LIST OF ABBREVIATIONS

BELAB	BASIC EDUCATION LAWS AMENDMENT BILL
CA	COLLECTIVE AGREEMENT
DOBE	DEPARTMENT OF BASIC EDUCATION
DOE	DEPARTMENT OF EDUCATION
ECDOE	EASTERN CAPE DEPARTMENT OF EDUCATION
EEA	EDUCATORS EMPLOYMENT ACT
EEEA	EDUCATORS EMPLOYMENT EQUITY ACT
ELRC	EDUCATORS LABOUR RELATIONS COUNCIL
FOS	FRIENDS OF THE SCHOOL
HOD	HEAD OF DEPARTMENT
LRA	LABOUR RELATIONS ACT
PAM	PERSONNEL ADMINISTRATIVE MEASURE
PPN	POST PROVISIONING NORMS
RCL	REPRESENTATIVE COUNCIL OF LEARNERS
SASA	SOUTH AFRICAN SCHOOLS ACT
SAP	SCHOOL ADMISSION POLICY
SGB	SCHOOL GOVERNING BODY
SSE	SCHOOL STAFF ESTABLISHMENT

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CHAPTER 1
BACKGROUND, PROBLEM FORMULATION AND AIMS OF THE STUDY

1.1 INTRODUCTION

The transformation of staff in former South African model C schools has become an important aspect in a democratic post-apartheid schooling system. This research, therefore, introduces a transformative framework for staffing former South African model C schools as a critical tool for integration by human resource management. Former South African model C schools in the Eastern Cape are experiencing imbalances between the learner demographics and the number of different teachers racial groups, as later revealed in this research thesis. In order for schools to achieve this, it becomes critically important for the human resource management sections of all schools, with the support of the Department of Education in every province of South Africa, to create and drive their own recruitment processes. This will allow for the employment of suitable staff in every school.

If learning is a journey between worlds, School Governing Bodies (SGBs) have a crucial role to play in mediating them by establishing a public space for the voice of different communities to be expressed and deliberated (Ranson 2010: 291-298). There are two particular challenges to SGBs concerning the staffing of schools: firstly, there is a persistent shortage of quality teachers – a shortage which becomes chronic in certain subject areas; secondly, there is the reality that in some communities, parents are simply not prepared to accept the teacher to pupil ratios and limited curriculum choice that would exist if schools were reliant only on state staffing allocations, and are prepared to pay higher fees to supplement the school staffing (Roos 2009: 60).

Roos (2009: 60) further suggested to address this dual challenge, SGBs make full use of at least the following: their right to advertise, interview and nominate the teachers of their choice (this has increasingly led to confrontation between SGBs and provincial education departments seeking to make appointments other than the number one nomination from

the SGB; the provisions in the South African Schools Act (SASA) to employ additional teachers on behalf of the school; SASA allows them to top-up the salaries of state-paid teachers to be able to compete in an increasingly cut-throat market; bursary and learnership schemes to train teachers to be employed at the school once they are qualified.

Even with their uneven success as the fourth tier of democratic government, school governing bodies reflect, in many respects, the most important interactions that citizens have with the state (Woolman & Fleisch 2008: 47-80). According to Heystek (2011: 455-468) school governing bodies in South Africa are expected to have an important role in ensuring high-quality education in schools as well as in the democratisation of the post-apartheid South Africa. In research that was done by Mncube (2007: 129-143), it was partly found that SGBs perpetuate rather than prevent the apartheid-era inequalities of race, gender and social class. During the apartheid era, the schooling system was strictly segregated by race, with people who were classified "white" having access to well-resourced schools and those classified African having the least resourced (Soudien 2010: 353). Since 1994, when democracy was established in South Africa, there has been a radical overhaul of government policy from an apartheid framework to provide services to all South Africans on an equal basis (Dalton, Mckenzie & Kahonde 2012: 1).

On the equality dimension within the South African Education system as argued by Wolhuter (2014: 21), stark inequalities exist with respect to population groups; gender; socio-economic descent: and geography. Wolhuter (2014: 3) argues that a systematic, holistic, comprehensive evaluation of the education system is missing. Drawing from this, Alexander (2014: 324) argues that the staff complement in most of the historically white schools may not necessarily reflect the cultural and linguistic diversity of the learners enrolled. Thirteen years back, in a radical effort directed at deracialising the education system, the Gauteng Department of Education (GDE) in South Africa cautioned historically white schools to employ at least 50% black teachers by 2005 as part of its equality plan (Alexander 2010: 324).

According to The Mail & Guardian (September 28, 2017) studies indicate that there is a direct correlation between the wealth of a school and its outcomes, so pupils in well-resourced schools perform better than their counterparts in the poorest quintiles. However, there has been indications in the past that governing bodies may play a positive role in the school and the community to build democratic foundations that will lead towards sustainable high-quality education for all children (Heystek 2011: 455-468). Key recommendations previously made by Mafora (2013: 227-240) indicated that the staffing function as an aspect of Human Resource Management should be decentralised: SGBs must be empowered to make teacher-retention decisions and facilitate related activities of school principals. This statement, however, is in direct contrast to recent (2017) allegations that the National Department of Education is suggesting the removal of powers from SGBs to appoint senior staff at their schools.

1.2   PROBLEM FORMULATION

The researcher became aware of the many challenges within the education sector in South Africa today in his 18 years of secondary school teaching. First, for four years at so-called township schools (1996-2000) and the remaining 14 years at two former South African Model C schools in the Eastern Cape Province of South Africa. Drawing from this experience the research topic has its origins embedded in the researcher's quest for a better understanding of the staff employment processes the SGBs of the former Model C schools in South Africa are using to facilitate transformation in a democratic South Africa. The researcher believes staffing for transformation, not only in the former Model C schools but also in township schools, is crucial to address inequality with regards to teaching and learning in South Africa.

Education sector stakeholders in this country, through this research, must be able to see and identify the need for change and transformation in many areas of education. It is important to find solutions to challenging issues such as staffing in former Model C schools, new educators facing challenges of adaptation, SGBs facing challenges of recruitment and selection. This study aims to assist SGBs to bridge the gap between their

staffing needs and the need for transformational change in a post-apartheid South African schooling system that will enable and motivate positive teaching and learning.

Therefore, this study is important to create strategic solutions that will lead to developing a transformative framework for SGBs: to bring positive change through staffing processes; to make a valued contribution to the general body of knowledge with specific reference to the field of Educational Leadership and Management; to stimulate further research into staffing matters within different sectors of education; and to also serve as a transformational framework on staffing to all school governing bodies in South Africa and elsewhere.

Reflecting on South Africa's third decade of democratic dispensation, South African schools are expected to comply favourably with the principles and values of the South African Constitution of 1996. It was obvious to the researcher that some of the SGBs of the former South African Model C schools in the Eastern Cape Department of Education did not favourably comply with the principles of democracy, transformation and equality with regards to their staff employment processes.

1.3   RESEARCH QUESTION

The following main research question guided this study:

What transformative framework for staffing former South African Model C schools would best address challenges in implementing transformative staffing processes?

1.3.1   sub-research Questions

To be able to develop a transformative framework for staffing the former Model C schools in South Africa, the researcher had to ask the following three sub-research questions:

- What are the critical staff employment challenges experienced by SGBs at former South African Model C schools?
- What aspects should guide a transformative staffing framework to address the gap between staffing needs of SGBs and departmental policy?
- What comprehensive and transformative framework would address staffing challenges currently experienced by SGBs at former South African Model C schools?
- What should district officials, principals and School Governing Bodies recommend when transformative staffing frameworks are carried out at former South African Model C schools?

These sub-questions including the main research question were open-ended-questions, allowing for several follow-up questions which led to much in-depth knowledge about the research topic.

1.4   AIM AND OBJECTIVES OF THE STUDY

The principal **aim** of this study is to investigate the current staffing processes at former South African Model C schools and to suggest a transformative framework that will facilitate transformative staffing.

The **objectives** of this study related to the aim mentioned above are:

- to identify critical issues about staffing processes employed by SGBs of former South African Model C schools
- to suggest guidelines in support of a transformative staffing process
- to address the gap between staffing needs of SGBs and departmental policy for transformative staffing
- to recommend strategies for application by SGBs to address challenges of transformative staffing.

1.5   THEORETICAL FRAMEWORK

The researcher held that five theories had to be explored to make sense of the research topic. As a result, the theories of democratic governance, organisation, systems, transformational and collaboration in education, directly supported the theoretical stance this research intended to hold, which constitutes the whole of chapter two of this study. Only an overview of these theories is presented here.

School governance refers to the involvement of the relevant stakeholders such as parents, educators, learners and non-teaching staff, in making decisions about how the school should be governed according to the provisions of the SASA (Duku 2006 in Mavuso & Duku 2014: 454). Democratic school governance is defined as governance where decision making is based on consultation, collaboration, cooperation, partnership, mutual trust and participation of all affected parties in the school community on an equal basis (Mabovula, 2009: 219; Grant-Lewis and Naidoo 2006: 418; Sayed (1999), cited in Mgadla & Velaphi (2014: 3).

Mgadla & Velaphi (2014: 4) declares that democratic school governance is underpinned by principles of equality, consultation, consensus and collaboration; in fact, applying these principles translates into equality and participative decision making. Consequently, the researcher implied that SGBs and its functions in a post-apartheid South Africa are embedded in school governance processes and need to be explored.

Organisational theory in this study was not just a collection of facts, but a way of thinking about organisations and how people and resources are organised to collectively carry out a specific purpose; it was a way to see and analyse organisations more accurately and deeply than one otherwise could (Daft 2012: 24). Bolman and Deal (2013) in Gutierrez (2014: 75) discussed organisations, schools included, as both challenging and exciting places, and states the reality that organisations are also complex, surprising, deceptive, and ambiguous. The organisational theory according to Brazer, Kruse, and Conley (2014: 254) guides understanding of the complexities of schools and districts and can be a basis

for collaborative and effective decision making. They also see leaders as opportunity providers to apply a deep understanding of organisations and how they function, which is a central part of the mission of educational leadership (Brazer, Kruse, and Conley 2014: 255).

Furthermore, Gutierrez (2014: 76) clearly states there is not only one best way to organise, however, but the right structure also depends on prevailing circumstances and considers an organisation's goals, strategies, technology, people and environment as key elements of the organisation. Organisational theory, for this study, therefore, was used to seek understanding of such complexities within the former South African Model C schools with reference to their staffing processes. This theory is discussed in depth in chapter 2.

With reference to the number of theories used in this study, the basic principle of the systems theory declares: the whole is more than the sum of its parts, the whole determines the nature of the parts, and the parts are interrelated and cannot be understood in isolation from the whole. It can also comprise subsystems as well as units or parts making the whole. Once organised, a system is not simply a collection of parts but a functional entity that has properties that cannot exist independently as a collection of parts (Mizikaci 2006: 43). Schools according to Nielsen (2013: 28) must fall within the systems theory dynamics because of the different parts in which it operates and therefore must be considered as social systems because the roles within the structure of society are established at schools with a commitment to the values of society. The researcher believes that for SGBs of the former South African Model C schools to facilitate transformation successfully, they need to keep the interrelatedness of all operational parts of the school in mind and that staffing, therefore, needs equal attention.

Transformational leadership in this study is the leadership that focuses on innovation, change and reform (OKÇU 2014: 2164). Studies on transformational leadership revealed that: 1. transformational leaders are likely to be associated with empowered followers who possess strong identification with their organisations; 2. transformative leadership contains four components: charisma or idealised influence (attributed or behavioural),

inspirational motivation, intellectual stimulation, and individualised consideration; 3. transformational leaders who display idealised influence, set high standards for moral and ethical conduct, are confident about the future, and set high standards for emulation; 4. transformational leaders emphasise organisational justice, so followers are more likely to identify with their leader and organisation (Zhu, Sosik, Riggio and Yang 2012: 168-212).

The key message of a paper written by Bi, Ehrich & Ehrich (2012: 391-402) reveals that educational leaders have much to learn from a Confucian leadership style that is fundamentally transformational in nature and encompasses moral and ethical, socially critical, and democratic dimensions. Wang and Cagné (2013: 134-142) suggested that we may not need to manage people from different cultures so differently, but there may be appropriate and inappropriate ways to display transformational leadership behaviours in different cultures. This study suggested a transformational leadership approach for the SGBs of former South African Model C schools to integrate their entire staff component successfully into 21st century post-apartheid South African teaching and learning institutions.

Collaboration for this study is a widely used strategy for addressing complex social issues and for facilitating organisational innovation and performance (Woodland & Hutton 2012: 366). Woodland and Hutton (2012) also explain that it is through collaboration that organisations address societal issues, perform tasks and reach goals that fall outside the grasp of any individual entity working independently.

Based on a case study about *Public Collaboration in Transportation*, Majumdar, Moynihan and Pierce (2009: 75) concluded that to make collaboration work, the management team needs to be well-versed with the principles of collaboration, adopt a process of inquiry, and select a model that is most suitable for the target population and its goals.

Collaboration theory in this study will, therefore, form part of the basis of the model through which the former South African Model C schools can successfully transform through the transformation of staff.

1.6 RESEARCH DESIGN AND METHODOLOGY

Kemparaj and Chavan (2013: 89) unveil three important facts of qualitative research: there are methodological approaches which aim to create an in-depth and interpreted understanding of the social world, by learning about people's social and material circumstances, their experiences, perspectives, and histories. It requires researchers to become intensely involved, often remaining in the field for lengthy periods of time; the greatest value of qualitative research is its ability to address questions of relevance to public health knowledge and practice, which are difficult to answer satisfactorily using quantitative methods (Kemparaj & Chavan 2013: 89). The qualitative approach to research offers a unique grounding from which to conduct research that fosters ways of asking questions and thinking through problems.

In this study, an interpretive qualitative research design was used, supported by a social constructivist paradigm, to drive the object of the study and to establish the responsiveness to staffing for transformation in the former South African Model C schools. The researcher believed an interpretive approach will provide a holistic understanding of staffing for transformation.

1.6.1 The literature study

The literature has given insight into the main research problem and to what theorists, in general, said about the topic of inquiry; what experts already researched and documented; and the role functions of the main stakeholders in the study; as well as the current transformational set-up around the world and particularly in the South African education sector. Several sources including journal articles, books and a few newspaper articles were used to create the foundation for this research.

1.6.2   Empirical Investigation

The empirical investigation for this study was cemented in a qualitative research design supported by an interpretive position which assumed the social world is constantly being formed through group interactions, and thus, social reality understood by means of the perspectives of social actors such as the District Directors, principals and members of the SGBs (Nieuwenhuis 2011: 5). Nielsen (2013: 25) argued that the interpretive paradigm is rooted in the idea that organisations (schools included) are socially constructed and exist only in the perceptions of people, that this approach focuses on social interactions and there is no objective reality.

Numerous approaches have been inventoried to illustrate the intermitted roots of interpretive research, including social constructivism, ethnomethodology, interpretive ethnography, symbolic interactionism, and forms of critical theory (Pozzebon, Rodriguez, & Petrini 2014: 296). Despite this great variety of approaches, "what unifies them is their phenomenological base, which stipulates that person and world are inextricably related through the lived experiences of the world" (Sandberg, 2005 in Pozzebon, Rodriguez, & Petrini 2014: 296).

Consequently, the researcher believes that members of SGBs must cohesively work together to enhance growth and development within schools. The interpretive paradigm as a partner to social constructivism, therefore, seems valuable for the study, because it makes the researcher fully engaged as an instrument of data production (Marshall & Rossman 1995 in Oats 2014). According to constructivist theory (Shapira-Lishchinsky 2015: 972), learning is an active process, in which participants construct new knowledge based on their current and past knowledge and experiences. However, structure in an organisation such as the former Model C schools in view of Nielsen (2013: 25), determines the blueprint for formal expectations like a building's framework.

Creswell (2008: 8-9) assumes that within constructivism, individuals seek an understanding of the world in which they live and work and that people develop subjective

meanings from their experiences. So, the goal of this research is to rely as much as possible on the participants' views of the situation being studied. In this worldview, Creswell (2008) points out that meanings are constructed by human beings (such as the district officials, principals and members of the SGBs) to engage with the world they are interpreting and that they engage with their world and make sense of it based on their own historical and social perspectives. Their meaning is always social, coming from interaction with the school community.

Therefore, looking to explore an appropriate framework, this research is fundamentally interested in developing a transformative framework to build capacity for change, innovation and inclusiveness through appropriate and transformative staffing. For this study, the framework refers to an integrated transformative framework of governance and school development.

1.6.3   Sampling, site selection and selection of participants

The sample of participants for this study was 26 of which 3 district officials from the ECDoE, 7 school principals and 15 members of different SGBs. In a focus group study design, the governing bodies of seven former South African Model C schools from three districts in the Eastern Cape Department of Education (DoE) were purposefully selected as sample. The seven principals of the same schools and three district officials responsible for the districts in which these schools operate were also purposefully selected. In-depth individual interviews with each of the seven principals and the three district officials were conducted.

Focus group interviews were also conducted with only five of the seven selected SGBs in the sample (two out of the seven were not available to take part in the interviews). This sample was selected from former South African Model C schools situated in the Grahamstown, East London, Port Elizabeth and Uitenhage districts within the Eastern Cape DoE. More details about each school, members of the governing body, the

principals and departmental officials of the different districts are listed in the appendices at the end of this study.

1.6.4   Data collection methods

The researcher used a digital recorder (VR-Philips tape recorder) to record the data and made use of the following data collection methods:

1.6.4.1   Document analyses

The analysis of important documents was the researcher's first step of data collection before any of the interviews were conducted, simply to gain a broader overview and understanding of staffing to clarify and deal with responses such as "the policy says so," before the interviews. These documents included all relevant legislature and tables reflecting statistical information of staff employed by the Eastern Cape DoE at former Model C schools over the last six years which gave insight into the research problem. A documentary analysis covers a wide range of sources; including official statistics, photographs, texts and visual data (May 2003 in Oats 2014). Document analysis from the school and District DoE in this research was used to broaden the researcher's framework of understanding staffing processes within the sample schools. The framework of documents referred to departmental guidelines for the shortlisting of applicants; minutes of interviews; and documents that must accompany the final recommendation from the SGB to the HOD (which were not made available to the researcher because of the confidentiality clause as was explained by one of the officials of the DoE). It also refers to school policies (such as the transformation policy which the Eastern Cape DoE did not have) dealing with staffing processes and needs analysis documents prepared by the SGBs (which were not available from principals and SGBs) of the respective selected schools.

1.6.4.2 Individual interviews

The researcher made a purposive sample of the following individuals: seven principals in the main sample of schools and three district officials for in-depth individual interviews based on the nature of their duties and responsibilities in relation to the schools selected. Insight into their roles with reference to the needs of the school was gained. This has given the researcher a holistic understanding of staffing processes at these twelve schools, which further validated the study. According to Kemparaj (2013: 93), interviews allow for an important aspect of the research: the participants are encouraged to talk in-depth about their perspectives on the research topic, while in the focus group interview, group discussion is facilitated by the researcher whereby the interaction between individuals generates the data.

1.6.4.3 Focus group interviews

Focus groups are designed to promote and facilitate "interaction" between participants (Robinson 2012: 291). In this study, the researcher purposively selected a sample of seven former South African Model C schools across three districts in the Eastern Cape DoE to do focus group interviews as one of the data collection techniques since school governing bodies exist within groups of individuals. Focus group discussions create an important social space for individuals to interact with one another and so generate data and insights that would not be accessible to the researcher (Kitzinger, 1994; Wilkinson, 1998-1999; Duggleby, 2005; Morgan, 2010). In addition to the non-verbal interaction that should be noted from the group discussions, there are also the non-spoken yet audible dimensions such as laughter (Wilkinson, 2007; Robinson, 2009).

The ideal number for participants in a focus group is usually around six to eight, with twelve people generally agreed to be the maximum (Delamont 2012: 394). For this study, the minimum number of participants per focus group was six per school identified and occurred naturally as individuals serving on the SGBs. However, due to the nature and portfolio-structure of the SGB of the former South African Model C school, the researcher

encountered difficulties to maintain this minimum number of participants at two of the schools selected based on the fact that some SGB members argued that they are not dealing with staff issues and therefore not interested to be part of the interviews. The researcher used open-ended-questions as a tool to create social space for individuals to interact with one another.

1.6.4.4   Field notes

The researcher made use of field notes as an informal method to collect data that might otherwise be excluded from the methods mentioned, for example, inputs from none SGB members and teachers on transformational matters.

1.6.4.5   Data analysis and interpretation

An interpretive perspective in analysing the qualitative data of the study were adopted to create an understanding of how participants related and interacted towards transformative staffing, and how they understood the concept of the transformational framework (Denzin and Lincoln, 2008: 24). The researcher analysed the content data of this study against the co-coding report of a co-coder by using the ATLAS. ti software program using the seven steps in data analysis as identified by (Shahadat 2014: 38):

(i)   *Familiarisation step*: the transcripts were read several times to become familiar with their contents. This step corrected any mistakes within the transcript.

(ii)   *Compilation step*: The second step needed a more focused reading to deduce similarities and differences from the transcripts. The primary aim of this step was to compile participants' answers to certain questions that have been asked during interviews. Through this process, the researcher identified the most valued elements in answers.

(iii)   *Condensation step*: This process selected extracts that seemed to be relevant and meaningful for this study. The main aim of this step was to sift through and

omit the irrelevant, redundant or unnecessary components within the transcript and consequently decipher the central elements of the participants' answers.

(iv) *Preliminary grouping step*: The fourth step focused on locating and classifying similar answers to the preliminary groups. This preliminary group was reviewed again to check whether any other groups showed the same meaning under different headings. Thus, the analysis presented an initial list of categories of descriptions.

(v) *Preliminary comparison of categories*: This step involved the revisions of the initial list of categories to bring forth a comparison among the preliminary listed categories. The main aim of this step was to set up boundaries among the categories. Before going through to the next step, the transcripts were read again to check whether the preliminary established categories represented the accurate experience of the participants.

(vi) *Naming the categories*: After confirming the categories, the next step was to name the categories to emphasis their essence, based on the groups' internal attributes and distinguishing features between them.

(vii) *Final outcome space*: In the last step, the researcher hoped to discover the outcome space based on their internal relationships and qualitatively different ways of understanding the phenomena. It then represented the categories in a hierarchy (Sjöström & Dahlgren 2002 in Shahadat 2014: 38).

The image of our software as a "knowledge workbench" is more than just a lively analogy, it's analytical work involves tangible elements: research material requires piecework, assembly, reworking, complex layouts, and some special "tooling"; a well-stocked workbench provides you with the necessary instruments to analyse and evaluate thoroughly, search and query, your data to capture, visualise and share your findings (ATLAS.ti 7 QUICK TOUR– 2014).

1.7   ETHICAL CONSIDERATIONS AND TRUSTWORTHINESS

The researcher fully participated in and strived honestly to meet all necessary requirements as outlined in the university policies on ethics, and obtained the ethical clearance needed for this study through the UNISA platform provided for, well in advance, of the actual data collection stage of this study. This was done by applying for ethical clearance through the University of South Africa. The selected schools were all based in the Eastern Cape Province of South Africa. A formal application to do research was also submitted to the Eastern Cape DoE for approval. The researcher was able to start with the data collection process after receiving approval for the application.

The researcher participated fully in all processes to ensure the trustworthiness of this research was guaranteed. This was ensured by using appropriate methodological procedures to obtain quality and consistency in data analysis (Akerlind 2005 & Kvale 1996 in Shahadat 2012). Akerlind (2012: 115-127) declares that by checking the validity and reliability of the research, the researcher will ensure trustworthiness in qualitative research.

Singh (2007: 273) suggested that, before discussing the various steps in structuring a research protocol, we would like to say that "honesty" is of the utmost importance in any research and continues to emphasis the important purpose of the research is not to prove or disprove, but to improve.

Kemp (2012: 121) suggest that one of the aims of educational research as a field of inquiry is to advance knowledge of learning processes. Thus, the constructivist inquiry is concerned with constructivism not only as a knowledge framework but also, in certain cases, with constructivist-related areas as the focus of the inquiry itself.

The nature of this research is indeed not to disprove, but to improve and to advance the knowledge of SGBs into staffing processes in a post-apartheid democratic South Africa.

The researcher guaranteed the confidentiality and protection of all participants in this study with an ethical clearance certificate obtained from UNISA.

1.8   DEFINITION OF TERMS AND KEY CONCEPTS

School Governing Body (SGB); Staffing; Former Model C School; Principal; Transformation;

1.8.1   School Governing Body (SGB)

The Western Cape Department of Basic Education (WCDoBE: 2014) defines the School Governing Body (SGB) as a statutory body of parents, educators, non-teaching staff and learners (from Grade 8 or higher) who seek to work together to promote well-being and effectiveness of the school community and thereby enhance learning and teaching. According to the Department of Basic Education (DoBE: 2019), there are over 25 000 public schools in South Africa and every school has a School Governing Body (SGB) that is democratically elected. By taking part in the SGB elections, every parent has the chance to be part of Government's drive to improve learning outcomes and reach the goal of quality education in all our schools (DoBE: 2019). According to Woolman and Fleisch (2008: 34), the legal status of SGBs does not merely enhance various forms of local democracy; SGBs also maintain and create effective social networks that generate new stores of social capital. This study will focus on the SGB (School Governing Body) as an agent of change in all staffing matters.

1.8.2   Staffing

A central issue in the former Model C schools in the South African context is, "transformation of its staff". In this study "staffing" will strictly refer to the employment of teachers by the SGB at the former South African Model C schools in line with State Regulations, full-time and part-time. A vital part of the functioning of any organisation, including any school, is ensuring the best available person is appointed to a vacant post;

this management function is called *staffing*, and consists of various transactions relating to the filling of posts: *job description, staff recruitment, staff selection and staff appointment* (Steyn 2012: 6).

1.8.3   Former Model C school

Knowledge of the operation and functionality of former Model C schools in the South African Educational context has great importance for the correct understanding of their approach to transformation. In an attempt to rectify the quality of education among the different race groups, the South African Government introduced different schooling systems namely Model C, Model B and later the Model D system in which the former Model C school is characterised as follows: 1. In a Model C School funding is used entirely for staff salaries including administration; 2. All staff is selected and appointed by the governing body; 3. Additional staff members can be appointed but are paid by the governing body. 4. The school determines the pupil admissions policy and school fees are legally enforceable. However, no child under the age of sixteen can be removed for non-payment of fees; 5. Besides government staff salaries, the governing body in Model C schools control the running of the school and as long as school fees are paid, can maintain a high level of education as well as extra B mural activities (Shirley 2000: 2).

1.8.4   School principal

The school principal looks after the wellness of the human capacity at the school, supporting educators to the extent where they can perform at their best, nurturing and caring for his staff especially against external influences and demands (Hoppey & McLeskey 2013:245). In a study, Blakesley (2011:31) found that all three of the principals in the study described themselves as problem solvers, relationship builders and handlers of the mischievous of the education system to contribute to the success of their institutions. In this study, the school principal refers to the head of the former South African Model C school. According to the Department of Basic Education (DoBE: 2019), as the managers of our schools and key delivery agents in our education system, school

principals are the most important partners in education and therefore the biggest drivers of better education outcomes.

1.8.5   District official

District official for this study simply refers to the person responsible for the official communication, approval of SGB recommendations for the permanent appointment of staff positions and support in the form of guidance between the school and the District DoE. According to Bantwini (2018: 7), the districts and the DoE in the Eastern Cape Province of South Africa are perceived by their schools, as progressing slowly in their service delivery and in assisting schools with issues that confront them. Furthermore, adding to the declining level of confidence in the districts is the inadequacy of support when schools and teachers need assistance; which can be traced mainly to a shortage of officials who are knowledgeable and who have the necessary expertise to assist schools with their needs (Bantwini 2018: 7).

1.8.6   Legislation

According to the online Business dictionary (2019) legislation refers to the process through which a legislative body, established and empowered to do so, enacts statutes. Vocabulary.com (2019) define legislation as the law enacted by a legislative body at the national, state, or local level. In this study, departmental legislation refers to all the legal documents the researcher had to first analyse to gain prior knowledge into the research problem.

1.8.7   Transformation

Transformation according to Poutiatine (2009: 192) is cemented in nine foundational principles: it is not synonymous with change; it requires consent to change; it always requires second-order change; it involves all aspects of an individual's or organisation's life; such change is irreversible; involves a letting go of the myth of control; it always

involves some aspect of risk, fear, and loss; it always involves a broadening of the scope of world view; is always a movement towards a greater integrity of identity—a movement towards wholeness.

According to the researcher, transformational leadership should, therefore, be geared to understand how we lead the self, individuals and organisations through the process of transformation and it is requesting us to first develop a working knowledge of the transformational process and the theory that grounds it (Poutiatine 2009: 192).

Transformation in this study means the implementation of a transformative framework using informed strategies and guidelines to ensure a positive and transformative change in staffing at the former South African Model C schools.

1.9   DIVISION OF CHAPTERS

This thesis includes six chapters made up as follows:

Chapter 1 – Consist of a brief introduction and background to the study. The researcher outlines the foundations of the research and is proposing what the study will be about, the framework, design and methods used.

Chapter 2 – Contains the theoretical framework on a combination of democratic governance theory; organisational theory; systems theory, transformational theory and collaboration theory to scrutinize the research problem in detail and to explain why these theories are important for the study in which the framework of this research is placed.

Chapter 3 – Consists of a detailed literature study on the following areas of interest:

- International Perspectives on School Governing Bodies
- The historical function of SGBs in South Africa
- The function of SGBs in South Africa today

Chapter 4 – Reveals the research methodology, why this approach is used, population and sampling. Instrumentation and data collection also form part of this chapter.

Chapter 5 – Explains how the empirical data were analysed with the computer software program ATLISti8, the findings of the research revealed and discussed.

Chapter 6 – In this final chapter a summary is given; conclusions are drawn from the literature and empirical investigation; recommendations offered, and limitations of the study are made known.

1.10   CONCLUSION

The period pre-1994 marked the history and purposeful existence of the former Model C school in South Africa. Beckmann and Karvelas (2006: 17 & 28) argued that some former Model C schools took up the challenge, adopted policy and vision to integrate and transform their schools in a post-1994 South Africa. This step was not taken willingly everywhere and, in fact, integration had to be officially imposed on several schools. Changing the democracy of school populations in South Africa will have a positive impact on society and ultimately contribute to a united South Africa.

CHAPTER 2
THEORETICAL FRAMEWORK: MAIN THEORIES SUPPORTING A
TRANSFORMATIVE FRAMEWORK

2.1   INTRODUCTION

This chapter provided a theoretical lens into the various scientific assumptions made by educational leadership and management theorists, that will support the theoretical frame in which this study exists. There has been a great interest in educational leadership in the early parts of the 21st century, mainly because of the widespread notion that the quality of leadership makes a notable difference to the school and student outputs in general (Bush 2007: 391). It is also noted (Bush 2007: 391) that an increased recognition exist whereby schools need effective leaders and managers to succeed in preparing for the best possible learner outcomes.

Bush (2011: 26-27) made it clear that there is no single all-embracing theory of educational management, due to the varied nature of the problems encountered in schools and colleges. Different approaches and solutions are required because some problems are large and complex, and no single theory can encompassing them. Others, although seemingly simple and straightforward, can be better understood using multiple theories. Bush (2011: 204) further argued that the educational context is too complex and unpredictable for a single leadership approach to be adopted for all events and issues. In saying this, it is analogous to select the right club for each golf shot or the appropriate clothes for each occasion. It is pragmatic, rather than principled and can be criticized for having no overt sense of the 'big picture' (Bush 2011: 204).

In light of the above and in the interest of this study a closer look at the following theories were taken: democratic governance theory (system governance theory; participatory democracy theory; shared governance theory); organisational theory (organisational values theory; organisational development theory; organisational change theory; complexity in organisational theory; social worlds in organisational theory); systems

theory (communication systems theory; open systems theory); transformational theory (transformative learning theory; transformational leadership theory); and collaboration theory (partnership collaboration theory; stakeholders collaboration theory).

2.2   DEMOCRATIC GOVERNANCE THEORY

The term "democracy" according to Stivers (2010: 249) has had many connotations through the ages—everything from mob rule to equal authority for public decision making. Democratic processes happen (or do not) in families, neighbourhoods, clubs, organisations, and global institutions as well as in politics as traditionally understood (Stivers 2010: 253). Therefore, Michels (2011: 275) described citizen participation as a valuable element of democratic citizenship and democratic decision making. She found that citizen involvement had several positive effects on democracy: it increased issue knowledge, civic skills, and public engagement, and it also contributed to the support for decisions among the participants. However, Michels (2011) suggested the contribution of participation in democracy differs according to the type of democratic innovation.

Norris (2012: 26) had the notion that within the international community, democracy and good governance are widely advocated as intrinsically desirable and important goals. Where citizens have a voice in determining their own affairs and holding leaders to account, the democratic theory suggests, then policies will reflect social needs (Norris 2012: 26). Within democratic systems, it is accepted that people are free to despise the elected government, but not its right to be the government (Shapiro 2009: 1). In the next paragraph, an account of system governance has been given.

2.2.1   System governance theory

When Pratt (2014: 1-147) looked at system governance it is evident that most populous school districts operate using a bureaucratic system of organisational structure which is developed particularly for the workforce, a system structure that has been in existence for more than a century. Although strong for efficiency, this system structure she said has

resistance to change and promotes worker isolation, not ideal for a collective educational approach desired in the 21st century. In contrast, Redondo (2016: 20) found a relative displacement of power and control over education, where the State was neither only responsible nor the organiser of it, but the main protector.

Furthermore, Redondo (2016) found that in Portugal the community, thanks to the involvement of educational agents (trade unions, students' parents, etc.), oversees their own education system, resulting in a greater articulation between the school and the society. Therefore, the changes brought about by the reforms in governance, have contributed to educational institutions having stopped being administrative organisations and having become managed organisations (Redondo 2016: 20). Despite the latter, Iordanides, Tsakiridou and Balasilt (2015: 100) noted that Greek primary schools focused on formalisation, stability, control, coordination, compliance to rules and regulations. They believe the prevalence of two cultural models ('internal process model' and the 'human relations model') are dominant organisational culture models which are compatible with the formal structure and administration of the Greek educational system. It presents a pyramidal-bureaucratic hierarchical structure and organisation (upper level: Minister or President, middle level: school director, lower level: head and employees), where authority, responsibility, as well as decisions, are taken by the upper level of management (scalar principle).

Consequently, this leads to the application of a uniform educational policy, effective coordination and control, while each employee is accountable to and accepts orders only by one head known as "unity of command" (Iordanides, Tsakiridou & Balasilt 2015: 100).

2.2.2   Participatory democracy theory

In this account of participatory democracy theory, the importance of democracy is not only in increasing individual capability to choose a life that is valued but also in collective capability to impact governing variables (e.g. government institutions), especially to promote resources and reforms that will offer greater freedom in making these choices

(Glassman & Patton 2014: 1355). It is therefore suggested by Bryson and Quick (2013: 23) that effective public participation processes are grounded in analysing the context closely, identifying the purposes of the participation effort, and iteratively designing the process accordingly:
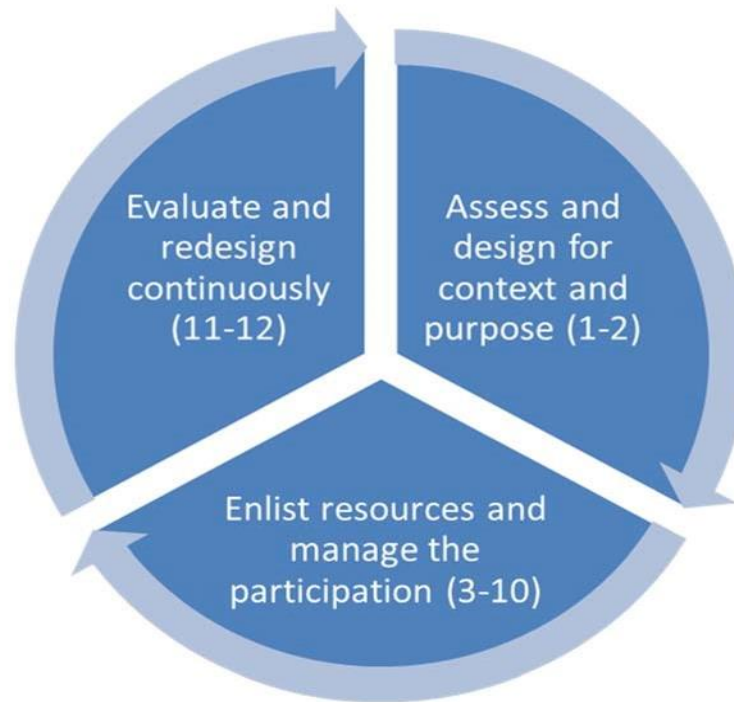
Figure 1.1: Cycle of Public Participation Process, Design and Redesign.

The above figure gives an account of the democratic decision-making context in which public participation is made and to what extent it is measured. The numbers indicate the corresponding design guidelines and illustrate the extent to which effective participation of the public in democratic processes are met. In addition to illustration, participation processes, therefore, must fit the context in which they are taking place (Bryson and Quick (2013: 24).

On a different note Shaw and Crowther (2014: 400-401) argued that in the so-called digital age, it is important to emphasise that engaged educational practice cannot be done by virtual communication alone but making space for skilled educational work in collective

contexts should be regarded as a normal aspect of professional practice. They (Shaw & Crowther 2014) subsequently declared that there are clear and always sharp tensions between representative and participatory democracy, and these are inevitably embodied in community engagement. So, they (Shaw and Crowther 2014) identified two broadly complementary approaches that could begin to address such current tensions: (i) strategic participation, starting, from the imperatives of policy and seeking to maximize the democratic potential in those 'invited' spaces offered and mediated by the state, whilst avoiding disillusionment and co-option; (ii) strategic non-participation, starting from the social reality of people's lives and seeking to engage with the 'invented' or 'claimed' spaces of politics in civil society, where people can collectively articulate their concerns and desires in political terms.

However, governing bodies according to Glassman and Patton (2014: 1353-1365) are normally loose from the people whom they govern and so have a difficult time to comprehend (or may choose to ignore) the specific functioning that makes choices possible at the local level. They (Glassman & Patton 2014) as a result suggested that the individuals who are being affected through these decisions, continue to lack choice and agency in their everyday lives because of both their sociocultural contexts and the decisions that are being made for them. They furthermore suggested that it is the reformers, who already have a choice growing up and living in a different socio-cultural context that make decisions about which functions are important, and not the individuals who lack choices in their everyday lives (Glassman & Patton 2014: 1353-1365).

In conjunction Glassman and Patton (2014) concludes that the theories of Dewey and Freire can offer avenues through educational processes for developing different contexts for expanded human capability where—Dewey suggests an educational approach, that stresses democratic values, the ability and willingness of individuals to reach out towards new possibilities; and Freire underlines the idea of praxis playing a central role in education—a focus on the cycle of everyday action, reflection, and recreation of action that leads to productive changes in life trajectories. It is then argued that Sen, Dewey,

and Freire together can help to offer a new way of understanding education in the twenty-first century.

On the contrary, decision making by means of voting is one way to co-create a school environment, but participatory democracy that occurs via mechanisms for consensus should be any emancipationist's goal (Cunningham 2014: 29).

2.2.3   Shared governance theory

Mallory (2010: 93) developed a set of principles regarding shared governance which are, but not limited to the following:

- Shared governance is a "best operating practice," grounded in continuing, open, and continuous dialogue.
- This type of governance is asking to "see things from all sides, not just from one perspective."
- Most anticipatory approaches will be more likely to result in successful shared governance than after-the-fact discussions, suggesting that it is always important to communicate and consult regardless of circumstance.
- For shared governance, to inform is not to consult; consultations require informed participants who respect historical and present contexts.
- Shared governance implies that all "sides" must continue to communicate even under the most difficult circumstances.
- Enough time should be allocated for shared governance on issues to recognise the urgency, circumstances, and potential long-term impacts of decisions.
- Shared governance requires clear communication of multiple perceptions about causes and remedies of any given challenge, hence, an accurate definition and specification of the problem are essential components to guide decisions.
- It may include processes of shared implementation in addition to shared decision making.

- Shared governance requires a budget system that serves academic priorities rather than defining those priorities.

- And its principles should be explicit, published, honoured, and revisited on a regular basis.

In addition, Mallory (2010: 94) also believes that shared governance is about learning, development, and enhancing the lives of the members of our community, which in turn leads to the strengthening of the community itself. In light of this we should be aware of the fact that – "Communities come together to frame a conflict, issue, or problem; listen to each other's perspectives and ideas; study in more depth what they do not know; discuss the choices and weigh competing values and interests; comes to accept refined versions of one or more solutions that are collectively viewed as reasonable; decisions may not make everyone happy - they may not reflect a consensus - but they do reflect the reasoned overall will of the community" (Thomas 2007: 9).

2.3   ORGANISATIONAL THEORY

The organisational theory recognises school and district characteristics together as typical and different from other organisation groups such as private enterprise, non-profit entities, or government (Bush, 2011). This difference is that candidates' perspectives that the individual leader takes initiative to make things happen, changes into realizing that schools' function as complex organisations nested in larger organisations, namely school districts, which are in turn affected by local governments (Brazer, Kruse, & Conley 2014: 256).

Subsequently, Puusa, Kuittinen and Kuusela (2013: 167) expressed that organisations are usually, and often unquestionably, believed to have a coherent culture (basic assumptions of the world) and identity (basic assumptions of who I am and who we are). This they argue is a notion that does not seem to match with the daily experiences organisational members have of them. It has been common knowledge that different personnel groups in an organisation will have difficulties in their mutual communication

and understanding. On the contrary, Ayik, Şayir, and Bilici (2016: 234) believed organisations are the structures that have been founded to achieve specific goals and are successful if they achieve their goals.

However, King, Felin and Whetten (2009: 1-160) viewed organisation theory as a theory without a protagonist and typically portrayed in organisational scholarship as aggregations of individuals, as instantiations of the environment, as nodes in a social network, as members of a population, or as a bundle of organising processes. They place the organisation in a broader social landscape by examining what is unique about it as a social actor and therefore propose two assumptions that underlie their conceptualisation of organisations as social actors: external attribution and intentionality (King, Felin & Whetten 2009: 1–16).

In addition, organisational theory as expressed by Brazer, Kruse, and Conley (2014: 254) serves to guide our understanding of the complexities of schools and districts and suggest that it can be a basis for collaborative and effective decision making. Furthermore, in its very nature, organisational theory is abstract and therefore challenging to connect to practice. In the same voice, they propose that organisational theory demonstrates, in part, how educational leaders might apply analytical tools to address situations that are initially unfamiliar and inherently puzzling to them. They believe that it helps to reveal countervailing forces within schools and districts.

On a different level, organisational development theory seeks to create change to which people are committed and the trigger for change represents an overlap between individual and organisational goals (Rhydderch, Elwyn, Marshall & Grol 2015: 214). Therefore, successful organisational change depends on the agreement between individual and organisational goals; the role of the leader to encourage participation by individuals and teams (Rhydderch, Elwyn, Marshall & Grol 2015: 216).

Bolman and Deal (2013: 35) shared the same vision to 'make sense of what's going on' by expressing that "the fuzziness of everyday life makes it easy for people to shape the

world to conform to their favoured internal schemata" and that most managers and administrators is a world of messes: complexity, ambiguity, value dilemmas, political pressures, and multiple constituencies. They shared the same approach of drawing to four distinct mental models or maps that serve to influence how individuals interpret or view organisations and organisational life which included the Structural, Human Resource, Political, and Symbolic Frames (Bolman & Deal 2013: 39-40).

Consequently, Weinstein and Savitz-Romer (2009: 6) described the aspects of organisational theory as organisational objectives, ties, and degree of openness or closure. These objectives can help schools move from a situation in which they are passive agents, to a model in which schools proactively seek out solutions for the problems they know will arise. Providing this analysis, through organisational theory, can help schools avoid a repeated reproduction of social inequality. As a result, providing a guide to school leaders as they decide about resources, policies, and school efforts that collectively will shape a school's culture (Weinstein & Savitz-Romer 2009: 7).

It was in support of this that Evans, Thornton and Usinger (2012: 15) made the following assumptions about organisational change: many education leaders lack an understanding of the underlying theoretical structures associated with successful change (this is especially true for principals, who are at the heart of organisational change within public schools); organisational change will be greatly influenced by theoretical frameworks. Regardless, within the educational environment, often, the focus of school reform has been on the implementation of programs without consideration of appropriate theories of change (Evans, Thornton & Usinger 2012: 15).

2.3.1   Organisational values theory

In any organisation, values can be the cornerstone to positive and sustainable development initiatives. In the search to increase the academic performance of their students, many school leaders often forget that values play a significant role in educational institutions (Deenmamode 2012; 305). According to Lawrence and Lawrence

(2010: 298), there has been a wide acceptance of the relevance of values to human behaviour at the individual, group, organisational, and societal levels and are also connected with moral and ethical systems. These values are a key element of an organisation's culture, its ethics and are the standards to which reference is made for judging acceptable behaviour of relevance to the company, both the behaviour acceptable for the organisation as it interacts with its external environment and the norms of behaviour for individuals within the organisation on (Lawrence & Lawrence 2010: 298).

In addition, the key role of organisations, including educational institutions, is meeting the needs and expectations of multiple stakeholders and the expectations of good corporate governance and control (Lawrence & Lawrence 2012: 310-311). They further argued that due regard has to be given to the congruence between their core values and those of their constituents. As a result, considerable effort is necessary to ensure that the organisational structures, systems, processes and culture, and the core values that underpin them, whether implicit or explicit, are integrated and congruent.

Deenmamode (2012: 310-311) moreover found that values are at the heart of leadership; they might come from an institution or a religious faith which influence the leader, or they might come from the leaders' personal values and belief which guide them in their leadership and somehow influence the school culture. Creating and nurturing shared values and beliefs, in addition, is a challenging but rewarding process. It, however, enables the school to be transformed into an effective learning community (Deenmamode 2012: 310-311).

On the contrary, Kleijnen, Dolmans, Willems and Van Hout (2013: 160) have found that teachers prefer the flexibility-oriented organisational values above the control-orientated values and suggest that this preference is also significant within most departments where teaching staff prefer values such as involvement, cohesion, flexibility and innovations above values focusing on stability, control and information management. However, at the same time, they suspect this conclusion does not imply that the flexibility-oriented organisational values are already actually prevailing within the daily practice of the

departments of higher education and of higher education, as a whole (Kleijnen, et al., 2013: 160). Despite this Liljenberg (2015: 472) suggested that environmental pressure enters schools through values and deeply held beliefs, embedded in local contexts and concludes that school leaders, as the primary coupling agents, interpret pressure from the environment through their pre-existing frameworks and practices. So, when it comes to decisions affecting a schools' internal work and life, values and norms deeply rooted in the local organisation, have a major impact on the sense-making processes that will lead to appropriate behaviour (Liljenberg 2015: 474).

2.3.2   Organisational development theory

With reference to organisational development, Espuny and Bertran (2013:376) believed that, for any innovation or improvements in the government of an organisation to be brought about, it is important to first identify the stage the institution is at, to be able to take the correct measures. Accordingly, any barriers to learning need to be identified, and the level of development of factors that facilitate learning must be measured, especially organisational culture, leadership and teamwork (Espuny & Bertran 2013). For these authors, the importance of establishing the situation of the organisation's members regarding learning, and the extent to which its vision and mission encourage itself to become a learning organisation, needs to be emphasised.

Furthermore, it has been suggested by Knipfer, Wessel and Cress (2013: 44) that sharing experiential knowledge more systematically provides the basis for developing best practices within an organisation. However, school-based professional development as seen by Avidov-Ungar (2016: 31-32) contributed to a more effective learning process, particularly for the dimension of distribution of information and knowledge and can be seen not only as a tool for advancing teachers' learning and development but also organisational as a tool that can help create organisational learning processes at school. In addition, Vennebo and Ottesen (2015: 213) suggested that it was necessary to explore developmental work over long stretches of time to unveil its innovative potential. They believe for radical changes in a schools' teaching and learning practices to be brought

about it is necessary to systematically address the underlying contradictions that constitute the origin of experienced tensions in innovative work (Vennebo & Ottesen 2015).

2.3.3   Organisational change theory

Drawn from Lawler and Sillitoe's (2010: 44) it became necessary to bear in mind the following two models of change: Firstly, Kurt Lewin's (1947) model of change which is seen as consisting of three distinct steps or phases – Unfreezing the current work processes or organisational culture; Instituting change by moving to a new system and Freezing of attitudes and practices at the new system-level; Secondly, Kotter (1996) in contrast to Kurt Lewin's model, proposes the following Eight Stage Model of Change:

- Establish a sense of urgency (around the change initiative);
- Create a guidance coalition (among key stakeholders and staff);
- Establish a shared vision and strategy (with all stakeholders);
- Communicate the change vision (to all stakeholders);
- Empower employees for broad-based action (to implement the change initiative);
- Generate short-term wins;
- Consolidate gains and produce more change (in the desired direction);
- Anchor the new approaches in the culture.

Lawler and Sillitoe (2010: 44) further argued that it must be recognized that previous work processes and organisational culture need to be 'unfrozen' or loosened up before a new change or work process can be introduced. Furthermore, on the contrary to the first model, the Kotter model has had wide use in organisational change and development programs and represents a systematic approach that includes various levels of the organisation from executive management to line employees (Lawler and Sillitoe (2010: 46).

Apart from the above-mentioned models Christensen (2016: 27) are concerned with organisational conditions in which the individual acts must be considered to encounter changes and transformation processes. Christensen (2016) in addition alluded to how reality is looked at and how, in a collective way, reality is defined on different levels – family, organisation and society - will affect our capability of acting, for example, a company's mission, values and core idea are clearly defined in the workplace, and will have a positive impact on its human resources, management and, in the long run, the health of its employees. In support Holley (2009: 332) argued that transformational change alters the way an institution operates as well as the way its members view the organisation.

However, writings on the management of change according to Alas and Shari (2002: 314) had frequently indicated the first step to achieving lasting organisational change is to deal with the resistance to change; that is, to identify resistance as an obstacle to be overcome, and to select a change strategy that will minimize or eliminate resistance. They believe that changes are prescribed and imposed, often with limited scope for consultation and resulting at the grassroots level in a lack of ownership of the issues, problems and aspects in need of change. Therefore, as people are pushed to learn new skills and new behaviour during transformational change, resistance to change is associated with the resistance to learning (Alas & Shari 2002: 314).

In addition, it is also important for this study to note that change as Alas and Shari (2002: 326) points out, is and needs to be a continuous process; that organisations evolve and accumulate experiences, but it is what they do with their experiences that defines and shapes the boundaries of their survival.

2.3.4   Complexity in organisational theory

For this study, the term complexity according to Clarke (2013: 135) captures the greater levels of uncertainty, ambiguity, interdependencies and interrelatedness that now characterise the environments in which organisations operate. Complexity leadership

thus enables an organisation to deal more successfully with dynamic environments, therefore, processes and capabilities that result in innovation and adaptability are thus the primary focus for understanding leadership (Clarke 2013: 137).

Mason (2008: 36) accordingly suggested that complexity theory arises in some senses out of chaos theory in that it shares chaos theory's focus on the sensitivity of phenomena to initial conditions that may result in unexpected and seemingly random subsequent properties and behaviours. He, therefore, explains that complexity theory concerns itself with environments, organisations, or systems that are complex in the sense that large numbers of constituent elements or agents are connected to and interacting with each other in many ways. On the other hand, complexity theory can be described as a theory of survival, evolution, development and adaptation (Morrison 2002: 6).

Mason (2008: 44) in response continued to argue that in the complexity of the educational environment, the basis of relevant agencies and structures among other things include the following: teachers, students, parents and other community leaders, the state and its education departments, economic structures and business organisations.

2.4   SYSTEMS THEORY

To be able to understand systems theory, Faist (2010: 1669) first puts forward the view of the world system, conceived as a set of mechanisms which redistributes resources from the periphery to the core, in which the core is the economically developed and democratic world, and the periphery is the underdeveloped part of the world.

Adams, Hester, Bradley, Meyers, and Keating (2014: 113) proposed that systems theory is a unified group of specific propositions brought together to aid in understanding systems, thereby invoking improved explanatory power and interpretation with major implications for systems practitioners. They believe it is precisely this group of propositions that enables thinking and action with respect to systems. However, there is no one specialised field of endeavour titled systems from which systems theory may be

derived; rather, the propositions available for inclusion into a theory of systems come from a variety of disciplines, thereby making its underlying theoretical basis inherently multidisciplinary (Adams, Hester, Bradley, Meyers, & Keating 2014: 113).

However, Rhydderch, Elwyn, Marshall and Grol (2015: 214) goes beyond this point in saying that systems theory emphasises the interrelatedness of parts of an organisation and improving one part requires that consideration be given to the relationships with other parts of the system. Therefore, this theory can be measured on a micro level due to its focus on change in a single unit (however small or large); suggesting that the trigger for change will be a clear, specific, measurable goal, and that feedback from an assessment against the standard or goal is the final cause for guiding the movement forward, and will trigger quality improvement (Rhydderch, Elwyn, Marshall & Grol 2015: 215).

In relation to the above interrelatedness of parts, Cross and Barnes (2014: 298) believe that family systems theories illustrate the importance of family relationships and behavioural patterns in the development of aggressive behaviours among children, saying this approach complements and is implicit in, social-ecological theories. They made the following example in support of family systems theory: in case of addressing bullying in the educational environment, it must be understood that all members of the school system contribute to shared expectations and patterns of behaviour, hence the need for a whole-school approach (Cross & Barnes 2014: 298).

Furthermore, in systems theory leadership involves goal setting and the establishment of measurement, and feedback loops where resistance is a consequence of the lack of clear goal-setting and data poverty (Rhydderch, et al., 2015). In support of this, Gray and Roos (2012: 3) revealed that systemic approaches to peace and conflict, take concepts from complexity science and systems thinking, and apply them to try and make sense of the complex social, political and environmental processes that give rise to conflict. Conflict conclusively arises as an emergent property of a complex system that evolves due to the dynamic interaction of these factors (and more) over time (Gray & Roos 2012: 3-4).

With reference to the previous view on world systems, Ferreira (2014: 1697) sees society as the all-encompassing system which, differently from other systems, does not have any other social system in its environment and as a result is only observed from inside. Organisations are the only type of system according to Ferreira (2014) that can communicate with other systems in their environment, and this explains the relevance they assume in increasingly functionally differentiated societies.

In addition to the above, Young and Leveson (2014: 35) discovered that by using a causality model based on systems theory, an integrated and more powerful approach to safety and security through the application of system theory is possible, especially in the light of the enormous amount of effort and resources applied to security in recent years in the absence of significant progress (Young & Leveson 2014: 31-35).

Cunningham (2014: 13-14) in turn suggested that it is possible to see everything that exists in terms of a systems lens or framework, and therefore helps us to see things in their complexities and interrelationships. Furthermore, pragmatic naturalism declared that systems theory offers us a unified understanding of the nature of reality—a view that can help inform a new conception of schooling. However, before we can talk specifically about schooling, we need to lay the groundwork for the synthesis of pragmatic naturalism and systems theory (Cunningham 2014).

On the contrary, Cross and Barnes (2014: 298) therefore warned that it must be acknowledged that all members of the school system contribute to shared expectations and patterns of behaviour, hence the need for a whole-school approach. Subsequently and in the light of the above, focus is placed on the following branches of systems theory:

2.4.1 Communication systems theory

According to Lang (2014: 60), a good starting point would be to look at how Dynamic Human-Centred Communication Systems Theory (DHCCST) defines communication as a complex dynamic system consisting of a human, a message, a medium, and a location.

At the same time, Lang (2014) further argued that all elements of the system should be defined from a human-centric viewpoint. This theory, therefore, had a human-centred focus, meaning that all major concepts and theoretical propositions must begin with things that are constant about humans, because the one constant in the study of human communication, whether mediated, interpersonal, group, or mass, is the presence of a human (Lang 2014; 60).

Gunaratne (2008: 177) declared that Luhmann (1995) formulated his own self-referential, social systems theory associated with general system theory of the 1960s in which he differentiated modern societies into functional subsystems, each of which had its own "communication medium" that determines the way it interacted with its environment. Gunaratne (2008) then concluded that systems theory is embedded in the onto-cosmology and epistemology of the major Asian philosophies. Although its empirical scientific nature and methodological insets only came forth, during the mid-twentieth century. He also concluded that communications researchers should engage systems theory as a complementary approach to their micro-level and meso-level approaches. Communication between schools and District DoE is a vital aspect of this research study.

2.4.2   Open systems theory

Baumgartner, Burns, Meeker and Wild (1976: 25) argued that systems which are structurally open can best be described, analysed, and understood in multi-level terms; composed of subsystems standing in a qualitative asymmetric or subordinate relationship to a dominant variable, process or subsystem. Many years ago, human systems, as seen by Baumgartner and others (1976:25), were basically open to structural change, including change carried out by actors (individuals and groups) within the system. The relationship between and among variables in such systems could (and often do) change from one-time frame to another or from one context to the other.

Democratizing the process through which educational materials and processes are designed and delivered, open education allowed a greater plurality of voices to be heard

and to contribute. The experiences of groups who are often marginalized may be better heard: perhaps this is what we should really mean when we refer to education as 'open' (Farrow 2015: 14).

2.5   TRANSFORMATIONAL THEORY

Grobler and Grobler (2015: 131) suggest that transformation and mergers lead to individuals experiencing a feeling of loss, whether it is a loss of identity or their sense of belonging to the organisation. As a result, the higher education sector has been moving through a period of rapid change, even more so within the South African context, due to the transformation of the country in general, as well as the mergers of South African Higher Education Institutions that have occurred since 2005 (Grobler & Grobler 2015: 131).

Despite this, Tesfaw (2014: 903) found results in a study, that a moderate, positive and significant relationship exists between transformational leadership (overall) and overall teachers' job satisfaction. The relationship between each component of transformational leadership and teachers' job satisfaction was found to be moderate, positive and significant. It is suggested that principals of government secondary schools in Ethiopia should pay more attention to developing efficient teamwork and the expression of warm concern and trust to co-workers through transformational leadership behaviours (Tesfaw 2014: 903).

Transformational leaders, according to Nasra and Heilbrunn (2015: 4), motivate followers by communicating the need to prioritize and internalize the organisations' interests over their individual interests. They also believe that intrinsic motivation may lead to the willingness of subordinates to contribute to the organisations' aim, without expecting immediate personal and tangible rewards. It is believed that they are willing to do much more than expected by the formal organisational role description (Nasra & Heilbrunn 2015: 4).

As a result, three hypotheses was made – Hypothesis 1: Transformational leadership has a direct effect on organisational citizenship behaviour (was supported); Hypothesis 2: Job satisfaction mediates the relationship between transformational leadership and organisational citizenship behaviour (support was also found); and Hypothesis 3: Trust in the supervisor mediates the relationship between transformational leadership and organisational citizenship behaviour (trust in supervisor does not mediate the relationship between transformational leadership and organisational citizenship behaviour in the school context) (Nasra & Heilbrunn 2015: 5-6).

Using a sample of managers across different industries Zhu, Sosik, Riggio and Yang (2012: 186) found that followers' psychological empowerment, including competence, impact, meaning, and self-determination, partially mediated the effect of transformational leadership and active transactional leadership on followers' organisational identification and explain variance in followers' organisational identification as well as psychological empowerment, above and beyond active transactional leadership, through the following diagram:

diagram:
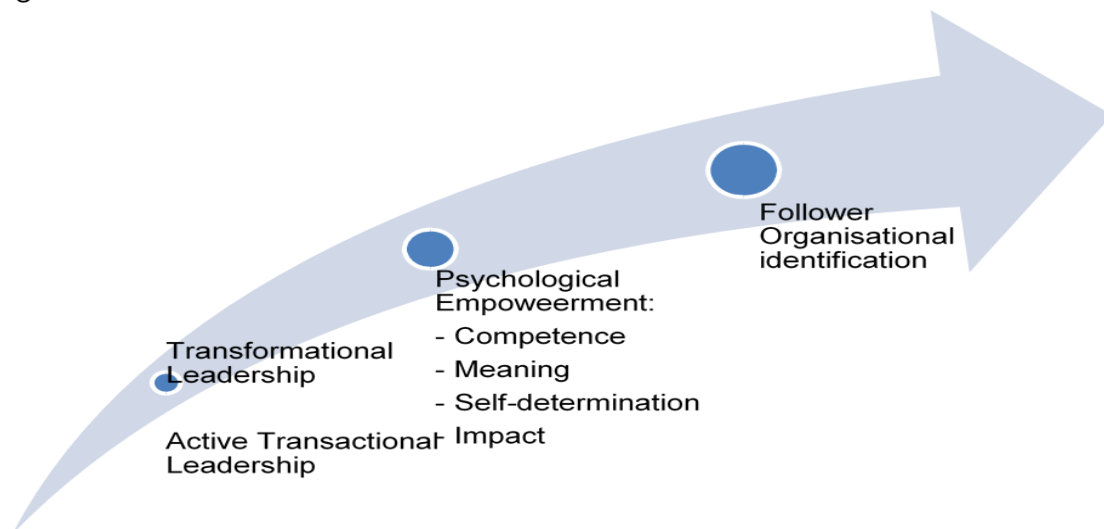
Figure 1.2: Theoretical Model of the Relationship between Transactional and Transformational Leadership, Follower Psychological Empowerment, and Organisational Identification.

The above figure (2.3) indicates two major areas of impact (Psychological and Social) that transformational leadership may have on educational management leaders. According to Cunningham (2014: 2) not all change is transformative, not all education leads to transformative learning, and not all transformations result in positive psychosocial growth and development. Cunningham (2014: 10) further eludes that the transformational road takes no linear path and may be abrupt or gradual; temporary or lasting; externally or internally induced; invisible to some or openly manifested to others; progressive or regressive or digressive; intentionally sought for or unexpectedly occur through God's grace.

The expansion of consciousness, personality integration, critical insights and fundamental comprehension necessary for "recovering the sacred at the heart of all things" can only occur through such transformations within some people. Such personal self-transformation provides the foundational originating impulse for the creation of those transformed social, cultural, economic, and political structures needed to meet the complexity of human needs, in a way that honours the diversity of peoples in non-dominant and egalitarian ways, while simultaneously holding a sense of communion and intimacy with the natural world (Cunningham 2014: 11).

Wang and Gagné (2013: 138) concluded that transformational leadership has equivalent effects in collectivistic and individualistic cultures. It is suggested that we may not need to manage people from different cultures so differently, however, there may be appropriate and inappropriate ways to display transformational leadership behaviours in different cultures (Wang & Gagné 2013: 139).

Vambe (2005: 285) argues that, in the case of South Africa, the transition from an autocratic education system serving the interests of a minority, to a more modern and democratic educational dispensation, cries out for a critical rethinking of the meaning of the twin concepts, openness and transformation. The policy of outcomes-based education (OBE) has been used as a strategy for educational change, but it is argued that, although OBE can be understood in the context of the desire for change, the

programme's implementation does not lead to radical opening and qualitative transformation of the South African educational sector (Vambe 2005: 285).

It is therefore concluded that any pedagogy of radical empowerment through political and deliberate advocacy policies, needs to take into consideration the content of the new system of education, the professional quality of the educators, and the calibre of the new learners (Vambe 2005: 285). The foundational assumption remains, if we do not understand transformation clearly, we cannot lead from it (Poutiatine 2009: 205).

2.5.1   Transformative learning theory

Fleischer (2006: 147-148) agrees with Jack Mezirow's theory of adult transformative education in assuming that the conditions of hunger, poverty, illiteracy, and social context coupled with unequal power relationships, constrain a person's ability to engage in free, critical reflection and dialogue. Furthermore, according to Fleischer (2006: 154), transformative learning theory requires more than assimilation of a "body" of teaching; its assumptions engender free discourse and critical reflection on new information itself. Bennetts (2003:457) who also supports Mezirow's theory of perspective transformation, has found that individual's transitions appear to have been sustained over the years by the knowledge that change is possible, necessary, rewarding., that these transitions evolved through a cycle of evaluation of circumstances, assessment of learning need, and adaptation of the present pattern of life required to achieve the new goal. Bennetts (2003:473) supports the idea that transformational learning aims at evoking a new consciousness and self-understanding, and that it promotes the human experience by thinking, self-expression and action.

However, transformation and learning, in colloquial terms, as seen by Howie and Bagnall (2013: 821), have what can be considered as overlapping meanings. Transformation is seen as nothing less than 'light on the road to Damascus'; a conversation; recalibration; and re-integration with the world. Learning, on the other hand, is seen by the authors as the conceptual domain concerned with the acquisition of skills, knowledge and

understanding brought about through a variety of processes (Howie & Bagnall 2013: 821). As a result, transformational learning provides rich concepts for understanding the nature and depth of learning outcomes, and it helps explain the process of learning, including how people apply new frames of reference in individual and social action (Diduck, Saintclair, Hostetler & Fitzpatrick 2012: 1324).

Besides, Leithwood and Jantzi (2005: 183) reports on five important variables with a meaningful influence on a leader's transformational practice: 1. organisational bureaucracy; 2. organisational values; 3. school reform; 4. leaders' proactivity; and 5. formal training experiences. Results in addition also indicated that schools perceived to have less rigid organisational structures, more flexible application of rules (less bureaucracy) and more collaborative and collegial values, were perceived to have more available resources, more responsive administration and leadership that is more transformational (Leithwood & Jantzi 2005: 184).

In conclusion, It is therefore suggested by Zanetti and King (2013:136) that we look around us to find ways to transform our institutions that serve democracy, engagement, and social/economic justice, in such a way that the relationships among and between citizens and their government(s) are changed, so that people experience government as meaningful.

2.5.2   Transformational leadership theory

Transformation leadership theory as seen over a decade by Deluga (1990:193), implied that the leader may optimise his or her power and influence primarily through referent power (charisma) and visionary processes (inspiration), and thereby acknowledges the importance of power and influence. In saying this, Deluga (1990: 193) then suggested that subordinates in transformational theory seemed less likely to influence a leader who is perceived as an idealised symbol.

However, according to Eliophotou-Menon (2016: 13&16), transformational leadership emphasises the achievement of higher levels of commitment to the objectives of an organisation on the part of the employees, and has been linked to the commitment of employees to the organisation; their trust in their leader; their job satisfaction; and their motivation to learn. Therefore, transformational leaders can inspire teachers to achieve more and become more committed to their work and the mission of the organisation, but to achieve this it is necessary for leadership preparation programs to enhance the transformational potential of individuals aspiring to become school leaders (Eliophotou-Menon 2016: 20).

In addition, transformational leadership fosters capacity building and mobilises enhanced commitment within schools and organisations (Lowrey 2014: 36-37). Moreover, Lowrey (2014) notably stressed that transformational leadership is defined as leadership for a time of change and is thus consistent with generating constructive change. That is why principal efficacy is identified by Lowrey (2014) as a prerequisite for transformational leadership, and therefore believes that in the absence thereof, transformational leadership cannot occur. In support of this, Zanetti and King (2013: 218) proposed the promotion of transformational change with increased vigour, given the dominant managerial practices such as, for example, public administration. Sharif, Dullah, Osman and Sulaiman (2010: 230) described transformational leadership as an influence process between individuals; the process of mobilising power to change social systems and reform institutions. Transformational leadership behaviour is positively related to teachers' organisational commitment and it can be strongly suggested that transformational leadership plays an important role in determining levels of affective, continuance and normative commitment of teachers in a school (Sharif, Dullah, Osman & Sulaiman 2010: 241).

Arnold and Walsh (2015: 368) further proposed that transformational leadership influences both the primary and secondary appraisal process of customer incivility (1) by fostering employees' ability to perceive customer incivility as a challenge with potential benefits for them, within the organisation, and (2) assuring employees that they have the

resources (or indeed providing resources) to cope with this challenge, by encouraging emotion-focused and problem-focused coping. In addition, transformational leaders may also encourage emotion-focused coping by simply being a "shoulder to cry on" when employees feel overwhelmed by customer incivility (Arnold & Walsh 2015).

2.6   COLLABORATION THEORY

In discussing collaboration theory for this research, the researcher deemed it necessary to give an overview of collaboration and its role in school transformation. Uhl and Sellés (1995: 258) shared the opinion that it should not be a surprise that schools are organising their educational personnel and shaping their missions through collaborative structures to develop distinct ways of operating. Colbry, Hurwitz and Adair (2014: 67) shared the vision that grounded theory was used to develop collaboration theory, where collaboration was defined as any ongoing interpersonal interaction, not characterised by a significant power imbalance, with the express purpose of achieving common goals.

Woodland and Hutton (2012: 366) believed collaboration is a widely utilised strategy for addressing complex social issues and for facilitating organisational innovation and performance. Stiver (2010: 253) argued that democratic knowledge is created in collaborative processes in which lay citizens, so-called experts, and officials participate on an equal footing. Today, so much governance depends on partnerships among different institutions, the need to teach people how to collaborate—not just how to monitor or adhere to contracts—has never been greater (Stivers 2010: 257).

According to Colbry, Hurwitz and Adair (2014: 66), to get work done, leaders and followers must first agree to how much of each currency (assigned vs. inherent) each one has, as this interaction defines the extent of leadership and followership in the relationship. It is also why collaborative activities that facilitate this initial agreement, such as cooperation, exhibiting courage, taking turns, honesty, and humility, support collaboration and accounts for why behaviours such as commanding, gossiping, restricting communication,

work slowdowns, and retaliation take more from the collaboration than they give back (Colbry, Hurwitz & Adair 2014: 66).

Two main conclusions of the grounded collaboration theory was made by Thornberg (2012: 337-338): firstly, to create good conditions for effective collaboration and consultation, an inclusive participation has to be obtained ("getting everyone on the train") in which teachers, principals, other involved professionals, parents, and students are invited into the processes of formulating and making decisions about goals, and actively participate in problem-solving processes, and they should be perceived and valued as significant resources who can contribute their different knowledge and experiences towards a more comprehensive view, effective changes and interventions; secondly, there has to be an acceptance of multi-professionalism as a superior ideology to do a more effective job, by surmounting professional barriers and taking the advantage of professional differences, and there has to be an acceptance of the multiplicity of professionals and professional cultures.

As seen by Hudson, English, Dawes, and Macri, (2012: 772-773), implementing educational reform requires partnerships. Hence, there appears to be a move away from the single leader towards a more collaborative decision-making approach and enlisting multiple leaders to enact a reformed initiative. Collaboration and the involvement of people from different organisational levels and contexts (in the case of a school: students, teachers, support staff, senior leaders, and others) are integral to creating innovative cultures in all kinds of organisations (Woods & Roberts 2015: 10). Also grounded in a participatory nature, the development of such a culture relies on the collaborative development of shared goals, based on the essential ideas and values of distributed leadership for equity and learning (Woods & Roberts 2015: 19).

Organisational collaboration is embraced across multiple sectors of society as a primary strategy for cultivating innovation, conserving economic resources, building relationships, addressing complex problems, and reaching essential outcomes, and it is through collaboration that organisations address societal issues, accomplish tasks, and reach

goals that fall outside the grasp of any individual entity working independently (Woodland & Hutton 2012: 366). Chuna, Sandovalb, and Arensc, (2011: 190-191) presented two broad categories of government strategies for collaboration, namely, public engagement in citizen-to-government collaborations and government-to-government collaborations, to achieve data transparency and strategy sharing as well as innovative technology implementations.

Heath (2007: 145) proposed that community collaboration has become an influential inter-organisational phenomenon and provides innovative solutions for social problems; however, empirically the theoretical claim is made that diversity resides in the communication situation and revealed that collaboration practices and stakeholder models are better understood when grounded in dialogic theory. Moolenaar (2012: 7-8) believes that in recognition of the dynamic role that teachers play in curriculum implementation and reform enactment, researchers and policymakers have begun to acknowledge the importance of teacher collaboration for strengthening schools and building individual teachers' knowledge. The potential of a social network perspective for understanding teacher collaboration has been noticed by a growing number of educational studies, and clearly, a social network perspective can and will yield insights that advance and, in some cases, even alter our thinking on teaching, learning, and educational change (Moolenaar 2012: 31-32).

Kleijnen, Dolmans, Willems and Van Hout (2014: 115) founded that the respondents within all teaching departments of their study emphasised collaboration; a feeling of joint responsibility; mutual inspiration; involvement with each other and with the department; and having respect for the people whom they had to work with.

2.6.1   Partnership collaboration theory

Griffiths (2010: 383) declared that policy and practice in educational research increasingly rely on the notion of collaboration and partnership. Raggett (1984:97) stated that from both the practical and theoretical points of view, the implementation of partnerships is

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ultimately dependent on the procedures adopted to carry out the relevant project. Furthermore, for the monitoring of procedures to be truly effective, each partner must have a reasonable understanding of the potential importance of both active and passive processes of co-operation as seen many years ago (Ragget 1984: 97).

In addition, Lillejord and Børte (2016: 6) found that the concept of the partnership was used to describe various ways of organising the collaboration between a teacher education institution and the schools where student teachers have their practical teaching. It was further suggested by Lillejord and Børte (2016) that partnership ideally, intends to strengthen schools and teacher education institutions and at the same time serves as a strategy to structure, organise, strengthen and professionalise teacher education, while simultaneously renewing teaching practices within institutions.

Livermore and Verbovaya (2016: 553) clearly suggested that organisations collaborate with other institutions to expand the impact of their work and in doing so, they face challenges as well as opportunities. It is further suggested that for these stakeholders to work together effectively they must overcome differences in mission, values, goals, and approaches to their work (Livermore & Verbovaya 2016).

2.6.2   Stakeholders collaboration theory

Bowen (2005: 78) viewed stakeholder's involvement in community-driven developments as a key element of development-focused collaboration. It was further believed that when community members work together on projects, collaboration would build capacity for the future, preparing the community for manage aspects of its development on its own (Bowen 2005: 76). It was also concluded by Bowen (2005: 86) that the state's policymaking body, the national government, needs to create the legal and institutional framework to give local communities more than a peripheral role in decision-making processes. When viewed by the researcher as pointed out above, it would be fair to say that communities as legal stakeholders of schools, must be considered key in decision making with regards to transformational processes including staff appointments.

According to Poocharoen and Ting (2015: 589) collaboration involves a willingness of parties and stakeholders involved, to enhance one another's capacity for mutual benefit, where the parties share risks, responsibilities and rewards, invest substantial time, share common turf, and have high levels of trust (Himmelman 2001 in Poocharoen & Ting 2015). It is therefore concluded that this study would be best described through a combination of two educational leadership theories: (1) transformational and (2) collaboration leadership theory.

2.7 TRANSFORMATIONAL-COLLABORATION LEADERSHIP THEORY

Due to the nature of the SGB of the former South African Model C School, this study is suggesting the implementation and application of a transformational-collaboration leadership framework. This leadership framework will enable them (SGBs) to successfully employ staff members in a post-apartheid and democratic South Africa today, that will pass the test of all the transformational requirements that might be expected from the Department of Basic Education. It will also allow for greater teamwork and corporation in a joint and collective effort. Through this leadership framework, people with different views and perspectives are likely to come together, set aside narrow interests, willing to talk about issues openly and supportively assist each other to solve bigger problems or setting broader communal goals. At the same time, such a leadership framework sought to help the SGBs and other stakeholders to motivate each other to advance in higher levels of motivation and morale. As such chances are that SGBs might become energetic, encouraging, passionate, and considerate when dealing with staff issues such as the employment of new staff.

2.8 CONCLUSION

The researcher in this chapter wanted to draw the attention of the reader to the fact that the above theories serve as a justification for the study and therefore should be seen and read in the light of their interconnectedness and importance to holistically understand and to be able to address the research questions asked. However, this study adopted a

combination of the transformational and collaboration leadership theories to craft the foundation of the suggested transformative framework to staff former South African model C schools.

In the next chapter (3) the researcher looked closely at School Governance and School Governing Bodies (SGBs), globally and locally, its historical significance, development and impact on school transformation over the years, as well as what their expected functions were then and now.

CHAPTER 3
LITERATURE STUDY ON SCHOOL GOVERNANCE

3.1   INTRODUCTION

The previous chapter (2) provided a theoretical lens into the various scientific assumptions made by educational leadership and management theorists, in support of the theoretical frame for this study. This chapter (3) focused on "School Governance" in a historical context as well as key roles and functions of important stakeholders over time, globally and locally.

3.2   INTERNATIONAL VIEWS ON SCHOOL GOVERNANCE

It is argued by Noula and others (2015: 63) that the role of the democratic school is to act in such a way as to bring everyone in a community together. They (Noula, et al., 2015: 63) further argued that the most important feature of stakeholders' action in the context of the school community should be to work towards the direction of a harmonious co-existence and collaboration, between the communities represented in the school. Therefore, it was concluded by Simkins (2014: 987) that governance needs to be considered as a comprehensive concept that encompasses both the role of the state and the range of other actors and processes through which educational provision is steered. James, Brammer and Fertig (2011: 394) strengthened this position by arguing strongly that school governing and governance, although complex, are important parts of education systems around the world, and those actors in school governance networks should include: teachers, politicians, unions, professional associations, government departments, and government agencies, headteachers, local authorities and, importantly, school governors.

Governance, according to Walkley (2014: 33), is therefore defined through the way different responsibilities, authorities and accountabilities are distributed within an organisation; governance is about the organisational structure of individuals and groups

(lead actors) who have been identified as having responsibilities and authorities. On the other hand, governing may be defined as the action of implementing responsibilities, authorities and accountabilities (Walkley 2014: 33). It is therefore argued by Walkey (2014: 35) that outstanding governance and governing of Australian schools for example, required school board members to be informed about current practices such as new insights and knowledge from research, which in turn may lead to enhanced and improved approaches to school governing, including all lead actors involved in governing.

Connolly and James (2011: 504) is clear on the fact that school governance is a contested territory, and perhaps inevitably so debates over purpose, structure and role are rooted not just in considerations of effectiveness but also in ideology. They (Connolly & James 2011: 505) further argued that education reform is not a neat linear process, but the complexity and non-linearity of the reform process may be an outcome of the conflictual nature of governance. However, Wilkins (2015: 183) had reason to believe that since 2010 there has been a rise in academies and free schools in England which consequently led to increased school autonomy for large numbers of state primary and secondary schools, coupled with an increased demand for 'good governance' which had direct consequences for school governors. Under these arrangements, school governors had to adopt legal responsibility for the financial and educational wellbeing of the school (Wilkins 2015: 185).

James (2014: 895) furthermore argues that school governors, collectively as governing bodies, are formally responsible for the conduct of schools in England and are explicitly given the task of governing their schools. These governors are important network actors and are at the heart of many network relationships and interactions. Thus, important, as they do not act independently and in an isolated manner but interact with a range of other entities – not just their school (James 2014: 895). Therefore, in England governing bodies' three core functions relate to the school's finance, educational performance and strategic issues (James & Goodall 2014: 5).

James and others (2014: 104) in response hereto, shared the view that all schools publicly funded in England are required to have a governing body, which is legally responsible for the school's conduct and must have representation from various stakeholder groups, for example, parents of pupils and members of the school's wider community and the staff. The mode of governance of schools in England is therefore as a result predominantly hierarchical and the work of governing bodies is directed and controlled by government statute and regulations, but within the overall regulatory framework, all schools are held high in autonomy from local authorities who have a largely monitoring role (James, et al., 2014: 108).

Pearson (2011: 699-710) continued this view in saying that the expectations of the governing bodies in England have widened – such as the responsibility for the finances of the school - but that the contribution of the governing body is under-developed in practice and under-researched. However, beyond the expression of the governing body's responsibilities and words of wisdom about 'good governance', the processes, practices and intentions of governing require more understanding which might bring ways to review the contribution of governing to leadership (Hill & James 2015: 10).

Simkins (2014: 994) in support to the above found the following governance processes in four jurisdictions:

- England and Wales over the last few years have shared a common legislative regime with high levels of delegation to governing bodies and a stakeholder model of representation. As in England, Welsh governing bodies have been charged with playing a strategic role with operational matters delegated to the headteacher;
- Northern Ireland, too, has a system of school governing bodies like those in England and Wales, with similar powers, but based on a complex set of rules which mean that patterns of representation vary, depending on the controlling authority to which the school is subject;

- However, Scotland has been different; fewer powers have been delegated and this has been to heads rather than to governing bodies or school boards, with the various formulations of local stakeholder involvement being advisory rather than authoritative.

Farrell (2014: 926) furthermore discovered that in Wales, governing bodies are made up of a combination of appointed, elected and co-opted governors whose membership depend on the category of school and the number of registered pupils. According to Farrell (2014: 927) the governing body's role in Wales is essentially a strategic one with operational and day-to-day management matters to be performed by headteachers and staff with the key roles of governing bodies identified as: setting the school's strategic direction, securing accountability, monitoring, evaluating, supporting and sometimes challenging.

School governance in England and Wales, as argued by Ranson (2012: 42), began with the proposition that the form taken by the governance of civil society matters for school improvement and pupil achievement. Improvement, therefore, depends upon mediating the cultural conditions of learning. Governing bodies have a crucial role in including or diminishing the representation of different cultural traditions, and in enabling or frustrating the expression of voice and deliberation of differences (Ranson 2012: 42).

In relation to this, James and Sheppard (2014: 4-6) continued to argue that in a range of settings in countries with developed economies, it is widely accepted that boards have an overall responsibility for the governance of their organisations and therefore, as with schools in many national systems, international schools typically have a governing body where parent involvement in governing is a preoccupation. James and Sheppard (2014: 17-18) believes that when such elected boards are wholly elected parent boards, many problematic issues will start to surface including a lack of strategic long-term oversight and high levels of rapid and unplanned turnover of governing board members.

Similarly, Moos (2014: 433) revealed that each school in Denmark has a school board with a parent majority and administrative staff (e.g. school leaders, principals, and teachers). Moos (2014: 433) also refers to the superintendent, situated in the middle of the Danish education chain of command in the municipal government's administration, which is held accountable to municipal authorities and must comply with national rules, regulations, and policies while at the same time administering the local district school. However, the present education governance model in Denmark appears to be a joint regulatory enterprise between the state and the municipality that has direct ownership of schools, and this system according to Moos (2014: 434) employs a range of "hard" and "soft" instruments and quality-control measures to influence decentralised decision-making processes.

Hangartner and Svatona (2014: 286) further found that school governance in the Canton of Bern, Switzerland, is shared between the Ministry of Education and the municipalities where the following relationship levels are visible: the ministry as a political authority over compulsory education defines the curriculum and largely the organisation of instruction – mainly finances, teachers' salaries - and controls the pedagogical practice by regional inspectors, whereas the municipalities maintain school buildings, bear part of instruction costs and supervise the operation of their schools; local school board members are nominated by political parties and elected by the municipal parliament or by voters directly at a municipal assembly. Hangartner and Svatona (2014: 284) further argued that because of reform, local school governance emerged as a contested field in which headteachers, school boards and municipal councils are trying to expand their influence and to contain those of related bodies.

In support to the above Huber (2011: 469) suggested that in Switzerland issues relating to school governance have become increasingly relevant and numerous efforts aimed at redesigning the governance of schools with its various levels and their interrelationships have been introduced. Hubert (2011: 474) therefore argued that the governing body is established with representatives of the local public as members, in some Cantons elected

by the public, in other Cantons appointed by the respective municipal council, and expected to fulfil the following roles:

- ensure that teaching in schools is not influenced by individuals with possible competing interests;
- ensure that classes proceed independently of the competing economic, political and religious interests in the municipality;
- responsible for the strategic leadership of the schools and the supervision of internal evaluations;
- holds the overall responsibility for the governing of the municipal school system and in many municipalities, (it is still the duty of the governing body to make classroom observations for strategic observation and involvement, but not to assess the individual teacher);
- responsible (in most Cantons) for staff employment, student enrolment and, most importantly, the allocation and controlling of financial resources.

According to Román and others (2015: 90), in many countries, including Sweden, national and local governments have over the years explicitly shared the responsibility for public schools, but in Sweden, as in other countries, the balance between national and local school governance has varied over time. Román and others (2015) further state that public elementary schools and public girls' schools in Sweden were principally run by the municipalities, whereas public grammar schools were nationally run. However, a major change in the Swedish school system came in the early 1990s, as the municipalities were exclusively made the principal organisers for public schools; whereas, responsibility for school resource allocation and for organising school activities is the responsibility of municipalities. On the other hand, curricular and judicial guidelines and goals are set and controlled by national politicians and administrators (Román, et al., 2015: 90).

In contrast to the above Nyoni and Matlabe (2014: 577) argued that participatory governance in Brazil was part of an effort to expand how, when and where citizens engage each other and engage the state. It was an explicit effort to use these spaces as

the means to encourage the empowerment of citizens; to establish public participation; to include citizens' voices in decision making; and finally, to promote new state processes which will recognise citizens' demands.

The school board according to Ford (2015: 531-532) has long been an institution in local American life; its origins date back to 1789 when the Commonwealth of Massachusetts passed a state law requiring every Massachusetts town to open and support a local public school. Ford (2015: 532) further argued that this phenomenon started in Massachusetts and later passed on throughout the republic, and the locally elected public school board thereafter became the norm throughout the United States. However, it became important that school boards were empowered with the tools, training, and autonomy to work as high-functioning groups toward the creation of mission-aligned policies that benefitted students (Ford 2015: 548).

With reference to the above American context, Russo and Smith (2017: 31) declared that in acknowledging the significance of school boards in providing a quality education and meeting the needs of the district's staff and students, it is important to know that they are composed largely of lay people - individuals from outside the world of education—who make far-reaching decisions that affect students, faculty, staff, facilities, and financial resources in the districts they serve. Board members, according to Russo and Smith (2017: 32), have the following duties: to develop sound policies, guidelines, and procedures for the overall operation of their districts; other key responsibilities include hiring personnel; determining school tax rates; adopting district budgets and approving expenditures; overseeing curricular and instructional programs, as well as standards and assessment; and approving collective-bargaining agreements for employees in states that allow negotiations. Working together, the board and district leadership can ensure effective management of the school system and, as a result, provide high-quality education for the community's students (Russo & Smith 2017: 33).

In a study on school governance in New Zealand, Wylie (2007: 61) found that the provision of good quality learning opportunities is a collective responsibility and that

schools cannot operate as effectively as expected of them and expectations keep increasing unless they are provided with realistic support, understanding, networks and accountability frameworks that motivate schools to keep developing and challenging themselves. Wylie (2007:61) further argues that good support for schools cannot be provided by or through government agencies if schools operate in an isolated fashion, which clearly asks for creative thinking about how to better connect schools and government. If a real change in New Zealand's schools is to be seen, it will be because the school professionals and governing bodies can focus on student learning (Wylie 2007:61).

According to Gjoshi and Kume (2014: 273), the reform of the educational system in the Republic of Kosovo, Europe, is among the most important in the country and currently represents one of the main priorities of Kosovo's government with multi-dimensional purposes in all components of the educational system. It is, however, a complex reform with vertical and horizontal extension, but its realisation is modelled as a product of interaction and cooperation between institutions of central and local government and local communities; a process of cooperation and coordination of rights and duties between school governing bodies, central and local authorities (Gjoshi & Kume 2014).

Seel and Gibbons (2012: 27) concludes that school boards have characteristics of both government and non-profit organisations – they bridge the worlds of the provincial government and local communities at the level of the individual citizen. The kind of governance that should be practised by school boards has been under consideration for nearly forty years in the jurisdictions of Canada and around the world, in which the common areas of concern centre on what it means to be an effective governor and an effective governance body within the context of providing public education (Seel & Gibbons 2012).

3.3 VIEWS ON SCHOOL GOVERNANCE IN AFRICA

According to Mulwa and others (2011: 88), most members of the school management bodies, especially boards of governors (BOGs) and parent-teacher associations (PTAs) in Kenya, were not able to adequately monitor the daily activities of the school. Mulwa and others (2011: 90) further argued that prior to the decentralisation of education in Kenya, major decisions pertaining to daily secondary school activities were made at the Ministry of Education headquarters and little by the principals and boards of governors (BOGs) at the school level. However, in recent years the source of decision making has been widened, and all the educational stakeholders in secondary schools are supposed to be active participants in making decisions at school level (Mulwa, et al., 2011: 90).

In contrast to this, Motsepe (2014: 192) reported that in Lesotho the issue of student involvement in government is crucial in the smooth running of today's school, but ironically, the present practice in Lesotho does not allow students to be members of school boards. This does not allow for the execution of the total democratic principle which seeks for the involvement of all stakeholders, but it allows for parents and management staff of the school to make decisions on behalf of students which may lead to disruptive behaviour from students (Motsepe 2014: 192). However, in Rural Tanzania, according to Phillips (2013: 639), "community participation" is a cornerstone of contemporary development policy. Participation in the meanwhile has served as a smokescreen that only partially conceals the untruth that "it can be done" if you simply "play your part" (Phillips 2013: 658).

Chikoko (2007: 35) suggested that a strong national regulatory framework should drive school governance in Zimbabwe's public school system in general and that this strong and rigid drive seemed to previously hindered decentralisation efforts. The administration of schools through a uniform organisational structure and the centralisation of the employment of teachers according to Chikoko (2007: 35) are indications of a tight regulatory framework. Chikoko (2008: 260) further argued that despite the presence of a decentralised legal framework, the role of parent governors in Zimbabwe did not

significantly evolve from their traditional position as funders of schools and builders of infrastructure. As a result, the intended policy of empowering parents in school governance in Zimbabwe was unintentionally disempowering them at the same time (Chikoko 2008: 260 – 261).

Chikoko (2009: 201) revealed that due to apartheid-style education policies during the colonial era, at independence in 1980 most black Zimbabweans had suffered severe lack of schooling opportunities, let alone quality education. This situation, Chikoko (2009) argued, necessitated the largely government-financed massive expansion of the education system that characterised the first decade of independence in the country. As the country entered its second decade of independence, Zimbabwe adopted a decentralised system of educational governance, allowing the powers previously vested in the higher tiers of the education system, to flow down to individual and clusters of schools (Chikoko 2009: 202).

After independence in Namibia, according to Pomuti and Weber (2012: 2), a unified system of educational administration and management was established. Although racial and ethnic forms of education governance were abolished, local management structures continued to act as agents of the centralised structures (Pomuti & Weber 2012: 2). They (Pomuti & Weber 2012:2) further suggested that the introduction of Cluster-based school management in Namibia were meant to manage school supervision and in-service training for school managers and teachers to improve management, equity, teaching, and learning, provide teacher support, and promote democratic participation.

Pomuti and Weber (2012: 7) concluded that the apartheid era reverence for authoritarianism, hierarchy and bureaucracy has not changed, instead, the post-apartheid state in Namibia has rather introduced a reform that in theory, is meant to empower the grassroots from the top down, but has provided no mechanisms that might enable regions, districts and schools to change government policy from the bottom up.

In Uganda, Mahuro and Hungi (2016: 10) found that when families, schools and communities' partner together towards supporting the schooling of their children, they create a conducive environment for learning, strengthen parenting and communication skills, improve their children's academic achievement and the society develops improved social values and good citizenry. They (Mahuro & Hungi 2016) suggested that there is a need for parental involvement in the schooling of their children in Uganda. It is therefore important that mechanisms be put in place that will attract parents to participate in the education systems in Uganda and that such mechanisms should include rephrasing the policy in a clear and concise language; outline what school input the parent is supposed to contribute; create opportunities for parents to be involved in school activities; and encourage active interaction with education stakeholders (Mahuro & Hungi 2016: 10).

In contrast, Boaduo and others (2009: 96), reported that traditionally in Botswana, schools have tended to keep parents out of school governance, using the argument that a professional skill such as teaching must be carried out without interference. Despite this tendency in Botswana, it was concluded that in schools where parent-community involvement is highly visible, teacher effectiveness is apparent, and this contributed significantly to the improvement of learner performance while in schools where parent-community involvement is non-existent or minimal, the result is the opposite (Boaduo, et al., 2009: 97).

In agreement, Akinola (2009: 422) reported, that with the support of the school boards in Nigeria, the school-based management committee (SBMC), like in many other countries such as Uganda, Zimbabwe, Ghana, Tanzania, to name but a few, was used as the tool for achieving quality education goals. Akinola (2009: 422-423) argued that the use of the school-based management committee (SBMC) is an approach to educational reform that allows for an individual school to make its own decisions related to finances, curriculum, supervision, staffing needs and other issues related to teaching and learning.

This committee which is a formal organisation within the school, according to Akinola (2009: 423), represents a wide spectrum of interests, determines the policy direction for

the school, based on the National Policy of education operating within the practicing country and includes the principal, teachers, administrative staff, parents, community members and students. With the state of SBMCs in Lagos, Nigeria, it is necessary for the government to reorganise the committees by allowing each school to form its own committee and devolve some of the powers of the central school's board; this way, the schools will be more responsible and accountable for their activities and achievement of school objectives (Akinola 2009: 429).

Ijaduola, Adenaike and Agbajeola (2014: 6) concluded in a further study on School and Community Relations in Ogun State, Nigeria, that effective management of schools cannot be attained in isolation of positive and productive interactions between schools and their immediate communities. The relationship between the community and the school management team is expected, for all intents and purposes, that the problem of the school automatically becomes the "headache" in which the school is situated, and if the relationship between them is not cordial enough, there is likelihood of having internal problems in the school, and the work to rule attitude becomes more prominent which at times could lead to a state of anarchy (Ijaduola, et al., 2014).

In conclusion, it was recommended by Ijaduola, Adenaike and Agbajeola (2014) that community involvement in school management is a major factor in improving school effectiveness, the quality of education, and a child's academic success so that when, for example, joint planning and goal setting occur, the school and the community develop a sense of ownership.

3.4 A BACKGROUND TO SCHOOL GOVERNANCE AND SCHOOL GOVERNING BODIES (SGBS) IN SOUTH AFRICA

According to Bagarette (2011: 234), the purpose of school governance was to promote the principles of democracy. Bagarette (2011) therefore believes that power relations are central to any understanding of practices and processes of school governance, regardless of the cultural context in which they operate. It, therefore, goes without saying

that power relations (principal vs SGB) in schools may ultimately lead to conflict, where both centres of power fail to work together in the best interests of the learners and the school (Bagarette 2011).

Moloi (2015: 1) declared that after the democratic elections of 1994, the democratisation of the education system has been formalised, with the redistribution and broadening of power to local school governing bodies and the removal of centralised control over certain aspects of schooling and decision making. Moloi (2015) respectively stressed that the new educational policies are subjected to various regulations on governance, labour relations, performance and performance management, which bring complexity to work in schools. However, despite notable achievements in many areas since 1994, including social services and the political economy, it is not easy to undo the cemented racist, oppressive and unjust policies that determined the mandate and scope of education for the different racial groups in the country for more than 100 years (Moloi 2015: 1).

Woolman and Fleisch (2008: 47) discovered that SGBs reflect, in many respects, the most important interactions that citizens have with the state. They, therefore, argued that SGBs created transportation for popular political participation that is quite real, and that participation was made no less real by the structures imposed upon them by constitutional and regulatory order. Despite concerns about their lack of capacity, SGBs enjoyed popular acceptance and participation across class and language divides (Moolman and Fleisch 2008: 48).

The governing of individual schools, school governance, as it is known in South Africa according to Heystek (2011: 455-456), only began in the early 1990s and since this coincided with the political transition to a post-apartheid South Africa, the policies and structures for school governance were influenced by the local political context as well as international trends. These trends, Heystek (2011) argued, related to the self-management of schools in which community involvement, decentralised decisions and decentralisation of funds were the driving forces.

According to the Western Cape Department of Education (2014), section 20 of the SASA 84 of 1996 as amended, determines various functions applicable to all SGBs where SGBs may also request "additional functions" as listed in section 21 of SASA from the Head of Department in each province. However, the provincial Minister of Education may also confer these additional functions (listed in section 21 of SASA) upon schools if he or she so determines and is satisfied that the SGBs concerned have the capacity to perform such functions effectively.

The SGB of a public school, as viewed by Bagarette (2014: 396), consists of parents of children at the school, educators and noneducator personnel, learners (in the case of secondary schools), co-opted members of the community, and the principal as an ex officio member of the SGB. Bagarette (2014) also viewed the SGB as composed in such a manner that the parent component of the SGB should be one parent member more than the rest of the committee members. Naidoo, Mncube and Potokri (2015: 227) further recommended that SGB members being representatives, are leaders in their own rights who are often involved in consultations and collaboration processes and should therefore on this ground be exposed to in-service training on deliberation and leadership skills, given that skills are acquired through formal training or experience.

In support of this, Kiyingi and Jackson (2015: 507) argued that the decentralisation of the education system meant that governing powers were to be devolved to schools; subsequently the promulgation of the SASA of 1996 which gave powers to all schools in South Africa to elect school governing bodies (SGBs). SASA prescribes the roles of school governors such as drawing up policies for the school, managing the school's funds, adopting a code of conduct for learners, recommending the appointment of educators, to mention but a few (Kiyingi & Jackson 2015: 507). In response to this, Mestry and Bodalinathe (2015: 1), also added that the SASA of 1996 clearly states that a governing body is responsible for managing the school's finances and physical assets. However, most school governing bodies seriously lack essential knowledge and skills to manage both the finances as well as physical resources, effectively, resulting in poor learner performance and low educational outcomes (Mestry & Bodalinathe (2015: 1).

Mncube and others (2015: 191) further reported that during the apartheid era, compared to the international perspective, South African schools operated around a system of authoritarianism emphasising a rigid, top-down or hierarchical approach to management where principals were compelled to follow instructions from the DoE. This contrast to democracy according to Mncube and others (2015) equally resulted in the democratisation of the education system through the implementation of the SASA (SASA) 84 of 1996, which allowed for the establishment of School Governing Bodies (SGBs) as representatives of all stakeholders in decision making at the school level.

Mncube and Mafora (2014: 109) further suggested that all the stakeholders in schools have a role to play in ensuring that democratic governance exists in South African schools today. They (Mncube & Mafora 2014) believed these stakeholders must be assisted in developing democratic values such as transparency, fairness, tolerance, equity, justice and openness, behaviour, skills and attitudes that are built into the Constitution of the Republic of South Africa. This need for democracy in schools lately has been emphasised through the promotion of values in line with the democratic tenets of SASA, where school governing bodies (SGBs) are meant to be entities for addressing issues of democracy and social justice in South African schools (Mncube & Mafora 2014: 112).

Moloi (2007: 467) argued that the challenge in South Africa is the Senior Management Teams (SMTs) and SGBs that must be able to think and act strategically, to align school policies and practices to national legislation, but unfortunately there seems to be only limited empirical evidence of a strategic approach being adopted in practice. Moloi (2007: 468-469) had a further argument that along with the principals, school governing bodies have wide-ranging financial responsibilities, including school-level budgeting, managing funding from provincial departments, setting school fees, and raising additional funds to supplement school budgets. Furthermore, SGBs clearly possess the necessary authority to take community-based decisions on a range of school governance issues: the hiring and firing of teachers, the right-sizing of school staff, decisions on language policy and curriculum offerings (Moolman & Fleisch 2008: 74).

In support hereto Nyoni and Matlabe (2014: 574) declared that the state is obliged to involve the citizens in public school governance reform structures, which includes the following agenda: decentralisation of educational management and financing; the involvement of parents and legal guardians in school-based management; the provision of better information on school performance and student achievement to parents and communities; the introduction of choice mechanisms; and the expansion of Non-Governmental Organizations (NGO), Civil Society (CS) and public-private service provision to stimulate competition and system reach.

With regards to funding issues in the South African schooling system, Mestry (2014: 10) reported that despite efforts to provide financial management training for SGBs, the process of procurement, budgeting, monitoring and control of physical assets, managing school funds and financial reporting remain complex and strange to many SGBs. Mestry (2014: 11) also founded that SGBs are merely required to submit and monitor all orders for learning and teaching support materials and submit invoices for services (water and electricity) rendered to schools, leaving them being unable to keep track of all expenditure incurred against state subsidies.

Mestry (2014: 13) concluded arguing that although the South African government had taken many steps in addressing equity, redress and social justice in education, there have been different challenges in the implementation of policies which affected the process of bringing about significant change and transformation in education. As a result, inequalities based on race and class, and socioeconomic status, continue to be reproduced in an education system that is only superficially egalitarian and democratic (Mestry 2014: 13). Democratic school management according to Botha (2012: 264) emphasises that decisions in a school should be based on consultation and collaboration and that all the stakeholders in the SGB should participate in the decision-making process. In response to this, Xaba and Nhlapo (2014: 425) held the view that in terms of school governors' roles, promoting the best interests of the school and striving to ensure its development through the provision of quality education for all learners at the school is fundamental. The emphasis, therefore, is on the members of SGBs working together for the same

purpose and in so doing, executing their school governance roles as equals and in a democratic participatory manner (Xaba & Nhlapo 2014).

Mncube and Mafora (2013: 21) suggested that the context within which a school operates has been found to play a major role in the effective functioning of SGBs. School governing bodies were found to be contributing to strengthening democracy and social justice in South African schools, and the general view of most of the SGBs from both the Western Cape and KwaZulu-Natal provinces was found to be that (Mncube & Mafora: 2013). However, according to Mnube and Mafora (2013), in the former Model C schools, the functioning of the SGBs had led to the effective functioning of the school, whereas the opposite case was found to have held true in the black schools.

Ndou (2012: 121) therefore recommended that the human resource directorate within the DoE must ensure that provision is made for deputy circuit managers to be responsible for the governance matters in all schools within each circuit and that their job description must include, amongst others, organising and conducting workshops for the SGBs and principals especially in financial management. SGBs are also responsible for the design and enforcement of the learner code of conduct in schools. Mestry and Khumalo (2012: 108-109) reported on the difficulties SGBs and schools in general experience regarding the design and enforcement of learner codes of conduct.

Mestry and Khumalo (2012: 108-109) also revealed that many of the SGB members are still grappling with the proper design of learner codes of conduct. In fact, it is apparent that while schools may have codes of conduct, these are not properly designed to address discipline problems in terms of action, strategies and resolution and are therefore unenforceable. Furthermore, lack of adequate knowledge of legislation and training militates against the ability of SGBs to perform functions such as the adoption of a learner code of conduct and its effective implementation (Mestry and Khumalo 2012).

It was further recommended by Ndou (2012: 122) that the election policies, rules and procedures for the election of new SGBs should provide criteria for the contestants to be

literate for them to understand the policies governing; that the minimum qualification should be grade twelve (12); and that the school governance documents must be in the home language of the members of the school governing body elected. I, therefore, becomes important for this study to look at each of the members of the school governing body (SGB) and their functions in South Africa today.

3.4.1   The role of the principal as ex officio member of the SGB

According to Christie (2010: 694), when studying school leadership in South Africa in the post-apartheid period, two mayor 'landscapes' need to be considered: first, the research and theory on school management and leadership; and second, the complex framework of post-apartheid policies introduced to reform the schooling system, including its leadership, management and governance. Christie (2010: 708) further argued that the expectations of school leadership as expressed in the literature and studies of leadership, together with new policy frameworks and regulations set out by the post-apartheid government, have changed the work of school principals in complex and contextually different ways. Consequently, the complexity of this may have contradictory effects that impede, rather than assist, school improvement in South Africa (Christie 2010: 695).

Botha (2012: 263) suggested that little research has been done on the role and responsibilities of principals about the management and governance of schools in a post-apartheid South Africa, and their roles and responsibilities as members of the SGB. Botha (2012: 269-270) recommended that one of the main tasks of the principal is to ensure that there are adequate lines of communication; it is also important that the school principal should support transformation in schools, by opening space for debate and dialogue that would enable parents and learners to participate sufficiently in SGBs. Silencing the voices of parents and learners implicitly or explicitly would mean that social justice and democracy are not promoted in SGBs (Botha 2012: 270).

The introduction of a school-based management system through school governing bodies (SGBs) in South Africa in 1996, as argued by Taole (2013: 75), has brought about the

decentralisation of the principals' role and a paradigm shift in the school management system. Taole (2013: 81) concluded that owing to challenging circumstances and changing demands in the education sector, principals are expected to become increasingly involved in curriculum delivery and student progress and to be able to do so, they need to be knowledgeable about the different curriculums of different subjects.

Xaba and Nhlapo (2014: 426) further suggested that in school governance the principal should be an SGB member like, and equal to, other members – who promote the best interests of the school. This, according to Xaba and Nhlape (2014: 425), implies that in matters of school governance, the principal is answerable to his or her employer, by assisting the SGB on the performance of its functions and responsibilities in terms of policy and legislation. Equally so, it is evident that principals as instructional leaders are faced with the monstrous task of ensuring that learner achievement is at the heart of their activities and subsequently ensuring that they remain well-informed about current trends and developments in the education system (Taole 2013: 81).

In support of this Naidoo, Mncube and Potokri (2015: 226-227) emphasised that principals play a pivotal role in promoting and practising democracy in the school, through their leadership style - participatory leadership where the principal plays a fundamental role in orchestrating efforts to promote democracy in the school. In relation to participative decision making, Bagarette (2014: 406) argued that participation by all stakeholders is essential if schools are to be managed harmoniously and effectively. The unequivocal support from the principal, therefore, becomes essential, although the principal is instrumental in creating a democratic school through participatory leadership, a whole school approach to practising democracy is necessary and suggested (Naidoo, Mncube and Potokri 2015:27).

Steyn (2012: 160) founded that a principal's personal set of values forms the foundation of the type of leadership in question and directs decision making as well as actions taken towards the development of the people; the building of a school community; preferred leadership style; and the sharing of leadership in the school. These values according to

Steyn (2012) may assist the principal not only to focus on challenges within the school but also to adopt appropriate strategies to cope with the increased complexity of the school environment. It is, therefore, reasonable to suggest that at least part of the principal's servant leadership success can be attributed to the result of personal and professional values, and the continued exercising of the focus on people and their happiness (Steyn 2012: 161).

Steyn (2012: 61) further argued that a principal is regarded as the key school leader and the most appropriate individual in the school who can exercise effective school leadership. School leadership requires a deep understanding of the school, its staff, students and other role players. He or she is the head of the school and cannot function in isolation. Thekiso (2013: 118) therefore believes that the principal must be knowledgeable on issues that relate to the Education Labour Relations Council (ELRC) as well as the SASA to work harmoniously with educators, learners, parents, community and all stakeholders.

Findings by Binduko (2013: 108) revealed that the principal plays an important role in maintaining harmony among the teaching staff. Binduko (2013: 108) also revealed that literature prioritises the role of the principal in this respect and upholds the sentiment that it is the responsibility of the principal to marshal all human resources under his or her jurisdiction towards harmony and teamwork. This is done so that the attainment of educational goals can be realised, and the principal does this by making the SMT aware of the drive to unite staff (Binduko 2013: 108).

The principal, as a member of the SGB, according to Majola (2013: 148) is responsible for managing conflict between educators according to their code of conduct and related labour laws, governing the conduct of educators. However, the SGB may advise the principal and give him the support he needs in managing all kinds of school conflict effectively (Majola 2013: 148). As schools carry on being the institutions that parents look to for assistance to facilitate the education of their children, principals must have an extensive level of knowledge of education law (Petty 2016: 32). It is further anticipated by

Petty (2016: 32) that the legalities of students' rights will continue to plague the daily operations of public schools; therefore, preparation programs, the course content of education law courses, and the impact they have on principals' knowledge in education law practices should be evaluated.

3.4.2   The role of parents as members of the SGB

Beckmann and Minnaar (2009: 139) argued that the SASA, No. 84 of 1996 (SASA), provides parents with opportunities to serve on the governing bodies of public schools. In this context, they (Beckmann & Minnaar 2009), believed that members of school governing bodies may hold unique sets of expectations, which may influence the type of education to which a school community aspires. Smit and Oosthuizen (2011: 55), however, confirmed that parents often misconceive participatory democracy for political democracy and misunderstand the role of the school governing body to be a political forum. Despite these shortcomings, Smith and Oosthuizen (2011) argued that parental participation improves school effectiveness and That the decentralised model of local school governance should continue.

Mncube, Harber and Du Plessis (2011: 211) further argued that there is evidence suggesting that listening to parents, encouraging their participation, and granting them more power and ownership in decision making, can ensure school effectiveness and possibly lead to school improvement. According to Heystek (2011: 459) the composition of the governing body as stipulated in SASA, section 24, emphasises not only the democratic process but also the importance of parents as role players in the improvement of schools. Heystek (2011) declared that a parent must be the chairperson of the school governing body (SGB) and the parent members must have one member more in the SGB than all the other groups together, thus giving them the majority in the SGB.

To the contrary, Duma, Kapueja and Khanyile (2011: 51) reported that teachers believe parents still lack the knowledge and training to play a significant role in school governance activities, making it essential for them to be given the necessary training, which should

include the opportunity to acquire the necessary knowledge so they would be able to participate meaningfully in the school governance activities.

Mavuso and Duku (2014: 432) founded that parents are involved in decision making as both SGB members and as parents, and so regarded as crucial stakeholders in their children's education. However, they seemed to regard themselves as outsiders on certain issues of school governance and in some cases unable to distinguish between the roles of the School Management Team (SMT) and those of the SGB concerning the culture of teaching and learning. Most parents, as argued by Mavuso and Duko (2014), regarded school governance as an issue better understood by the educators.

Okeke (2014: 7) argued that to effectively involve parents in the affairs of the school, as well as in their children's education, certain strategies must be promoted and popularised within the school community. Okeke (2014) further emphasised the fact that these strategies for involvement are effective only when parents themselves are aware of such but warns that certain realities need to be faced and worked through such as factors of time, confidence, interest and usefulness, to maximise parent involvement. Parents according to Okeke (2014) therefore need to understand all aspects of involvement which are available within their child's school to become fully engaged.

In agreement to this, Mncube, Davies and Naidoo (2015: 89-213) recommended that all teachers, learners and parent representatives on SGBs be trained in skills such as deliberation, debate, dialogue and managing differences. Furthermore, training or capacity building relating to advocacy skills and leadership development should be provided for all members of the SGB including teachers, because the more learners, parents and staff are involved in school policy and decision making, the more there is a genuine community involvement in schools, and the more effective a school becomes (Mncube, Davies & Naidoo 2015: 89-213). Parents according to Thekiso (2013: 118) should play an active role in the education of their children by ensuring that learners are at school to learn and that educators are at school to teach; non-teaching staff members are at school to execute their duties.

Mutero (2013: 99) concluded that contributions of parent members are informed by other parents in their communities which means that if parent structures work properly in their communities, their influence can be transferred to the parent component of the school governing body. This also means that the parent component can be a link and transfer the interests of community members to the school since they are also members of those communities (Mutero 2013: 99).

3.4.3   The role of the educator representative as a member of the SGB

Educators according to Mavuso and Duku (2014: 432) seemed to be playing a leading role in matters pertaining to school finances, formulation of policies and ensuring the culture of teaching and learning. Okeke (2014: 7) is of the view that teachers, usually by their own training, are better equipped to understand parent and school partnerships and so, suggested that those who lack this training should undertake appropriate in-service courses to update their knowledge on effective approaches to a good home and school relations.

Salmon and Sayed (2016: 38) have it that in the post-apartheid context policies and interventions that govern teachers are critical, and teachers can be seen to be placed in a central role as actors whose distribution, employment, recruitment and deployment can serve to redress the past, promote equity and build trust for social cohesion. Educators according to Thekiso (2013: 118) must render effective, efficient teaching and learning, and share resources; and the representative must see to it that all educators receive feedback from SGB meetings.

3.4.4   The role of the learner representative as a member of the SGB

Each secondary school in South Africa, as pointed out by Hunt (2014: 268), is legally obliged to establish a Representative Council of Learners (RCL); a democratically elected, learner-only council which represent the learners' interest on the SGB. According to Hunt (2014: 269) student representative councils (SRCs) under apartheid were

unofficial learner-led bodies established in some (mainly 'Black', but also 'Indian' and 'coloured') schools to co-ordinate efforts linked to the struggle movement and often pursued rights agenda (for example to end discrimination, inferior education and corporal punishment).

The Representative Council of Learners (RCL) according to Thekiso (2013: 118) represents all learners on the SGB and highlights their learning issues and later provided learners with new updates on the issues raised in the meeting with the SGB. Hunt (2014: 282) suggested that although RCLs are learners' 'spaces', they are located within hierarchical places where learners have little authority. Baroutsis and others (2016: 451) therefore argued saying that maintaining the balance between individual agency and community welfare is an on-going project, and young people should not be expected to already have the knowledge and skills required for responsible collaboration and action. Bray and Moses (2011: 10) further reported that the gap between legislation and reality around children's participation in school governance illustrates the dilemma facing children seeking to influence public spaces which affect them. Bray and Moses (2011: 10) further argued saying, if parents do not see themselves as having a legitimate role in shaping education, then it is not surprising that children's roles are also marginalized.

However, for adults the test resides in learning to let go of power and to trust in the capacity of young people to make responsible decisions; for all concerned, a key lesson is one of patience because true democracy is a slow process (Baroutsis, et al., 2016: 451).

3.4.5   The role of the non-teaching staff representative as a member of the SGB

According to Thekiso (2013: 118), some of these none-teaching staff members manage cleanliness inside and outside classrooms while others (e.g. Secretaries and Admin Clerks) deal with non-teaching staff member administrative issues such as the admission of new learners, typing, issuing memorandums to educators, etc. It is assumed that these

none-teaching staff representatives play a rather reserved and layback role within the sub-committees of the SGB (field notes).

3.4.6   The role of sub-committees as members of the SGB

Mavuso and Duku (2014: 458) declared that the SASA requires School Governing Bodies (SGBs) to establish sub-committees with their majority membership as parents in enabling the SGB to execute its roles effectively. However, according to Mavuso and Duku (2014: 459), it became clear that SGB sub-committees which parents are members of, do not support the SGB in fulfilling their governance duties. For this study, these sub-committees such as Friends of The School (FOS) did not have a significant impact on staff employment by the SGB and were thus not discussed in detail.

3.5   CONCLUSION

Quan-Baffour and Arko-Achemfuor (2014: 171) declared that the advent of democracy in 1994 brought democratic institutions and practices to all spheres of the South African society in which education has since then experienced tremendous transformation. They (Quan-Baffour & Arko-Achemfuor 2014) suggested that prior to 1994, principals and chiefs of rural communities handpicked school council members and that the South African Schools' Act (1996) therefore democratised school governance by giving schools back to the communities and making it mandatory for parents to serve on school governing bodies.

Quan-Baffour and Arko-Achemfuor (2014: 171) further argued that SGBs should now be responsible for school governance issues and must support school principals and their management teams for the realisation of quality education. To make this happen, ongoing support from the DoE in the form of training of SGBs remain crucial. Based on their findings, Quan-Baffour and Arko-Achemfuor (2014: 177) concluded that to be able to discharge their duties well, as elected representatives of key stakeholders in education

and to make schools functional, SGBs need to be empowered through workshops and training.

The next chapter (4) outlines the Research Methodology. The population, sampling, instrumentation and data collection techniques will also be discussed.

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1   INTRODUCTION

The previous two chapters (2 and 3) contained the theoretical framework in which this research is grounded and an in-depth literature review on the research topic under investigation. The literature study had a closer look at School Governance in general, globally and nationally with reference to School Governing Bodies (SGB), their historic existence and role-functions.

This chapter (4) outlines the research design, approach and methods appropriate for conducting the empirical investigation. Furthermore, account has been given to justify the choice of this research approach and data-collection methods implemented. The data collection, analysis techniques, the validity (trustworthiness) and reliability of the data collected as well as the measures that ensured their trustworthiness are clarified. The researcher ensured that the selected sample groups for the research were discussed, and the ethical measures were taken to conduct the investigation explained.

This research design originated from the research questions and the aims of the study as mentioned in chapter 1. After selecting the interpretive paradigm, the researcher identified the research question that informed the approach or design used in this qualitative research to collect and analyses the data.

4.2   RESEARCH QUESTIONS AND AIM

As outlined in (1.3), the main research question of this research is as follows:

What transformative framework for staffing former South African Model C schools would best to address challenges concerning the implementation of transformative staffing processes?

Regarding the above main research question, the principal aim of this study (1.3) was to investigate the current staffing processes at former South African Model C schools in the Eastern Cape DoE and to suggest a transformative framework that will best facilitate transformative staffing. As a result, the following sub-research questions advanced from the main research question to address the challenges concerning transformative staffing processes at former South African Model C schools:

- What are the critical staffing issues experienced by SGBs at former South African Model C schools?
- What aspects should guide a transformative staffing framework to address the gap between staffing needs of SGBs and Departmental Policy?
- What comprehensive and transformative framework would address staffing challenges which are currently experienced by SGBs at former South African Model C schools?
- What recommendations should be borne in mind by SGBs when implementing the transformative framework for staffing at former South African Model C schools?

4.3   RESEARCH DESIGN AND STRATEGY

This research was embedded in a case study design which intended to develop an in-depth understanding of the transformative staffing processes at former SA Model C schools in the Eastern Cape Province of South Africa. Since the objectives of this study were to identify the critical issues within the staffing processes of the SGB which hinders the process of transformation, a case study design enabled an indebt and holistic understanding of the staffing processes used by the SGBs of the former SA Model C schools and will help to create responsiveness towards staffing for transformation.

This case study design, therefore, used in-depth, open-ended and descriptive questions which developed an in-depth understanding about how each one case provide insight into the issue of transformative staffing at the former South African Model C school. To gain

maximum insight into this phenomenon, the researcher used the following three staged research designs:
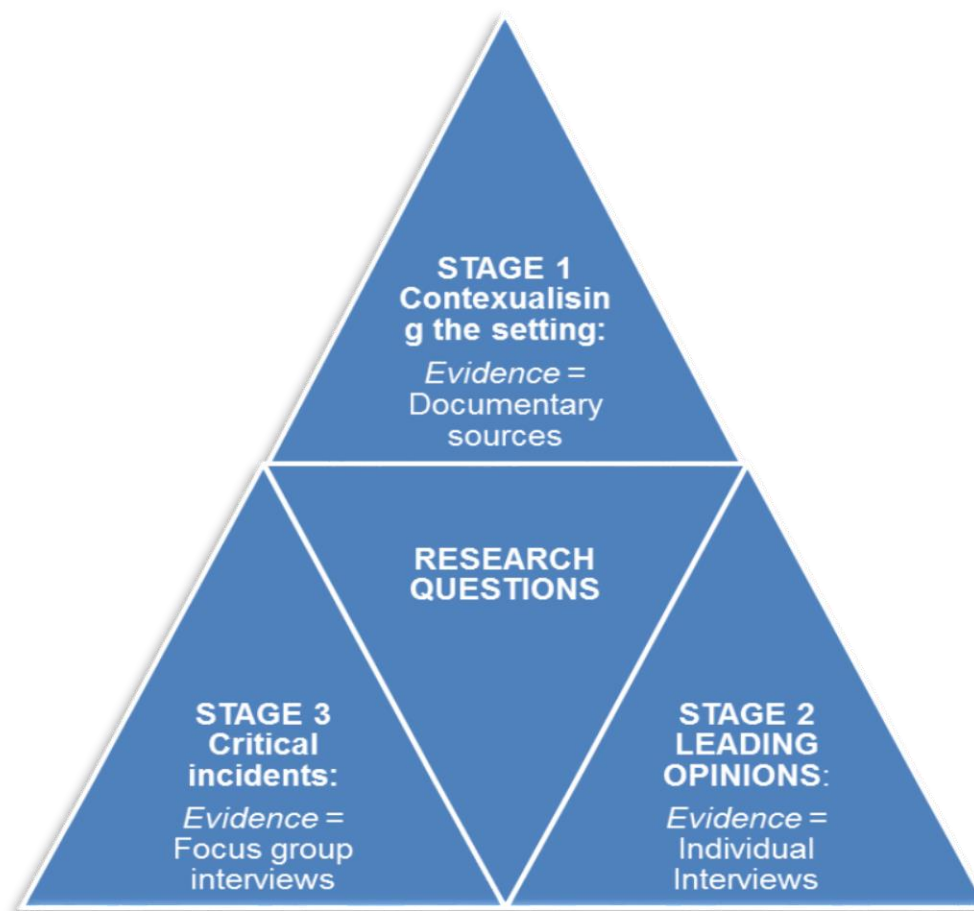
Figure 4.1: Plan of three-staged research design.

In this qualitative research (Arghode 2012: 157), the researcher explored the meaning as understood by the participants, in a natural setting and did not impose his perceptions of the phenomenon to interpret the participants' views, but rather the participants' perceptions were used to gauge the situation and generate knowledge which formed the basis for further theoretical explanations.

This chapter (Bahari 2010: 19) was not only about the question of methodology but also about the selection of research strategies involving some views or beliefs that underlie the situation of what is being studied. This qualitative study was less confirmatory (Hesse-Biber 2016: 6), meaning it's primary aim was not to test a hypothesis, but instead to

explore and discover meaning as identified by participants. The researcher's paradigmatic stance, which was composed of a perspective on the social world, served to frame the entire research process, including topic selection, question formulation, method(s) selection, sampling, project design, and data analyses (Hesse-Biber 2016: 6). The researcher further believed that selecting a case study design for this study is not only appropriate but suitable as it is known to many (including the researcher) that these schools are operating in a similar fashion even though each case was viewed differently. The methodological approaches or strategies that the researcher employed for this research study, were highly dependent on the problem, purpose, and research questions in which the researcher was interested (Hansman 2015: 276). Instead of seeking to investigate and evaluate a feedback intervention in a specific context, the researcher explored the conceptualisation of feedback, contextual influences on feedback, or how feedback cultures were enabled, to address gaps in the literature (Tai & Ajjawi 2016: 276). This research is therefore qualitative and builds on a combination of an interpretive and social constructivist paradigm. The study used constructivism because it emphasizes the ability of the researcher to construct meaning and interpretivism because the researcher believes that reality is constructed by social actors and people's perceptions of it (Wahyuni 2012: 71). The researcher believes that individuals with their own varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction (Wahyuni 2012: 71). It was also assumed by the researcher that through the interpretive position the social world is constantly being constructed by means of group interactions, and thus, social reality can be understood via the perspectives of social actors (Nieuwenhuis 2011: 5).

Interpretivism in this study (Elshafie 2013: 7) seemed to understand the researched phenomena from the point of views of the people involved as it accepts multiple interpretations. Unlike positivism, this research-based on these two paradigms is inductive and emergent and it does not seek generalisation as it is context bounded (Elshafie 2013: 7). It also aimed at a multitude of explanations and analysed responses in many ways to uncover meaning (Arghode 2012: 58). Due to the above choice in

paradigms, it is evident that the researcher wants to develop and construct a new theory surrounding transformative staffing processes at the former SA model C school.

The researcher has considered the chosen design in qualitative research based on the following stages: philosophical stance (including ontology and epistemology), methodology, sampling and sample size, data collection, data analysis, reporting of findings and issues of quality (Tai and Ajjawi 2016: 276). This stance agrees to the fact that methodology should never be separated from epistemology and ontology unless it became mechanised, instrumental and reduced to methods, process, and technique (Pierre (2014: 3). The philosophical 'stance' towards this study, therefore, was based on the belief on how things are known, learned about and experienced, and as a result how these things can be researched and investigated (Tai & Ajjawi 2016: 276). Ontology and epistemology therefore as understood by the researcher underpin all research, whether actively reflected upon or not (Tai & Ajjawi 2016: 276). Providing a coherent interpretation of ontology and epistemology, as a result, was worth the effort to solve the philosophical problems encountered by this research (Scholl 2015: 218).

This qualitative research study was based on the principle that social life is inherently complex and is inextricably bound up in ongoing social action among people in the situation and therefore aimed at adding to our knowledge project and is therefore worth further investigation. It corroborates the theory, refines theory or develops new theories requiring further research (Nieuwenhuis 2015: 221).

4.3.1 Epistemological assumptions

Epistemology for this study (Mark 2013: 430) referred to the nature of knowledge itself, and the relationship between the inquirer and the known that puts questions under scrutiny pertaining to whether knowledge is a set of value-free truths, transcending opinion, or whether it is subjectively built and progressively understood, through experience. In this study, epistemology allowed for the abilities to describe what something is, why something exists and how something works, represented some of the

different forms of knowledge (Mark 2013: 430). Epistemology in this study also poses the "How do you know what you know?" to the researcher and is related to the origins of and assumptions about the acquisition of knowledge and justification (Pasque, Carducci, Kuntz & Gildersleeve 2012: 22).

Furthermore, the epistemological assumptions made in this study are concerned with how knowledge can be created, acquired and communicated (Scotland 2012: 9), in other words '*what it means to know*'. It was therefore argued by the researcher that the development and discussion of epistemological dimensions would strengthen the potential knowledge contributions of this qualitative research (Gringeri, Barusch, & Cambronet 2013: 61). With regards to epistemological integrity the researcher held to high standards of accountability with regards to open and clear discussion of the research paradigm, application of theory, reflexivity, and understanding of power in the relationship with participants (Gringeri, et al., 2013: 62).

Epistemology for this study, therefore, was closely linked to ontology and what is considered as reality, the researcher went beyond personal knowledge and experience to know the unknown (De Kock 2015: 172). Epistemologically this study proposed the creation of new knowledge and theory by means of constructing a transformative framework for staffing the former South African Model C school. This assumption was known to the researcher as being anti-positivistic and interpretive and challenged the positivistic view of social reality is objective, independent, ordered, standardised, rational and impersonal (Ma 2015: 567).

4.3.2   Ontological assumptions

The ontological assumptions made by this research were concerned with what constitutes reality (Scotland 2012: 9), in other words, "*what is*" and the researcher, as a result, needed to take a position regarding his perception of how things really are and how things really work. The researcher knew what was to be researched - the ontology or the reality of the

context of the research problem needed to be clear and bounded, to establish a solid foundation for shared meaning and conceptual validity (Berman & Smyth 2015: 130).

The researcher therefore displayed insight about the research topic but assumed no fixed research design because of the complex, multiple and unpredictable nature of what is anticipated as reality and thus shared the belief that reality is constructed inter-subjectively through the meanings and understandings that are to be developed socially and experientially (de Kock 2015: 172).

As a qualitative researcher for this inquiry, it was likely to hold a relativist position, in that reality exists, but multiple perspectives are accepted and are accessed through the participants' experiences and interpretations (Tai & Ajjawi 2016: 276). The issue was whether an individual's ontology or reality, be it that of the researcher or supervisor could influence or stimulate the epistemology, methodology, design and the co-creation of new theory and application in the world of work (Kock 2015: 171).

The researcher does not believe that reality is "out there", but rather view it as socially constructed and therefore adopted the idea of multiple realities to conduct this qualitative research with individuals and focus groups (Shah & Al-Bargi 2013: 257). From a constructivist perspective, every interpretation by a reader constructs a world of its own (Scholl 2015: 221). The researcher shared the belief that ontology (Raadschelders 2011: 920) generates theories as to what can be known (epistemology), how knowledge can be produced (methodology), and what research practices can be employed (methods).

The ontological assumption made in this study, therefore, originated from the reality that no transformative staffing processes at the former South African Model C schools in the Eastern Cape Province of South Africa existed. A further assumption is made that these schools, as a result thereof, do not entirely comply with the values and norms as set by the South African Constitution after 20 years of democracy. This ontological philosophical assumption was grounded in a social constructivist paradigm. The interpretive paradigm

as a partner to social constructivism seemed valuable for the study, as it made the researcher fully engaged as an instrument of data production.

4.4   RESEARCH APPROACH

This study was concerned with process, context, interpretation, meaning or understanding through inductive reasoning and the aim was to describe and understand the phenomenon studied, by capturing and communicating participants' experiences in their own words via individual and focus group interviews (Yilmaz 2013: 313). This inductive approach was emphasised in interpretive and critical belief systems and was geared to generate theory directly out of the data (Nieuwenhuis 2011: 5).

This qualitative exploratory research was aimed at collecting enough data about the transformative staffing processes at former South African Model C schools using a smallish sample, purposively selected, to gain insight and understanding of this phenomenon in its contextual setting (Nieuwenhuis 2015: 420). This research approach wanted to discover the salient actions, events, believes, attitudes and social structures surrounding the transformative staffing processes of the SGB of the former South African Model C school. It also geared to explain the patterns related to and identify plausible relationships shaping transformative staffing processes at these selected former Model C schools.

4.5   RESEARCH METHODS

Qualitative methodology was invented in the 1970s and 1980s as a critique of positivist social science, but it has been structured, formalised, and normalised in such a way that most studies look the same, so the "process" is the same: identify a research question, design a study, interview, observe, analyse data, and write it up (Guttorm, Hohti & Paakkari 2015: 16). For this study, the researcher shared the belief that all research method choices should derive from philosophical and theoretical principles, which can be

explained and defended, as opposed to simply conforming to taken-for-granted ideas about how research should be done (Jones & Kennedy 2011: 22-23).

Furthermore, in this research methodology was the bridge that brings the philosophical standpoint (on ontology and epistemology) and method (perspective and tool) together and importantly, the researcher travelled this bridge throughout the research process. The choice of this research methodology, therefore, depended on the ontology and epistemology to reach the aim of the study – the *'where am I going with my research?'*- (De Kock 2015: 170).

In the same breath, the researcher was guarding against the prescription of method or technique; asserting that all methods are local, contextually anchored in the specific and unique intrapersonal and interpersonal dynamics that frame inquiry (Pasque, Carducci, Kuntz & Gildersleeve 2012: 21). Common research methods employed in this qualitative study included in-depth interviews, documented histories, and focus group interviews (Hesse-Biber 2016: 6-7). The researcher, therefore, attempted to deconstruct and understand multiple interpretations of reality by studying the participants in their own contexts and timeframes (Hansman 2015: 276). As a result, the researcher had chosen a method more flexible to maximise research potential to produce valid and reliable research results (Shah & Al-Bargi 2013: 262). In this qualitative research design, the researcher is regarded as a research instrument.

4.5.1   Data collection methods

Individual and focus group in-depth interviews was used and was a good way to elicit data and consequently the research process roughly included: designing interview questions, deciding on the subject size, selecting the subjects, conducting the interview, analysing the data, and interpreting the data (Ma 2015: 568). This qualitative research (Yilmaz 2013: 315) used in-depth interviews, document analysis, and focus groups in which the data were usually in textual, sometimes graphical or pictorial form. These types of interviews guided the researcher in constructing meaning from the participants' points

of views. This study, therefore, made use of multiple sources to collect the data which include:

4.5.1.1 Document analysis

Document analysis in this study was a way of collecting data by reviewing existing documents where the documents may have been internal or external to the program of the organisation or schools under investigation (Howell, et al., 2012: 8). For this study, the crucial documents that could help with the provision of background information on legal processes SGBs had to follow during their staffing processes were viewed by the researcher at first. These documents included departmental and school policies on and related to staff transformation. The South African Schools Act (SASA) in particular were viewed with the sense of its centrality to the operations of SGBs of public schools in South Africa. The Constitution of the Republic of South Africa, the Public Administrative Measures (PAM, the Educators Employment Act, the Educators Employment Equity Act, etc. were also viewed including documents on issues such as staff establishment, bulletins of advertised posts (open or closed), departmental circulars on staffing processes, statistical information (graphs) from the DoE on staff employment made at the sample of schools over the last six years (from 2012-2018) and any other relative legislative documents concerned.

4.5.1.2 Individual interviews

In this research, three district officials and seven school principals were interviewed individually. Individual interviews were used not only to gain understanding into the background of the research topic but also to allow for the expressions from participants about what they see as important to the process of transformation. In-depth interviews for this study were most appropriate especially for situations in which the researcher wanted to ask open-ended questions that elicited a depth of information from relatively few people (Howell, Miller, Park, Sattler, Schack, Spery, Widhalm & Palmquist 2012: 7). These

individual interviews were conducted separately and before the focus group interviews commenced.

4.5.1.3   Focus group interviews

This research used focus group interviews and it appeared to have produced believable results at reasonable costs and the method used to encourage self-disclosure among participants which generated qualitative data that the researcher had later analysed (Stalmeijer, Mcnaughton & Van Mook 2014: 924). The main reason for using focus groups in this study (Stalmeijer, Mcnaughton & Van Mook 2014: 925), was to gather information from different participants' points of view, because in-depth, conversational exchanges between participants and moderator offered an opportunity to hear not only what participants were thinking and feeling but also the details about circumstances through which meaning has been constructed. The basic function and purpose of focus groups as a qualitative data-gathering strategy in this study (Kaehne & Connell 2010: 134) required from all participants the willingness to share and disclose their views and opinions within the group, a readiness to engage with other participants' ideas, and an ability to listen to each other and reflect on their own opinions in light of other people's contribution.

As a result, the study made use of the focus group interview strategy as it allowed the researcher to see the complex ways people positioned themselves in relation to each other as they processed the questions, issues, and topics in focused ways (Kamberelis & Dimitriadis 2013: 15). These dynamics in themselves became relevant "units of analyses" for the study in the end (Kamberelis & Dimitriadis 2013: 15).

This research study interviewed five focus groups consisted of 3-10 participants per group over three districts within the Eastern Cape DoE. Due to the nature of and the way in which the former Model C schools are structured, as little as three and as many as eight SGB members participated in the interviews. The low number was mainly due to their portfolio systems and as a result, most SGB members refused to take part in the interview

and speak about staff employment and other staffing issues they felt were outside of their portfolio of responsibility.

Consequently, two out of the seven focus groups consisted of only three participants who felt that staffing issues fall within their portfolio of responsibility and were willing to participate. The other three focus groups consisted of 5-10 participants per group. It must also be noted that two SGBs from the sample of seven schools refused to participate in the focus group interviews even though their respective principals took part in the individual interviews dropping the number of SGBs participating in the study to five. A total of seven SGBs, therefore, were initially included in the sample for the focus group interviews.

4.5.2   Sampling and site selection

There are several approaches to determine the sample size which include: using a census for small populations; imitating a sample size of similar studies; using published tables; and applying formulas to calculate sample size (Howell, et al., 2012: 16). However, purposeful sampling played a key role in this qualitative research and irrespective of the kind of unit of analysis, the main aim was to select and study a small number of people and their unique cases, which will produce a wealth of detailed information and an in-depth understanding of the participants, programmes, cases, and situations (Yilmaz 2013: 313).

Based on the abovementioned, the research study adopted a purposive sampling technique. The initial sample for this research was taken from 16 former South African Model C Schools out of four districts in the Eastern Cape DoE. However, only a total of 15 participants (5 SGBs, 7 principals and 3 district officials were needed for the data to have reached saturation). The three district officials were included in the sample due to their crucial role and interaction with the schools in their districts. Tables 4.1 and 4.2 below describe the site selection of the participants (1.5.3):

Table 4.1: Number of participants on the four research sites (Eastern Cape Department of Education)

Participants	East London	Port Elizabeth/ Uitenhage	Grahamstown	**Total participants**
District officials	1	1	1	**3**
Principals	1	3	3	**7**
School Governing Body (SGB)	1-1=0	3-1=2	3	**5**
				15

Table 4.2: District/Circuit details

District/Circuit Name	Physical Area of the schools	Sample: Schools	Combined Schools (Primary/ High)	Number: Secondary Schools	Sample: District Officials
East London	Urban	1	0	1	1
Port Elizabeth / Uitenhage	Urban	3	2	1	1
Grahamstown	Urban	3	3	0	1
Total =		**7**	**5**	**2**	**3**

Table 4.3: Details of participating schools

Name of school	Physical situation of school	Number of Staff	Number of learners	Sample of Principals	Sample SGB members
School A	Urban	46	800	1	5
School B	Urban	42	700	1	3
School C	Urban	31	630	1	7
School D	Urban	54	1085	1	0

School E	Urban	33	575	1	8
School F	Urban	32	475	1	0
School G	Urban	34	735	1	3

4.5.3   The role of the researcher

In this qualitative research study, it was assumed that the researcher's role would be emphasised - and the interaction between the researcher and the researched accepted if it would be realised and noted (Elshafie 2013: 8). This qualitative methodology clearly made the observer (researcher) visible, whereas other parts (particularly quantitative methodology) use an objectivist approach in which the observer remains invisible (Scholl 2015: 220). The researcher as a constructivist theorist identified qualitative educational research as discovering meaning and understanding through the researcher's active involvement in the construction of meaning (Kim 2014: 538).

It was conceivable that the same researcher position may have different meanings and effects on the research process and outcomes in different contexts (Berger 2013: 13). The researcher therefore continually asked himself, "Where he was at?" at any given moment, in relation to what he studied and what the potential ramifications of this position were on the research (Berger 2013: 13).

The researcher interpreted the meaning of each case and for this interpretive and constructive paradigm research was valued bond, the researcher was part of what had been researched, cannot be separated and so were subjective (Wahyuni 2012: 70).

4.5.4   Data analysis

Data analysis for this research was divided into the following categories (Wu, Thompson, Aroian, McQuaid & Deatrick 2016: 495).

a.   *Implement, document, and describe a systematic analytic process* (for example the use of codebook, development of codes - priori codes, emergent codes, how codes were collapsed, methods used for coding, memos, coding process).

b.   *Coding reliability*: The researcher provided information on who comprised the coding team (if multiple coders were used), and coding training and process, with emphasis on systematic methods, including strategies for resolving differences between coders.

c.   *Method of organising data* (for example computer software, manually): The researcher described how data were organised, description of the qualitative computer software that was used, and provided the name and version number of the software used.

As a result, multiple sources of data (document analysis, in-depth individual and focus group interview reflections) were triangulated to improve the validity of data analysis and interpretation (Zhou & Creswell 2012: 76).

As a result, the ATLAS.ti 8 computer software programme for qualitative research analysis was used to analyse the data by means of the description of themes and the use of coding and co-coding.

4.5.5   Presentation of findings

Furthermore, the following categories were shown to indicate how the presentation of data would be done (Wu, et al., 2016: 495):

a.   *Results and discussion*: provided summaries and interpretations of the data (e.g., themes, conceptual models) and illustrative quotes selected. Findings were presented in the context of the relevant literature.

b.   *Quantification of results*: due to the research design the researcher did not consider quantification of the findings as it was not appropriate.

Based on the data analysis of the multiple sources of data, a detailed case description was developed (Zhou & Creswell 2012: 77).

4.5.6 Ethical measures

The researcher ought to make choices, weigh up competing for ethical and other methodological considerations to produce ethically and methodologically a defensible position (Abed 2015: 2). It was therefore important for the researcher to understand that there is no method considered as entirely safe for himself or for the respondents (Abed 2015: 2). However, the researcher believed that certificates of confidentiality, other confidentiality statutes and legal doctrines would be effective tools for protecting sensitive, identifiable research data (Wolf, Patel, Williams, Austin, Dame, & Beskow 2015: 595).

The researcher, therefore, suggested that if ethical and legal issues would be appropriately addressed, it would help establish and maintain a standard of care throughout the research. Furthermore, a formal ethical clearance certificate from the University of South Africa was obtained by the researcher. The standard application to do research in the Eastern Cape Department of Education was also submitted by the researcher and permission subsequently obtained as part of the ethical clearance process. The following ethical processes for this research was deemed necessary by the researcher before data collection commenced:

4.5.6.1 Informed consent

Informed consent in this study referred to the process whereby the result was an informed option, concerning the voluntary contribution of participants who were provided with complete clarification of the study, to the extent that they were then deemed capable of reaching an obvious understanding of what participation in this study comprised and not only in theory (Abed 2015: 3). The researcher informed and provided an explanation to all participants by means of an "*information for participation*" letter in which the reasons for their participation in this study was explained and gained their written informed consent

by means of a "consent return-slip". Such an explanation (Udo-Akang 2013: 56) enabled participants to weigh their options or any potential harm and were free to accept or decline involvement in the study.

4.5.6.2 Confidentiality

Confidentiality for this study was used as a measure to prevent consequential harm associated with identifiable research data. Preserving the anonymity of all participants in this research received the researcher's utmost priority.

The researcher (Wolf, Patel, Williams, Austin, Dame & Beskow 2015: 595) had an ethical and a legal obligation to protect the confidentiality of information that participants shared with him and each other. This ethical obligation ensured that the researcher showed respect for and minimised harm to the participants (Wolf, Patel, Williams, Austin, Dame, & Beskow 2015: 595). After ensuring the confidentiality and voluntary participation of each participant, the researcher assured them that they may withdraw from this research at any given time during the interview process.

4.5.6.3 Maintaining honesty and openness

Unquestionably, the researcher was cautious that data handling remained a major area of concentration in the conduct of this research while avoiding mistakes and negligence (Udo-Akang 2013: 57). The researcher made sure that there were ways of checking that participants agreed to and were happy with their involvement at regular intervals throughout the data-gathering phase (Loyd 2013: 134). For this research, these steps mentioned were followed to ensure honesty and openness. The researcher knew that if the fundamentals of protection to participants was not provided, then all research was going to be eroded (Lahman, Mendoza, Rodriguez & Schwartz 2011: 317).

4.5.7   Trustworthiness

Even though trustworthiness in research is a controversial subject, its value in this scholarly research could not be underestimated (Udo-Akang 2013: 54). However, because of the nature of this qualitative research study, the terms credibility, dependability and confirmability, was used. All of them referred to the security and durability of the research findings (Ritchie, Lewis, Nicholls, & Ormston 2013: 285).

4.5.7.1   Credibility

Therefore, credibility in this study dealt with the accuracy of data which were to reflect the observed social phenomena; in simple terms, credibility was concerned with whether the study measured or tested what was intended (Wahyuni 2012: 77). The researcher, in this case, ensured that the participants involved in the study founded the results of the study to be true or credible (Yilmaz 2013: 320).

4.5.7.2   Dependability

This study has *dependability* (reliability) by means of the process of selecting, justifying and applying of the research strategies selected, procedures and methods that were clearly explained and its effectiveness evaluated by the researcher (Yilmaz 2013: 320). *Dependability* in this research study corresponded with the notion of reliability which promoted replicability or repeatability; it was concerned with considering all the changes that occurred in a setting and how these affected the way this research was conducted and was achieved, by a detailed explanation of the research design and process which enable future researchers to follow a similar research framework (Wahyuni 2012: 77).

4.5.7.3   Confirmability

Confirmability in this study referred to the extent to which others confirmed the findings to ensure that the results reflected the understandings and experiences of the participants,

rather than the researcher's own preferences (Wahyuni 2012: 77). This study also enjoyed *confirmability* due to the findings that were going to be based on the analysis of the collected data (Yilmaz 2013: 320).

4.6   CONCLUSION

Methodology for this study was important because it provided depth and focus and influenced every decision in the research design (Tai, & Ajjawi 2016: 177). Therefore, the three principles on which this research study was built are transparency of methods, submission and making appropriate claims (Elshafie 2013: 8). The researcher chose to use a qualitative research approach. This chapter, therefore, explains and outlined the research design and methodology used to collect the empirical data of this study. The main research problem, research design and methodology, data collection and data analysis methods as it was used in the study, were unpacked. The researcher made use of a pilot study to test and modify the questions used in the interviews. A purposeful selection of participants was exercised in line with the research requirements. Document analysis, individual interviews and focus group interviews were conducted to achieve the greater aim of the study.

In the next chapter (5) the results and findings of the literature review and empirical investigation will be given as well as a full account of the data analysis for this research assisted by an ATLAS.ti 8 computer software program specialist as a co-coder.

CHAPTER 5
RESEARCH FINDINGS

5.1   INTRODUCTION

The researcher believes that qualitative data analysis is a vital part of this research study. This chapter, therefore, focuses on the analysis of the qualitative research data collected by the researcher in the Eastern Cape DoE over four districts, of which two have recently (before the commencement of the interviews) combined into one metro. Smith (2014: 216) concluded that it is evident that ATLAS.ti™ can be used in powerful ways, for theoretical and empirical data and therefore recommended that universities should adopt a structured and organised approach with ongoing support systems for postgraduate qualitative research to guarantee faster throughput. The researcher, therefore, made use of the ATLAS.ti version 8 computer software program to analyse the data supported by the analysis report of an external ATLAS.ti data analyst, to get optimal research results. For this study, these two analysis reports were combined for validity and ethical reasons.

Fifteen interviews (ten 55-minute individual and five 1–1.5 hours focus groups) were conducted at a convenient time (after school hours and during the evenings) in the natural setting of the participants, as outlined in the table below. Eight of the interviews were transcribed by an independent private transcriber who signed an agreement of confidentiality (see appendixes). The rest (7) were transcribed by the researcher.

Table 5.1: Participants, venues and interview type

PARTICIPANTS	VENUE	INTERVIEW TYPE
District Officials (1-3)	District Department Offices	Individual
Principals (1-7)	Principal's Office	Individual
School Governing Bodies (1-5)	Staffroom/Boardroom	Focus Groups

In this chapter, the interviews were analysed, and detailed interpretations of the findings are provided, guided by the theoretical framework and literature review as reported in

chapters two and three. Two out of the scheduled 7 focus group interviews did not take place due to the SGBs of those two schools not prepared and available for participation in the face to face interviews, even though both their principals took part in the individual interviews. A long process of discussion with both the principals of these schools to convince their SGBs to take part in the research was done but to no success.

After consultation with the supervisor the researcher later sent the questions electronically to the chairpersons and deputy chairpersons of these two SGBs (responsible for staffing issues) to complete. Regular telephonic and email follow-ups with these individuals and their principals were also made, but with no success. More follow-up phone calls were made to the chairperson and deputy chairperson, who in the first place agreed to take part in the interviews and later also agreed to answer the questions electronically, but not a single response had been received.

However, due to the saturation of data, these responses would only have been added to the responses from the rest of the SGBs and would not have made any significant contribution to the final findings.

5.2   DATA PRESENTATION

5.2.1   Document analysis

Document review formed an important part of the researcher's data collection process. Bowen (2009: 27) believed document analysis is a systematic procedure for reviewing or evaluating documents – both printed and electronic (computer-based and internet-transmitted) material which contain text (words) and images that have been recorded without the researcher's intervention. The rationale for using document analysis according to Bowen (2009: 28) refers to the fact that it is efficient, available in the public domain for easy access, cost-effective to name a few and the qualitative researcher is expected to draw upon multiple (at least two) sources of evidence; that is, to seek convergence and corroboration using different data sources and methods.

Document analysis in this research was aimed at helping the researcher to gain background information, uncover meaning, develop understanding, and to discover different insights relevant to the research problem before the interviews commenced. This process of document analysis, therefore, assisted the researcher to contextualise the data collected during the interviews. In addition Bowen (2009: 29-30) stated that documents provide background and context; additional questions to be asked; supplementary data; a means of tracking change and development; and verification of findings from other data sources; moreover, documents may be the most effective means of gathering data when events can no longer be observed or when informants have forgotten the details.

To find appropriate answers to the research question, these legislative documents in the following table (as used by the Eastern Cape DoE over the last five years) were viewed by the researcher before the interview processes took place:

Table 5.2.1.1 - Departmental Legislation applicable to staffing processes

Legislative Framework available to SGBs (Documents reviewed)	Key areas relevant to all SGBs during their staffing processes.
1. **The Constitution of the Republic of SA**	*Chapter 2 (The Bill of Rights)* *23* – (1) Everyone has the right to fair labour practice. *Chapter 10* *195* – (1) Public administration must be governed by the democratic values and principles enshrined in the Constitution. (2) The above principles apply to – (a) administration in every sphere of government; (b) organs of state; and (c) public enterprises.

2. **The South African Schools Act 84 of 1996**	*Preamble* – WHEREAS this country requires a new national system for schools which will redress past injustices in educational provision; provide an education of progressively high quality for all learners; and in so doing lay a strong foundation for the development of all our people's talents and capabilities; advance the democratic transformation of society; combat racism and sexism and all other forms of unfair discrimination and intolerance; contribute to the eradication of poverty and the economic wellbeing of society; protect and advance our diverse cultures and languages; uphold the rights of all learners, parents and educators; and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State. *15 – Status of public schools –* Every public school is a juristic person, with the legal capacity to perform its functions in terms of this Act. *16 – Governance and professional management of public schools. –* (1) Subject to this Act, the governance of every public school is vested in its governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by the Act. *20 – Functions of all governing bodies.* – (1) Subject to this Act, the governing body of a public school must – (i) recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1998 (Act No.

	76 of 1998), and the Labour Relations Act, 1995 (Act No. 66 of 1995);
	– (4) Subject to this Act, the Labour Relations Act, 1995 (Act No. 66 of 1995), and any other applicable law, a public school may establish posts for educators and employ educators additional to the establishment determined by the Member of the Executive Council in terms of section 3 (1) of the Educators' Employment Act, 1994;
	– (8) The staff contemplated in subsections (4) and (5) must be employed in compliance with the basic values and principles referred to in section 195 of the Constitution, and the factors to be considered when making appointments include, but are not limited to – (a) the ability of the candidate; (b) the principle of equity; (c) the need to redress past injustices; and (d) the need for retrospectivity.
3. Employment of Educators Act 76 of 1998	*6. Powers of employers* – (3) (a) Subject to paragraph (m), any appointment, promotion or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the governing body of the public school … (b) In considering the applications, the governing body or the council must ensure that the principles of equity, redress and representativeness are complied with and the governing body or council, as the case may be, must adhere to – (i) the democratic values and principles referred to in section 7 (1); (ii) any procedure collectively agreed upon or determined by the Minister for the appointment, promotion or

	transfer of educators; (iii) any requirement collectively agreed upon or determined by the Minister for the appointment, promotion or transfer of educators which the candidate must meet; (iv) a procedure whereby it is established that the candidate is registered or qualifies for registration as an educator with the South African Council for Educators; and (v) procedures that would ensure that the recommendation is not obtained through undue influence on the members of the governing body; (c) The governing body must submit, in order of preference to the Head of Department, a list of – (i) at least three names of recommended candidates or (ii) fewer than three candidates in consultation with the Head of Department; (d) When the Head of Department considers the recommendation contemplated in paragraph (c), he or she must, before making an appointment, ensure that the governing body has met the requirements in paragraph (b). *7. Appointments and filling of posts.* – (1) In the making of any appointment or the filling of any post on any educator establishment under this Act due regard shall be had to equality, equity and the other democratic values and principles which are contemplated in section 195 (1) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), and which include the following factors, namely – (*a*) the ability of the candidate; and (*b*) the need to redress the imbalances of the past to achieve broad representation.

4. Personnel Administration Measures of 2016	*B.5 ADVERTISING AND FILLING OF EDUCATOR POSTS (ELRC Resolution 5 of 1998)* *– B.5.1 General (school-based and office-based educator posts)* *B.5.1.1 In the making of any appointment or the filling of any post on any educator establishment due regard must be given to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the Constitution and which include the following factors, namely:* *B.5.1.1.1 The ability of the candidate.* *B.5.1.1.2 The need to redress the imbalances of the past to achieve broad representation. (Section 7, EEA, 1998)* *B.5.1.2 Any appointment or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the SGB (unless the relevant SGB has not been established yet). (Section 6(3)(a) and (m) of the EEA)*
5. Employment Equity Act 55 of 1998	– Promoting equal employment opportunity and fair treatment in employment through the elimination of unfair discrimination in the workplace – Implementing affirmative action measures by designated employers
6. Labour Relations Act 66 of 1995	– Aims to advance economic development, social justice, labour peace and; – The democratisation of the workplace

7. **Eastern Cape Collective Agreement 1 of 2017**	*1. Objectives:* *1.1* To provide for the conversion of educators on contracts into permanent on an indefinite basis in the Eastern Cape Department of Education as outlined in section 6b of the Employment of Educators Act 76 of 1998; and *1.2* To provide for an equitable dispensation for the prevention of less favourable treatment of educators employed on contract into employment on a permanent basis in public education as outlined in section 6B of the Employment of Educators Act 76 of 1998.
8. **Draft Basic Education Laws Amendment Bill**	*2.10 Clause 10;* seeks to amend section 20 of the SASA by limiting the powers of a governing body regarding recommending candidates for appointment. If the amendment is accepted, a governing body will be able to recommend to the Head of Department the appointment of post level 1 educators only, which will have the effect that the selection and appointment of educators on post levels 2 to 4 will be the sole responsibility of the Head of Department. The clause also allows the reasonable use, under fair conditions determined by the Head of Department, of facilities of a public school for education-related activities, without the charging of a fee or tariff. ***This proposed amendment is necessitated by the requirements of transformation and by the realisation of how important the leadership and management team are for turning a school around and making it successful.*** The National

	Development Plan also played a role in the decision to propose the amendment. At page 309, it emphasises the importance of attracting competent persons to become school principals. The current system of appointment of educators, as set out in section 6 of the EEA, relies to a large extent on the existence of a functional governing body at a public school, with governing body members who have the necessary skills or who have access to persons with the necessary skills that can conduct the interviewing process. There are more than 24 000 public schools in the country. There could, therefore, theoretically be the same number of interview committees. Many public schools, especially in deep rural areas, do not have functional governing bodies and persons with the necessary skills to conduct interview processes. The interview process requires persons with knowledge of curriculum statements and management processes, and content knowledge of subjects. In many instances, the interview committees do not have the necessary knowledge to know what is required of a principal, a deputy principal or a Head of Department. Another weakness in the current system of appointment of educators on post levels 2 to 4 is that the Head of Department is restricted in terms of whom he or she may appoint. Although section 6 of the EEA grants the Head of Department a discretion regarding whom to appoint, such appointment can be challenged by governing bodies, especially if

	the Head of Department does not appoint the preferred candidate of the governing body. The Head of Department will have to justify his or her decision to deviate from the recommendation of the governing body and will have to provide good reasons that could stand up to legal scrutiny in the courts. The reason for this is that the appointment process is seen as an administrative action in terms of the Promotion of Administrative Justice Act, 2000. In terms of that Act, the person exercising the discretion or taking the administrative action would have to do so in terms of the principles as set out in that Act. Administrative action can be taken on review if it is viewed as unjust or unreasonable.
9. Minutes of meetings	The researcher was unable to view any of the minutes obtained at shortlisting and interview meetings held by the SGB of the schools during their staffing processes due to the code of conduct held by the Eastern Cape Department of Education.
10. Letters	The researcher was unable to view any formal letters based on staff employment issues between the SGB of the schools and the Head of Department (HOD) due to the code of conduct held by the Eastern Cape Department of Education.
11. Articles *11.1 Employment Equity in the Eastern Cape Department of Education.*	*Provincial turn-around plan: to ensure the ongoing transformation of the organizational culture of the Public Service; transforming human capital and talent management practices for effective and*

	efficient delivery of services to the people of the province (Robinson 2017).
	Effective employment processes, Development of strategic objectives of ECDoE, monitoring of the agreed plan and finally, establishing equity targets and Meeting of those employment equity targets" *(Robinson 2017).*
11.2 Amendments to Schools Act don't prioritise quality education.	
	This amendment bill announced by the Minister of Basic Education on 13 October contains extremely worrying clauses that in practice would severely limit the rights of inter alia parents, teachers and governing bodies, and it will place schools totally under control of the state (Solidarity 2017).
11.3 SGBs face serious power-wielding.	*School governing bodies among other teaching professionals could be left powerless if the new Basic Education Laws Amendment Bill (BELA) is implemented …*

The following tables (5.2.1.2 and 5.2.1.3) depicts the 2018 staff establishment and a summary of the employment equity in the participating schools within the Eastern Cape DoE over the last six years. The names of the participants and their schools were excluded from the research for their own protection and for ethical purposes:

Table 5.2.1.2 School A-G: Staff Establishment for 2018 (State and SGB employed)

Description of the schools used in the sample	Principal (1-7) Race (R) Gender(G) Years (Y)			Staff Est. State 2018 Genders Racial groups Total							Staff Est. SGB 2018 Genders Racial Groups Total						
	R	G	Y	M	F	W	B	C	I	**T**	M	F	W	B	C	I	**T**
1.School A	W	M	12	5	18	21	1	1	0	**23**	4	19	20	3	0	0	**23**
2.School B	W	M	2	12	8	18	1	1	0	**20**	8	14	15	4	3	0	**22**
3.School C	W	F	20	2	16	16	1	1	0	**18**	2	11	11	1	1	0	**13**
4.School D	W	M	2	6	6	12	0	0	0	**12**	4	6	10	0	0	0	**10**
5.School E	W	M	16	5	14	19	0	0	0	**19**	1	12	13	0	0	0	**13**
6.School F	W	M	15	14	17	22	2	7	0	**31**	5	18	15	2	6	0	**23**
7.School G	W	M	2	12	9	18	1	2	0	**21**	5	8	10	2	1	0	**13**

Table 5.2.1.3 – Summary by school and Employment Equity (ECDoE)

			SCHOOL BASED EDUCATORS PERMANENTLY APPOINTED OVER THE PAST 6 YEARS (SOURCE : PERSAL APPOINTMENT REPORT #7.6.2)						
TABLE 1 : SUMMARY BY SCHOOL AND EMPLOYMENT EQUITY									
			FINANCIAL YEAR 2012-2018						
SCHOOL NAME	**GENDER**	**RACE**	**2012-13**	**13/14**	**14/15**	**15/16**	**16/17**	**17/18**	**Grand Total**
SCHOOL A	F	A				1			1
SCHOOL A	F	W			1	4	1		6
SCHOOL A	M	W		1		2	1		4
TOTAL SCHOOL A			**0**	**1**	**1**	**7**	**2**	**0**	**11**
SCHOOL B	F	C	1						1
SCHOOL B	F	W	1						1
SCHOOL B	M	W	2	1	1	2			6
TOTAL SCHOOL B			**4**	**1**	**1**	**2**	**0**	**0**	**8**
SCHOOL C	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	**N/A**	N/A
SCHOOL D	F	W	1		1				2
TOTAL SCHOOL D			**1**		**1**				**2**
SCHOOL E	F	W					1		1
TOTAL SCHOOL E			**0**	**0**	**0**	**0**	**1**	**0**	**1**
SCHOOL F	F	C				1			1
SCHOOL F	F	W		3				1	4
SCHOOL F	M	W		1			2		3
TOTAL SCHOOL F			**0**	**4**	**0**	**1**	**2**	**1**	**8**
SCHOOL G	F	W				4			4
SCHOOL G	M	C			1				1
SCHOOL G	M	W				1			1
TOTAL SCHOOL G			**0**	**0**	**1**	**5**	**0**	**0**	**6**
GRAND TOTAL			**5**	**6**	**5**	**15**	**5**	**1**	**36**

RANK / POST CATEGORY	SCHOOL	FINANCIAL YEAR 2012-2018						
		12/13	13/14	14/15	15/16	16/17	17/18	G/ Total
DEP PRINC	SCHOOL A		1			1		**2**
	SCHOOL B	1	1		1			**3**
TOTAL - DEP PRINC			**2**	**0**	**1**	**1**	**0**	**5**
HOD	SCHOOL A				1			**1**
	SCHOOL F						1	**1**
TOTAL - HOD			**0**	**0**	**1**	**0**	**1**	**2**
POST LEVEL 1	SCHOOL A			1	6	1		**8**
	SCHOOL B	3		1	1			**5**
	SCHOOL D	1		1				**2**
	SCHOOL E					1		**1**
	SCHOOL F		4		1	2		**7**
	SCHOOL G			1	5			**6**
TOTAL - PL 1			**4**	**4**	**13**	**4**	**0**	**29**
Grand Total			**6**	**4**	**15**	**5**	**1**	**36**

TABLE 2 : SUMMARY BY POST CATEGORY

DISCRIPTION	AGE IN YEARS	2012-13	13/14	14/15	15/16	16/17	17/18	G/Total
TABLE 3 : SUMMARY BY AGE CATEGORY								
SCHOOL A	27				1	1		**2**
	31			1				**1**
	32				1			**1**
	33				1			**1**
	42				2			**2**
	58				1			**1**
	59					1		**1**
	60				1			**1**
	67		1					**1**
SCHOOL B	32			1				**1**
	36				1			**1**
	40	2			1			**3**
	49	1						**1**
	55	1	1					**2**
SCHOOL C	N/A	N/A	N/A	N/A	N/A	N/A	**N/A**	**N/A**
SCHOOL D	41			1				**1**
	55	1						**1**
SCHOOL E	26					1		**1**
SCHOOL F	24					1		**1**
	26				1	1		**2**
	27		2					**2**
	31		1					**1**
	51		1					**1**
	54						1	**1**
SCHOOL G	26			1	1			**2**
	27				1			**1**
	33				1			**1**
	34				1			**1**
	38				1			**1**
GRAND TOTAL =		**5**	**6**	**4**	**15**	**5**	**1**	**36**

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Table 5.2.1.4: Participants and their abbreviation as it appears in the study:

Please take note that the School Governing Bodies of schools D and school F (SGB 4 & 6) did not participate in the study due to unavailability and wa, therefore, for this study, excluded from the table.

PARTICIPANT	ABBREVIATION
DISTRICT OFFICIAL 1	DO1
DISTRICT OFFICIAL 2	DO2
DISTRICT OFFICIAL 3	DO3
PRINCIPAL 1	P1
PRINCIPAL 2	P2
PRINCIPAL 3	P3
PRINCIPAL 4	P4
PRINCIPAL 5	P5
PRINCIPAL 6	P6
PRINCIPAL 7	P7
SCHOOL GOVERNING BODY 1	
PARTICIPANT 1	P1SGB1
PARTICIPANT 2	P2SGB1
PARTICIPANT 3	P3SGB1
PARTICIPANT 4	P4SGB1
PARTICIPANT 5	P5SGB1
SCHOOL GOVERNING BODY 2	
PARTICIPANT 1	P1SGB2
PARTICIPANT 2	P2SGB2
PARTICIPANT 3	P3SGB2

SCHOOL GOVERNING BODY 3		
	PARTICIPANT 1	P1SGB3
	PARTICIPANT 2	P2SGB3
	PARTICIPANT 3	P3SGB3
	PARTICIPANT 4	P4SGB3
	PARTICIPANT 5	P5SGB3
	PARTICIPANT 6	P6SGB3
	PARTICIPANT 7	P7SGB3
SCHOOL GOVERNING BODY 4		
	PARTICIPANT 1	P1SGB 4
	PARTICIPANT 2	P2SGB4
	PARTICIPANT 3	P3SGB4
	PARTICIPANT 4	P4SGB4
	PARTICIPANT 5	P5SGB4
	PARTICIPANT 6	P6SGB4
	PARTICIPANT 7	P7SGB4
	PARTICIPANT 8	P8SGB4
SCHOOL GOVERNING BODY 7		
	PARTICIPANT 1	P1SGB7
	PARTICIPANT 2	P2SGB7
	PARTICIPANT 3	P3SGB7

5.3   THEMES AND CATEGORIES

In the next section detailed discussions of the findings pertaining to the main themes and categories, as it arose from the theoretical framework, literature review and interview scripts, are given as depicted in Table 5.3. The researcher, for this study, is taking the same stance as Bush (2011: 26-27) as argued in 2.1, that there is no single all-embracing

theory of educational management due to the varied nature of the problems encountered in schools and colleges, which require different approaches and solutions. Some problems are large and complex, and no single theory can encompass them, while others, although seemingly simple and straightforward, can be better understood using multiple theories (Bush 2011: 26-27).

As argued by Castleberry and Nolen (2018: 807), many at times the word "thematic analysis" is used in research studies and therefore labelled as qualitative research but acknowledging that one did this type of analysis does not necessarily level up a rigorous qualitative investigation. In the context of "thematic analysis", from raw data comes codes and codes leads to themes and thematic maps; identifying and defining these themes turns into interpretations (Castleberry & Nolen 2018: 812).

The five main themes that emerged from the data were as follows:

- Lack of implementation of legislation in staff employment processes
- Operation and functionality of former Model C schools in South Africa
- Current transformational operation in Model C schools
- Critical staff employment challenges towards transformation
- Participants' recommendations for transformative staffing

An outline of the main themes and sub-categories that emerged from the theoretical framework, literature review and the verbatim transcripts are tabled below:

Table 5.3: Themes and categories

THEME 1	**5.4.1 Lack of implementation of legislation in staff employment processes**
Category: 1	5.4.1.1 Lack of Departmental guidelines on the transformation of staff
2	5.4.1.2 Ignorance of SGBs towards the use of legislation in addressing equity

3	5.4.1.3 Lack of school transformational plan
4	5.4.1.4 Local political context
5	5.4.1.5 Level of communication between SGBs and the Department of Education
THEME 2	**5.4.2 Operation and functionality of former Model C schools in South Africa**
Category: 1	5.4.2.1 The nature of former Model C schools in SA
2	5.4.2.2 Preservation of white school culture
3	5.4.2.3 Language barrier to transformation
4	5.4.2.4 Composition of School Governing Bodies
5	5.4.2.5 Extracurricular activities as an important part of teaching
THEME 3	**5.4.3 Current transformational operation in Model C schools**
Category: 1	5.4.3.1 Complete transformation of learner component
2	5.4.3.2 Staff training
3	5.4.3.3 Transformational plans running at the school
4	5.4.3.4 Transformational appointments made and paid by SGBs
5	5.4.3.5 Collaboration with the Department of Education
THEME 4	**5.4.4 Critical staff employment challenges towards transformation**
Category: 1	5.4.4.1 Challenges in staff establishment and employment of staff by SGBs
2	5.4.4.2 Racial prejudice and stigmatisation challenges
3	5.4.4.3 Inadequate transformational framework for recruitment and selection
4	5.4.4.4 Local political context
5	5.4.4.5 Lack of applicants from teachers of colour
THEME 5	**5.4.5 Participants' recommendations for transformative staffing**
Category: 1	5.4.5.1 Consultation process
2	5.4.5.2 Recommendations from Department of Education (DoE) Officials
3	5.4.5.3 Recommendations from principals
4	5.4.5.4 Recommendations from School Governing Bodies (SGBs)
5	5.4.5.5 Transforming the SGB of the former Model C school

5.4   DISCUSSION OF FINDINGS

A detailed discussion of the findings as tabled in 5.3 above are now presented in the following sections. Verbatim transcripts were used by the researcher to enable the voice of the participants to come through. As seen by Barrett and Twycross (2018: 64), the three core approaches to data collection in qualitative research namely interviews, focus groups and observation, provide researchers with rich and deep insights. They (Barrett & Twycross 2018) further argue that all methods require skill on the part of the researcher, and all produce a large amount of raw data. However, as they put it, with careful and systematic analysis the data yielded with these methods will allow researchers to develop a detailed understanding of participants' experiences and the work they do (Barret & Twycross 2018: 64).

Right from the start of this study, the researcher proposed that an interpretive qualitative research design coupled with a social constructivist paradigm, will be used to create a complete understanding of how participants related and interacted towards transformative staffing, and how they understand the concept of a transformational framework as argued by Denzin and Lincoln (2008: 24) under point 9 of chapter 1. Analysing the empirical data in this research followed a chronological pattern: first the individual interviews starting with the principals, followed by the individual interviews with the district officials and then the focus group interviews done with the SGBs for every main theme followed by each sub-theme. However, the researcher also interjected the principals' views and reports into the focus group's reports which made provision for "triangulation within the same methods of data collection".

The following themes and categories are therefore based on the different interpretations made by participants, supported by direct quotations from the interview transcripts:

▪   **Lack of implementation of legislation in staff employment processes –** *"So, when schools appoint, they only use the Personnel Administrative Measures (PAM) now, nothing else."*

- **Operation and functionality of former Model C schools in South Africa –** *"They have this spirit of aloofness that they … they know it all … for instance we have SGB training and things like that and they would not come. They would say our people are Lawyers that advise them, and this is the attitude that they have unless you have a strong Circuit Manager or a strong leader in the Department that can advise them or persuade them from their actions to come."*

- **Current transformational operation in Model C schools –** *"I think there are lots of, and just to answer specifically your question, there's lots of professional development that happens. So yes, we're trying to up-skill the learners in the school. I think there's a lot of up-skilling of staff as well."*

- **Critical staff employment challenges towards transformation –** *"I think the biggest challenge is in the former Model C schools … it has become very obvious even during our 2018 school readiness visits with the MEC, that some of these schools are, are out and out lily-white and it is a challenge to the Department of Education."*

- **Participant's recommendations for transformative staffing –** *"But as you see the composition changes, you would see paradigms shift also in terms of the nature of their employment. Because if you have people there of different backgrounds of different persuasions, they will be able to convince each other that there's a need for a change."*

5.4.1 Lack of implementation of legislation in staff employment processes*: "Look, it gives more powers, SASA gives more powers to the SGB."*

According to Farrell (2014: 927) (as cited in 3.2), the governing body's role is essentially a strategic one with operational and day-to-day management matters to be performed by headteachers and staff, with the key roles of governing bodies identified as: setting the school's strategic direction; securing accountability; monitoring, evaluating, supporting and sometimes challenging. District Official 2 (DO2) in an interview responded who said:

"Even in describing who owns the school, the school is not owned by the Government or the Department of Education, it's owned by the parents. And they know that … and SASA also goes further to say, you are a person in Law as the SGB. Even if we have got 40 learners, but we'll break up that class into 2 because we can afford to get 2-3 teachers. So, therefore it makes some former Model C schools be more powerful than the department."

This study, therefore, revealed that the DoE is powerless in enforcing equity through transformative appointments of teachers because there is no policy that supports such actions.

5.4.1.1 Lack of Departmental guidelines on the transformation of staff: "I've never really worry about it."

It becomes important that school boards be empowered with the tools, training, and autonomy to work as high-functioning groups toward the creation of mission-aligned policies that benefit students (Ford 2015: 548) (as cited in 3.2). According to the district officials in this study, there are no clear transformational guidelines from the DoE and schools are not compelled to transform their staff to represent the demographics of their learners, and so the government is failing in terms of implementing policies that guide the transformational process in schools. Schools function as complex organisations nested in larger organisations, namely school districts, which are in turn affected by local governments (Brazer, Kruse, & Conley 2014: 256) (as cited in 2.3).

Principal 4 (P) explained:

"There is no directive from the department's side to say that you must employee x, y and z because of … in relation to the equity. They don't ask for an equity plan per se, no. Because I think they also know that an equity plan must be for all the other schools as well. So, are we only going to equity in the former Model C schools?"

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In support hereto, all three District officials, in general, agreed that there is no clear policy or guidelines for transformation of staff at the former Model C school. District Official 1 (DO1) in response to this said:

> *"The Department of Education is an Equity Employer. That's all we say, full stop. They are supposed to submit a grid to say what is their racial representativeness … we also don't have a clear plan to present to them in terms of transformation."*

This place the burden of doing so straight back on the shoulders of the SGB. It might as well be the main reason for the lack of teachers of colour at former Model C schools. There seems to be a general attitude amongst SGBs of the former Model C schools in the Eastern Cape that, "if the Department of Education does not bother with the transformation of staff, why should we bother? We deliver good results and so we hardly have any trouble from the department". On the contrary Kleijnen, Dolmans, Willems and Van Hout (2014: 115) (as cited in 2.6), emphasised collaboration, a feeling of joint responsibility, mutual inspiration, involvement with each other and with the department, and having respect for the people whom you must work with.

Three participants from SGB2 responded by clearly stating the absence of transformational guidelines from the legislation they use and from the DoE:

> *Participant 1 of SGB2 (P1SGB2): "There's nothing about transformation in it. Absolutely nothing about transformation … No, I think most almost all of our pressure comes from our own internal pressures."*
> *Participant 2 of SGB2 (P2SGB2): "No, nothing about transformation."*
> *Participant 3 of SGB2 (P3SGB2): "Here we don't get clear guidelines immediately, but having said that, then we should not be bound by their rules in this sense that …"*

These schools, therefore, are not pushed by the DoE to transform its leadership trough their staffing processes. The employment equity act, for example, does not look at equal representation in an individual school, but the law looks at the DoE and in this case, the department is meeting its targets in adhering to the act. The Personnel Administrative

Measures (PAM) is used to ensure that there is no discrimination in the selection of staff and this compliance criterion forms part of the SASA and the Educator's Employment Act, however, issues of transformation are not directly addressed in these Acts.

District Official 1 (DO1) agreed that the DoE must take some of the blame for schools not yet transformed:

> *"… and the department also is not innocent either, because we've been blinded a lot over the years with our appointments and vacancies. So, it really goes both ways. They are not the only ones to blame, the employer must take some blame too … Remember that the PAM is the Personnel Administration Measure which forms part of the Educators Employment Act and the South African Schools Act, would cover areas pertaining of the SGB and their roles, but there's nothing pertinently there stating, except what we've read, that this employer is an Equity Employer and all the procedure will be non-discriminatory, but that's where the vagueness stops Meneer, nothing else. There's nothing else in the Act which encourages the schools to look at these issues but there's nowhere where it says that we must address and redress the issues … there's no way. If there's blatant discrimination, then we will act, but they don't do that."*

According to Lowrey (2014: 36-37) (as cited in 2.5.3), transformational leadership fosters capacity building and mobilises enhanced commitment within schools and organisations. Lowrey (2014: 36-37) also notably stressed that transformational leadership is defined as leadership for a time of change and is thus consistent with generating constructive change, where principal efficacy is identified as a prerequisite for transformational leadership, and therefore believes that in the absence thereof, transformational leadership cannot occur.

However, District Official 3 (DO3) clearly indicated that he is not worried about the state of transformation of staff at these schools right now, instead, this is how he responded to the question asked on transformational guidelines from the DoE to help former Model C schools to implement the process of transformation:

"It's very difficult to give you my view because as I am at the prison stage, it's less important to me than the quality of education that learners are getting. So, it's difficult for me, it's not something I'm focusing on. It's not something that I'm putting energy into. At the present stage, I'm putting energy into improving the quality of education in the schools where I need to improve the quality of education. So, it's an important issue, but at the present stage it's just not an important issue for me to put..."

Furthermore, some members of SGBs believe that the DoE would be unable to know what the needs of the schools are. Participant 5 of SGB 4 (P5SGB4) explained:

"The other negative point, of course, is that in your SGB is that the criteria of the person that is required to fill that post, we will be getting the Department of Education to come and fill a post here and they don't know what is required."

The twinning of SGBs as an initiative previously implemented did not work out well in helping disadvantaged schools to up their standard of education and this creates the notion that transformation will not work out. SGBs are also resistant towards transformation out of the fear that the standard of their schools would drop. It is necessary for leadership preparation programs to enhance the transformational potential of individuals aspiring to become school leaders (Eliophotou-Menon 2016: 20) (as cited in 2.5.3).

5.4.1.2 Ignorance of SGBs towards the use of legislation in addressing equity:

"Uhm …the only thing I can say is, we don't actually work against it, but I don't think we actually promote it."

However, according to Bagarette (2011: 234) (as cited in 3.4), the purpose of school governance is to promote the principles of democracy.

Right through the interview processes, respondents from SGBs gave the impression that they do not make use of available legislation to their exposal, accept for the PAM

(Personnel Administrative Measures) document as required by the DoE (which guides their entire staffing processes) and the SASA in terms of staffing, while other employment equity acts and legislation such as the Constitution of the Republic of South Africa (which demands equal racial representation in job appointments), the Equity Act, Employment of Educators Act, Labour Relations Act, etc. are seldom looked at when it comes to the employment of teachers of colour.

Principal 4 (P4) responded when asked whether they use legislation in their staffing processes:

> *"I think we are supposed to use the equity act and the South African Schools Act (SASA) of course definitely, and of course the Employment of Educators Act. Uhm … we don't use it per se."*

Principal 7 (P7) confirmed this by adding:

> *"I must say we, not really. I'm not aware of it. I must be honest with you, all I am doing is, I am unaware of ... So, I must be honest, I apologize that I don't know any documents there."*

The emphasis, therefore, is on the members of SGBs working together for the same purpose and in so doing, executing their school governance roles as equals and in a democratic participatory manner (Xaba & Nhlapo 2014: 425) (as cited in 3.4). However, it is common practice that those members of the SGB assigned to the legal portfolio, have the duty to look at all relevant legislation and inform the rest of the SGB accordingly.

Principal 2 (P) responded slightly different saying:

> *"People come back to them, they come back to look at those documents, you understand and our governing body, we've got lawyers and HR which refer to those documents."*

SGBs are given the power by the South African School's Act (SASA) to hire staff while the DoE feels powerless in the process of staffing. District Official 1 had the following to say:

> *"We have an SGB which is becoming more and more prominent even employing more people than the state at some of these schools, so that's why I, I want us to be very clear … They are being monitored and watched by the unions as observers and ourselves, but they would set their own criteria, they would determine what are the needs of that particular school, they would say what are the curriculum needs, what are the extra curriculum needs, they know the vision of that school and then you always have this argument that the government is doing very little for those schools, you must always see it against that background."*

District Official 2 (DO2) supported his colleague's view by adding:

> *"I think the purview of transformational appointments in these schools is problematic. Basically because of the power is given to the SGB to recommend … Whether they're afraid of answering to affirmative action, I do not know. All I know is that SASA is the Bible they use and nothing else … Look, it gives more powers, SASA gives more powers to the SGB."*

On the contrary, some SGBs claimed to have used some of the legislation provided by the DoE during their staffing processes. Participant 2 of SGB4 (P2SGB4) had the following to say:

> *"I would say that … which is very necessary on the table, is your PAM (Public Administrative Measures) document most definitely. Because in your PAM document paging through your chapters, you will see is … what you're looking for. Say for instance, if you were looking for a post level 1 teacher, the requirements would be there and next to that I think we can also add another one, the SASA (South African Schools Act) next to that one."*

However, there are some of the SGBs who claimed that legislation such as the Equity Act does not come into play during their staffing processes, purely because they do not receive applications from teachers of colour. Participant 1 of SGB3 (P1SGB3) in response to this said:

> *"It's mostly white people that are applying. So, equity doesn't play a role. Uhm, … I cannot even remember that I've interviewed any person of … I think I've interviewed …"*

SGBs according to the District officials, in general, do not adhere to any requirements or training hosted by the DoE because of these power dynamics, while the principals of some schools are steered away from staffing transformation by their SGBs who do not want their children to be taught by non-white educators. They are directed by what the SGB wants and the SGB is not reflective of the learner demographics.

5.4.1.3   Lack of school transformational plan:

> ***"In the end, the principal is at the hands of the SGB. The principal will have to fall in line with what the SGB decides. And though your policies and everything can move into one direction, if your SGB moves into the other, you are constantly battling to get them on board.***

Most of the schools do not have any staff transformation plan. Evans, Thornton and Usinger (2012: 15) (as cited in 2.3) make the following assumptions about organisational change: many education leaders lack an understanding of the underlying theoretical structures associated with successful change (this is especially true for principals, who are at the heart of organisational change within public schools).

Principal 3 (P3) did not hesitate to admit that her school does not have any form of the transformational plan currently running:

> *"No, we don't have a plan. I want the best teachers for the job. I don't care whether you're white, coloured, black or whatever. So, I'm … I got to put one in place, and I mean our girls are totally ... black than anything else, ja."*

Regardless, within the educational environment, often, the focus of school reform has been on the implementation of programs without consideration of appropriate theories of change (Evans, Thornton & Usinger 2012: 15), as also cited in 2.3.

Some of the schools in the sample, however, do have some form of a transformational plan (as claimed by them) that they already implemented at their schools.

However, District Official 2 (DO2) believe that white SGBs have their own agendas when it comes to the staffing of their schools:

> *"And this is where … where I'm saying that the non-involvement of our parents in our school is directly linked to staffing issues, because people cannot turn around and say a school does not transform because that whole SGB or panel is only white, and whether we like it or not we are all subjective in life and people going to these things with their own prejudices, their own idiosyncrasies, their own concepts of who, what constitutes the best candidate."*

The role of the parents is more on protecting their children and making sure that they receive a good quality education. While some parents fear transformation and the standard of education that would come with rules of transformation, some have embraced transformation if the teachers are well qualified for the positions.

Parents of colour according to some SGBs are happy to have their children in former Model C schools and there is not much concern about transformation. This might be supported by what one of the black parents, participant 7 of SGB3 (P7SGB3) were saying when asked about his opinion on staff transformation:

> *"I just want you guys, uh, as the researchers and those from the department just … don't corrupt yourself too much of … of … concerned are you concerned, but, uh, don't … don't involve too much of colour …"*

However, apart from the above-mentioned situations, Christensen (2016: 27) as cited in 2.3.3 are concerned with organisational conditions in which the individual acts must be considered to encounter changes and transformation processes.

5.4.1.4   Local political context:

"You have to know the parents of your kids and you have to know as far as possible the socio-economic backgrounds."

This refers to the political assumptions made by the stakeholders and general education community including the teacher unions. This also refers to the political agenda amongst different school communities irrespective of race, gender or colour. Glassman and Patton (2014: 1353-1365) (as cited in 2.2.2) suggested that it is the reformers, who already have a choice growing up and living in a different socio-cultural context, that make decisions about which functions are important, and not the individuals who lack choices in their everyday lives. The DoE is in the process of amending the SASA to reduce the powers of SGBs, with specific reference to their powers to recommend promotional staff appointments. This has sparked a lot of negative responses from most participants in the study.

District Official 2 (DO2) argued saying:

> *"Deputy it would be the principal, acting as our resource person. So, as the resource person, meaning, he would be a departmental representative. Eh, irrespective of his or her interpretation there, but that is given to him or her. But remember again, this is ex officio in the SGB. So, the person would easily sing the same tune of the SGB as they, you know, uh."*

In response to this District Official 1 (DO1) argued:

> *"The Eastern Cape is known for being politically strong and we always seem to be in resistance to these processes and projects and this is the reason I would say, really, it's my personal*

educational view, there is just not enough political will, the electorate is just too strong in this Province, you know."

However, a few of the participants indicated understanding for such amendments based on recent political debates around the employment of various promotional posts in South Africa. Two out of the three district officials believe more drastic measures should be taken to enforce staff transformation at the former Model C schools including the transformation of their SGBs. Township schools are performing poorly compared to Model C schools and there is resistance from both parties in working together to assist township schools.

District Official 1 (DO1) on top of this belief that the concept of twinning SGBs to uplift the weaker one does not work at all:

> *"We call it twining, Meneer. We have done that in the past, we've tried it in the past, but there's too much resistance and there's too much … To a lot of people, it smacks on the past you know 'umlungu' must come and assist me, and for some people's pride, it's just too much. So, we'll try it and we'll do it on a small scale, but it doesn't work on a bigger scale; there is some resistance. He is not performing, but the view is the department must support. So, the twining concept … we tried it all along, it just doesn't work."*

While there is a perception that there are no qualified teachers of colour, former Model C schools that have employed a small number of black teachers, have not experienced any challenges with those teachers. Principal 1 (P1) disagreed with his SGB and defended the school's position towards teachers of colour:

> *"And so, if they come out of that University with an Academic Qualification and a Professional Qualification, then I think that there are grounds to say that they are well qualified academically. Then we must look at the other, uh … the other aspects that they could offer the school. So, I would say that we're not scared of appointing teachers of colour, that's not we're not scared of that at all, if they are on the mix, we'll make those appointments."*

Principal 7 (P7) responded positively and defended teachers of colour employed at his school:

> *"One of my black teachers is brilliant our results are higher than other similar schools which are... (We're not a rich school) and this teacher is steady, but I think sometimes he needs to talk less and teach more, he likes to talk to them. There is also another teacher who is awesome."*

Principal 4 (P4), one of the principals of the two Afrikaans schools argued saying:

> *"I think there's a realisation from the parent's side that we will have to move to a dual medium school in the near future."*

When asked about the involvement of the DoE in implementing a transformational framework at the Model C school, participant 1 of SGB2 (P1SGB2) reacted saying:

> *"I don't think they care what's happening at quintile 5 schools, because they are functional. So, when you got parents as we do right now, they won't interfere with it at all, I don't think, and for that reason, we're busy now this week, the department is paying an obscene amount of money to upgrade SGB training for parents. And so, the reason they're doing that, because they often branded as what do they say, it's the second biggest election in South Africa, you know apart from the government election."*

On the contrary, another parent, participant 2 of SGB 1 (P2SGB1) argued:

> *"Uh… the feeling is that the department generally cultivates the communist past principles and wants it all to be the same."*

This statement comes from the SGB who indicated a lot of hostility, racial prejudice and resistance to staff transformation, something that is really worrying for democracy and nation-building in South Africa.

One parent of one Afrikaans school, participant 7 of SGB4 (P7SGB4) said:

"I'm so happy my kids are in this school where there's a bigger race in it, a different race than just white, because that is what this country doesn't include and learn their culture of their kids."

Principal 5 (P5) of the second Afrikaans school had the following to say about their relationship with the parents of colour:

"I think, because we have such a good relationship with the parents, and they see how we treat their children. Every parent wants to have only the best for his or her children."

The governing of individual schools, school governance, as it is known in South Africa, according to Heystek (2011: 455-456) (as cited in 3.4), only began in the early 1990s and since this coincided with the political transition to a post-apartheid South Africa, the policies and structures for school governance were influenced by the local political context as well as international trends.

5.4.1.5   Level of communication between SGBs and the DoE:

"The principal spends half his day dealing with the department, so probably two sides, there's a parent body of SGB and staff employment."

This refers to the level of communication that exists between the DoE, the principal (resource person) and the SGB at the former Model C school. Transformational leaders may encourage emotion-focused coping by simply being "a shoulder to cry on" when employees feel overwhelmed by customer incivility (Arnold & Walsh 2015: 368) (as cited in 2.5.3). The data reveals that in general a good level of communication exists between the SGBs, their principals and the DoE, even though most of the SGBs and principals have complained about their staff establishment and the dropping number of state posts at their schools every year. This is what some principals had to say:

Principal 1 (P1) had some concerns with the DoE with regards to the publishing of bulletins for posts to be filled at schools:

> *"The problem with the Eastern Cape Education Department is, we can't predict when that bulletin is going to be published, it comes out very … very erratically and very irregularly and we … there … there is no plan that I know of where they say, on such and such a date during this forthcoming year, this bulletin will be published, a post level one or post level two or a three or a four. So, we…we don't know when that post will be filled.*

However, some of the other principals responded positively to their relationship with the DoE:

Principal 5 (P5): *"We are having a wonderful relationship with the Department of Education ... I have a very good relationship with the officials of the department. We are having a wonderful relationship with the Exam Section."*

Principal 6 (P6):

> *"I would like to think that I have a very good relationship with them. Uhm, … I work well with them, they are there for guidance and for assistance and for steering us in the right direction, and I've never felt that they fail me in that, uhm, perhaps frustrate sometimes …"*

Members of SGBs 2 and 3, on the other hand, had different reactions. Some claimed that they do not get involved with the DoE directly, but through the school or principal while others also seem to have a good relationship with the DoE:

Participant 1 of SGB2 (P1SGB2):

> *"Obviously, we've got frustrations at times a little bit, but the relationship is a very, very good one as well."*

Participant 2 SGB2 (P2SGB2):

> *"We don't have any experience. We don't get involved at all with the Education Department – that is for the school …"*

Participant 2 of SGB3 (P2SGB3):

> *"We actually have a very good relationship. We … have a contact person elect with the department."*

However, members of one SGB have expressed their concern with the DoE wanting to lower the standards of education in their school, to level the playing fields between former Model C schools and township schools. This is directly linked to a lack of a staff transformational plan at their school and a lack of departmental guidelines on the transformation of staff. As cited in 2.6, today so much of governance depends on partnerships among different institutions, the need to teach people how to collaborate – not just how to monitor or adhere to contracts – has never been greater (Stivers 2010: 257).

5.4.2 Operation and functionality of former Model C schools in South Africa:

> ***"The concept of Model C is confusing. The problem with the Model C or not so the problem, the fear comes from because you've got fees-paying parents and the fee-paying parent demand certain level of teaching, of results and extracurricular."***

As cited in 3.2, the mode of governance of schools in England is predominantly hierarchical and the work of governing bodies is directed and controlled by government statute and regulations, but within the overall regulatory framework, all schools are held high in autonomy from local authorities who have a largely monitoring role (James, et al., 2014: 108). Sometimes the quality of the teacher at former Model C schools in South Africa is measured by the standard and the needs of the school.

Requirements differ from one school to another and it seems that there are additional qualities required by former Model C schools which hampers the appointment of new teachers, especially teachers of colour. However, on the contrary, District Official 1 (DO1) responded in the following way by saying:

> *"… but if any person has a proper qualification, we cannot doubt that person's ability to deliver. And these schools have these non-white teachers and they have been delivering, the few of them."*

As cited in 2.5, Poutiatine (2009: 205) argues that the foundational assumption remains, if we do not understand transformation clearly, we cannot lead from it.

5.4.2.1 The nature of former Model C schools in SA:

> **"I think the biggest challenge is in the, in the former Model C schools. The problem is that … err... that these schools have very high academic standards."**

With the researcher's involvement in teaching at the former Model C school for 14 years, an investigation into the understanding of their staffing processes, structure and operation have been identified as a rationale for the study. This research is, therefore, an investigation into understanding the nature of transformational staff employment at these schools.

Mncube and Mafora (2013: 21) (as cited in 3.4) suggested that the context within which a school operates has been found to play a major role in the effective functioning of SGBs. Former Model C schools were previously predominantly schools for white learners and the school enforced white culture. One of the staffing challenges of former Model C schools is the schools' "high academic standards". The schools are of international standards, which poses a challenge to the DoE in terms of transformation. This poses a question to the department whether to force the transformation of staff and in so doing, risk lowering the standard of education at these schools.

District Official 1 (DO1) admitted the following:

"We must admit that, first and foremost because the issue is about, that they are delivering education deliverables at the acceptable international standards, and that is something that we must not forget."

But he (DO1) also mentioned the following challenge:

"As much as you look at the academic deliverables, people also have, have ... have people that they look up to, they have a cultural milieu where they come from and, and so, so these things ultimately for us are not in sync. So that to me is a, is the biggest challenge when it comes to transformational targets or issues."

Principal 3 (P3) within the same district in response to this said:

"No, but I think maybe it's also because there's been a perception that if your child went to a former Model C school, they've got a fairly good education and often those teachers were white. So, maybe they also scared of upsetting that balance."

Some teachers may fear former Model C schools because of the academic standards held by the school and parents who are paying school fees. SGBs want high standards to be maintained at the schools and have an elitist view. Principal 2 (P2) described the nature of his school and gave reasons why teachers of colour might not want to teach at the former Model C school:

"So, I cannot say to a parent, "Sorry, I don't have a rugby coach this afternoon or I don't have a choir person to drive the bus," because they are saying, "I'm paying I'm paying money to send my child here. I demand that level of service from the school." Uh … which puts a lot of pressure on the staff teaching in this environment. So, we've got to make sure, me I cannot have absenteeism, I cannot have laziness, I cannot have staff not wanting to do certain things, you know? So, I've got to have that. Uhm, … so, I think that perception comes that … it's different to work in a Model C mainly because of, not because it's our school or … but, because the parents that are paying for the service … No, it's not at all, but what we are saying, is I think the perception of that: "I'm scared of that

> *environment where it's not just their Headmaster who is watching me, it's also the parents watching me …"*

One of the problems in staff transformation is that some of the school heads and SGBs do not see the lack of transformation as a challenge. They do not see transformation as a necessity when education is of a high standard at their schools. Reference is made to that one African (or non-white) staff member when coming to the question of transformation, and that is seen as progress in staffing. However, the emphasis and mission of these schools are to produce well-balanced learners, in academics and extra-mural activities.

On the contrary (as cited in 2.3.1), Kleijnen, Dolmans, Willems and Van Hout (2013: 160) have found that teachers prefer the flexibility-oriented organisational values above the control-oriented values, and suggest that this preference is also significant within most departments where teaching staff prefer values such as involvement, cohesion, flexibility and innovations above values focusing on stability, control and information management. Principal 3 (P3), however, explained what is expected from his teachers at the school:

> *"We make sure that every single staff member does their fair share of what it is. It doesn't always have to be a sport, it doesn't always have to be Culture."*

Principal 5 (P5) further also explained the position of his teachers with regards to workload:

> *"We in the Model C schools, the teachers have a very heavy workload. Their academic workload, all of them have extracurricular activities in the afternoons … uh … cultural activities during the evenings and I have understood that it puts people off to apply, because of that kind of workload. I will tell you, this staff at our school are overworked this term because we had a lot of activities and several teachers have mentioned it to me. So, it can put people off to apply."*

But, according to Mnube and Mafora (2013) (as cited in 3.4), in the former Model C schools, the functioning of the SGBs had led to the effective functioning of the school, whereas the opposite case was found to have held true in the black schools.

5.4.2.2   Preservation of white school culture:

"I think it has, it has a negative impact; and it has it, big time and eh, it's being applied by us. I'm saying us, people who are coming with your old baggage of Apartheid to this era."

This refers to efforts by SGBs and other role players to keep the status quo of the school as it always has been in terms of culture. One interesting thing that came out from the research was the fact that all the schools in the sample had an 80+ demographic representation of learners of colour, but with a low representation of teachers of colour. Some SGBs claimed that their schools are totally transformed referring to their learner component, knowing that their staff does not even reflect one single teacher of colour.

These schools are still desperately trying to preserve their white culture. Deenmamode (2012: 310-311) (as cited in 2.3.1), found that values are at the heart of leadership; they might come from an institution or a religious faith which influence the leaders, or they might come from the leaders' personal values and believes, which guide them in their leadership and somehow influence the school culture. The governor, chairperson and members of one SGB even went as far as to say that their school is for whites and that there are no qualified teachers of colour in the teaching pool, except for those teaching at the private schools that can teach at their school. Ironically this comes from SGB 1 who recently employed two black teachers at their school. So, their principal (P1) indicated the following:

> *"The latest appointments that we have made, both of them come from former Model C schools … they are black South Africans and they come from former Model C schools and they understand the*

> *… the systems (may be relayed back to systems theory) that we have … and I think they have adapted remarkably well …"*

Another interesting factor that came out of this investigation as pointed out above, is the fact that all the transformational appointments made by the SGB of the former Model C schools are teachers of colour who have been teaching at former Model C schools before. These teachers of colour are familiar with the culture and ethos of the former Model C school and so would be ideal for employment at these schools, with minimum adjustment based on transformation and in that way helps with the preservation of white culture at the school.

Parents fear that their schools could be "too transformed" and that their children would lose their culture. As cited in 2.3.1, when it comes to decisions affecting a school's internal work and life, values and norms deeply rooted in the local organisation have a major impact on the sense-making processes that will lead to appropriate behaviour (Liljenberg 2015: 474). Afrikaans medium schools fear that the tradition of the school will be lost in the process of transformation and this will not be supported by the Afrikaans community. The school is preserving the Afrikaans culture in the fear of losing the Afrikaner identity envisioned by the founders of the school.

Principal 4 (P4) in one of the Afrikaans schools with respect to the above shared his heartfelt concern saying:

> "So*, in my heart, it would be sad that the vision of the original founders of the school and the original parents would get lost."*

However, challenges faced by other schools are the cultural difference of the learners they attract in the schools and the lack of understanding and sensitivity to these differences. Some schools have made provision in the school conduct to accommodate other cultures. Schools are becoming aware of the cultural differences and are making efforts to transform, although much of the transformation is directed at learners rather than staffing. The principal (P4) further believes that transformation will take away their

sense of belonging as an Afrikaans school community and bring some resistance from the SGB and white Afrikaans parents of the school, as a result:

> *"I think on the one end it's difficult for me in my heart. I'll be honest, in my heart it would be sad for the school to lose its identity, because you'll get resistance from the traditional people at the school, alienation from them and through their support and they don't feel the same about the school and the school will lose its original purpose and …"*

Because of the dispensation from which former Model C schools were formed, the baggage of apartheid is instilled in learners. Students who go to these schools grow up with the perception that whiteness equals success.

District Official 1 (DO1) in response to this had the following to say:

> *"For instance, a lot of these schools still celebrate overseas cultures and heritages and they still honour Kings and Queens who's long gone, and they might even honour own Presidents and our own Heroes like the Nelson Mandela's."*

District Official 2 supported this in his statement saying:

> *"And eh, and so, therefore, it says even to my child, eh, what is better, eh, is coming from a white guy or a white person in a public, former Model C school eh, where blacks do not feature? I think it says, it says, blacks belong to their schools, and whites belong to their schools. I think it says white school's equal success …"*

Learners of colour in the former Model C schools do not have role-models that they can identify with culturally and learners at white boys' schools experience challenges relating to manhood and culture, and those challenges cannot be resolved by teachers who do not understand the learner's culture. Wang and Gagné (2013: 138) (as cited in 2.5) argued that transformational leadership has equivalent effects in collectivistic and individualistic cultures and that we may not need to manage people from different cultures so differently. However, there may be appropriate and inappropriate ways to display

transformational leadership behaviours in different cultures. Transformation in schools and racial representation translates in learners who are more integrated and who understand other racial groups.

The Afrikaans medium schools face a challenge of retaining staff member because their young teachers move to the private schools who are still predominantly white. There is a need for cultural sensitivity in teachers to accommodate learners and other teachers from different cultural backgrounds and races. The issue of culture should not be looked at in isolation, but it needs to include language and religion. Participant 1 of SGB7 (P1SGB7) argued, saying:

> *"Look, some of the things I agree with, uhm, … or most of them…is that, uh, it is an English school … so that was what we looked for … plenty of now adults that are setting examples and those are the traditions that, uh, is basically in line with …"*

Grobler and Grobler (2015: 131) (as cited in 2.5) suggested that transformation and mergers lead to individuals experiencing a feeling of loss, whether it is a loss of identity or their sense of belonging to the organisation. The Afrikaans medium school fears that the tradition of the school will be lost in the process of transformation and this will not be supported by the Afrikaans community. They believe that the government is also marginalising coloured (especially) student-teachers who come from disadvantaged backgrounds because bursaries exclude Afrikaans as a language in the degree composition. Therefore, an Afrikaans speaking B.Ed. student does not have the right qualifications to teach at an Afrikaans medium school. Principal 4 (P4) argued saying:

> *"University here has phased out Afrikaans as one of the options to take when they do the BEd. Foundation Phase course and it's a four-year course … there will be a part of the community that will lose its voice and its opportunities, and they will be marginalised even further … Yes, they do. I know they do, but I've had students that have applied to teach Afrikaans as a subject and they couldn't find … not in the Eastern Cape, you don't get a bursary."*

While the demographics of some schools show most non-white learners, the school still holds on to the cultures inherited from the old school system before 1994. Former Model C schools seem to emphasise and prioritise people who are familiar with their school culture (system) when it comes to appointments. Therefore, the selection criteria for teaching staff include an understanding of the culture of the school.

Therefore, some teachers of colour might not apply to former Model C schools because of the cultural preference, while non-white teachers already have been assisting in the transformation process more when it comes to cultural issues faced by the learners and contradictions in terms of the school's code of conduct.

5.4.2.3   Language barrier to transformation:

> ***"The biggest challenges we have here is, we are a dual medium. We offer to school in both English and Afrikaans …"***

Liljenberg (2015: 472) (as cited in 2.3.1) suggested that environmental pressure enters schools through values and deeply held beliefs, embedded in local contexts and concludes that school leaders, as the primary coupling agents, interpret pressure from the environment through their pre-existing frameworks and practices. Here the researcher mainly looked at Afrikaans, English and to a certain extent Xhosa languages that according to the data are barriers to transformation.

Participant 3 of SGB4 (P3SGB4) admitted that only Afrikaans speaking applicants are invited:

> *"The candidate must be able to speak Afrikaans and writing properly because you're educating that language."*

Some SGBs and principals are concerned with the proficiency of applicants in English as a criterion for selection, indicating that some of the applicants of colour may not be ideal

for the post due to the incorrect pronunciation of English words. Principal 1 (P1) had the following to say about the English language and pronunciation by African candidates:

"But, uhm, … generally speaking, we found that language and pronunciation are difficulties in some of the African …"

The Afrikaans schools clearly indicated that proficiency in Afrikaans is a must, as the medium of teaching is Afrikaans. They, therefore, would not consider an application who cannot speak Afrikaans.

Principal 5 (P5) clearly indicated the position of the school with regards to language:

"The only thing that we have, is Afrikaans. So, they will be taught in Afrikaans."

Language, therefore, may be a barrier to transformation at these schools. Principal 4 (P4) believes that his school has a role to play in a certain part of the community:

"Our school is an Afrikaans medium school, it serves the Afrikaans community in our broader area …

Some of the former Model C schools are still predominately white and Afrikaans, catering for the Afrikaner community. In these schools, there is no transformation in terms of language and staffing, although the school admits non-white learners. These learners are taught in Afrikaans because these schools want to remain to teach in Afrikaans, and this may be difficult in a changing society.

While these schools have opened their doors to learners of colour, their demographics are of many coloured learners, but still with an all-white staff. However, the coloured learners benefit from the Afrikaans medium schools where they are accommodated in terms of language.

Principal 4 (P4) further beliefs:

> *"The word Afrikaans has created this safe space for the coloured community to send their children to us."*

So, the Afrikaans schools preserve and prioritise the Afrikaans language. There may be political pressure to integrate and change to a dual medium school. Principal 4 (P4) continued saying:

> *"Uhm … the question is always going to be this: how long are we going to stay Afrikaans? And that might change the whole mission and vision of the school. Uhm, … it will eventually, we'll have to change in time, as we serve in what we've seen over the years, is more black children like to make use of our services and that eventually will lead to a dual medium … uhm, … definitely soon."*

District Official 2 (DO2) also mentioned about current political pressures coming from parents of colour who are part of the school community, but their children are refused at a nearby Afrikaans former Model C school:

> *"Look at the Overvaal issue now, there are 55 black kids staying next to the school, there's space, but those people refused to change from Afrikaans to English to protect their way of life, and that is exactly what is happening in these schools, they will continue because what they are saying is that, for instance, if they start these, they might become too much transformed. The parents will take their kids out and won't have school."*

Participant 6 of SGB 3 (P6SGB6), had something interesting to say about Afrikaans Model C schools with regards to the transformation which may be a major stumbling block for transformation:

> *"Some of these schools are very Afrikaans and I would say you get Afrikaans people and you get very Afrikaans people … in culture. Uhm … and it is their perception and not here, I'm talking about other schools, that they might be able to employ a coloured person, not a black person."*

Principal 4 (P4) from the first Afrikaans school shared his concern:

> *"So, no Afrikaans speaking teacher is being created and so, in the end, if they do other languages, they neglect their home language and they come to interviews and they can't speak the language at all, they haven't learnt to teach in the language and the now…Ja, I think that is a huge concern."*

Language is an important part of identity and plays a great role in the process of transformation. However, learners who had their language of instruction in Afrikaans might face a challenge when going to University and having to be taught in English. This refers to those tertiary institutions that have transformed and changed their language policies. Organisational development theory (as cited in 2.3) seeks to create change to which people are committed and the trigger for change represents an overlap between individual and organisational goals (Rhydderch, Elwyn, Marshall & Grol 2015: 214).

5.4.2.4   Composition of School Governing Bodies:

> **"What I'm saying is, if you have an SGB of a predominantly white teacher school, your SGB … if your SGB is predominantly white, then the people that they know and the people they feel safe with to educate their learners will be white educators …"**

According to Heystek (2011: 459) (as cited in 3.4.2), the composition of the governing body as stipulated in SASA, section 24, emphasises not only the democratic process but also the importance of parents as role players in the improvement of schools. The study revealed that the SGB of the former Model C school is structured differently from other state schools. Their structure operates on a portfolio system.

The SGB is divided into different portfolios of responsibilities, for example, a staff portfolio, grounds and buildings, legal issues, finances, etc. Each of these portfolios may co-opt more parent members onto sub-committees that can assist with the successful execution of their duties and responsibilities. Governing bodies (as cited in 3.2) have a crucial role in including or diminishing the representation of different cultural traditions and in enabling

or frustrating the expression of voice and deliberation of differences (Ranson 2012: 42). The following members of SGB 1 explained:

Participant 2 of SGB1 (P2SGB1):

> *"Yes, there's a staff committee that will interview those new members if you like new staff whoever they are. That recommendation goes to the SGB who …"*

Participant 3 of SGB1 (P3SGB1):

> *"They give us the recommendation and we basically say, yes or no."*

This system seems to work well for them, however, it also seems to have its own problems, for example, most members of the SGBs indicated that they will not attend the research interview, because they do not have anything to say about staffing matters and as a result did not attend the interview. Most of the members who did indeed attend the interviews did not have a lot to say about the questions the researcher asked them.

In some of the interviews with the SGBs only the Governor, Chairperson and Chairperson of the Finance Committee answered the questions while the rest of the SGB members refused to answer, saying that they have nothing to say. Some explained that the members dealing with staff matters are tasked to handle all staff employment matters and then come back to the rest of the SGB with the names of the applicants they think best fit the posts advertised. Connolly and James (2011: 504) (as cited in 3.2) is clear on the fact that school governance is a contested territory and perhaps inevitably so where debates over purpose, structure and role are rooted not just in considerations of effectiveness but also in ideology.

This seems to be an undemocratic style and criteria of selection and appointment on the part of the SGB, as only a selected few are making the decision as to who should and should not be appointed, which directly may hamper the process of staff transformation

at the former Model C schools. When Pratt (2014: 1-147), as cited in 2.2.1, looks at system governance, it is evident that most populous school districts operate using a bureaucratic system of organisational structure which is developed particularly for the workforce, a system structure that has been in existence for more than a century. Although strong for efficiency, this system structure is resistant to change and promotes worker isolation, not ideal for a collective educational approach desired in the 21st century (Pratt 2014: 1-147), also cited in 2.2.1. District Official 1 (DO1) indicated some of the problems experienced with this form of governance, in saying:

> *"The issue of SGBs compositions then becomes a challenge vice versa staffing issues at these schools, because whether you like it or not, there's a small body of people … err ... up to five or six only that would, that would recommend appointments at these schools and, and it is those five or few people who are then so critical to the issue of transformation and appointments and promotions at school."*

The most common critical challenge as viewed by the DoE officials at these former Model C schools relates to the composition of their School Governing Bodies (SGBs) which (in my opinion) lays the platform and are the reason for most of these critical staff challenges. District Official 1 (DO1) continued saying:

> *"We have an SGB which is becoming more and more prominent, even employing more people than the state at some of these schools … the SGB under the new dispensation, they have all the rights and all the privileges to recommend an appointment to the department."*

District Official 3 (DO3) on the contrary argued saying:

> *"I'm still saying these SGBs, if they are predominantly white SGBs, would feel very comfortable with white educators. So, therefore they would employ those who they are comfortable with and again the majority of those applying would be white."*

Some SGBs are resistant to the transformation of their schools. They argue that the schools are for white people in the same way as township schools are for black people.

They do not see the need for transformation, because even black parents choose to send their children to former Model C schools because of the quality of education in their schools.

Participant 2 of SGB 1 (P2SGB1) responded saying:

> *"They are paying for the quality because that's why they are sending their kids here, otherwise they would send them to their school right down the bottom of their house … at half or a quarter of the price. So, they are happy to pay that extra because we've got the best teachers whether they black white or Indian."*

However, District Official 2 (DO2) responded saying:

> *"But you've got parenthood who are satisfied as black parents only to have their kids in your former Model C schools, but then I have got low self-esteem to be a governor in that particular school."*

So, the exclusion of black parents in the composition of SGBs becomes a challenge even in the selection of suitable candidates to be employed by the school as additional teaching staff paid by the school. There are different reasons why non-white parents do not participate in the SGB and other activities that concern their children. Principal 4 (P4) reported saying:

> *"We have difficulty getting parents on board. Our parents don't want to get involved with the school … uhm … we try to reach out to them even to stand for the SGB is hugely challenging to get them to get involved."*

Some schools, however, do have several parents of colour on their SGBs. Principal 7 (P7) shared the following:

> *"And now on the SGB we've got another, and unfortunately a black guy who was on has withdrawn. He's just too busy, but there are two coloured men who have come on our SGB. Our SGB also isn't*

represented enough. It's not, but I'm happy that these two men have come on."

It has been clear from one of the district officials that the composition and affiliation of the former Model C SGBs in the Eastern Cape differ quite uniquely and substantively from their counterparts in the townships. This is what District Official 1 (DO1) said to this regard:

> *"You have your parent bodies, you have your different SGB forums you know, but they are basically, they are largely racially biased. You'd have your National Association of School Governing Bodies (NASGB), it's primarily in the townships. You would have your Northern Areas Forum, it's just in the Northern Areas (coloured townships). But when you go to your Model C schools, they have these national bodies that they belong to, powerful bodies, powerful bodies that influence legislation and influence White Papers and these people are well organised, Meneer, well organised all over the country and there are about three of those bodies. I don't know the names and they are not necessarily white and that is the irony. I mean, some of them have got black leaders you know."*

There seems to be a huge gap between the system of governance and the level of parent competency at the former Model C schools, compared to the township schools which may be the reason for parents of colour to avoid being elected onto the SGB of the former Model C schools.

5.4.2.5   Extracurricular activities as an important part of teaching:

> ***"I think that we as a school rely on extramural involvement of our teachers."***

This refers to the general understanding that SGBs of the former Model C school have sport as an extracurricular activity and its importance in teaching. On the one hand, SGBs claim that extracurricular activities do not count during their initial selection and appointment processes, but on the other hand, it seems that sports and culture do play a strong part in the development of the school.

Principal 5 (P5) of the second Afrikaans school explained:

> *"I said our school exist out of three legs, the cultural, the sport and the academic leg. And unfortunately, it sometimes happens … and the reality is that in these days people see your matric results once a year, but every Saturday they expect your team to win. Do you understand, most of the critique comes from the sports field?"*

Most participants referred to the holistic development of the child as an important component of teaching at their school. Principal 1 (P1) explained how their extracurricular program at the school work and the expectation of involvement from teachers on their staff:

> *"So, we believe that learners should have a good academic grounding, but we also believe that they should be involved in sport and in culture and that there should be a spiritual aspect attached to that as well … there's an academic side, there's a sporting side, there's the cultural side and there's the pastoral side …"*

This holistic development, therefore, includes extracurricular activities as revealed by principal 5 (P5):

> *"The sport plays an almost too much important role. And unfortunately, it is because it is one of those many supporters' type of sport and that is what people will talk about on Monday and on Friday. They talk about academics once a year."*

Principal 3 (P3) in support of this argued:

> *"And the other problem that we have with teaching is that extramural programs are run in the school and teachers are expected to coach those things or take maybe chess or media club or whatever and not all of them have the skills for that, yet they have to do it. So, it's hard to source teachers that are really good at sport."*

Principal 4 (P4) mentioned the complete transformation of boys in their school's rugby team. Some of his SGB members expressed the lack of rugby coaches as a serious staffing need at their school. Sports and culture, therefore, do play an important role in

the selection and appointment of staff at the former Model C school as indicated by participant 2 of the SGB4 (P2SGB4):

> *"Ja, I know there are some schools that will first go for rugby."*

It is generally assumed by most of the participants that teachers of colour do not apply to former Model C schools because of the extracurricular activities that they need to do, above and beyond their teaching load. In one school the principal accepts that they may be losing good academic teachers because of their extracurricular needs when advertising posts. The prioritisation of sports in former Model C schools may be one of the reasons why black teachers do not apply for positions in these schools. Principal 6 (P6) to this effect explained:

> *"… and you know there's also the culture that the fee-paying schools have the very busy extra-mural program and a lot of people look at that and don't want to be … but if you want to educate a well-balanced child and also a child who is going to be equipped for the future, I think that you, that is an integral part."*

Participant 1 of SGB 1 further believes:

> *"So, it's not just about teaching English or Afrikaans or Maths for that matter. Education is about sport and education is about culture … uhm … it's about, uh, getting your learner to … uhm … to a place where they can leave school and go out there and make a difference."*

Even though principals and SGBs in the sample insist on being fair and without prejudices when it comes to academics versus extracurricular activities, this is what participant 2 of SGB1 (P2SGB1) had to say:

> *"Ja, because our extra-mural activities are probably 40% of the school, with debating, with plays, the sport, the swimming, the athletics. Whatever they do, we encourage them. Uhm … and it's huge … that's a huge part of the school … that's why we have employed one person just to coordinate sports after school."*

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In contrast to the above, participant 5 of SGB3 (P5SGB3) said that they as a school have neglected their sport by focusing on academics to up their matric results:

> *"Uhm … because we were solely focusing on the academics, we were pushing that 100% pass rate … get that 90+ % Bachelor passes … that was push like crazy … and I mean we had incidences where kids actually left the school because there's not a sports component … the sports that we had was tennis and some hockey."*

Mahuro and Hungi (2016: 10), as cited in 3.3, found that when families, schools and communities partner together towards supporting schooling of their children, they create a conducive environment for learning; strengthening parenting and communication skills; improving their children's academic achievement; and developing the society's social values and good citizenry.

5.4.3   Current transformational operation in Model C schools:

> **"Just as an example, I for the first time in a long time have a black female lady on my staff again this year and I can see in the first three months already how the girls have drifted towards her for advice and for ..."**

Ayik, Şayir, and Bilici (2016: 234), as cited in 2.3, believe organisations are the structures that have been founded to achieve specific goals and are successful if they achieve their goals. It, therefore, goes without saying that power relations (principal vs SGB) in schools may ultimately lead to conflict where both centres of power fail to work together in the best interests of the learners and the school (Bagarette 2011: 234), as cited in 3.4.

5.4.3.1   Complete transformation of learner component:

> **"Our pupils are fully transformed, from every race group fully transformed and I think with success."**

This refers to the demographics of the learners at the school in terms of racial backgrounds. The key role of organisations, including educational institutions, is meeting the needs and expectations of their multiple stakeholders and the expectations of good corporate governance and control (Lawrence & Lawrence 2012: 310-311), as cited in 2.3.1. All the schools in the sample reflect a complete transformation of learner representation from all racial backgrounds, making some SGBs to believe that their schools are indeed fully transformed. However, this should be a constant reminder to SGBs of the need to transform their staff component as well.

District Official 2 (DO2) responded to this saying:

> *"… you go to each school, you have got a big number of black populations, on the grounds, but it is not reflected in our staff, in their staff establishment."*

Positively, some of the SGBs indicated their willingness to appoint teachers of colour if suitable applicants can be found. All principals for that matter indicated their understanding and intend to encourage the appointment of teachers of colour to address that need. Therefore, at most of the former Model C schools it is evident that these schools have completely transformed their students, but only to a certain extent their staff.

As cited in 3.2, it is argued by Noula and others (2015: 63) that the role of the democratic school is to act in such a way as to bring everyone in a community together. However, there is a representation of other races although the staff is not equally (fully) representative of the learner demographics. The learner demographics in former Model C schools are not reflected in the composition of staff members. In some school, the demographics are 80/30 black and white learners while the teachers are all white. Here are some of the statements made by different participants of the study about the demographics of learners against teachers at these schools:

Principal 1 (P1):

"Ja … I … I can tell you categorically that it does not reflect the demographics of the school yet. Uh, we are still moving in … in the direction of employing staff … to reflect the demographics of the school.";

District Official 1 (DO1):

"You'd have spots of, of non-whites, Africans, whatever you want to call them, but it's predominantly white and the school itself, therefore, is not reflective of the demographics of the learners that they, that they draw, uh … to their school and that is a concern. Why is that a concern? Maybe that will be a follow-up question."

Principal 2 (P2):

"That's a challenge. Ja, we don't represent the colour ratio, we're not presentative of that.";
Principal 3 (P3): *"No, no, that is still a challenge. Because we have about 732 girls, there are I think 532 black girls, 100 white girls and the balance are Indian or coloured. So, if you look at that and then you look at the teachers, the number of white teachers far outweigh the number of the others, ja."*

Learners of colour in the former Model C school lack role-models that they can identify with culturally and racially. Principal 2 (P2) at an all-boys-school confirmed this fact:

"Yes, that's our plan to, because what you've got is probably 60-65% Xhosa speaking boys and we've got no role models for those boys. So, we felt especially in the hostel as well, so that's why one of the prerequisites was that they must be in the hostel and they've got to do duties in the hostel and serve as role models to those boys as well, so that they can identify and see … and so far, so good …"

The racial representation of the teachers is therefore not reflective of the demographics of the learners in former Model C schools, which clearly is a major concern for the future of a democratic South African education system.

5.4.3.2 Staff training:

"We offer them training, but our training is mostly about getting to the next level, not so much content training, it's more about how to put the information across …"

This refers to the training of students to become teachers. It also refers to the upskilling of existing teachers. The interviews revealed that former Model C schools have a culture of continuous training of their staff for improved curriculum delivery. This creates an internal culture of understanding and addressing the needs of the school amongst all staff members.

Training for staff in transformation was therefore recommended. In addition to training on transformation, principals believed that new staff should also be trained to understand the culture and system of the school. Some schools have decided to establish a training and mentorship program for people of colour to be trained and absorbed by former Model C schools or the school at which they are trained. Current teachers regularly attend training and workshops on different aspects of their jobs.

There are also challenges in training the current staff, because of technological advances and societal changes as pointed out by principals 3 (P3):

> *"So, but one of the challenges we do face, is keeping the teachers current with technology, because quite a few of them resist it, and they can't resist it in today's age, because they've got to use SASAMS, they've got to be able to teach with it, because we have that overhead… projector things that you link your laptop with in the classroom."*

Principal 2 (P2) also referred to technological advancement as a challenge in employing teachers:

> *"Just the normal … of staff … you know we have a lot of training of staff to deal with, hmm, day-to-day things and changing society,*

technology improvements, things like that. That's really that, but
whatever challenges we face on the staff, we would try in some sort
of aim to assist the staff in that way."

Some SGB members believe that teachers of colour are not properly trained and therefore not fit to teach at the former Model C schools (see 5.4.4.2). However, principal 4 (P4) believe that more teachers of colour are trained by universities than their white counterparts and therefore said:

"If you look at how many teachers are trained per year by the
universities ... there are so little whites left. So, I don't think it will
only be a question of 10 to 15 years, it will dramatically change."

This increase in the number of teachers of colour into the teaching pool may be a positive contribution to transformation.

A general feeling that came from the principals at the Afrikaans schools was that the government is also marginalising (especially) coloured teachers who come from disadvantaged backgrounds because bursaries exclude Afrikaans as a language in the degree composition. Therefore, an Afrikaans speaking B.Ed. student would for example not have the right qualifications to teach at such a school.

In the light of teacher training, as cited in 2.3, organisational development theory, therefore, seeks to create change to which people are committed and the trigger for change represents an overlap between individual and organisational goals (Rhydderch, Elwyn, Marshall & Grol 2015: 214).

5.4.3.3   Transformational plans running at the school:

"There needs to be a wider representation. There has to be, uh, more … I
think there has to be a more progressive transformation in our school then
what we do have."

These include plans and efforts that have been made by some schools towards transformation, plans that have already been rolled out even though some do not relate to staffing specifically but to the transformation of former Model C schools and their formerly predominately white culture. Principal 2 (P2) responded saying:

> *"Definitely, yes. We've had ... workshops with the boys and we had these discussions as to say, 'how do we' … 'What would they like to see' ... Other things which we introduced consciously, is that when we get guest speakers we try and get black old boys to try and understand, so boys can say, 'hey the guy has achieved, they have done well, these are our role models…"*

There seems to be a confusion with transformation in terms of learner component against the transformation of staff component. Most SGBs (as previously indicated) claimed to have a complete racial transformation at their schools based on the demographics of their learner component even though their staff representation indicates the total opposite.

There are many learners of colour present at these former Model C schools in the Eastern Cape. SGB 2 with the help of their principal and deputy already started a student training fund, to assist with the training of students of colour to become teachers in the hope that they, in that way, would be able to transform their school. Participant 1 of SGB 2 (P1SGB2) explained, saying:

> *"So, the idea is then, at the end of their internship and they end their studies, so we've created partnerships with commercial partners, with SETA, with OASIS, who fund a lot of that, because we can't fund it ourselves, unfortunately."*

It is still interesting to have found that these students of colour are former pupils of the same school. This is an indication of the way in which the former Model C schools attempt to hang on to their cultural identity, by the strides taken to train students of colour who are familiar with their ethos and cultural background.

There are some principals who have transformational plans though not guided by any framework from the government. Principal 2 (P2) devised an equity plan that will ensure transformation over a given number of years and indicated the following:

> *"Yes, we devised our own Equity Plan in our … what we have, uhm … we went on a course ... not a course … we went on staff development for a weekend and we devised a five-year plan of which included in that it has an equity plan and how we are going to address that."*

Most of the schools in the sample do not have a transformational plan since there is no framework from the DoE. In school 4, the principal (P4) is the voice of transformation while there is some resistance from the SGB. The principal has a plan which includes compiling a report to show the demographics of the school and the need to transform, all this in the effort to pursue the SGB to attend to the need of transformation in staffing.

Most of the school principals in the sample indicated their commitment to the transformation of staff at their schools. Again, according to principal 2 (P2), they are working on a transformation plan that will train and absorb staff that will be role models and a point of cultural identity to the boys of colour in their school. Black (non-white) learners see role models in teachers that they identify with racially.

Principal 2 (P2) stated:

> *"Yes, black teachers teaching Maths not just Xhosa and that type of stuff. Yes, so we are making an announcement in Assemblies, speakers and that kind of stuff. So, lot of it come out which we've implemented."*

Although there are no formal transformation guidelines from the DoE, there are some schools that have started the process of staffing for transformation. These schools have a mandate to hire non-white teachers and they have non-white members serving on the SGB. Some heads of schools have attended transformation training and workshops to guide them through the process. Principal 2 (P2) further explained:

"We went on that transformation workshop and the result of that, we also did the internship because of that. So, we are implementing the plans that we set and with the identified areas of weaknesses and strengths and that."

Some schools have decided to establish a training and mentorship program for former learners of colour to be trained and absorbed by former Model C schools or the school at which they are trained. Participant 2 of SGB3 (P2SGB3) responded saying:

"*It's a mentoring program, but not so much based on race at the school … for somebody who is new. Whoever is new.*"

Some principals, therefore, do have transformational plans, though not guided by any framework from the government, while some schools have no plan to transform their staff. Principal 2 (P2) further also said the following about an equity appointment made by his SGB:

"Since I've been here, we've had an interview for a Music teacher and there were two applicants, a white and a coloured applicant and on the score sheet, they were equal. But we said let's make an equity appointment and take a person of colour as opposed to the other one, and that was a conscious decision at the time, and I think the governing body agree with that sentiment.There are two people that are very even and we are going with the person of colour rather than an equity decision at our school."

Principal 6's (P6's) success story relates to the following:

"Yes, well I just received an email this morning from the Allen Grey foundation to say that we've been recognised as one of the top 100 schools because of our successful bursary applicants. And they work on a very specific entrepreneurial and transformation model and that makes me feel very positive that people outside of the school community recognises what we do here in the very unbeknown school of ours."

However, as cited in 2.5.1, transformation and learning, in colloquial terms, as seen by Howie and Bagnall (2013: 821) have what can be considered as overlapping meanings,

transformation is seen as nothing less than 'light on the road to Damascus', a conversation.

5.4.3.4   Transformational appointments made and paid by SGBs:

This refers to state and SGB-paid appointments already made by SGBs to facilitate transformation. It is evident that there are only a few educators of colour appointed at former Model C schools. Some schools have zero number of teachers of colour, mostly due to teachers who left and vacated their posts for different reasons. This phenomenon is most common to the Afrikaans schools in the sample.

Former Model C schools are facing different challenges with regards to their staff establishment. The DoE does not allocate enough staff to accommodate the needs of some of these schools and considering their low student-to-teacher-ratio. These schools are then faced with the challenge of hiring staff and paying them from the school fees budget. This is what participant 2 of SGB1 (P2SGB1) said when asked about the appointment of additional teachers:

> *"Six months … a year … for the Bulletin to come out. So, we then must employ a teacher and pay them until there is such time that the Bulletin comes out, so we can appoint them properly through the channels, and then wait for the department to back pay that person or to pay us back the money that we have now advanced. So that we can keep somebody in the class."*

Former Model C schools have 30 or fewer students in a class and this ratio is not catered for by the departmental staff establishment. Another challenge that these former Model C schools have is the unequal racial representation on their personnel, there are more "white" teachers as compared to their non-white or African counterparts. Mncube and Mafora (2014: 112), as cited in 3.4, believe these stakeholders must be assisted in developing democratic values such as transparency, fairness, tolerance, equity, justice and openness, behaviour, skills and attitudes that are built into the Constitution of the Republic of South Africa.

District Official 2 (DO2) in response to this mentioned the following:

> *"But you go to these schools and check who are the temporary teachers or walk-ins. It would be white folks, many at times. Those who would be called SGB posts and then they would simply … look, the door would be constantly closed for a black person … even to occupy your SGB posts. Whether they're afraid of answering to affirmative action, I do not know. All I know is that SASA is the Bible they use and nothing else."*

According to District Official 1 (DO1), after the selection and interview processes, it becomes the SGB's prerogative to employ staff:

> *"The SGB under the new dispensation, they have all the rights and all the privileges to recommend an appointment to the department. I'm raising this because, because once an application is given to a school, the process becomes totally, totally, totally, totally their process, they own the process."*

Therefore, if SGBs are to employ additional staff onto their existing staff establishment from their school funds, it would be entirely up to them to employ teachers of colour. Principal 1 (P1) indicated that they employed two black teachers that way:

> *"Our two most recent appointments on the Governing Body, not into state posts because we haven't had any state posts available … but our two most recent appointments have been black South Africans …*

5.4.3.5   Collaboration with the Department of Education:

> ***"I wouldn't say it's good, Meneer. I wouldn't say it's bad also. I would more say it's non-existing."***

This refers to the current working relationship between the SGBs of the former Model C school and the DoE. Organisational theory as expressed by Brazer, Kruse, and Conley (2014: 254), as cited in 2.3, serves to guide our understanding of the complexities of

schools and districts and suggest that it be a basis for collaborative and effective decision making.

Rhydderch, Elwyn, Marshall and Grol (2015: 214), as cited in 2.4, go beyond this point in saying that systems theory emphasises the interrelatedness of parts of an organisation and improving one part, requires that consideration be given to the relationships with other parts of the system. Several principals and SGB members acknowledged their good relationship with the DoE.

Participant 2 of SGB3 (P2SGB3): *"Ja, we had a good in terms of guiding us and assisting us and the processes and things, they very helpful.*
Participant 3 of SGB3 (P3SGB3):

> *"Just I mean with the interviewing processes, I mean they spend a lot of time explaining, they brought some people on board from the top …"*

Principal 5 (P5):

> *"We make a recommendation and it goes to the department and they then make the final decision. But it does not happen very often that they reverse the decision. It must be a reasonably just reason why they would not approve the recommendation made by the SGB."*

Principal 6 (P6):

> *"I don't know, but I have very supportive and helpful guidance from my immediate superiors. I really think that the model that is in place now is going to enable us to get better service from the department and quicker report back from them."*

Woodland and Hutton (2012: 366), as cited in 2.6, believes collaboration is a widely utilised strategy for addressing complex social issues and for facilitating organisational innovation and performance. It is challenging and requires time to get the different

stakeholders to agree. However, collaboration is key in the process of transformation, but in some schools, there is no relationship between the SGBs, the SMTs and the DoE. There is also no collaboration in how the schools are run and managed. Some schools manage the school without interference or input from the DoE. While some schools have a good working relationship with the DoE and the SGB attends training offered by the department.

The predominantly Afrikaans schools do not want interference from the government, which hampers the relationship between the department and the SGB. Redondo (2016: 20) as cited in 2.2.1 found that in Portugal the community, thanks to the involvement of educational agents (trade unions, students' parents, etc.), oversees their own education system, resulting in a greater articulation between the school and the society. Therefore, the changes brought about by the reforms in governance, have contributed to the fact that educational institutions have stopped being administrative organisations and have become managed organisations (Redondo 2016: 20), also cited in 2.2.1.

The different stakeholder participants (district officials, SGBs and principals) responded differently to the issue of collaboration:

District Official 1(Do1)

> *"Non-existing in the sense that they have this spirit of aloofness that they … they know it all, for instance, we have SGB trainees and things like that and they would not come, they would say our people are lawyers that advise them, and this is the attitude that they have unless you have a strong Circuit Manager or a strong leader in the department that can advise them or persuade them from their actions to come. So, the relationship is very much … it's not bad, it's not good, it's just non-existing, it's just there and there, you know, so the only time you'd see some of these SGBs is when you do a principal's post, and when you are the resource person. But if you'd have a (workshop) or a development thing, they would just not come, and you'd just say the parents are working and are busy is because of the issue of superiority …"*

Participant 2 of SGB3 (P2SGB3):

> *"O, staffing? We have a very good relationship. We … have a contact person elect with the department."*

Participant 1 of SGB4 (P1SGB4):

> *I think since July 2015, I think we've got an excellent relationship with the department. It's very important for our principal and our School Management Team and teachers, to have a good relationship with the Department of Education.*

Principal 5 (P5):

> *"We are having a wonderful relationship with the Department of Education. We are now for years a Marking Centre."*

Participant 3 of SGB 7 (P3SGB7):

> *"I think from a personal point of view, my experience with them has been very positive. Uhm … we really don't have problems. If we have any need to go to them, they give us answers … with issues we go to the EDOs (Education District Officials)."*

Most of the SGBs and principals in the sample indicated a good working collaboration with the DoE officials. There, however, are some difficulties with regards to staff establishment issues. The single biggest problem recorded by SGBs and Principals were the drop in their staff establishment over the last few years, which have put a huge strain on the SGBs to employ additional staff to their initial establishment. This drop in staff establishment numbers from the state has limited the process of staff for transformation at these schools since there are no state posts to advertise.

However, District Official 3 (DO3) stated:

"Now, what I am saying again is, that is the prerogative of the parents who would like to have small class groups, but I'm still saying, what I need that school to prove to you, is that the ratio of learners to educators is higher than it was a few years ago … if any school in my district based on their EMIS numbers of last year September 2017, indicates to you that they've got a higher ratio then 1 to 35 or 1 to 36 then ... I'll come back to your answer."

According to Poocharoen and Ting (2015: 589), as cited in 2.6.2, collaboration involves a willingness of parties and stakeholders involved to enhance one another's capacity for mutual benefit where the parties share risks, responsibilities and rewards, invest substantial time, share common turf, and have high levels of trust.

5.4.4   Critical staff employment challenges towards transformation:

"I think the biggest challenge is in the former Model C schools … it has become very obvious, even during our 2018 school readiness visits with the MEC, that some of these schools are, are out and out lily-white and it is a challenge to the Department of Education."

It has been revealed by all participants (District officials, Principals and SGBs) that the transformation of staff at the Model C school remains a big challenge for all of them. However, these different participants had different interpretations of this challenge and different reasons for it. Based on the responses from all three district officials from the DoE in the Eastern Cape, several critical staffing challenges exist within the former Model C schools with regards to their staffing processes.

However, one of the district officials does not currently see any challenges relating to transformation in former Model C schools within his district. His office faced challenges previously during the re-deployment of teachers. Transformation according to him is not currently a priority to the DoE and therefore little has been done to enforce transformation in staffing.

5.4.4.1 Challenges in staff establishment and employment of staff by SGBs:

> *"Ja, there … there's a huge problem here in that the Eastern Cape Education Department has employees that are in the wrong places, so there are too many employees in some areas and too few in other areas."*

This mainly refers to the number of teachers provided by the state every year, called staff establishment. Mestry (2014: 13), as cited in 3.4, argues that although the South African government had taken many steps in addressing equity, redress and social justice in education, there have been different challenges in the implementation of policies which affected the process of bringing about significant changes and transformation in education. A number of challenges in staff establishment have been recorded from most of the participants, ranging from lack of state-paid staff, drop in state staff numbers every year which puts more pressure on the SGBs to employ more staff, to keep the learner-teacher ratio below 40, aging staff who do not move or do not vacate their posts, making it difficult for the SGB to appoint new staff.

Principal 2 (P2) responded as follows:

> *"If it continues to decrease the staff establishment … uh … because we are losing more and more staff … departmental staff … is that I will have to cut services, I'll have to cut subjects, I'll have to cut the offerings that the school can offer because we cannot afford to pay from parent money and those type of things. So, that's the biggest challenge I am facing … uhm, when it comes to staff establishment."*

It seems as if the staff establishment differs from one school to another although there is a learner-educator ratio provided by the DoE (1:35). The composition of teachers also differs in terms of female or males and racial representation in these former Model C schools. However, there is a general low representation of teachers of colour in these schools. Teachers are generally selected based on the needs of the schools, which ranges from academics to the extracurricular activities offered by the schools.

The department as seen by some of the participants is facing financial challenges which affect the staffing of schools in the province. Principals believe that the DoE takes time to make appointments on critical subjects like English and Afrikaans. For example, one school experience challenges in recruiting Afrikaans teachers from the government's Funza Lushaka list of teachers. In addition, schools advertise and receive almost no applicants and no feedback from universities on their requests to assist with staffing. The financial constraints also result in the reduction of some SGB staff.

These challenges put more pressure on the SGBs to employ more staff to keep the learner-teacher ratio below 40. This is what principal 1 (P1) had to say about the issue of teacher shortages:

> *"Very definitely we do have a shortage and we don't believe that the Education Department can really meet our needs and that is why we do employ staff on the … on, that's why we do employ as many staff members as are employed by the department through the governing body employ."*

However, District Official 3 (DO3) responded hereto saying:

> *"Then, with the department, if a school has got 350 learners then the department provides. Let's just say in a primary school, then the department would provide the school with 10 educators. Which says the ratio is 1 is to 35? If the school now decides to have a ratio of 1 is to 25, it's then the school's prerogative to appoint 10 more educators. So, if the school has got the money, they can do it, but it's not because those schools are provided with fewer educators than other schools. They are provided with the same ratios."*

Some SGBs also recorded the loss of young white staff to private schools, in search for more favourable conditions (where there is a bigger compliment of white learners) mostly driven by discipline issues in multi-racial classrooms. There is sometimes a shortage of educators because no one fits the profile of a teacher needed by former Model C schools. In these schools according to District Official 2 (DO2), there is generally no shortage of teachers, but on the contrary, the schools can hire more teachers and have fewer students in each class. He explained saying:

"We are not even forcing them to take the 40s and the 60s that are there in the township. I think we … as much as, if we do not make one is to 35, therefore you are going to be losing teachers. But the same schools are able even to stay with their 21s and their 20s because they charge school fees and are therefore able to pay teachers ..."

The DoE Official is not aware of any shortage of teachers as otherwise indicated by some principals participating in the study. According to the district official, excess teachers were redeployed to schools that needed teachers. But, according to some principals, the government has reduced the number of teachers allocated to schools and this might be due to financial constraints. Principal 2 (P2) reacted to this saying:

"The critical staffing establishment is mainly to do with the staff establishment because the staff establishment in 2013 we were allocated, 33 staff. In 2018 we were allocated, 20 staff. So, what that is … uh, … a reduction of 13 staff members to offer the same quality of education …"

Therefore former Model C schools experience a shortage of teachers from the DoE which results in the schools hiring staff and incurring the cost. Participant 1of SGB1 (P1SGB1) complained saying:

"So, the first issue that we would, uh … probably struggle … is the constant, uhm … year by year … uhm, … lessening of the amount of staff … a number of teachers that we are getting from the state. It turns … put more pressure on the school employing staff and having to pay those staff from funds that are raised from parents."

Teachers from the government's Funza Lusaka list of teachers are usually an issue, because they are sought after and do not remain in the school for long, therefore the school cannot plan, based on that individual. Schools that receive staff cuts from the government are at a disadvantage already in terms of transformation because they do not get new staff appointments. Principal 1 (P1) responded saying:

"There's not much mobility in our staff. Oh, we have very view limited opportunities other than retirement, uh…to employ other members of

staff. We haven't really had, especially in the state teachers … once they've got a state post they hang on to it very-very …"

District Official 3 (DO3) responded accordingly:

"What I'm saying is, those posts are filled through the ordinary pattern of advertisements. People apply, you do your shortlisting, you do your interviews and whatever. In the case of post level one posts that become vacant, it's the only area where somebody could say, 'we don't have enough educators'. In that case, the process is straight forward. You apply to the District Director and the District Director gives you permission to appoint a temporary educator if you do not have anybody on the list of additional that you can accommodate."

Some principals believe that the DoE is experiencing financial difficulties and therefore must reduce the numbers in staff establishment.

Principal 2 (P2) argued saying:

"The other issue which is the reason for it is, I think it's a financial challenge with the Education Department as a whole."

Principal 3 (P3) on the other hand responded slightly different, saying:

"I think that the country has been through some financial mismanagement and they don't have the money."

There is however also a shortage of Afrikaans teachers in the Eastern Cape and a shortage in the SGB staff that the schools appoint.

5.4.4.2   Racial prejudice and stigmatisation challenges:

"And then there's also been a perception ... this sounds very rude ... is that many black teachers are not disciplined and … uhm … and they don't come to class, they come to school late, and they ... you know … and I think, in like township schools, that is the case."

This refers to the possibility of exercising preferential treatment on the bases of race, due to what is generally believed about a certain race. It also includes the refusal to acknowledge the teaching abilities of other races than white. As a result, therefore, inequalities based on race and class, and socioeconomic status, continue to be reproduced in an education system that is only superficially egalitarian and democratic (Mestry 2014: 13), as cited in 3.4. Several racial prejudices and stigmatisation comments have been recorded during the interviews which explain the resistance from some SGB members.

These prejudices ironically come from the schools with learners of colour in the majority, but with few if not zero teachers of colour on their staff establishment. This is a worrying factor especially after 20 years into democracy in South Africa. A stereotype or stigma exists that there are no black or teachers of colour trained good enough to come and teach at the former Model C schools.

Despite this Tesfaw (2014: 903), as cited in 2.5, found that a moderate, positive and significant relationship exists between transformational leadership (overall) and overall teachers' job satisfaction. There has been a contrast between what participant 2 of SGB1 (P2SGB1) has said and what the principal of the same school was saying about the quality of teachers of colour:

Participant 2 of SGB1 (P2SGB1):

> *"Yes, because as we are saying to you the teachers aren't properly trained. You know, that's why the people who are able to in the township, live in the township."*

Principal 1 (P1):

> *"Definitely not, I don't think so. I think that there are … there are some of my colleagues who are brilliant, brilliant school principals who outstripped me by far in the areas that they come from with the resources that they have … with the qualifications that they have …*

uhm … and the results that they're getting, I think, are absolutely outstanding … any of my colleagues who would be easily qualified to apply for my position when I leave or many teaching positions in this school."

Some former teachers are aware of the myth that black teachers are not qualified, while some former Model C schools are hiring their former students who are not qualified teachers. Poor quality education is equated with black teachers.

District Official 2 (DO2) added to this by arguing that:

"They would not expect maybe a black person to be good in Maths and Science ... maybe it's traditional that a white person would be good at Maths and Science."

District Official 3 (DO3) also believe that there are certain prejudices that exist within former Model C schools:

"I do believe that there are certain prejudices that we've got and one of the problems I think that former Model C schools have, is that they because of the non-existing relationship between white and black people is that … you understand if you're going to appoint somebody, you've got to have some background about the person."

However, there is a sense of anxiety and caution when hiring a staff of colour. Principals emphasised that the teachers need to be of quality, but in some other schools, the priority is hiring quality teachers, regardless of their race or gender. Teachers in township schools are therefore perceived by some SGBs as untrained and of a lower standard.

Participant 4 of SGB3 (P4SGB3) had the following to say about the employment of teachers of colour:

"You wouldn't want to employ somebody that's mediocre … you would always take the top of the top … and it doesn't matter … it doesn't matter age, race, it doesn't matter any of that … but once again I think it comes to who actually applies."

So, it has been argued by some SGBs that there is a fear of Model C schools becoming mediocre schools like the township's schools. When it comes to the transformation of staffing and hiring more people of colour by using affirmative action, the SGB compares fears that the quality of education in former Model C schools would be degraded to be like township schools. Government schools in the townships do not perform that well and that becomes a stumbling block to transformation by placing power on the SGBs.

Even one of the district officials (DO1) agreed to this argument made by some SGBs saying:

>*"Because what government cannot run away from Meneer, is the*
>*poor performance of our township schools."*

However, another district official (DO3) shared the concern that the department has about prejudices at the former Model C schools:

>*"I'm still saying the prejudice that the parents have with regard to*
>*different races than white, is a problem that we've got."*

The argument some members of SGBs have is that due to the standard of the township schools, black parents prefer to take their children to former Model C schools regardless of language or the lack of representation in the staffing of these schools. It is also argued that teachers in township schools come late to school, are not passionate about teaching and the standards of the schools are poor.

Participant 2 of SGB 1 (P2SGB1) said:

>*"So, they're not passionate about it, they're not like our teachers*
>*that go onto the sports field and do raise and do fundraising and*
>*all the other things that we do extra."*

Participant 2 of SGB1 (P2SGB1) further referred to the state of governance in township schools as follows:

"They don't want to sit at this time of the evening in meetings, they don't want to do parent meetings in the evening … uh … so, ja."

But on the contrary, their principal (P1) explained what he rather perceives as a 'qualified' teacher:

"I define that a quality educator, number one as having an … an academic … must be qualified to teach that subject and, uh, the academic qualification is linked directly to a professional qualification, so … and the Education Department won't employ people who haven't got the necessary academic qualification and the academic qualification or the B.Ed. … the four-year B.Ed. So, that is point number 1 … is the … the actual qualification to teach that subject or that phase or that grade in a phase … but then there is a lot more to it … there are the person's interests …"

Principal 3 (P3) in response to the above, had the following opinion about parents of colour:

"I think, often our parents want their children to be taught by white people."

Principal 3 (P3) however, at the same time also tried to explain why these members of the SGB would react in the way they did:

"Ja, I think it's a perception. I think a lot of them have seen township schools where it's not a nice picture ... the staff don't make teaching appear to be an honourable kind of occupation ... so ... and all of that was created, because … uhm … far less money was given to those kinds of schools in past years. Uhm … not since 1994, but I mean you know. So, it was like that and I think that they've gotten into a whole culture of doing hardly any work, going to the shops when they want to, no extra-murals and so they see that … our black parents see that our school runs, you know."

Some of the former Model C school SGBs are still largely white and some of them (Afrikaans) insist on employing only white Afrikaans speaking teaching staff. Many of

these schools still hold to the assumption that black teachers cannot produce good products or good quality education, hence the resistance to transformation.

Another stigma exists that black teachers from disadvantaged backgrounds do not have enough qualifications or experience needed by the former Model C schools. There is also a perception that black teachers are not disciplined, as seen in township schools. This creates a perception that what is white, is legitimate and of better quality compared to other racial groups. Subsequently, some white parents on the SGBs do not want non-white teachers to teach their children.

District Official 2 (DO2) on the contrary believes that some SGBs of the former Model C schools are not brave enough to appoint black teachers:

> *"I do not think our public or should I say our former Model C schools are brave enough to take a chance and launch themselves into the deep and hire a black person, eh, into such posts. Because I think many of them are still locked up with this thing where black, it cannot be plus, good product. I think we are still held under it."*

As cited in 3.4, despite notable achievements in many areas since 1994, including social services and the political economy, it is not easy to undo the cemented racist, oppressive and unjust policies that determined the mandate and scope of education for the different racial groups in the country for more than 100 years (Moloi 2015: 1).

5.4.4.3   Inadequate transformational framework for recruitment and selection:

> ***"Nothing, not one and I must be honest with you, the people of colour are in my school only one and that's …"***

In the previous government, former Model C schools only had white teachers in their system. Most of the staff in these schools are from the old dispensation and remain in the school until retirement. In the search to increase the academic performance of their

students, many school leaders often forget that values play a significant role in educational institutions (Deenmamode 2012: 305), as cited in 2.3.1.

Participant 2 of SGB1 (P2SGB1) for example claimed that the former Model C school (their school) is for whites when he said:

> *"Uhm … white school, because the governing body is white, most teachers are white…the kids are white. So, we're a former Model C white school in a white urban area."*

In response to this Xaba and Nhlapo (2014: 425), as cited in 3.4, hold the view that in terms of school governors' roles, promoting the best interests of the school and striving to ensure its development through the provision of quality education for all learners at the school, is fundamental.

However, judging from what some of the other principals had to say, their schools have gone a long way in recruiting teachers for critical subjects. Some of them believe that it would be wrong to have black teachers for only teaching Xhosa. It would set the wrong example to not only black learners but to learners of all racial backgrounds as it would indicate that people of colour are unable or incompetent to teach critical subjects like Maths and Science, a stigma of racial prejudice.

It is therefore evident that former Model C schools do not have an adequate transformational framework for the recruitment and selection of teachers of colour. Another reason for the slow transformation is because there are few new staff members being taken in.

In the new democratic South Africa, SGBs have been given the authority to make decisions on the appointment of staff and due to the autonomy of the former Model C schools in terms of their ability to fund and manage the school, the DoE finds it difficult to enforce or guide transformation in these schools.

District Official 3 (DO3) argued that former Model C schools are not actually open to the process of transformation at their schools and therefore do not make any efforts in that regard:

> "I'm just saying that they are not making an effort on transformation … just as I'm not making an effort for transformation … they are not making an effort for the transformation to come in."

Because of the authority placed on the SGBs in appointing staff, the government does not lead or enforce transformation processes in former Model C schools.

District Official 1 (DO1) in this regard argued:

> "Whether we work or live in Mqanduli, Matatiele, Port St John's or PE, we are all … when we are all added up together, it must be based on the Employment Equity Act and that is why there is no plan necessarily to transform schools and say there will be so many targets, it doesn't work like that because we are meeting out targets otherwise, if we did not meet our targets as an employer, then the Department of Labour would have addressed us and also penalties would be imposed because we are like any other employer."

In addition, there has not been a clear transformation framework for these schools in terms of its staffing. District Official 2 (DO) also explained the department's none involvement in the profiling of posts which may be argued as the first step in the exclusion of teachers of colour and maybe a reason for the much-needed amendment of the SASA:

> "I'm not involved in that, because, uh, it is the school who has to profile a post. So, we cannot profile a post on this side of the table. The schools themselves profile … it is in the recruitment processes itself, you know, where you will find people side-lined … eh, but the profiling, it will be in the school."

Previously the DoE formally redeployed non-white teachers to former Model C schools in the effort to transform these schools, however, this model did not work completely. One of the reasons being that teachers from township schools were struggling to adjust in

these schools. On the contrary, the researcher has his own success story to tell, because he was also a product of redeployment to a former Model C school.

5.4.4.4   Resistance from SGBs:

"Uh … the feeling is that the department generally cultivates the communist past principles and wants it all to be the same. They have not … they want the township schools to be the same level as our school, have the same facilities, the same standard of education, the same … they don't want this school to be stand up and be better than the other schools … it shouldn't be like that it should more be equal … you see …"

Another challenge is the resistance of the SGB in the deployment of teachers and the government placement of authority on the SGB in the hiring of staff. This refers to the general attitude amongst SGBs towards transformation. It must be understood that all members of the school system contribute to shared expectations and patterns of behaviour, hence the need for a whole-school approach (Cross and Barnes 2014: 298), as cited in 2.4.

Systems theory leadership involves goal setting and the establishment of measurement and feedback loops, where resistance is a consequence of the lack of clear goal-setting and data poverty (Rhydderch, et al., 2015: 215), as cited in 2.4. Most of the SGBs in the study are positive and aware of their lack of racial representation on their staff component except for one SGB, where the majority believe that their school is particularly for white educators (as previously pointed out in 5.4.4.3), something their principal totally disagrees with, even though they have employed two black teachers recently on top of the two existing teachers of colour at their school.

The biggest form of resistance from SGBs came in the form of a lack of applications from teachers of colour and a belief that they do not seem to get good enough and well-

qualified applications from teachers of colour to appoint. Participant 1 of SGB1 (P1SGB1) arrogantly further explained how he sees 'transformation' as a process:

> *"Now, transformation is where you would take a position if you are talking about teachers, so let's talk about teachers and see how we can get more teachers that are none-white into the school. That would be a transformation."*

Therefore, if the SGB does not buy into the need for transformation then the principal finds it difficult to transform the staff without the SGB's approval. The SGB does not want much influence from the DoE in the fear that their schools will become mediocre like township schools. Black parents also do not serve on the SGBs due to an inferiority complex.

District Official 1 (DO1) for example reported on the previous process of redeployment saying:

> *"It was a natural part of the process where the so-called African teacher would be placed at a former Model C school. I've had a few of those cases and it didn't work. Ultimately, we had to take a few of those teachers back to the township where they came from … They use that very same argument and even say that this government cannot give us teachers. You see. So, when it comes to the government's affirmative action plan … I mean people are just totally negative towards it. It's a very Catch 22 situation Meneer, between a rock and a hard place."*

Governors, as cited in 3.2, are important network actors and are at the heart of many network relationships and interactions, thus it is important as they do not act independently and in an isolated manner but interact with a range of other entities – not just their school (James 2014: 895). Participants 1 and 2 of SGB 1 were adamant that there are currently no qualified teachers of colour that could be employed at their school and went as far as to accuse the DoE of wanting to lower the standard of education to level the playing fields between former Model C schools and township schools. This was evident in the following statement made by participant 2 of SGB1 (P2SGB1):

"Yes, because as we are saying to you the teachers aren't properly trained. You know, that's why the people who can, are in the township, live in the township. They can afford … they don't want to send their kids to the township school. They say, "the standards are low, the teachers aren't dedicated, they're not … they late and just come at eight o'clock and they leave at two o'clock and that's it. You know they're not interested in doing anything extra. So, they're not passionate about it, they're not like our teachers that go onto the sports field and do raise and do fundraising and all the other things that we do extra. You'll find in the township schools they don't want to do that … and it's only a culturing thing. It's a cultural thing that … they don't want to work for nothing."

However, the above argument made by participant 1 of SGB 1 (P1SGB1) was counter-argued by District Official 2 (DO2) in which the same school is situated:

"I do hear several times these things that say there is no one qualified, it's said by our public schools or our former Model C schools. I do hear that quite a lot. When I was a principal … uh … at a black school in the province of the Eastern Cape, for three years where a certain black teacher was teaching accounting, got three or four distinctions whilst another top white school in the same province with a good record, was struggling with accounting, and it was taught by a white person. Now we can at least look at the produc because we are teaching the same syllabus. So, I sometimes listen to that, but saliently hear a silent voice that says we will not get quality teaching if we hire a black person; it's not because there is no one qualified."

On the contrary, according to Cunningham (2014: 2), as cited in 2.5, not all change is transformative, not all education leads to transformative learning, and not all transformations result in positive psychosocial growth and development.

5.4.4.5   Lack of applicants from teachers of colour:

"I think the single most challenging is to find well qualified teachers. To have teachers apply for positions and then also to retain staff in the long run and to get them to be appointed by the government."

This statement is common amongst all SGBs and principals in the study. Afrikaans schools, for example, are specifically looking for Afrikaans applicants to apply which exclude any other teacher from a different language background. All the schools in the sample are adamant that they do not receive applications from teachers of colour, and if they do receive one or two, then those applicants do not match the criteria set by the SGBs. Principal 1 (P1) said:

"We simply don't seem to get applications from, uhm, blacks or coloureds. We just don't get those applications."

However, it seems as if black or non-white teachers do not apply to former Model C schools for different reasons. Some teachers may not apply for posts at former Model C schools, because of the stigma that black teachers are not good enough. Black teachers, who are employed at schools where they are the only black person, face the challenge of constantly proving themselves and their abilities and some teachers do not apply to former Model C schools because of the cultural preference.

District Official 3 (DO3) held the following argument:

> *"I think at this stage they think they simply apply to where they feel they will feel the most comfortable."*

There are many more reasons that have been cited, including salaries, intimidation, racial stereotypes and the communities in which these former Model C schools are situated, especially the Afrikaans medium schools and this hampers transformation. These schools were formally white schools and although the student compositions have changed, there are more black learners, but black teachers hardly apply for positions at these schools. According to the principals, the school will advertise posts, and there seem to be fewer people of colour applying for the positions in their schools, therefore their efforts of transformation do no succeed. Therefore, principals in most interviews shared the same reality, a lack of applications from teachers of colour to their schools:

Principal 1 (P1):

> *"And I would come back to what I said much earlier, the reality is, we are not getting the applications to make transformation appointments. We are not getting the applications and once again, uh, we are not going to go and say, we are only interviewing black … the Governing Body has not got to the stage where it has said they only interviewing black educators for this post."*

Principal 2 (P2):

> *"We've got challenges ja, but the question is how do you address them? We keep abreast with it in the sense that we employed people that we can. Our challenge is that we just haven't had applicants. We also don't have too many staff resigning. So, I don't have to appoint staff on a regular basis, because it's stable … the staff. We don't have lots of changes in our staff. And whenever we've done an application form or an advert that is gone out to the newspaper, the number of applicants that are suitable for that post that is of colour, are very far and few between."*

Principal 4 (P4) of the first Afrikaans school in the sample said the following about the lack of applications from teachers of colour:

> *"But the biggest challenge has been Afrikaans Home Language … we can't get Afrikaans teachers. We advertise, and we get no applications for Afrikaans teachers. I don't think they are coming out of colleges."*

Principal 5 (P5) from the second Afrikaans school admitted to the fact that his school did receive an application of colour in the last year or so, but did not appoint the person for different reasons:

> *"We had one teacher of colour until last year who was here for about ten years. I think the last post that we advertised was a Maths post. We had four interviews and there was one person of colour, a Doctor from the Free State University (KOFSIES). In our subject description, she had Maths and Life Sciences. So, there was an application, yes."*

5.4.5   Participants' recommendations for transformative staffing:

> *"Yes, currently. Eh... there are plans afoot to change the policy, or should I say, SASA.*

Bolman and Deal (2013: 35), as cited in 2.3, believe that "the fuzziness of everyday life makes it easy for people to shape the world to conform to their favoured internal schemata", and that the world of most managers and administrators is a world of messes: complexity, ambiguity, value dilemmas, political pressures, and multiple constituencies. Democratic processes happen (or do not) in families, neighbourhoods, clubs, organisations, and global institutions as well as in politics traditionally understood (Stivers 2010: 253), as cited in 2.2.

The DoE officials, school principals and the SGBs gave different recommendations towards a framework for transformation or a transformational plan.

5.4.5.1   Consultation process:

> *"I would propose a strategy of advocacy and consultation with these SGBs as a starting point. It's to explain to them the background, the Constitution and everything et cetera."*

Lawler and Sillitoe's (2010: 44), as cited in 2.3.3, proposes Kotter's eight-stage model of change:

- Establish a sense of urgency (around the change initiative);
- Create a guidance coalition (among key stakeholders and staff);
- Establish a shared vision and strategy (with all stakeholders);
- Communicate the change vision (to all stakeholders);
- Empower employees for broad-based action (to implement the change initiative);

- Generate short-term wins;
- Consolidate gains and produce more change (in the desired direction);
- Anchor the new approaches in the culture.

Consultation processes must contribute to the establishment of a transformational staffing framework. It must be visible in advertising, recruitment, shortlisting, interview processes, etc. It must be an ongoing process of staffing for transformation. Vennebo and Ottesen (2015: 213), as cited in 2.3.2, believe for radical changes to be brought about in a school' teaching and learning practices, it is necessary to systematically address the underlying contradictions that constitute the origin of experienced tensions in innovative work.

The researcher believes that consultation processes with different stakeholders will assist in the staff transformation process at former Model C schools. With reference to organisational development Espuny and Bertran (2013: 376), as cited in 2.3.2, believe, for any innovation or improvements in the government of an organisation to be brought about, it is important to firstly identify the stage where the institution is to be able to take the correct measures. Much of the schools' transformation is depended on the leadership of the schools and how they manage the schools.

District Official 1 (DO1) therefore argued saying:

> *"There needs to be a broad … consultative and through a study*
> *like this Meneer, the consultation and the discussion and colloquial*
> *needs to start."*

The leader's priorities in terms of the culture and focus of the school become the driving force for the school. Transformational leaders according to Nasra and Heilbrunn (2015: 4), as cited in 2.5, motivate followers by communicating the need to prioritise and internalise the organisations' interests over their individual interests. There seems to be a need for transformation in the leadership of former Model C schools. The head of the school can steer the SGB into a direction of transformation and equity in its employment of staff.

The DoE is working on amending the SASA and its policy that gives the SGB power to recommend who should be hired. The recommendations suggesting the amendment of SASA includes removing hiring powers from the SGB and including a competency test that will ensure that candidates are qualified for the positions. The District Officials are in favour of this amendment while the schools' SGBs and most of the principals are not in favour of the amendment, because parents know the needs of the school and what is best for their children.

Okeke (2014: 7), as cited in 3.4.2, argued that to effectively involve parents in the affairs of the school, as well as in their children's education, certain strategies must be promoted and popularised within the school community. Some principals also argued that the SGBs and subsequently the parents of the school know best what the needs of their schools are and the type of teachers suitable for the job. Principal 3 (P3) on the question about the possible amendment of SASA, argued saying:

> *"I think it's a mistake. The school has a certain ethos and you'll get .... ok, you'll get a range of people that may fit in there, but then there are other people that would be totally unsuited to it. So, I think it's a mistake and the school know what they need best."*

However, ironically, principal 4 (P4) from one of the Afrikaans schools (to a certain extent) responded positively and in favour of the amendment of SASA:

> *"I think it will take out the politics involved. It might bring in new politics of course, but I think that if it would acknowledge that the principal is the principal of the school and knows what should happen at the school. If that can happen and the South African Schools Act would be amended to give more powers to principals to hire and to fire, we will solve a lot of issues …"*

However, some of the other principals had mixed feelings about the planned amendments. Principal 6 (P6) argued against the amendment saying:

> *"No, I firmly believe that parents should have a say in their children's schooling and the governing body is really now the only real*

structure within the school where parents have ... can give input and can decide what is best for their children. So, I would be very sad to see if the department took away those powers from the school and from the governing body. But in the same vein, I think that there are schools for whom transformation has been very slow."

The SGB fears that the government will degrade the former Model C schools and make them mediocre government schools if the DoE had to be responsible for the staffing of these schools. Participant 2 of SGB1 (P2SGB1) were blatantly against the transformation of staff at his school saying:

"There's no other school. So, this will be a school for whites. It doesn't matter that that is the demographic. So, the transformation doesn't come into the picture. See, we can't transform the school any other way."

Other SGBs were anxious about manpower from the DoE to manage the staffing process effectively should the SGB be removed from the appointment processes. However, there were also those SGB members who were delusional about the reality of this step that the DoE wants to make, in the sense that they felt that it is not aimed at them. Participant 1 of SGB2 (P1SGB2) for example argued saying:

"Depending on, that's been targeted at different quintile schools. Obviously, our school is a quintile 5 school, so which only means full fee-paying school. So, that legislature is aimed at quintile 1 and 2 schools."

Participant 1 of SGB3 (P1SGB3) working for the government, cautioned saying:

"You know, I always come back to this … I work for the Government Department and we are functioning ok, leadership MBA, but the guys on the ground, we are totally transformed. But the guys on the ground, ask the workers, we are working. So, who says that Government is now going to … mess up the system? We are speculating here."

All three of the district officials agreed with these amendments based on the following reasons given by two of them:

District Official 1 (DO1):

> *"The department would like to amend for SGBs to have less power, but I'm saying somebody might construe that as being a step to force transformation. It's not necessarily that. We have had bad appointments by SGBs, and it would be good if there was a better balance between SGB and departments in the appointment of certain key posts as principals. So, whether there's a purpose, I don't know. But in my view, brought forward by the Basic Education Department is, there's a certain void here with regards to appointments."*

District Official 2 (DO2):

> *"Where candidates, all of them who have applied, who will go through that competency test ... according to the post that you are applying, even level for that matter. And I think that will then, you know, eh, do away with this thing of, you don't find qualified ... That's why there are these proposals to revise SASA … bind SASA with the Constitution. And I think that's a good one and that's where it's beginning. I think that the consultations would win the day and we see this made and..."*

Participant 2 of SGB1 (P2SGB1) most resistant towards transformation, believes that teachers of colour if they had to be employed at his school, should have the ability to teach:

"It's about the ability to teach and then it doesn't matter … transformation doesn't matter … it's about the ability to teach."

Democratic school management according to Botha (2012: 264), as cited in 3.4, emphasises that decisions in a school should be based on consultation and collaboration and that all the stakeholders in the SGB should participate in the decision-making process. In relation to participative decision making Bagarette (2014: 406), as cited in

3.4.1, argues that participation by all stakeholders is essential if schools are to be managed harmoniously and effectively.

5.4.5.2   Recommendations from DOE officials:

"So, in my view, if there is a framework the framework would be advantages and then guidelines on how to get there and then training on how to get there.

These recommendations from the district officials range from, transformation of SGBs which means more involvement of parents of colour in the education of their children, the limitation of the powers of SGBs, implementation of a quota whereby a certain number of teachers of colour are employed at the former Model C school based on a certain number of learners of colour enrolled at the school, etc.

However, the DoE officials recommended that there should first be a consultation and advocacy process between government and schools. These also include more research into the transformation of schools to inform these processes. The power dynamics should change from the SGBs being given authority in staffing to the government providing a mandate for staffing.

District Official 1 (DO1) recommended:

> "*Look, If I was the President of this country, let me put it like this. I would do to schools what they are doing to companies. We establish quotas. A BEE company must have certain representativeness, I mean why not do it to a school, a school is a company, a school is an employer. Why not say to a school that the school must be reflective of the demographics of the people that attend the school and government through legislation; and through consultation; and through different White Papers; and community participation, they start with that concept…*"

> "*We have two options; number one being the result of the natural process of buy-in in terms of transforming people's minds and getting the right people … but then the other could just be through*

legislation you see. So, this one works better when we transform from the inside where we have a consultative process and so on … but this one of the legislative frameworks is more effective although it would be a top-down and there will be a lot of resistance."

The government should give a mandate of transformation and representation based on the demographics of the learners in the school. However, there is also apprehension when coming to the state of schools fully controlled by the state. Legislation (SASA, EEA, ENEP etc.) needs to be amended to give direction in terms of transformation.

Department Official 2 (DO2) recommended:

"So, therefore this is now broadly, but we are going to see how it will be addressed and how changes will be enacted, but they have got to change SASA first, in order to these procedures … Eh ... we need to challenge, in fact, it would be similar to the first one, we need to challenge SGBs to look at their Admissions Policy … Off cause, these changes are going to address even Admissions Policy because SASA still gives a right to an SGB to determine Admissions Policy, to determine language Policy and so on ... and so on ... These would be ... eh ... some ... the bad stick which would be used to buy these schools to bar away eh ... I mean, other candidates of colour. We need to continue and challenge them to change, to change such … I'll say for the framework to be coined, it must be assisted by a revised SASA so that it cannot be challengeable in court, that's the first step. And therefore, monitors or should I say district officials have to apply that framework in total."

Another process that could be taken without changing legislation is transforming the SGBs and getting equal representation which will result in a transformation in staffing. Dual language schools are not ideal currently and the issue of language is crucial to transformation in schools. The officials from the DoE agree with the amendment of SASA and removing staffing powers from the SGBs.

District Official 3 (DO3), however, had a slightly different view and had the following to say about implementing staff transformation at former Model C schools:

"Now, I really don't know. I really don't know. I'm not very keen on a rigid regulation that is going to say you've got to have this ratio or whatever, but I'm still saying if we're talking about regulations, we should be able to guide principals or SGBs. So, I would say again, if you've got a framework, you'd have to say first thing is, there's got to be more training with regards to what advantages there are … there's I'm not even there's no focus on this thing. So, in my view, I don't know how many people are studying this area, but in my view, there's not been any, or I have not read anything that refers to the advantages of a transformed school.

Uh, something that says, these specific points would be the advantages if you've got a transformed school. So, I'm saying firstly, it would be wise for me for the result of a study to say, this is what I think would be the advantages of a transformed school. Number 2, these are the guidelines of how to transform your school, uh, and I don't know what the guidelines are, but I'm saying if there's a clear guideline to say, if you want to transform your school, follow the following procedure and do this in the following way."

It is therefore suggested by Zanetti and King (2013:136), as cited in 2.5.1, that we look around us to find ways to transform our institutions that serve democracy, engagement, and social or economic justice in such a way that the relationships among and between citizens and their government(s) are changed, in such a way that people experience government as meaningful to them.

5.4.5.3 Recommendations from principals:

"We would have to up our black and coloured teaching staff, and so from now until you reached that ratio, you would only be able to employee black or coloured."

Successful organisational change, as cited in 2.3, depends on the agreement between individual and organisational goals; the role of the leader to encourage participation by individuals and teams (Rhydderch, Elwyn, Marshall & Grol 2015: 216). The principals of the former Model C schools recommended several things ranging from a definite need for role models of all racial groups to be appointed, qualified teacher applications including

registration at SACE, involvement in extracurricular activities as a must, training of more teachers including inhouse training of former learners who should be financially supported by the DoE, mentorship programs, a learner-teacher ratio of 1:35, etc.

Botha (2012: 269-270), as cited in 3.4.2, recommended that one of the main tasks of the principal is to ensure that there are adequate lines of communication and that it is also important that the school principal should support transformation in schools, by opening space for debate and dialogue that would enable parents and learners to participate sufficiently in SGBs. Principals in different schools recommended that powers in staffing their schools should remain with the school and the SGB, but that the DoE should provide transformation guidelines, train black alumnus of the school to become teachers to close the non-representation of black staff at their schools. In the light of current democratic and positive transformation processes running at his school, principal 2 (P2) recommended the following:

> *"I would like to have a representative staff that the pupils buy into, the parents buy into so that the parents the community and everyone and what we want at the end of the day you understand? Uhm … which changes with the way communities go, the way the society is going and so on."*

According to Xaba and Nhlape (2014: 425), as cited in 3.4.1, in matters of school governance, the principal is answerable to his or her employer, by assisting the SGB on the performance of its functions and responsibilities in terms of policy and legislation. It was generally agreed upon by principals in the study that there should be an inclusion of affirmative action and equity in the advertisements of positions, meaning that the schools had not been including this crucial employment legislation in their job advertisements before.

Principal 3 (P3) in support to District Officials 1 and 2 recommended a ratio system that will make sure that the demographics and composition of teachers are proportionate to the demographics of learners in the schools:

> *"Well, I suppose your staffing should be along with the ratio in the staffing of the different groupings of your people, should be on much the same lines as your pupils. So, therefore you would have to create a ratio system, ok?"*

It has been agreed upon by all principals that the advertised posts should clearly state that the appointment is based on affirmative action. The unequivocal support from the principal, therefore, becomes essential, however, although the principal is instrumental in creating a democratic school through participatory leadership, a whole school approach to practising democracy is necessary (Naidoo, Mncube and Potokri 2015:27), as cited in 3.4.1.

Principal 5 recommended saying:

> *"That more Afrikaans people will be trained and then I will recommend that they must keep an open-minded approach and realise what the realities are, that one has to look at people of colour because they also represented in the school and that we need role models for them. So, I will recommend that one look more openly and if there are maybe two such candidates that we look at them and see if it would be to the advantage of the school to appointment those teachers of colour."*

Steyn (2012: 160), as cited in 3.4.1, found that a principal's personal set of values forms the foundation of the type of leadership in question and directs decision making as well as actions taken towards the development of the people, the building of a school community, preferred leadership style and the sharing of leadership in the school.
Thekiso (2013: 118), as cited in 3.4.1, therefore believes that the principal must be knowledgeable on issues that relate to the Education Labour Relations Council (ELRC) as well as the SASA to work harmoniously with educators, learners, parents, community and all stakeholders.

Important recommendations were made by principal 4 (P4) who seems to be positive and concerned about the process of transformation at his school:

"The demographics should speak to each other. I think that's very important. Secondly, I would like to make sure that in this process that we focus on a clear value-driven process where nobody should feel threatened about it. It should be a natural process. Thirdly, I should motivate the SGB on the importance of caring about each child of the school and not only for a specific group of learners."

As schools carry on being the institutions that parents look to for assistance to facilitate the education of their children, principals must have an extensive level of knowledge of the education law (Petty 2016: 32), as cited in 3.4.1.

Principal 1 who are willing to employ teachers of colour said:

"I would say that I would be very happy with … to make transformative appointments of teachers who are on the academic, pastoral side, on the physical side and on the cultural side."

It is clear and evident from these recommendations made by the principals of the former Model C school that staff transformation is needed at their schools and other schools can learn from schools who seem to have already moved a step further in terms of transforming their staff.

5.4.5.4   Recommendations from SGBs:

"I feel the department could do maybe in that framework is maybe to go to the schools where good colour … uh … learners of colour … to encourage them to go into the teaching route."

Michels (2011: 275), as cited in 2.2, describes citizen participation as a valuable element of democracy citizenship and democratic decision making and found that citizen involvement has several positive effects on democracy: it increases issue knowledge, civic skills, and public engagement, and it also contributes to the support for decisions

among the participants. SGBs have mentioned several things they would recommend and should be included in a transformative staffing framework.

Some of these recommendations made by the SGBs range from qualified teachers, willingness to do extracurricular activities as part of the job, be able to understand the culture and ethos of the former Model C schools, departmental support in providing more posts to lift the burden from SGBs in terms of funding, availability of study bursaries for students of colour coming from their schools, etc. SGBs in their recommendations furthermore also insisted on the assistance, clear guidelines and prescriptive measures from the DoE on the transformation of staff, but that the powers of the SGBs to recommend appointments remain intact and should not be taken away. Participant 3 of SGB7 (P3SGB7):

> *"I think if there is a sort of a framework that can be a roadmap as it were … and can give you guidance form and that speaks then of experiences of others. I think that will be invaluable … as a tool."*

They also recommended the employment of candidates for transformation to teach at their schools, who understand the culture of the school and sometimes a person who has been previously associated with the school. Participant 6 of SGB 3 (P6SGB3) responded saying:

> *"I think about the language of course. I think … uhm … one of the issues maybe here would be … uhm … a person of colour can come, it's fine … but they must be able to be comfortable to do the job in English and we spoke about that a bit earlier. So, you want to force a situation where you are having a person of colour who may not fit into the language ethos of the school. So, he must be able to do that I think."*

Some members of SGB1, at the same time, were resistant towards transformation and did not see the need for a transformational framework but believed that the quality of education and the ability of the teachers to perform well are more important than transformation of staff. Participant 2 of SGB1 (P2SGB1) therefore recommended that

there is no need for transformation because in his opinion there are township schools for black children and therefore former Model C schools are for white children:

> *"The transformation works both ways see, we've got schools in the township which are predominantly black. We couldn't send white children there, they didn't really want to be there."*

Apart from the resistance above, participant 2 of SGB1 (P2SGB1) in agreement with the rest of the other participants of SGB1 agreed and recommended that there should be training from the DoE's side to equip teachers and in that way transform schools. Participant 1 of SGB1 (P1SGB1) echoed what he's colleague had to say:

> *"So, again it goes back to what I think my colleague was saying earlier, do we not maybe need to look at first how do we train more of our teachers, irrespective of where they come from. How do we train them to make sure that they are competent in the classroom … so that we can flood the schools with these teachers? And that then will then solve this problem."*

Some of the SGBs recommended that persons of colour be prioritised in selection processes if they are up against an equally qualified candidate who is white. Participant 1 of SGB3 (P1SGB3) believe that If an individual is qualified and meets the needs of the school, they should be prioritised:

> *"I would say, if … for me transformation is … and … I mean … this is what happens daily in Government. If two people of equal qualifications and experience come, and you cannot differentiate, and you must choose one person, I would say … choose the person of colour."*

The need for funding from the Department was also recommended by more than one SGB. Participant 3 of SGB2 (P3SGB2) recommended:

> *"I think … if I can suggest, or if I can put something to that is … get the department on board with the funding. They will need to come on board with funding …"*

Participant 3 of SGB4 (P3SGB4) also recommended:

> *"I mean there should be at the development framework as well, that should be funded by the government. They can't expect the school to carry development programmes."*

Again, some SGBs believe that schools (prototypes) that have managed to transform can be of help to the schools that are still struggling with transformation in staffing, other schools can learn from such schools. Mncube, Davies and Naidoo, (2015: 89-213), as cited in 3.4.2, recommended that all teachers, learners and parent representatives on SGBs be trained in skills such as deliberation, debate, dialogue and managing differences.

5.4.5.5   Transforming the SGB of the former Model C school:

> ***"You need transformative parents on that SGB for them to see the light."***

Governing bodies according to Glassman and Patton (2014: 1353-1365), as cited in 2.2.2, are normally loose from the people whom they govern and so have a difficult time to comprehend (or may choose to ignore) the specific functioning that makes choices possible at the local level. Lawler and Sillitoe (2010: 44), as cited in 2.3.3, further argue, it must be recognised that previous work processes and organisational culture needs to be 'unfrozen' or loosened up before a new change or work process can be introduced. District Officials believe that, unless the SGB of the former Model C school is transformed, the transformation of staff will not see the light. This is supported by the statements made by members of one SGB claiming that their school is a white school, it will stay as it is and that there are no qualified teachers of colour. This is a worrying factor for the transformation of the education system at large, and a continues practice of apartheid education in a democratic South Africa.

Mncube, Harber and Du Plessis (2011: 211), as cited in 3.4.2, believe that there is evidence suggesting that listening to parents, encouraging their participation, and

granting them more power and ownership in decision making, can ensure school effectiveness and possibly lead to school improvement. The SGB of the former Model C school needs to be transformed for the staff appointments to be representative of the school's demographics.

The selection of staff is solely dependent on a few members who belong to the SGB, members who are white, and this composition of SGBs directly translates to the selection of teachers. As a result, the racially unequal composition of SGBs results in racially unequal selection and composition of teachers. Parents in general who serve on the SGB are educated and well-off, this may become intimidating for parents from disadvantaged backgrounds to serve on the SGB. District Official 1 (DO1) argued:

> *"So, people are also intimidated by the level of, of the scores … the level of ... of financial dealings and financial transactions and so, people are ... are scared to serve on ... on those panels. And our parents might be disadvantaged, but they are clearly, clearly ... err, err, err ... afraid to, to serve on those bodies."*

Equal representation of races and people from different backgrounds serving on the SGB would result in equal representation and transformation in staffing. The SGBs in former Model C schools need to be transformed, because of their role in the staffing process. There is minimal or no equal representation in these schools. The learner demographics of these schools are not representative of teaching and SGB staff. Most of the learners are black or non-white while the staff is white.

The SGBs are therefore not representative of the demographics of students in the schools, which directly translates to the non-representation in staffing. There is a need for transformed SGBs that represents all races at these schools.

Naidoo, Mncube and Potokri (2015: 227) as cited in 3.4, recommended that SGB members being representatives are leaders in their own rights, who are often involved in consultations and collaboration processes and should, on this ground, be exposed to in-

service training on deliberation and leadership skills given through formal training or experience.

District Official 1 (DO1) further continued his argument stating:

> *"Because if you have people there of different backgrounds of different persuasions, they will be able to convince each other that there's a need for a change. Great minds think alike, and fools seldom differ, you are familiar with that saying … you see. So, that to me is what it's all about and then also you need leaders and visionary leaders who can buy into the issue of transformation, but that issue is where the department is failing, I would say. Really because that advocacy and that push should come from us as a strategy, as a strategic option."*

Even though one of the principals recommended that SGBs be people who look for the interest of the learners, rather than their individual preferences, the researcher believes that SGBs need to be people who are culturally sensitive and reflective of the racial demographics of the learners attending that school. It is therefore important that, as cited in 3.3, mechanisms be put in place that will attract parents to participate in the education systems and that such mechanisms include rephrasing the policy in a clear and concise language, outline what school input the parent is supposed to contribute, create opportunities for parents to be involved in school activities and encourage active interaction with education stakeholders (Mahuro & Hungi 2016: 10).

5.5   A TRANSFORMATIVE FRAMEWORK FOR STAFFING FORMER MODEL C SCHOOLS IN SOUTH AFRICA:

"You want the best candidates for the job period, but in order to get you that best candidate … the program you're talking about will work …"

Staffing an organisation involves bringing people into it, who will fit not only into a specific job, but also into the work of the organisation, their day-to-day management and their retention is what determines the success, sustainability, and even survival, of any

organisation (Amos, Pearse, Ristow & Ristow 2016: 151). However, for the implementation of such transformative staffing framework, the researcher is suggesting Henry Fayol's view of administrative management theory (planning, organising, coordinating, commanding, controlling), using Kotter's Eight Step Process for successful change, as cited in 2.3.3 (Brevis and Vrba 2014: 9;102):

Step 2: Form a guiding team – organising the establishment of a transformative plan that include a bursary fund

Step 6: Produce short-term wins – employment of SGB-paid staff

A TRANS-FORMATIVE FRAMEWORK FOR STAFFING FORMER S.A. MODEL C SCHOOLS

Step 1: Create a sense of urgency – planning for the implementation of a departmental policy for transformation

Step 3: Create a change vision and strategy – using transformative recruitment and selection procedures

Step 7: Consolidate improvements and produce more change – mentorship programmes and training for more teachers of colour

Step 8: Create a new culture – elections of new and more representative SGBs

Step 4: Communicate the vision – SGBs to reflect the demographic representation of all the learners at the school

Step 5: Empower others to act – implementation of a stakeholder transformative-collaboration plan

Figure 5.5 Kotter's eight-step process for successful change (Brevis & Vrba 2014: 102).

5.5.1   Step 1: Create a sense of urgency – planning for the implementation of a departmental policy for transformation

It is an important step to create urgency among departmental officials and school governors by stressing the need for staff transformation and to explain to them that it is essential to immediately address the challenges hindering transformation in the staffing of former Model C schools. During the apartheid era, the schooling system was strictly segregated by race, with people who were classified "white" having access to well-resourced schools and those classified African having the least resourced (Soudien 2010: 353), as cited in 1. Since 1994, when democracy was established in South Africa, there has been a radical overhaul of government policy from an apartheid framework to provide services to all South Africans on an equitable basis (Dalton, Mckenzie & Kahonde 2012: 1), also as cited in 1.

The DoE must be able to start an intensive and broad consultation process with all the stakeholders involved in the management and governance of the former Model C schools. Upon these consultation processes, a transformation policy that will compel schools to employ staff equally represented of the demographics of the learners attending the school, and of all the races living legitimately as citizens among such communities in which these schools exist, must be constructed and implemented by the DoE. In rural Tanzania, according to Phillips (2013: 639) as cited in 3.3, "community participation" is a cornerstone of contemporary development policy. The amendment of the SASA will be advantageous in constructing such a transformational policy.

5.5.2   Step 2: Form a guidance team – organising the establishment of a transformational plan which may include an internal and external bursary fund to assist with the training of teachers for transformation

This guidance team of stakeholders must be able to lead the transformational change driven by the DoE. This team should be able to have credibility and authority to guide principals and their SGBs during their staffing processes. The study revealed that many

worthy applicants of colour got lost during previous shortlisting and interview processes at former Model C schools. The work of the guidance team also includes assisting with shortlisting and guidance interview panels to identify suitable candidates for transformation.

During this study, it was reported by principal 2 (P2) at school B that his school has already established a training and mentorship program for people of colour to be trained and absorbed by former Model C schools or the school at which they are trained.

Principal 2 (P2) reported saying:

> *"Yes, we devised our own Equity Plan …   When we said internships, we had white interns Foundation Phase which we don't do anymore in terms of equity … only of colour. We now have two coloured ladies and three African gentlemen."*

Participant 2 of SGB4 (P2SGB4) further suggested:

> *"Maybe encourage some of our matric learners of colour to … uhm … come into our classes and study through Unisa..."*

However, there is a definite plea from SGBs in this study towards the DoE to be included in the structuring and growth of this fund financially. This guidance team will have the opportunity to build a relationship of support between the affected schools and the DoE with regards to bursary funds and other financial support to bring about transformation.

5.5.3   Step 3: Creating a changed vision using transformative recruitment and selection procedures

This step will create the desired picture of what the future would look like when the transformation of staff at these schools have been implemented. It must be clear as to how the now will differ from the then future and the steps that will be taken to get there will be clearly explained by the guidance team.

Although the DoE adheres to the Employment Equity Act of South Africa, this law applies to the department as an employer rather than a specific school in terms of dictating equal representation. Therefore, as mentioned in 5.5.1 above, there is no legislation or transformational framework guiding or forcing staff transformation in the former Model C schools. As a result, some schools seldomly refer to available legislation (SASA, PAM, Employment Equity Act, Educator's Employment Act) during their staffing processes while others don't even bother at all.

The PAM is the main document used by the SGB during their selection process. However as stated before, even so, there are no clear transformation guidelines in the PAM towards transformation even though the following is clearly stated in some of the acts (see 5.2.1.1 above):

SASA – 20: Functions of all governing bodies. – (b) the principle of equity; (c) the need to redress past injustices;

Employment of Educators Act 76 of 1998: 6. Powers of employers. – (3) (b) In considering the applications, the governing body or the council must ensure that the principles of equity, redress and representativeness are complied with and the governing body or council must adhere to—(i) the democratic values and principles referred to in section 7 (1);

Personnel Administration Measures of 2016: B.5 Advertising and filling of educator's posts (ELRC Resolution 5 of 1998) – B.5.1 General (school-based and office-based educator posts). B.5.1.1 In the making of any appointment or the filling of any post on any educator establishment, due regard must be given to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the Constitution and which include the following factors, namely: *B.5.1.1.2 The need to redress the imbalances of the past to achieve broad representation.*

In addition, Lillejord and Børte (2016: 6) (as cited in 2.6.1), found that the concept of partnership is used to describe various ways of organising the collaboration between a teacher education institution and the schools where student teachers have their practical teaching. It is further suggested by Lillejord and Børte (2016: 6) (also cited in 2.6.1) that partnership ideally, is intended to strengthen schools and teacher education institutions and at the same time serves as a strategy to structure, organize, strengthen and professionalize teacher education, while simultaneously renewing teaching practices within institutions.

The researcher believes that there should be a constitutional and right way to word the posts in a way that will attract teachers of colour.

5.5.4 Step 4: Communicate the vision – SGBs to reflect the demographic representation of all learners of the school.

During this step, the guidance team will ensure that other stakeholders understand and accept the vision and strategy for transformational change. School governing bodies (SGBs) are meant to be entities for addressing issues of democracy and social justice in South African schools (Mncube & Mafora 2014: 112) (as cited in 3.4). There is no doubt that some of the principals and SGB members of former Model C schools in the Eastern Cape DoE are aware of the challenges that transformation poses and therefore would like to see their schools transformed for the betterment of education in a democratic South Africa.

Principal 2 (P2) for example took a stand on transformation and said:

> *"I would like to have a representative staff that the pupils buy into, the parents buy into so that the parents, the community and everyone and what we want at the end of the day you understand? Uhm … which changes with the way communities go, the way the society is going and so on."*

On the contrary, it is evident that the selection of staff is completely dependent on only a few members who represent the staffing portfolio of the SGB, members who are mainly white. This composition of SGBs directly translates to the selection of teachers. As a result, the racially unequal composition of SGBs in the former Model C school results in racially unequal selection and composition of teachers.

There are mostly white members of SGBs in almost all the schools participating in the study, and there have been different reasons cited as to why black parents are not represented or not participating in the SGB; for example, parents who serve on the SGBs are often the educated and well-off (financially), which may become intimidating for parents from disadvantaged backgrounds to serve on the SGBs. Some black parents are not confident in serving on the SGB and in some of the former Model C schools most non-white parents do not want to be involved in the SGB.

Simkins (2014: 987) (as cited in 3.2) concluded that governance needs to be considered as a comprehensive concept that encompasses both the role of the state and the range of other actors and processes through which educational provision is steered. The researcher believes the equal representation of all races at the school and parents from different backgrounds serving on the SGB of the former Model C school would result in equal representation and transformation in staffing at these schools.

5.5.5   Step 5: Empower others to act − implementation of a stakeholder transformative-collaboration plan

This step will involve breaking down the barriers such as racial discrimination and prejudices to allow for the empowerment of those who want to embrace the change. The guidance team will be instrumental in giving SGBs the opportunity to take risks and to offer innovative ideas to achieve the new vision. This study found that SGB associations and federations are important agents in the process of transformation, because of their influence and guidance to SGBs. Transformation in this study also includes changing integrated management in schools in terms of males and females in management

positions. Although most schools have more woman in teaching positions, transformation is needed in management positions as well.

Mallory (2010: 94) (as cited in 2.2.3) believes that shared governance is about learning, development, and enhancing the lives of the members of our community, which in turn leads to the strengthening of the community itself. Subsequently, conclusions of the grounded collaboration theory made by Thornberg (2012: 337-338) (as cited in 2.6 refers): to create good conditions for effective collaboration and consultation, an inclusive participation has to be obtained ("getting everyone on the train") in which teachers, principals, other involved professionals, parents, and students are invited into the processes of formulating and making decisions about goals, actively participate in problem-solving processes; and are perceived and valued as significant resources who can contribute by different knowledge and experiences with a more comprehensive view and effective changes and interventions.

Principal 4 (P4) to this effect, when asked about the amendment of the SASA, suggested that:

> *"Maybe there can be a model where the principal has got a weight, the SGB has got a weight, and the department's got a weight. Maybe that can be the way to form a balance because in the end, you want the three groups working together to make an appointment for the good of the school."*

SGBs make recommendations to the Head of Department (HOD) on the selection of staff based on the needs and vision of the school. The DoE and worker's unions do not get involved in setting the criterion used to select a teacher, the stakeholders involved are the three SGB legs (parents, current teachers and non-teaching staff), who are not representative of the demographics of their learners. The selection criterion set by the schools is sometimes found to be unlawful when the DoE is involved. This process is decided upon by the leadership of the schools and their SGBs, so the government does not enforce the transformation of staff.

However, the DoE provides a procedural criterion (as set out in the PAM document) to be followed by all the schools as a compliance form guiding appointments of staff. Although this compliance form states that appointments should show equal representation and should be non-discriminatory, the DoE is still unable to probe into the non-representative appointment of staff in these schools.

Livermore and Verbovaya (2016: 553) (as cited in 2.6.1) clearly suggested that organisations should collaborate with other institutions to expand the impact of their work and in doing so will face challenges as well as opportunities. It is further suggested that for these stakeholders to work together effectively, they must overcome differences in mission, values, goals, and approaches to their work (Livermore & Verbovaya 2016: 553) (also cited in 2.6.1).

One of the DoE officials argued that the few non-white staff members in the former Model C schools are generally selected based on their scarce skill needed by the school. The staff members would be hired for extracurricular activities rather than for formal academic subjects.

However, principal 2 (P2) refutes these allegations saying:

> *"It doesn't disadvantage someone if they're not a rugby coach or not this or not that. In fact, our interns are more soccer coaches and there's one cricket coach, you understand?"*

He explains that though teachers do need to teach and do extra-mural activities, they do not have to be an expert in that sport and there are ways to bypass this for teachers who are more academically inclined than sports orientated. Some teachers offer extra Maths classes as an extra activity rather than sports. While this is the case in one school, another former Model C school is stringent on these extramural activities and includes a spiritual element as well.

Mncube and Mafora (2014: 109) (as cited in 3.4) suggested that all the stakeholders in schools have a role to play in ensuring that democratic governance exists in South African schools today. The DoE is also at fault for not acting and enquiring on the employment practices at these schools, and part of the reason the DoE does not act is that these schools are performing well. The former Model C schools appoint teachers who will teach a certain subject, offer an extracurricular activity (sports, arts, cultural) and perform an administrative function.

In some of the former Model C schools, former students would be employed by the SGB as teachers because of their affiliation with their school and because they are familiar with the school culture. Though that can be limiting and detrimental to the school, the advertisements of posts are found to be legit by the DoE. However, the discrepancies are made during the recruitment process where the school and the SGB hold more power. Extra-mural activities are sometimes used as a disqualifying factor for black applicants, who qualify in terms of the academic requirements of the posts, but not the extra-mural activities like sports accolades. It is common practice that the office of the DoE (Circuit Manager) is not involved in posts at certain levels.

As cited in 3.2, Noula and others (2015: 63) argues that the most important feature of stakeholders' action in the context of the school community should be to work towards the direction of a harmonious co-existence and collaboration between the communities represented in the school. When a white and a non-white candidate apply for a position and they are equally qualifying for the position, it must be the decision of the SGB to choose the person of colour to even the representation of people of colour on the school's staff.

According to some principals, interview questions are drawn up by a delegated person from the school. Some questions are from the SGB and some from the DoE's website. In former Model C schools, extracurricular activities are an integral part of teacher's appointments.

Working together, (as cited in 2.3) the SGB and district leadership can ensure effective management of the school system and, as a result, provide high-quality education for the community's students (Russo & Smith 2017: 33). Implementing such a framework must allow for the transformation of work, mind, attitude, behaviour, workplace, and sources including human resources.

5.5.6   Step 6: Produce short term wins – employment of SGB paid staff

This step must implement the planning and create visible performance improvements. The DoE must recognise and reward those schools who have implemented this transformational framework for staffing. They should encourage SGBs to use such transformational framework as a key factor in the employment of their SGB-paid staff. Principal 1 (P1) and Principal 6 (P6) during their interviews already reported two such wins.

Principal 1 (P1):

> *"But our two most recent appointments have been black South Africans … so there we have had a Mathematical Literacy and a Mathematics and Arts and Culture appointment. So, now saying that we haven't had applicants … here we've got two who had been successful in the last six months … in the last six months those appointments or two of the last four appointments have been, uh, black South Africans."*

Principal 5 (P6):

> *"I, for the first time in a long time have a black female lady on my staff again this year and I can see in the first three months already how the girls have drifted towards her for advice and for..."*

An incentive formula for the transformation of staff at the former Model C school may be introduced to encourage SGBs to advance the employment of teachers of colour, for

exampl, schools who reach the expected transformation numbers may receive one more teacher to their staff establishment in the next year.

5.5.7 Step 7: Consolidate improvement and produce more change – mentorship programs and training of more teachers of colour

During this step more employees must be hired, existing staff be promoted and developed to implement the vision of transformation. It would be important for the DoE to be fully on board as additional staff to the staff establishment of these schools are crucial to producing more change.

Participant 1 of SGB1 (P1SGB1) during the interviews argued saying:

> *"Do we not maybe need to look at first how do we train more of our teachers, irrespective of where they come from. How do we train them to make sure that they are competent in the classroom … so that we can flood the schools with these teachers? And that then will then solve this problem."*

New projects such as student-teacher and mentor-mentee programmes must be implemented to reinforce the new vision of transformation.

Participant 1 of SGB1 (P1SGB1) for example reported saying:

> *"And then for new teachers, they have a buddy system. So, a new teacher would … if you need help you talk to so and so…and then also a mentor programme. So, uhm … if a teacher needs to, uh. his battling in a certain area, they know that they can go to that senior teacher and they would get the help that they need from that teacher. We also had situations where a teacher has struggled and really has been on the back foot and immediately, uhm, the staff come together, and they work out a plan to try and help … to try and let the teacher fit in. Give him whatever skill he or she is struggling with. We believe that is … can there ever be enough of that? Probably not, uhm, but I do believe that that has improved drastically over the last year or so."*

Participant 2 of SGB3 (P2SGB3) agreed saying:

> *"It's a mentoring program, but not so much based on race at the school … for somebody who is new. Whoever is new.*

Participant 1 of SGB2 (P1SGB2) on the contrary gave recognition to the efforts that the DoE made in assisting existing staff with some training workshops:

> *"I think there are lots of and just to answer specifically your question, there's lots of professional development that happens. So yes, we're trying to up-skill the learners in the school. I think there's a lot of up-skilling of staff as well. I think the Education Department does a lot of that. Uhm … they do obviously run courses, workshops things like that …"*

These efforts made by some of the SGBs in the sample are beacons of hope for transformation.

5.5.8   Step 8: Create a new culture – elections of new and more representative SGBs

According to Brevis and Vrba (2014: 128) changing the culture of an organisation is difficult because culture develops over a long time. However, they (Brevis & Vrba 2014) believe that it may become crucial for an organisation to change its culture to remain competitive or even to survive. This step works to maintain the new behaviours until they become 'the way to do things here'. The guidance team communicates the relatedness of new behaviours and organisational success. They also need to develop a process of leadership development and success. Intense and continued SGB training must take place to prepare SGBs for their duties as governors and to educate members on the need for transformation in their schools. SGB elections are crucial in creating a new culture that will be open to fairness and suggestions from all parents as reflected by their children in the school.

District Official 1 in the interview (DO1) argued:

> *"So, it's daunting, it's daunting to serve on those SGBs, it's ... it's, it's … it's not kid's play. So, people are also intimidated by the level of, of the scores … the level of ... of financial dealings and financial transactions …"*

School Governing Body elections would be the right place to intergrade parents of all colour into the SGB based on a democratic process. This research study has revealed a lack of transformation with regards to parents of colour serving on most of the SGBs in the sample. This imbalance has led to the establishment of a specific school culture amongst the SGB of the former Model C school.

The researcher believes that Principal 4 (P4) eluded to this culture when argued that:

> *"I think they would be scared that there is still prejudice ... parents are when it comes to schooling and their own children, they are much more protective and scared."*

This form of protection from parents the researcher believes refers to the deliberate exclusion of teachers of colour due to a fear that their children will be disadvantaged if taught by such teachers. With the intention of creating a new culture, a new SGB needs to be elected representative of the learners attending the school.

5.6 CONCLUSION

Mncube (2007: 129-143) (as cited in 1) partly found that SGBs of the former Model C school perpetuate rather than prevent the apartheid-era inequalities of race, gender and social class. It has become clear from the research that some SGBs of the former Model C school still allow negative aspects such as discrimination, racial prejudices and gender differences to influence their decision making on staff appointments.

However, at the same time, it must also be said that some SGBs showed positive integration of representation from persons of colour not only on their SGB but also on their teaching staff component although in the minority. According to Heystek (2011: 455-

468) (as cited in 1), school governing bodies in South Africa are expected to have an important role in ensuring high-quality education in schools as well as in the democratisation of the post-apartheid South Africa. However, it is evident that most of the persons of colour employed by the former Model C school are represented by the ground staff.

In chapter six a summary of each chapter will be given; final conclusions and recommendations will also be discussed.

CHAPTER 6
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

The purpose of this chapter was to provide a summary of the findings recorded in the theory and the literature study, as discussed in chapters two and three. To present the results of the empirical investigation as captured in chapter 5, the researcher investigated the staff employment processes used by the SGBs in the sample of former Model C schools in the Eastern Cape of South Africa to address transformation in a democratic South Africa; determined the factors contributing to the low and sometimes zero number of teachers of colour currently employed at these schools; established the reasons for the lack of staff transformation; and on the basis of the findings, developed a transformative framework for staffing former South African Model C schools. As a result, a qualitative research approach for this study was chosen deemed the most suitable for this study. For that reason, such a qualitative research design and methodology was described and discussed in chapter 4.

This chapter also focussed on the conclusions made from the literature study as well as the conclusions drawn from the empirical investigation. Furthermore, recommendations were made to address the need for staff transformation at former Model C schools based on the findings from the empirical investigation. Recommendations for further study was offered and the limitations of the study also pointed out.

6.2   SUMMARY OF THE STUDY

In chapter 1, the researcher gave an account of and contextualised school governance in South Africa (section 1), with special reference to inequalities and the equity dimension amongst former white Model C schools. The role of school governing bodies in building democratic foundations was also highlighted. The major assumptions of the study were that staffing for transformation, not only in the former Model C schools but also in township

schools, is crucial to address inequality with regards to teaching and learning in South Africa; there exist a gap between the staffing needs and the need for transformational change in a post-apartheid South African schooling system. All South African schools including former Model C schools are obligated to comply with the principles and values of the Constitution of the Republic of South Africa as adopted in 1996. However, most of the former white Model C schools do not comply with these principles and values into the third decade of democracy in South Africa.

This chapter, therefore, stressed the importance of creating strategic solutions that will lead to the development of a transformative framework that SGBs of the former Model C schools in South Africa may use, to bring about a positive and transformative change in their staffing processes. As a result, the research question (section 1.2) has been clearly stated as follows: What transformative framework for staffing former South African Model C schools would best address challenges concerning the implementation of transformative staffing processes? The primary aim of the study (section 1.3) was to investigate the staffing processes at former South African Model C schools and to suggest a transformative framework that will facilitate transformation.

Chapter 2 focused on an in-depth literature study of the five most important theories (section 2.1) that offered a clear explanation for the staff transformation phenomenon in former South African Model C schools. These five theories (section 2.1) were deemed fit by the researcher to uphold this study due to the contribution made by each, to the validation of the findings of the empirical investigation as presented in chapter 5-. As cited in 2.1, there is no single all-embracing theory of educational management due to the varied nature of the problems encountered in schools and colleges, which require different approaches and solutions. Some problems are large and complex and no single theory can encompass them while others, although seemingly simple and straightforward, can be better understood by using multiple theories. The researcher further also agreed that the educational context is too complex and unpredictable for a single leadership approach to be adopted for all events and issues (as cited in 2.1).

The first theory for this research study was the *democratic governance theory* further subdivided into three sub-categories of governance namely *system governance theory; participatory democracy theory; shared governance theory* (as cited in 2.1). The *system governance theory* is important because the school operates within an interconnected system. This research supported the view that most populous school districts like the former Model C schools in South Africa still operate using a bureaucratic system of organisational structure developed particularly for the workforce, a system structure that has been in existence for more than a century (as cited in 2.2.1). The value of *participatory democracy theory* to this research study was important because SGBs are normally loose from the people whom they govern and so have a difficult time to comprehend (or may choose to ignore) the specific functioning that makes choices possible at the local level (as cited in 2.2.2). *Shared governance theory* was important because (as cited in 2.2.3) for the researcher it is about learning, development, and enhancing the lives of the members of a community, which in turn leads to the strengthening of the community itself.

The second theory used by the researcher was the *organisational theory* because schools function as complex organisations nested in larger organisations, namely school districts, in turn, affected by local governments (as cited in 2.3). This theory also consisted of five sub-theories which gave insight into the different aspects of organisational theory such as the importance of organisational values, development, change, complexity and background to social worlds in organisations (as cited in 2.3.1 - 2.3.5). The third theory was the *systems theory* with its sub-theories emphasising the interrelatedness of parts of an organisation such as the school, and improving one part like human resources requires that consideration be given to the relationship with other parts of the system (as cited in 2.4). The fourth theory was the transformational *theory* also subdivided into two sub-theories which contributed to the view that transformational leadership could be defined as leadership for a time of change, and is thus consistent with generating constructive change as proposed by this study (cited in 2.5.3). The fifth was the *collaboration theory* with its partnership and stakeholder collaboration, which the researcher deemed necessary for this study because former Model C schools are organising their educational personnel and shaping their missions through collaborative structures, to develop distinct

ways of operating (as cited in 2.6). Also the fact that today so much of governance depends on partnerships among different institutions, the need to teach SGBs and other stakeholders how to collaborate – not just how to monitor or adhere to contracts – has never been greater (also cited in 2.6).

In chapter 3 the researcher looked closely at School Governance and School Governing Bodies (SGBs) globally and locally, its historical significance, development and impact on school transformation over the years as well as what their expected role and function were then and now. For the purpose of this chapter the researcher believes that school governing and governance, although complex, are important parts of education systems around the world (especially in South Africa) and those actors in school governance networks should include: teachers, politicians, unions, professional associations, government departments, and government agencies, headteachers, local authorities and, importantly, school governors (as cited in 3.2). In chapter four the following aspects received attention and was discussed in detail: the research design, the research approach and methods fit for conducting the empirical investigation, account given to justify the choice of the research approach and data collection methods implemented, the data collection, analysis techniques, the validity (trustworthiness) and reliability of the data collected as well as the measures that ensured their trustworthiness clarified (section 4.1). In this chapter the researcher also ensured that the selected sample groups for the research were discussed, and the necessary ethical measures were taken to conduct the investigation, explained.

In chapter 5 the results and findings from the literature review and empirical investigation with the three district officials, the seven principals and the five SGBs within the Eastern Cape DoE were given and discussed. The researcher analysed the empirical data by means of the computer software program AtlisTi.8 for qualitative research analysis. An independent AtlisTi.8 specialist and analyst were also employed as a co-coder to validate the research findings. For the purpose of this research study, the researcher combined both data analyses reports into one comprehensive report for ethical purposes. During the analyses process from the interview transcripts, the researcher identified the main

themes, categories and sub-categories that emerged (section 5.3). The four major themes that emerged from the data (including the appropriate in vivo coding assigned to each theme) were as follows:

- **Lack of implementation of legislation in staff employment processes –** *"So, when schools appoint, they only use the Personnel Administrative Measures (PAM) now, nothing else."*

- **Operation and functionality of former Model C schools in South Africa –** *"They have this spirit of aloofness that they … they know it all … for instance we have SGB training and things like that and they would not come. They would say our people are lawyers that advise them, and this is the attitude that they have unless you have a strong Circuit Manager or a strong leader in the department that can advise them or persuade them from their actions to come."*

- **Current transformational operation in Model C schools –** *"I think there are lots of and just to answer specifically your question, there's lots of professional development that happens. So yes, we're trying to up-skill the learners in the school. I think there's a lot of up-skilling of staff as well."*

- **Critical staff employment challenges towards transformation –** *"I think the biggest challenge is in the former Model C schools … it has become obvious even during our 2018 school readiness visits with the MEC, that some of these schools are, are out and out lily-white and it is a challenge to the Department of Education."*

- **Recommendations for a transformative staffing framework –** *"But as you see the composition changes, you would see paradigms shift also in terms of the nature of their employment. Because if you have people there of different backgrounds of different persuasions, they will be able to convince each other that there's a need for a change."*

Definite conclusions were reached after having considered the research results of each of the themes, categories and sub-categories of the study.

6.3 CONCLUSIONS FROM THE LITERATURE STUDY

An in-depth literature study was conducted on the phenomenon of school governance and the historical context, key roles and functions of important stakeholders over time, globally and locally. Conclusions with regards to the following important aspects of the study were drawn from this literature study as it randomly appeared:

6.3.1 Factors contributing to the transformation of staff at former Model C schools

As reflected on South Africa's third decade of democratic dispensation, South African schools are expected to favourably comply with the principles and values of the South African Constitution of 1996 (as cited in 1.2). This study revealed that it is evident that some of the School Governing Bodies (SGBs) of the former South African Model C schools in the Eastern Cape DoE do not favourably comply with the principles of democracy, transformation and equality with regards to their staff employment processes (as cited in 1.2).

After independence in Namibia for example, a unified system of educational administration and management was established, racial and ethnic forms of education governance were abolished, local management structures continued to act as agents of the centralised structures (as cited in 3.3). The literature, therefore, concluded that it is not easy to undo the cemented racist, oppressive and unjust policies that determined the mandate and scope of education for the different racial groups in the South Africa for more than 100 years (as cited in 3.4). This gives rise to the development of a transformative framework for staff employment at the former Model C schools in South Africa, which this study proposes.

6.3.2   Importance of local stakeholder involvement in school governance

The literature argued that the most important feature of stakeholders' action in the context of the school community should be to work towards the direction of a harmonious co-existence and collaboration between the communities represented in the school (as cited in 3.2). Therefore, school governance needs to be considered as a comprehensive concept that explains both the role of the state and the range of other actors and processes through which educational provision is driven (also cited in 3.2). According to the literature study, in rural Tanzania "community participation" is a cornerstone of contemporary development policy (as cited in 3.3).

The literature, for example, revealed that due to apartheid-style education policies during the colonial era, at independence, in 1980 most black Zimbabweans had suffered a severe lack of schooling opportunities, let alone quality education, and that necessitated the largely government-financed massive expansion of their education system that characterised the first decade of independence. As the country entered its second decade of independence, they adopted a decentralised system of educational governance, allowing the powers previously vested in the higher tiers of the education system, to flow down to individual and clusters of schools (as cited in 3.3).

In the South African context, the SGB of a public school (as cited in 3.4) consists of parents of children at the school, educators and non-educator personnel, learners (in the case of secondary schools), co-opted members of the community, and the principal as an ex officio member of the SGB. Members of the SGB being important stakeholder representatives are leaders in their own rights who are often involved in consultations and collaboration processes (as cited in 3.4) such as the staffing processes this research investigated. This study proposes that decisions in a school should be based on consultation and collaboration and all the stakeholders in the SGB should participate in the decision-making process (as cited in 3.4).

6.3.3   Democratisation of the education system

The literature revealed that the role of the democratic school is to act in such a way as to bring everyone in a community together (as cited in 3.2). It has also been revealed that after the democratic elections of 1994, the democratisation of the education system was formalised, with the redistribution and broadening of power to local school governing bodies and the removal of centralised control over certain aspects of schooling and decision making. This suggested that the new educational policies were going to be subjected to various regulations on governance, labour relations, performance and performance management, which brought complexity to various issues in schools (as cited in 3.4). The literature (as cited in 3.2) gave some insights into the global standings of school governing bodies and their vital role and suggested what other added responsibilities they should have.

For example (as cited in 3.2), England and Wales over the last few years have shared a common legislative regime with high levels of delegation to governing bodies and a stakeholder model of representation; as in England, Welsh governing bodies have been charged with playing a strategic role with operational matters delegated to the headteacher; Northern Ireland, too, has a system of school governing bodies similar to those in England and Wales, with similar powers, but based on a complex set of rules which mean that patterns of representation vary depending on the particular controlling authority to which the school is subject. However, Scotland has been different – fewer powers have been delegated and this has been to heads rather than to governing bodies or school boards, with the various formulations of local stakeholder involvement being advisory rather than authoritative.

In Kenya, during recent years the source of decision making has been widened, and all the educational stakeholders in secondary schools are supposed to be active participants in making decisions at school level (as cited in 3.3). However, ironically the present practice in Lesotho does not allow students to be members of school boards and as a result does not allow for the execution of the total democratic principal adhering to the

involvement of all stakeholders, but it allows for parents and management staff of the school to make decisions on behalf of students which may lead to disruptive behaviour from students in Lesotho (as cited in 3.3).

According to the literature (as cited in 3.4) the purpose of school governance in South Africa was to promote the principles of democracy, however power relations are central to any understanding of practices and processes of school governance, regardless of the cultural context in which they operate and therefore, it goes without saying that power relations (principal vs SGB) in schools may ultimately lead to conflict where both centres of power fail to work together in the best interests of the learners and the school, as noted among two of the principals and their SGBs in this study with regards to transformation of staff.

6.4   CONCLUSIONS FROM THE EMPIRICAL INVESTIGATION

The five main themes that emerged from the empirical study (Table 5.3) were: a lack of implementation of legislation in staff employment processes; operation and functionality of former Model C schools in South Africa; current transformational operation in Model C schools; critical staff employment challenges towards transformation and recommendations for a transformative staffing framework.

6.4.1   Lack of implementation of legislation in staff employment processes

Transcript data from the interviews revealed that the DoE is powerless in enforcing legislation-based transformation, equity and labour equality through transformative appointments of teachers, because (as the District Officials put it) there is no policy that supports such actions (section 5.4.1). It was also revealed that there are no clear transformational guidelines from the DoE and schools are not compelled to transform their staff to be representative of the demographics of their learners. The government is thus failing in terms of implementing policies that should guide the process of staff transformation in former Model C schools (section 5.4.1.1). This place the burden of

doing so straight back on the shoulders of the SGB and it could well be one of the main reasons for the lack of teachers of colour at the former Model C schools in South Africa (section 5.4.1.1).

The empirical data reported that part of the challenges facing transformation at the former Model C school is the SGB's ignorance in the implementation of legislation; such as the Constitution and Acts that should guide them in their appointment processes in relation to transformation and racial representation (section 5.4.1.2). Respondents from SGBs gave the impression that they do not make use of available legislation to their exposal accept for the PAM document as required by the DoE (which guides their entire staffing processes) and the SASA in terms of staffing, while other employment equity acts and relevant legislation are seldomly looked at when it comes to the employment of teachers of colour (section 5.4.1.2).

Most of the schools according to the empirical investigation do not have any staff transformation plan and was therefore suggested by this research study that the role of the parents of the former Model C school is more on protecting their children (from transformation) and making sure that they receive good quality education without too many teachers of colour (section 5.4.1.3). However, while some parents fear transformation and the standard of education that would come with rules of transformation, some have embraced transformation given that the teachers are well qualified for the positions (section 5.4.1.3). The investigation revealed that parents of colour (as reported by some principals and SGBs) are quite happy to have their children in former Model C schools due to (as they put it) their quality teaching and there is not much concern about transformation from their side (section 5.4.1.3).

Political assumptions made by the stakeholders and the general education community including the teacher union referred to the political agenda amongst different school communities irrespective of race, gender or colour (section 4.5.1.4). It was revealed that while there is a perception that there are no quality teachers of colour, former Model C

schools that have employed a small number of black teachers have not experienced any challenges with those teachers (section 5.4.1.4).

The data revealed that in general a good level of communication exists between the SGBs, their principals and the DoE even though most of the SGBs and principals have complained about their staff establishment and the dropping number of state posts at their schools every year (section 5.4.1.5).

6.4.2   Operation and functionality of former Model C schools in South Africa

Former Model C schools according to the data were previously predominantly schools for white learners and the school enforced the white culture (section 5.4.2.1). Another staffing challenge of the former Model C school is the schools' "high academic standards" which poses a challenge to the DoE in terms of transformation, and at the same time poses a question to the department whether to force transformation of staff and in so doing, risk lowering the standard of education at these schools or not (section 5.4.2.1). One of the problems in staff transformation according to the data is that some of the school principals and SGBs do not see the lack of transformation within their schools as a serious challenge, and consequently do not see transformation as a necessity when education is of a high standard at their schools (section 5.4.2.1).

One of the most interesting discoveries that came from the research data was the fact that these former Model C schools in the Eastern Cape DoE are still much trying to preserve their white values and culture, for example, all the schools in the sample had an 80%+ demographic representation of learners of colour, but with a low representation of teachers of colour (section 5.4.2.2). Some SGBs, as a result, claimed that their schools are totally transformed, but only to discover that their staff does not even reflect one single teacher of colour (section 5.4.2.2). Another interesting discovery that was made was the fact that all the transformational appointments made by the SGB of the former Model C schools are teachers of colour who have been teaching at former Model C schools before (section 5.4.2.2). These teachers of colour are familiar with the culture and ethos of the

former Model C school and so would be ideal for employment at these schools, with minimum adjustment based on transformation and in so doing helps with the preservation of white culture at the school (section 5.4.2.2).

Afrikaans medium schools, according to the interviews, fear that the tradition of the school will be lost in the process of transformation and will therefore not be supported by the Afrikaans community (section 5.4.2.2). The SGB of the school consequently does all in their power to preserve the Afrikaans culture in the fear of losing the Afrikaner identity envisioned by the founders of the school (section 5.2.2). The data also revealed that Afrikaans schools clearly indicated that proficiency in Afrikaans is a must as the medium of teaching is Afrikaans, and they, therefore, would not consider an applicant who cannot speak Afrikaans (section 5.4.2.3). Some SGBs and principals, on the contrary, are concerned with the proficiency of applicants in the English Language as a criterion for selection, indicating that some of the applicants of colour may not be ideal for the post due to the incorrect pronunciation of English words due to their Xhosa accent (section 5.4.2.4).

6.4.3   Current transformational operation in Model C schools

The empirical data revealed that the SGB of the former Model C school is structured differently from other state schools and operates on a portfolio system whereby the SGB is divided into different portfolios of responsibilities, for example, a staff portfolio, grounds and buildings, legal issues, finances, etc (section 5.4.2.4). Each of these portfolios may co-opt more parent members onto sub-committees that can assist with the successful execution of their duties and responsibilities (section 5.4.2.4). This system seems to have worked well for them over the years. However, it also seems to have its own problems, for example, most members of the SGBs indicated that they will not attend the research interview, because they do not have anything to say about staffing matters and as a result did not attend the interview. Some of the members who did indeed attend the interviews did not have a lot to say about the questions the researcher asked (section 5.4.2.4).

These members of the SGB explained that the members dealing with staff matters are tasked to handle all staff employment matters, and then come back to the rest of the SGB with the names of the applicants they think best fit the posts advertised (section 5.4.2.4). This is undemocratic and a worrying factor for transformation at the former Model C school as only few people therefore get to decide who must be employed and who not. The most common critical challenge as picked up from the interviews with the DoE officials relates to the composition of the SGBs of the former Model C schools which (in my opinion) lays the platform and are the reason for most of these critical staff challenges (section 5.4.2.4). The data revealed that some SGBs are particularly resistant towards staff transformation at their schools because (as some have put it) their schools are for white people in the same way as township schools are for black people, and so they do not see the need for transformation of staff, because even black parents choose to send their children to former Model C schools for the quality of education in their schools (section 5.4.2.4).

So, the exclusion of black parents in the composition of SGBs becomes a challenge, even in the selection of suitable candidates to be employed by the school as additional teaching staff paid by the SGB, but the data revealed that there are different reasons why non-white parents do not participate in the SGB and other activities that concern their children (section 5.4.2.4). The data suggested that there seems to be a huge gap between the system of governance and the level of parent competency at the former Model C schools compared to the township schools, which may be the reason for parents of colour to avoid being elected onto the SGB of the former Model C schools (section 5.4.2.4).

Another emergent factor from the empirical data was the importance of the extracurricular programmes of the school and the role it plays in the employment processes of the SGB. On the one hand, SGBs claim that extracurricular activities do not count during their initial selection and appointment processes, but on the other hand, it seems that sports and culture do play a strong part in the development of the school and are therefore strongly considered during the interview processes (section 5.4.2.5). The data suggested that it is generally assumed by most of the participants that teachers of colour do not apply to

former Model C schools due to the hectic extra-curricula activities they need to be involved in over and above their teaching load (section 5.4.2.5). The sporting culture of former Model C schools, therefore, outweigh the academic needs when coming to appointing teachers and the prioritization of sports in these schools may be one of the reasons why some teachers of colour do not apply for positions in these schools (section 5.4.2.5).

6.4.4   Critical staff employment challenges towards transformation

According to the empirical data, all the schools in the sample reflected a complete transformation of learner representation from all racial backgrounds making some SGBs to believe that their schools are indeed fully transformed (section 5.4.3.1). Instead, this should reminder SGBs of the former Model C school about of the real need to transform their staff component as well. The data clearly indicates that the racial representation of the teachers is completely not reflective of the demographics of the learners in former Model C schools which clearly poses a major concern for the future of a democratic South African education system (section 5.4.3.1). It was also revealed from the data that some SGB members believe that teachers of colour are not properly trained and therefore not fit to teach at the former Model C school (section5.4.3.2). However, positively from the data, some of the SGBs indicated their willingness to appoint teachers of colour if suitable applicants can be found and so, all principals for that matter also indicated their understanding and intend to encourage their SGBs for the appointment of teachers of colour to address this need (section 5.4.3.1).

The interviews revealed that former Model C schools have a culture of continues training of their staff for improved curriculum delivery which creates an internal culture of understanding and addressing the needs of the school amongst all staff members (section 5.4.3.2). Principals according to the data believe that new staff should attend training to understand the culture and system of the school and so, some schools have decided to establish a training and mentorship program for people of colour to be trained and absorbed by any of the Model C schools or the school at which they are trained

(section 5.4.3.2). This initiative is highly recommendedin this study. A general feeling of consent emerged from the data that principals of Afrikaans schools in the sample were of the notion that the government is marginalising Afrikaans (especially coloured) teachers who come from disadvantaged backgrounds as bursaries exclude Afrikaans as a language in the degree composition at universities (section 5.4.3.2). An Afrikaans speaking B.Ed. student would therefore not have the right language of instruction to teach at such a school.

Evidently from the empirical data is the fact that one of the SGBs with the help of their principal and deputy already started a student training fund to assist with the training of students of colour who attended their school to become teachers in hope that they in that way would be able to come back and be part of the transformation process at their school or any other former Model C school (section 5.4.3.3). This is (as previously indicated) a good solution to their transformation of staff problem, however, it can also be an indication of the way in which the former model schools attempt to hang on to their cultural identity by the strides taken to train students of colour who are familiar with their ethos and cultural background (section 5.4.3.3). Sadly, the data also revealed that most of the schools in the sample did not have a transformational plan since there is no framework from the DoE, but most of the school principals in the sample indicated their commitment to the transformation of staff at their schools in future (section 5.4.3.3). The data furthermore indicated that some schools have decided to establish a training and mentorship program for former learners of colour to be trained and absorbed by former Model C schools or the school at which they are trained (section 5.4.3.3).

It is evident from the data that there are only a few educators of colour appointed at former Model C schools where some schools have zero number of teachers of colour mostly due to teachers who left and vacated their posts for different reasons (this phenomenon is most common to the Afrikaans schools in the sample) (section 5.4.3.4). The data indicated that most of the SGBs and principals in the sample had a good working relationship with the DoE, but there, however, are some difficulties with regards to staff establishment issues such as the drop in their schools' staff establishment over the last

few years, aging staff who do not move or do not vacate their posts, making it difficult for the SGB to appoint new staff and as a result have put a huge strain on SGBs to employ additional staff and in so doing limited the process of transformation as no state posts were advertised (sections 5.4.3.4 & 5.4.4).

It, however, has been revealed by all participants that the transformation of staff at the Model C school remains a big challenge for all of them (section 5.4.4). Although reported by the district officials that former Model C school do not have a shortage of staff as reflected in their staff establishment, principals and SGBs had a different story to tell reporting a shortage of teachers from the DoE instead which resulted in the schools hiring staff and incurring the cost (section 5.4.4.1). According to some principals in the sample schools that receive staff cuts from the government are at a disadvantage already in terms of transformation because they do not get new replacement state posts (section 5.4.4.1) and so believe that the DoE is experiencing financial difficulties and therefore must reduce the numbers in staff establishment to remedy the financial problem experienced (section 5.4.4.1).

Several racial prejudicial and stigmatising comments have been recorded during the interviews, which explained the resistance from some SGB members towards transformation (section 5.4.4.2). The empirical data revealed a sense of anxiety and caution amongst SGBs when hiring a staff of colour although some principals emphasised with the fact that the teachers need to be of quality, regardless of their race or gender (section 5.4.4.2). The data also revealed that teachers in township schools are perceived by some SGBs at the former Model C school as untrained and of a low standard and so, poor quality education is then equated with teachers of colour (section 5.4.4.2).

These prejudices according to the data ironically come from the schools with learners of colour in the majority, but with few if not zero teachers of colour on their staff establishment, a worrying factor after 20 years into democracy in South Africa. A stereotype or stigma exists that there are no teachers of colour trained good enough to come and teach at the former Model C schools (section 5.4.4.2). The empirical data

revealed that some SGBs fear that their schools will become mediocre schools like the township's schools if more people of colour are hired. They hold the belief the DoE, through transformation, wants to degrade the quality of education in former Model C schools to be like township schools, because government schools in the township do not perform that well and that is becoming a stumbling block to transformation by placing power in the SGBs (section 5.4.4.2).

Another factor revealed by the data was that some of the former Model C schools' SGBs are still largely white and some of them (Afrikaans) insist on employing only white Afrikaans speaking teaching staff, because many of these schools still hold to the assumption that black teachers cannot produce good products or good quality education, hence the resistance to transformation (section 5.4.4.2).

However, the data on the contrary also revealed (judging from some of the other principals) that some schools have gone a long way in recruiting teachers of colour for critical subjects (section 5.4.4.3). Some of them believe that it would be wrong to have black teachers teaching only Xhosa, it would set the wrong example to not only black learners but to learners of all racial backgrounds as it would prejudicially indicate that people of colour are unable or incompetent to teach critical subjects like Maths and Science (section 5.4.4.3). According to the data, the biggest form of resistance from SGBs of the former Model C schools came from a lack of applications received from teachers of colour and a belief that they do not seem to get good enough and well-qualified applications to appoint these teachers (section 5.4.4.4).

It has also been revealed by the data that the SGBs of the former Model C school does not want much influence from the DoE when it comes to staffing processes, in the fear that their schools will become mediocre like township schools (section 5.4.4.4).

6.4.5 Participant's recommendations for a transformative framework of staffing

The researcher believes that consultation processes with different stakeholders will assist in the staff transformation process at former Model C schools. District officials recommended that first, there should be a consultation and advocacy process between government and schools that include more research into the transformation of schools to start informed processes; the power dynamics should change from the SGBs being given authority in staffing to the government providing a mandate for staffing for transformation and representation, based on the demographics of the learners in the school (section 5.4.5.2). District officials further recommended that another step that could be taken without changing legislation is transforming the SGBs and getting equal representation that will result in a transformation in staffing (5.4.5.2).

As recorded in the data, principals in different schools recommended that powers in staffing their schools should remain with the school and the SGB, but that the DoE should provide transformation guidelines and train black alumnus of the school to become teachers to close the non-representation of black staff at their schools (5.4.5.3). SGBs in the data have mentioned what they would want to be included in a transformative staffing framework: training from the DoE to better equip teachers of colour; a willingness from applicants of colour to do extracurricular activities as part of the job; teachers must be able to understand the culture and ethos of the former Model C schools; departmental support in providing more posts to lift the burden from SGBs in terms of funding; study bursaries for students of colour coming from their schools, etc. (5.4.5.4). They also recommended the assistance, clear guidelines and prescriptive measures from the DoE on the transformation of staff, but that the powers of the SGBs to recommend appointments must remain intact and should not be taken away (5.4.5.4).

6.5 RECOMMENDATIONS

The researcher believes that it is clear and evident from the above recommendations made by the district officials, principals and SGBs that staff transformation at former South

African Model C schools is a crucial necessity for democracy in our education system to bring about positive change and to develop responsible citizenship. The other schools within this group of schools in the Eastern Cape of South Africa can learn from the schools who seem to have already taken a step forward in terms of transforming their staff.

6.5.1   The implementation of a transformative framework for staffing former South African Model C schools

Based on the research findings and considering the views of the participants in this study, the researcher recommends the implementation of a transformative framework for staffing at the former South African Model C schools in the Eastern Cape DoE. The implementation of such a framework solely depends on the active role of the following stakeholders:

6.5.2   The role of the Department of Education (DoE)

It is recommended that the DoE:

- Draw up a plan to implement a departmental policy for transformation;
- Starts an intensive and broad consultation process with all the stakeholders involved in the management and governance of the former Model C schools (section 5.4.5.1);
- Through the policy of transformation, compel schools to employ staff representative of the demographics of the learners attending the school and of all the races living legitimately as citizens in these schools' communities (section 5.5.1).
- Strive for the amendment of relevant legislation (SASA, EEA, ENEP, etc.) to give direction to the transformation process (section 5.4.5.2). (The amendment of SASA must include the removal of hiring powers from the SGB as well as a competency test to ensure that candidates are qualified for the positions (section 5.4.5.1).

6.5.3   The role of the district officials

The empirical data revealed that the DoE and worker's unions do not get involved in setting the criteria used to select a teacher; the stakeholders involved are the three SGB legs (parents, current teachers and non-teaching staff), who are not entirely representative of the demographics of their learners (section 5.5.5). The selection criterion set by the schools is sometimes found to be unlawful where the DoE is involved. This process is decided upon by the leadership of the schools and their SGBs, so the government does not enforce the transformation of staff (section 5.5.5). This study, therefore, recommends that:

- District officials are involved in this process to break down the barriers such as racial discrimination and prejudices, to allow the empowerment of those schools who want to embrace the change (section 5.5.5).
- District officials strive to ensure that teachers of colour are employed at former Model C schools, not only for their scare's skills but also for transformation.

6.5.4   The role of the SGBs

Mncube, Davies and Naidoo (2015: 89-213) (as cited in 3.4.2), recommended that all teachers, learners and parent representatives on SGBs be trained in skills such as deliberation, debate, dialogue and managing differences. This study revealed that SGBs make recommendations to the Head of Department (HOD) on the selection of staff based on the needs and vision of the school (section 5.5.5). It is recommended that they in their capacity as governors of the whole school:

- must be able to lead the transformational change driven by the DoE
- must reflect the demographic representation of all the learners at the school and not only be representative of one elite group of influential individuals (section 5.5.2).

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Educators, according to Mavuso and Duku (2014: 432) (as cited in 3.4.3), seem to be playing a leading role in matters pertaining to school finances, formulation of policies and ensuring the culture of teaching and learning. This study agrees with Mavuso and Duku and together recommends that those who lack this training should undertake appropriate in-service courses to update their knowledge on effective approaches for good home and school relations (as also cited in 3.4.3). Each secondary school in South Africa is legally obliged to establish a Representative Council of Learners (RCL), a democratically elected, learner-only council which represent the learners' interest on the SGB (as cited by Hunt (2014: 268) in 3.4.4). However, for this stud, the role of the RCL representative is not discussed for ethical purposes.

According to Thekiso (2013: 118) (as cited in 3.4.5), some of the none-teaching staff members manage cleanliness inside and outside classrooms while others (e.g. secretaries and admin clerks) deal with non-teaching staff member administration issues such as the admission of new learners, typing, issue out memorandums to educators, etc. This study recommends that:

- Non-teaching staff representatives normally playing a rather reserved and laidback role within the sub-committees of the SGB (section 3.4.5), be incorporated into all decision making by the SGB.

6.5.5   The role of the principals

There is no doubt that some of the principals of the former Model C schools in the Eastern Cape DoE are aware of the challenges that transformation poses and would like to see their schools transformed for the betterment of education in a democratic South Africa (section 5.5.4). The study, therefore, recommends that:

- One of the main tasks of the principals at the former Model C schools must be to ensure that there are adequate lines of communication between the school and the DoE (as cited in 3.4.2) (Botha 2012: 269-270);

- Principals should support transformation in schools by establishing a platform for debate and dialogue to enable parents and learners to participate sufficiently in SGBs (section 5.4.5.3).
- Principals are the front runners of constructing and submitting results-driven staff transformation plans for their schools to be rolled out over a given period.

6.5.6 The role of the "guidance team"

This study revealed that SGB associations and federations are important agents in the process of transformation, because of their influence and guidance to SGBs (section 5.5.5). Based on Kotter's eight-step process for successful change (fig.5.5) it is recommended by this study that:

- A guidance team, the representative of all stakeholders, be established to create urgency among departmental officials and school governors about the need for staff transformation, and to explain to them that it is essential to act immediately in addressing the challenges hindering transformation of staff at former Model C schools (section 5.5.1);
- A guidance team must lead the transformational change driven by the DoE and in a credible and authoritative manner to guide principals and their SGBs in their staffing processes (section 5.5.1).
- The duties of the guidance team will include assistance with shortlisting and guiding interview panels to identify suitable candidates for transformation (section 5.5.2).
- The guidance team finds a constitutional and appropriate way to word advertisements for the vacant posts in a way that will attract teachers of colour, e.g. stating that this is an equity and affirmative action post.

6.6 RECOMMENDATIONS FOR FURTHER STUDY

This study recommends that further studies and research be done on the following topics:

- The role in and the view of the RCL of the former Model C schools in the Eastern Cape DoE on important issues such as staff transformation.
- The actual quality and commitment of teachers of colour at township schools to establish whether the allegations of poor quality and mediocre education, made by some members of the SGBs in this study, can be substantiated.
- The portfolio system of SGB governance at former Model C schools.

6.7 LIMITATIONS OF THE STUDY

This study had the following limitations:

- The system of portfolios used in the SGBs of the former Model C schools in the study caused some members of some SGBs not to attend the interviews, claiming that staffing matters are not in their portfolio.
- Due to a lack of interest from principals and SGBs, the original sample had to be reduced, but it did not have any significant impact on the results of the study.
- Two of the principals in the sample interviewed, were not able to persuade their SGBs to attend the focus group interview with the researcher, despite numerous attempts from the researcher to communicate through phone calls, direct WhatsApp messages and emails.

6.8 CONCLUSION

The aim of the study was to investigate the current staffing processes at former South African Model C schools in the Eastern Cape DoE and to suggest a transformative framework that will facilitate transformative staffing at these schools. Furthermore, the study intended to identify the critical issues regarding staffing processes employed by SGBs of former South African Model C schools; suggest guidelines in support of a more transformative staffing process; address the gap between staffing needs of SGBs and the departmental policy for transformative staffing; and to recommend strategies that can be

applied by SGBs to address challenges concerning transformative staffing at their schools.

With regards to the reliability and credibility of the study, strict ethical measures were taken and absolute confidentiality with reference to all the participants was exercised. The study found that a huge gap exists between former Model C schools' need for staffing and the need for transformation of staff from the DoE. The study also found that neither the DoE nor the SGBs of the former Model C schools in the Eastern Cape had a transformational policy in place to address the lack of staff transformation.

In addition, the study established the reasons for the lack of staff transformation at former Model C schools, which ranged from a shortage of applications from suitable teachers of colour, non-existence of quality teachers of colour and the existence of schools that are meant for whites and township schools meant for blacks. The researcher agrees completely with the saying that says: "Change begins with us…not with the expectation that what we find will move others into action just because it has been written" and would, therefore, continue to push forward the boundaries of the "transformation agenda" not only at former South African model C school but into higher education institutions of learning as well.

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APPENDIX A: UNISA LAST REGISTRATION LETTER

UNISA | university of south africa

0953 M1RST

PRINS K MR
28 MUISVOGEL ROAD
STATION HILL
6170

STUDENT NUMBER : 3318-106-3

ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS
ENQUIRIES TEL : (012) 441-5702

DATE : 2018-03-01

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (https://myunisa.ac.za/portal) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE :   PHD (EDUCATION)   (90019)

TITLE :   A framework of staffing former South African Model-C schools to facilitate
                     transformation

SUPERVISOR :   Prof GM STEYN

ACADEMIC YEAR :   2018

TYPE: THESIS

SUBJECTS REGISTERED: TFPEM01 PhD - Education (Education Management)

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane
Registrar (Acting)

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Open Rubric

A

APPENDIX B: PERMISSION FROM ECDOE TO UNDERTAKE THE STUDY

Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za

Enquiries: B Pamla   Email: babalwa.pamla@ecdoe.gov.za   Date: 04 December 2017

Mr Karel Prins

22 Muisvogel Road

Station Hill

Port Alfred

6170

Dear Mr Karel Prins

PERMISSION TO UNDERTAKE A DOCTORAL RESEARCH: A TRANSFORMATIVE FRAMEWORK FOR STAFFING FORMER SOUTH AFRICAN MODEL C SCHOOLS

1. Thank you for your application to conduct research.

2. Your application to conduct the abovementioned research involving 16 officials from three Districts under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:

    a. there will be no financial implications for the Department;

    b. institutions and respondents must not be identifiable in any way from the results of the investigation;

    c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;

    d. you will make all the arrangements concerning your research;

    e. the research may not be conducted during official contact time;

    f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;

building blocks for growth

Ikamva eliqaqambileyo!

g. your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;

h. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.

i. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.

j. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.

k. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.

l. you comply with your ethical undertaking (commitment form).

m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation

3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.

4. The Department will publish the completed Research on its website.

5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nykanjana@live.co.za should you need any assistance.

NY KANJANA
DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES

FOR SUPERINTENDENT-GENERAL: EDUCATION

APPENDIX C: UNISA ETHICS CLEARANCE CERTIFICATE

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/10/18

Dear Mr Prins

Decision: Ethics Approval from
2017/10/18 to 2020/10/18

Ref: **2017/10/18/33181063/15/MC**
Name: Mr K Prins
Student: 33181063

Researcher:

Name: Mr K Prins
Email: Eprinsk1@unisa.ac.za
Telephone: +27 12 429 8854

Supervisor:
Name: Prof GM Steyn
Email: steungm1@unisa.ac.za
Telephone: +27 12 664 4256

Title of research:

A transformative framework for staffing former South African Model C schools

Qualification: D Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/10/18 to 2020/10/18.

The **low risk** application was reviewed by the Ethics Review Committee on 2017/10/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and

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University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

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principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date 2020/10/18. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2017/10/18/33181063/15/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za

Prof V McKay
EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

APPENDIX D: INDIVIDUAL INTERVIEW SCHEDULE FOR DISTRICT OFFICIALS

UNISA | university of south africa

The main research question:

What transformative framework for staffing former South African Model C schools would best address challenges concerning the implementation of transformative staffing processes?

The sub-research questions:

- What are the critical staffing issues at the former South African Model C schools as observed by the Department of Education in the Eastern Cape?
- What aspects should guide a transformative staffing framework to address the gap between staffing needs of SGBs and the departmental policy on transformation?
- How can transformative staffing challenges currently experienced by SGBs at former South African Model C schools be addressed comprehensively?
- What recommendations to SGBs should be made by the Department of Education when implementing a transformative framework for staffing?

The above questions were open-ended questions meaning that many more follow-up questions were asked.

APPENDIX E: INDIVIDUAL INTERVIEW SCHEDULE FOR PRINCIPALS

UNISA | university of south africa

The main research question:

What transformative framework for staffing former South African Model C schools would best address challenges concerning the implementation of transformative staffing processes?

The sub-research questions:

- What are the critical staffing challenges experienced by principals at former South African Model C schools?
- What are the current staffing needs at the school and how can the gap between staffing needs of the school and the departmental policy on transformation be addressed?
- How can transformative staffing challenges currently experienced by SGBs at former South African Model C schools be addressed comprehensively?
- What recommendations to SGBs should be made by principals when implementing a transformative framework for staffing at former South African Model C schools?

The above questions were open-ended questions meaning that many more follow-up questions were asked.

APPENDIX F: FOCUS GROUP INTERVIEW SCHEDULE FOR SGBS

The main research question:

What transformative framework for staffing former South African Model C schools would best address challenges concerning the implementation of transformative staffing processes?

The sub-research questions:

- What are the critical staffing issues experienced by SGBs at former South African Model C schools?

- What aspects should guide a transformative staffing framework to address the gap between staffing needs of SGBs and departmental policy?

- How can transformative staffing challenges currently experienced by SGBs at former South African Model C schools be addressed comprehensively?

- What recommendations should be borne in mind by SGBs when implementing the transformative framework for staffing at former South African Model C schools?

The above questions were open-ended questions meaning that many more follow-up questions were asked.

APPENDIX G: STANDARD 2017 APPLICATION FOR PERMISSION TO DO RESEARCH IN ECDoE

Province of the

EASTERN CAPE

EDUCATION

APPLICATION TO CONDUCT RESEARCH
IN THE EASTERN CAPE DEPARTMENT OF EDUCATION

THIS APPLICATION FORM MUST BE COMPLETED AND SUBMITTED IN HARD AND ELECTRONIC COPY TO:

> The Director
> Strategic Planning Policy and Research
> Eastern Cape Department of Education
>
> Private Bag X0032
> Bhisho
> 5605 (Postal address)
>
> OR
>
> Fax to: 040 608 4574/ 086 742 4942
>
> OR
> email: babalwa.pamla@ecdoe.gov.za
> cc fundiswa.pakade@ecdoe.gov.za
> and jabulile.mazibuko@ecdoe.gov.za
>
> OR
>
> Deliver to
> Steve Vukile Complex
> Zone 6
> Zwelitsha
> 5608 (Physical address)
>
> ENQUIRIES: Babalwa or Jabu
> Tel: 040 608 4537/4035/4773

CHECKLIST – Please ensure all documents are attached	
Departmental Application Form (this form)	
Proposal as approved by relevant institution	
Research Instruments	
Ethical Clearance Certificate	

EASTERN CAPE DEPARTMENT OF EDUCATION RESEARCH APPLICATION FORM

SECTION A

TO BE COMPLETED BY RESEARCHER

1. PARTICULARS OF THE RESEARCHER

1.1	**Details of Researcher**	
Surname:		**PRINS**
First Name/s:		**KAREL**
Title (Prof / Dr / Mrs / Ms / Mr):		**MR**
Student/Staff Number (if applicable):		**ST NUM = 33181063 (STAFF NUMBER = 90190068)**

1.2	**Contact Details**	
Institution/Home Address		Postal Address (if different)
22 MUISVOGEL ROAD		
STATION HILL		
PORT ALFRED		
Postal Code: 6170		*Postal Code:*
Contact No.: 0845896414		**Fax No:**
Email address: Eprinsk1@unisa.ac.za		

2. DETAILS OF THE PROPOSED RESEARCH

2.1	Level of Study (place an "X" in the appropriate column)		
Honours	*Masters*		*Doctorate*
			x
Other (specify):			

	Full title of Thesis / Dissertation / Research Project (attach detailed research proposal) Application will not be considered if proposal is not attached
2.2	
A TRANSFORMATIVE FRAMEWORK FOR STAFFING FORMER SOUTH AFRICAN MODEL C SCHOOLS	

	Student and Postgraduate Enrolment Particulars (if applicable)
2.3	
Name of institution where enrolled:	UNISA
Faculty:	EDUCATION
Department:	EDUCATIONAL LEADERSHIP AND MANAGEMENT
Name of Supervisor:	PROF G.M. STEYN

3. RESEARCH INFORMATION

3.1. District where research will be undertaken:

EAST LONDON; PORT ELIZABETH; UITENHAGE & GRAHAMSTOWN

Institutions where research will be undertaken:

Name of Institution	Type of Institution (primary school, secondary school, technical school, ECD centre, ELSEN, FET college)	District
STIRLING HIGH SCHOOL	SECONDARY SCHOOL	EAST LONDON
HUDSON PARK HIGH SCHOOL	SECONDARY SCHOOL	EAST LONDON
GRENS HIGH SCHOOL	SECONDARY SCHOOL	EAST LONDON
GEORGE RANDAL HIGH SCHOOL	SECONDARY SCHOOL	EAST LONDON
GREY HIGH SCHOOL	SECONDARY SCHOOL	PORT ELIZABETH
PEARSON HIGH SCHOOL	SECONDARY SCHOOL	PORT ELIZABETH
VICTORIA HIGH SCHOOL	SECONDARY SCHOOL	PORT ELIZABETH
WESTERING HIGH SCHOOL	SECONDARY SCHOOL	PORT ELIZABETH
MUIR COLLEGE	SECONDARY SCHOOL	UITENHAGE
DANIEL PIENAAR HIGH SCHOOL	SECONDARY SCHOOL	UITENHAGE
DIE BRANDWAG HIGH SCHOOL	SECONDARY SCHOOL	UITENHAGE
RIEBEEK GIRLS HIGH SCHOOL	SECONDARY SCHOOL	UITENHAGE
PORT ALFRED HIGH SCHOOL	SECONDARY SCHOOL	GRAHAMSTOWN

GRAHAM COLLEGE HIGH SCHOOL	*SECONDARY SCHOOL*	*GRAHAMSTOWN*
PJ OLIVIER HIGH SCHOOL	*SECONDARY SCHOOL*	*GRAHAMSTOWN*
VICTORIA GIRLS HIGH SCHOOL	*SECONDARY SCHOOL*	*GRAHAMSTOWN*

If Head Office/s (Please indicate Chief Directorate/s and Directorates)	
1. DISTRICT DIRECTOR = EAST LONDON	**4. DISTRICT DIRECTOR = GRAHAMSTOWN**
2. DISTRICT DIRECTOR = PORT ELIZABETH	
3. DISTRICT DIRECTOR = UITENHAGE	

3.2.   Total number of learners and staff to be involved:

	Learners	Educators	Principals	Support Staff	Administrative Staff	Lecturers	Other:
Number	*0*	*0*	**16**	*0*	*District Directors =* **4**	*0*	***SGBs 16***

3.3.   Time of day that you propose to conduct your research. *Please mark with an "X".*

School Hours	*During Break*	*After School Hours*
		X

3.4.   Did you receive a bursary from the ECDOE?   Yes/**No**

3.5.   Expected date of commencement of study (DD/MM/YYYY**): 30/10/2017**

3.6.   Expected date of completion of study (DD/MM/YYYY): **30/06/2018.**

SECTION B
TO BE COMPLETED BY THE UNIVERSITY/INSTITUTION WHERE THE RESEARCHER IS REGISTERED FOR RESEARCH

University application to access Eastern Cape schools for research purposes		
This form is to be completed in any of the following three cases: **A. Student undertaking an PhD within Eastern Cape school/s** **B. Academic undertaking research in Eastern Cape school/s** C. Academic applying for group project undertaken by a number of students within a particular programme in Eastern Cape schools (for example for Honours level research project)		
This form is not to be completed in the case of research undertaken outside of a University structure.		
1) Name of university	**UNISA**	
2) Type of application (See above and indicate one)	A. Student	**X**
	B. Academic	**X**
	C. Group project	
3) **Name of student/academic/** group project coordinator	**KAREL PRINS**	
4) Student number/ Staff number	**33181063 (STAFF NUMBER = 90190068)**	

5) Qualification (where applicable, or indicate if not for qualification purposes)	**PhD (Educational Leadership and Management)**
6) Title of research: **A TRANSFORMATIVE FRAMEWORK FOR STAFFING FORMER SOUTH AFRICAN MODEL C SCHOOLS**	
7) Supervisor/s' names (where applicable)	**PROF G.M. STEYN**
8) Contact email for (A) supervisor, or (B) academic researcher, or (C) programme coordinator (as applicable)	A = steyngm1@unisa.ac.za B = Eprinsk1@unisa.ac.za

The completion of this form indicates that the university's processes for proposal approval by the Higher Degrees Committee and Ethical clearance have been followed.

Reference number and documentary proof of Ethical Clearance: Ref number: ……………………. (proof must be attached)

Reference number and documentary proof of approval by Higher Degrees Committee: Ref no: …………………… (proof must be attached)

This entailed ensuring that the proposed research meets the criteria of, inter alia:

- Sensitivity - towards participants and institutions, including issues of informed consent and ethical considerations around beneficence and non-maleficence;
- Significance – that the study has merit and meaning and has a contribution to make;
- Accountability – that the researcher understands the responsibilities associated with research in schools and takes issues of validity, reliability and trustworthiness into account;
- Appropriateness – that the research design is aligned to its intentions and to the context of the study.

Date	

University Research Office stamp / signature	

5. COMMITMENT FORM FOR CONDUCTING RESEARCH IN THE EASTERN CAPE DEPARTMENT OF BASIC EDUCATION

I, **MR PRINS KAREL** residing at **22 MUISVOGEL ROAD, STATION HILL, PORT ALFRED EASTERN CAPE** commit myself to the following 9 items regarding my research:

1. To effect no changes with respect to my questionnaire/method of work after having my research application approved by the department. Any changes I might make shall be submitted to the department for approval.

2. That I am prepared on request of the department, at my own cost, do a presentation to one preferred audience, once off.

3. That, after having obtained permission to continue with my research project from the department, I shall negotiate with the relevant areas and/or schools regarding final arrangements for visits.

4. That I will not to use the department's written letter of consent as a means of making unreasonable demands on an office/institution.

5. To involve persons in my research project on an absolutely voluntary basis – these persons being all those concerned (including pupils) and all others associated with the department as well as with all offices/institutions under the control of the department. Parental/community approval shall be obtained should such a measure be prescribed by the department.

6. Not to remove files/records/documents from the offices and institutions of the department should information contained in these files/records/documents be needed; to obtain such information under the supervision of a departmental official assigned by the department; and to select only information applicable to my research project.

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7.	To present the department with a copy of my final paper/report/ dissertation/thesis free of charge in hard copy and electronic format.

8.	Not to visit (conduct research or any field work) at institutions (schools) during the fourth school term unless permission has been granted.

9.	To allow the research to be published on the departmental website.

SIGNATURE OF APPLICANT:

PRINT NAME IN FULL: **KAREL PRINS**

DATE: **21/09/2017**

PLACE: **Port Alfred**

Tel no (h): ……………………………………. Tel no (w): **0124298854**…….

Cell no: **0845896414**……. Fax no.: …………………………………

FOR THE DEPARTMENTAL COMMITTEE ONLY

APPROVED/ NOT APPROVED

SIGNATURE (Department of Education):

………………………………………………………………………….

NY KANJANA

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES

DATE: …………………………………….

END OF DOCUMENT

APPENDIX H: LETTER REQUESTING PERMISSION TO VIEW OFFICIAL DOCUMENTS

UNISA | university of south africa

Request for permission to view official documents related to the research at _____ (insert name of organisation or institution)

TITLE OF RESEARCH: A TRANSFORMATIVE FRAMEWORK FOR STAFFING FORMER SOUTH AFRICAN MODEL C SCHOOLS

Date_____

Name of the person to who you address the request_____

Department of the person_____

Contact details of the person (telephone and email address)

_____

_____

_____

_____

Dear _____ (insert contact person's title and name),

I, Karel Prins am doing research under the supervision of Prof G.M. Steyn, a research professor in the Department of Educational Leadership and Management towards a PhD at the University of South Africa.

We are hereby requesting to view all official documentation held by your office with regards to the above research topic that forms part of the data collection process for this research study. These documents will be used for this study only and will be viewed confidentially.

The aim of the study is to investigate the current staffing processes at former South African model C schools and to suggest a transformative framework that will facilitate transformative staffing.

Your institution has been selected because of its historic setting and operational function within the Eastern Cape Department of Education and as such forms a vital part of the investigation by this study.

This study has the following objectives:

• to identify critical issues regarding staffing processes employed by SGBs of former South African model C schools

• to suggest guidelines in support of a more transformative staffing process

• to address the gap between staffing needs of SGBs and departmental policy for transformative staffing

• to recommend strategies that can be applied by SGBs to address challenges concerning staffing.

The study will use document analysis, individual interviews and focus group interviews to triangulate the data.

The benefits of information from official documents in this study are linked to the knowledge shared by participants on current staffing processes at former South African Model C Schools which will be beneficial to the study as it can provide vital information that will allow for the creation of an effective transformative framework for future staffing processes at similar schools in the Eastern Cape Department of Education and the rest of the country.

No risk may come from viewing all official documents during this research as it will be treated with absolute confidence as a confidentiality agreement will be signed by the researcher.

There will be no reimbursement or any incentives for allowing official documents to be viewed in this research.

If you would like to be informed of the final research findings, require any further information or want to contact the researcher about any aspect of this study, please contact Karel Prins on 0845896414 or 012 4298854 during office hours or email Eprinsk1@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Prof. G.M. Steyn, Tel. 012-6644256/0828867468/ E- mail at Steyngm1@unisa.ac.za

Yours sincerely

Karel Prins   Date _____

Lecturer

UNISA (Dep Educational Leadership and Management)

UNISA | university of south africa

Date: _____

Title: A TRANSFORMATIVE FRAMEWORK FOR STAFFING FORMER SOUTH AFRICAN MODEL C SCHOOLS

DEAR PROSPECTIVE PARTICIPANT

My name is Karel Prins and I am doing research under the supervision of Prof GM Steyn, a Professor in the Department of Educational Leadership and Management, towards a PhD at the University of South Africa. I am an Academic Improvement Grant Holder. We are inviting you to participate in this study entitled:

A TRANSFORMATIVE FRAMEWORK FOR STAFFING FORMER SOUTH AFRICAN MODEL C SCHOOLS.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could help to investigate the current staffing processes at former South African Model C Schools and to suggest a transformative framework that will best facilitate transformative staffing processes.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because of your current position and your existing knowledge of the staffing processes at the institution. I obtained your contact details from the Department of Education and the principal of the school. (The Protection of Personal Information Act, no 4 of 2013, necessitates the disclosure of how access was gained to the personal information of prospective participants). **4** District Officials, **16** principals and **16** SGBs are expected to participate in this study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

You are invited to participate in a focus group and/or semi-structured individual interview talking about your experiences regarding the transformative staffing processes at the former South African Model C School. These interviews will be electronically (audio

taped) recorded for verification of the findings, verbatim transcribed and analysed by means of a computer software program (ATLAS.ti 7.5.18 or the latest version available). The principal aim of this study is to investigate the current staffing processes at former South African Model C schools and to suggest a transformative framework that will best facilitate transformative staffing. Therefore, questions to address the challenges concerning transformative staffing processes at former South African Model C schools will be asked. All interviews will take place after working hours. For this research, it is expected that all individual interviews will take 50-60 minutes and the focus group interviews will last approximately 60 - 90 minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign the written consent form which is referred to as the *return slip* at the end of this form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Your privileged knowledge on current staffing processes at the former SA Model C School will be beneficial to the study as you can provide vital inside information that will allow for the creation of an effective transformative framework for future staffing processes at your institution. Your insight into current operational staffing processes will also provide the Eastern Cape Department of Education with qualitative data that will contribute to efforts made to ensure equitable and transformational staff development in primary and secondary education across all the regions of the country.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

No negative consequences or risks may come from others identifying your participation in the research, because, your participation is based on your position, roles, responsibilities and professional experience you have in the area of the study and as others who are not participating in this study also had been participating in such activities in studies conducted in the areas related to their position and experiences, they

understand what it is. Hence, the anticipated risks or negative consequences that might come from your participation in the study are low, which is that of inconvenience.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research (this measure refers to confidentiality) OR Your name will not be recorded anywhere and no one will be able to connect you to the answers you give (this measure refers to anonymity). Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings (this measure refers to confidentiality).

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, typist, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study whom have signed an agreement of confidentiality, unless you give permission for other people to see the records.

The final report on this data will be submitted as a thesis for my degree and may be used for other purposes, such as in journal articles. In none of these publications will you be identified. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. To ensure confidentiality, all group members will sign a confidentiality agreement.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at UNISA for future research or academic purposes; electronic information will be stored on a password protected USB-drive and computer.

Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years hard copies will be shredded and/or electronic copies will be permanently deleted from the USB-drive and hard drive of the computer using a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

You will not receive any payment or reward for participating in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education, Unisa. A copy of the approval letter/certificate can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Karel Prins on 0845896414 or 012 4298854 or email Eprinsk1@unisa.ac.za. The findings are accessible for one year.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Karel Prins on 0845896414 or 012 4298854 or email Eprinsk1@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Prof. G.M. Steyn, Tel. 012-6644256/0828867468/ E- mail at Steyngm1@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study. Thank you.

SIGNATURE_____

DATE_____

APPENDIX J: PARTICIPANT LETTER OF CONSENT TO TAKE PART IN THE RESEARCH

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CONSENT/ TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the _____ (insert specific data collection method).

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

_____

_____   _____

Participant Signature   Date

Researcher's Name & Surname (please print) Karel Prins

Researcher's Signature   Date_____

APPENDIX K: FOCUS GROUP CONSENT AND CONFIDENTIALITY AGREEMENT

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I_____ grant consent that the

information I share

during the focus group may be used by Karel Prins for research purposes. I am aware

that the group discussions will be digitally recorded and grant consent for these

recordings, provided that my privacy will be protected. I undertake not to divulge any

information that is shared in the group discussions to any person outside the group to

maintain confidentiality.

Participant 's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print): Karel Prins

Researcher's Signature: Date: _____

APPENDIX L1: INTERVIEW TRANSCRIPT - DISTRICT OFFICIAL

TRANSCRIBED INTERVIEW (DISTRICT OFFICIAL 1 – FILE A 02/09)

I = INTERVIEWER   **DO1 = DISTRICT OFFICIAL 1**

I: Good day Mr Cluster leader or Manager. Thank you for setting aside the time and agreeing to have this important research interview with me … it is highly appreciated. Please take note that this interview will be voice-recorded and used for research purposes only. Also take note that you are under no obligation to give any information and should you wish to withdraw from this interview, you may do so at any time. There are five open ended questions meaning … a follow-up question might be asked to fully understand the response. Please take your time to answer, and do not hesitate to ask me to repeat any of these questions if you did not hear or understand anyone of them properly. So … are you ready Sir?

DO1: I'm ready Sir.

I: Thank you very much, so the first question … would be **… what would you say are the critical staffing challenges with regards to employment of teachers at the former South African Model C schools in your circuit or district?**

DO1: Thank you Sir, thank you for this opportunity to … to share our views with you. *I think the biggest challenge is in the, in the former Model C schools.* The problem is that … err that these schools which have very high academic standards. We must admit that, first and foremost, because the issue is about, that they are delivering education deliverables at the acceptable international standards and that is something that we must not forget. But having said that ... it has become very obvious even during our 2018 school readiness visits with the MEC that some of these schools are, are out and out lily-white and it is a challenge to the Department of Education.

I: And when you say lily-white, what, what do you mean?

DO1: It's … The personnel are basically white ...

I: Ok.

DO1: You'd have spots of, of non-whites, Africans, whatever you want to call them but it's predominantly white and the school itself therefore is not reflective of the

demographics of the learners that they, that they draw, uh … to their school and that is a concern. Why is that a concern? Maybe that will be a follow-up question.

I: Uhm.

DO1: Because as much as you look at the academic deliverables, people also have, have ... have people that they look up to, they have a cultural milieu where they come from and, and so, so these things ultimately for us are not in sync. So that to me is a, is the biggest challenge when it comes to transformational targets or issues.

I: Thank you very much Sir … Uhm … transformation is quite a broad issue but within this study it is … however, pinned down to … err … staffing issues, besides the fact that you say these schools … err … actually lack … uhm, the representative numbers that … uh, uh ... pertaining to racial groups … uhm … besides that fact are there any other staffing issues that you probably have come across?

DO1: I think to be clear …

I: That is critical.

DO1: I think to be clear, you are only referring to state paid staffing issues, am I right?

I: No …

DO1: That is a critical … because we have, we have an SGB which is becoming more and more prominent even employing more people than the state at some of these schools. So that's why I, I want us to be very clear, are we talking of state employed staffing issues?

I: No Sir, we have to include the staffing or the staff that are employed by the governing body as well, because they must be treated equally … err … before the law … err … in their activities and their dealings with the school. So, one cannot really … err ... unless you, you disagree with me, one cannot really ... err … separate the two because … err … they actually deliver the same. The same amount of work I … I … I … would suppose but are paid differently.

DO1: Then, then I've raised that question pertinently because then the issue of SGB's compositions than becomes a challenge visa-v staffing issues at these schools, because whether you like it or not, there's a small body of people … err ... up to five or six only that would, that would recommend appointments at these schools and, and it is those five or few people who are then so critical to the issue of transformation and appointments and

promotions at school. And this is where … where I'm saying that the non-involvement of our parents in our school is directly linked to staffing issues, because people cannot turn around and say a school does not transform because that whole SGB or panel is only white and whether we like it or not, we are all subjective in life and people going to these things with their own prejudices, their own idiosyncrasies, their own concepts of who, what constitutes a best candidate. So that to us is the second leg of the staffing issue, that is the composition of SGBs.

I: And that obviously you would agree than would … would lead to these … err … poor reflection of, of demographics ... the fact that, what … rather let me ask follow-up question … what makes it that parents do not, are you referring to parents of, of err … disadvantaged … err … background that are not ... uhm, involved in the SGB … when you say … parents are not involved and that's why these … err ... SGBs are also reflecting that … err … that it is only white, so that means our parents from the disadvantaged backgrounds are not involved, what ... what makes that?

DO1: No, I think Mr Prins, I think the issue with these SGBs or these schools, these schools are run like companies, you must understand that. They have budgets from 15 million upwards. So, its daunting, its daunting to serve on those SGBs, it's ... it's, it's … it's not kid's play. So, people are also intimidated by the level of, of the scores … the level of … of financial dealings and financial transactions and so, people are … are scared to serve on … on those panels and that is why these schools would always draw from the cream of the crop, in terms of academic excellence, you'll have your lawyers there, your actual scientists, you will have your … your … your … your CA's serving on these bodies. And our parents might be disadvantaged, but they are clearly, clearly ... err, err, err ... afraid to, to serve on those bodies.

I: Perhaps the next question might just be a, a follow-up question … also … for the last five years, Sir, have you in your capacity experienced any challenges at these Model C schools with regards to transformative appointments or transformative staffing and by that, I mean the appointment of new staff coming from so-called disadvantaged backgrounds, have you experienced any challenges with that regard?

DO1: Look Mr Prins, this is ... this is one way we need to thread carefully, because as part of the, as part of the … of the, of the, of the sunset clauses at, at ... what's that place

where they negotiated the new, the new, the new South Africa ... is it not Kempton Park, but it is part of the sunset clauses, one of the agreements was that SGBs in the new South Africa would be given more authority. And ... and, and so that's why I'm saying I like the old school committees ... the SGB under the new dispensation, they have all the rights and all the privileges to recommend an appointment to the department. I'm raising this because, because once an application is given to a school, the process become totally, totally, totally, totally their process they own the process. They are being monitored and watched by the unions as observers and ourselves, but they would set their own criteria, they would determine what are the needs of that particular school, they would say what are the curriculum needs, what are the extra curriculum needs, they know the vision of that school and then you always have this argument that government is doing very little for those schools, you must always see it against that background. They pay their own water, the lights, they got the 70 SGB appointees. So, you have to thread carefully in terms of how you deal with them around that. So, they would then make the appointments or recommendations based on the needs of their school. And then … it ... is in its, in its, in that light I would say that we have not had any … challenges or resistance from them … and that is because we also don't have a clear plan to represent to them in terms of transformation.

I: So, when you say … when you say ... uh … according to their needs, would you shed some light on what … uhm … what their needs are perhaps, have you come across, you know, it seems like the needs of the school is, uh, the critical aspect, uh, for employing certain, certain, uh, teachers? What are these needs, would you say?,

DO1: Well the needs would be based on the history of the school, on the results of the school. The ... the ... ideals and the vision and the mission of the school. So, they will need a person who will fit in that ease, who would understand, would understand, you said we must, we must not mention names ... So, so, so, that will be important when you set up the criterions they would say they want a person who is familiar with the particular vision and the mission of this school, so in that questions, they would ask pertinent questions around the background of the school, the history of the school even the fact that have you been associated with this the school in the past, you see? So, that when they are recommended you understand the ethos, they would not want to struggle with

the teacher who doesn't understand their way of life. In Latin we call it modus dismendi … how you live your life. So, so, so, so, they will always draw the questions based on those needs of the school and when they do that, they would have input from the parents. Remember the SGB is made up of three legs, so the parent body would give their representatives, their criteria. The teachers would do the same and the non- teaching staff, but when you come into the meeting you can see that they are all talking to each other … you see … and the department and the Unions cannot get involved with criteria. When we do get involved is when it becomes blatantly unfair, blatantly racist, blatantly sexist because the law is against that. You can't say for instance we want … we, we, want a Catholic for this school. We won't allow those kinds of things, but as far as the other criteria is concerned … as long as they operate within the parameters of the law, we are at ease with that.

I: In saying that, how does the spots here and there, as you have mentioned it, how do those people from disadvantaged backgrounds that are actually teaching there, how do they fit into that ethos and into that frame of the needs of the school?

DO1: That would be because in their selected few, let me say that for the record, because I know the whole district. They are the selected few and the reason they are there, is because they carry a very scarce skill. They've, they've, uh … you … when you find a non-white in some of these schools, you'd either be a provincial hockey coach, you would be a former South African rugby player. It would be a person who can play these big organs or orchestras and I've been involved in some of these transfers. So, they would go for the selected few who would carry a very scarce skill, and that to us is very unfair because it's about teaching; teaching the class you know, but they would look at those extra things and it's because they've got such a rich programme at these schools. I mean those schools have got activities everyday Meneer, every weekend and they expect their teacher who comes to their school to be part of that and that is part of their needs which I forgot to mention, going the extra mile.

I: So, uhm … the … the fact that there are teachers that are from disadvantaged areas, uhm, has nothing to do basically with the, uh … uh … uh, the strategies of employing people?

DO1: I agree with you …

I: That would probably leave me with a question to ask you about, uhm, **more or less what the demographics of these schools are in terms of the learner representation with regards to race?**

DO1: Meneer, it is no secret, it is no secret, you would, you would in your former English Model C schools, high schools and Primary schools to a large extent, and those stats we can get for you. If it's not 50/50 then your non-whites will be higher. Your Afrikaans Model C schools, because the Afrikaans language to a large extent in terms of your so-called coloureds and Africans are being reduced daily, but their Afrikaans primary schools, there they would be the majority, but your high schools, uh-uh [no, no] the non-whites are clear majority Meneer, in most of these schools not all.

I: And how does that play on the positive growth of the learner of a different colour or would you say the black learner or the coloured learner or the Indian learner, **how does that play in their growth in terms of, uh, at this particular school in terms of cultural issues and so on?**

DO1: Look … look the fact of the matter is, I've just had a parent WhatsApp-ing me, the child wants to be at a certain school, I know the family, I know the church, I know that they are totally different from what I know this one school beliefs in, but people are prepared to sacrifice that, for the sake of saying; "I was at this particular high school" and this is the problem that we have that we can't change the mindset of the people. People are prepared to sacrifice everything for the sake that it must be known that that child matriculated at that particular school. So, when that child goes there Meneer, he is already in that mind set, whatever that has been said to him, he is happy, you know it's not necessarily the school is doing something wrong, they not doing propaganda or inculcating, but when everything is said, the child knows that this is what I'm embracing. Even before he goes there, this woman was crying saying that my child must go to this school; I said, but … "No, Meneer. This child will not be able to live next year if he doesn't go to this school". And it becomes, it becomes crazy, ridiculous, the way these children want to be at some of these schools …

I: … And what would you say has caused this particular effect amongst our society?

DO1: Marketing Meneer ... it's marketing. (Sigh). These schools are everywhere, you open the newspaper they are there, you open, uh, you go on TV they are there, they are

everywhere. Their achievements, their traditions, their culture. Their ex-students are in charge of the newspaper, their ex-students are in charge of the TV channel, *so* it's the whole societal thing of ex-learners and pupils promoting these images of these schools. It's quite crazy, but that is the truth. All the ex-learners everywhere, you know, are promoting these schools and they are doing well, and the fact of the matter is, we do not have a counter action. How do we counter that?

I: What would you say, would be happening if … for example, if the staff component suddenly has to represent the demographics of this school in terms of the learners? Is it going to bring down the results of school? Is it going to degrade the school or is it going to make the school less than what it is now or what do you think would happen?

DO1: I don't think that would necessarily, would happen, but I don't think that the schools … that the schools' priorities would change, because we are all human beings by virtue of how we have been nurtured. Because as I sit here in this office, I have certain priorities and those priorities are education, my upbringing, etcetera. So, I'm saying if that happens the school's priorities would change. A new leader, who comes from a different background, he would maintain the academic standards, but he would have different focuses. For instance, a lot of these schools still celebrate overseas cultures and heritages and they still honour kings and queens who's long gone, and they might even honour our own presidents and our own heroes like the Nelson Mandela's. So, if I would become for instance the leader of those schools, I would see that the focus and the emphasis is totally South African and that we have that Ubuntu role to play, and then the issue on the academic standards, etcetera, I think that just depends on the leadership of the school, in terms of the leader of the school, in terms of how that person manages his people, but if any person has a proper qualification we cannot doubt that person's ability to deliver. And these schools have these non-white teachers and they have been delivering, the few of them.

I: Would you say that the school would employ people of colour if they come from that particular school?

DO1: I still go back to the issue of the representivity and the composition of the SGB, to me that is the whole crutch of the matter. I'm raising this because as we've seen SGB's racial component changing at some of these schools and I'm familiar with these schools.

I know you asked me not to mention names. I won't do that, but as you see the composition changes, you would see paradigms shift also in terms of the nature of their employment. Because if you have people there of different backgrounds of different persuasions, they will be able to convince each other that there's a need for a change. Great minds think alike and fools seldom differ, you are familiar with that saying … you see. So, that to me is what it's all about and then also you need leaders and visionary leaders who can buy into the issue of transformation, but that issue is where the department is failing, I would say. Really because that advocacy and that push should come from us as a strategy, as a strategic option.

I: So, what you are saying is even though that child, a black child, a coloured child or an Indian child coming from a particular former Model C school through the ranks with the ethos and everything and becomes a teacher, might just not be employed at that particular school due to … uh … agenda, hidden agendas from the governing body …

DO1: Very true … This is my personal view.

I: And you say why would that be?

DO1: It is because of people's personal perceptions of what constitutes good, better and best. To him a certain person is good, the other is better and based on his own upbringings and on his own nurture and his own, uh, as we call it modus dismendi, his own way of life.

I: Thank you very much sir. The second question that I wanted to ask you … basically, the third question is then, with all of this being said how can these challenges that is experienced currently or for the last five years for that matter, **how can these challenges be addressed completely or rather not completely but comprehensively, how can it be addressed since you know now what these challenges are … what do you think I'm talking about?**

DO1: Look, If I was the president of this country, let me put it like this. I would do to schools what they are doing to companies. We established quotas. A BEE Company must have certain representivity, I mean why not do it to a school, a school is a company, a school is an employer. Why not say to a school that the school must be reflective of the demographics of the people that attend the school, and government through legislation and through consultation and through different White Papers and community

participation, they start with that concept. I mean government started with this thing of sealing off the school fees, it was Naledi Pandor who started that, but they failed because the strategy was not well intended, not well planned because these schools would question and challenge it to the highest court in the land to protect their own way of life. Look at the Overvaal issue now, there are 55 black kids staying next to the school there's space, but those people refused to change from Afrikaans to English to protect their way of life and that is exactly what is happening in these schools, they will continue because what they are saying is that, for instance if they start these, they might become too much transformed. The parents will take their kids out and won't have school. Government need to have mechanisms and safety, uh, build into whatever they want to do, to assure people that the standard of education will not drop, but government cannot fail in the issue of transformation Meneer, and that is basically what is happening.

I: Sir, previously we had the redeployment of teachers specifically teachers from disadvantage schools into some of these former Model C schools. I mention this, because the researcher is a product of that. From redeployment into one of these, uh, particular former Model C schools. **To what extent do you think that particular process of redeployment succeeded in bringing the numbers to where the department would want them to be?**

DO1: It is not one of our aims to redeploy, to place necessarily people of different colour at a different colour schools, but what we have found is that … two things …

I: But, was that one of the ideals or one of the things that you wanted to achieve?

DO1: No, not at all. It was a natural part of the process where the so-called African teacher would be placed at an former Model C school. I've had a few of those cases and it didn't work. Ultimately, we had to take few of those teachers back to the township where they came from. The adjustment was just too big. That's the first problem the adjustment was just too big. It's about the ethics and values and how these people do things and work. You know, and you must compliment them for that, some people just can't adjust, we must just be honest about that. The second problem is once again the SGB. I don't know when Meneer was redeployed, but currently when the redeployed teacher the SGB must be known in the matter, and there once again you'll get resistance, because the Collective Agreement clearly says that the SGB must give their consent. So, when I mean we will

all get the easier route, you know, we'll just go and place the teacher and we know that there won't be any resistance, because people at that particular SGB are not fully transformed. That's what it's about.

I: Thank you Sir. This question, this next question would probably filter into what we just spoke about, this must now be more specific. **How did your office or the Department of Education use Legislation and when we talk about Legislating, we talk about Legal Frameworks, documents, policies, etc**. **How did your office or department for the last five years,** uhm**, try to assist former Model C schools during their staffing processes of employing or employment of staff members to bring about transformation?**

DO1: Look Mr Prins, I'm not clearly familiar with the goals and the framework of the study ne, but the study must understand how equity works in the Department of Education. I've eluded to that, why I am saying that is, there is not necessarily an issue with transformation with us and I'll explain to you why I am saying this. The Department of Education like any other company subjected to the employment Equity Law of this country, which says that an employer must employ people based on the racial representation within that Province. Remember within that Province …

I: And not within that particular school …

DO1: Thank you. That is the point and I've done employment in my Masters in Labour and so, I've done that study. You know the African 86 and then your Coloureds, and as far is that is concerned, we are meeting our, the targets. As far as that is concerned the Department of Education we are meeting our targets as a whole within the employer which is the head of the department. So, there is not an issue to us of transformation at a particular school, and that is why I am saying that the study needs to understand that transformation doesn't take place at a school in terms of the Employment Equity Act. The Act takes place in the whole factory and the whole factory is the Department of Education the Eastern Cape Province. That is our employer. So, whether we work or live in Mqanduli, Matatiele, Port St John's or PE, we are all … when we are all added up together, it must be based on the Employment Equity Act, and that is why there is no plan necessarily to transform schools and say there will be so many targets, it doesn't work like that because we are meeting out targets, otherwise, if we did not meet our targets as

an employer then the Department of Labour would have addressed us and also penalties would be imposed because we are like any other employer. We are just like, uhm, what is this battery place called here? Or Ford, we are also an employer.

I: So, are you saying that these schools, their governing bodies, they do not then use the Equity Plan? The Equity Act is to assist them in terms of, uh, transformational appointments when we talk about transformational appointments, we talk about racial groups that need to be equally in terms of the demographics. So, are you saying that the Equity Act is then not used by the schools?

DO1: I want to read to Meneer what is in the PAM (Personnel Administrative Measures) that we give to schools, so that, so that you (pause), when a person (turns over page), it's called the Personnel Administrative Measures … and in the PAM this is, when we give this to the schools the schools must follow the plan. Circular 49 of 2005 has been officially withdrawn for the record. So, when schools appoint, they only use the PAM now, nothing else.

I: Nothing else?

DO1: We used to use circular 49, maybe you are familiar with it. That's the procedure to the point, so when we, when we … give the applications to the schools, we focus on the first four points. Meneer, if you want to see that, it starts here, here you are and that is the first four points, you see and those four things the schools must adhere to now, All is said under point four: "The Department of Education is an Equity Employer." That's all we say, full stop. They are supposed to submit a grid to say what is their racial representivity, I will show what it should look like.

I: Uhm … so, if I may read this for the record … Advertising school-based and educator-based post. The advisement of vacant post of educators must be self-explanatory and clear and must include minimum requirements, must include procedure to be followed for application, names and telephone numbers of contact persons, preferably a preferable date of appointment and closing date of the receipt of applications. Perhaps the second one talks about procedure to be followed for applications, could you perhaps just elaborate on the procedure then for that?

DO1: Well the said procedure of the shortlisting procedures for instance, you must give the unions five-day notice, there's a lot of procedure so those are the procedure that we

give to them in as part of … and that is also in the PAM itself … so there are strict procedures to be followed when doing an appointment.

I: So, one of those procedures are not to do with race, any race of person of colour?

DO1: Nothing. You see point four … you didn't get to point four … uh … where it says on Equity …

I: It says, be non-discriminatory and in keeping with the provision of the Constitution of the RSA.

DO1: That's it ja …

I: It clearly state that the state is an Equal Opportunity Employer.

DO1: That's it, that is all we say then. We provide them with a grid-like in which they have to comply and which they need to complete and, on the grid, it indicates clearly the different races, the gender, the disability, but it's just a compliance form.

I: Just a compliance for?

DO1: Just a compliance form.

I: And when you receive these grids back that indicate the number of non-white and whites and so on of that particular school, and it is not equal, does that bother you as the Department of Education?

DO1: No, Meneer it does not bother us, because you can only, you only measure anything against a set criterion or set plan, there is no plan. I can't tell, I can't tell a school ... I can't say you must have 5 whites, 6 whites or 7 … I have no plan and they might take me to court, you see? The only thing is I can pin them down on procedural issues, did you follow procedure and also procedure refers to the criteria must be fair, so I can look at the minutes so that I can see that they kicked off Mr Prins because he's a coloured, they only want whites, then on those kind of issues I can pin down on unfair and discriminatory issue, but I can't tell a school you must have so many coloureds so many whites and so many Indians.

I: So, when do you find out that these issues that you've just mentioned in the last sentence, when do you find out that … do teachers come to your office to complain?

DO1: Yes … they declare grievance in terms of Chapter 8 of the PAM.

I: And are these teachers, are these teachers, persons of colour?

DO1: No, we don't necessarily, we don't have those kinds of grievances normally. It would always refer to procedural unfairness. That would be part of Labour in what we call substantive unfairness where you are unfair towards the person, but it's mostly to do with procedural unfairness. Those are more to the Labour issues. We do not have issues to a larger extend around race and ethnicity as far as grievances are concerned. In actual fact, in my 22 years that I'm here, I've not dealt with one such grievances where the issue was one of race.

I: Alright, uhm … you are saying that it's only PAM that is used?

DO1: Only the PAM that are used ja.

I: What has happened to the South African Schools Act (SASA) and the particular issues within the Act that might, you know … uh … might assist in terms of transformation? Are there any of these issues within the South African Schools Act of 1996 that perhaps could support the department in terms of transformative appointments within these schools?

DO1: Remember that the PAM is the Personnel Administration Measure which forms in part of the Educators Employment Act, and the South African Schools Act would cover areas pertaining of the SGB and their roles, but there's nothing pertinently there stating, except what we've read that this employer is an Equity Employer and all the procedure will be non-discriminatory, but that's where the vagueness stops Meneer, nothing else. There's nothing else in the Act which encourages the schools to look at these issues, but there's nowhere where it says that we must address and redress the issues … there's no way. If there's blatant discrimination then we will act, but they don't do that. They use the other the ingenious around the views, other criteria based on the needs coming back to the needs, you see, that the person will not fit into the particular milieu or cultural sector and that's why you need transformative parents on that SGB for them to see the light.

I: Meneer, within the problem statement of the study, I've eluded to the fact that these particular schools within the Eastern Cape Department of Education does not favourably comply with the issues of the South Africa Constitution when it comes to racially representivity and so on, would you agree with me on that?

DO1: I fully agree with that.

I: And why would you say so?

DO1: That would be based on the broader issues on the broader issues of the Constitution cause it's much broader than the Employment Equity Act, because it is all embracing, all developing it covers … and when you read the constitution and you look at the school, the two are not in sync you see, because the constitution will clearly talk about the rainbow nation and it must be all inclusive country, based on where everyone will feel at home, but that is not the impression when you look at these schools. These schools still will represent or remind you of the past when it comes to their employment profile ... very much.

I: Alright and what is your relationship within your office with the governing bodies for these school and the principal in particular?

DO1: I wouldn't say it's good Meneer. I wouldn't say it's bad also. I would more say it's non-existing.

I: And why is that?

DO1: Non-existing in the sense that they have this spirit of aloofness that they … they know it all, for instance, we have SGB trainees and things like that and they would not come, they would say our people are lawyers that advise them, and this is the attitude that they have unless you have a strong Circuit Manager or a strong leader in the department that can advise them or persuade them from their actions to come. So, the relationship is very much … it's not bad, it's not good, it's just non-existing. It's just there and there, you know, so the only time you'd see some of these SGBs is when you do a principal's post and when you are the resource person. But if you'd have a (workshop) or a development thing, they would just not come, and you'd just say the parents are working and are busy. Is because of the issue of superiority and this links up to the employment practices, you know they know it all and there's nothing that they … and the department also is not innocent either, because we've been blinded a lot over the years with our appointments and vacancies. So, it really goes both ways. They are not the only ones to blame, the employer must take some blame too.

I: So, the Department of Education then, you would agree with me, perhaps would not bother if these schools are doing as well as they do, because when we look at them, they are some of the top achievers …

DO1: Very true Sir …

I: So, it's not really … its almost an attitude of don't scratch, it does not itch.

DO1: Don't fix, if it ain't broke.

I: Yes, exactly and does that attitude help the department?

DO1: It doesn't help Sir, it doesn't help us …

I: Why is that ...?

DO1: Because of communities and members are putting pressure on us. They: "You are the department and these schools are not transforming", but we say back to them, the power is being given to SGB and you are parents at the school and you must make yourself available, and you must be the mouthpiece of yourselves for the transformation, and you must remember what the law says: "An SGB is a juristic person", and that is a powerful potent words, it's a legal entity and we are a legal entity, they are a legal entity and have the power to recommend to the department. So, we can't interfere and impose there, unless there is clear legislation that says, we must do that and there is a legislation in front of you, two lines non-discriminatory affirmative action employment, that all it says.

I: So, Sir if I may ask you this, are there any parent bodies, recognised parent bodies amongst these parents that are complaining that these schools are not transforming, are there any way in which they are represented?

DO1: You have your parent bodies, you have your different SGB forums, you know, but they are basically, they are largely racially biased. You'd have your NASGB, your National Association of SGBs, it's primarily in the Townships. You would have your Northern Areas Forum, your Mr Draai, it's just in the Northern Areas. But when you go to your Model C schools they have these national bodies that they belong to, powerful bodies, powerful bodies that influence legislation and influence White Papers, and these people are well organised Meneer, well organised all over the country, and there is about three of those bodies, I don't know the names and they are not necessarily white and that is the irony. I mean, some of them have got black leaders you know. To them everything is about being 100% and they've minimum government interfering in the school and they are happy. Those schools are about intention purpose not state schools Sir, they are private schools. The only thing they do is those few teachers get their salaries from us. Other than that, they run their own show.

I: How many teachers are getting paid by the state within these schools, is the figure more or less than the Governing Body owned?

DO1: Meneer, there are some schools, I will not mention any names, but there are some schools that are more … the non-teaching staff is more. Remember, we don't give them non-teaching staff. Some of these schools have 30-40 non-teaching staff, they've got 4 or 5 secretaries, you know, it's basically ridiculous.

I: So, would you say that the situation is even worse in those schools who have more Governing Body paid personnel?

DO1: It's worse, I mean it's worse. You can think about it, it's worse and then the argument is even stronger in defending their way of life. They use that very same argument and even say that this government cannot give us teachers. You see. So, when it comes to the government's affirmative action plan … I mean people are just totally negative towards it. It's a very Catch 22 situation Meneer, between a rock and a hard place.

I: Thank you very much. Sir, uh, the last question. If the Department of Education, your office and, you must listen now very carefully so that you can respond specifically..**. If the Department of Education or your office had to implement a transformative framework for staffing at these particular schools, based on the challenges that are experienced by the SGBs of these schools in your district or in your circuit, to address their challenges and then one might refer to the employment of people of colour as one, what would be the core recommendations you and your office would make for implementing such a framework to these schools?** If the department had to sit down and say: "listen, enough is enough, now we have to come up with a plan to assist these schools and the governing bodies to implement at least a framework over a period of time, whereby transformative staff appointments can be done. What would you as the Department of Education or as your office recommend to those governing bodies within the framework of that plan?

DO1: I think that is a difficult one, but I will try my best to give you my particular view on it …

I: Please do Sir …

DO1: I think the per view of transformational appointments in these schools are problematic. Basically because of the power given to the SGB to recommend. But if the

department would have something, I would propose a strategy of advocacy and consultation with these SGBs as a starting point. It's to explain to them the background, the Constitution and everything etcetera. And for them to understand that in the long run if they don't want the Overvaal cases and the Orania cases, then it's a sleeping giant Meneer. It's a sleeping giant that is ready to awake and I'm telling you, you mark my words; if we just have a different leadership in this country, you would by law most certainly rule by law, imposing representivity or quotas of these schools and that is my personal view. As a leader I would say: what are the demographics of these schools? As we issue in the PPN's to schools and say to them your school needs to be transformed by this percentage over the next year or two. But, is the political will there? Because what government cannot run away from Meneer, is the poor performance of our township schools.

I: Yes …

DO1: We must talk about that if we talk about transformation, because ultimately the education is about the child and whether that child gets a quality … and, but to come back to you … my answer will be very clear Meneer, the staffing must be based on the demographics of the school and then we would give to schools, we would give them a staffing PPN and establishment … and I would have for them a multiterm implementation not a one year term, I would give them three to four years and say look, you are now based on equity, you are at 5% for coloured 6% in terms of the demographic it should be by 15-17. We are now saying to the school … "you must do that or your we will not approve your appointment", but that would then necessitate amending the relevant legislation like your South African School's Act, your Employment of Educators Act, your Employers National Education Policy Act, but that would be my suggestion to work on the same way as we work with the PPN and then we work with the demographics …

I: Just explain again your PPN?

DO1: That's your Post Provisioning Norms. PPN. A school gets an establishment, based on the number of learners for every year, so if you go up by a hundred you will get three more teachers, there's also a ratio, there's a basket the same we do with the staffing, we say based on your demographics you know the demographics you know the races of the different children. We'd say next year you are not in line without employment targets, you

see we don't have those targets. There needs to be a broad … consultative and through a study like this, Meneer, the consultation and the discussion and colloquial needs to start.

I: Wonderful. You've touched on one of your biggest problems, the township schools and their lack of performance in relation to the former Model C schools. Within such a framework would you think that by pushing for some form of transformation, could there be a plan to perhaps pull along some of these township schools based on the performance at Model C schools, perhaps to assist on the other side, how can we marry the two to come up with better results?

DO1: We call it twining Meneer. We have done that in the past, we've tried it in the past, but there's too much resistance and there's too much … To a lot of people, it's smacks on the past, you know, 'umlungu must come and assist me and for some people's pride it's just too much. So, we'll try it and we'll do it on a small scale, but it doesn't work on the bigger scale; there is some resistance. He is not performing, but the view is the department must support. So, the twining concept … we tried it all along, it just doesn't work. In Gauteng apparently, it's working with MECs … what's his name … he spoke on TV you know. Township schools and white schools, they have one SGB, I've never heard about this …

I: Hmm, and how does it work, how does it help?

DO1: Very true … no, it helps the township schools, those parents and these parents they serve one SGB, so they share everything you know, they share best practices, values but I just can't see how its working in practice, I can't see how workable …

I: But you say its working?

DO1: He says it's working, yes, and look at the results, there is no school that is under 80% ...

I: So, the results actually show that its working?

DO1: It's working …

I: And do you think that could work in the Eastern Cape?

DO1: Once again Meneer, the Eastern Cape is known for being politically strong and we always seem to be in resistance to these processes and projects, and this is the reason I

would say, really, it's my personal educational view, there is just not enough political will, the electorate is just too strong in this province, you know.

I: Within a framework like this, would you say that our black parents would be vital in terms of participating in … somehow in helping you transform these schools?

DO1: Mr Prins, you are asking a very poignant question and once again based on my experience and based really on my informed knowledge of the geography of these schools and the migration patterns, the black parent can afford it Meneer, his children are not in the township. In the Northern Areas there are bakkies and busses moving out from the township everyday going to these schools; the Model C schools and the Northern Area schools. So, the black parent … who have taxi fares and fees for these schools. So, the parent who are staying behind is really the voiceless, it's really the voiceless and they are crying with us because they say these schools are failing, I mean these schools get 3%, we pay all the teacher a salary the whole year how many millions? 3%. I mean 3% pass rate. So, do you want to tell me that the parents who was serving there, are there parents who have a voice and are vocal? Not at all, they are just complacent and just accept … but the ones who can afford and have something to say, he will just take his child somewhere else, that's just how it is. We call it voting with your feet.

I: Lastly Meneer, are you saying there could be a plan that can help, in the light of what you've said that should be done. **Do you think it can happen in Eastern Cape that the current situation of low representation of teachers of colour on the SGB and from within the school, be changed by using some form of transformative of framework that the department can prepare?**

DO1: We have two options; number one being the result of the natural process of buy in, in terms of transforming people's minds and getting the right people … but then the other could just be through legislation you see. So, this one works better when we transform from the inside where we have a consultative process and so on … but this one of the legislative framework is more effective although it would be a top down and there will be a lot of resistance. But any which way if I should say the compromise between the two is a colloquial and a discussion must start, and we people like yourself should initiate this process and get people on board, because when you talk to us are always too busy, I mean you've seen me today … and I never even eat my food …

I: I've seen ja …

DO1: … I'm just saying, we are always too busy, so this thing must change. I don't have the answer Meneer. I've given you my frank and honest views, but this thing is unacceptable. To me as and educationist, managing for 22 years, its unacceptable. But the irony is, I work well from those schools, because I don't have the power and authority to change their recommendations.

I: Thank you. Meneer, this research; the final findings of this research will be presented to the Eastern Cape Department of Education and it will be published on the website of the Eastern Cape Department of Education. Any of the things that you have said here might just come up as recommendations within the framework that the study intends to create. So, you would be fine with that?

DO1: Not a problem …

I: So, allow me to say thank you very much for your time and inputs, it is much appreciated, and I've said what I have said, that these findings will be published. Thank you very much, have a lovely day and it was very nice.

DO1: God bless.   **I**: Thanks … you too.

I = INTERVIEWER   **P2**= PRINCIPAL 2

I: So, good morning, uh, Mr Principal. Can I call you that? Uhm, thank you for setting aside the time and agreeing to have this important research interview with me, it's highly appreciated Sir. Take note that this interview is recorded to use for research purposes only. Also take note that you are under no obligation to give any information and should you wish to withdraw from this interview, you may so at any time sir. There are five opened ended questions, meaning a follow-up question might be asked to fully understand your response. So, it might be more than one follow-up questions. Please take your time answer and do not hesitate to ask me to repeat any of the questions if you feel like you did not hear or understand any of them properly. Sir, the first question will probably the one we just chatted about now. Are you familiar with the school's establishment for this year …?

P2: Yes …

I: You should, nhe Sir, I can't imagine not. Can you kindly explain and give those figures? So, yes, uhm, are you able to explain and give the figures for statistical information such as the number of the academic, uh … state paid staff, number of SGB paid staff, female and male including the number of the different racial groups at your school as it stands in 2018. I believe you …

P2: Ja, we got, uh … I can give you all those detail, but I don't have them off hand, but I can be able to give them to you because we have a staff establishment of 20 staff and a governing body position, I can't remember because we have different types of governing body staff. We have full time; part time and we have what we call intern-staff.

I: Those figures I can get perhaps a little later …

P2: You'll get them, I'll get them ja.

I: All right Mr. Principal, let me just give you a little bit of an explanation about the research. I'm sure you've read the information on the research. This is a PhD study and you will understand within a PhD study you make a contribution to the body of knowledge. So, the topic of this research is: *A Transformative Framework for staffing the former South African*

Model C school. In fact, this means that I would like to assist in building this framework, to assist the former Model C schools in the process of building transformation specifically with reference to the staffing processes. So now, this second question is about **what critical staff challenges your school experiencing for the last five years** I would ask, **and why do you say they are critical?**

P2: The critical staffing establishment is mainly to do with the staff establishment, because the staff establishment in 2013 we were allocated 33 staff. In 2018 we were allocated 20 staff. So, what that is … uh … a reduction of 13 staff members to offer the same quality of education and I mean, not just in the classroom, I'm talking on the sports field and on the cultural field, we've got to retain that number of staff. So, what we than had to do is create more and more governing bodies staff. Uh … and the biggest issue for us is being the financial implications of the staff establishment. To such an extent that we probably reach our threshold in the amount of school fees we could charge in order to accommodate to offer the same service.

I: Yes.

P2: The challenge I'm going to have is, in future if it continues to decrease the staff establishment … uh … because we are losing more and more staff … departmental staff … is that I will have to cut services, I'll have to cut subjects, I'll have to cut the offerings that the school can offer, because we cannot afford to pay from parent money and those type of things. So, that's the biggest challenge I am facing … uhm, when it comes to staff establishment.

I: I'd wish for you to give me more, but let's just stick to this one. So, what would you think, what would you say as a principal dealing with the Department of Education, why is that the case perhaps? *05:16*

P2: The case is not a unique to … it's not a Grahamstown thing, it's not an Eastern Cape thing, it's a National thing. And I think the biggest problem is the oversupply of teachers in some schools where you know the number of learners to the ratio number of teacher is oversubscribed and until they get the balancing Act right, then I think it will stabilize. The other issue which is the reason for it is (sneezes) I think it's a financial challenge with Education Department as a whole. So, I understand where they are coming from. They have got a certain budget with regard to salaries, so what they do they divide the schools

up in two different types of schools and into the number of pupils. So, it is a ratio number of pupils to the number of staff and depending on the type of school you're have. I mean whether you offer a lot of practical subjects or you're a combined school or high school or primary school the calculations differ, the formulation differs. So, we are a combined school, so we're a little bit disadvantaged being a combined school as opposed to just a primary school or just a high school. We are not only seen as just a high school, because we are a combined school. So, those are challenges … that is probably the biggest challenge at the moment is two for the same package for parents that we did five years ago that we can do now at a reasonable cost.

I: Why do you say it's a disadvantage when you're at a combined school?

P2: Because at a high school you've got subject choice. So, you would have the grades 8's and 9's would be normal … the 7 Learning Areas and when you get to grade 10, 11 and 12 you get subject choices. So, therefore the boys get split up into different classes. We don't worry about the numbers like even themselves out. In a primary school you have to have a teacher in the Grade 1 class, you have to have a teacher in the Grade 2, the whole day Grade 3, Grade 4, Grade 5, you understand? So, if you look at the College, we have a Grade 1 class, 1 Grade 1, 1 Grade 2, 1 Grade 3 and then we have 2 Grade 4s, 5, 6 … Now if I just put one teacher in the class without a subject choice, I will need 22 teachers and the department only give me twenty … including myself and the deputy. If I taught 6 out of 6 periods a day, I'd need 22 teachers, so if I went purely on the staff establishment, you would have to close the school down.

I: Sjoe … this is quite strange, because one would say that the Department of Education would you know … uhm … even prioritize actually school education as a priority and to move towards a one is to 25 ratios.

P2: Ja, they won't but most of the ratios are 1 to 30 or 1 to 35. So, we are a 1 to 30 ratio.

I: Is that acceptable, is that a manageable ratio, sir?

P2: Uh … it's manageable when there's no … if you don't offer a wide subject choice.

I: Ok.

P2: So, what it would entail in future if we had to continue down this line, we wouldn't offer a wide a subject choice, we would offer a subject choice. So, children would all follow the same subject choice be at Maths, Science, Geography, or you know at the moment they

can choose between Music, Art, Business Studies, Accounting. There's lots of choice. So, we'd have to limit that number of choices.

I: That means you will have more children coming in, because you'd have lots of choices.

P2: Ja … and it … the choices give … uh … you know not everyone is a Mathematician, not everybody is a scientist, so the boys that are not good at Sciences, we want to offer them an alternative which would be Business Studies or History and that, but we then might have to offer … We don't offer Science, we don't offer Social Sciences, we can only offer Business Studies this and that and … ja.

I: So, would you think that that would bring a smaller pool of children to the school than?

P2: It wouldn't be as attractive to the other schools that can afford it as a fee-paying school you see. Grahamstown is unique, because if you look at Grahamstown population then you are looking at your average salary which is not … can't afford the school fees as at other former Model C schools around the Eastern Cape … as a … if you go to Cape Town, or the pre-schools which charge more school fees as we do.

I: But it could be that people might still want to come to your school due to your extracurricular program?

P2: They would ja. You would still get a … we would definitely get a demand for school, because of the good results we have and what we offer, but I don't know if we can still offer, you know. So, you might lose to the private schools the better kid that wants a wider curriculum, a wider range of sports. So, you might do that, but it's debatable … *10:33.*

I: That's the one issue ... your staff establishment. Any other challenges regarding staff?

P2: I don't have at the moment. When I started, we had turnover staff, but we've got a very low turnover of staff at the moment, which … the only staff we have lost is due to the department's retrenchment package where our staff are going on retirement, so they've taking their retirement either earlier or in that year, so they haven't been replaced. So, that's the only really …

I: When you say slow turnover of staff, what exactly is that?

P2: What I'm trying to say is that we don't have many staff leaving or many staff arriving.

I: Ok.

P2: So, we don't have too many staff resigning. So, I don't have to appoint staff on a regular basis, because it's pretty stable … the stuff. We don't have lots of changes in our staff.

I: Does that mean that you will lose a significant number of teachers at a particular time, which then might become a challenge?

P2: It might become a challenge in the future, because we have quite a number of old staff and that have to be replaced in the next probably 3 or 4, that would have to be replaced due to retirement, so that is a challenge that …

I: Then you might even have a lower staff establishment in terms of numbers from the Department of Education?

P2: That's the danger. Hoping …

I: How would you prepare for that?

P2: Well, we are busy preparing, but I cannot … I cannot foresee the staff establishment getting lower than what it is … (laughing) … I cannot. I'm hoping it will never … I think we are at the …

I: You at the bottom-line there …

P2: At the bottom-line. To get lower than that we'd have to cut services, or grades ja … we'll have to cut something.

I: Any other challenges, Sir, in terms of other staff issues you have a challenge with? Uhm, can I make an example?

P2: Ja … no, I'm make an example, because I can't think of … uh …

I: Yes, yes?

P2: Just the normal … of staff … you know we have a lot of training of staff to deal with, mmm, day-to-day things and changing society, technology improvements, things like that. That's really that, but whatever challenges we face on the staff, we would try in some sort of aim to assist the staff in that way.

I: And so, how does your matric results, uhm … perhaps and one has this thing of looking at matric results whereas basically you have a performance right through your school upwards towards your grade 12. Uhm, any challenges in terms of wanting to get that 100% all the time?

P2: Well, we are wanting to get the 100%. We try and we were successful the previous year, we had only one failure in the last … we've really only had one failure. So, probably the last 4 years with only had 3 failures, in the last 4 years we had probably only 3 failures, otherwise we get a 100 %. Uhm … our challenge is to get the Bachelor passes up, that is what my … my aim is to get the bachelor's passes up, but yes, we are quite lucky in that we are a Combined School. So, we can see how they are coming through the primary school up through the high school. So, we know the challenging in Maths in the Grade 7, how do we deal with it in Grade 8. But ja, our results are good. Uhm, the only disappointment I have or what I want us to improve is the Bachelor passes where I feel that we can get an up present this year. We only got 70%, but we're hoping to push that 75-80%.

I: I was going to say that you might have a 100%, but how good is that 100% in terms of entrance to universities, because universities do have different criteria?

P2: So, I agree with you and that's why I say and it also, you know, we don't offer many practical subjects, which is also it's quite easy to manipulate a Bachelor Pass. You see, you could have lots of practical subjects and then 50% is practical the other 50 … so, to get an … you know an average of 50 is quite good there's more … how can you call it … to put it that way … as opposed to the only practicals we have is Music and Art as to practical subjects, the rest are all academic subjects. So, you know if we could get that right, the 75% with a whole lot of academic subjects, then I think we'd be, because then the chances of getting into university would be good and the chances at performing at universities would be good, because we've done analysis with Rhodes University because our boys go to Rhodes, and how they had performed as opposed to the other schools in Grahamstown and our boys have performed very well in comparison to the other Grahamstown schools.

I: Do you see any challenges regards to your staff to get to that, to that objectives? *16:01*

P2: No, no we've got very … I cannot … any boy that listens to the staff, that does what he's told, uhm … there is no reason why he cannot get a bachelor's Pass.

I: Do you have regular training for your staff?

P2: We have regular training … it's not supplied by the department.

I: Yes.

P2: We offer their training, but our training is mostly about getting to the next level, not so much content training, it's more about how to put information across, how to use I'm not so sure … even how to use computers, technology to improve it. How do we control your classroom better, how do you control this and how do you deal with boys as opposed to girls, you know your classroom management? So, we offer those type of … we get outside speakers in to chat to us about things about race that affect school boys, specifically boys, because it's a boy only school that will either help the teacher to offer a better service to the boys. Content wise, apart from the Education Department, we do … Rhodes University offers some of us … like me and the deputy and two other staff members are going to … Heads of Department … on management courses at Rhodes University.

I: That's fantastic.

P2: So, we offer those type of basic stuff. So, that that's … they handle more the academic side and we handle more the social …

I: You mentioned that you are assisting as a school in training teachers, in fact you made a joke when you said you do the departments work … uhm … how do you do that? Are they affiliated to an institution?

P2: I'll tell you where this all came from, is that we looked at our staffs establishment. We've looked at the transformation on our staff establishment. I and the deputy went on a transformation course last year at in Pretoria, sorry in Johannesburg. Uhm, and we looked at ways in which we could transform our staff.

I: Uhm.

P2: And whenever we've done an application form or an advert that is gone out to the newspaper, the number of applicants that are suitable for that particular post that are of colour, are very far and few between.

I: Oh.

P: So, we … in the last 2 years I think, I've managed to appoint only a person of colour in those posts. So, we then thought how do we rectify this, how can we do something about it and we've come up with the government body and with the Senior Management staff is that why don't we train some staff of colour, that could come into the school and teach in the school environment, studies through the system, get used to that and either we can employ them and absorb them into our staff establishment or we can then get them fully

trained and used to this type of environment they could then be employed elsewhere at another school where they've had quite a good … I think a good grounding as to how functional school works and a performance school works. So, we have start that program … we pay for their University studies, we ... house them in a hostel accommodation. An internship program not just through Unisa, through our own mentorship program and ja and then assist them with their studies and we help them through, and we give them a limited number of teaching periods, so they get Mentor teachers that help them through that program. So, at the moment we've got 1,2,3 in the high school and we have 1 ...

I: Fantastic, so you've got a plan?

P2: Yes, that's our plan to, because what you've got is probably 60-65% Xhosa speaking boy and we've got no Role Models for those boys. So, we felt especially in the hostel as well, so that's why one of the prerequisites was that they have to be in the hostel and they've got to do duties in the hostel and serve as Role Models to those boys, as well so that they can identify and see … and so far, so good, but unfortunately the governing body the parents are not prepared to pay for it. So, myself and the deputy have had to find funding for it.

I: Sjoe …

P2: So, it's been quite a challenge to find the funding for it, but so far so good.

I: Ja, I suppose that is a challenge …

P2: It is a challenge, but we've managed to find actually a parent from Saint Andrews that have been so impressed with the program that he might …

I: And this particular funding at least it can carry these boys? *20:50*

P2: Carry these learnerships, ye, we pay them a salary …

I: A stipend?

P2: Ja, not enough to survive, but then they get accommodation and they get food and they get laundry. So, you know really, it's just a bit of pocket money and they get that plus their varsity fees paid for plus we give them books and pens.

I: Oh so, you pay the varsity fees?

P2: We pay the varsity fees, ja.

I: And they locally at Rhodes University?

P2: No, they study through Unisa.

I: Oh, that makes sense. I suddenly feel good about it.

P2: (laugh laugh)

I: Now you've touched on some of the things that I'm going to ask you in the next one or two questions I'm going to ask you, and it already seems that you are having a plan. Is your main aim to retain those teachers, surely?

P2: Yes, that would be the aim. Obviously, you just don't know which ones are going to be the good ones and which ones the bad ones (laugh laugh). Some people are better you know teaching at the boys' school or a co-ed-school or high school or combined school and we're obviously selfish anyway we'd like to retain obviously the best of the best.

I: That's perfect.

P2: And then … but keep rolling the sons. We've got 3 this year with … because then maybe we can increase it another 2 or 1 after that every year, so that we've got a pipeline of staff coming through … that's our plan ja. So, we'd love to retain some of them to our staff.

I: It's wonderful.

P2: That's if they want to stay. They might not want to stay after the year, but we'll definitely want to retain them.

I: From that I would take the reason why you are doing this, there must be a critical staffing issue why you would go this length to train particular boys that are from a particular disadvantaged background I would say?

P2: Ja, from a different race group.

I: From a different race group, so they are must be a critical staffing issue why you are doing that. So, that would bring us to that staff establishment that I wanted to ask you about. How many people of colour or teachers of colour do you have?

P2: Ja, a problem the was that we didn't have too many teachers of colour *23:08* and when we appointed the idea was that in that appointment process, that we look at these two equal candidates we will choose a person of colour so that, you know, we start be more representative, but we've just never got either they weren't qualified or nobody applied for that particular post.

I: That is what brings me to this question. I'm really happy that you've touched on that. Based on the demographics of your school does the school reflect a balance between the number of learners against the number of teachers from the different racial groups at your school or is that a challenge?

P2: That's a challenge. Ja, we don't represent the colour ratio, we're not presentative of that.

I: The follow-up question would then be, what are the problems associated with that?

P2: The biggest problem is that we don't get applicants.

I: What do you think why is that?

P2: I don't know, my fellow colleagues at many of the schools on your list here, we often sit with that and I belong to a (sigh) … group of Headmasters, all Boys Schools Headmasters. We have a conference one a year and that is the topic of the conversation or a topic of us in this meeting, as how do we address this and from a high school …

I: In KZN?

P2: No, no … he was at … another high school. He left teaching, in fact he offered that transformational workshop that I went to in Pretoria, because he spoke to us at the last conference in Kimberley about this issue and how we addressed it and how different schools have done it, and he's come up with, came up with the idea of these internships and that's where you know, we reflect on to it and that's why and a whole lot of different things they gave us ideas on how do you transform ... actual transformation.

I: Are there any other … it's good to mention some of this, besides now just restraining these guys?

P2: So, for example the other things which we introduced consciously, is that when we get guest speakers we try and get black old boys to try and understand, so boys can say, "hey the guy have achieved they have done well, these are our Role Models. I can also achieve, I can also be a senior … uhm … so, you just needing more and more of that, uhm … ceremony we've changed you know, in a sense of what is inclusive in that type of things, so that the boys can feel … a part of the history of this school, you know? My father might not come here, but you know they fought for freedom so that we can come to the school. So, that type of stuff that we consciously have done to make ourselves

more inclusive more transformed and things like that. So, that's really our aim in the long run to be totally transformed.

I: Sir, this is fantastic to hear what you are doing here. How has this been perceived by your parents mainly your governing body?

P2: No, absolutely fantastic ja, 100%.

I: Is it just that they can't afford to pay … uh, for these?

P2: Ja, they can't afford to pay, it's a budgeting constraint.

I: Ok.

P2: So, it's like they cut my bus budget, they cut this budget and that budget, because the biggest problem was that we had to pay our current staff first and then we include that, but we still got to you know, cover the books electricity water, this, that, it was just a budget constraint.

I: So, from your side in fact you are on the governing body as an ex officio member, so it's been perceived very well?

P2: Ja, 100%. Where they do pay is for the books and the varsity and that you know they just don't pay the salary, so we pay for that.

I: You've also mentioned something about, "I want to go into this cultural issue." Every school has an ethos and has a cultural … So, are there any challenges? There might be, because you've mentioned some Role Models. So, I wanted to ask you, because of the fact that you have so few numbers of people of colour, you might have, but let me first ask you, but you did say the ratio, that you did not have enough teachers. vs ...

P2: I don't know the stats ...

I: But what are the cultural problems that that staff experience in your school in terms of … I'll give you an example: one of the schools said that normally and I mean I have experience of that from where I was coming from and … uhm … where I was teaching, there is a problem with for example black boys in terms of cultural issues and respect vs your female teachers and so on … .so, are there … such challenges?

P2: There are those challenges. I don't think it's so much cultural, I think just it's … uh … I think people generally incorrectly say that it's a cultural thing, but it's just a discipline issue, you know you got to respect your teacher you could respect of women or white or

black whatever it is. So, the same child would have a problem with in a white teacher's class you will have the same problem with him in a black teacher's class ...

I: Yes.

P2: And the same issue we have. So, if it is just with one then I will deal with it and try and find out what is the actual underlying cause of this. But generally, boys, who know we say when you at a boy's school you've got to respect females and that's like the ethos that I try to instil. It's not always successful … uhm … but ja, within the culture the boys themselves sort them out where they go to the bush and then they men when they come back, as opposed to you the boys that are not men, so the respect they show amongst each other … uhm, but they themselves … uhm, have worked out the packing order for example, you get a head boy that's not a … that hasn't been to the bush and then you've got other prefects that tell them what to do, but it's just a question of managing that relationship. But the boys have been pretty good with that as to how do they manage that … Some option, we had guys that have opted not to be head boy, because of the manhood story. But that's because we always ask them and say to them, we want to make you head boy, are you happy to accept that position? Now they say yes or no. If they say no, then we ask them why and we try and convince them to do it, but if not, that's fine, because they've been voted by their colleagues. So, those … men have voted him as head boy, so we try and encourage … we only had one since then, ja.

I: I wanted to say, one of the principals, one of the previous principals I've interviewed said that they had found that, when they have these issues at the school, the teachers of that particular race that they employed, is then easier to call in to actually remedy the situation.

P2: Yes, that would be that would be my how can you call it … if there was an incident like that, I would call a teacher to go and see if he can resolve it, cause it's very difficult for me that hasn't gone through that … the ceremony the initiation to understand and I don't want to interfere into that. So, I get my Xhosa speaking teachers to go sort that out.

I: And of course, if you raise a bit of your staff establishment, if you raised your colour in terms of your demographics, you will have a more acceptable environment for people of different colour?

P2: Yes, I'm sure we will.

I: And they will actually enforce and strengthen that ethos?

P2: Ja. I hope so, ja.

I: That's good, thank you very much for that sir. Now, the fourth question is, does your school experience any challenges with regards to transformative staffing and I think you would probably know by that … uhm … employment of teacher from disadvantaged backgrounds that we are talking about. So, what are they and what would you suggest to the SGB of the school to address such challenges … you've mentioned quite a number of these now?

P2: We've got challenges ja, but the question is how do you address them? We keep abreast with it in a sense that we employed people that we can. Our challenge is that we just haven't had applicants.

I: And I'm actually sure that you have already suggested to or recommended some things to the governing body, such as your plan with your training of these particular ...

P2: That was a plan as a resulted of not getting through the normal advert and employing. That was a result of that, because we thought we could, you know by advertising the 2 or 3 posts we've had, but we haven't had the applicants you know.

I: Just a follow-up on that, how do you advertise?

P2: We advertise in the newspaper.

I: Is that the provincial one or just a local?

P2: The local and the Herald. We have done even East London at times and we've had …

I: That means that people from all walks of life could come and probably … *33:31*

P2: And we've had people popping in here looking at that. Uhm … another thing what we've also done is that when we have Rhodes University … the training of the teaching we specifically ask them can they send us … in key subjects like Maths and Science, because if a teacher is teaching Xhosa you want that teacher who can teach Science and Maths. All the interns that we've got are all Maths teachers and that was a conscious decision, you understand? So, so it's not just to say … it's a question you know, when you just … the only black teacher you have is a Xhosa teacher which is wrong, you understand? Because many of our white staff that can speak fluent Xhosa, in fact most of them can. Uhm … so Maths teacher. So, we then ask them please can … cause from

Rhodes many of the students … because we get the most of them here. They enjoy coming here, but to send us your Maths black or your non-white Maths teachers and then we can look and see can we employ them. And we had about two of them last year we were keen about, but they have been poached by schools in Johannesburg.

I: Yes, there has been that stigma that people of colour are not good within Science and Maths?

P2: Yes, it is a stigma. So, you've got to get rid of that stigma … that's why specifically guys that we've got now … ok, one is a Geography teacher, the other two are Maths teachers in the high school.

I: There's been one just down the road in Bathurst one of the very good Mathematical teachers. He has been from an interview from the Department of Education. I've heard that that is one of the guys that has had so much good results.

P2: He's in Port Alfred somewhere?

I: He's in Bathurst, I think.

P2: Bathurst, yes. I've tried to get him here …

I: Is it?

P2: Yes, but you see that's also the bad thing because I approached him and so, he doesn't want to come teacher here. But if he leaves that's school then what's going to happen to that school?

I: Oh, I see.

P2: Do you understand? Apparently, he's very, very good.

I: So, that brings me to this question sir. Do you think that these teachers of colour, do they have a fear maybe, a fear of the unknown, a fear of the former Model C environment?

P2: It could be. I suppose if he didn't come through Model C schools, he than might have a fear of the school mainly because of the unknown. Because of the … uhm … The concept of Model C is confusing. The problem with the Model C or not so the problem, the fear comes from because you've got fees-paying parents and the fee-paying parents demand certain level of teaching, of results and extracurricular.

I: Yes, yes.

P2: So, I cannot say to a parent, "Sorry, I don't have a rugby coach this afternoon or I don't have a choir person to drive the bus," because they are saying, "I'm paying, I'm

paying money to send my child here. I demand that level of service from the school." Uh … which puts a lot of pressure on the staff teaching in this environment. So, we've got to make sure, me I cannot have absenteeism, I cannot have laziness, I cannot have staff not wanting to do certain things, you know? So, I've got to have that. Uhm … so, I think that perception comes that … it's different to work in a Model C mainly because of, not because it's our school or … but because the parents that are paying for the service.

I: I understand that.

P2: And I think, that's where the difference comes in.

I: I've been there …

P2: Where have you taught before?

I: I've taught at another former Model C school.

P2: Ja, you'll understand?

I: Yes, I understand that fully … "I'm paying your salary."

P2: Well, they don't pay my salary, but the parents you know so that's ...

I: But that of course doesn't say that people of colour are lazy, not up to scratch with their work …

P2: No, it's not at all, but what we are saying is, I think the perception of that: "I'm scared of that environment where it's not just their Headmaster who is watching me, it's also the parents watching me …

I: Yes … And I'm not prepared to be watched?

P2: Or not that, it's just that, "I don't want to work under that …

I: That pressure?

P2: That pressure. Some people enjoy it, some people don't enjoy it. So, but it is definitely a different pressure.

I: That could be one of the reasons why you don't get any applications. The other one is that I wanted to ask is, about your criteria that you put forth in your advertisements. How is that … is it not scary, is it not too high, the bar set too high?

P2: Well, it's what we expect. So, we expect you to teach a certain subject and we expect you to offer an extracurricular activity. We expect, because at a school like ours, every staff member is expected to offer a winter and a summer activity and maybe another activity, maybe an administrative thing. So, if a staff member doesn't do this, say a sport,

then they're expected to do a cultural activity. If they don't do that, another staff member has to do it in their place and then it creates a staff dynamic of "why are they not doing it, but I'm doing it?"

I: Yes.

P2: So, we make sure that every single staff member does their fair share of what it is. It doesn't always have to be sport, it doesn't always have to be Culture. For example, we have a … our Science teacher who is not very sporty, not very cultural. So, what he does he offers, in fact there are two teachers like that, that's offering them extra Maths every single afternoon. So, we have extra Maths every afternoon, so that would be his contribution in the afternoons and not just …

I: Yes.

P2: He won't go home at 1:30.

I: One of the departmental officials in the interview, mentioned the fact of when schools advertise … uhm … and I've actually sort of responded to that. The person said that we know that these black teachers from the township are not good in rugby for example, of coaching rugby or cricket and so on. But the advertisement than would say "particularly those areas of certain extracurricular activities," which means that you could push away a very good Math and Science teacher, but because of the extracurricular? What's your take on that?

P2: They don't have to be an excellent rugby or excellent cricket coach. There are two main sports who are rugby and cricket at a Boys School. We offer 65 Sports at our school which is only 5 teams of rugby and I think 22 teams are cricket. So, we need to do that particular … you know, it doesn't mean the guys who come in here, are going to be an excellent rugby or cricket coach. We just expect them to … we'll do the training. So, it doesn't disadvantage someone if they're not a rugby coach or not this or not that. In fact, our interns are more soccer coaches and there's one cricket coach, you understand?

I: Yes.

P2: But what we realized is, what if you're advertising, let's say you must be able to coach a winter or summer sport or specifically rugby or cricket, so that when they arrive here and you offer them the job and you say, "But you agreed to coach rugby or cricket." Maybe at a lower level, maybe at a C-team or D-team or a Primary School level, but it's not going

to disadvantage someone from not getting the post. If he's good Maths, we will take him first irrespective of if he could not coach cricket or rugby. The key area the core is the academic side.

I: Yes. I am sure you are the resource person for the Department of Education when it comes to interviews and shortlist?

P2: Yes, that is correct. *42:12.*

I: Those processes there, anything any challenge that might come up you think about that might, you know …   What about the interview questions, is it of such a standard that people might be unable to answer these questions?

P2: No, no we got a very competent governing body that are actual managers. Ja, so the questions are agreed to … uhm … they are just more to find more information from the person. There's no right or wrong answer, it's more just to find information about the person whether they agree or not or whether it's in their best interest to come along or not.

I: Yes, thank you Sir. The next follow-up question was, **are there any plans or do you have any plan from your side as a principal in terms of equity** … but you have mentioned to me …

P2: Ja yes, we definitely …

I: You've mentioned to me what you're doing … are you looking forward maybe for females?

P2: For?

I: Female teaches?

P2: Oh … we've got too many (laugh)

I: (laugh)

P2: No, because we're a Boys School, so I'd like to have the majority males … that's me personally. Whether that's the right thing or not, I don't know, but I think at a Boys School you have to have, plus obviously the sports that we have being cricket and rugby. Even the males and females can teach it, but yes … but you see our biggest problem in our staff establishment … imagine if I still had 33 staff, how many people I could employ?

I: It's interesting for me … according to the statistical information, but you've answered very well on this is that in 2012/13 you had two appointments … in 2013/14 you had one,

in 2014/15 you had one, in 2015/16 you had two. One of those … the number of those appointments was one coloured female in 2012/13 and one was a white female in 2012/13 and then you had six males in 2012-2016. I was going to ask about this type of figure?

P2: Yes, a lot of them of course are promotional posts.

I: Ok, promotional posts?

P2: Uhm … .so, that's from internal not necessarily internal and some of them were a result of they were in temporary positions what year was that when they were six?

I: Uh … six white males were in 2012-2016 … over that period.

P2: What happened was, that the department hadn't employed anybody, so what they then said to us was, "put the guys that were in temporary posts, into permanent post." So, it actually wasn't even a process.

I: It was just like the Collective Agreement 2017 of November.

P2: It wasn't in my time, it was just before I arrived here. I only arrived here in ...

I: I see you've already answered this, because my question would have been, **why is there such a slow form of transformation in terms of those appointments?**

P2: That is the issue it's one, and the other issues is that of a slow turnover staff. If we've got have six staff that resigned, then you have to appoint six, then it would be easier, but we had one last year, so that's the issue.

I: It's almost difficult for me to ask you, because you have already given so much but, this question is, are there any Legislation (formal documents and policies from the Department of Education) that guides you as the SGB in terms of transformation with regards to staff employment and if any, how do you and the SGB implement them or use them to advantage the school or to address those challenges?

P2: I'm not aware of any documentation you know regarding the transformation at the school to staffing. We're just our own ... you know, with regard to address it and the reason why we are addressing is no other reason than the fact that we have … it's just the demographics of learners.

I: Yes, this Legislation that I looked at is number one, the Constitution: Do you favourably comply with the values of the Constitution, specifically to the Bill of Rights, the Second Chapter? Do you use, when you … the Constitution?

P2: Yes.

I: So, you do use the Constitution. And then there is the Employment of Educators Act: whether you look at those areas in terms of when it comes or when you want to employ for transformation, if you use that document as a guidance? And then there's also the Equity Act: I think those three are some of the main Legislation that are, to all of us … our exposure …

P2: But, if you look at the number, it would be interesting to stats, how many blacks teachers opposed to white teachers are in the country … it would be interesting to see what that stats are.

I: You mean what the stats are in terms of how many whites are qualified and how many blacks are qualified?

P2: Ja, how many black teachers and white teachers in the country.

I: What is your take on that, do you know?

P2: No, I just know when I go to headmaster Smith meetings and the whites … there's just a tiny little group there. So, it's a very small minority of white Headmasters.

I: But, to come back to this one Sir, do you use those documents?

P2: We do look at it, ja.

I: Are those important documents to you, sir?

P2: Yes, very important yes. People come back to them, they come back to look at those documents you understand and our governing body, we've got lawyers and HR which refer to those documents.

I: Sometimes the case, I'm just making a statement … the legal part will take care of that … You know what I'm saying? If you do have a legal team obviously you would say, "you would take care of the legal issues," but I'm saying within the interviews: when you have your shortlisting, when you have your interviews do you use that Educators Employment Act or the Equity Act?

P2: We do that, you know mostly guided by what the department sends us. So, we use mostly whatever they say and what the process … everything. We just follow that guideline step-by-step.

I: One of the documents that one of the Circuit Cluster Managers in the interview mentioned, he said that they are using the PAM document, the Personnel Administrative

Measures document any had a page out there. … I cannot recall now, specifically which paragraph in which chapter that Outlines the process of shortlisting, what should be looked at and so on and so on … are you using that PAM document?

P2: Yes.

I: And that would probably be the main …

P2: It also looks at the requirements for each particular post. So, if you're looking at a deputy, what is expected to do, and your questions go according to that, you understand?

I: Yes. Someone else also mentioned that the school should actually have an Equity Plan, a plan that the school have.

P2: Yes, we devised our own Equity Plan in our … what we have, uhm … we went on a course ... not a course … we went on a staff development for a weekend and we devised a 5-year plan of which included in that it has an equity plan and how we are going to address that. We went on that transformation workshop and the result of that, we also did the internship as a result of that. So, we are implementing the plans that we set and with the identified areas of weaknesses and strengths and that.

I: It's very satisfying for me to hear that you've been involved in transformational workshops. It seems, and it looks as if you want to bring about change, positive change because many people just think about transformation as: "argh, people are just going to just come and take over and what, what, what." So, transformation doesn't really refer to that alone, but it comes with transformation of your Curriculum, transformation of your school itself. And I'm so happy that you have given me some positive information on that. I read you the … I see that you were founded in 1873 and you have a long history and your mission is to develop every people and teacher to the maximum of his or her potential in scholarships through academic endeavour, to inculcate sound moral in spiritual values and to consolidate a positive self-concept and respect for others, to promote individuality and independence of thought character and personality growth involvement and performance in sport, cultural activities and community, etc. And the one that stood out for me here is this moral and spiritual values to consolidate a positive self-concept and we spoke about these children of different races of colour … uhm … in terms of self-concept and self-consciousness and self-respect. You totally believed that, by making the

demographics of the school more representative, it will probably tie in with into that mission statement?

P2: Yes. We've had ... workshops with the boys and we had these discussions as to say, "how do we … what would they like to see?"

I: What was the response from those boys?

P2: Yes, black teachers teaching Maths not just Xhosa and that type of stuff. Yes, so we are making an announcement in Assemblies, speakers and that kind of stuff. So, lot of it come out which we've implemented.

I: Oh, you are a principal with a Mission. I see. Sir, I think we moving to the last question and this one now is one that I really would want your input, because that actually would strengthen this research in terms of the recommendations that one will make in the end. If a transformative framework (and you have done some of the things now already). So, **if its transformative framework for staffing**, like the one I am trying to build, **is to be implemented at your school to guide future staffing processes, what would you recommend to the SGB of your school and why would you recommend it?** If we had to have a framework and say, "guys, we have this framework for transformative staffing, these are the things I want to suggest or want to recommend to you as a principal what would be that?

P2: Me?

I: Yes, as a principal.

P2: I would like to have a representative staff that the pupils buy into, the parents buy into, so that the parents the community and everyone and what we want at the end of the day you understand? Uhm … which changes with the way communities go, the way the society is going and so on.

I: What other things would you say? Do this, for example you already took an initiative by training these youngsters to become part of your staff. I'm trying to get something from you as to say, "I want to recommend, let us train people from …"

P2: What I'd like to do, is to encourage our own boys to become teachers. Our own current school boys to become teachers, you know? So that from there, we put them through our interns, but our interns have come from other schools, other provinces, other areas. So, it would be nice to take our own boys that comes through the system and say, "we either

retain you or you go off to another school and do something for education." Other than that, maybe I'm not understanding you correctly.

I: Yes, what I'm saying is that there is a framework. Let's say the transformative framework for staffing we want to implement a framework saying, whenever we advertise, it must be within this framework. What are the things that you are going to say to the SGB? "Guys let us put this into our advertisements or into our … whatever the plan might be … or into our equity plan? Do you see any, maybe do you see any criteria that you could suggest into advertising when you advertise for the post into those criteria?

P2: Different to what we do now?

I: Yes, different to what you do now. For example, would you say … within those criteria that you're looking for a black Maths teacher for example … I'm just making an example.

P2: Is that right? I that Constitutionally right?

I: (laugh, laugh, laugh). I'm just asking …

P2: You could right there at the bottom that it's an equity appointment. You could do that. I don't know what … I'm hesitant to answer, because obviously I'd like to do something …

I: Within the framework of the law …

P2: Within the framework of the law and within the framework of … Uhm … I'd hate to do things wrong. I'll get advice on how to do it, but yes, it would be nice to word it in such a way that we attract a person of colour that would be first prize if you could word it so that you can attract someone of colour into that particular post.

I: And within the interview process and shortlisting?

P2: Since I've been here, we've had an interview for a Music teacher and there were two applicants, a white and a coloured applicant and on the score sheet they were equal. But we said let's make an equity appointment and take a person of colour as opposed to the other one and that was a conscious decision at the time, and I think the governing body agree with that sentiment. There's two people that are very even and we are going with the person of colour rather than an equity decision at our school.

I: So, would you agree with me when I say that you are very Central in your staff establishment and in the appointment of teachers at your school, even though the government body is doing that, but I'm sure you are the one who are looking for the ...

P2: I'm the one that guides them, yes. If I've been here for 10 or 15 years, I've only been here for three. So, you know … and then I've got to answer to the public and the Education Department. So, I say this is my firm view on it and they are conscious and sensitive enough to understand that that's the way to go. If you don't think that way, then you mustn't be, then you can't then you're not in the right place.... and everybody agrees with it you now? I've never had a problem with that on the government body. I've never had an issue as to where we are going. When we said internships, we had white interns Foundation Phase which we don't do anymore in terms of equity … only of colour. We now have two coloured ladies and three African gentlemen.

I: Well, I want to wish you good luck for the future, Sir and for what you are doing and the plans that you have for the school. I really, sincerely hope that it will pay off and that you will end up at a stage where you can boldly say that this school, is fully transformed and are fully representative of the different demographics …

P2: Our pupils are fully transformed, from every race group fully transformed and I think with success. So, you can go and look … I'll show you now in the hall, they are doing inter-house volleyball. Uh … it is like … we have very, very, very few issues.

I: That is what this research is about, because of the demographics of the schools in the sample that are fully transformed, but a lack within the staff representation.

P2: Yes, well that's a challenge I think we all face. I think all the schools you've got there.

I: So, allow me to say thank you very much for your time, Sir and your inputs. It is much appreciated. The final findings of this research will be presented to the Eastern Cape Department of Education as a prerequisite and published on their website upon the completion of this research. So, thank you very much!

P2: It's an absolute pleasure!

APPENDIX L3: INTERVIEW TRANSCRIPT – SGB

TRANSCRIBED INTERVIEW (SGB1 SCHOOL A – FILE A 03/09)

I = INTERVIEWER (C/M)   P1 = PARTICIPANT 1 (W/M)

P2 = PARTICIPANT 2 (W/M)   P3 = PARTICIPANT 3 (W)

P4 = PARTICIPANT 4 (W)   P5 = PARTICIPANT 5 (W)

I: So, good day ladies and gentlemen … uh … and members of the SGB. We are quite happy, I am quite happy to meet up with you and when we talk … is it possible that we can just talk a little bit loader so that we can have a pick up on that microphone. Thank you for setting aside the time and agreeing to have this important research interview with me. It is highly appreciated. Please take note that this interview will be voice recorded and use for research purposes only. Also take note that you are under no obligation to give any information and should you wish to withdraw from the interview, you can do that at any time. Uh … there are a few questions … I would call it five questions that I want to ask you, but these are open-ended-questions meaning there would be a question maybe following on a question to just get clarity or just to … that's open-ended-questions. The first one then, if we can start … uh … in your situation at the school, "**What are the critical challenges with regards to staff employment experienced by you as the SGB of this school over the last five years?**

P1: Uhm … when you say staff employment, are you talking about uh … departmental staff, or are you talking about staff in general?

I: Yes, staff in general, but if you want to perhaps uh … you want to classify them into those two categories …

P1: Yes.

I: It's fine …

P1: Ok …

I: But it is still staff employment.

P1: All right. So, the first issue that we would uh … probably struggle … is the constant, uhm … year by year … uhm … lessening of the amount of staff … number of teachers

that we are getting from the state. It turns … put more pressure on the school employing staff and having to pay those staff from funds that are raised from parents.

I: Umm …

P1: And that just snowballs, because as the fees go up the parents struggle to pay and then of because it creates a problem in the school. That's the one aspect of staffing. The other aspect of staffing …

I: Could be perhaps … sorry … just a follow-up question as to why would you think that that is the case … that you have less and less staff members from the Department of Education? Is there any particular reason or is there anything that you believe why that is the case?

P1: Well, I suppose it all comes down to finances. You know, finding the money uh … to pay all these staff. Uh … let's take the Eastern Cape for example, but I do believe that one of the critical, uh, issues that the government have in face … uhm … is that … uhm … they've been paying for staff that aren't actually haven't … they don't even have a role in a school. Uhm …

I: Ghost staff …

P1: Ghost staff … and I think a lot of money has been over the years wasted in paying for staff that aren't there. Uhm, and that's created a huge problem. Uhm … and I think it's not just this school, it's schools in general face.

P2: I believe there's a general shortage of teachers. There's not enough teachers around. Every school says, "we need six and they get two."

P1: Because they don't have.

P2: Because they don't have. So, the training is not going through like it used to through the, uhm … training schools … loosing teachers. Uhm … there seem to be a desperate shortage for teachers. They're not being trained, there's no training school.

P1: Ja … and coupled to that, I think is the fact that we are seeing in specific subjects for instance Maths and Science there's a real shortage of teachers, cable of teaching those … qualified and capable of teaching those subjects.

I: So, you are saying you might have people that are qualified, but not really capable?

P1: There are those instances as well where they … the teacher might have the qualification but struggle to actually teach the subject … especially Maths and Science.

But then I also believe that there is a … besides a shortage of teachers … uhm … the shortage is definitely in the Science and Maths field.

I: You see with the struggle then; would you agree then to say that there might then be a problem in there training within the, uh, tertiary sector?

P1: Yes … I wonder if … in the training, and I don't know so I'm just … I'm speaking as someone that has knowledge about this. The question that I would raise is; in terms of teaching a subject like Science or Maths, how much of the, uhm … training that is given … obviously there's a lot of theory … how much of it is actually practical … where the student … the student teacher … is actually spending time in a classroom with a mentor and actually watching how these subjects are taught and what's effective and what's not effective in getting the information across? It's all good having the information, but how do you get it across to the learners?

I: Just in short, I know about uh … institutions uh … like the one that I am affiliated to … uh … within their teaching course there … every year there must be at least two weeks and so on uh … per maybe semester that these teachers need to be in a classroom, either observing or doing practical teaching.

P2: Or being observed, ja.

I: Or being observed …

P2: And uh … is there a teacher training college in the Eastern Cape that are producing teachers?

I: Well, you do have your FET Colleges uh … your TVET Colleges that are actually training teachers, but as far as the standard of training and so on is concerned, I don't really know it at this point in time. Are there any other challenges besides the …?

P2: Then … you know … we rely on the Education Department to bring out a Bulletin for us to be able to apply for a teacher. We have to wait for a Bulletin to come out before we can …

P1: It takes sometimes … six months …

P2: Six months … a year … for the Bulletin to come out. So, we then have to employ a teacher and pay them until there is such time that the Bulletin comes out, so we can appoint them properly through the channels and then wait for the department to back pay

that person or to pay us back the money that we have now advanced. So that we can keep somebody in the class.

P1: Bulletins does come out regularly and in this sort of … I hope there will be Bulletin next month or in two months' time, so we'll catch up then.

I: Yes.

P2: It's open-ended, we don't know when they're coming …

I: And that again is a budgetary maybe a national budgetary concern?

P2: I don't know how that works …

P1: Well, I don't know if it is … because, uhm … surely the budget has been set. They know that that specific post is going to be paid for this year. The fact that that teacher has resigned or being transferred, that shouldn't really matter. I think really the issue here is, if you look at business if you have an employee who gave you notice, you immediately look for a replacement. And often in a perfect world if it works out nicely, that replacement comes in just as that employee leaves or even better if they come in just before so that they can work together for a week or so and then … that we don't have in schools. That teacher resigns and leaves and where …

P2: Then we wait for a Bulletin.

P1: Ja.

P2: So, we could wait six months to fill that post.

P1: So, we would say, "surely when a teacher resigned, that post has to be filled shouldn't the Bulletin come out straight away?" Rather than … you know … just wait for months on end.

I: That would probably bring me to a follow-up question as to perhaps, what would be the staff establishment currently? And maybe if I can just say this, over the last five years has it been uh … worsen or uh …

P2: It's worse … you see five years ago it was twenty-seven children per teacher. The state increased it now to thirty-two per teacher. So, you can see we've lost teachers that way. Plus, then they've done away with all the special needs children. Or they … they don't count those anymore like they used to. So, we've lost more. Then they have forced us to teach uh … IsiXhosa grade one to three and they've passed us a teacher, but they have taken that away, they can't provide … there are no teachers. We've lost another

one. We had to bring one in and pay for through the governing body. It seems they slide and squeezed and squeezed and then they … at the township schools where there is a lot of, foreigners … foreign nationals, if you like. They don't count those in, because they don't have South African IDs. But they off the system. So, they're not counted in your 32 … but there are plenty of warm bodies in the class

I: Uhm.

P2: So, those poor schools are at a terrible disadvantage, because they can't kick those kids out of the school and say, "sorry now, this year we can't teach you anymore, because the rule have changed, and the government says we're not getting teachers for you." So, you know … the ratios have gone up … so now they've got 70 children in a class, because of all the foreign nationals … it's just getting worse and worse … it's not getting better. It's not getting better.

I: Well, maybe I should ask you also uh … and I would love to have a response from everybody … uh … listening to you and about your challenges you are having in terms of employing uh … I wonder the second question would probably be, in your view how much does the SGB experience your interaction with the Department of Education with regards to these particular staff employment issues that you had over the last five years or so? Would you probably be able to describe that?

P3: I am not in a position to really talk about that … you know we all have got specific things we do on the school governing body and …

I: Yes … ok.

P3: The chairperson and governor here are very involved in that. So, you know … that's why, I think …

P4: We are not involved in that …

P3: We are not actually that involved …

P2: That's to fees or to maintenance … or to that sort of thing … cleaning … and we will … you know … and they will be the (everybody laughing) … I suppose …

I: But surely in the end you make the collective agreement uh … when you agree for example to uh … to interview perhaps … to recommend … then there must be a general agreement amongst all the members of the SGB.

P2: Yes, there's a staff committee that will interview those new members if you like new staff whoever they are. That recommendation goes to the SGB who …

P3: They give us the recommendation and we basically say, "yes or no."

I: Ja, but please uh … you just have to … uh … you know … give us your general input. That is important what you think. I mean, you are also parents of the school uh … in a sense and you probably know uh … and about the experiences and the challenges that the school in general phase when it comes to staffing.

P3: Well, I will add something, uhm … a feeling that is going around is that the Department of Education wants to level the playing field and they don't want to have successful schools as such, they want them all to be mediocre. So, we get the feeling that they are reducing the, uh, teacher employment numbers and to leave … to level it up with schools in the townships so that we are not an elite school that we are not trying to be, we're just trying to really give our children the very best … and that is a feeling that people are getting … is that … they want us to be level played as everybody.

I: But surely, I don't think that you believe that?

P2: Yes, we do.

P3: Yes, we do ja …

I: Based on what … what is the …

P2: Well, we're a former Model C school where we are seen as being your white school even though we are 60-70% black. Uhm … white school, because the governing body is white, most teachers are white … the kids are white. So, we're a former Model C white school in a white urban area. Uh … the feeling is that the department generally cultivates the communist past principles and wants it all to be the same. They have not … they want the township schools to be the same level as our school, have the same facilities, the same standard of education, the same … they don't want this school to be stand up and be better than the other schools … it shouldn't be like that it should more be equal … you see …

I: Yes …

P2: So, it is really disadvantaged, because we are disadvantaged. We only get R150 per year per learner. Where your township school … they get R900 per learner per year, because it's a no-fee-paying school, but they get a lot more government support. Yet, no

government support … we have to get our moneys … uh … battle of things through our fees … uh … we have to charge fees.

I: Uh … it's a bit hard to believe … uh … in a sense that … there is a saying that uh … the so-called, uhm … black parent that can afford, uh, school fees at which ever school … that sort of children is not in the township at all, because the reason is for them to have a better education. So, I cannot see why would … and most of those people are in so-called good positions in the Department of Education … I can't see why they would want the school at which their children are, to degrade or to come to a mediocre level. It's just an input that I am giving.

P2: Ja. Look, I don't think it's comes from the teachers or from the department officials as such …

P1: It's higher up …

P2: It's higher upper than that. The Unions, it's the top politicians … at that level. When you get to talk to any of those chaps that works at the Department of Education, they're on our side, they love our school, they quite happy, they support us, but it's higher than that. Higher than that.

I: Ok. Let's go to the next question which actually ties in with what you are saying. Uh … and a big part of this research is about transformation. So, we've started right there at the bottom now to establish perhaps the situation at the school in terms of staff employment. So, the next question would be uh … and then we would probably uh … have a last question. Are there any gaps when we talk about, uhm … with reference to the demographical representation … you know where I'm coming from now ne … existing between the staffing needs that the school has, uh, and the need for transformational staffing processes … uh … that the Department of Education probably would want to see in the school … uh … and that we talk about employment of teachers from previously disadvantaged areas. Do you understand the question? If I must repeat the question …

P1: Oh … it's fine. Ja, I think … uhm … on the basis of interviewing and selecting … uh … teachers that you think fit the mole from what you are looking for, there is no basis … uh … for colour. Uh … I think that this school is quite open to that. Uhm … what we look for is the best candidate for the job at hand … and we have just employed an, uh, black … a gentleman a teacher into our Art class. Uhm … and he came very highly

recommended and with all the correct criteria and he got the job. So, I don't think … from … if I understand you correctly … I don't think that there's a problem from that side of things. Uhm … would we see more … uh … teachers from previously disadvantaged areas coming to the school, most certainly yes, but it has to be based on … do they fit the role that the school is looking for in that particular field, whether it be in the classroom, on the sports field or in a cultural … uh … program that the school wants to run. If the person fits, they must be given the …

I: By virtue of what you are saying … uh … your answer to this … uh … would you agree with me when I say than that there's still a gap between those needs and between what we would refer to as a transformative … uh … I don't want to use now … uh … perhaps white, Indians …

P1: Yes, ja no, no, no ...

I: So, would you agree with me that there are still … there's still a gap maybe?

P1: Ja …

P2: Yes, because as we are saying to you the teachers aren't properly trained. You know, that's why the people who are able to in the township, live in the township. They are able to afford … they don't want to send their kids to the township school. They say, "the standards are low, the teachers aren't dedicated they're not … they late and just come at eight-o-clock and they leave at two-o-clock and that's it. You know they're not interested in doing anything extra.

P3: They are not passionate …

P2: So, they're not passionate about it, they're not like our teachers that go onto the sports field and do raise and do fundraising and all the other things that we do extra. You'll find in the township schools they don't want to do that … and it's only a culturing thing. It's a cultural thing that … they don't want to work for nothing. They are quite happy if they were paid, they would do it … but they don't want to do it for nothing and that's why the fundraising does not work in the township schools. You know they don't have fundraising like we do.

I: I think you have misinterpreted the question … maybe … the question … uh … I'm saying is … uh … perhaps there is a gap between the staffing needs of the school, whatever that needs would be, and then that transformative employment … uh …

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employing people of disadvantaged or racial other racial groups … other than white. Uh … so, there is a gap when you look at the demographics of the school in terms of the 70% black and 30 % other. So, you would agree that there is still a gap …

P2: But there's nothing to fill the gap.

I: Come again …

P2: There's nothing to fill the gap.

I: There's nobody to fill the gap … what …

P1: The gap isn't there, because the school has decided …

I: No, I understand that absolutely … there is a gap …

P2: There is a gap …

I: But the gap cannot be filled based on? As you said?

P2: Nobody is suitable … there's just no suitable candidates. When we advertise, we get the candidates … we interview all the same and the Unions are here they monitor it … uhm … there's complete transparency, complete openness and we take the best candidate. Now, if that candidate was black, white, coloured or Indian, it doesn't matter. We would take the best candidate, or this school could be full of black teachers … could be.

I: Maybe for interest sake, what would you describe as those type of criteria that you are talking about?

P1: Well, first and foremost is the qualifications to teach the subject.

I: Qualifications … yes?

P1: That the qualification is in order. Uhm … and then there's, I mean if we look at the at our … uhm … the criteria that we always draw up before we interview … uh … the teachers it's with … uh … SACE Certificates, ID SA ID and then we start looking at the extra murals. Once that's all done, qualifications, SACE, all that stuff then we start looking at extra murals. What else can you offer the school? Can you coach a sport? Can you do something culturally? Do you have a PDP? Those are the type of things that we start looking at and that is probably where a lot of our candidates start falling away and you're only left with one or two at the top … uhm … that are able to do those type of things.

I: Would one of these criteria maybe be that, that particular … uh … candidate should fit into the culture of the school as such?

P1: I don't know that we have ever …

P2: We have grade that as a criterion …

P1: We've never looked at that as a criterion.

I: When I said culture, uh … I don't necessarily refer to uh … a white culture … I'm talking about the ethos of the school.

P1: Yes …

I: The mission statement and that particular school culture that is established at the school.

P1: Well, the only thing that will come into play there I would think … uhm … is that we believe in educating our learners, we look at it in a holistic way. So, it's not just about teaching English or Afrikaans or Maths for that matter. Education is about sport and education is about culture … uhm … it's about, uh, getting your learner to … uhm … to a place where they can leave school and go out there and make a difference.

P2: Ja.

P1: So, it's not just about the education … you know the classes … it's more than that. So, that type of holistic approach to it, we would definitely consider when we are interviewing.

P2: Ja, because our extra-mural activities are probably 40% of the school, with debating, with plays, the sport, the swimming, the athletics. Whatever they do, we encourage them. Uhm … and it's huge … that's a huge part of the school … that's why we have employed one person just to coordinate sport after school … there is so much on the go for all the learners … and the learners can choose whatever they like to do. Probably anything from anything … from squash to tennis to hockey, rugby … that's completely across the colour … that's not that whites are the elitist …

I: Yes …

P2: And that all the whites are playing rugby and all the blacks are playing hockey, it's not like that, it's completely intergraded. Completely intergraded.

I: Well, I should know because I know from the rugby …

P2: Ja (laughing)

I: Anyway, just before the last question then … when you employ these … uhm … teachers from these different racial backgrounds, once they into the school … uh … by

the governing body … is there a way of uh … to almost say, "looking after them?" Maybe seeing that they … do you have programmes that sort of see to it that they fit into the profile of the school … that they perhaps you know feel at home or … you know you should be feeling at home to be able to give your best …

P1: Sure …

I: So, are there any programmes that the SGB is running on that?

P1: Very important and I would like to say that and believe that in the last year in particular … uhm … those type of suggestions or those thoughts that you are making has become very prevalent in the school. Uhm … we've seen it in our … uhm … for our learners, but especially our teachers and uh … our Deputy Headmaster now is driving a programme like that … uhm … and in fact last year, it was every other Friday he would have all the staff together and he would invite a guest speaker. The guest speaker would come and talk about something specific to educators … to … help them grow … the teachers themselves. And then for new teachers, they have a buddy system. So, a new teacher would … if you need help you talk to so and so … and then also a mentor programme. So, uhm … if a teacher needs to, uh, his battling in a certain area, they know that they can go to that particular senior teacher and they would get the help that they need from that teacher. We also had situations where a teacher has struggled and really has been on the back foot and immediately, uhm, the staff come together, and they work out a plan to try and help … to try and let the teacher fit in. Give him whatever skill he or she is struggling with. We believe that is … can there ever be enough of that? Probably not, uhm, but I do believe that, that has improved drastically over the last year or so.

I: Is the governing body involved in that? Because that sounds like a managerial function. How much is it a managerial issue?

P1: That is from the School's Management Team (SMT) that meet every Thursday.

I: Anyone to add?

P1: Sorry, before you … excepts to say it is, we do have a subcommittee of the governing body that oversees academics and staff and they would continuously just check up on that …

P2: I just wanted to state that our governing body is divided up into portfolio's. So, issues come up. Those little sub-committees would handle it and you know that I don't think has

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been well implemented in all the schools. How to run the school, because there's the Management Team that do their side which is more academic and students and then there's the running of the school which the governing body is to do. They come to us and say we've got a problem; those toilets are blocked or whatever. We would appoint the teachers and pay for them. So, it's our responsibility to find the teacher to interview her and there's two parties that run the school; one on the academic and one on the governing side.

I: The last question than would be and now, I want you to listen very carefully to this one so that I can have maximum input from you. Uhm … if a transformative framework, because by virtue of the study I would like to propose such a framework to assist the former Model C school or the former Model C school in bringing about transformation whatever transformation that would be, but mostly focussing on staff transformation. So, the question would be, if a transformative framework for staffing your school had to be suggested, what recommendations, uh, do you think you as an SGB should be able to make when such a framework of staffing at schools, uh, is to be made or implemented? Let's say the that Department of Education is saying, uh, collectively saying that we need to, uh, do something in terms of transformation. Uh, what is it that you would probably suggest for such a framework when it comes to staffing?

P2: You have to understand the word "transformation."

I: Yes, maybe I should ask your understanding of transformation first of all? Maybe I must ask for your understanding of what is …?

P2: You know I don't understand what you're saying by transformation. (asking participant 1) Do you understand what …?

P1: No, you know I suppose you could go back and in time in this country … transformation would be and let's be honest we've been honest. Now transformation is where you would take a position, if you are talking about teachers so let's talk about teachers and see how can we get more teachers that are none-white into the school. That would be transformation.

P2: And not properly trained and transformation …

P1: Which means you going to force it.

P2: Ja.

P1: But if we're looking at a framework based on what we're saying there, and you can correct me if I'm wrong.

I: Maybe I should put it this way. That in the end it's going to be about, uh, representation of demographics of the school vs the representation of the number of teachers from different racial groups and we are talking about not only black we're talking about the you know the different colours under black, coloureds, Indians, uh, Chinese, whatever the case might be. So, the demographics of the school vs the number of teachers representing those groups. So, now we're talking about employment, staff employment transformation. So, that is transformation, but it doesn't mean it's the only transformation that would be there. So, I'm looking for what would you not only suggest, but recommend to the Department of Education if such a framework has to be implemented?

P1: Ok. Well firstly, just a commend on the transformation of learners or the demographics of the learners and then the demographics of the staff if we look at that first.

I: Yes.

P1: I think it's fair to say that the staff on this school, uhm, over the last fifteen years has been predominantly white, ok. Uh, we've been having good staff on our staff establishment that have been none-white and that's been great. But predominantly it's been white and yes, our demographics when you look at our learners is mostly none-white.

P2: Ja.

P1: So, I don't know that and I'm looking at this now from a learners' point of view and from a learner's parents, the make-up of your staff doesn't determine the make-up of your learners. Uhm, none-white learners and their parents will send their kids no matter what the staff look like the demographics of the staff. The second comment is coming to that framework that we've been talking about, I think the most important thing is what Mr Hawkins was saying earlier. Because if you have a teacher in a classroom that he has the ability to teach sums, firstly has that qualification has the knowledge and then has the ability to actually teach it. It doesn't matter who he is or who she is or what colour he or she is. Uhm, you are going to have a successful Science class or Maths whatever it is and that alone is going to draw kids to your school because they are going to want to

come to your school because they know that you've got a good Science department or a good Maths department. It's not about, I believe it's not about colour, it's about …

P3: Quality …

P1: It's about the ability to teach and then it doesn't matter … transformation doesn't matter … it's about the ability to teach.

P2: The transformation works both ways see, we've got schools in the township which are predominantly black. We couldn't send white children there, they didn't really want to be there. They don't speak … there's a coloured township as you know, active. After Grade 8 and 9 they like to come here because they learn, but they … the demographic you know, it's just practical. Little white girls can't go to the township and go to that school, they have to come to this school. There's no other school. So, this will be a school for whites. It doesn't matter the bat is the demographic. So, the transformation doesn't come into the picture. See, we can't transform the school any other way.

P1: We have a duty to the community …

P2: We've got a duty to the community.

I: Uh, but would you … is there anything else that you could perhaps, uh, besides this what you have said just now, uh, recommend to the department if such an … legislation would probably come out or any, uh …

P2: What are they going to legislate? Are they going to force us people? Force people to go to certain areas? It's a natural thing. This is for whites, because this is the only white school. And this school is taught in English.

I: I understand that Sir, you've just said earlier that the schools' learners, uh, and it doesn't matter whether this is a white school or not, the school's learners the demographics of the school is 70% black.

P2: 70% it is.

I: And based on that, would you think that the Department of Education would probably want to see more black teachers? In the school?

P2: No, why?

I: To equal that playing field.

P2: But it doesn't matter, it makes no difference. The people that are sending their children here, they're not crying for black teachers. They're quite happy with the white teachers or whatever teachers they want…

P1: They want quality.

P2: They want quality, that's what they're paying for. They are paying for the quality, because that's why they are sending their kids here otherwise they would send them to their school right down the bottom of their house…at half or a quarter of the price. So, they are happy to pay that extra because we've got the best teachers whether they black, white or Indian.

I: The same comment you made now, I picked up in another interview with one of the district officials yesterday … about the eminency of the parent wanting their children to be at a particular school. Uh, no matter what the cost, uh, or whatever the cultural, uh, background or what is existing there. All they want to do, even said that the parent was crying because she wanted her child to be at that particular school. But in the light of that conversation there has been some … some worries amongst the Department of Education officials with the particular representivity or representation of learners and children at that particular school. That's why I'm asking if there's any recommendations you would make if the Department of Education would want to enforce uh … because the school exist within a community … would want to enforce some policies or legislation to make that happen? You understand? When you look at the Constitution of SA there are some, uh, basic … especially in chapter 2 the Bill of rights certain basic things that eluded to transformation, but it's not really transformational policies. Uh, the Equity Act … you know, in terms of, uh, equity and representation of different race groups within certain … uh … institutions and so on. So, the Equity Act also eluded to … towards some form of transformation. That's why I'm saying … there's also now the one document that the Education Department is using is the PAM (Personnel Administrative Measures) document. Uh … and within that PAM document there are also some legislative … uh … issues that bends towards some form of transformation. That's why I'm asking from the school side … what would be if such … such has to come?

P2: That would be a disaster … that would be a complete disaster. If we were forced to take teachers who weren't up to standard us through the Equity Bill, because you got to have the numbers … that's a disaster, wouldn't it?

I: No, not that if those teachers are … there are brilliant teachers of colour, black, coloured and Indian.

P2: You are living in Kukuland, there aren't.

I: There aren't?

P2: No! Where are these teachers?

P4: I've dealt with the teachers that send their children to our school and when they come here, they say they want them here. So, I mean if they say none about their own school and they send them to our school …

P1: I'll comment, and I'll say this, that maybe those teachers that you just say are at Private schools. Because … uhm … let's be honest, the state of education, uh, in our government … all those types of things come into it. So, when a teacher is really a cut above, let's just say, uhm … it looks to me and it's not just a black or white whatever, it looks to me those teachers are taken by the Private schools who can pay them more, let's be honest. So, the salary, the package is better, uh, the working conditions are probably better, because most of those kids are selected. Uhm … and maybe that's where these teachers are sitting and that's why when we advertise, we're not seeing these teachers … coming. So, again it goes back to what I think my colleague was saying earlier, do we not maybe need to look at first how do we train more of our teachers, irrespective of where they come from. How do we train them to make sure that they are competent in the classroom … so that we can flood the schools with these teachers? And that than will then solve this problem. In future …

I: You were just now in disagreement with your colleague by saying that there are black teachers that are excellent and good teachers…

P1: Ja…my colleague is talking about what have we seen as our school.

I: Yes, as your school …?

P1: So, I'm saying and then of course you said no, but there are brilliant teachers. So, go ask that in the private schools … maybe that's where they are.

P2: We have seen it as we have it.

P1: Ok, the Art teacher … yes …

P2: The Geography teacher and … you know we've got a number of them … One she's the head of a department … I mean she's brilliant, let's face it … She's done the job beautifully. So, we've got them, but there's not a flood of them.

P1: Ja.

I: The odd ones that comes through?

P2: Like you …

(Laughter)

I: Based on this uh … this framework … what's happening … and this is quite interesting that was mentioned by one of these officials uh … a Cluster Circuit Manager, he mentioned one of the talks with one of the other officials in the Gauteng Department of Education is that they've got a plan where some of these top former Model C schools are actually twining with some of the township schools …

P2: We tried to do that.

I: To … and they said that's been working brilliantly … been working well. I might not say brilliant, but it's working well is the word … to be able to twin with them and to bring … instead of having one mediocre education level, to pull these schools up and bring them to the standard where you see or where you say you are, uh, in terms of what you need obviously. That is a strategy that that the Gauteng Department of Education is employing at the current moment. Do you think such a thing would probably would be sufficient or would help us?

P2: We've tried it. We've been to one of the schools and we've got a twin in. We've set with them and chatted to them. There's still, you know … their side is, we're looking for the hand-out. How can you help us? Having whatever we can give them. But that's all … you know, there's no twining. It's very one-sided.

P1: It's very one-sided … very one-sided. But I do believe that if it was maybe, uhm … if the department were more intentional about it … uhm … and perhaps it would be something that would work.

P2: It would have to be stretched.

P1: So, in other words if all the parties understood the purpose of this … it's not a hand-out, it's here to be able to work together and to be able to maybe impart knowledge, so

that the managing of that school becomes easier and more effective. If that was clearly communicated than I think something like that would work.

I: So, you are saying it should be a departmental … uh …

P1: Driven …

I: Driven thing?

P1: It should be driven by the department.

P2: It must have rules and it must have a structure … a proper structure. It can't be just, oh go and twin with another school …

P1: Ja.

P2: Go and talk to them …

P1: It's got to be formal …

I: Yes. Let's say you were the governing body …

P3: I was just responding to say, "do you not think the department should think about actually taking a group of teachers and really retraining them or giving them extra-mural or correctional, but extra, uhm … training to become a top-top-teacher? Because by twining, if the person hasn't got that basic top knowledge, by twining it is very difficult to give it to them. I would rather say, "take them in a cluster and really give them top-top-training", so that they come up, they are feeling confident, that they can go and twin with another school and feel confident. Not be bottom dog … be top dog with them.

I: I think the problem would probably be the time lost within that retraining and then the needs of the child at that particular point in time …

P3: Well, that's when I think the school holidays is when it should actually happen … and … I … I obviously truly feel that you will see a huge turnover, because when those teachers are confident in what they are doing, and they know that they on a par with the other people, they will give you of their best.

I: Let's say the Department of Education in your area, feel strong about this and come to you as a governing body and say this, "you have done very well over the last twenty years or hundred years, 100% pass rate over the last so many years. Surely there's something good that the governing body is doing. Would you be championing this?"

P2: We would be happy.

P3: Ja

P1: We would welcome it.

P4: Absolutely.

I: What are some of the things that you would probably start? Just maybe quickly five things you would engineer from your side?

P1: Well firstly, I think uh … finances … uh …

P2: It's the finances, the auditing … and with that goes the fundraising. You have to do … schools cannot survive with what the government provides. Let's face it, there's no money. So, you have to do fundraising and you have to make it fun and you got to make the parents want to do it. Because if you don't have a buy-in, you can't do it. The parents have to get involved.

P1: They need to understand why …

P2: And they got to understand why and for the good of their children … why is it good for their children. So, that's the first thing we've got to bring through. Get ideas into their thinking … that they think along the same…than you will see the schools flourish because they will suddenly have…oh we've got money for a printer, we've got money for that. So, we can improve the school and as they see the improvements, the parents will say, "we want our children to go to that school. Look how nice it is." That's what people see here. They see a lovely fence, they see love fields, they see clean toilets. They say, "we want to bring our kids here." That's how it's got to be done. You see?

P1: If there's anything to be added on what my colleague has just said, is then the staff itself. Uhm … you know … I think it's important that within a school and it goes for any business, that your staff are happy and that they are able to do what you've employed them to do. You've got to give them an environment in which they can work in. And, you know, if you start off with what my colleague has said, over time as the school improves well so does the environment and then you'll become … then you'll see a happier staff. And when you see a happier staff, they are willing to put in more and suddenly their teaching becomes better. And they actually want to be at school. Uhm … and then they are there at 07h30 and they work till 16h00…whatever the case is. It just snowballs. It becomes better and better.

P3: We saw a big change when we implemented the CCTV camera's, because the teachers than felt that they could control the children better, because they knew they had

a private eye watching them. We than looked at the cleanliness of the school, because there's nothing worse than coming into a school with filthy floors, dirty classroom, filthy dusty desks … who wants to teach in that? And slowly that changed and the whole thing was a huge upliftment in the teachers and then came the children. And that's why we will be honoured to have it … they are extremely happy here, but it would have to happen with those things in place.

P1: Ja, and some of those processes aren't huge steps and they're not costly and they can be done, and you can start with that. So, I think when you are looking at networking or, uhm … with other schools, uhm … I think it's really just to look at the management of the school and how to best create an environment where everybody, uh, at the end of the day gets what they there for. You know, whether it's been teaching …

I: So, lastly, coming back to your school, coming back to your teachers … uhm … so, you are having a happy staff?

P1-5: Ja.

I: Let's talk about the staff members from different racial groups, your blacks your coloureds that are teaching here…they are happy, and they are within a framework of support when they need it? Are we in agreement with that?

P1-5: Yes, yes.

I: And you make sure that that even develops further?

P1: Hmm.

I: Ok. Thank you very much. Thank you very much for this time and inputs SGB, it is very much appreciated by me. The final findings of this research will be presented to the ECDoE and published on their website at the end of this research. It's not only this school, I've got about 16 schools, four schools per district participating in this research including their principals … uh … including the district officials of the four districts I would say. It's a bit different with Grahamstown now, because we've got one … with Graaf Reinet, it's called Cacadu. So, there are quite a number of role players that are having an input into this research.

P1: We wish you the best of luck.

I: Thank you very much, thank you.