**Post coding summaries of transcripts**

|  |  |
| --- | --- |
| **School A** | Years Experience as Principal  I have started here in 2021 January, so this is my fourth year. So, its 3  years 7months now.  Principal’s perception of principal role  It is everything that concerns the school except the legislative framework that prescribe the role of the principal, principal in our school especially in the townships you must do everything, because you have a team that drags foot when they work, and you must control and be all over.  For instance, now I was walking around checking the toilets and so on, it is a daily activity I must check, and I consult with my team, cleaning team and I am asking questions why the toilets are dirty this time of the day. I mean they were supposed to be cleaned yesterday and to be cleaned in the morning they supposed to be clean the time is now 10:00 O’clock what is happening. Oversees everything, every aspect, every activity that takes place.  **Leadership styles**  Leadership styles applied by successful principals:  Without using the academic aspect of the question, I think generally the township principals one should be a person who is firm, one should be a person who is a disciplinarian, and one should be a person who has the eyes on the ground, because everything that happens you should be at least in touch and in contact with because as a principal you are very lonely in this seat and if you are only operating in a strategic way of saying I got my deputy’s I delegate work, I got my departmental heads I delegate work, I got my teachers their management departmental heads and so on and you do not really know what is happening within all these aspects as a principal them you might find yourself that you are not really in touch and in control of every activity that is taking place so one key activity as a principal in the township schools to ensure that you directly involved in what deputy do and what the departmental do.  And you go to classes and find out as to is the teaching taking place the way is supposed to be taking place and even interact with the learners and find out from the learners how they are taking the teaching environment at school and are they enjoying school and so on. So that you can find out what are soe of the challenges that they are experiencing then you can come up with some remedial measures to manage those.  Do you embrace a particular leadership style:  In as much as I am flexible in many aspects but in terms of the basics principles on what must be done. One chooses to be a disciplinarian because if you are not firm on what you are doing unfortunately you will find yourself that you are not in control of everything.  For instance, now its winter and both educators and learners are dragging their feet to come early because its dark its cold and so on. So, if you are not firm in saying teachers you need to be here at 07:40 sharp there is no compromise on that and you have to preach punctuality regardless of the situation so that you can keep that kind of momentum and if you are able to keep that momentum teachers are here and learners are here on time so that classes can start in good time and teachers should be in class immediately when bell rings and learners has to be settled in class without loitering and moving around. So, in that you are saving both time teaching time and you are protecting the curriculum covered in that space.  Training received in principal role:  Ther are actually couple of developmental programmes that organised by the district generically organised for all the principals and as a pretty new principal I would say many of the workshops activities and seminars they really developed me though I have had quiet some challenges in my work because I have never really had full time circuit manager throughout there they chop and change so I had to learn everything on my own on the way and asking my other colleagues as well on directions like these.  **Effect of leadership style**  Impact of leadership style on academic performance:  I think its great when I arrived here the results specifically for grade 12, Grade 12 results were around 87.5% and on my first year I managed to get 93.5%, on my second year I managed to get 96.5% and when I had to say at least I am in control of things now I can relax, I trust my team on my third year, whoop… thingswent down, then I went back to 89.8%. So that was our downfall last year, and I had to pick up now and realise that I don’t delegate much I do what I use to do. I don’t say you can do it, or you are able to do it, I had to be there on my own.  Because I was relaxing and trusting everyone else then things collapsed.  Vision of the school:  The prescribed vision of our school is written there…. A home that develops all learners for the modern world. We are actually intending for each learner who registers in from Grade 8 to remain in the school and to be the best that they could be. Understanding this kind of a community this is one I think if I can measure it is one of the most terrible communities around the Western Cape with lot of Unemployment, Teenage pregnancies, Drug abuse and all criminal activities that are taking place and most of our parents are kids themselves. So we got all those kinds of challenges we therefore have to understand that we are dealing with learners here we cannot delegate our responsibility and say go call your parent because even when a parent comes it will not make any kind of a difference therefore we have to take that responsibility as teachers to say you are everything as a teachers you have to be a parent in class, you have to be a social worker, you have to be a police and so on. So that, at least all our learners can align with the vision that we have of success. We say in every Monday during assembly we are expecting every learner to perform above 50% in all their subjects. Pass is 30% but we are creating that type of expectation on all of them so that they can stretch themselves. The moment learners think big of themselves and think that there is a principal who trust that they can be able to stretch themselves to that level then they will be able to stretch themselves though some of them will not necessarily reach that 50% but at least they have done an attempt to move from the fail zone. At least when they fall, they will fall closer. So, I believe in that kind of a strategy of motivating the teachers and motivating the learners to believe in themselves because they are doing things on their own for themselves and they will be able reach the greater heights  Adoption of leadership style from other schools:  Not for me leadership style is about the character that is what I observed overtime that however you lead depends on who you are as a person. If by your nature you are very moderate and kind of a person with a laser fair approach where things just slide to happens on their own that is within you that is your character now learning and therefore developing where you are and adjusting to something that you think will be working on your current situation needs you therefore to do that kind of a reflection and say I can see these people are winning this because they are actually doing this.  And it does not necessarily say that I will only learn from better schools than I do. I have learned lot of things good things from worst performing schools. I tell you two weeks ago if it was not last week, I was with one of the principals went there and asked for something one of the worst performing schools but from what I have learned there I said I’m going to implement it here because is working there is not say that because we are academically sound and therefore in all our areas we are excelling. We keep on learning throughout we put in somethings in what we have at least to better ourselves throughout ……  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  The department is expecting us to produce results and they would argue that they are supporting out schools financially and yet funding remains a key challenge in attained the desired grade-12 learner performance. The Norms and Standards are a very terrible funding model unfortunately. As early as 1994 we were sold something that we thought it was there, but it was not there. Even today parents believe that there is something that is called free education and there is nothing like that for the township schools. For those affluent schools then it can be a different to them for as early as Grade, I mean Grade 1,2,3,4 they are using English that is used across in all other subjects our learners need a kind of grilling throughout so that they can be able to grasp the content especially the not, not so much performing ones  And from the norms and standard that we are provided unfortunately that money only caters for electricity, caters for water municipal services so on and it falls short in everything else we want to do that is what is happening. And the infrastructure that we are in look, I think 2 months ago we paid R20000.00 and something thousand for only municipal services because of this infrastructure you don’t even know where the leak is even today, we can’t detect where the leak is. I’m telling you we are not using hat much water, but this will be the bill that will be coming from municipality, and we must service that bill whether we like it or not.  How principal mitigates funding challenges:  So it is quite a challenge to the extent many of the programmes that we run the after school programmes afternoon programmes including the weekend as well holiday programmes we rely on parents to fund those programmes but who are our parents I said previously they are not working they do not care they don’t even mind they have this mentality in their brains that education is free and therefore we should not be paying anything for the school. So, I don’t want to lie it is draining, its really draining me because I know the secret of success is through having all these programmes as strong as possible but resources do not permit us to go thus far for these programme  It is a challenge I don’t want to lie, as I’m saying it is a problem now that I’m sitting with. I’m intending and I have planned that we have Saturday classes especially this time around Saturday classes until they start writing trial examinations then we will have spring schools then we have various sessions as well throughout until they write every paper till the end. And all those programmes need to be funded because I need to get tutors to assist learners throughout. That is the problem that is what is not coming fourth (referring to donations from parents). In one class, my deputy was in that class and I asked her to engage them and they told her some of my learners I took them to a programme that is called Kutlwanong some is not all of them but they are saying in that class we are in Kutlwanong and therefore why do we have to pay this amount and this was discussed as early as last year it was discuss in the beginning of the year this year I had another meeting as well with parents everyone knows that they have to contribute but now they do not want to contribute and we don’t have sufficient funds to run our programmes and obvious if we do not put our pedal I mean our foot on the pedal as we use to there will be a clear decline velocity of the move will definitely drop. There is a great corelation in that if I can make an example for instance to those affluence schools if a learner is perhaps weak in maths the parent has got resources the parent will take a learner to a certain tutor the learner will go there until he or she is at least in a better position of understanding maths so it is a similar thing because our parents cannot afford those therefore we create space here looking for tutors so that they can through them in every subject at the end of the day when they have to write at least they are ready and if that process is not happening unfortunately we are not winning the battle. Because of these resources and we were told that norms and standards over everything and it is not the case.  Impact of leadership style in overall school performance:  It does I don’t want to lie. It does and I usually say to my colleagues that a visible principal is a successful principal. Otherwise if you are not there you are not hands on, you are not motivating teachers, you are not motivating your management, and you are not motivating learner, everyone just does things as they do or as they wish, unfortunately you won’t see a difference because here we are not dealing with machines or nuts and bolts we are dealing with humans which has got feelings and as well as souls and for one to extract the best energy form them they need to either have an intrinsic motivation, that is being able to motivate themselves or they extract and energy a motivation from somewhere else and therefore it is the principal responsibility to ensure that, that cohesive approach is being put in place so that the congeniality can be visible in their emotions can be visible in how they do things and if we are able to win those basic things it means we will see a better at least a better picture in terms of performance. |
| **Principal** |
|  |
| **School B** | Years Experience as Principal  I am not sure whether to say I was principal or what, I will say I was a principal. Late in the year 2021 I was caretaker principal at(Name of School) until December 2022. Then in 2023 I started here as a permanent principal. So, we can say it is 2 years/7months.  Principal’s perception of principal role  Very broad question. In a nutshell, the principal’s role is to lead and manage the school. Lead and manage a learning school. Secondly, you have to lead the school as an organization. When leading the school as an organization, you must make sure you are working with the structures at the school, your SGB, your SMT, your general staff, your admin staff. It is to implement the policies, programs and legislations of the department.  **Leadership styles**  Leadership styles applied by successful principals:  Instructional leadership style is the one a principal should possess. Principal leadership includes the following, planning, organising, implementing and controlling. Doing monitoring, supervision and support.  Do you embrace a particular leadership style:  I won’t’ say it is a style, let me say it is an approach, what I am using. I am using an inclusive and democratic approach when it comes to management. Reason why I am using that, I noticed that people are at different levels in terms of development. I have decided to win confidence of everyone, I decided to use an inclusive approach and work in consultation. Even if sometimes I must make a decision, but other people must also be informed. How do I do that; we various platforms of communication like briefings every day, we have a WhatsApp group, and meetings.  Training received in principal role:  When I was a deputy principal, I received a bursary and did a course called Education Management and Leadership Development at UCT. I won’t say I have received training as a principal, but I have received massive support. I have gone to trainings in finances, leadership & management at CTLI and I am also attending circuit meetings, that is also training.  **Effect of leadership style**  Impact of leadership style on academic performance:  Quantity and quality of grade-12 passes improved drastically. Even though the pass rate has dropped in 2023, but the number of candidates who wrote and passed with Bachelor improved drastically. So I don’t consider myself a failure.  Vision of the school:  We as the school we don’t have a vision, the WCED vision, the schools belong to the WCED. The WCED vision says Quality education, for every learner, in every classroom, in every school in the province. The management of the school, in whatever they do, they must achieve the vision of the WCED. We monitor teachers to ensure that teaching is taking place, monitor planning and do quality assurance through moderation.  Adoption of leadership style from other schools:  Yes, there is a guy here (naming a neighbouring school); I have personal contacts with him, and I use him as my mentor. In addition, I am planning to go to COSAT in Khayelitsha, they were 98%, to check what is it they are doing. There is also a school in the Eastern Cape, called Ulwazi HS, I have made relations with them as well. I have also joined the principal’s academy.  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  Our school is quintile 1, the poorest of the poor. That on its own shows that the school is totally dependent on Norms and Standards, and I am very happy with the N&S. It basically depends on how one manages the school funds, otherwise each learners has a calculated amount of money that is meant to sustain them throughout the year. We are running afternoon classes and Saturday classes using the same money. However, the Department can augment those N&S because here at school we have a number of activities when it comes to Sport and the department is aware that the N&S are not enough, hence they encourage fundraising and not everybody is successful with fundraising.  How principal mitigates funding challenges:  We first focus on the fundamentals; your municipal services. Secondly, we do needs analysis and prioritise what we can afford. Since I joined the school, I am trying to involve all stakeholders, I have been very vocal in encouraging parental involvement, especially in grade-12 so that we can deal with any challenges very early.  Impact of leadership style in overall school performance:  It is difficult to answer that question, because I will definitely say I have an impact. There are certain things that I have changed, that were not happening, one, in terms of teacher development, I always share information with teachers, I inform them if there are courses they must attend. I have upgraded the computer lab. I have upgraded the kitchen. When I got here, 21 teachers were temporary teachers and as of today, I have robustly engaged the department and 11 of those teachers are now permanent. I am now in the process of converting 9 teachers. These are things that were not happening. When I came here, reports were always issued the following term, when schools re-open. |
| **Principal** |

|  |  |
| --- | --- |
| **School C** | Years Experience as Principal  It is always an interesting question because remember I’ve got; I have been a principal here from 2001 until 2009 and then again from 2017 up until now. So, it roughly about 16years now. Only at this school, in my other life I was a head of academics.  Principal’s perception of principal role  The principal is an instructional leader of the school. In my understanding, the principal is a face of the school, the principal is the vision carrier of the school, when you walk into any school you will find a school has got its own vision statement but you don’t come and change your vision, but you try to integrate your vision with that of the school and align the two visions. But the question is are you making enroots to make sure that the vision of the school is being realised.  Like if you look at the vision of the school following, after the example of the young men in pursuit of quality education can you say what you are doing is quality? If he was to come back, he would see what he died for being done at the school.  **Leadership styles**  Leadership styles applied by successful principals:  A successful school principal should not possess one style of school leadership but a combination, because many are times you are called upon to bring different types of leadership you can be a I believe mainly for me servant leadership, if you are a leader, you are here to serve than to be served. Yes, you consult people you ask questions from people but foe me if you have got an attitude to be a servant then the office of being a principal is just an office. I was communicating with somebody else, and I said unfortunately when no one does it the leader must do it, the leader must do it because you must demonstrate that is why I’m saying of all the styles for me servant leadership is what one should be able to do. Obviously consulting people sometimes autocratic is not a bad style of leadership, when you are discussing due dates it’s not negotiable if due dates if today, I must submit a document with the department hence I’m saying people will say I’m autocratic because on the day when things are due, I want those things to be in. So, thou autocratic is seen sometimes as negative kind of but it has got its own place in leadership.    Do you embrace a particular leadership style:  Not necessarily to be honest, I think I’m embracing quiet a number, but everybody knows I’m the servant of the school.  Training received in principal role:  The training you get from the department I don’t think its sufficient to let you run a school. You can’t be trained for 3 hours and run the school for 10years with the 3-hour training you have received. I am one person who is training myself. I read a lot, I read books and John Maxwell is my to go person because when I look at his style of leadership and I think reading books, attending conferences like for instance now in September I am going to a principal conference in Johannesburg, I don’t miss principal conference because I think that is where I’m being equipped. I’m expected to run staff development and the question is who develops me? But when it comes to staff development there are those who are self-initiated hence when I’m attending a SAPA conference. I’m initiating a self-development myself. But then I will attend the department one’s like training with government body.  **Effect of leadership style**  Impact of leadership style on academic performance:  It is a very difficult question to assess yourself I think if it was asked to someone else, they should be able to. But I am not just a school principal I am one of the few principals that are still in the classroom. I’m teaching Grade 12 I am teaching two classes in Grade 12.  How do you balance the two?  It is possible my periods are fixed; my periods are second period and third period every day. Even my circuit manager knows during that period I’m in class because one; I use that to demonstrate to teachers what I expect of the teachers in the classroom when you look at the academics Life Science is one of the top performing subjects in the school. So, when I am talking about school results I am not talking about theory, I am talking about what I have demonstrated, that is why I am saying I believe in servant leadership. I am demonstrating to them what needs to be done and how to do it. I think in 2022 when the Director and the head of curriculum came to the school to congratulate about the Grade 12 results, they highlighted the Grade 12 Life science results because they are outstanding, so you can imagine I am the principal in the staff they are using your subject to demonstrate what academic performance should be like. So, when I’m engaging teachers, I’m engaging them from a point of knowledge and the point of evidence this is what I have done, this is what I expect. I don’t expect to them what cannot be done because I have demonstrated it.  So, I am not sure if that summarises the impact. I think if I’m looking for Bachelor’s I must have an X number of learners in my class that are achieving code 4 then I will say I have contributed 80 code 4’s to this bachelor cohort because 80 of my grade 12 learners were able to achieve code 4 and above, then that’s my impact.  Vision of the school:  Like I have said earlier on, the school took the name of the school from XYZ and for strange reasons following the example of a young man who died that can be interpreted in many ways in pursuit of quality education and then you cannot only have the school’s vision you have to inter-credit it with the departments vision which says quality education in every classroom, in every school for every child, but I expanded it, I remember last year when I went to NTA, I said it cannot be in every classroom it must be in every lesson, in every classroom, in every grade in every department in the school. So, in a way you are fusing the school vision with the department vision because a class is made up of 7 lessons a day if one lesson is not quality then quality in that classroom is not guaranteed.  Adoption of leadership style from other schools:  In 2023 which is last year I took a delegation of 6 teachers including myself we went to East London in Mdantsane at Ulwazi High School. Eastern Cape school that has been getting 100% for the past 6years, so went there on a fact-finding mission. Look, its one thing to get 92% but is it quality passes? it should not be quantitative, but it should be qualitative. So, we went to check what makes this school to have 100% pass but also close to 90 something percent Bachelor passes so for me that means quality. So, I didn’t want to look at schools that are well established because I felt is a township school just like us, the calibre of the learners and teachers will be the same as us so what makes their school performed so well in similar context as us.  We went there to spend two full days going into classes, interviewing teachers, interviewing learners, trying to find out what is it that the school is doing, and our finding was that;  number 1 – Commitment I always say commitment and time are the two resources that money cannot buy, every school has got time  every school can have commitment you don’t buy commitment you don’t buy time is freely available. I don’t have time because I’m absorbed into the time that I have and remember everybody got 24hours but what do we do in that 24hours so us going to that school was an indication that “we are not even though we are seen”  Yes, but inside we are aware there are lot of areas where we need to improve. Remember when you talk about quality, quality is about continuous improvement. The moment you reach a stage where you say we have arrived then the quality of the school is going to drop. If we achieve 118 bachelor’s last year that can’t be the same target this year, we need to up the game because we need to improve. We reached our target, but you must up it, remember our target for the past 2years was that we reach 100 bachelor’s which in the past 2years we have done. This year we want 120 and more, in March we got 60 but in June we got 110 we dropped so now that’s why we are putting systems in place to make sure in September we exceed.  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  To be honest the no-fee policy is actual a positive to a certain extent I will make an example when the department says to a parent every learner supposed to have a textbook I’ve got a problem with that because if you take an allocation for a learner which is maybe R1,652 per learner now you go to Grade 12, one grade 12 Geography textbook is R320 deduct that from 1,652. For instance, in IsiXhosa you are not buying only the textbook you are buying also the literature, so how many books per learner is almost 4 then you go to language is almost 4 at what cost? Now when learners’ loose textbooks again you can’t deny the learner the report because the learner has not paid the books.  How principal mitigates funding challenges:  I have learnt that if there is a good working relationship with the parents, parents are always able to contribute above what the department is offering and I think that has been the one of the success of the school that parents are able in our school for instance parents are contributing R350 per annum, some struggle but number of them they contribute and in our meetings we show them what we’ve used that money for. I must be honest in the past 6 or 7 years the relationship with the parent with the community has improved a lot and that speaks to the results of the school also.  Impact of leadership style in overall school performance:  I think I’m an approachable person I look at these learners as my own sons and daughters. Lucky you were a student here, my relationship with the students when I walk in the corridor’s I interact with them because remember they are the primary customers, I go around to classes and do road shows and engage with them and listen because I cannot just plan here in the office without hearing what is it that the customers are looking for. What is it that makes the customer not to achieve the expected results but if I go to them and engage them, this morning I had a meeting. If learners are raising a genuine consent about teacher X that must be addressed remember learners are the primary customers. We are here as teachers to service the learners. I think I’m mature enough to know when learners are being personal and when they are raising a genuine consent, obvious they are always ways of finding out for instance if a learner says teachers didn’t come to class the first point of call is the learners’ book if you check the learners book they speak what they saying are they having written work? is it marked?  There are certain things you can pick up immediately, right? But obviously you engage the teacher and see what it is that makes the learners not to achieve and then based on that you integrate that and come up with something else. So, especially one of the reasons im teaching Grade 12 they are the senior students once you win their hearts you have won the rest of the school, because they rest will see the relationship that you have them. But when you walk around the school how do you interact with the rest of the learners because they are scared of you as a principal but when you start to engage, they realize that you are not a very strict person to be honest. What is right is right, what is wrong is wrong.  Neglect of other grades ;  Not myself; I’m not at all we are not rejecting at all, what we are doing at school, every year we have Grade 8 Camp that has started since 2019 that gives us an opportunity and myself as a principal because I run those workshops that gives me the opportunity to get to know them as early as possible. The group that we have in grade-12 now is the first group that started with grade 8 camp, it gives me the opportunity as the principal insight into what is getting into the school but not only impacting them at the end of the production line but impact them on entry level already. For instance, Grade 10 and 11 is the responsibility of one of the Deputy principals Grade 8 and 9 is the other deputy principal responsibility but I work across, but I give them the space, because they cannot only start practicing being a principal in my absence. |
| **Principal** |
| **School D** | Years Experience as Principal  Since June 2009. So its 14 years.  Principal’s perception of principal role  Develop the community first, work with the community, not start with the school, to get the important leaders to surround them, the school. They must be involved in the education of the kids. Security wise, in terms of skills whatever they have that they have.  **Leadership styles**  Leadership styles applied by successful principals:  I think you need to use, because even if you can use autocratic style, you cannot. I forget what it is. You must be flexible; situational leadership depending on the situation. They about understand and they will say the principal is, that woman, now he is experiencing the problem, but he started to undermine the woman.  Training received in principal role:  it’s a lot of trainings, district is giving us motivational workshops. we do have conference each term. I was in GSB at University of Cape Town, the Graduate school of business. I was there but I chose it on my own to be there because you get a lot of information. So also, the department of education organized workshop for the newly appointed principals. And they used to have, we don’t get anymore its women’s month they used to take women alone and give us some workshop capacitating us as female principals.  **Effect of leadership style**  Impact of leadership style on academic performance:  You must be aggressive when it comes to the Grade-12, because if you are soft to them, you will have challenges. I must say I get problem of attendance with learners. Parents it is fine you see now parents we have got programmes some when the learners are in Grade-12 will try to boast parental support then also down to other grades but it seems as if they will come in bulk in Grade 8 and then in Grade 12 because now learners are going out and the then when we table the programmes of the school they will agree with you, we tell them we need your support, you must come and monitor the learners then very few will support.  Vision of the school:  Is to get learners that will compete through the world. Globally, the second one of the visions is about the excellence, school of excellence. We are doing all what we have. Say for instance building the learners not only academics, but sport also as you can see there, we are busy with the field at the back, and our learners are good in sport. So, we check learners holistically we don’t only check them in the classroom because some are good in extra curricula activities.  Adoption of leadership style from other schools:  The first point is about discipline, then the good performance so those are the two things that will always be wished.  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  No, they are not enough to service the school as a result schools resorted to ask for a developmental fee. The challenge is about electricity bills, water is a serious one. It’s a very serious one. Eskom, I don’t know if they have a mindset that this is a government, they bill us over. I even went to Eskom and ask why our bill are expensive because we were from another building they told me look at your lights these are very expensive lights you understand. so, what we do the department offered to help to help us remove the, but the project hasn’t started.  How principal mitigates funding challenges:  We must strategize and have wisdom to deal because there is nothing that makes the school to be. I have never had that situation I used to attend principal’s meetings department give us money twice in April and November. Then if you use a lot of money in November it will be very much difficult for the school to run from January to April because they give us that money towards the end of April and then there is a sport and then as a leader if you say there is no money at the school people don’t understand they think there is a money at school. That’s the mindset of teachers.  Impact of leadership style in overall school performance:  It plays a very vital role if you have a vision, vision you must share with the people then get that teamwork from the people so that you must convince them that whatever case even if we do have personal differences, but our common goal is about these learners. We don’t want to see them loitering in the streets of (naming the township). Even if we are frustrated by the system now sometimes you will see them in food lovers, Makro but what I’m doing also as a principal even if I see them, I always tell them about this Fundza Lushaka bursary. |
| **Principal** |
| **School E** | Years Experience as Principal  I have been a principal of this school for the past 9 years.  Principal’s perception of principal role  To lead and provide direction to all stakeholders in the school. I provide visionary leadership, in line with the school vision.  **Leadership styles**  Leadership styles applied by successful principals:  I am not sure if I have a leadership style, but I always try to act in accordance with law and policies of the WCED. Most of the time, the leadership one provides is determined by what is at stake at a given moment. In general, I always ensure that I provided leadership as required by the circumstances and I always put the interest of the black child first.  Do you embrace a particular leadership style:  No. Sometimes I can be very autocratic, and sometimes I let them do, this all depends on what task needs to be performed. For example, when it comes to teaching and learning- that is a non-negotiable and therefore I have every right to be autocratic in such cases. But on other issues, I assess the situation and give people the freedom to lead from their little corners.  Training received in principal role:  No training specifically as principal, but the district does provided workshop on an ongoing basis, focusing on various issues. Like now, there trainings of the new governing body members, and principals are encouraged to attend those trainings as well. They provide finance trainings as well, and I think when we were appointed by then, there was a training workshop at CTLI for newly appointed principals.  **Effect of leadership style**  Impact of leadership style on academic performance:  My school is not an old school and at the beginning we experienced challenges like any other newly established school, but we have been working very hard to improve results of the school and we are now counted amongst the best performing schools in the district. In that sense, I can say I do have an impact as a leader in the school. Obviously, not everybody will be impressed by my leadership style, that is natural. What is important for me is to ensure that my actions benefit the child at the endo of the day.  Vision of the school:  We the community of (name of the school) aim to produce learners that are successful, productive and well-rounded citizens through productive learning and teaching that will prepare our leaners for the global community. We are always driven by this vision, and my planning is accompanied by this vision at the back of my mind all the time.  Adoption of leadership style from other schools:  I am always open to new knowledge and ways of doing things. I work very closely with principals of our neighbouring schools, and if I see a strategy next door that is working, I will definitely adopt it because our context is similar.  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  The N&S are not enough, they do not cover the running of the school for the whole year. We try to ask parents for a developmental fee, and fortunately we have a very good relationship with parents, and learners know that if they ‘bunk’ extra classes, the parent would be called in.  How principal mitigates funding challenges:  We have built strong relations with parents, especially grade-12 parents. We are also part of the district support programs for tutoring and that assist in alleviating the finance constraint for extra classes.  Impact of leadership style in overall school performance:  I can confidently say as principal I have a direct impact on the results. You notice that when there’s a change of principals in a school, it reflects immediately on the results. Fortunately for us, we have been moving the school on an upward trajectory throughout the years. |
| Principal |

|  |  |
| --- | --- |
| **School F** | Years Experience as Principal  It has been a year and half.  Principal’s perception of principal role  I think the principal supposed to be one who is giving the school direction, also maybe to plan what the school needs to do at what time this thing needs to be done or not to be done, My role or any role of the Principal is to be the leader of the school, driving force, give direction, plan ahead and also whether monitor a particular task has been done or not done.  **Leadership styles**  Leadership styles applied by successful principals:  A person who, maybe a member of the staff won’t be scared to knock at his door or her door and seek guidance if there is a need, first he must have a clear plan, knowledge about issues affecting the school also a person who will easily be accessible to all the stakeholders. Give direction to stakeholders but also, he must not be the only person who knows. He must also try to delegate some other duties. You cannot avoid that and shifting delegation, at the end of the day you cannot be the only person who knows everything, for you to empower members of the staff you should give them tasks so that they could do those tasks.  Do you embrace a particular leadership style:  Sometimes it depends to situation to situation my main my style I could give people chance to voice out their opinions and thereafter, after they all said their opinions thereafter I could decide. Yes, but also it has limitations as well. As much as you want to involve everybody, everyday sometimes decisions are not made because you still need to seek advises from all other stakeholders but mainly that’s the way I operate also I would like maybe if I could be little bit autocratic, sometimes because when you give people freedom they turn to abuse that freedom so at some point when you want things done you need to say look. I need this thing to be done this way or not done at all, so at some point you need to have that firm hand.  Training received in principal role:  It’s not necessarily training about being a principal, but the training that I had is a training about finances, how the (SGB) School governing body functions not necessarily how to do your daily duties as a principal. We never had that.  **Effect of leadership style**  Impact of leadership style on academic performance:  Yes, if the last year results a barometer I think there is a shift in the right direction there was an improvement last year. I think it’s about 8% we moved from 66 to 76% so there was improvement of results.  Vision of the school:  Is to make this school one of the school in Kraaifontein and that’s the vision and this community can be a school they can be proud of best school around this community. The issues that we have first for us to be best school we will need a lot of finances, we will need a lot of buy in from parents because at the moment parents they are sending learners, good learners so called good learners not to our school to all other schools they deem as the better schools than this one. So ours is if this school can be a better school we will be able to attract learners that are referred to as better learners.  Adoption of leadership style from other schools:  The issue of the style I might copy things that are good in that school, but I might not all copy everything. Things that might work well in that school might not work well in ours. We need to just not take all the good things from that principal or school, and you try to use our own context to improve our own school.  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  The money that we receive from the department is not enough, why I’m saying is not enough for the Grade 12 to perform better we need to have extra classes and for us to have extra classes we must employ or hire external tutors, and those external tutors they need to be paid by the school the money for norms does not cater for that. There is nothing that says budget for extra classes that’s the dilemma that we have for us to have continuous classes we need money. In our context many parents they don’t pay they either say when its time to pay, they suppose to pay developmental fee its R500 this year. Its R100 for security, R100 for fundraising the other R300 for all other things. So since now they are not paying the R100 for security it means now we are using the money that was not meant for security.  How principal mitigates funding challenges:  We, for the Grade 12 we asked to pay more in order for them to have extra classes but even that more they are not paying that more. So, basically is coming very slowly it means now we are using money that is not meant for that cater the Grade 12. If w talk about the Grade 12 in particular we call meetings at the regular intervals and if learners are and if a particular learner is not doing well so what we normally do we call the parent so meaning from time to time there will always be parent at least in the school so there is interaction with parents. It’s one grade there is a lot of interaction I’m not talking about other grades but there is interaction.  Impact of leadership style in overall school performance:  Everybody needs to have a buy in about what you think to improve the results. For you to get that buy in you need to involve almost everybody you need to seek advises from all stakeholders so meaning that now as a leader you need to be little bit democratic because you need input of everybody in the school, and for that to happen that school to improve everybody must push in, in one direction or must pull in, in one direction. So, my style of being a leader is I’m trying to involve as many people as possible so that they could decide so that we can have a buy in. |
| **Acting Principal** |
| **School G** | Years Experience as Principal  To be precise this is my 6th year because the first year I was acting, I was on an acting capacity, 6 years permanent and 1 year temporal basically 7years even then I started in the 3rd month of the year.  Principal’s perception of principal role  Definitely is to oversee everything because when you are a principal you are first a manager, you are a leader those are two things sometimes they run parallel to each other because at times you most of the time you influence, you manage you are everything. From deputy principal to caretaker at the gate. So, those are the things that you do.  **Leadership styles**  Leadership styles applied by successful principals:  I think principal should have firstly a down approach leadership its appropriate for a leadership and also again influential. A principal should not have one fits it all at times you need to be cohesive at times you need to influence change and at times you need to be democratic, so you adopt variety of styles there’s just no one single style as a principal. Situational leadership because some situations differ, I mean you cannot use one approach you’ve got to be very versatile as a principal there are times that calls you to be autocratic there are times that calls you to be democratic there are times that calls you to be influential so you correct when you say its situational.  Do you embrace a particular leadership style:  I can’t say that I can say yes and no because it’s a situational certain thing detects you to act in a certain manner depending on what you are dealing with.  Training received in principal role:  I have received different trainings because one is that I have received managerial training, I have received leadership training they are provided by the WCED through CTLI some are actually we are called as principals to be trained on certain things but all of them are coming from the department of education.  **Effect of leadership style**  Impact of leadership style on academic performance:  I really feel that assessment depends mostly on the principal and the results of the school depends on the principal again. I will start with recruitment firstly because if you want to succeed as a principal your recruitment trend is very key because the kind of people you are going to introduce in your organisation are very key to drive the objective goals  Vision of the school:  The vision of the school is actually begin to attract the other there would be lets put it this way, vision of the school is to take the school to further heights and to be an inclusive player in the development of the entire Cape town. Many cases you will find that we tend to confined ourselves to where we are to what we prescribed to do, but now things are changing we got to attract the coloured community that is nearby you people to see your school as an alternative school that’s it. But there are things that are hampering that e.g. conflicts and many other things they are hampering the vision of the school.  Adoption of leadership style from other schools:  I don’t think it will work, it cant work you cant adopt one leadership that you have seen but you can use some of it. It cant be cut and paste it wont work. Because, what influence your leadership are dynamics that you find in your school for instance our dynamics are quiet unique. They are unique in a sense that one is environment where you work, also the people that you are working with and also where you would want to see the school going , because if you adopt approach you have seen somewhere it really won’t work.  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  I really feel that funding is too little because it doesn’t address all the issues mind you we are a no-fee school, we operate in environments where parents cannot afford to pay school fees that is hampering on progress one is that also again the government is competing needs they cannot really concentrate on our school. The money that we get is too little.  How principal mitigates funding challenges:  You see the only thing is to fundraise there is not any other alternative because as a school where you are and again you cannot fundraise through activities you just need to go to companies and get money because if you say you are going to fundraise to activities minor activities it won’t serve any purpose. Its right also not fair because some other learners will contribute towards that others are coming from dysfunctional families where there is nothing at all some homes are child headed homes where you really cannot get anything out of those kids, as I’m saying that it’s not enough. You cannot rely on those resources because they are not sustainable. Right enough now our grade 12’s if you look at the percentage that managed to pop out the money is only 40% the rest of the learners cannot afford that mind you, they cannot even afford to raise money to travel consistently to school. There is nothing you are going to milk out of those children the best is to get out of the school and again there is this tendency that the white folks who are industry players they have negative attitude towards township schools, but again it really depends on who are you sourcing out that funding from for instance if also what are you offering as a school. If, you don’t have maths and science chances are scarce that you are not going to get any funding because it’s a give and take if you come to my school I must get something from your school in other words I must get learners that could come for instance there is one engineering firm that is sponsoring me in many instances but again they are doing so because they are the science and maths in my school they believe my learners can work in their organisation through engineering and many other fields but if you don’t have such I’m afraid you really cannot get good funding from private sector. WCED funding is insufficient for instance there is a sponsor but again in the list of those sponsors you will find that the major sponsors want to fund schools with Maths and Science, and they want to see good results too in maths and science learners. In other words, they want to see what they are funding.  Impact of leadership style in overall school performance:  Look it does whether you like it or not, in other words it needs first your availability. Your availability is key you need to know what is going on in each and every subject what support do they need and also which other struggling learners what intervention do you want to make out of what you see, so as a principal then you need to address all those gaps that you find. The fact that you are involved your involvement is key let me put it that way. How? Its key in terms of supporting the very same teachers that are struggling where you see that there is under performance in a certain subject you then to co-opt people or tutors that could actually address the problem but that doesn’t mean that you leave out the struggling teacher, struggling teacher needs to be there so that they can see which approach will work best to address those particular problems case and point out maths and physics subjects those subjects needs dedicated teachers but more than anything else they need teachers who are knowledgeable in those particular fields so also you need to rock in good tutors, tutors that are passing and you pay them as well. Obviously, you need to check their school results in other words their performance in that subject that they are offering. Obviously, you will be influenced by that before as a principal then you need to get out of your comfort zone search for those teachers wherever they are convincing them that you really need them so that they can have at least a meaningful impact results that you are looking for. For instance, in Economics, we have hired a teacher from Salt river, in physical science we have hired a teacher from Khayelitsha very far from here, so again for Maths we have just tried a teacher from but it’s not fitting. So, it’s a constant battle that you need to win at the end you really cannot rely on your teachers at the same time you need to empower your teachers. As a principal I need to be involved in everything that is taking place in terms of curriculum, if there are any discrepancies somewhere I’m the one who is supposed to be involved if I hire a wrong teacher in a particular grade it is me who is to be blamed for that because allocation is done by me every year, I’m responsible for the allocation even if I’m not responsible but I’m very much influential and involved in allocation who has to teach what so in that way I am involved. The principal does have the impact in the overall results of the school if the school is performing badly that the principal. Let’s look at the error that we have created we have created an error in maths literacy by allowing one person to teach the grade now there comes a crisis when that teacher is sick or is not coming to school it means all the learners are going to be affected if those learners fail it is a result of a principal who used a wrong approach or who allowed something wrong to be happening so a principal will directly be implicated that’s why from time to time we need to review things because we have made an error there. You need to go back to the drawing board again and say I have put a wrong person there another example would be replace a bad apple with a bad apple meaning that you think that you want to rescue a situation you hire a teacher that you don’t even know to teach a particular grade to replace what you’ve seen you find out that, that person is equally the same or even worse so principal is very key that is why the department won’t go to the teacher when the results are down they will directly go to the principal. Why? Is because the principal is responsible for recruitment and selection. |
| **Principal** |
| **School H** | Years Experience as Principal  Since July 2003. So, it’s about 21 years now.  Principal’s perception of principal role  Principalship basically means balance of forces between providing leadership and responsibility for the professional management of the school. My daily task as principal is centred around that, providing direction and coordinating all administrative functions to ensure smooth running of the school.  **Leadership styles**  Leadership styles applied by successful principals:  A successful principal must be a people centred somebody. Meaning I must have an open-door policy. Easily approachable and take decisions in consultation with everybody in the school community, starting with the SGB, parents and outside stakeholders.  Do you embrace a particular leadership style:  No. But I am somebody who is open to other people ideas. I must also state that there are in instances where I am viewing as being autocratic, but that is only when we are dealing with the non-negotiables such as teachers being in class, when marks must be submitted. Otherwise, I am with ease to reach and even my parents know that it is easy to speak to the principal at this school.  Training received in principal role:  The department runs several workshops for all SMT members, including principals. Our circuit manager also runs trainings now and again. So that is the training we get as principals. I cannot say it is enough though because everyday we face a different challenge than the day before.  **Effect of leadership style**  Impact of leadership style on academic performance:  I have grown within the ranks in this school, starting from being a post level one teacher. I have a thorough understanding of the school and the school community, as a result such understanding is impacting on how I run the school, and you can see the impact for yourself in the grade-12 results. In as much as we have high enrolment numbers, but we can still manage to get results of good quality.  Vision of the school:  We are striving to become centre of excellence, and my role is to ensure all our actions are driven towards the realisation of that vision. I ensure and keep teachers abreast by constantly reminding them that their actions need to be aimed towards realising the vision of turning our school into a centre of excellence.  Adoption of leadership style from other schools:  One can never say they know it all. So yes, I would adopt a style that I feel would solve one or two of our challenges. There is nothing wrong with copying what is right and I always lookout for anything that would benefit the learners at the end of the day.  **Challenges impeding Grade-12 performance**  No-fee school- Norms & Standards:  The Norms &Standards policy is dismal failure of the government. Remember we are a No-fee school and what the department is giving us to run the school is peanuts and you end with nothing to run grade-12 support programs such as paying for outside tutors.  How principal mitigates funding challenges:  Parental involvement is key in our approach in mitigating the funding challenge, otherwise we could have been bankrupt. Over the years, we have built strong relationships and communication channels with parents and when we ask them for donations, they do not hesitate.  Impact of leadership style in overall school performance:  It is very difficult to do self-assessment. But judging by the history of the school, we have been on an upward trajectory in terms of academic performance. I am also a grade-12 subject teacher, modeling what grade-12 teaching means. Most of the teachers are adopting my styles, just like what I call divide and rule in classroom management. |
| **Principal** |