other words, methods describe in detail how the study was carried out. This thesis argues that methods can be either qualitative or quantitative or both. Perri P and Bellamy (2012) define method as the set of techniques recognised by the researcher or social scientist and that are used appropriately for the creation, collection, coding, construction and analysis of data.

With reference to design, the focus is on previously unstudied processes and unanticipated phenomena, due to the fact that these previously unstudied attitudes and actions were not adequately dealt with in the past.

Bellamy, Loveland, Bradely, Lark and Kirk (2005: 305) assert that "Theories of how research design enables researchers to draw sound inferences to conclusions that offer answers to the research questions, and determine how far the hypothesis is supported or undermined". Furthermore, Clough and Nutbrown (2011: 47) state that "A methodology shows how research questions are articulated with questions asked in the field."

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A model is a detailed statement, which may be represented formally or by the formal representation of itself that describes the realisation of a theory. A model shows how factors are linked, displaying the predicted or reintroduced influence upon one another. Figure 5.1 indicates how design, methods and methodology will be amassed to create a model for this thesis.

DESIGN

- Research problem
- Research questions
- Narrative approach
- Audience experience
- Framing the problem

METHODOLOGY

- Articulation of research questions
- The why of research methods
- Constructivist and instructive models
- Revealing and closing the gaps
- Qualitative methods and procedures

MODEL

METHODS

- Particular audience
- Citing references (researcher)
- Framing the study
- Compilation of model

Figure 5.1: Research data collection and evidence inferences

METHODOLOGY

- Qualitative approach
- Paradigms and theories
- Bracket technique
- Unstructured interviewing
- Narratives
- Jogging the memories
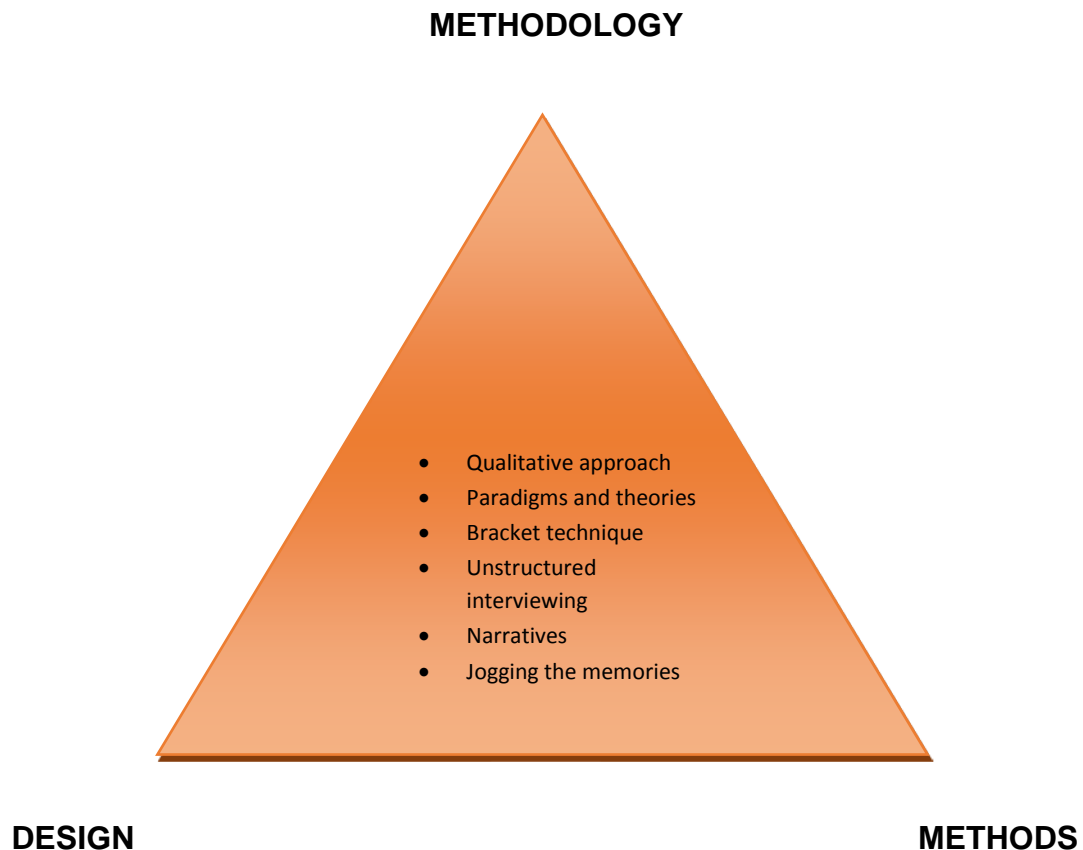
DESIGN   **METHODS**

Figure 5.2 Triangulation of purpose and practice

5.2 RESEARCH DESIGN

Creswell (2008:3) states that plans and procedures for research are broader than the assumptions, and detailed methods for data collection and analysis. Designs are advanced: qualitative, quantitative and mixed methods. Qualitative research is a means to explore and understand the meaning individuals or groups ascribe to a social or human problem. This thesis assumes that the differences between performing and underperforming secondary schools in the Free State are due to a socio-political problems that existed before and after 1994. In a secluded education environment, delivery of instructional leadership and a strategy of inquiry can be conducted to answer the question of why some secondary schools in the Free State perform well, whilst others do not. A philosophical worldview will be brought into play

in order to find out how knowledge and skills for principals were constructed and conveyed during these two eras. Figure 5.1 and 5.2 seek to construct a model that will reflect how problems posed in this study could be resolved.

The researcher, with his many years of experience in different fields of education, holds opinions on performing and underperforming schools, maintaining that an instructional leadership model that principals can implement will deliver quality education. Roa (2003:2) argues that "If a school, for example, felt that it wanted to call its initiative 'Pupils First' or 'The School Improvement Programme' it should feel free to do so. It is not the name which is important, but the effect which the quality programme will have on the culture of the school". Roa (2003) also claims that quality is enhanced into the process in an attempt to ensure that the product is produced to a predetermined specification.

This (thesis claims that the) findings from the methodology used in this study will redirect underperforming schools to become performing schools. The design adopted during the interaction with the principals of these schools will take a constructivist and instructionalist stance, thus promoting a participatory worldview. Creswell (2009:8-9) avers that "Advocacy research provides a voice for these participants, raising their consciousness and accelerating the agenda for change to improve their lives. It becomes a united voice for reform and change. In this sense the participants may help design questions, collect data, analyse information, or reap the rewards of the research". In Chapter 1 (Table 1.1, Figure 1.1) the structure 'Free State community of instructional practice' has the following mandate: 1) to improve learners' performance in underperforming schools; 2) to consolidate the narrative experiences of principals in performing and underperforming schools, creating ideas

for improvement by osmosis; 3) to work as co-workers (researchers) in designing questions (unstructured), collecting data from their schools and analysing information. Ultimately, they will own the outcome and operate as agents for change.

5.2.1 Advocacy/participatory worldview

According to Check and Schutt (2012:14) "Different educational researchers are guided by different research philosophies. A philosophy in this case means a viewpoint on what constitutes educational reality''. In this section of the study, the researcher will use the following sequence of philosophies: constructivism; interpretivism; and post-positivism.

Check and Schutt (2012) argue that the philosophy of post-positivism is closely related to positivism. Post-positivists believe that there is an external, objective reality but they are very sensitive to the complexity of this reality and to the limitations of the scientists who study it. Lincoln and Guba (1985:109-111) assert that "A post-positivist has much more confidence in the community of researchers than in any individual research". Campbell and Russon (1999:685) state that, when interpreting data and analysis under the guidance of the researcher, the principals of underperforming and performing schools will mirror his performance. This thesis will tap into interpretivism as a mechanism for changing the educational research landscape (Howe, 1998). The constructivist paradigm extends interpretivist philosophy by emphasising the importance of exploring how different stakeholders, in a social setting, construct their beliefs (Lincolin and Guba, 1985:44-45)

5.2.2 Instructionalist research design

Anderman (2011) argues that some of the differing techniques of conducting educational research reflect different paradigms in scientific thought and the research question to consider when selecting and evaluating research design

This study asks the question: What instructional paradigm could be formulated by this research to design a framework for underperforming secondary schools in the Free State Province? This research probes –instructional leadership as a paradigm and the principal as an instructional leader. This research holds that winning principals are those who are also teachers in one or two learning areas. Further these principals are not proponents of rote learning or banking approach, but the construct knowledge with the learners.

This research assumes that learning is an active process and that knowledge cannot be imposed on learners, if they are to be critical of their environment and create knowledge. This notion is in line with that of Foucault, quoted by Kuhu (1970), when he opines that everyday experience and ordinary language should be used to define paradigmatic knowledge. During the teaching-and-learning process learners discuss their own understanding of being natural or technological; thus they develop a shared understanding with their fellow-learners. Should they arrive at different answers, they can use technology to find common knowledge grounding.

The instructional approach in this thesis should not be seen as a panacea for underperformance of Free State secondary schools. Nevertheless, this study will project Figures 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9 as being complementary to the stances in this research. Consistent with unstructured interview and the findings of

this research, the instructional paradigm question of this study would have been answered.

5.2.2.1 Constructivism (learning theory)

Constructivism is a theory of learning and an approach to education that places emphasis on the ways that people create meaning of the world through a series of individual constructs. Constructs are the different types of filters that are chosen to change our reality from chaos to order. This thesis assumes that information constructs in schools are constructed by the principals and teachers. If methodologies capable of constructing knowledge in schools can be changed, perhaps, underperforming schools can learn from performing schools.

Hickman, Neubert and Reich (2004) state that constructivists do not look for copies or imitations of an outer reality in the human mind; rather, they see humans as observers, participants and agents who actively generate and transform the patterns through which they construct their own realities. It is incumbent upon the researcher to design a way of constructing an instructional leadership framework, born of philosophical strategies that will improve learners' performance in the Free State.

5.2.2.2 Phenomenology

Phenomenology is used in two basic ways in sociology: first, to theorise about substantive sociological problems; and secondly, to enhance the adequacy of sociological research methods. Since phenomenology insists that society is a human construction, sociology itself and its theories and methods are also constructions (Cicourel, 1964 & 1973). Current phenomenological techniques in sociology include methods of "bracketing" (Bentz, 1995; Ihde, 1997).

The researcher assumes that instructional leadership is a human construction and it could be subjected to positive and negative findings in various research. Therefore, the bracketing of a particular interview variable facilitates the survival of a chosen method during the application.

According to Holtzhausen (2001), cited in Denzin (1978:46), and in accordance with Patton (1990) and De Vos (1999), "Triangulation involves the conscious combination of quantitative and qualitative methodologies as a powerful solution to strengthen a research design where the logic is causal factors". Furthermore, Holtzhausen (2001) suggests that methodological triangulation entails combining both qualitative and quantitative data collection methods.

In Figure 5.3 triangulation is used to project and illustrate experience as a common phenomenon; to examine the narratives given by principals in order to construct an instructional leadership structure capable of introducing a model/framework that can be used by principals to improve learners' performance in their schools. Because social phenomena are so enmeshed in cultural narratives, triangulation increases the understanding of human nature and social reality in their full complexity (Brown and Dowling, 1998).

Johnson (1997:64), on the trustworthiness of research about triangulation, maintains that the cross-checking of information and conclusions occurs through the use of multiple procedures of sources. When the different procedures or sources are in agreement you have corroboration. The use of multiple data sources helps the phenomenon and the use of multiple theories and perspectives helps interpret and explain the data. This is followed by predicting a series of results that form a pattern

which then determines the degree to which the actual results fit the predicted pattern.

5.2.2.3 Postmodernism

Arguing from a postmodernist and post-Fordism perspective, a different kind of education system is called for. Instead of preparing pupils to be only obedient, low-skilled, low-paid workers, education should encourage self-motivation, self-supervision, and creativity. This thesis argues that instructional leadership should seek to create a teaching and learning environment that will achieve this objective. The researcher, by choosing a design and method capable of soliciting information and facts, will enable the objective of change. Research methods, processes, the selection of subjects and data analysis should be in line with the paradigm of postmodernists. This discourse avers that the human subject is a role-maker, an agent who occupies situations and may act contingently in relation to others to affirm or negate their representations.

A common feature among postmodernists is to reject grand theoretical approaches or "metanarratives'' entirely. Rather than reaching for a theoretical approach that explains all aspects of society, postmodernism is more concerned with examining the variety of experiences of individuals and groups, while emphasising the differences rather than similarities and common experiences (Smart, Feldman and Ethington 2000). The matter of performing and underperforming schools in the Free State, (the thesis assumes) is the difference in instructional approach.

5.2.2.4 Structuralism

In critical theory, structuralism is a theoretical paradigm emphasising the elements of human culture and must be understood in terms of their relationship to a large overarching system or structure. Proponents of structuralism would argue that a specific domain of culture may be understood by means of structure. The assumption made by this thesis, is that, generally, performing schools are historically white, with learners who are socio-economically advantaged in terms of teaching and learning facilities, whilst some black learners with fewer advantages, enter their exams unprepared, due to the absence of good instructional leadership. Structuralism is a mode of thinking and a method of analysis practice used in the 20th century social sciences and humanities. Using structuralist methods and principles, narratologists analyse the systematic features and functions of narratives, and then attempt to isolate a finite set of real and possible narratives (mural.uv.es/ madelro or structure.html). This thesis argues that structuralism seeks to re-discover the paradigms used in this study and to build a structure capable of expressing the experiences of principals of performing and underperforming schools. The Dutch architect, Aldo Van Eyck, cited by Corbusier and Kahn (2005), views a structure as a constructed model in a building framework. Therefore structuralism will help in building the framework in this study to use as a tool to close the gap between performing and underperforming schools in the Free State.
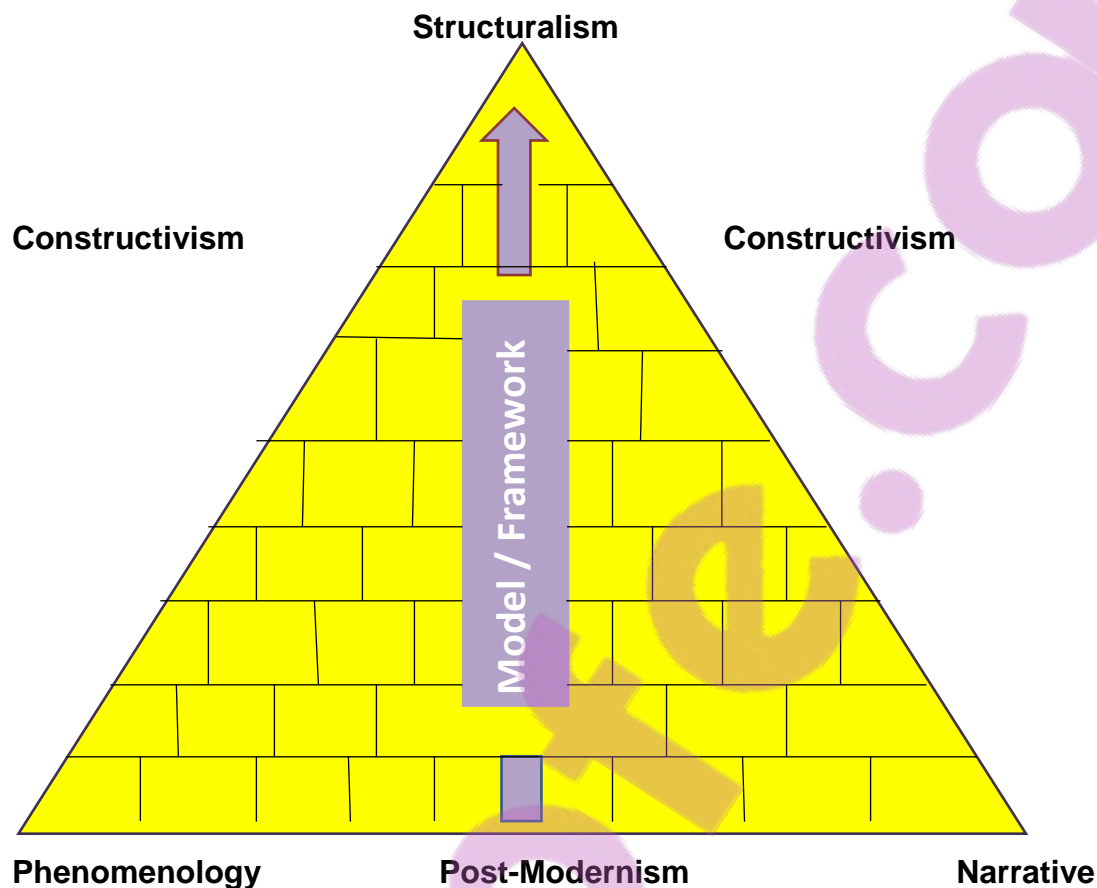
Figure 5.3: Paradigms used in this study's framework

5.2.2.5 Analysis

Neill (2013:169) argues that "Qualitative studies are tools used in understanding and describing the world of human experience. Since we maintain our humanity throughout the research process it is largely impossible to escape the subjective experience for the most seasoned of researchers'' (http: www.wilderdom.com). This thesis investigates performing and underperforming secondary schools in the Free State, and the claim this study makes is that, although these schools are found

within the same educational environment, their performance is vastly different; thus, (advocacy) is in line with the chosen philosophies.

In order to lobby for the programme/framework in the area of instructional leadership, and answer questions in the field, the researcher must use relevant and effective instrumentation. Leedy and Ormrod (2010:58) define a research design as the strategy, the plan and structure of conducting a research project, whilst Mouton (1990:107) views it as a route plan that sets guidelines and instructions on how to do research for a particular goal. Adams and Schvaneveldt (1991:108) add a blueprint as a guide for data collection and interpretation.

5.2.2.6 Qualitative enquiry

In undertaking a qualitative enquiry, the following research terms will be alluded to in this chapter: 1) Research design: research methods; research processes; selection of subjects; and qualitative data analysis; 2) Methodology: instrumentation; data collection and recording; improvement guidelines; implementation; and summary.

Patton (1990:197) views qualitative research as an enquiry in which experience is studied holistically and complexly; in this regard, the unifying nature of a particular setting is understood in detail from its social environment. Thus, items selected for the study are to be understood from the principal's instructional leadership environment.

5.3 RESEARCH DESIGN

Research design, as seen by Mouton (1990:107), is a route plan that sets guidelines and instructions on how to research a particular goal. In addition, it can be seen as the blueprint of a research project that moves away from the actual research

process. He concludes by saying that the objective of research design is to plan, structure and execute the relevant project in such a way that the validity of the findings is maximised. In this regard, Adams and Schvaneveldt (1991:108) use a blueprint as a guide for data collection and interpretation. With the afore-mentioned in mind, this researcher holds that the plan option is chosen to comply with guidelines, to stimulate discussion and implement a strategy plan with mechanisms for improving Grade 12 performances through instructional leadership. For principals to be effective, the strategy should be descriptive and should help the researcher to innovate and create guidelines sustainable enough to promote originality.

The researcher, grounded in qualitative research in pursuing instructional leadership as a phenomenon and exposed to the fact that there are views and perspectives in this regard, agrees with Glen and Peshkin (1992:57) when they point out that qualitative research opens a gateway for the researcher to learn about social phenomena from a variety of perspectives. Acknowledging different perspectives shaped by history in simplifying the phenomena, instructional leadership, should not choke in the phlegm of contesting schools of thoughts.

In this regard, a variety of perspectives on instructional leadership will be pursued and in conjunction with the principals, a common ground found. The idea of ''opening a gateway'' affords the researcher the opportunity to engage in a number of socially constructed realities about instructional leadership as a phenomenon to be studied and used in guidelines to improve the performance of Grade 12 pupils.

It is this study's contention that, using the qualitative research approach, the documentation of the phenomenon investigated will evoke social realities and yield a

rich and clear explanation of what principals have to contend with in their daily leadership practice.

5.3.1 Research methods

In a needs analysis conducted through group discussions during the primary stage of guideline construction, the researcher used instrumentation that was able to involve principals personally in their involvement in the leadership environment. This was done so that the researcher could learn about a range of behaviours related to principals' instructional leadership styles and to gain a broad understanding in terms of constructing relevant guidelines for improving Grade 12 examination results, especially those where performance is poor.

The instrument chosen, as Mouton (1990:289) holds, must essentially be one which is capable of capturing a conversation and be able to establish a general direction about the phenomenon and any specific topics raised by the respondents. Ideally, the respondents should do most of the talking. In light of the information and data to be collected, it should open windows into the principal's experiences with regard to how he or she leads in his or her field of operation. In addition, the instruments should help the researcher to share his world with the respondents and understand why their schools are performing well, whilst others are not. The information and data collected through instrumentation should help the researcher solve various problems and meet the challenges for which it is designed.

With regard to information and data, Dingwall and Miller (1976:38) contend that all data are shaped by the circumstances at the time, and different data produced by different research procedures cannot be treated as equal for the purpose of collaboration. In this case, as stated above, the circumstances of production are

collaborated by group discussions in which the researcher and the respondents interacted as a group in a joint setting. Mann (1997:92) confirms these views by saying that the interview is essentially a form of human interaction which may range from the most informal chat to the most carefully systematised and recorded set of questions and answers. The qualitative enquiry conducted in this study was in the form of informal chats between researcher and respondents about various listed items and an interview schedule of a carefully constructed, systematised set of questions administered to a group of principals in an organised meeting.

It should be borne in mind that the researcher administered interview schedules with subjects not *on* subjects. The reason is to reflect on the realities in the classroom of each of the case guidelines to be constructed. The researcher formulated unstructured interview questions which were flexible because of any historical perspectives in which the researcher might find himself. The open-ended nature of the questions allowed respondents to reflect upon their different experiences moulded by history.

5.3.2 Research process

The research process regards fieldwork as the main or central activity. In this regard, Patton (1990:49) holds that qualitative research approaches stress the importance of getting close to the respondents and situations that are being studied. This is done in order to understand personal activities, externally observable behaviours and internal states (opinions, attitudes and other symbols of construction). The different worlds from which principals come shape their views, opinions, values, attitudes and environments. These differences are captured at the stage of guidelines construction and the contents and context of the guidelines become widely inclusive.

The researcher has been district manager and head of administration in the district investigated, is at first level management, and is familiar with all the respondents in the area. Because he is in middle management of the Free State Department of Education, there is no difficulty in interacting with other principals whose expectations and experiences might be needed for this study.

Through his colleagues in the school management division, the researcher was able to meet the director and obtain permission to conduct this research in the district. Subsequently, any schools labelled as dysfunctional, as well as those with a high level of performance were selected. Teachers from the selected schools were chosen as respondents to find out how instructional leadership has affected on them. The school management developers were also selected as respondents to give their views on the performance of the schools chosen for the study.

During the interaction with the respondents, a profile of the instructional leadership in their schools was compiled and perspectives documented (Wayne and Musked 1997:176-178; Maurel 1989:231; Ray 1997:1211-1213; Brady 1996: 66-72; Boyes 1991:68). This was done to find out the perspective of the principals' instructional leadership in terms of modernist and postmodern paradigms. Research items were discussed to obtain clarity on the various schools of thought concerning the historical experiences of principals. Finally, models as feedback loops were used (Kebler, 1974:140) to monitor instructional units per lesson per week, while tests and examination scores served as mobility checkpoints for progress made.

5.3.3 Selection of subjects

The Free State Department of Education, of which the researcher is part in middle and top management at district level, projects the concept of providing quality

education efficiently and effectively. Roger (1990:2) views efficiency as getting the most out of all the resources at one's disposal. Effectiveness is about ensuring that output is what you really wanted or intended. Being effective implies some degree of efficiency. From observing the degree of satisfaction shown by the top officials in the Free State Education Department and their political counterparts, it is evident that principals of well-performing schools have the answers to efficiency and effectiveness, and they do provide quality education. With this notion in mind, the researcher chose principals whose learners perform well and those who do not perform well in the Grade 12 examinations.

After the initial stage of alluding to various perspectives of instructional leadership as selected for this research, the researcher identified participants for this study as follows: five principals from performing schools; five teachers from performing schools; five school management developers whose schools perform well and the same number of subjects from schools whose Grade 12 learners do not perform well. Instructional leadership instruments for performance improvement will be administered only to principals whose Grade 12 learners do not perform well.

5.3.4 Qualitative data analysis

Leedy (1997:107) sees a qualitative researcher as one who must choose instruments and collect data and information while maintaining a personal involvement with subjects through interviews and observation. In light of what is said above, the researcher selected subjects for unstructured interviews, allowing respondents to be open and have ample chance to reveal their experiences of instructional leadership. At the same time, the researcher constructed and

reconstructed effective questions and gathered broad-based information and data for analysis.

Some themes to be included in the interview schedule are likely to emerge during encounters with various groups in the contact sessions. In this regard, Rubin and Rubin (1995:5) view interviewing as a "great adventure that brings forth new information and gives insight into the experiences of the people you meet". Qualitative interviewing is also a way of establishing what others feel and think about their world. Should there be any new experiences at play during the course of study, unstructured interviewing makes room for new information and emerging schools of thought to be included in the schedule.

5.4 METHODOLOGY

The methodology referred to here is qualitative research methodology. Nevertheless, the researcher would like to use a review as a means to include instructional leadership guidelines at this stage of the research. The reason is that the study has alluded to methods, a design process and data analysis, without clarifying this topic, yet mentions qualitative research frequently. Whilst holding that such an arrangement might create a degree of confusion, the researcher is guided by Dingwell and Gale (1997:6-38) who contend that "qualitative methods are positions taken by qualitative researchers for observing institutional settings and all data are shaped by their circumstances."

The researcher notes with conviction the fact that Hittleman and Simon (2006:46) hold that, in educational settings, qualitative researchers look at instructional activities within the total context of the classroom and school. They attempt to

describe the on-going interactions occurring during instruction, rather than noting only whether the learners have increased their scores.

The study is founded on a three-dimensional, instructional leadership approach. In this approach there are three angles in constructing guidelines; in essence, the unstructured interview schedule becomes key in evoking discussion. At each stage of discussion, the researcher explores information and data that can be used in the improvement plan.

5.4.1 Instrumentation

Instrumentation becomes crucial as an observational device to discern natural phenomena. This is done to identify and match responses that are the same and find the cause of differences in order to unearth new knowledge. In the case of this study, instrumentation is used to identify and find out how principals use instructional leadership as a means to improve Grade 12 learners' performance. It is informed by the active participation of teachers, principals and school management developers. The researcher is informed by studies by Van Dalen's (1979:159) unstructured interview flexibility. It places little restriction on the researcher, in terms of being clear about the ethics of interviewing which are similar in all forms of research. It goes further to an area of active listening, in which the researcher is the participatory constituent of the project. Roger (1990:53) clearly postulates that a researcher cannot adopt a new role or modify his or her existing role without basic information to answer fundamental questions that help to adjust his or her research role (in which the phenomena are engaged).

Instrumentation and methodology are functional elements of probes or excitation signals; besides structured interviews and related instruments, unstructured

interviewing becomes appropriate. Firstly, it allows the researcher and subjects to be free and open in responding to the challenges of their profession; secondly, it allows the active participation of the researcher whilst observing the principles of the instrument used; and finally, a collective responsibility is taken by all participants because each party in the research owns its construction and outcome. The Free State Department of Education is, at the time of writing, exerting pressure on principals whose schools do not perform adequately.

5.4.2 Data collection and recording

Respondents are members of the core group, of which the researcher is the administrative leader. They meet periodically to assess progress and restrict the instructional leadership guidelines for the principals. At each stage of the encounter, data and information are collected from principals and school management developers, which allow cross-checking and validating the data. Validated information is recorded and in case of doubt, it can be checked and verified with teachers and the examination section of the district, of which the researcher is the head of curriculum delivery, learning facilitation and examination.

5.4.3 Improvement guidelines

The philosophy held by Dewey (1938) is the notion that what is important about an idea is its value as an instrument of action, and the truth of an idea lies in its usefulness. The practical purpose of successful adjustment in the improvement guidelines should not be guidelines for their own sake, but for their usefulness. Moreover, success and usefulness can only be realised if learners improve their performance through the skills gained from these guidelines.

Improvement guidelines are both qualitative interviewing mechanisms and improvement plans for the principals. This places pressure on the researcher to implement efficient, effective and reliable guidelines that principals can use as a framework to provide quality education and improve learners' performance.

5.4.4 Implementation

In this study implementation implies the practical application of the structured, instructional leadership guidelines in an instructional environment, using teachers, principals and school management developers, under the administrative guidance of the researcher. In this regard, implementation means face-to-face contact with all the subjects mentioned above in group discussion sessions. Regarding implementation and the management of the processes in the classroom, this is left to the leadership skills given to principals as a guide in contact sessions. Implementation will be spread over various activities as listed in Part IV; the topic referring to instructional leadership. At each stage of implementation, a review will be made of any items which are irrelevant and ambiguous. After critical assessment and discussions by the core group, items agreed upon in the list of items and models will once more be implemented.

Principals will be assisted to adopt a new role of being a hands-on researcher, able to review research strategies in practical, given situations, as well as using different perspectives for the common good as an instructional leader.

The project indicates the following models for use as unstructured, interviewing guidelines.

Model A: Interviewing technique

Instructional leadership perspectives

Guidelines design/unstructured interviewing
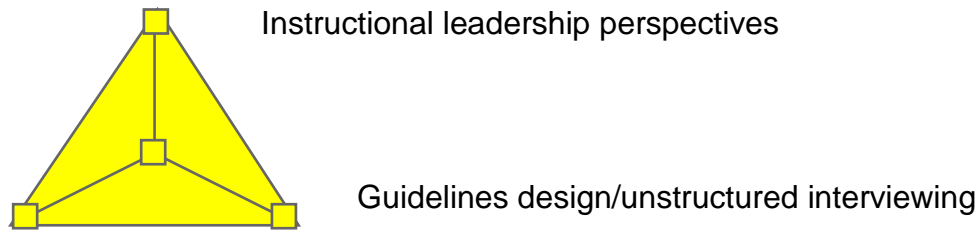
Qualitative research (qualitative researcher)

Model B: Raison d'être

Active principal

Active facilitator (researcher)
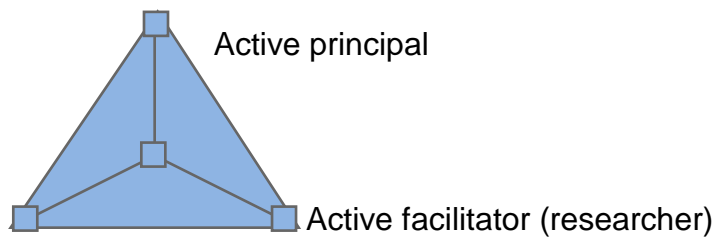
Active teacher   Active school management developer

Model C: Reflection of various experiences

Probing & Illumination

Reflection

Interpretation & Presentation

- Documentation

- Parallels

Guidelines

- Plenary

- Formulation of tentative solution

- Periodic reporting of solutions

Instructional leadership guidelines for principals:

Improvement of learners' performance.
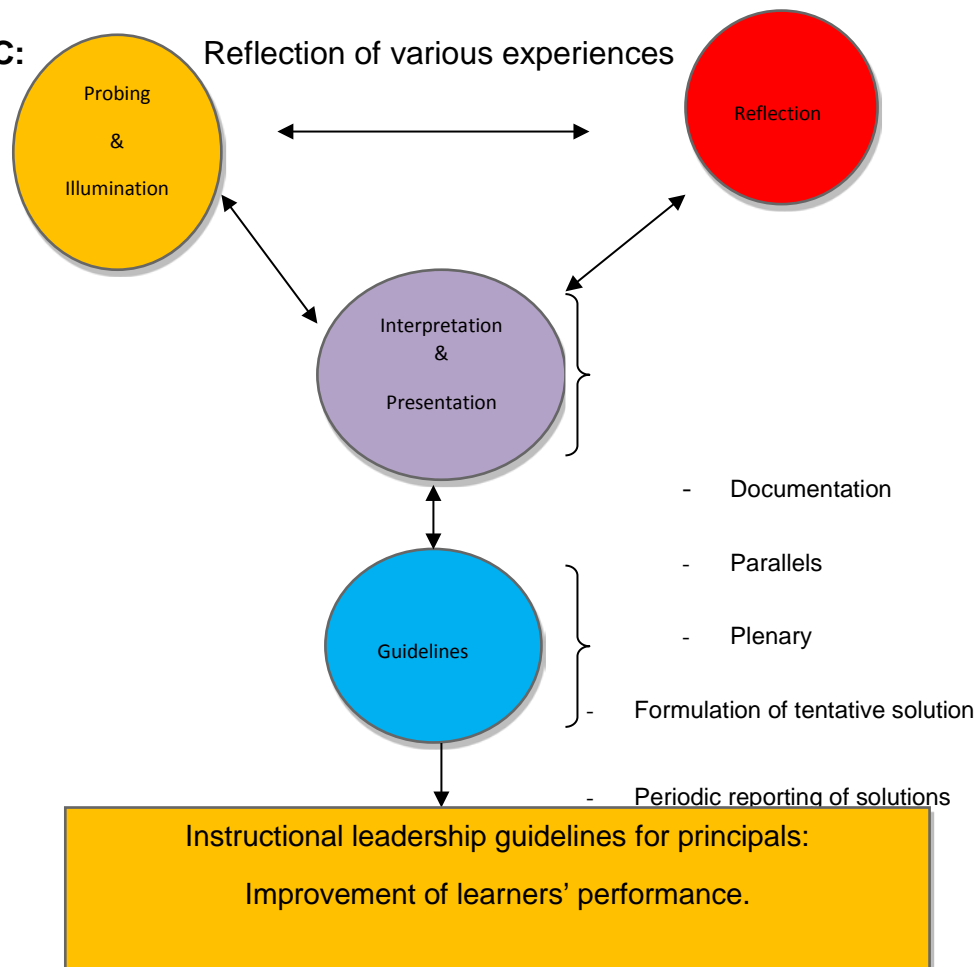
- In Model A, there is a three-hour impact session on the construction of a qualitative interview. The qualitative researcher briefs the subjects about what the principles of qualitative research are. The researcher tables an item List 1 on Activity 1 in which there is a list of various instructional leadership perspectives. The group as individuals read the material and discuss it in a group. Each individual tabulates areas of interest, in line with his or her experiences as a principal, including his or her tertiary training. From their various experiences and contributions, items for unstructured interviewing/guidelines are designed (list 2).

- Model B: In this section, all participants are active, and this is an open session in which the participants allude to list 2. Participants respond to list 2 items and are divided into parallels. The Activity 2 schedule gives direction as to what to do. The researcher manages and monitors the deliberations.

- Model C: The researcher probes and illuminates activities from the angle of approach of the groups in the Activity 2 schedule. A group discussion session is held to reflect on what makes a school perform satisfactorily, or unsatisfactorily. The group breaks into parallels, and the following composition should be maintained in each group: teachers, principals and school management developers.

The researcher hands out the Activity 3 schedule, composed of Models 1–3; Units 1–6; and Activities 3.1–3.4. Utilising the schedule, the respondents have two hours to compile guidelines and thereafter provide a report on their experience of how they spent this time.

❑   Unit 4–6: The group maps out a way forward and revisits its operational mechanisms and report-back strategies, with the researcher commenting on the progress achieved.

❑   Unit 7: Improved guidelines are discussed, a group feedback from parallel is given, and double improved guidelines are drawn. School implementation is done once more. A final set of scores is done by the researcher and compiled in September/October 2013, pending the outcome of November/December 2014 Grade 12 examination results. The researcher concludes Chapters 6 and 7 of the study, of which guidelines for improvement in the instructional leadership of principals are a part.

Improvement guidelines in this chapter which are both qualitative interviewing mechanisms and improvement plans of the principal assets that data collected in this chapter will help chapter six to analyse the limitation of this project and consider implementation for further study.

5.5 CONCLUSION

The challenge in this section of the study was to apply a methodology that was capable of alluding to originality, transferability and new slant, as guiding principles of the research at this level of the study. The first stance taken was to acknowledge different perspectives in instructional leadership and present them as found in the investigation; then allow the participants, through various encounters with the subjects, to select a workable and practical view or views.

In this review, the study used the unstructured interviewing approach as a means to structure guideline items and models, and used subjects as active participants of

interview structuring and implementation. The subjects were given the freedom to add items that emerged in the discussions and to find solutions with their colleagues. Subjects in the driving seat of activities control the means to an end, and influence the direction of events, guided by research principles and managed by the researcher. Qualitative research develops tools that initiate participatory and collective research devices.

Guidelines on instructional improvement leadership are situation bound; they are not rigid in outlook and construction because each group deserves the right to learn from past experiences and revisit their SWOT analyses. In each case of leadership practice, principals were guided by the insight of the guidelines to initiate their own findings and recommendations.

The subjects of qualitative research, using these improvement guidelines, were able to reflect on the ability to use instructional leadership mechanisms and strategies to improve the learners' performance and the ability to use problem-posing and problem-solving strategies to meet classroom and school challenges. In addition, confidence was nurtured to interact with teachers and learners in the classroom, curriculum development, and assessment and evaluation sessions. Acquiring efficient and effective practices to help teachers and learners achieve quality performance and the ability to structure and implement a programme for the school to improve performance were further goals.

Finally, the innovated models and units are indicative of the guidelines of this study, which shall be fully outlined in Chapter 8 with the listed guidelines as attached (see Appendix A).

CHAPTER 6

PRESENTATION AND ANALYSIS OF DATA

6.1 INTRODUCTION

Hawker, Payne, Kerr, Hardy and Powell (2002) refer to narrative as a "spoken or written account of something." The spoken accounts which have provided the data for this study were captured in narrative form through the use of camera, video and tape recorders. All twenty-nine respondents were interviewed at their respective schools or homes using these electronic devices. Polkinghorne (1995:5) argues that narrative meaning is created by observing that something is a part of a whole and something is a cause of something else.

This presentation and analysis of data in this study is two-fold: firstly, spoken accounts regarding respondents' experience were obtained from each principal in both performing and underperforming secondary schools in the Free State and four unstructured questions were asked. Secondly, written reflections of their experiences from principals in performing and underperforming secondary schools were obtained from four different schools in the districts.

The data presentation was set out in table format to capture aspects of constructionist theory described by the following four authors: Foucault (1977, 1991); Freire (1972, 1993); Derrida (1976, 1978, 1982), and Deleuze (1988, 1993, 1994, 2002, 2004). Consideration was given to how experience was constructed by individual principals, noting the differences and similarities with other principals in the same educational environment. An analysis was made to see how inequalities were constructed by the system post-1994. The aim of the analysis is to unearth hidden

and vital weaknesses and perceptions and what conclusions can be drawn from the presentation and analysis of the data. It should be recognised that nothing is ever fixed because there are as many ideas as there are ways of thinking and talking about them.

This chapter presents and analyses the responses from active participants in instructional leadership and proposes to effectively communicate and use these data to construct a framework for secondary schools principals in the Free State.

6.2 RESEARCH QUESTIONS

Creswell (2009) notes that the goal of research is to rely as much as possible on the participant's views of the situation being studied. Accordingly, questions which are broad and general allow the participants to construct the meaning of a situation; a meaning that is typically forged in discussions or through interaction with other persons. Creswell adds that often these subjective meanings are negotiated socially and historically. The researcher, when discussing this topic with fellow doctoral students and research participants, found that the educators in Finland, China and Singapore had opened a door to instructional leadership by using unstructured interviews. Consistent with advocacy or participatory knowledge concepts, emancipatory questions were drawn up, keeping in mind the ideas of Norx, Adorno, Macuse, Harbermas, Foucault and Freire. The aim was to collect data which tended to show how inequality, oppression, domination, suppression and alienation have been institutionalised by rote or authoritative learning in the education system since1994.

The questions tabulated below and the probes used in the interview sessions seek to find out how transformative instructional leadership post-1994, in the Free State is progressing.

QUESTIONS

6.2.1 Open-ended questions

Questions asked were open-ended as follows:

6.2.1.1 Briefly tell us a story about your experience as a principal.

6.2.1.2 What are your views on principals as instructional leaders?

6.2.1.3 In your own view, can principals improve learners' performance?

6.2.1.4 Please advise how principals can evaluate the performance of their schools before learners write examinations?

6.2.2 Activity two:parallels

Following the open-ended questions, small group discussions were held, in two-hour sessions.

Recorded below are instructional leadership perspectives, aligned to the day-to-day experiences of a principal. Principals were asked to choose the ones that interested them and to join the group that shared their interests or choices.

Group	Socio-pedagogic experiences in schools
A MODEL 1	What are the underlying interests that structure and motivate the principal to perform well or badly in secondary schools today?
B MODEL 2	How can schools which always have an 80% to 100% pass rate help those who are in the 20% to 79% bracket?
C MODEL 3	Are there any differing cultural values and formations in play between former ex-Model C and township schools, in terms of examination performance (with special reference to Grade 12 examination results)?
D MODEL 4	If principals were to be the constructors of KNOWLEDGE and SKILLS (CURRICULUM) what role and support should the Department of Education play?
E MODEL 5	Please advise this study of HOW you could operate as a Free State Team to improve matric results or learners' performance in secondary schools?
F MODEL 6	All groups should compile written reports for this Model F (Facilitators or Scribe report)

To solicit full responses, the interviewer allowed the interviewees to use their own home language in order to get an in-depth background of the essence of inequalities in performance.

6.3 METHODS AND DATA COLLECTION

The researcher was an active participant in the data collection, together with the respondents. The boundaries of the study were set in the Free State, which included the secondary school principals. Owing to the socio-constructive nature of the project

and the narrative intent of the study, unstructured interviews and electronic instruments were used as the means of recording information.

Actors in the study were identified and chosen from district schools which had achieved 100% pass rate in the 2008 to 2012 lists; appointments were made telephonically with personnel at the schools; however, this arrangement was unsuccessful. The researcher made personal appointments by driving to each respondent at his or her school and in some cases to his or her home. This approach of conducting interviews produced positive results. Moreover, the researcher spent a considerable time in the respondent's environment gathering information. The researcher conducted face-to-face interviews and lastly organised a group interview in three venues to construct a joint response guideline. Audio-visual and electronic voice materials were linguistically edited for presentation to the examiners of this thesis.

6.4 DATA PRESENTATIONS

Data collected were organised into chunks of electronic data and the thesis structure segmented similar and different responses for questions into categories and codes. The essence of the respondents' meaning which was verified from their responses for the writing of the guide became helpful in this regard. The phenomenon under study, instructional leadership as a means to improve learners' performance will be highlighted in a similarities and differences analysis, followed by recommendations.

6.4.1 Research data coding

The data collected during the research were analysed and arranged primarily into three sub-sections: Auxiliary information; Principals' experience; and finally, into the characteristics of an instructional leadership model by the researcher.

6.4.1.1 Auxiliary information

Table 6.1: Auxiliary information

Interviewee	Unstructured information
Sekgutlong High School principal's voice	• We were invited by the MEC, Free State Department of Education and this was his initiative. • Going to Singapore was to find out how they teach EMSTA (English, mathematics, science, technology and accounting). • Indians, Chinese, Asians have a common grounding in English; English is the language of instruction though there are different categories. • e-maths is the product of India but Free State and Singapore met together for a common mathematics teaching strategy. • Free State is in the fourth year of e-maths and we are participating at the same level of competence as India and Singapore. • The South African schooling system is performing below its potential. There is potential in South Africa. The South African challenge is in the frequent change of Curriculum 2005 to CAPS. Thus, changes within 20 years of democratic dispensation from Curriculum 2005 to CAPS has been too hasty.

	• The tool, Annual National Assessment (ANA), was meant to improve primary school (reading, writing and mathematics). • In Singapore learners start mathematics at the level of Grade 1? The biggest Singapore class is +- 15 learners. Information and technology is the overriding teaching phenomenon. Technology enables teaching to take place at home or without the teacher. • ICT facilitates and promotes effective teaching and learning, therefore underperforming schools or learner drop-out is not experienced in Singapore. • The MEC, Free State: Education Department is an instructional leader with a particular interest in mathematics and science; therefore learners in the mathematics and science fields get first preference when bursaries are awarded. The National Institute of Education trains all teachers in Singapore. These are the best 30% of high school passes. The best learners become teachers through passion and commitment. They leave university with a master's degree and they are researchers in their own right.
Beacon High School principal's voice	The visit to Singapore was the initiative of the MEC, Free State: Education. We were 9 in total.

• The National Institute of Education is training teachers, such as at the Tshiya Resource Centre.

• Two universities in Singapore train teachers.

• The institution produced the best teachers who are passionate and knowledgeable about their craft.

• In Singapore, professors at universities do research on how world-wide scientific findings about teaching and learning are to progress. New ideas and methodologies are disseminated to principals in workshops or seminars. If need be, instructional leaders should read and Google contemporary findings.

•The products of tertiary institutions are constantly work-shopped on new developments.

• Instructional leadership and management are also done in those institutions through short courses and workshops.

• Mathematics is compulsory from Grade R level.

• Beyond Grade 12 level there are technical colleges and universities.

• Preparatory education and training is done with those who would like to follow the academic field, so as to avoid drop-outs at the universities.

• Technical and academic learners are capable of

	enjoying tertiary education.
	• Singaporean discovery centres display their discoveries as role models of academic and professional progress made by outstanding scholars over a period of time.
	• Knowledge construction, whilst research based is not culturally constructed but vocationally and entrepreneurially inclined and exposed to First- World experiences.
	• Singaporean education expertise is intended to expose weakness in the system.
	• Singapore is of the size of the Free State. Therefore, it makes it easy for us to emulate and copy their practice.
	• Cultural differences, such as being an Indian, Japanese or Singaporean, are not an issue; what is important is English, mathematics, science and accounting as the academic areas of learning.
Remarks by the researcher	• These principals' views prompted the researcher to consult the relevant literature on Singapore, Finland and China. A literature review will be part of Chapter 8 of this study.
	• The Singaporean principals' experiences and those

	set out in Finland and in the Chinese literature review have helped this study to close the gaps between performing and underperforming schools in the Free State.

6.4.1.2 Principals' experiences

Table 6.2: Principals' Experiences

Code	Replies to open-ended questions
6.2.1.1	When I was appointed at this school to improve learners' performance, I noticed the following: • Parents did not attend school parents' meetings. To solve this, I did the following: → Met with role-players and stakeholders in an emergency meeting and shared with them my concerns and how cooperation and collaboration plays an important role in improving learner performance. → Called a short meeting of one hour in which role-players and stakeholders were represented and at which I expressed my views to the parents. → Parents in this meeting chose community role-models and influential members of the community to form a learner performance community structure. → Learners were frequently absent because some were

	heads of families due to parents' having died of AIDS.
	→ The community structure identified such learners (learners leading families) and were adopted by both extended parents and police.
	→ The Free State Department of Education organised the University of the Free State to empower principals and teachers. This helped a great deal.
	→ Morning and afternoon studies were organised for all grades.
	→ Grade 12s were taught on Saturdays and during school holidays. As a school programme, as well as the District Provincial Officials held teaching and learning camps during the school holidays. Directly before the examinations, learners were taught by highly skilled teachers from performing schools.
A/ Model 1	What are the underlying interests that structure and motivate the principal to perform well or badly in secondary schools today?
	→ During group discussions some principals articulated the following:
	→ District and provincial officials interfere with schools' improvement plans. This results in lot of time being spent in workshops, which at times, do not address specifics and which keep teachers out of the classroom.
	→ Code 1.5.1's voice was taken as a viable strategy for

	underperforming schools, and was adopted for use in improving learners' performance in underperforming schools.
6.2.1.2	What are your views about principals as instructional leaders?
	• It is difficult for a principal to be a manager and a teacher at the same time, but:
	→ A principal must have committed and qualified teachers to meet their academic and professional tasks.
	→ Teachers with a passion for teaching are self-motivated and capable of supervising themselves.
	→ Once a month or when there is a need, principals do class visits or the principal is invited to be acquainted with the challenges as expressed in staff meetings.
	→ In the case of doubt in the performance of a teacher, the principal will take a sample of exercise books to establish the problems.
	→ Principals, if they are to improve learners' performance, should be instructional leaders. In this case, they must teach at least a subject/learning area in one of the grades.
	→ A high-performing principal influences the quality of performance in his or her school.

	→ In the case of learner-enrichment programmes, the principal is able to invite outside school informed individuals to help the learners.
B/ Model 2	How can schools which always perform between 80% and 100% help those who are in the 20%–79% bracket? • The group: Socio-pedagogic experience of principals in schools agreed as follows and documented the following: → Some principals of ex-Model C schools are invited by education authorities to motivate principals of underperforming schools; therefore, working as a team, principals of underperforming schools become strongly motivated.
6.2.1.3	In your own view, can principals improve learners' performance? • As I have said, instructional leadership improves learners' performance; it is my view that all principals can be instructional leaders if supported by the education authorities in the Free State. Then learners' performance will improve.
C/Model 3	Are there any differing cultural values and formations in play between former ex-Model C and township schools , in terms of examination performance (with special

	reference to Grade 12 examination results)?
	• Commitment, responsibility and passion for the teaching profession and learners' performance are the hallmarks of high quality Grade 12 examination results.
	→ Following cultural performance practices makes a vast difference between performing and underperforming schools and indicates how good or bad these practices are.
	→ Leadership commitment and a jealous dependence on the brand of the school.
	→ The highest degree of the brand of the school.
	→ The highest degree of school support by parents.
6.2.1.4	Please advise this study as to how principals can evaluate the performance of their schools before learners write examinations.
	• Assessment is part of teaching and learning. After each stage of teaching and learning, oral or written assessment is done. Therefore, the evaluation of written work and tests or quarterly examinations are practical and effective strategies to reflect on learner performance before the final examinations in November/December of that academic year.
	• For formal and informal tests, the school should set pass marks at 60%. Through the year in every

	assessment attaining 60% should be the minimum pass mark.
	Evaluation of teachers' teaching and learners' performance is an obligation of instructional leaders.
	Therefore, the instructional leader must evaluate lesson plans, daily preparations, classrooms tests and marks obtained at each stage. In all these cases, when learners fall short of performance, team teaching, co-operative learning, collective teaching etc. or specialists from the district could be invited to help improve the underperformance in the school.
	• Policies are made to guide teachers and analyse learners' performance in the system, periodically. The principal must see to it that benchmarks are made and meetings for all staff members are called to find means of improvement.
	• Should there be challenges beyond a school's competence concerning performance, educationalists and not politicians should be summoned for pedagogic help.
E/ Model 5	Please advise this study on how you can operate as a Free State team to improve matric results or learners' performance in secondary schools?
	• This research serves as a starting point to elect the

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facilitator and scribe for such an initiative.

• A meeting should be called to obtain the views of all secondary school principals in the Free State.

• The idea should be presented to the MEC and the Head of Department: Education. If they are positive, such a structure should have an executive body to execute the research mandate.

• A strategic plan should be drawn up to focus on areas of competence in terms of performance of learners in the Free State.

•Teachers are important drivers of teaching and learning in classrooms. Therefore, this structure should invite them as part of the policy directives.

• Information and communication technology makes it possible for this structure to network communication and disseminate information by means of a structured web-site.

• Working together with universities, a Free State Teachers' and Learners' Development Institute could be established to develop effective teachers and school leaders at every school in the Free State districts.

• This principals' structure should be entrusted with the task of head-hunting principals and teachers of the highest calibre, from other provinces, sister African countries and overseas.

	• Effective and compassionate teachers should be kept in the system as teachers with a progressive salary package equal to that of a Head of Department. • Critical postmodernist instructional leaders should be kept as emancipatory teaching and learning constructivists with a progressive salary package equivalent to that of a Head of Department.
D / Model 4	Taking the example of the Singaporean and Finnish models, teachers and principals are to be researchers in their own right, and should hold MEd degrees. These principals as instructional leaders should have a strong team of teachers who are the best 30% of the Grade 12 teachers in the country. The passion, commitment and training post-Grade 12 learners, preparatory training, pre-service and in-service training will put these principals at the highest level of academic and professional competence. If principals in South Africa could be exposed to university training like in Singapore, China and Finland, We as the Free State principals argue strongly that the knowledge and skills constructed from the school level, under similar environmental conditions as the mentioned countries will impress Education experts and consultants. With principals of the calibre as stated above, the Department of Education will play a supportive role.

6.4.1.3 Instructional leadership model by the researcher

Table 6.3: Instructional Leadership Model by the Researcher

CODE	Critical evaluation by the principals (voice of the principals)
Instructional leadership model. Initiated by the researcher	• This model is brief (in reflection), though it covers broad areas which, in the researcher's view, are very important. • Evaluation is the core quality yard-stick to maintain the highest quality of teaching and learning. • Evaluation helps detect whether teaching and learning meet the objectives set in the vision and mission statement of the school. • Evaluation is socio-pedagogic (formal and informal) because there are forces and factors in the township which can prevent the school reaching its teaching and learning objectives. These should be assessed according to their source. If these are political, politicians should be brought on board; if they are caused by poor health, this should be addressed and anti-hooliganism measures and persons involved should be immediately

called to account to help solve problems.

• It is commonly said that teachers are not qualified to teach; thus, these teachers fail ANA (Annual National Assessment) of the year and learners fail the matric examination papers. The question is how do they assess and evaluate the performance of the learners during the year? Note: these teachers should compile continuous evaluation. It is recommended by the interviewees that such teachers should be given study bursaries and leave to be redeveloped by universities. If when they return they are still incapable of teaching, then they could be redeployed to other professions.

• The principal is the instructional leader of the learners' performance of the school. The pool of learners for primary school should be evaluated to determine whether they are of high school quality; if not, they should be enriched to meet the standard. The gap between primary school and high school necessitates the involvement of the best teachers of the primary school to raise the standard.

	• Assessment is the tool to evaluate the instruction of the school, not simply a mechanism to promote learners to Grade 12. Critical assessment questions, problem-solving, innovation, creativity and the self-reliance of learners should be the hallmark of all the educational institutions in the Free State.

6.5 DATA ANALYSIS

Haukin (2006:108) states that (until the phenomenon has started to emerge), they advise a researcher to be sensitive and responsive to the data collected, together with an analysis that allows the researcher's preconceptions to be interrogated and adjusted by the data. It may be possible to bracket scientific and theoretical assumptions about the topic of interest, even if these assumptions emerge only once a researcher has started to engage with the data. There may be implied referrals which cannot be probed too deeply because of their political or ideological nature.

After the 2013 Senior Certificate Examination results had been published, educationalists, by evaluations in print and the electronic media, admitted that there were certain challenges, which some of the respondents could not articulate, because of their sensitive nature. In analysing the research data a double hermeneutic strategy will be used (Smith and Osborn, 2003:51) to emphasise and uncover meaning in understanding the inequalities in secondary school learners' performance in the Free State. This double interpretation of meaning should be understood during the collection of data (in which the researcher also played an

active part) which was to be verified by electronic evidence. Data analysis on the plenary and parallels of the research indicate that there is administrative and management interference by the officials of the Department of Education which hinders principals from adhering to their annual school programmes. Performing schools have encountered officials who claim that their schools do not, in fact, lack the management and professional content which would otherwise allow them to fall into the main stream of historically disadvantaged schools. The positive outcomes of performing schools are reflections of their efforts, especially in ex-Model C schools. It is noted that capable teachers are being drawn away from performing schools and their efforts are being dissipated. In most cases where principals in performing schools are transferred to underperforming schools to improve results, the performing schools who lose these principals, then become underperforming schools.

Performing schools view teachers from underperforming schools, especially those teaching Grade 12, as lacking in academic and professional expertise and as not being committed to their professional task. The underperforming schools need development and training in instructional leadership, rather than being reprimanded each January when results are poor in their schools.

There is willingness on the part of ex-Model C schools to help the underperforming schools. Moreover, they have been helping some underperforming schools which are now classified as performing schools. A Free State Community of Instructional Leadership Practice is proposed to close the performance gap (see Chapter 1, p 30). This allows expertise from performing schools to be amassed for underperforming schools.

6.6 LIMITATION AND CONSIDERATIONS

The application of unstructured interviews at Thabo Mofutsanyana District schools brought two schools i.e. Beacon and Sekgutlong High Schools into focus. These schools obtained 100% pass rates in 2012 and they had improved over the previous years from 80% to 100%. It was ascertained while interviewing principals at Beacon and Sekgutlong that the MEC of the Free State Department of Education had taken these principals to observe academic and professional standards in schools in Singapore. They also visited Finnish and Indian schools. Because of their experiences, the researcher made use of them for the framework proposed in this study. In addition, ex-Model C school principals had a number of documents which included the essence of their success of in achieving 100% matric pass rates over consecutive years. There was a post-interview in which ex-Model C, Beacon and Sekgutlong principals were grouped together to extract their experiences to add to the experiences they gained in other countries. During the reporting stages of parallels, this group reported their experiences to other principals.

Noting the positive responses from the respondents and their willingness to provide documents in their fields of operation, the researcher was tempted to re-describe the concept of limitations as delimitations. Limitations could be ascribed to a lack of funds to conduct face-to-face interviews as the telephonic approach was unsuccessful. However, presenting oneself in person made a difference as the principals in the field are former colleagues of the researcher and with whom he enjoys an amicable, collegial relationship. Hayward (1996:67) argues that "Narrative research produces its story from just one voice though it may also include material from quantitative and qualitative sources". In practice, the researcher had to

intervene in the writing and presenting of narrative data and it is here that the challenge lay. Voluminous data were collected but due to the constraints of this research only two pages could be recorded; thus, the summarising technique was used. The use of English, Afrikaans and Sesotho in interviews added more time for translation, as well as the financial costs for translation and editing. This research was expensive in terms of space, time and money.

6.7 IMPLICATIONS FOR FURTHER RESEARCH

The research presented a sense that instructional leadership would be a suitable mechanism for closing the gaps between performing and underperforming schools, and it suggested that instructional leadership can be achieved only by a principal teaching one subject in any grade. However, some principals, especially in ex-Model C schools, argue strongly that collective planning, adhering to agreed submission dates for written work by teachers, together with committed, responsible teachers do retain the principal as an instructional leader. Underperforming principals argue that there is interference by the district in their schools, and that the academic and professional programme of the district limits them from implementing what they have planned. Too many district and provincial meetings which, in most cases, are not relevant to instruction (teaching and learning), add to underperforming schools' not communicating with one another. Accordingly, the principals argue, based on their experiences gained in Finland, Singapore and India, that the Department of Education should review and reconsider the training and education of teachers at various universities. Having found skilled principals in schools, they should be

retained and enjoy salaries up to the level of Head of Department. For further research, this study recommends investigations into the following questions:

1) Do cultural values and formations play a role in the performance of Grade 12 learners' examination results?

2) If principals were constructors of the curriculum in the South African education system, what role and support could officials in the Department of Education play and offer?

3) Can grounding theory develop a contemporary theory in training and educating teachers for the 21st Century?

4) Does one size fits all the demise of Instructional Leadership in Narrative enquiry?

5) Collaborative-narrative approach in the collective construction of tools to improve Grade 12 results in underperforming schools. What are the implicit challenges for grounded theory?

Hausfather (2002) contends that constructivism views knowledge as being true in relation to other knowledge in an internal network. Hausfather (2002) cites Staver (1990) and Kuhu (1970) who show how the understanding of the world has progressed through revolutionary paradigm shifts that influence how we, as individuals, experience the world. We know the world through our experience, through the interface of our sensations and the constructed meanings of those sensations. This thesis acknowledges a paradigm shift as being key to the construction of knowledge. Therefore, it might be beneficial to submit this study for further research. This research has found that some principals (especially of ex-Model C schools) have used assessment and evaluation techniques as a means to

attain instructional leadership which has helped in their achieving 100% pass rates in the Grade 12 examination results.

The voice of principals in plenary and parallel grounded voluminiuos data which could not be accommodated in this research due to funds and time limitation. The challenge behind fluctuating schools, politics of difference and interference need to be reflected on as contributory factors for under performance of secondary schools in the Free State.

6.8 CONCLUSION

The spoken (voice) and written (parallel reports) accounts of data collected in this study through camera, video and tape recorders, the evidence of which forms part of this research document, indicate the willingness of performing and underperforming school principals to close the gap between the performance of learners at their schools. They also indicate that the involvement of provincial and district staff of the MEC Education in the assessment of outcomes of Grade 12 learners is a reflection of their teaching and learning (instructional) interest in seeing learners progress to tertiary level education.

This collaborative and collective interest in instruction by the entire cohort of provincial and district officials indicates the motivation of education authorities, as well as of principals as instructional leaders. The phenomenon of inequality in performance between ex-Model C and historically black schools rests mainly on the education and training of principals as teachers and school leaders. The teachers are committed to perform in different performance areas. The Department of

Education is fully aware of the instructional leadership capabilities of principals in performing schools; thus, they transfer performing principals to head underperforming schools. Because teachers in underperforming schools are not fully qualified and committed to their tasks, they do not possess the skills and drive to prepare the learners for instruction.

The instructional leadership current in all schools in the Free State is still driven by the philosophy of Christian National Education and is therefore still authoritative in nature. Rote learning is the norm and learning is characterised by drill work on Saturdays and during school holidays. Critical postmodernist instructional leadership by Foucault (1977, 1991), Freire (1970, 1993), Derrida (1976, 1978, 1982) and Deleuze (1988, 1993, 1994, 2002) opens the contemporary instructional approach in the Free State to develop emancipated principals, to acknowledge critical thinkers and to create innovative and self-reliant learners in the 21st century. Critical theory is emancipatory; its aim is to transform the situation into equal participation in all schools in the Free State. The collaborative willingness of principals, both in performing and underperforming schools was indicative of closing the gap of inequality. In addition, there is the emerging support by the education authorities with the help of instruction from the MEC, as the leader of the formation of a Free State Community of Instructional Leadership. Further research should be conducted into critical postmodernist instructional leadership in more detail.

CHAPTER 7

SUMMARY OF RESULTS AND DISCUSSION

7.1 INTRODUCTION

The closing of inequalities in performance in secondary schools in the Free State has been largely researched using a postmodernist paradigm. In the case of this project, stories were told by individuals and groups. The problem-solving strategy was used and questions asked based on multiple perspectives (see Figure 5.3, p 12). An analysis of the findings focused on how the voices of principals in the Free State made sense of their instructional leadership within the framework of unstructured interview questions. The answers to these questions revealed unexpected information (as a phenomenon) about instructional leadership.

7.2 SUMMARY OF THE RESULTS

A summary of the results in this section will show that, in reality, of the inequalities in performance are fluid and changing, as different stakeholders and role-players give subjective and constructive views emanating from their academic and professional experience. Results mirror vast differences between ex-Model C schools and historically black schools. In addition, there are differences in the training capabilities and commitment of school principals between performing and underperforming secondary schools in the Free State. Unionism in historically black schools prevents the department from taking strong action against principals and teachers who do not

perform well. Performance strategies by the province distort the reality of things, so that things are seemingly all well and good in historically black schools, whilst reality dictates otherwise, with many learners failing their first year at university. Without adequate preparation for university, most learners from historically black schools, fail and/or drop-out of university academic and professional evaluation systems.

Post-structuralism reveals how good results are constructed in the system through drill and rote learning. Discourse analysis on post-structuralism, critical postmodernism, instructional leadership and the narrative approach from the respondents demonstrate that inequalities in terms of post-secondary school innovation, creativity and self-reliance is unlikely to take its toll if – and only if – authoritative leadership style in instructional leadership is still the practice in community schools in the Free State.

Inequalities in school performance are, by and large, caused by principals and teachers who are ill-trained and uncommitted, mainly in historically black schools. These educationalists are protected by unions and given postmodern training outside school teaching or are redirected to non-teaching and leadership positions in the public service.

7.2.1 Performing schools

In this study, performing schools indicate the didactic difference between them and the underperforming schools through the use of theory on critical pedagogy where socio-economic inequalities within the same schooling system have surfaced. Freire (1970) refers to this educative process as a liberator action or praxis which incorporates theory, action and reflection as a means to work towards social change and justice. This author focuses on this ideal, and for the practical needs of his

students, he devised a literacy programme. By using unstructured interviews, this part of the study reflects the following, which may serve to reduce these gaps between performing and underperforming secondary schools.

The principal is the first teacher in a school and is an instructional leader that should promote a brand which should be reflected by leaders, parents and learners. This will enable the school to promote this academic and professional brand

The principal as an instructional leader reflects critically on the experiences of learners and teachers and assists them to become critical scholars. The school's vision and mission statements, agreed upon by the school community, reflect the academic and professional agenda of the school. The governing structure of the school has a political and administrative mandate to protect the school.

Principals as instructional leaders use class work, tests, and quarterly examinations to gauge the level of performance of learners as early as the first month of the year.

Audio and video taping in classrooms (class meetings) enable parents to become part of the instructional leadership programme to improve learners' performance early on in the year.

7.2.1.1 Action

Instructional leadership and the performance of learners are action orientated from the first day of teaching. Teaching and learning should emancipate learners and instil in them a culture of learning and commitment. Technology in teaching and learning, both inside and outside the school environment, makes it possible for learners to learn at any given time. Teaching and learning action is collaborative and complementary.

7.2.1.2 Result and discussions

Test and examination results during the academic year reflect the collaborative and collective discussions between the principal and teachers with attempts to rectify socio-economic problems immediately. School funds are not only the school's income from parents; former learners who are CEOs of companies should also support the school. Monthly reviews and discussions between parents and teachers are compulsory at all schools. The governing structure of the school plays a supporting role, part of which is to head-hunt excellent/capable teachers and a principal for the school. Ideas from Finland, Singapore and China should be emulated. Some principals from performing schools strongly believe that transplanting the experiences of performing schools into underperforming schools is not a viable option due to the fact that each school has its own culture. Finally, local schools could learn from Zimbabwe or Kenya so as to gain an African perspective of instructional leadership.

7.2.2 Fluctuating schools

Fluctuating schools are situated between performing and underperforming schools. In this regard, principals in fluctuating schools argue that they fluctuate because, when they have done well, teachers are promoted from their school. Because of the low number of learners in underperforming schools teachers are transferred to schools which perform well. Most of the time when a school has done well, the principal is transferred to help underperforming schools. Principals of performing schools are – more often than not – transferred to underperforming schools to make a difference. The underperforming schools' principals who are transferred to performing schools, also bring with them a culture of failure. In some cases, the

deputy principal of a performing school is given the leadership role of principal in that same school and, as a result, the performance of learners is increased. Lastly, too much interference by the district officials hampers the improvement plan of the school.

7.2.3. Underperforming schools

In the discourse of class, Foucault (1977) articulates power and knowledge. Those who have power they own the monopoly of constructing knowledge and through rote learning or banking education. As Freire (1972) suggests, critical thinking helps to discover truth or reality. Politics of difference and inferences deliver knowledge and skills in terms of the elite (economically powerful class in society). And rote learning is used in mass classes run by the district or province during the weekend school holidays or camps the last quarter of the year. In this section findings were advance in terms of, politics of difference and interference as written here below.

7.2.3.1 Politics of difference

Ill-qualified teachers brought to historically black schools and school leaders are not committed and are thus poorly qualified as instructional leaders. Historically, black parents lack an interest in schools and in the education of their own children. Unionism takes the upper-hand by protecting uncommitted teachers in the teaching profession. Schools are poorly equipped with teaching and learning resources and low pass rates and gatekeeping in Grade 9, 10 and 11 classes is prominent.

7.2.3.2 Politics of interference

Interference in programmes which prevents principals from running schools as they had planned exists in many schools, with principals being summoned frequently to the provincial or district offices by education officials. Furthermore, the transfer of

principals of performing schools to underperforming schools is an on-going hindrance, as is the transfer of non-performing teachers to performing schools. Keeping teachers who do not have the qualifications to teach high school subjects remains a problem.

7.2.3.3 Discourse of class

There is a collapse of norms, values and ideals in underperforming schools. This includes a lack of knowledge about how schools should be run, exacerbated by a lack of commitment and dedication by teachers as role models in underperforming schools. Authoritative and drill work methodologies in teaching lead to a lack of emancipatory content handled by these educators.

7.2.3.4 Postmodernism

In this case, a group of respondents had a common understanding about the underperformance of their schools. Similarly, the performing schools were aware of the challenges facing underperforming schools. The South African system of basic education does not let principals and teachers of underperforming schools from learning from their mistakes, as they are unlikely to be interrogated when Grade 12 examination results are poor. Any improvement plans in schools on matters pertaining to principals' and teachers' didactics and management potential are not implemented to the full because of interference from district officials. Therefore, the dominant teaching and learning culture of the provincial and district authorities should implement the following by declaring principals and teachers of underperforming schools as professional invalids and an in-depth interrogation by the Department of Education at a school which has not performed well in the Grade 12 examinations should be carried out. There is discriminatory validity when evaluating the Grade 12 examination performance because learners in

underperforming schools are taught by teachers who are not qualified. Universities admit most learners – even those who are unprepared for critical problem posing and solving, creative innovation. In most cases, learners are unable to meet university standards. In many schools in the Free State instructional leadership is characterised by the distorted distribution of knowledge. The construction of knowledge in a classroom situation should be done by learners and teachers, with teaching and learning being part of action research, assisted by instructional leaders.

7.3. Singaporean experience: principals' voices

The voices of principals in this section are those of Beacon High School and Sekgutlong High School. These principals visited Singapore, accompanied by the MEC for the Free State Department of Education.

7.3.1 The voice of Beacon's principal

After studying the unstructured questions of this interview, the principal of Beacon High School answered as follows.

The education system in Singapore aims to help students discover their talents, realise their potential and develop a passion for learning that lasts throughout their lives. The strength of the Singaporean education system is a bilingual policy, with an emphasis on broad-based and holistic learning; a focus on the quality of teachers; and the integration of information and communication technologies (ICT) into the classroom. All students learn the English language and their official mother-tongue. English is the main medium of instruction in schools. Teachers in Singapore have received comprehensive training at the National Institute of Education (NIE) and have many opportunities for continual development to build up their capabilities as teaching professionals. A major thrust is the integration of ICT into lessons to

enhance students' learning. The Singapore education system values parents' involvement, and actively encourages parents and the community to work together with schools to help children learn better.

7.3.2 The voice of the Sekgutlong principal

The principal of Sekgutlong High School looked at instructional leadership in Singapore, and claimed that there is potential to perform beyond expectation in South Africa. This is born of the instructional experience he gathered from his encounter with Indians, Japanese and Singaporean principals and education authorities in EMSTA (English, mathematics, science, technology and accounting). The Sekgutlong principal holds the MEC of Education in the Free State in the highest esteem as an instructional leader and strongly believes that the outcome of this research will be welcomed by the MEC for implementation. This principal recommends that the best high school learners in the schooling system be selected to become principals because they have been groomed by the institute and have been initiated into excellent instructional practice. To keep good teachers in the teaching profession, the Department of Education should give incentives where the salary scale is progressive up to the level of Head of Department.

7.3.3 Instructional leadership in Singapore

Knowledge (today) is no longer the monopoly of the teacher but comprises collaborative learning between teachers and learners. Promotion up the career ladder depends entirely on demonstrated potential. There are three directions of a teaching career in Singapore: the teaching track; the leadership track; and the specialist track.

In the teaching track teachers work their way up to becoming principal, master teachers.

Talent for leadership is identified at an early stage and these teachers are then groomed for future leadership roles. Singaporean schools operate in the belief that poor leadership is the major reason for schools failing, and by choosing talented individuals early in their careers and investing in schools, this problem is avoided.

7.3.4 The importance of leadership in high-performing schools

It should be noted that there is a growing body of evidence that school leadership has an impact on students' results, second only to the influence of teachers in the classroom (Hallie, 1995; Lithwood et al., 2006; Tooley, 2009; New Leaders for New Schools, 2009; Day et al., 2010; Barber et al., 2010). Some principals in this study argue for high quality principals and teachers from high-performing schools as a solution for underperforming schools in the Free State.

Consistent with the principals' voices in this study and their Singaporean experiences in terms of leadership and curriculum, an electronic journal for leaders in education (Volume 10, issue 16: 14 September, 2012) makes the following comments:

High-performing leaders build a shared vision and sense of purpose by establishing effective teams and distributing leadership among school staff. They protect their teachers from issues that distract them from their work, leaving these teachers to focus on students' achievement and put children ahead of personal or political interests. These leaders are resistant, persistent and adaptable, able to take risks and challenge accepted beliefs and behaviour. Moreover, they themselves are self-aware, lifelong learners, optimistic and enthusiastic.

TABLE 7:1 BALANCED LEADERSHIP OF 30 YEARS OF RESEARCH

Responsibilities	The extent to which the principal *…*
1. Affirmation	recognises and celebrates school accomplishments and acknowledges failures
2. Change agent	is willing to actively challenge the status quo
3. Communication	establishes strong lines of communication with teachers and among students
4. Contingent reward	recognises and rewards individual accomplishments
5. Culture	fosters shared beliefs and a sense of community and cooperation
6. Discipline	protects teachers from issues and influences that which would detract from their teaching time and focus
7. Flexibility	adapts his or her leadership behaviour to the needs of the current situation and is comfortable with dissent
8. Focus	establishes clear goals and keeps those goals in the forefront of the school's attention
9. Ideals and beliefs	communicates and operates from strong ideals and

	beliefs about schooling
10. Input	involves teachers in the design and implementation of important decisions and policies
11. Intellectual stimulation	ensures that faculty and staff are aware of the most current theories and practices, and makes the discussion of these a regular aspect of the school's culture
12. Involvement with curriculum, instruction and assessment (CIA)	is directly involved in the design and implementation of the curriculum, instruction and assessment processes
13. Knowledge of CIA	is knowledgeable about current curriculum, instruction and assessment processes
14. Monitor/evaluate	monitors the effectiveness of school practices and their impact on student learning
15. Optimiser	inspires and leads new and challenging innovations
16. Order	establishes a set of standard operating procedures and routines
17. Outreach	is an advocate and spokesperson for the school to all stakeholders

18. Relationships	demonstrates an awareness of the personal aspects of teachers and staff
19. Resources	provides teachers with materials and professional development necessary for the successful execution of their jobs
20. Situational awareness	is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems
21. Visibility	has quality contact and interaction with teachers and students

Barber et al. (2010) maintain that high-performing principals focus more on instructional leadership and the development of teachers, with leadership focused on teaching and learning. Principals are also critical to the current and future success of their schools.

7.4 RESULTS AND DISCUSSION

Data interpretation is a process of making sense of numerical data. These data have been collected, analysed and presented. The difference between the parallels in this study are the individual responses given by principals of performing and underperforming schools in the Free State. Each group wrote its own report which is tabled in the appendices of this report. A descriptive discussion of the results was from the area of the balanced leadership phenomenon was critically acknowledged

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as inequality, because of the socio-historical nature of the phenomenon. A narrative approach was applied to examine the feedback of every principal involved in performing and underperforming schools in the Free State.

7.4.1 Description of results

A persuasive strategy and data probing in this study were done by principals of performing and underperforming secondary schools in the Free State. The literature review became the yardstick at each stage of analysing the data. This was done because of the subjective nature of the study; comparing findings in the literature by other researchers corroborated the reliability of the findings. The experiential narrative of the results explored areas which were not specifically in the questions of this study. The question of instructional leadership brought a new dimension to education in Finland, Singapore and China. Discussions on this topic between the researcher and his colleagues revealed that Finland and China are examples of outstanding learner outcomes practices. The principals of Beacon and Sekgutlong schools contributed valuable information and experience to this study. Results were described in this documentary study and the literature review orientated their description.

7.4.2 Interpretation and literary comparison

Interpretation can be defined as the understanding of the different opinions expressed in the literature (influence of multiple of ideas). Interpretation provides a theoretical conception which can serve as a guide for further research work (Emory, 2014).

Here follows the design and framework that characterise the topic of this study: the design framework is capable of solving the inequalities in performance between performing and underperforming secondary schools in the Free State. The design of unstructured narrative interview questions was implemented to probe the experience of principals and the use of the qualitative research methodology paradigm, postmodernism and constructivism to empower Free State secondary school principals to manage their schools effectively, thereby improving learners' performance.

Figure 1.1 demonstrates these structural imperative postmodernism, narrativism and constructivism, which indicate that to answer the question of this research experience of the principals were probed. Opinions expressed in the literature, guides for further research and findings of this research advocate for an instructional leader qualified enough to improve learner performance. Using constructivism as a paradigm the principal construct knowledge with his or her learners and staff. The principal as an instructional leader refutes interference by the district officials unless they are at the school for support. Factors (socio-pedagogic influence) that influence the principals' instructional leadership role to improve the performance of the learners became evident. Research information, evidence, facts and results indicate that principals do practise instructional leadership using modernist theories. Knowledge is owned and constructed by experts (textbooks) which should be used by teachers and learners as it is without any discourse analysis. Whilst this study argues for postmodernism and critical discourse analysis, this dominant discourse (enlightenment school) was realised in all schools in the Free State. The difference was that ex-Model C principals are well read (using the Internet, international documentation, keeping abreast with recently published journals), whereas most

underperforming school principals rely on what they learnt at university without any innovation, creativity or self-reliance. Interpretation of the voices of the principals indicated that there is a culture of non-commitment from the principals and teachers in underperforming schools. Absenteeism of teachers and learners from classes and lessons is prevalent and parents do not participate in any school activities. Provincial, district and school improvement programmes and plans are not shared with one another. There are insufficient qualified teachers to teach in secondary schools. How principals are trained and prepared for leading schools in Singapore, China and Finland as articulated by principals and some doctoral students (Unisa) is far superior to South African training programmes.

7.4.3 Literature comparison

This study argues for two or more instructional leadership experiences by principals in the Free State. In this section, the researcher will use section 1.12 of the literature review in Chapter 1. As an example, Eric (2000) opines that instructional leadership can play a role in shifting the emphasis in schools towards instructional improvement which should enhance the culture of performance and learning. Waters and Cameron (2007:47) emphasise that principals have too many varied responsibilities that are important to running a school; not all of them, however, are essential to improve learners' performance. The above-stated arguments contest one another in terms of instructional leadership. Data collection and the findings of this study indicate these two schools of thought but most principals agree that instructional leadership improves learners' performance. Barr (1995), Gwyer and Clifford (1997) and Visscher - Voerman and Gustafson (2004) associate each paradigm with its philosophical movement: (a) modernism; (b) critical theory; (c) pragmatism; and (d)

postmodernism Easterby-Smith, Thorpe and Jackson (2008:10) assert that doctoral theses need to provide a theoretical contribution, with some degree of originality and this suggests that there needs to be a significant element of pure research in this case. Easterby-Smith et al. (2008) argue further that these contributions may include the discovery of new ideas, how procedures and methods replicate existing studies in a new context or the application of new theoretical perspectives.

In order to close the inequality gap between performing and underperforming secondary schools in the Free State, answers to questions in this study are: the researcher's initiated and crafted Figure 5.3 (p.174) using triangulation in the advocacy/participatory worldview as an entry point in the literature review to probe principals' experiences in instructional leadership. Appendix I on evaluation was used as a mechanism to evaluate teaching, learning and assessment which argues for what should be done in the first activity (period) when instruction has taken place. This is a strategy to improve the performance of learners in the first week, month or quarter of principal-learner performance encounter.

The constructivist paradigm extends interpretive philosophy by emphasising the importance of exploring how different stakeholders in social settings construct their beliefs (Lincolin and Guba, 1985:44-45). The constructivist, post-modernist paradigm in which a phenomenon and narrative were the mechanism was used to probe the principals' experience. This approach concluded with critical postmodernist instructional leadership as a contemporary theoretical framework to be studied in further research.

7.4.4 Table of results and alignment

Table 1 in this study indicates that the unstructured interview information for further interviews and discussions by respondents from Singapore, China and Finland. The Singaporean education experiences were captured due to the fact that some principals in Free State Secondary Schools had the experience of interacting with education authorities in Singapore.

The executory phase of the data helped the researcher to make sense of critical theory and postmodernism as applicable to instructional leadership in Scandinavian countries. Tables on comparison and alignment indicate two paradigmatic enlightenment schools (see Figure 3.7, Chapter 3, Venn Diagrams) reinventing instructional leadership (3.3.10 & 11). All tables in this research indicate cohesion in terms of how principals in the Free State view the philosophy of instructional leadership.

7.4.5 Inputs on closing the gap

The gap to be closed in this study is between performing and underperforming schools in the Free State. The information compiled answers the following questions:

1) What are your views about principals as instructional leaders?
2) In your view can principals improve learners' performance?
3) Please advise how you believe principals can evaluate the performance of their schools before learners write examinations?

Highlights of closing the gap were captured through electronic data probes (software) (see the tables in Chapter 6). There is a correlation between plenary and

parallel interviews on how gaps are to be closed. The Free State performance structure (Free State Community of Instructional Leadership Practice) was formed.

Finally the Free State performance structure would be a structure to mirror underperforming secondary schools, and help non performing principals through critical post mordernist instructive leadership.

7.5 CONCLUSION

This summary of results and discussions covers a broad scope of collected information from the participating principals. Similarities and differences were reflected in the feedback from leaders in instruction. The experiences of these principals since 1994 have been shaped by the same education forces and factors. The results of the system of education in community schools indicate modernism (enlightenment philosophy), wherein knowledge is constructed and executed by experts.

Interviews and discussions with these principals indicate vast academic and professional experience and expectations. The researcher was able to realise the culture of ex-Model C schools versus that of historically previously disadvantaged schools. It was clear that inequalities which are socio-pedagogic are still prevalent in schools (performing and underperforming), which the researcher calls phenomena (inequalities between performing and underperforming schools). This gap (inequalities between performing and underperforming schools) is likely to be closed, because of the willingness of both sets of principals (performing and underperforming schools) to come together, as a formidable team. The Free State Community of Instructional Leadership Practice and a leadership paradigm shift to

critical, postmodernist, instructional leadership is one positive perspective to emerge

from the questions of this research.

CHAPTER 8

INSTRUCTIONAL LEADERSHIP DESIGN FOR UNDERPERFORMING SCHOOLS

8.1 INTRODUCTION

This chapter seeks to amass all the information highlighted in Chapters 1 to 7, and in so doing, design an instructional leadership framework for secondary schools in the Free State. From the findings of this research, it is apparent that both principals of performing and underperforming schools use a modernist approach to instructional leadership. The instructional learner improvement perspective herein is grounded in critical, postmodernist, instructional leadership.

The logic behind critical theory in this chapter is to review the 20-year period of educational reform in South Africa, and to open discussion of how deductions and analyses can be made in this study. It is suggested that what should be brought back to the system are emancipatory and critical thinkers, innovative and creative ideas, problem solving and self-reliant principals.

8.2 ADVOCACY/PARTICIPATORY WORLDVIEW

The instructional leadership framework (Figure 8.1 researcher's structure) in this study was influenced by social constructivism, a postmodern perspective and critical theory. This study explored principals' experiences through narrative design. Interview results reflected feedback that indicated knowledge or instructional methodology propagated by modernism and the authoritative mode of instructional leadership. Rote learning and drill work, as well as motivational sessions and help from the University of the Free State were at the top of the Free State's examination pass rate, of which the Department of Education in the year 2013 was proud. Nevertheless, the framework design in Chapter 5 (Figure 5.3) introduced the

interviewees to an array of constructions of knowledge found in the data collection, and acknowledged them in the analysis and findings. The advocacy/participatory worldview view of this study gave impetus to a collaborative and change-oriented approach. The principal as the custodian of a school becomes a collective decision maker and constructivist of knowledge.

The research findings highlighted that universities and high schools do not speak to each other. The political role-players and stakeholders of education speak about intellectual university capabilities, and yet the research finds that members of the Department of Education who are represented at university, up to the present have not found any synergy between high schools and universities. Close collaboration could help in closing the academic and intellectual gap between high schools and university.

8.3 SOME REFLECTIONS ON INSTRUCTIONAL LEADERSHIP DESIGNS

In this section, responses to the questions asked in this study are reflected below:

1) voices of the principals in the Free State;

2) the literature that the researcher discovered;

3) how the findings have helped the researcher to design the framework of this project; and

4) reflections illuminated by the literature on the Finnish, Singaporean and Chinese education systems.

8.3.1 Voices of Free State principals

Both performing and underperforming principals admit that there are tendencies towards underperformance in previously disadvantaged schools in the Free State. In most cases, this is not due to financial constraints but because of the incompetent

instruction of school leaders and teachers who are not committed to putting teaching and learning (instruction) before any other matter at school.

Principals should be given ample opportunity to implement their plans for improvement before the education department authorities impose their plans on schools and play too much of a caretaker role in improving matric results. Teachers and principals from underperforming schools should be not transferred to performing schools if they are not able to deliver subject matter; they could be transferred to non-teaching opportunities in the province.

8.3.2 Literature review: discoveries

A literature review is the use of any previous research that provides evidence in support of the thesis (see Chapter 2: literature review). The objective is to strengthen the voices of principals via the literature that affirms instructional leadership as a strategy to improve learners' performance. The researcher, in this case, advocates strongly for critical, postmodernist leadership: Firstly, principals of high-achieving schools are confident that they will accomplish their vision and goals. They ensure that learners' progress is monitored through the continual aggregation and disaggregation of learners' performance data which directly relate to the school's mission and goals. Most performing schools believe in continuous assessment from the first period of teaching and learning. They (performing schools) visit classes only when data indicate that there is low performance in class. Performance at this stage is displayed on a performance graph which may indicate a decline in performance. Collective supervision by all stakeholders and role-players is essential – if there is any indication of a socio-pedagogic problem at school, it is investigated immediately under the supervision of the principal. Secondly, the work of school leadership should always be dynamic. The recent policy pressing for standards and

accountability has led the makers of these policies and the public to hold teachers and schools responsible for the improvement in learners' learning (Halverson, Grig, Pritchett and Thomas, 2007). Underperforming schools have found that principals, deputies and heads of department are the only management structures called to account for the poor performance of the learners. Teachers who also play a role in how learners perform. The entire staff and the whole school should be evaluated to pinpoint flaws in the school system. Yet, principals are called to account for the performance of learners at these interview sessions, normally called at the beginning of each year.

Many educationalists are concerned that in South Africa, a principal's workload is so onerous that principals are not managing and many secondary school principals in particular, lack time for and understanding of their instructional leadership task (Olson, 2000; Budhal, 2000 as cited in Kruger, 2003; Msila, 2007). On average, principals seem not to encourage teachers to teach but to use constant assessment, evaluation techniques and enrichment strategies. This said, most principals who do not perform well seem to lack an understanding of what instructional leadership is all about. Obviously, these functions demand that the principal should possess expertise in teaching and learning, as well as a commitment to the school's improvement. These areas are: (a) the principal's expertise in teaching and learning; and (b) commitment to school improvement. All voices from the research, agree on the positive aspect that instructional leadership improves learners' performance. The mechanisms used to appoint principals are pedagogically questionable. The interviews are in the hands of the district staff and the school governing body; in most cases the influence of the union plays an important role when deciding on the outcome. Therefore, inexperienced and uncommitted principals are found heading

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schools. The higher order of priorities include the preparation of learners for constructive engagement, as shapers and influencers of the world in which they live. If truth be told, many schools do a good job of preparing students for a world that no longer exists (Thompson, 2009). In arguing for a postmodern perspective, the research in all schools in the Free State have found a quantitative approach to instructional leadership, in which they strive for 100% pass rate as the norm. Learners do not debate and interrogate what they learn in classrooms. District and provincial authorities, principals and teachers shape what is learnt. The goal is to meet examination target data and set pass percentages.

Rote learning and examination drill work is common practice by expert teachers drawn from performing school in the Free State. Foucault (1977, 1991) and Freire (1970, 1972) influenced this study on critical theory, knowledge power and discourse. Furthermore, a structure (Figure 5.3, Chapter 5) had to be built as a design/framework to close the gap between performing and underperforming schools. The literature review led this research to critical, postmodernist, instructional leadership.

8.4 CHARACTERISTICS OF THE PRINCIPAL OF A PERFORMING SCHOOL

From the examination-focused approach of the system, a performing school principal is recognised by the high number of learners who have passed Grade 12 examinations in a school. Research has found that high-performing schools have a number of common characteristics (Shannon and Bulsma, 2007) and in this study the voices of performing schools tell almost the same story. Shannon has this to say concerning the above: First, high standards and expectations of all learners mean that teachers and staff believe that all learners can learn and meet high standards and that barriers against learning and achieving a high standard of performance are

not insurmountable. Second, learners are offered an ambitious and rigorous course of study. Third, effective leaders are proactive and seek help if it is needed and school leaders nurture an instructional programme and school culture which is conducive to learning. Fourth effective school principals connect staff members with one another, including parents and members of the community to identify problems and work on solutions. Fifth, teaching is adjusted based on the frequent monitoring of learner progress and needs, with assessment results being used to focus and improve instructional programmes. Sixth, feedback from teaching and learning focuses on extensive and ongoing professional development, together with the personalisation and intimacy of the learning environment, thereby increasing learners' contact with teachers. Last, families, businesses, social service agencies, community colleges and universities all play a vital role in any efforts made to improve learner performance.

Everything stated in this section indicates clearly that the principal is the instructional leader of a performing school. Principals can be modern instructional leaders as custodians of authoritative and self-centred knowledge. The postmodernist, instructional leader acknowledges that knowledge is constructed by principals, teachers and learners in didactic situations.

8.5   WHAT IT MEANS TO BE A HEADMASTER

The title of "headmaster" is defined by Houghton (2009) as a person who is the leader of a school, usually a private school, and the educator who has executive authority in the school. This individual runs the school as one who is in charge of maintaining the founders' brand. His or her appointment and subsequent running of a school is assessed in terms of learner performance outcomes. The end product

should be learners who are self- sufficient enough to take their place in the outside world.

A school is an organisation for gaining knowledge with strict professional requirements. The headmaster must therefore have sufficient academic competence and legitimacy to be able to make sound, professional assessments and make the best use of internal and external human resources. More often than not, a principal is appointed on a contract basis subject to renewal from time to time. The headmaster (in a private school) is free to do everything in his or her power to produce well-balanced learners who are fit for the corporate world. Private schools are independent of government interference, as well as free from interference from the South African Democratic Teachers Union. In private schools the recruitment of a headmaster is done by a council of governors with the headmaster being appointed to recruit teachers for the institution. Therefore, these private schools have the best teachers who are well qualified and highly committed to their task.

8.5.1 Findings on core questions

In this section, the study will recap the contents of section 2.2 on the research findings on instructional leadership and bring forth how further findings in this research managed to answer the core question of this study. Findings by March and Le Fever (2004), Ruff and Shoho (2005) and Kennedy (2008) (inter alia) conclude that instructional leadership is a strategy to improve learners' performance.

In line with Foucault (1991), Freire (1970), Vygotsky (1978) and Dewey (1938) and many quoted in this study, a paradigm shift is realised in terms of the Free State principals' notion about instructional leadership. Barker (1989) contends that all parts of the system should be changed and aligned with the new paradigm.

It is the opinion of most principals that the Chinese, Singaporean and Finnish systems of education could be emulated. However, it is not advisable to transplant everything from those countries. Principals and teachers are the drivers of teaching and learning in schools, but they are not clear about the education philosophy of South Africa. And they are not constructors of knowledge. Furthermore, principals opine that universities should structure a curriculum in their schools of education as to make room for critical postmodernist instructional leaders. Intensive workshops could be made available on instructional paradigms such that the system of South African education is borne of innovative, critical and constructivist instructional leaders as principals, to shift underperforming secondary schools into performing institutions of learning. To realise the envisaged paradigm shift. The voices of the principals recommend figures 3.8 and 3.9 as a community of knowledge construction.

8.6   CHARACTERISTICS OF A NON-PERFORMING PRINCIPAL

Without strong leaders, schools have little chance of meeting any challenge (a report of the task force on principalship, October 2000). The characteristics of a non-performing principal will, in this study, be reflected in terms of instruction (teaching and learning) and assessment. The lenses were the evaluation of teaching, learning and assessment.

Podmostko, Udan and McCloud (2000) view a non-performing principal as one who sticks to what he or she was trained to do at university without any further development or life-long training and education. Moreover, principals who are not dedicated, not persistent, not reassuring when their schools are visited are doomed to failure. They place the blame on teachers, and district and provincial education authorities without putting in any personal effort towards improving teaching and

learning at their schools. From their university training, they should know what instructional leadership is, but to them it is theoretical and not put into practice. Often, they maintain that teaching did not prepare them for principalship; that they wait for the school management and governance developer (SMGD) to help them progress. In addition, these principals have no vision about where he or she is taking the school to, is often absent from school on extraneous business and is sometimes more of a politician than an educator.

Podmostko, Udan and McCloud (2000); contends that everybody has a role to play in a school, but these failing principals are unable to run their schools competently; their teachers do as they please and consequently, the vision of learner performance is highly compromised.

The voices of principals in this study argued strongly for a new model for training and developing principals and this is where the Free State Community of Instructional Leadership Practice, as proposed by group parallels in this study, can improve the situation.

8.7   RESEARCH FINDINGS

In this study, the voices of principals attributed the inequalities in performance to material disparities before 1994 and not to cultural differences. This research clearly found commitment and passion for teaching and learning as key to quality instruction in secondary schools in the Free State.

8.7.1 Inequalities in post-apartheid South Africa

The post-apartheid education system has found that all historically white schools, such as Model-C schools negotiated a political and economic settlement redefining and reconstructing the way to a rainbow nation, acknowledging that people of all

colour can co-exist. This approach has been used for 20 years wherein the inequality gaps have become significant in performance between performing and underperforming schools in the system.

The range of answers to questions asked in this study failed to conceal racial inequalities with regard to performing and underperforming schools in the Free State. The discourse of sameness, when principals revealed the reasons behind these inequalities are: (1) committed, passionate, innovative, creative principals in the system are difficult to attain because school governing bodies in underperforming schools are reluctant to execute their tasks or lack the knowledge on how to govern schools, as well as teachers who are members of the South African Teachers Union who politicise their schools. Commitment and passion of teachers is not the norm but the political will of the unions. (2) Principals are ill-trained as instructional leaders. (3) Politically correct principals are chosen to lead schools. (4) Principals are not yet clear about the philosophy underpinning South African Education. (5) A lack of expertise in some areas of school management, governance and development is evident. (6) Teachers who are lazy and uncommitted to their work of creating a civilised society leave this responsibility to the state, because of their lack of skills and know-how. (7) Knowledge is power and skills are a means to sell one's labour. Drill work, rote learning and a tabula-rasa philosophy only produces workers without the initiative or ability to innovate or create anything and learners who are always waiting for thinkers to think for them because they are not self-reliant. (8) Education is the terrain of educationalists. Politicians should learn to address education collectively with the best pedagogues in the system. (9) The delivery of examination outcomes is for the governing body and district to appoint the best of the crop to principalship and high expectations of instructional leadership in schools should be

the contemporary norm. (10) Information and Communication Technology should be available in schools. The Internet plays a major role in instruction in schools today, with the principal playing an instructional role. (11) Lastly, principals should make it a priority to study how Finland and Singapore manage to produce high-performing schools. They should remain life-long learners, scholars in their own right, and researchers in their field of study (educators).

8.7.2 Innovative research findings

Research findings on education in Finland, China and Singapore were directed by Principals who went to Finland, China and Singapore with the Free State MEC: Basic Education and Nkosi (Independent, January 19, 2014: 6), citing Prof. Vuyisile Msila (Educational Leadership Unisa). In a country such as Finland, the number of children who fall behind academically is small. Principals when interacting with each other in ‑plenary and parallels argue as follows:

Flowing from Finland, China and Singapore, instructional leadership experience the principals is the single biggest influence in a school to change an underperforming school into a performing school. These can be achieved by a principal who uses effective and efficient tools to diagnose underperformance from lesson plans, lesson delivery, revision, classwork and tests at an every encounter of teaching and learning in a school.

Both instructional teachers and leaners should construct knowledge from relevant and practical experiences in their environment. Instructional leaders should be moulded from their primary schooling, and these should be chosen from the best of schooling communities. The construction of social knowledge which produces

indoctrination and ideology should be discouraged as an instructional leader's teaching methodology. This is because such a methodology discourages innovation and creativity:, Freire (1970) would call this "banking education" in which knowledge is "deposited", only to be "withdrawn" in tests and examinations. Because learners memorise and reproduce what they have learned to pass examination, they find it difficult at tertiary education where critical thinking is a norm.

The voices of the principal, as a means to turn underperforming schools around, would be to recommend a postmodern headmaster (instructional leader) who holds the ideas of social constructivist, critical thinkers, innovates and postmodernists. This instructional leader is aligned to a consultative, participatory and inclusive stance when curriculum knowledge is constructed.

8.8   RESEARCH GUIDELINES ON PRINCIPALS

Despite reports of gaps in the learners' knowledge and low test scores, many schools have shown sustainable progress in educating children. How are they doing it and are there any similarities among those schools? (Bergeson and Davidson, 2007). This research found that instructional leadership is a practice in all research orientated schools, though in other schools it is not necessarily called instructional leadership. Yet their core business of education is still teaching and learning.

The researcher's additional findings underpinning high-performing schools will be included as a guide for underperforming principals. Research has found that reaching a high level of performance takes years of commitment, affecting values, attitudes, beliefs and instructional practices (Bergeson, 2007). In the similarities and differences on how to lead by instruction in all the schools studied, there are commonalities about what instructional leadership is but its implementation is, at times, vastly different. Research on models in Finland, China and Singapore gave

principals instructional leadership space to argue from a similar perspective. In the abovementioned countries there are universities that train only principals and teachers which all produce the same high calibre.

8.8.1 Finnish model

Nkosi (Independent, January 19, 2014: 6), citing Prof. Msila (Educational Leadership: Unisa) states that "in a country such as Finland, the number of children who fall behind academically is small. They can give them greater and special attention and get them to be appropriate." It would seem that the model of education in Finland would help, to a large extent, to close the gaps between performing and underperforming schools in South Africa. Even schools which fluctuate between quintiles 3 and 4 would benefit from this.

8.8.1.1 Quality of the teachers and students' achievement

Teaching and leadership for the twenty-first century (2012) presented the following positive ideas to add to the topic of this research. Teachers are the single biggest influence on learners' achievement at school and therefore quality teaching is central to improving education around the world. The first summit made it clear that in the highest performing countries, the schools do a much better job than others regarding recruiting, performing, supporting and retaining talented teachers and school leaders. Since the quality of the teacher is the single biggest factor predicting a learner's achievement, effective teachers and school leaders are the very heart of education policy. The Finnish teacher-preparation programme emphasises the ability to diagnose social and psychological problems in the classroom. Teachers are responsible for designing and teaching the curriculum, for assessing learners' progress and for school improvement. Government and union participants agree that

making teaching a well-respected profession and a more attractive career choice by investing both intellectually and financially in teacher development is non-negotiable. Experience around the world shows that teachers are not just born but can be developed; this is the task of universities and education departments. In Finland, preparatory "sandwich" courses also help to narrow underperformance in schools; therefore, there are few learners who drop out of school in Finland.

8.8.1.2   Instructional leadership in Finland

Reflecting on exceptional instructional leadership in Finland, Mason (2014) states that principals are committed to their jobs, their schools and their communities and realise that their job is to motivate, inspire and encourage, no matter the cost. They believe in collaboration, empowering others and creating a positive school climate. What this study can learn from Finland's instructional leadership is: commitment, community involvement, motivation, inspiring and encouraging staff members. Collaboration, empowerment and creating a positive school climate seems to be the winning formula of instructional leadership in Finland.

8.8.1.3   Education policies for raising learners' learning

As suggested by Stahlberg (2007), the Finnish policy for teachers is based on equity, flexibility, creativity, teacher professionalism and trust, the aim being to raise learners' achievement. All committed teachers and principals are specialists in their own fields of pedagogic practice and hold Master of Education degrees which train them to be competent researchers. The Finnish education policy encourages teachers and learners to try new ideas and methods, learn through innovations and cultivate creativity in schools, while respecting schools' pedagogic legacies.

8.8.2 Singaporean model

Respondents (from the Sekgutlong and Beacon High Schools) clearly indicated how instructional leadership could help to close the gaps between performing and underperforming schools. Advocacy encourages learners to learn by providing students with opportunities and choices to solve real-world problems in a freely dialogic environment and stimulates students to encipher the meaning of the tasks themselves (Newman, 1996; Ahlstrom and Hoog, 2008). These projections are in line with Sargent (2011) who states that in advocacy, the humanistic position is based on narrative in which each head teacher tells his or her own story as to how he or she exercises leadership in a particular setting. This critical position gives the principal the power to underpin internal logic in terms of knowledge construction in the classroom, as well as in the school. There is the realisation of injustices and social inequity that produce indoctrination and ideology in their school and the ability to solve these issues.

Empirical research by Marx, Harbernas, Baudrillard and Foucault (Ryan, 1998) opens up the possibility of exploring critical territory in instructional leadership, and new avenues for critical, postmodern, instructional leadership. Blackmore (1999) states that workers with critical knowledge are more open about the origin of their research questions. What is powerful here is the narrative and theory because they raise fundamental questions about current leadership imperatives; thus, positioning is connected to a critical approach towards policy intentions and how they are being worked through at local level. The research poses this question: If principals were the constructors of knowledge and skills (curriculum), what role should be played and how much support should be given by the Department of Education?

In Finland, China and Singapore there is flexibility between classroom, and the school and state in terms of knowledge construction. This approach helps the school

and the department to construct their own knowledge and freely implement it, because they have constructed it. The postmodern perspective is seen by Cahoone (1995) in his example of Indonesia as being liberating and democratic. With the critical postmodernist approach, the national examination's modernist approach is oppressive because it kills creativity, by testing nomothetically. The scope of knowledge is through memorisation and the revision of previous examination question papers is the norm. Consistent with the above, Freire (1970) distinguishes between banking education and problem-posing education. A teacher deposits knowledge in students and never asks them to question that knowledge. They receive, memorise and repeat; in this case, passing the examination is the main objective while uncovering reality, striving for the emergence of consciousness and critical intervention is not the chief goal.

A further implication of postmodern thought is that theory and practice are inseparable; useful theories are those that have the potential to offer new alternatives to the present culture. Mitchell, Walker and Sackney (1996:50) argue that "To close the gaps between performing and underperforming schools was not the only reason the Singaporean education system was put in place; instructional leadership became an illuminating mechanism for teaching and learning to reflect and produce learners who are sustained by the knowledge they have critically accumulated". Using the Singaporean approach to technology, the critical theory of technology helps learners to connect with a wealth of research and findings across the globe and become learners for life. A principal who uses computers and the Internet in education is able to meet a broad spectrum of his or her instructional needs.

8.8.3 Chinese model

Research confirms that effective principals increase learners' achievement; that successful schools have a clear sense of direction and are supported by principals who demonstrate effective instructional leadership behaviours (Waters, Marzano and McNulty, 2005; Hessel and Holloway, 2002; Andrew and Sondor, 1987). This research agrees with the above findings, seeking to find out how China endorses Singaporean and Finnish instructional leadership. This triangular approach (Singapore, Finland and China) contributes largely to how these countries work on underperformance in the area of teachers' and principals' education and training. Underperforming schools and leadership for learners' success (Lead and Ormrod, 2005) mirror the other side of this study. Schools where teachers teach out of their field of expertise or are poorly prepared in their subjects are unable to teach well due to the diverse needs of their learners; and where incompetent teaching is tolerated, these schools and the learners in them are severely handicapped in the pursuit of excellence. Leadership can do much to ensure the quality of a school's instructional staff. It is within the precinct of the above-cited experience in the South African education system, that my fellow PhD/DEd students referred me to India, in terms of how instructional leadership is handled, as well as how its postmodern paradigm improves teaching and learning.

Chinese society is very group orientated. The group's interest is always of higher importance than the personal interest. Patriotism and collectivism are highly valued and inculcated through textbooks at schools. Smooth relations with education officials generate trust and create favourable conditions for school leaders to carry out their vision to lead their schools. On the other hand, findings from underperforming schools indicate that improvement plans in various schools should

not be realised by education officials (district or provincial); therefore, any interference with plans for the school should be the prerogative of the principal. Underperforming schools are controlled by district officials from afar, preventing principals from realising their goals. In the Free State and elsewhere in the Republic of South Africa, principals do not only create knowledge, but they use it. A school leader's success is, to a large extent, based on his or her ability to adjust the operation of his school according to a large social reform agenda and progress. In the Free State, principals of underperforming schools are judged by the examination results of learners in Grade 12, over which they have no influence. Teachers are appointed from performing schools to run the programme in March, June and September. In contrast, Chinese school leaders have been granted more autonomy by education reforms in the last two decades, whereas autonomy in the Free State is enjoyed only by performing schools, with ex-Model C schools being highly autonomous.

As the progress of reform is largely dependent on the support and efforts of school leaders, their training has attached more importance and has been linked with the outcome of reform. Principals in China are part of curriculum reform and they are the cadres of education in their own right. They are clear about where the state is leading education because they are part of its construction. Principals are management and leadership specialists. In China, even if a principal has a master's degree in educational management, he is still obliged to attend workshops in his or her field of competence. Lifelong education for professional and other sectors of leadership receive in-service training periodically from the institution where they initially trained. This idea acknowledges research, as well as constructivist and postmodernism theories and has been widely translated and introduced in China

since the new curriculum reform was launched in the country. These theories provide alternative viewpoints to reflect on the drawback of traditional, examination-oriented education. With the curriculum moving forward progressively, frontline teachers in China and in Scandinavian countries have embraced the idea of the development of every learner, using constructivist educational theory (Mau and Tang, 2004). These findings reveal that the implementation of the new curriculum reform in China which advocates the constructivist concept, has had a positive effect on teachers' practices.

Dello-Iacovo, (2009; Li, 2006; Mau and Tang, 2004; Song, Lee and Chang, 2010; Wang and Turner, 2004; and Sargent 2011) reveal that the vast majority of teachers use the following methods:

1) open-ended questions;

2) class discussions;

3) group work;

4) inquiry based learning;

5) applied activities;

6) role play;

7) multimedia games; and

8) games and hands-on activities

In China, teachers are advised not to indoctrinate specific epistemological and pedagogical beliefs or teacher and learning approaches. This research argues strongly that China's approaches to instruction could be viewed, in terms of critical thinking, as a continuous partnership between the university and its alumni to enhance knowledge.

8.8.4 Free State principals' suggestions

The thrust of this section was based on the structure depicted below. This structure was an innovation of the researcher to amass the opinions and suggestions of interviewees on: 1) teaching; 2) learning; 3) assessment; and 4) evaluation.
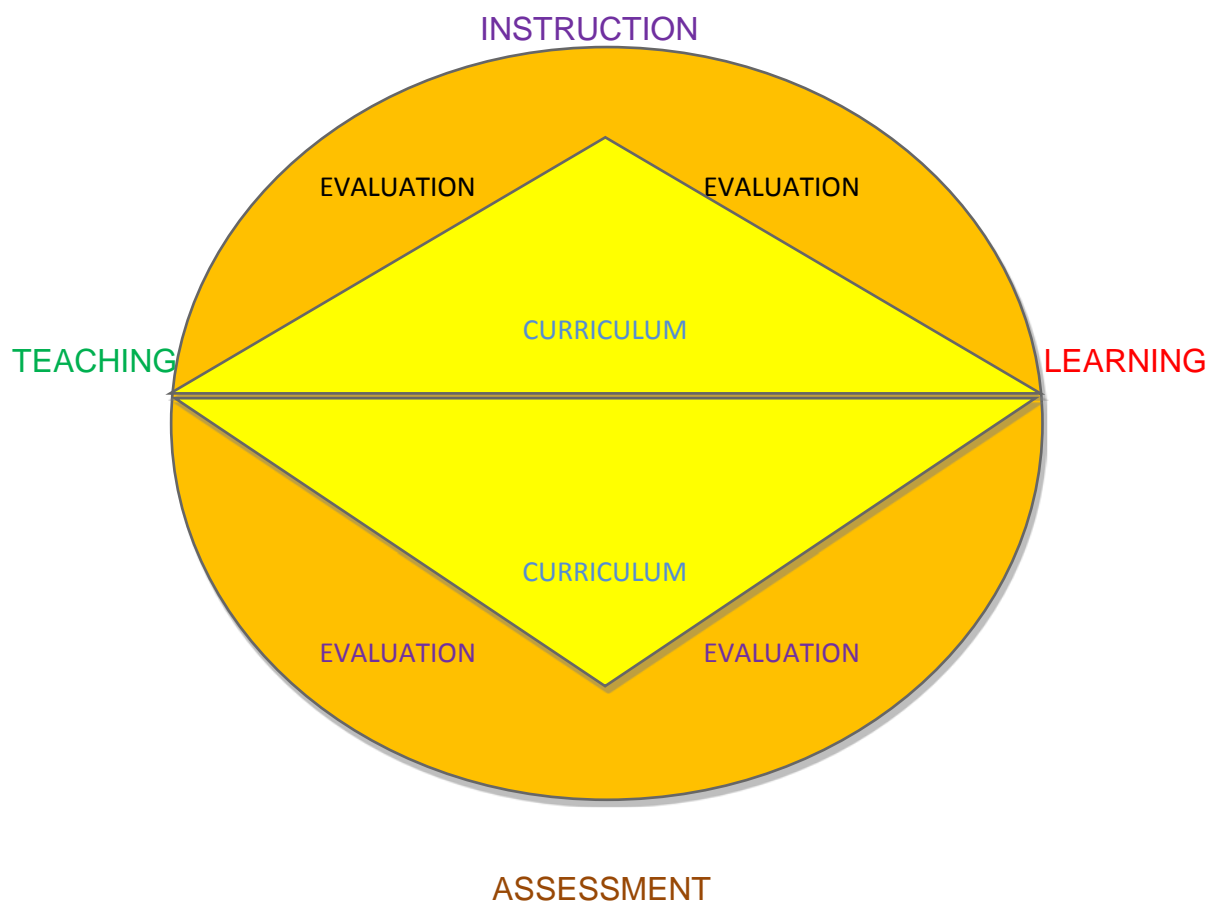
Figure 8.1: Innovated structure by the researcher

Education is teaching and learning; therefore the most important consideration is what happens in the classroom. Most principals resolve to put aside administration duties and visit classrooms in order to acquaint themselves with learners' progress. To evaluate teaching, these tools are important: 1) lesson plan; 2) class time-table or

lesson or subject teaching time-table; 3) written work (class-work or homework) and test graph performance outlay.

By evaluating the teaching methods of a teacher, including his or her subject delivery (knowledge construction by both the teacher and learner), marking class-work and tests, and discussing any problems with the learners shortly after written work and if there are any learners who perform below benchmarks, enables the principal to devise a means to improve performance. To gain the cooperation of performing and underperforming schools, it was necessary, for the purposes of this study, to hold workshop and remedial class partnerships in instructional leadership. Experienced principals as subject teachers expose new teachers to contemporary methods of teaching and class leadership. The suggestions below emanate from the experiences of principals of performing and underperforming schools.

8.8.4.1 Suggestions

It is not advisable for a principal to be a teaching principal, but if need be he or she can teach to keep abreast with what is happening in the classroom. Some principals, particularly in ex-Model C schools argue for the approach outlined below.

Principals should keep in touch with the performance of their learners. For example, the principal could take a few exercise books and check written work, tests or examination scripts and any problems could be discussed with staff or district officials.

Whole-school evaluation means teaching-learning-assessment and evaluation. This necessitates evaluation from the lower classes in the school up to the senior classes. There are stakeholders and role-players at school whose involvement should also be evaluated, and contributors who are vital to the school should be co-opted to play

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significant roles. The principal should play an acute support role in the school as a facilitator of teaching and learning.

Assessment looks at the progress made thus far in teaching and learning. Without the evaluation of teaching, learning and instructional leadership in classes may continue without the learners learning anything. An example is where learners are assessed below the expectations of the particular class or grade and what learners know is below the curriculum standard.

The principal should be given the authority to scout for hard-working teachers wherever he or she is able to find them, and especially in those subjects that cause the school to underperform.

Provincial and district programme officials should talk to each other and the programmes should be relevant to those areas which cause the school to underperform.

The province and district should research the problem at specific schools before inviting experts to give solutions which are irrelevant to what really causes the school to underperform.

8.8.4.2 Instructional leadership framework

This framework reflects the outcomes provided by the principals of performing and underperforming schools during the interview sessions.

1) Philosophical framework

"Philosophy" in this study refers to the theories underpinning instructional leadership and the practice of instructional leadership in school. The outcome of theory and practice is a high standard of learners' performance. Guidelines or a framework would mean how performing schools became winning schools in the Free State and

how these winning practices can be defined in terms of measuring instructional practices between performing and underperforming schools. Here follow some of the collaborative possibilities suggested by principals: principals acknowledge that instructional leadership is the core driving force of teaching and learning (instruction) that leads to learner performance. Principals are aware that their leadership plays influences teachers' teaching and in learners' putting their learning above any entertainment their social environment has to offer. Collective instructional planning by role-players and stakeholders plays an effective role in learners' performance. Collaborative instruction between teachers, learners and parents cannot be undermined or neglected. The provincial or district officials are normative authorities and subjective elements of instruction; these authorities are sufficiently qualified to turn schools around into performing schools and to support the drive aimed at learner performance. They draw on their experiences as instructional leaders and train new entrants in their professional craft. Continuous assessment is not just a tool to be added to the pass mark, but an assessment device to assist teaching and learning. Reviews of teaching and learning with special reference to assessment allow the principal to diagnose the performance of learners in the first period of instruction.

2) Critical review of the literature

The idea in this sub-section is for the principal to conscientise both teachers and learners to critique the literature used in class. This helps staff to eliminate the literature or subject matter that is authoritative, discriminatory or which perpetuates and endorses inequalities in the terrain of instruction. Self-managing schools are led by principals who uphold the vision and mission of the progressive, pedagogic forces of the institution they lead; these instructional leaders are researchers of recent

findings in their professional calling. Considering all the didactic needs, the principal remains a scholar and a life-long, self-assertive leader.

8.9 THE POSTMODERN HEADMASTER

Logically, postmodernism literally means "after modernity"; it refers to the incipient or actual dissolution of those social forms that are associated with modernity (Sarup, 1993). It is clear in the findings of this study that instructional leadership is used in schools in the Free State. The researcher hears the voices of principals that dwarf the voices of both teachers and learners to create knowledge. Knowledge found in textbooks is an authority itself and it cannot be questioned because has been written by experts. The metanarrative of history gives this study a mono-cultural approach by educators. The grounded relationship across schools as a collective generates into collective knowledge and collective school culture (Boyes, 1991, 1995; Slattery, 1995).

The concept of self has negative connotations to collectivism. Now is the time to have a proper burial of the antiquated and dysfunctional role of principals. Educationalists should put to rest the notion that school leadership is synonymous with charismatic, top-down, autocratic leadership. If the viability of future generations of teachers and learners is largely dependent on principals' moving away from this approach (Childs-Bowen, 2005), then the following approach work as Peterson (2010) argues that instructional leadership is accelerated when leadership is distributed through an organised culture and infrastructure which supports teaching and learning for both learners and teachers.

Wiggins (1991) holds the view that assessment provides large amounts of feedback to learners, allowing them to improve their performance continuously, rather than simply judging their performance at some arbitrary end point. Assessment is not enough to declare whether learners are university material or not because of its evaluation and situation being bound by rote learning or drill work. If the critical theory assessment model is used, more learners would be likely to enrol at universities equipped with critical thinking, creativity, innovation and self-reliance.

The didactic voices of principals in the Free State argue that assessment indicates year in and year out where the problem in particular schools is. It is the right thing to implement an improvement plan in those areas with didactic flaws. It takes a whole village to raise a child; it takes an entire team of teachers to make an instructional team. The postmodern change used in Scandinavian schools should be directed to underperforming schools in the Free State without delay. It therefore makes sense that it requires education authorities and principals to work as a team to create postmodern change in the Free State.

The concept of principal as used in this study has connotations with private schools. The principal has signed a contract and pledged to put the institution in question on a certain level of achievement, failing which, he or she is laidoff. When the concept of instructional leadership was first argued, it was viewed as top-down supervision and the evaluation of teachers, the curriculum and school programme (Brubaker., 1993; Lashway, 1995; Ubben and Hughes, 1997; Blase and Blase, 1998). This view cited by these scholars was still upheld by school principals in the Free State when these interviews were administered.

Scholars of leadership (Stronge, 2007) see assessment as a daunting task and to pinpoint the examination as a criterion to evaluate worthwhile life skills and

knowledge in post-school performance is indeed an academic question. The critical, postmodernist principal discovered by this study (see Figure 5.3 and –Chapter 6, data presentation 1 to 4) to enable to assess and evaluate instruction before learners sit for examinations. The postmodernist principal, as Starrat (2001) argues, aligns himself with democracy and advocates a more consultative, participatory, inclusive stance. Bush (2003) adds that this approach is consistent with collegiality. These authorities come up with this contribution to postmodern leadership which focuses on the subjective experience of leaders and teachers concerning the diverse interpretation placed on events by different participants. There is no objective reality, only the multiple experiences of organisational members. This model offers few guidelines for leaders except in acknowledging the importance of the individual but makes a huge contribution to this research question. If principals were to be constructors of knowledge and skills (curriculum), what role and support should the department and leadership recruitment have in mind in order to close the inequality gap in the Free State?

8.10 RECOMMENDATIONS

There are two forms of recommendations in this section of the research:

1) recommendations for change; and

2) recommendations for further study.

8.10.1 Recommendations for change

Inequalities between performing and underperforming historically black schools are clouded by rote learning and drill work. Learners are drilled in March, June, September and November/December camps before they write their examinations.

Assessment is the third leg of instruction and cannot be the sole determinant of self-reliant innovation and creativity mechanisms. Therefore, leadership should be redirected to instructional leadership that is critical, postmodernist and upholds principalship.

There should be synergy between universities, high schools and the Department of Basic Education. The strategy and the mechanism used for teachers and principals to be educationalists should be revised to create passionate and dedicated individuals. The BEd and BEd (Hons) should be revisited, and perhaps these graduates should be called back to universities for further training, as most are theory laden and lack the knowledge of how to apply what they have learnt. The Finnish MEd training of principals could be used as a model.

The Department of Education should start to be the authority in education rather than the unions; better training should be given to governing bodies as the socio-political mouthpiece of the parents, so as to acquire the best educators in schools. Education should be run by educationalists and politicians should function as the bearers of policy. The instability and failure of the curriculum is due to a lack of education activists. Activists are critical, postmodernist educators who transform education for the masses and treat everybody as equal.

Information and communication technology should be introduced as a subject in all schools to be used by teachers, principals and learners to gain knowledge on how other countries are making strides in instruction, mathematics and science. Countries such as Kenya and Tanzania should become partners with South Africa in order share their performance strategies. Examining how other African countries make strides in education (instructional leadership) would help the South African Department of Education. Gaps between ex-Model C and historically black schools

should be closed. In ex-Model C schools the approach towards instruction is different from educational practices in townships and the rural areas. For example, there are no March, June, September and November/December camps, yet they still do well and their learners cope well with tertiary studies.

From Chapter 6 (6.7) the following are suggestions for on-going research. First, it should be interrogated whether cultural values and formation play a role in the performance of Grade 12 learners' examination results. Second, if principals are given the task of constructing the curriculum in the South African education system, what role could education officials play and what support could they give? Third, research should be undertaken on whether grounded theory can be used to develop a contemporary theory for training and educating teachers in the 21st Century. Fourth, the idea that "one size fits all" should be eradicated and a collaborative-narrative approach in the collective construction of tools to improve Grade 12 results in underperforming school should be adopted. Fifth, principals' instructional leadership voices in district and provincial teaching and learning discourse should be heard. Sixth, a critical, postmodern instructional leadership paradigm as a backdrop for social and instructional change in underperforming schools in the Free State should be embraced. Finally, further critical analysis and appraisal of postmodernism and how it affects instructional leadership needs assessment.

This research has largely failed to address these issues and therefore, they are open to further research.

8.10.2 Recommendations for further study

From chapter 6 (6.7) the following are highlighted:

1) Are values and formation playing a role in the performance of grade 12 learners examination reults?

2) If principals were the constructors of curriculum in the South African education system. What role could education officials play and what support could they give?

3) Can Grounded Theory develop a contemporary theory for training and educating teachers for the 22nd century?

4) One size fits all.The demise of instructional leadership in narrative enquiry.

5)Collaborative - narrative approach in collective in construction of tools to improve grade 12 results in underperforming schools.What are the implicit changes for Grounded Theory.

6) Positioning the principals instructional leadership voices in district and provincial teaching and learning discourse.

7) Crtical postmordernist instructional leadership as a brackdrop of social and instructional change in underperforming schools in the Free State.

8) Critical postmordernist instructional leadership as a contemporary paradigm, improvement of learner performance in underperforming secondary schools.

9) Critical postmordenist instructional leadership, researched based guide for under performing schools in the 21st century.

10) Critical analysis and appraisal of postmordenism, how does it affect instructional leadership?

This research failed to amass answers to these questions and therefore are open to further research.

8.11 CONCLUSION

The first chapter of this thesis posed these questions: 1) how can leadership solve poor school performance? and 2) how can instructional leadership solve learner performance? This study sought to examine why some schools do well in the Grade 12 examinations, whilst others are not.

The literature review and the findings from the qualitative research shed light on the topic of this study. It became clear that the narratives given by principals were of seminal importance regarding the socio-historic approach to practical experiences in the field and in instructional craft.

Chapter 4 highlighted instructional leadership perspectives underpinning performing and underperforming schools in the Free State. Chapter 4 and Chapter 5 laid out the research design and methodology used to pursue this project (see Figure 5.3, p 174).

In Chapter 6 models from Finland, China and Singapore were introduced by respondents through unstructured interviews and brought a wealth of information on how principals were trained and educated and subsequently employed to head schools in various parts of the country. What is key here is the specific and direct training given from the first year at university. Here school leaders are instructed to be masters of their craft. From the literature associated with Finland, Singapore and China, critical, postmodern leadership is evident and on which this research drew to

formulate the development of a critical, postmodern instructional leader or postmodern principal.

In Chapter 7 it became clear that expectations in ex-Model C schools are, post-1994, socio-economically progressing towards instructional leadership and were higher than in historically black schools. This is because ex-Model C schools have strong socio-economic support from parents and the community as a whole. Additionally, their alumni are often leaders in business and donate generously to their alma maters. The issue of fluctuating schools which are a problem for the Department of Basic Education was also addressed. By not laying off non-performing teachers and principals, they transfer them to performing schools. The research found that, in parents of children at underperforming schools, are moving their children to performing schools. This mobility makes for over-crowding in performing schools whilst underperforming schools are under resourced.

Chapter 8 addressed the topic of designing an instructional leadership framework for secondary schools in the Free State. This design or framework is constructed from the voices of some of the principals in the Free State, and the written reports from the parallels in group discussion units. In contrast to authoritative instruction, this study recommends a paradigm shift in which collective and collaborative instructional leadership is implemented in all schools in the Free State. Therein knowledge and skills can be constructed collectively by the school community.

A design or framework that serves as a remedy for learners who do not own knowledge but only consume knowledge should be implemented and a critical, postmodern instructional leader appointed. The design, with the joint participation of some schools in the Free State, has managed to close the inequality gaps using information and communication technology as a strategy to bring universities and

other tertiary institutions on board to create a set of learners that perform well in every classroom. Training colleges should select future teachers and principals from amongst the best of the learners in high schools, with Finland, Singapore and China's systems of training as models. Only committed, dedicated, and passionate teachers and principals should be admitted to the teaching profession.

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APPENDIX A

KEY IDEAS FROM THE INSTRUMENT (GUIDELINES)

- The researcher argues that a clear understanding of the role of principals as instructional leaders is key to improving the teaching and learning situations in their schools.

- That leadership in schools is not an end in itself unless it is grounded in strategies that contribute to instructional leadership and learning improvement.

- That conditions under which conductive teaching and learning are created and achieved are realised through instructional leadership of the principals.

- The study believes that poor performing high schools can be transformed through efficient and effective guidelines aimed at improving Grade 12 learners' mastery of the rudiments of assessment and evaluation strategies.

- That teachers and principals understand the core mission of their schools to improve the educational achievements of all learners.

- That at the end of the encounter between the researcher and the principals, the instructional leadership skills acquired enables the principals to have clear outcomes about teaching and learning.

- The research believes that the structured improvement plan will enable principals to plan each lesson to meet effective outcomes about each test / examination written.

- The guidelines are structured in such a way that they enable principals to predict the examination results before learners sit for the examination.
- The review strategy in the guidelines of this project is:
  - ➢ Use qualitative interviewing as the mechanism for salient information and data for the guidelines.
  - ➢ To create a research environment in which both the researcher and subjects are active participants in the research project.
  - ➢ To reposition qualitative interviewing instruments as tools to achieve originality, transferability and a new slant.
  - ➢ Project critical, postmodernist, instructional leadership as a contemporary strategy in didactics.
- The success of these guidelines will serve as an important tool for the shortcomings in school leadership.
- These guidelines for principals will serve as a new discovery and impetus in the field of acknowledge.
- This study project will add impetus to curriculum studies whenever Grade 12 examination performance is in crisis and provide evidence for successful outcomes.
- The study is a teaching and learning improvement plan for a school, though instructional leadership of the principals covers the entire schooling period.
- If principals can be trained to be effective instructional leaders, the learning performance of Grade 12s in the Free State is likely to improve.

Appendix B

June 2010 to October 2015

20 June 2011

Research Proposal Module Directive(s)

- Dr M. T Gumbo (Curriculum)

- Prof A. E Van Zyl (Department of Educational Studies)

- Student suggestions on:

  - Field of research

  - Research topic

  - Exploration of the subject and literature review

10 July 2012

- Some ideas on research proposal with Prof A. E Van Zyl

25 April 2013

- Confirmation of the topic:

  Designing an instructional leadership framework for underperforming secondary schools in the Free State Province

26 April 2013: Discussion around the topic: Prof M. M Van Wyk

04 May 2013: Working on Research Methodology

30 September 2013: Submission of Research Proposal

October 2013: Preliminary meeting: with the promoter; research component

16 October 2013 Brief discussions with Principals of High-Achieving Schools

18 October 2013 Brief discussions with Principals of Low-Achieving Schools

24 October 2013 Meeting with the research Core Group

November 2013: Preliminary meeting

Plenary meeting with: Underachieving School Principals

Parallel on: Section 1

a) Introduction and orientation

b) Views and Perspectives

Meeting: Principals of High Achieving High Schools

Parallel on: Section 2

01-30 January 2014: All principals of selected schools

Meeting	:	Teachers of High Achieving Schools (Informal meeting)
	:	School Management Developers of High Achieving Schools
	:	Principals of High Achieving High Schools (Informal meeting)
Meeting	:	Principals of Low Achieving Schools
	:	Teachers of Low Achieving Schools (Informal meeting)
	:	School Management Developers of Low Achieving Schools
Meeting	:	Principals of High Achieving and Low Achieving High Schools.
	i)	Some views of FET Curriculum Capacity Building
	ii)	Unpacking the SOWT Analysis of Historically Disadvantaged and Advantaged Schools

February 2014

08 February 2014   :   Core group

i)   Principals on Qualitative Interviewing

ii)   Instructional Leadership: Skills and Techniques

-        Plenary

-        Parallels

22 February 2014 : Principals of Low Achieving Schools

I)   Plenary Session by the researcher

II)   Plenary Session by a collective of Principals of a school-based Guidance Programme

March 2014

07 – 31 March 2014 School-based guidance of research on Instructional Leadership and profile Construction.

April 2014

01 – 30 April 2014 i) Discussions with principals in informed contact sessions on charts and captured information

ii)   The researcher compiles guidelines

May 2014

09 May 2014 i)   Leadership instructional techniques on first quarter performance schedule

<div style="margin-left: 2em">

ii)   Principals' activity: Low- and High-—performing High Schools

</div>

23 May 2014

<div style="margin-left: 2em">

i)   Shadow Group on assessment: Screening and Setting

ii)   Assessment Plan: Coupling and Structuring

</div>

June 2014

01 – 31 June 2014   i)   Researcher compiles guidelines

<div style="margin-left: 8em">

ii)   Researcher constructs achievements mapping device with principals

iii)   Winter classes programmes

iv)   Mentoring and monitoring techniques and strategies

</div>

July 2014

01 – 31 July 2014   i)   Common venues instructional activities on assessment guidelines

<div style="margin-left: 8em">

ii)   External Question Papers: Curriculum instruction techniques.

</div>

August 2014

01 – 30 August 2014 i)   Instructional Leadership Semi-final Assessment Guidelines

<div style="margin-left: 8em">

ii)   Meeting on Assessment: Low and High Achieving High Schools

</div>

September 2014

01 – 30 September 2014   i)   Researcher guides principals on classroom

based Instructional motivation

ii)   The core group analysis semi-final

examination scored

iii)   The researcher compiles model questions

on set of guidelines.

January - February 2015

01 – 31 January 2015 Research Activities

1) Findings

2) Guidelines / Recommendations

February 2015

1)   Core group analysis final Grade 12 examination results

2)   The researcher compiles a co-operative analysis of

results

01-05 June 2015: Editing and Proofreading

1)   Documentation

2)   Discussions with the Supervisor

06-15 June 2015

1)   Preparing the Thesis for Examination

2)   Checklist

2.1) Plagiarism

2.2) Originality and Eligibility

2.3) Indication of previous work on the topic

2.4) Significance: Proposal and Preface

2.5) Acknowledgement of quotations

2.6) Formal Presentation of the Thesis

- Seminar

- DEd/ PhD students Unisa

- Electronic summary

2.7) Intention to submit the Thesis for examination (ref. Supervisor)

Technical advice, and Binding, Proofreading, Printing

30 August 2015 Submission of the Thesis for Examination

APPENDIX C

Narrative Unstructured Interview Schedule

PLANARY

1. **Activity One: Planning**

   1.1 Research Topic:

   Designing an instructional leadership framework for underperforming secondary schools in the Free State Province.

   1.2 Research Process

       1.2.1 Purpose of the research

       1.2.2 Theoretical and practical framework

       1.2.3 Approach and rationale

       1.2.4 Questions and explanations

   1.3 Research Technique

       1.3.1 Active respondents

       1.3.2 Active researcher

   1.4 Recording mechanisms and tools

       1.4.1 Electronic gadgets

       1.4.2 Notes, tapes (audio recorders and tape recorder)

   1.5 Open-ended Questions

       1.5.1 Briefly tell us a story about your experience as a principal.

1.5.2 What are your views about principals as instructional leaders?

1.5.3 In your own view, can principals improve learner performance?

1.5.4 Please advise this study as to how principals can evaluate the performance of their schools before learners write examinations?

2. **Activity Two: Parallels**

Small group discussions

TWO-HOUR SESSION

Are instructional leadership perspectives, aligned to your day-to- day experiences, as a principal? Chose the ones of your interest and join the group of your interests or choice.

Group	Socio-pedagogic experiences in schools
A MODEL 1	What are underlying reasons that structure and motivate the principal to perform well or badly in secondary schools today?
B MODEL 1	How can schools, which always perform between 80% and 100% help those who are in the 20% - 79% bracket?
C MODEL 2	Are cultural values and formations in play between ex-Model C and township schools, in terms of examination performance (with special reference to Grade 12 examination results)?
D MODEL 2	If principals are the constructors of KNOWLEDGE and SKILLS (CURRICULUM), what role and support should the Department of Education play?
E MODEL 3	Please advise this study on how you can operate as a Free State team to improve Matric results or learner performance in

	secondary schools?
F **MODEL 4**	All groups should compile written reports for this Model F (Facilitator or Scribe to report).

REMARKS

"Your voice shall be a transformation tool in the quest for quality performance in secondary schools in the Free State Province".

By N .E Thejane (DEd student, Unisa)

APPENDIX D

LIST OF SCHOOLS ON THE RESEARCH PROGRAMME

DISTRICT SCHOOLS ACHIEVED 100 FROM 2008 TO 2012

SN	DISTRICT	RCS	SCHOOLS SELECTED	ACADEMIC YEARS		ACADEMIC YEARS			RANGE
				2008	2009	2010	2011	2012	
1	MOTH EO	1.	EUNICE SEN SEC SCHOOL	100	100	100	100	100	X= 100
		2.	ST ANDREWS COMBINCED	100	100	100	100	100	X= 100
2.	FEZILE DABI	3.	HEILBRON COMBINED	100	100	100	100	100	X=l00
		4.	SOLOMON SENEKAL COMBINED	100	100	100	100	100	X=l00
3.	LEJWELEPUTSWA	5.	BULTFONTEIN COMBINED	100	100	100	100	100	X=l00
		6.	HOOPSTAD COMBINED	100	100	100	100	100	X = 100
4.	XHARIEP	7.	ZASTRON COMBINED	100	100	100	100	100	X=l00
5.	THABOMOFUTSANYANA	8.	REITZ	100	100	100	100	100	X= 100
6.	MOTH EO	9.	BREBNER SEN SEC SCHOOL			87.1	98.3	95.5	Fluctuating
		10.	TLOKOLA SEN SEC SCHOOL			90.1	58.0	62.4	Fluctuating
7.	LEJWELEPUTSWA	11.	WINBERG COMBINED			90.6	96.8	93.5	Fluctuating
8.	THABO MOFUTSANYANA	12.	HLAJOANE SEN SEC SCHOOL			57.1	30.8	47.1	Fluctuating
		13.	NTSU SEN SEC SCHOOL			85.7	83.8	79.8	Fluctuating
		14.	PHOFUNG SEN SEC SCHOOL			52.4	71.0	68.4	Fluctuating
		15.	TSEKI SEN SEC SCHOOL			63.0	65.0	47.6	Fluctuating
9.	XHARIEP	16.	SPRINGFONTEIN SEN SEC SCHOOL			70.0	73.8	66.7	Fluctuating
		17.	RE IKALETSE SEN SEC SCHOOL			73.1	65.0	77.1	Fluctuating
10.	FEZILE DABI	18.	FALASIZWE SEN SEC SCHOOL			56.4	67.1	54.4	Fluctuating
		19.	LE NOTSI SEN SEC SCHOOL			70.2	20.2	6.9.2	Fluctuating
		20.	QALABOTSHA SEN SEC SCHOOL			49.5	51.0	38.0	Fluctuating
11.	THABO MOFUTSANYANA	21.	NOMSA SEN SEC SCHOOL			62.2	52.6	53.7	Red Flag

SN	DISTRICT	RCS	SCHOOLS SELECTED	ACADEMIC YEARS		ACADEMIC YEARS			RANGE
				2008	2009	2010	2011	2012	
		22.	QHALABOTSHA SEN SEC SCHOOL			49.5	51.0	38.0	Red Flag
		23.	BOHALE SEN SEC SCHOOL			36.4	48.9	56.8	Red Flag
		24.	HEAD STAD HIGH SCHOOL				33.3	45.1	Red Flag
		25.	SEDITI SEN SEC SCHOOL			69.1	68.1	32.7	Red Flag
		26.	POPANO SEN SEC SCHOOL			66.7	42.3	32.3	Red Flag
		27.	SELELEKELA SEN SEC SCHOOL			56.9	29.6	57.4	Red Flag
		28.	SHAKHANE SEN SEC SCHOOL				41.7	32.4	Red Flag
		29.	TSEKI SEN SEC SCHOOL			63.0	65.0	47.6	Red Flag
		30.	HLAJOANE SEN SEC SCHOOL			57.1	30.8	47.1	Red Flag

KEY: NS: Sequence Number

RCN: Research Chosen Number of Schools

X: Only symbol on the research programme

= (x) 2 Equal but not necessarily equivalent (Objective vs Subjective)

Schools are chosen in terms of National Senior Certificate (School Performance Report 2012) (5 years: NC5-2 January 2013) website: http.education.gov.za
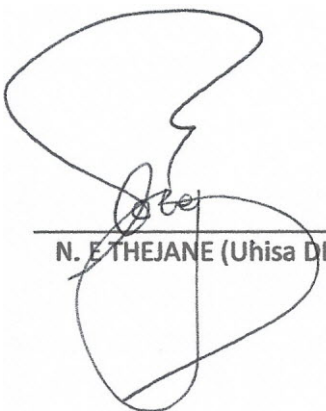
Modus Operandi 1) School based and out-of-school based unstructured interview. Arrangements (Narrative his or her history) perspective(s)

2) Plenary and Parallels collaborative report writing (After Grade 12 examination period) (November 2013 to December 2013).

Total number of schools on the research project (+-32 schools)

Red Flag: Outcome Based Postmodernist remedial help

Fluctuating: Instructional Curriculum Based Inconsistency (Knowledge construction)

N. E THEJANE (Uhisa DEd Student)

25/05/2013

DATE

APPENDIX E

LIST OF SCHOOLS ON THE RESEARCH PROGRAMME PER TOWN/DISTRICT

RCS	DISTRICT	SCHOOLS SELECTED	TOWN	QUANTILE	RANGE	REMARKS
01	Motheo	Eunice Sec School	Bloemfontein	5	100%	1. Annexure E/ 1.5 Open-ended questions and small group 2. Discussions completed.
02	Motheo	St Andrews Combined	Bloemfontein	5	100%	
03	Motheo	Brebner Sec School	Bloemfontein	4	Fluctuating	2. Parallels in a small group approach are formed. And each
04	Motheo	Head-Start Sen Sec	Bloemfontein	1	Red Flag	Group chose its location for discussions.
05	Motheo	Popano Sen Sec	Botshabelo	2	Red Flag	3.Plenary is reconstructed and Figure 4.1 to 4.3 are critiqued
06	Motheo	Moroka Sen Sec	Thaba-Nchu	4	Fluctuating	As part of the document (Framework/ Guidelines)
07	FezileDabi	Heilbron Combined	Heilbron	5	100%	4. There was no co-operation in these schools.
08	FezileDabi	FalesizweSen Sec	Frankfort	3	Fluctuating	4.1 Selelekela Sen Sec School
09	FezileDabi	L.E. NotsiSen Sec	Deneysville	2	Red Flag	4.2 TsekiSen Sec School
10	FezileDabi	NomsaSen Sec	Deneysville	2	Red Flag	4.3 SeditiSen Sec School
11	FezileDabi	Salomon Senekal Com	Viljoenskroon	5	100%	5. Owing to interview administration Beacon and Sekgutlong
12	Lejweleputswa	Bultfontein Combined	Bultfontein	5	100%	Were discovered.
13	Lejweleputswa	Hoopstad Combined	Hoopstad	5	100%	6. Owing to 4 and 5 the total number of schools researched

4	Lejweleputswa	Winberg Combined	Winberg	4	Fluctuating	is 29 schools.
5	Lejweleputswa	BahaleSen Sec	Hennenman	2	Red Flag	7. Annexure E.2.Activity two Parallels: small group discussions
6	ThaboMofutsanyana	Reitz Combined	Reitz	5	100%	These were attended on the 22 January 2014 see
7	ThaboMofutsanyana	HlajoaneSen Sec	Qwaqwa	3	Fluctuating	Delimitations 6.6 (Chapter 6)
8	ThaboMofutsanyana	PhofungSen Sec	Qwaqwa	3	Fluctuating	
9	ThaboMofutsanyana	ShakhaneSen Sec	Qwaqwa	2	Red Flag	
0	ThaboMofutsanyana	NtsuSen Sec	Bethlehem	3	Fluctuating	
1	ThaboMofutsanyana	Khotso-UxoloSen Sec	Reitz	3	Fluctuating	
2	ThaboMofutsanyana	MoritingWaThuto Sec	Clarens	2	Red Flag	
3	ThaboMofutsanyana	TlokolaSen Sec	Marquard	3	Fluctuating	
4	ThaboMofutsanyana	BoitumeloSen Sec	Ficksburg	2	Red Flag	
5	ThaboMofutsanyana	Beacon Sen Sec Sc	Qwaqwa	4	Improving	This school is improving from 2010 to date

6	ThaboMofutsany ana	SekgutlongSen Sec	Qwaqwa	4	Improving	This school is improving from 2010 to date
7	Xhariep	Zastron Combined	Zastron	5	100%	
8	Xhariep	ReikaletseSen Sec	Koffiefontein	3	Fluctuating	
9	Xhariep	SpringfonteinSen Sec	Springfontein	3	Fluctuating	

APPENDIX F

education
Department of Education
FREE STATE PROVINCE

OFFICE OF THE DIRECTOR:
STRATEGIC PLANNING, POLICY DEVELOPMENT & RESEARCH

23 October 2013

Dear Mr. Thejane E.A.N

RE: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement for receipt of your research request in the Free State Department of Education towards a D. Ed thesis.

2. Research topic: **Designing an instructional leadership framework for underperforming secondary schools in the Free State Province.**

3. Approval is granted for you to conduct research in the Free State Department of Education.

4. This approval is subject to the following conditions:-

   4.1 The names of participants involved remain confidential.

   4.2 The questionnaires are completed and the **interviews are conducted outside normal tuition time or during free periods**.

   4.3 This letter is shown to all participating persons.

   4.4 A bound copy of the research document and a soft copy on a computer disc should be submitted to the Free State Department of Education (Strategic Planning, Policy Development & Research).

   4.5 You will be expected, on completion of your research study, to make a presentation to the relevant stakeholders in the Department.

   4.6 The attached ethics document must be adhered to in the discourse of your study in our department.

5. The costs relating to all the conditions mentioned above are your own responsibility.

6. You are requested to confirm acceptance of the above conditions in writing, within seven days after receipt of this letter. Your acceptance letter should be directed to:

   DIRECTOR: STRATEGIC PLANNING, POLICY DEVELOPMENT AND RESEARCH, Old CNA Building, Maitland Street OR Private Bag X20565, BLOEMFONTEIN, 9301

Thank you for choosing to research with us. We wish you every success with your study.

Yours faithfully,

MJ MOTHEBE (DIRECTOR: STRATEGIC PLANNING, POLICY DEVELOPMENT & RESEARCH)

Directorate: Strategic Planning, Policy Development & Research - Private Bag X20565, Bloemfontein, 9300 – Room 301, Old CNA building,
Charlotte Maxeke, Bloemfontein 9300 - Tel: 051 404 9283/ Fax: 086 6678 678   E-mail: research@edu.fs.gov.za

APPENDIX G

Attention: Mr M. J Mothebe

The Director

Strategic Planning, Policy Development & Research

Private Bag X 20565

BLOEMFONTEIN

9300

28/10/2013

CONFIRMATION OF ACCEPTANCE: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your approval letter dated 23 October 2013 is acknowledged and

   acceded to.

2. Section 4 of your condition stipulated in a chronological order of 4.1 to

   4.6. This letter is evidence of acceptance of the same. (Paragraph 2 of

   this minute).

3. Section 5 and 6 of the same directives is hereby acknowledged, and this

   minute in indicative of the conditions laid forth.

4. Thank you in anticipation of the success of this study and your prompt

   responses.

Yours Faithfully

THEJANE N. E (DEd student Unisa)

APPENDIX H

ANNEXURE C

LETTER TO THE SCHOOL PRINCIPAL

Dear Sir/ Madam

Re: Research to be undertaken at your school

I, Emmanuel Adolphe Ntele Thejane do hereby ask permission to utilize your time (face to face conference approach) at your school or Circuit Principals meeting(s), come-together / workshop or conference to conduct this research during September 2013 to November 2013.

Kindly fax or email your convenient dates for encounter to:

E.A.N Thejane

Cell: 1) 072 520 4512   2) 074 540 7045

Fax: 058 713 1305

Email: 1) thejane@screamer.co.za

2) dudumaya1@gmail.com

I thank you in anticipation

E.A.N THEJANE
(Researcher)

APPENDIX I

GUIDELINES FOR EFFECTIVE FACILITATION

The researcher remains the facilitator of all activities in these guidelines. Nevertheless, for effective facilitation, the researcher will be required to play several roles; at times his role is not conspicuous so as to allow a raison d'etre approach. A multifaceted approach will be adopted in this research project, to make room for effective qualitative interviewing, with all participants to be instruments.

In these guidelines the researcher will play these roles:

- Planner
- Facilitator
- Consultant
- Trouble Shooter
- Monitor
- Mentor

To allow a flow of process, within a limited scope of time, a brief explanation of each role is provided.

- **PLANNER**
  - Plan the content, context and flow of events.
  - Plan the scope and time-frames of each activity.
  - Plan the review strategies and slant.
    .

- **FACILITATOR**
  - Stimulate a multifaceted approach.
  - Motivate participants and stimulate participation.

333

- Ensure active participation for all.

- **CONSULTANT**

  - Moves amongst the groups, joins the groups and is ready to help as instructional leader in their working situation.

  - Reinforcement of leadership skills and scope of approach.

- **TROUBLE SHOOTER**

  - Low performance is a problem by itself and there are forces and factors which, in essence, are not instructional per se.

  - Some responses with issues could not relate to the problem under study.

  - The researcher should be ready, willing and able to engage with problem on the spot.

- **MONITOR**

  - The researcher is a problem-posing agent for active discussion.

  - The researcher should be engaged in a focused, controlled discussion and participation.

- **MENTOR**

  - The researcher becomes a change agent, who is also an agent of change himself.

  - The researcher drives research questions located in the problem area, with the respondent and becomes an integral part of the solution.

This research uses Barker et al. (1983) model of communication to allude to the cited guidelines; the modified presentation is the ideas of the researcher not of the quoted authorities.

MODEL 1
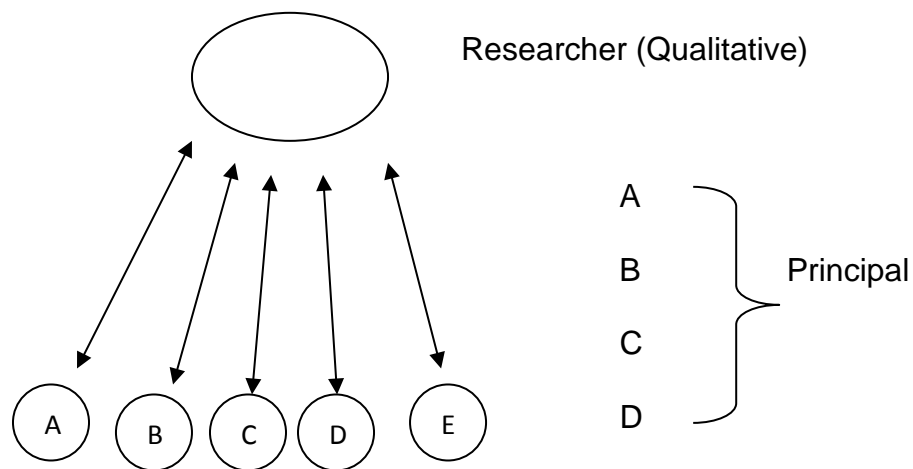
The researcher remains the conductor of the research project. In this regard the researcher plays these roles:

1) Of bringing new information and opening windows into the experiences of principals at each stage of the encounter.

2) Of influencing group activities towards goal setting and goal achievement.

3) Of influencing the principals to be assertive and aggressive in pursuing instructional leadership roles.

4) Of coaching the principals on the rudiments of leading productive schools.

5) Of reviewing the principal's role as an instrument of collecting information and data for productive and winning schools.

The researcher plans a modus operandi for the group of principals and trouble shoots the problems whilst monitoring their progress. The researcher as the facilitator of the project remains the consultant at all times and adopts an open-door policy.

MODULE 2
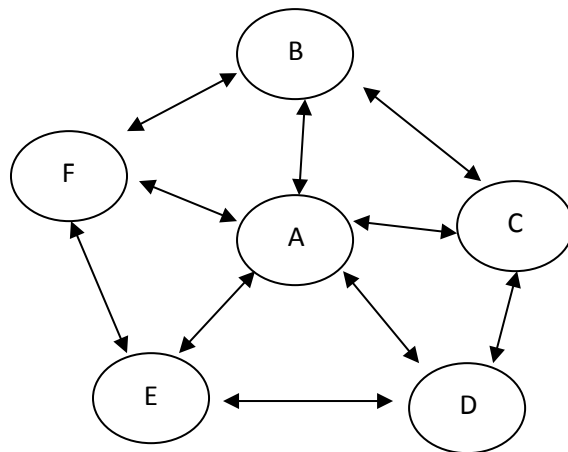
A: Researcher (Qualitative)

B: Principal

C: Principal

D: Principal

E: Principal

F: Principal

These matters as quoted by Arter et al. (1993) are matters of classroom experience to:

- Principals
- School Management Governance Developers

Matters are:

- Grade 12 pass rate
- Assessment
- Instructional Leadership

The task of the guidelines is:

- To close gaps and shortcomings in teaching and learning.
- To ground the principals in the art of improving the quality of teaching and learning.
- To help the principals to structure and implement improvement plans and guidelines on Grade 12 learners' performance.

The innovative model in the study helps:

- To locate both the researcher and the subjects in interviewing and observation settings.

- To allow a two-way communication, involvement, problem solving, participation, and action oriented encounter.

- To open windows and avenues to each participant's experience of how others, as principals, feel and think about the world.

- To allow principals to interact with teachers and school management governance developers as colleagues to accomplish a common purpose of establishing high achieving schools.

- To stage a forum which helps principals to review their roles on their own or as a collective.

- To find, as a collective, a panacea for their problems

MODEL 3
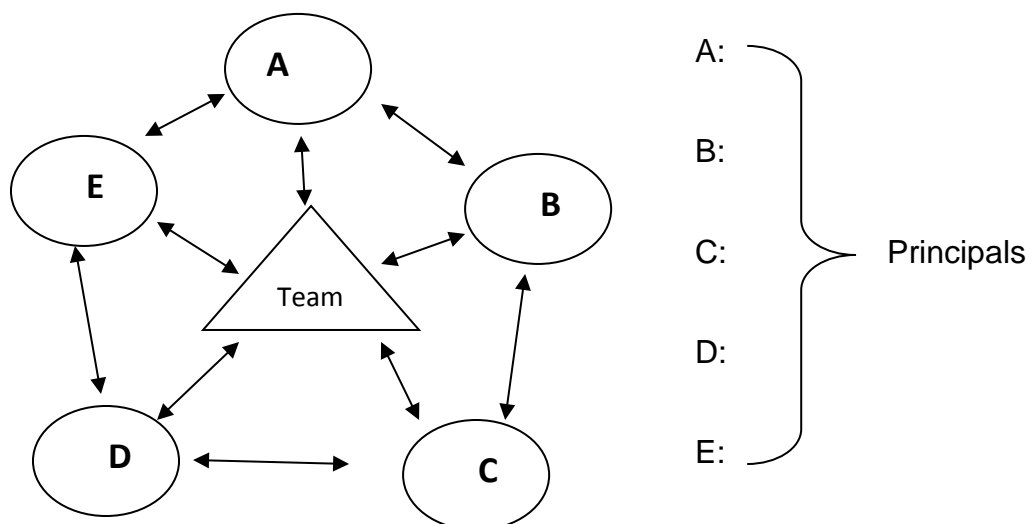
This model helps principals:

- To operate, without the researcher, to solve their class performance problems.

- To reconvene as a collective to find common ground on identified problems.

- To operate as a cluster for the common purpose of structuring improvement plans and guidelines for a winning team.

- To operate as a team beyond the realm of instructional leadership in other areas of school management.

APPENDIX J

GLOSSARY

These guidelines need to be read together with the Research Project document and concepts herein are explained below. It should be noted that no chronological sequence will be followed, but the order of use in this guide.

GLOSSARY

- Guidelines: views and perspectives expressed to help education practitioners to improve teaching and learning in their field of operation so as to realise positive outcomes.

- Guide: documented guidelines aimed at improving instructional leadership skills of education practitioners in their leadership

- Instructional Leadership:

  i)   The ability of the administrator to support teachers to boost their   ability to perform to their maximum in enhancing learners' performance.

ii) The ability of the principal and his / her decisions based on sound beliefs and practical, proven professional knowledge.

iii) Direct interaction of the principal with teachers, through leadership of decision-making groups, and through interaction with parents and others connected with the school.

iv) It is the process of influencing the activities of an organised classroom towards goal-setting and goal achievement.

v) A mechanism and strategy to create a conducive environment for effective teaching and learning to take place.

vi) The ability of the principal to create a sound culture for teaching and learning to take place aimed at improving learner performance.

vii) Detective approach to shift the principal's leadership style to the core business of education; that is, teaching and learning.

viii) The ability of the principal to establish a well-developed instructional programme to improve learning performance in school.

- Interview: the interview is essentially a form of human interaction and may range from an informal chat to the most carefully prepared and carefully systematised set of questions and answers laid out in an interview schedule.

- Instructional barriers: those variables caused by history which may impact on the instructional leadership as a vehicle to improve the leadership skills of the principal.

- History: would mean, the apartheid system of education.

- Grade 12 Learners: those learners in their twelfth year of schooling, previously known as Standard 10.

- Instructional Plan: a coherent course outline composed of a series of units and activities.

- Views and Perspectives: a critique and a link point between theory and practice, and practical, visible, positive outcomes.

- A group session in which participants meet in one discussion unit plan and how the activity is going to be pursued and brainstormed about its contents and contexts.

- Parallel: a session when groups break to engage and interact critically about views and perspectives raised in the guidelines.

- Dysfunctional Schools: those schools which are performing below the benchmarks prescribed by the Free State Education Authority.

- Tracking device: an administrative schedule used to expose shortcomings in a school system.

- Monitoring tool: a management tool used to track curriculum flaws in teaching and learning and to suggest a strategy effective and efficient enough to solve the problems.

- Mentor: a guideline compiled with the aim of improving grade 12 examination performances.

- A research activity: A hands-on human encounter aimed at exposing challenges in a school system and suggests workable solutions grounded in an efficient and effective track record.

- Personal profile: an activity in which subjects divulge their strong and weak points and challenges in their professional practice.

- Leadership: an activity in which learners divulge their strong and weak points and challenges in order to make teaching and learning possible for possible, positive performance outcomes.

- Project review: the condition in which the researcher modifies a research strategy to be of service in the guide.

- Hunch: a guess taken by the researcher of the direction to be taken in terms of the guidelines.

- Leadership profiles: the world-view of principals shaped by history embedded in their professional and academic practice in leading their schools.

- Slant: the art of presenting information from a particular point of view.

- Improvement: in the context of teaching and learning it means sound assessment practices from the principal whose leadership is grounded in the realities of the classroom, to bring about increased effectiveness in aimed for objectives.

- Review: its function is to review what others have done in an area not necessarily identical to what this research is doing but similar to its own area of study; or on the basis of what is known, to proceed in a direction to unearth new information.

- Instruction: is the way in which education is normally provided. The concept of instruction is the key purpose of school systems and it articulates the whole question of why educate.

- Learners' outcomes: measurable results, most often used by the public to evaluate the effectiveness of a school's production process.

- Clinical classroom supervision: a focused learning challenge experienced by the teachers and learners. Through dialogue between the principal and teachers, didactic support is provided, followed by informed feedbacks.

APPENDIX K

Guidelines for situation-bound instructional leadership

This study does not wish to project instructional leadership grounded in teaching and learning as the panacea for all problems found in schooling. The concept situation bond wants to project and create a space for the effective and efficient operation of these guidelines.

The concept of efficiency would mean the following:

- The ability to get work done.

- The ability to help the teachers and learners to achieve their performance goals.

- The ability to help teachers and learners to be assertive and confident in their roles as members of a winning school.

- The ability to improve the quality of teaching and learning.

- The ability to use relevant instruments and tools to predict the examination results before learners sit for the examinations.

The concept of effectiveness would mean the following:

- The ability to set and establish a team of teachers and learners able to establish realisable goals.

- The ability to set and establish a team capable of operating independently and being able to achieve established goals.

- The ability to initiate collaborative skills with members of a team which falls short of reaching the established goals.

- The ability to initiate and keep a team able to sustain productive outcomes.

- The ability to encourage, guide and keep a team capable of providing accurate and non-threatening feedbacks concerning performance outcomes of learners subject to endorsement by the external examinations.
- The establishment of high performance as a norm and the ability of the schools' teams to achieve it without the principal's stern supervision.

In light of the above, it is clear that the concept situation is about norms, values and ideas, and about instructional leadership grounding.

Having brought instructional leadership as a guiding motif for effective schools, Smith and Andrews (1989: 2-4) identify the following areas of strategic interaction:

- Being a resource provider; acknowledge teachers for exemplary teaching and encourage them to share their expertise with others; know the strengths and weaknesses of teachers and show genuine concern for their health, welfare and professional growth; create a climate of 'willing to take risks' for the success of the establishment.
- Being an instructional resource; the principal should be able to identify good teaching and provide feedback that promotes professional growth.

  Being a communicator; the principal should be able to communicate these beliefs:

  1) Success builds upon success
  2) Schools can enhance student success
  3) All children can learn and experience success
  4) Learners' outcomes must be clearly defined to guide instructional programmes and decisions.

It should be noted that effective instructional leaders must make it a point to visit classrooms at least once a week. These visits should be structured to show that they have meaning and purpose; they validate the idea that the classroom is where the truly important activities in a school occur and that instructional leadership is the most critical responsibility of principals.

On class visits, Glatthorn (1984: 33) mentions administrative monitoring or drop-in supervision. Their purpose should be:

1) To see teachers at work under normal conditions

2) Teachers should be learning in a cooperative way

3) To be able to gauge the atmosphere of a classroom

The person-to-person encounter should last anywhere from five to fifteen minutes; in this regard the administration must provide feedback to the teachers and should write a note of encouragement and praise about specific teaching strategies or management.

It should be noted, however, that people follow because they share the leader's dreams, not because they are afraid.

APPENDIX L

Some research authors on instructional leadership

- Edmonds (1981: 26): Effective schools researchers hold that a key element of an effective school is an effective principal. The principal has to be the person the instructional personnel look to for instructional leadership in the system. If they do not, the implications for the school are considerably negative.

- Andrews and Soder (1987: 71): Identified instructional leaders as a principal performing at high levels in four areas: resource provider, instructional resource, communicator, and visible presence in the school.

- Niece (1983: 16): Found three major themes in his qualitative research on effective instructional leaders. First, effective instructional leaders are people oriented and interactional. These principals did not let themselves become schedule bound and isolated from the day-to-day operations of the school. They interacted with all. Second, effective instructional leaders function within a network of other principals. The principals made sure they keep in close contact with their peers, on both the formal and informal levels. These networks were on local, state, and national levels. Third, effective instructional leaders were found to have had administrative practitioners who had acted as mentors to them.

- Smith and Andrews (1989: 122): Identified four areas of strategic interaction conducted by instructional leaders that lead to higher levels of student achievement.

- Being a resource provider, the teachers in the school are its greatest resource, and they must be acknowledged for exemplary teaching and encouraged to share with others. The principal must know the strengths and weaknesses of the teachers and show genuine concern for their health, welfare, and professional growth. This caring approach creates a family willing to take risks and approach change positively.

- Being an instructional resource. The principal identifies good teaching and provides feedback that promotes professional growth.

- Being a communicator. The principal must communicate to the staff the essential beliefs that (1) all children can learn and experience success; (2) success builds upon success; (3) schools can enhance student success; and (4) learners' outcomes must be clearly defined to guide instructional programmes and decisions.

- Being a visible presence: To create a visible presence in day-to-day activities, principals must model behaviours consistent with the school's vision; live and breathe their beliefs in education; organise resources to accomplish building up the school and district goals; informally drop in on classrooms; make staff development activities a priority; and most of all, help people do the right things and reinforce those activities (Andrews, Basom & Basore, 1991: 100).

Andrew, Basom and Basore (1991: 120): Effective instructional leaders must make a point of visiting classrooms weekly. These visits should be structured to show that they have meaning and purpose. They validate the idea that classrooms are where the truly important activities in a school occur and that instructional leadership is the most critical responsibility of the school principal.

Glatthorn (1984: 56): Describes these class visits as administrative monitoring or drop- in supervision. Their purpose should be to see teachers at work under normal conditions; they should be learning-centred, with an emphasis on the teacher's purpose, the learning experience, and the atmosphere in the classroom. The visits are very informal in nature compared with the formal evaluation approach. They can last anywhere from five to fifteen minutes and require no systematic approach by the principal. Afterwards, the administrator must provide feedback to the teacher and use the observational data as part of an ongoing assessment of the instructional programme and climate of the school.

Frosiska (1994: 45): He discusses instructional leadership as critical to the development and maintenance of an effective school. The focus must always be on student learning, and principals must supply teachers with resources and incentives to keep their focus on students. Principals must keep teachers informed about educational tools and developments in the field of effective teaching. They must also be available to teachers to help critique these tools and teaching practices and to determine their applicability to the classroom.

Krug (1992: 50): Principals who create an exciting and reinforcing learning environment will find that students and teachers will want what needs to be done.

Lezotte (1991: 24-28): The study of leadership in effective schools suggests first, that they are led by individuals with the vision that learning in a democracy must be inclusive learning for all. Second, these individuals can communicate this vision to others in the school so they come to share the vision and commitment. The vision of principals cannot endure unless the leader can create a critical mass of support for it amongst those helping to implement it. If the leader has teachers who also

believe that schools in a democratic society must be committed to learning for all, the journey is a bit easier and progress is likely to be realised more quickly.

Firstly, a common misunderstanding is that strong instructional leadership means the principal runs the school and teachers like a tyrannical slaveholder. Those who think this have not kept up with the literature on effective leadership. Effective leaders lead through commitment, not authority. People follow because they share the leader's dreams, not because they are afraid. Secondly, misunderstanding involves professional autonomy and individual freedoms. These critiques think a teacher who publicly becomes part of the principal's shared vision abdicates professional autonomy. This is misguided and does not do justice to teachers who have a basic need to be part of a community of shared values. Thirdly, another misguided argument says that striving to organise schools, classrooms, and instruction to assure learning for all is anti-democratic. These critics often add that if we teach so that all students learn the intended curriculum, we will normally have potentially high achieving students, and that learning for all denies individual differences, or at least purposely sets out to suppress them. Finally, if our democracy is to flourish in the long term, it must be based on an educated electorate. High achievement is forced by challenges from below, as well as challenges from goals set from above. Learning for all does not deny or suppress individual differences. Learning does more to liberate the individual and individual differences than any other single factor.

Whitaker (1997: 155): Holds that the real unknown is how many administrators are waiting to be given the encouragement to exercise the transformational leadership role needed to galvanise school. Instructional leadership and effective schools have

gone hand-in-hand from the beginning. This long-standing relationship may be the best hope for public education through this decade and into the twenty-first century.

Little (1993: 129): Suggests the following guidelines for prospective and practising principals:

- Talk openly and frequently with teachers about instruction.

- Make suggestions, give feedbacks, and solicit teachers' advice and opinions about classroom instruction in an inquiry-oriented approach.

- Strive to develop cooperative non-threatening teacher-supervisor partnership characterised by trust, openness, and freedom to make mistakes that are crucial for analysis of the complex art of teaching, its behaviours and effects.

- As instructional leaders, the emphasis is on the study of teaching and learning and a willingness to model teaching skills.

- Effective instructional leaders are deeply committed, not only to enacting school improvement and reform but also to enhancing the professional community in schools.

- Work to provide time and opportunity for peer connections among teachers. This will send powerful messages to teachers: that collaborative processes among educators can be realised (in contrast to a principal's authoritarian approach); the upliftment of teachers can take place to assist them to be thoughtful responsible, growing professionals; that a belief that growth and development are most likely to occur with open, mutual, critical dialogue amongst professionals, rather than judgmental, criticism.

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- The development of core human and social resources; for example, promoting a positive school.

- Sesgiovanni and Starratts (1998: 93): Instructional leadership (also called supervision) is explicated in depth and viewed as a moral enterprise in which teachers work together as colleagues, using peer observation, mentoring, and action research to better understand practice.

- Short (1995: 56): Has called for more research into the effects of leader behaviour on teacher behaviour; the relationship of instructional leadership to teaching, instructional leaders' characteristics; and conditions necessary for effective instructional leadership.

- Blasé and Blasé (1999: 349): Modelling (such as, suggestion and giving feedback) is viewed as an impressive example of instructional leadership, that primarily yields positive effects on teacher motivation, as well as reflective behaviour, including increases in innovation / creativity, variety in teaching focus, and planning / preparation.

- Calhous (1994: 73): Argues that without class-and school-based data about learning, specifically the impact of implementing new strategies on student learning, teachers cannot properly determine the effects of what they do in the classroom.

According to the data gleaned from this study, teachers largely fail to use action research to study student readiness.

APPENDIX M

Assessment related to barriers of learning

Barriers related to learning cannot be assessed without referring to the apartheid education system. Education is a process; it is not an instant fix, on which a ten-year period of transformation can hoist a victory flag. Professional growth, incentives and assessment, in most historically black schools are non-existent. Whilst instructional leadership is the core business of this research, there are still barriers in the system, which mitigate against efficient and effective assessment strategies to realise expected teaching and learning outcomes.

Research barriers from relevant downtrend studies:

- Rote learning and examination-driven teaching and learning methodology that teachers were exposed to for years, prevents them from transforming into a problem-solving and critical thinking mode of assessment.
- Inadequate and low-qualified teachers in the system have become a barrier against effective and efficient school governance.
- Poor provisioning of both human and physical resources in rural areas is still a barrier against quality education.
- Poor Grade 12 examination results, in most schools in rural areas, have eroded parental confidence in high school education.

- Regulated school management by both the province and the National Department of Education, due to lack of competencies from principals, has led to a lack of empathy for school management teams.

- Some education districts are not able to respond to community needs and in return, experience a top-down approach from the province, resulting in eroded confidence by school management.

- There is no link, in terms of clear-cut authority, between the principals, the district and the province to manage schools; thus, stress is placed on collaborative and participative work.

- Insufficient clarity with regard to the absence of instructional leadership engagement.

- Absence of involvement and knowledge on the new curriculum implementation by stakeholders.

- Lack of school leadership grounded in classroom instruction.

- The goals that exist between school management teams and curriculum. Instructional initiatives and innovations.

- According to Chisholm and Valley (1996: 1), the collapse of a culture of learning and teaching is most pronounced in secondary schools.

- Positive indicators from recent studies.

- Kruger (2003: 206): In his study data obtained from the literature review, interviews, observations and the study of school documents are reported. An outcome of the study was that schools that had experienced good matriculation examination results for a number of

years are characterised by a sound culture of teaching and learning, resulting from effective instructional leadership.

APPENDIX N

Findings and recommendations from previous research.

1. There is relationship between learners' academic achievement and the practice of instructional leadership by principals. The relationship between the learners' academic achievements and the practice of instructional leadership is direct.

2. The discussion of a learner's academic progress in the various school subjects by the principal and the teachers has a positive impact on a learner's academic achievement.

3. Thus, the first conclusion drawn is that there is a very strong positive relationship between a principal's instruction leadership practice and a learner's academic achievement. The second conclusion is that by giving sufficient attention to the instructional leadership role, a principal can positively influence a learner's academic achievement role and vice-versa.

4. The principals of low performing secondary schools should strongly encourage the teachers in their schools to form an academic network with teachers in high performing secondary schools.

5. According to research, high-quality professional development programmes are characterised by the following:

   ▪ A focus on student learning and specific problems practitioners' face.

   ▪ Reinforce and sustain group work and collaboration among teachers, principals, and district personnel.

- Link directly with day-to-day work in real schools and classrooms.

- Sustain a consistency of focus over time; and

- Use feedback from teaching and learning to inform programme development and evaluation.

6. Students see teachers when they treat students respectfully and teach well (Lichonat & Davison, 2005: 62, Journal of research in character education www.infoage.non.fall 2003).

7. Programme on institutional management in higher education (IMHE).

8. Alexander, G. et al.: Do educators in the Free State Province of South Africa engage learners via outcome based teaching styles? Camla – RAY 2010 Soc, 24 (1); 15-22 (2010) (p 20)) The findings reveal that educators have a preference for traditional learning and teaching styles. This is in contrast to the OBE approach which was introduced into the South African education system in 1997. The findings are hardly surprising. The United States of America is the country that use OBE in their education system (in their case, known as master education or performance based education), yet according to Conti (2004) the dominant teaching style used in American schools is leader control or the rote learning approach.

9. Micheal Van Wyk. (2007)

They explain that there should be full participation by students and they should put their best effort to the group activity. They also hint that task members must be aware of their obligation to themselves and to the group as a whole. Van Wyk (2007) added that when learners understand that they are interdependent on one another, they become obliged to work to achieve the goals of the group.

10.. Face-to-face promotive interaction

The explanation here is that members ensure that others succeed as they are also progressing. Individuals in the group take it upon themselves to explain and assist one another for understanding and completion of tasks. Johnson and Johnson (1986) earlier identified three ways in which the interaction process amongst learners takes place. Learners compete with one another to determine who is the best (competitive goal structure), or they work on their own to achieve a goal (individualistic goal structure), or they work together to achieve a common goal (cooperative goal structure), after which the group as a whole is rewarded.

11. Individual and group accountability

The proponents of the five elements explain that first, each task team member is responsible in demonstrating mastery of the content under study and secondly, each member is accountable for their learning and work, therefore eliminating "social loafing". In support of this assertion Van Wyk (2007:157) argues that "The purpose of any learning activity is to pursue maximum individual learning performance. Feedback mechanisms are necessary to determine each learner's mastery level, if learners are expected to support and help one another." Slavin (1987) and Smith (1987) both agree to the issue of individual responsibility eventually contributing to the success of the whole group.

APPENDIX O
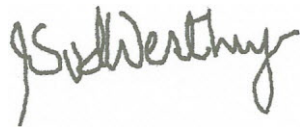## Editing Proofreading: Ms Jeanne Van Westhuizen

7 August 2015

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However, the thesis was not resubmitted for control of its final form.

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APPENDIX P

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Designing an instructional leadership framework for under performing secondary schools in the Free State Province by Emmanuel Ntele\ Thejane, submitted in accordance with the requirements for the degree of DOCTOR OF EDUCATION in the subject DIDACTICS at the UNIVERSITY OF SOUTH AFRICA.

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APPENDIX R

Electronic Probes (ref thesis Chapter six (6.3); p.192 (last cover page of this thesis)

    (d) CD on the voice of the principals

    (e) DVD on the photos of the principals

    (f) Memory stick of the thesis

APPENDIX T

Comparison of the November 2014 NSC examination performance with the final combined November 2014 and 2015 Supplementary examination results
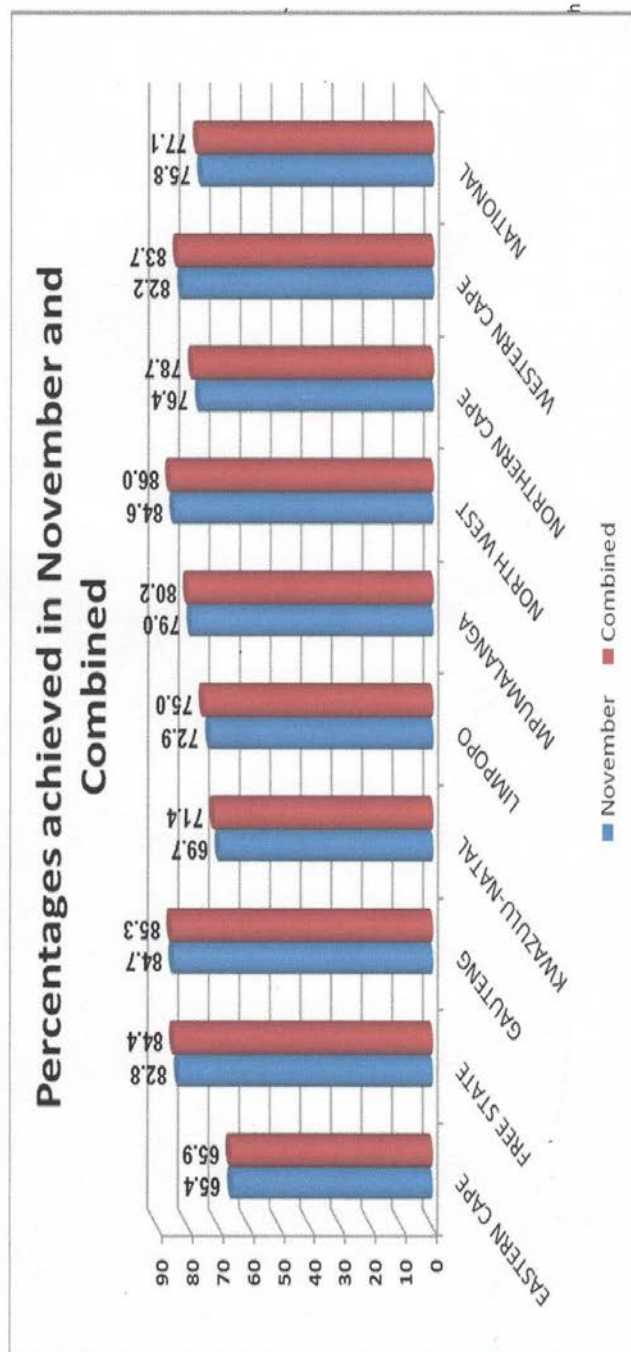
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APPENDIX U

FREE STATE

District	ANA 2014	NSC 2014
Fezile Dabi	55.8	83.7
Lejweleputswa	53.6	80.8
Motheo	53.9	80.7
Thabo Mofutsanyana	56.9	87.6
Xhariep	45.1	78.2

Universal ANA and NSC 2014

basic education
Basic Education
REPUBLIC OF SOUTH AFRICA

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APPENDIX U₁

Free State, 2014

APPENDIX U₂

GAUTENG

District	ANA 2014	NSC 2014
Ekurhuleni North	65.7	88.7
Ekurhuleni South	70.7	79.7
Gauteng East	65.7	81.2
Gauteng North	57.1	86.7
Gauteng West	60.0	92.7
Johannesburg Central	62.3	81.2
Johannesburg East	61.9	83.9
Johannesburg North	59.3	85.6
Johannesburg South	55.1	88.1
Johannesburg West	61.3	86.3
Sedibeng East	67.0	91.2
Sedibeng West	59.0	78.3
Tshwane North	59.9	84.0
Tshwane South	64.8	87.0
Tshwane West	53.1	84.1
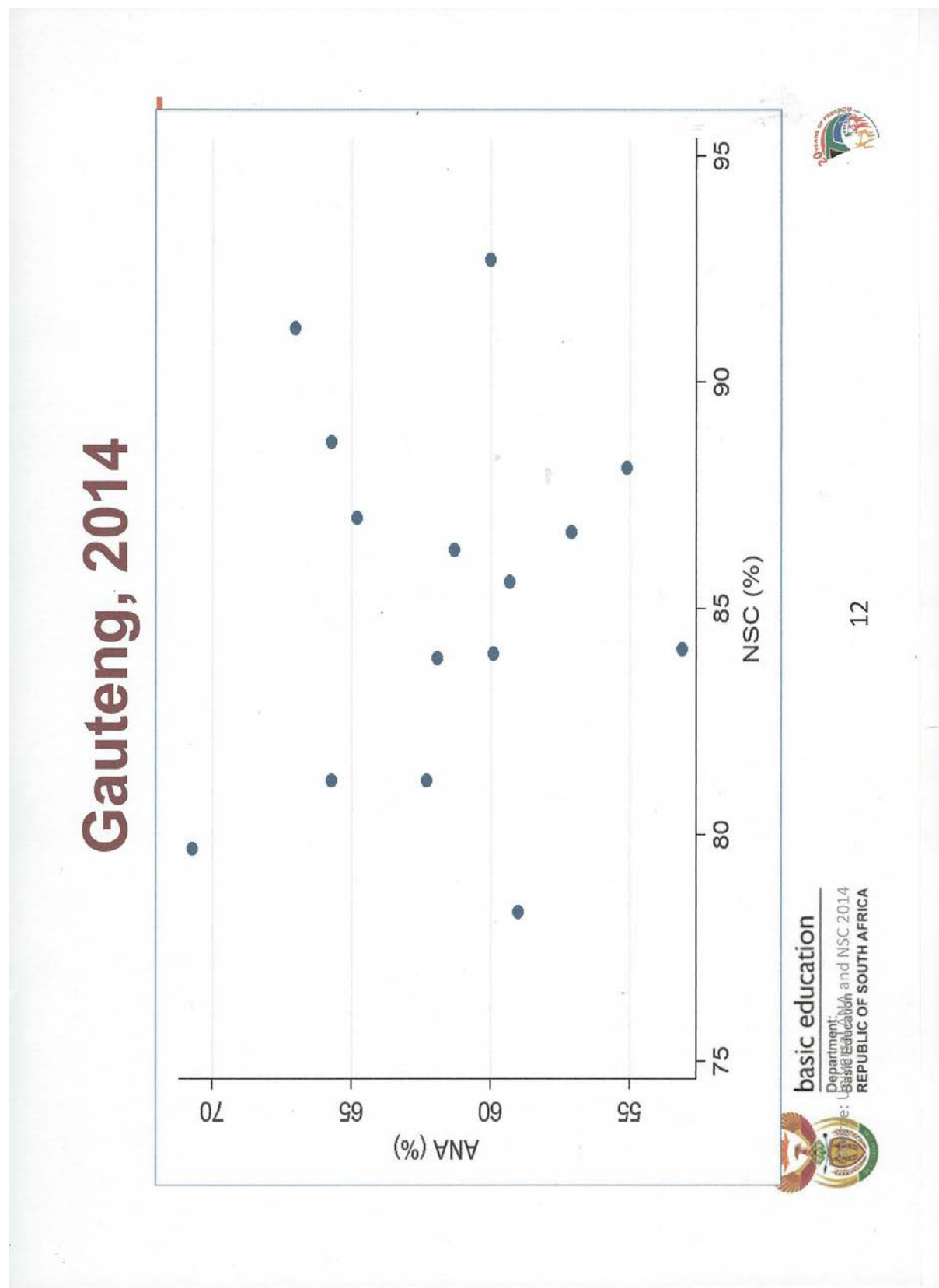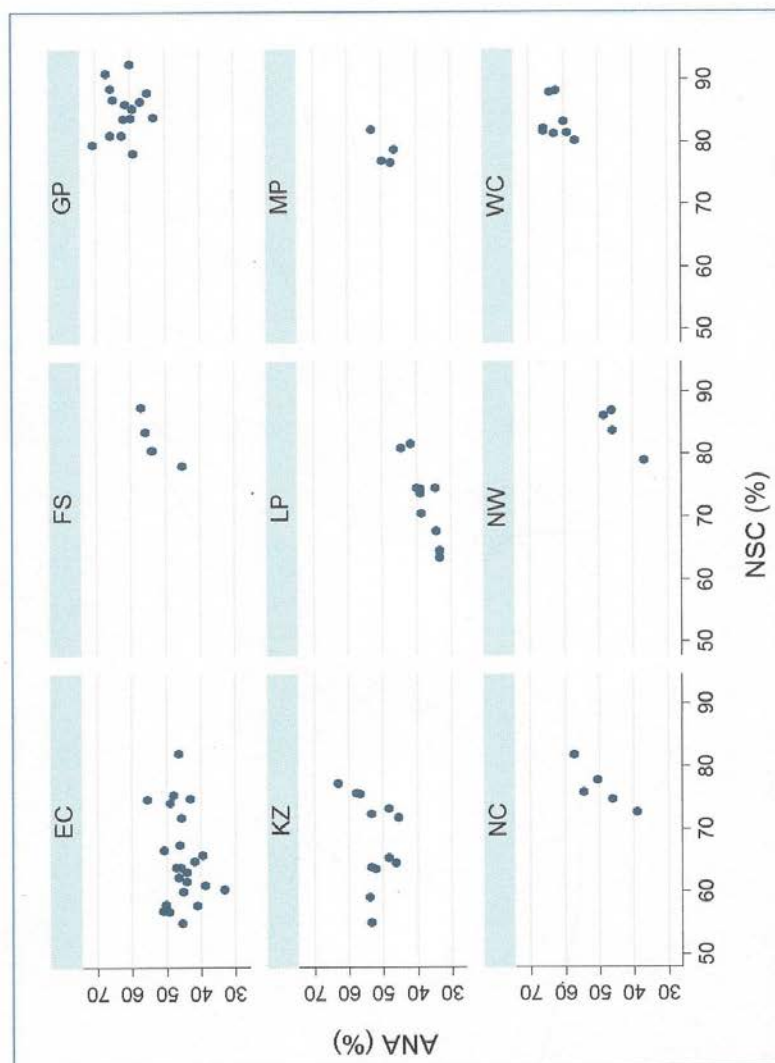
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APPENDIX U₃

Gauteng, 2014

APPENDIX W

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I hereby attest that I have copy-edited the following PhD thesis by Emmanuel Ntele Thejane:

Designing an instructional leadership framework for underperforming secondary schools in the Free State province

However, time did not allow me to complete the addenda.

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