**Table 4.16 Noun phrase length**

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| **Texts** | **Descriptive code: Noun phrase length** | **Interpretive codes** |
| D1 | brief and clear descriptions, guiding my evaluation in a structured way, specific requirements of the classroom, the purpose of planning and preparing lessons, one of the secondary research questions | Interested in the field voice,  academically literate voice,  plain English voice  Expert voice  Objective voice |
| D2 | various developmental domains; dividing the different domains; cognitive, emotional, social and physical domains; personal views, perceptions and reflection; the researcher’s ability to interpret the data |
| D3 | participatory action research study, mathematics teachers of different experience levels, associated research components, application of the curriculum, the embedding of fundamental human virtues, the best possible mathematics curriculum |
| D4 | sole financial and emotional support, mentorship-type figures, athletes at school level, potential future medal winners, potential future medal winners, senior level athletics |
| D5 | seven different qualitative semistructured interviews; music homework supervision; memos, circulars and teacher-parent conferences; classroom activities or outdoor activities; interpretation and analysis process |
| D6 | participants’ insight and approach; Foundation, Intermediate and Senior Phases; Life Skills learning area; practical experience of implementing PE development; well-formulated lesson plans; areas of development |
| D7 | moral leadership approach, journey of self-discovery, reflexive study, research participants and the literature, knowledge of leadership and change, enormous responsibility and accountability |
| D8 | developed credibility between beginner teachers and learners, conceptual framework, displayed learner behaviour, operant conditioning techniques, classroom management strategies, positive reward systems, influences on beginner teachers |
| D9 | continuing professional development, process of learning and development, teaching and extracurricular  activities, complicated environment, social and economic inequalities, furthering their career prospects |
| D10 | questionnaires consisting of thirteen questions, main themes and sub-themes, learner personal problems, teaching and learning environment, inconsistencies in curriculum, concepts, beliefs and sub-themes |
| D11 | inaccurate use of vocabulary, English reading and writing skills, language competence of the learners, communicative application in oral activities, the inclusion of African languages, classroom interaction between teachers and learners |

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| The *problem* is most *encountered* when *learners* change to *English* as *LoLT* in Grade 4. In this grade, most *subjects* are learnt through *English* and it is *believed* that they will have *acquired reading* and *writing competence during* this *transition* (Fleish 2008). *However*, *learners* are not yet *competent* to *perform* well in *English.* |

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| *Throughout* the *reflective* *practice*, this *self-study dominated* my thoughts and time. *Putting critical moments* into *perspective* was a *challenge* for me. Five years on this *journey* of *principal leadership* has *helped* me *develop perspective* as a way to ground my focus and to *continue attempting* to *positively affect* school *culture* and *facilitate* change through the lens of *servant leadership. (D7)* |