

SCHOOL A INTERVIEW

PRINCIPAL 1

(Red font means translation from an African language)

Q1:

P1: I think from the word leadership itself, says it all that you lead, you are a mentor. In leadership there are so many words. You are a mentor, you lead, you guide. You may use different leadership styles but basically you are the vision-holder, you are the vision-bearer, you are the vision-implementer ne. You are the front-runner of the vision. So everything else happens right behind you because you lead, you are the forefront of the institution. Everything falls, everything stands on your table. You are the originator of what must happen in the school, that's why we normally say the culture of the school resemble the culture of the leader.

Q2:

P1: You set the tone for the school, how you want your school to be, you determine as the leader. What happens is determined by you, if you want the school to stand, you must make it stand. That's why leadership is important. You know I used to, when I was doing my degree we once said, an institution without a leader is like a sheep without a rudder. If there is no rudder, the ship will round in one place. You don't go anywhere. So you declare the direction of the sheep. Without it, it can go nowhere, somebody must lead.

Q3:

P1: I use complement of all, there are times when I am in democratic but there are times when I am autocratic. There are times when I sit back and people bring their opinions but generally I operate with both, democratic at times and autocratic. Remember that there are instances when there is a memo, it's not about who chooses what that's how it should be done. And there are examples of instances, if I am given the mandate by the department. For an example if the department says the school should be open and somebody says it should be closed I will be autocratic and says its open (hits the desk). I don't use just one, I become circumstantial. I analyse my situation and the situation informs me to say this time you can use this. I don't only stick to one leadership style all the time. I can't be democratic all the time.

Q4:

P1: You know, in a workspace, you can't make everybody happy. They will respond differently. Some will agree immediately but some will agree later but finally if it's something that needs to be done, it will finally be done. So they respond differently or at different times. But finally they respond and they do.

Q5:

P1: You know I always say learners respond to you as an adult, as you present yourself, ne. Although we'll have those naughty learners, but my learners are (gesture), they respond so well. You know one teacher last week said, you know these learners they love you so much even when you shout at them. Because I do. Yes I will reprimand them, it's my role and they understand it's my role. As much as I love them, I reprimand them. And I must appreciate them. They respond well, I am appreciative of the kind of the learner that I have. I am really really appreciative. They respond well. They comply. (They are children) but they respond well. They do. I don't have much challenges there.

Q6:

P1: You know that's my belief that gone are the days that principals used to be administrators, gone

are those days. Today as a principal I am also a curriculum leader, I lead curriculum, I need to know what is happening in class, how is it done. There are days when I go to class as an Assistant Educator. A curriculum leader, I lead even there. Remember I accounting even for the results, so I can't account for what I don't know. I need to know it so that I am able to account for it. In a part of my leadership I've got sessions when I sit with the educators and want to find what are their challenges. If learners are failing I've got meetings with individual educators where I question them 'Mam, what is your challenge, how do I assist.' Remember I am support system, I must provide. Part of my job description is that the principal must provide for curricular needs. I am supporting them. Curricular needs, what they need, the resources I am the provider. I am the first one who must know this textbook is outdated what is the most updated. Subjects like accounting, they are updated continually, ne. As a curriculum leader, I am part of the curriculum, I can tell you what they are doing in classes from here. Besides checking reports because sometimes as an administrator I check paperwork but remember reports is not all in all. The reality is on the ground out there, that's where I go, that's where I spend some time and listen to the teacher. If a teacher is teaching Sepedi literature, sometimes I just go there and say guys can I help you also, Sir can I help you for a moment, and say to learners hi guys, remember when you read this it needs be practical it must be like you see it. So my leadership gets into curriculum, I am also a curriculum leader, not just an administrator.

I can tell you right now we are writing Grade 12 exams, how are we invigilating because I simply come with a system to say this is how we going to ..I don't look at people doing I do. If there has to be a timetable for the school as a curriculum leader, I do it. I do it. So no one can run away from me with this school (laughs). When you don't know what is going on, that's where people run away from you. I am practically down there.

Q7:

P1: x

Q8:

P1:Yho, I can say a lot ne. (laughs) You know when I started at the school as a principal, number one our timetable was done manually. Personally I developed a system that we technologically. So I have a timetable that does not clash. It cannot clash because its systematically done. And I have trained my admins, even when I am not there, they can do it and its perfected ne. When I started here we didn't have the computer lab for science, but we have one of the best labs in Soshanguve worth R250 000. Our learners have lab coats (laughs). If they go into the lab, they can put on their lab coats. They have got projectors, they do their experiments in the best lab ever, the tables, the chairs. It's a pity its locked. We would pass by. So we didn't have a food garden when I started here, but we recently have a food garden where we can have food for our learners so those are some of the things. And then more than anything I changed recruitment because for you to win, your staffing must be correct. We had educators who were not just junior primary, but the primary qualified school educators who were teaching the Grade 12, subjects that they didn't do at Grade 10. As such the performance of the school was ranging between 40 and 50. When I started here they started from 40 in 2015, we were ranging between 45, let's say max 60 that was the performance of the school over the yrs. And from 2016 we moved to 78, 2017 we went to 88, 2018 we went to 90 ne, and 2019 when we were supposed to go to 95 we dropped to 88 because we had a learner who passed on, on this day on the 21st September, on this very day 2019. The learner drowned at them matric dance, it was on media, it was everywhere. So it was a week before we would sit for final exams. It disorientated every learner. I normally tell them in my lifetime I have never been to a psychologist, only that year I went. But generally (inaudible) we were flowing so, it was my desire and my objective to improve results. It was my belief that the school stands there to produce results and our results are in these learners, to make sure that they

perform, I have achieved that goal, to say that the school is now one of the best schools in Soshanguve. We still got 88 irrespective of the challenge but already we managed for the first time in the history of the school, we got 90. Almost double we managed it. This year were looking at Covid, I am happy we managed still. Yes, everything is just in place. The Grade 12 are there they are writing their prelims, we'll be fine. We are rotating our Grade 10s & 11; the timetable is perfect. So I am ok.

Q9:

P1: We do. You know how do we do ne, number one for an example we know that we've got parents unemployed, ne, we've opened our gates, the small gate that side, parents from the community are making vegetables in the school ground for their own children at home. Although they benefit, they give the school for the learners, but I am happy because it means from this garden provided by the school, community is able to benefit. We have not closed ourselves. And we also have put tanks during my period, during rainy seasons we harvest the water. So if there is no water in the vicinity, these tanks have water and we also allow parents from the neighbourhood if they don't have water, they also come and get water from the school. They know the school is their home. They do very much, when I am home they say 'mam, we've seen people getting into the school', do you know. So there is a relationship between them and the community. When you go to the township they will tell you 'you know we have a principal, we love our principal'. Haai dear, I know when I am in Soshanguve, I am protected by the parents, by the community itself. So we've got a working relationship.

Q10:

P1: Yhoo, our learners are socially challenged. Most of them are from child-headed families because we give them food to go and eat at home because some if they don't eat here, they will only come and eat the following day right here. On Friday, we package some more so that they can eat, sometimes we give them milk and some morvite just to keep them for the weekend, because they are from child-headed, some are staying with their grannies. People of our age were hit by HIV badly so. So this township does not have parents of this learners. Learners of this age are our kids, so most of their parents, they lost them to HIV. If you can look at the number of death certificates that we have, it's a lot. In the files, in the admin, those learners who are exempted from paying anything, because they don't have parents. And you learn when that season comes that we are paying this and that, the learner will come with a death certificate, 'my mom passed'. That's the kind of setup we have. (Interruption). Child-headed, staying with the grannies, but generally they are not socially okay.

Q11:

P1: You know they've got behavioural problems, some majority have anger, majority of them are angry. And then how do u know when a learner displays, I think its last week, I asked a learner, why are you so angry. You know a learner is speaking to a teacher but you can feel that this learner is ANGRY ne. We discuss the matter and once we are done with the matter I asked him, why are you so angry. 'I am not angry', but you are angry, what you are displaying is anger. Instead of the learner answering me the boy cried, a Grade 12 boy. Ya, he cried BITTERLY, bitterly. Now I ask, why are you crying, because I am staying with my stepfather, my mother left me, she's at my sister. My stepfather doesn't buy bread. This morning when I opened the bread-tin, there was nothing. And then in the evening when I go and see my friend, my stepfather locked the door for me outside. You know that kind of.. it builds up. Next thing, my real father was walking through that street in our vicinity, somebody told me your father was here. And I ask who is my father, they say your real father. The learner is crying. So, they've got anger, more than anything. Anger, but the anger is circumstantial. What's happening at home and it displays in behavioural patterns. They misbehave because they are trying to place themselves, they can't. Until you call them and you wanna know. Now the boy is calm.

Q12:

P1:

Q13:

P1: I address them one by one. I have got those that I call social workers for. They are in a programme with the social workers. The other one is mentally disturbed we don't know what happened. The learner just come and just stand. But basically it's what happens at home, it comes and displays at school. That's why you see that this learner has a challenge back at home. But as they come one on one we deal, we deal. We are trying to protect their learning, to protect their learning.

Q14:

P1: Change is inevitable. It must be within your plan to say for an example, like I said we had educators who were not meant to be here. I had to bring that transformation. It was such a BATTLE, unions were involved. I had to re-deploy and remember when you had to re-deploy educators it's a fight because they've got their own comfort zone. Some are more than 10 years here; some even came before me. So here I come I want to transform the school, I wanted to transform the results of the school, because my call is the results. But with them I wouldn't achieve that goal. So for me to transform the school, I had to transform staffing of the school. And when you talk staffing, you talk about people and people respond to you as people, ne. But I believe in transformation as long as the facts are right, there's nothing personal. I am objective, and I even call a person, see look, you know there's no beef between us. We don't fight for anything. You know I've got nothing against you but I have got a goal here. I've got a reason and you know your qualification when you were at a college. They said primary you went that side, they said high school, they went that side. So even when we're supposed to work, the same should apply. Those who are for primary, must go and work at primary, there's nothing personal about that. At least you're working, you're just changing environments School A to another school. You know that case I even won it at ELRC. Ya it went to Soshanguve regionally.

You know that's where you see a Black child suffering for what they didn't apply for. Somebody's here, he's teaching the learners Maths but that person didn't do Maths at Grade 10, at Grade 11, at Grade 12. Can you teach that learner? So as a transformational leader, as a curriculum leader you transform. You make sure that things are the way they are supposed to be. And we are not yet at the end, there's still much to be done.

Generally when I am correct, I don't back off, ne. I knew what legislations are out there. Are know what is governing the profession, ne. So I STOOD on the legislation and on nothing else but what the legislation says. Remember there is pressure out there, pressure from unions number one, because people are belonging to unions. You know on that morning, the last day thereof because I redeployed them and the district rescinded the letter that said I requested that they be placed at different schools. And the educators took those letters to the union. And now the union came to the school, they're protesting here. They were protesting in my office and I was sitting in my chair, they were here and I was here in this office. And they questioned me and I said no its fine if you feel you're not satisfied about it take it further, escalate. I can't change, I don't change, here I don't, but take it up. Then they put the Director under pressure. Remember the Director is holding a post, the unions. And the Director calls me, 'hey Principal 1 can we meet tomorrow at 5'o clock. 4' o'clock I was bathing at home, 5' o'clock I was here. She came and said, don't you think we should back off, we've got pressure from the unions. I told her, I have two things ne, I am just going to come out of this case either a principal of the school (inaudible), okay. And remember I am expected to perform, I account, I know what will make me not to perform and I am correcting that. And legally I am correct, I don't want to succumb to pressure. We fought with the Director but finally it went through to the ELRC. I said to them if I lose at ELRC, it's the last body that govern this issue. If I lose the case, I don't own the school, its fine. You

guys will be back, its fine with me, no bad feelings ne. But it got to the ELRC, and the ELRC said the is correct and they gave them 24 hours to leave the school. And they were replaced with people who I can hold accountable. You said you're doing life skills at high school and after that you perform like this. But how do I hold you accountable for something you didn't major with, you can't. How can you? He will answer me and say 'mam I didn't major with it, this was the best I could do. But a teacher who is qualified to teach accounting here, last he gave us 90. Is it true are you an accounting teacher sir, you get 30. So I work with accountability but based on facts on reality first. Get my ground ready, once its ready its accountability all the way. Simple. (laughs).

You know like now our school used to say during exams like now when we do invigilation timetable, we sit down, we do invigilation timetable and then so and so will be invigilating for 3 hrs and I said to them this thing is not gonna work because now remember Grade 10 and 11's were not here for the better part of the year. So we can't have an educator invigilating for 3 hours missing the classes for grades 10 and 11. Because if you are there and you have those classes, you can't be in two places. This is what's going to happen, we gonna invigilate as per period. If it's like this now...(demonstrates) very simple, its period 1, its period 2, period 3, period 4, let's say period 5, with the lunch. Here is 12 A, there is grade 10 here, let's say 10A, 10B, period 1, period 2, period 3 up to period 5. If I am to take an educator to invigilate through 3 hours and this educator is supposed to be somewhere here. It means these learners are losing out, you get my point. Now as a transformational leader I said this is fine this is what's going to happen. If this group is writing grade 12 A, 12B, 12C the teacher that was supposed to teach here during the normal period will invigilate. The next one who is supposed to come and relieve this one, so that this one can move. So nobody loses anything. And it's working. It's working. At the beginning because people are used to the usual, they said mam it's not gonna work. I said it will work. People don't like change. It has been like this. These teachers won't come in and relieve other teachers. Leave them like that, they will come, they will come. And I said we have group here, staff (WhatsApp) group. If you are in the invigilating room, somebody is not relieving you, just send me on the group to say, I am in 12 A ne, I will deal. I simply look at the group. Once a person says I am in 12A no reliever, it's here. 'Mam somebody, so and so is waiting for you. I did that for the first time. Throughout its working. This morning they were saying, hey it's working.

Q15:

P1: It can, it can. You know why, remember transformation means you don't stick to what you're used to ne, and circumstances are changing daily. You need to change. You need to transform. I will make a simple example, today we didn't have covid before, but we've got covid now ne. Now were wearing masks, now we've got sanitizers ne, but still teaching must go on isn't it. Now your transformational leadership comes in to say now I change everything. Remember we've changed from the seating of desks, that's transformation. You start now in classes the learners are 20 and they don't give you additional manpower. With the same manpower, transformation takes place, move so and so to somewhere else ..(inaudible). And finally like I told you, we'll still have results this year, when covid is here. ..A good leader must be equal to the task at hand, it doesn't matter what the task is. If the task is higher, the leader must go higher. You don't say now I am a leader at this level. There was no covid when I was appointed but covid is here, I must be still and succeed. Not just lead, lead and succeed.

Interview
School A DP1

Q1:

To my understanding leadership is about managing and advising ,guiding and showing your subordinates on how to do things, working together. Remember schools have got SMT members which means we are managers but we must work as a team. The purpose is to put the school or to run the school effectively. And then in terms of management I think it's all about how you want things to be done but in a proper way, maybe using... in our case, we manage in terms of policy. Because you cannot just manage without applying policy. We apply policy, we enquire from the policy what we are expected to do and how do we manage.

Q2:

There must be accountability in a leadership, honesty, flexibility, effectiveness, you make sure that the school is running smoothly and maybe also emphasise equalness and fairness when you are a leader.

Q3:

Remember we have three types of leadership ne. Number one is autocratic, then democratic and number three laissez faire. In leadership, mam, sometimes you must be autocratic, I will give an example in that case. In our school, we are using all these 3 types of leadership. Like in some case, when it comes to submission, due date, you must apply autocratic leadership because if you don't do that also you'll be charged for not complying for submission for learner performance data we have deadlines for that. So in that case there is no way we must be autocratic. Most of the time we use democracy because we must engage and give people chance to say whatever that maybe we must do things. Sometimes we give them responsibility. I can give a PL1 responsibility and say mam, I am giving you this task, can you do this for me. In other words I am developing him or her, like there are committees, there are cultural committees, sports committee. Most of those committees, they are headed by PL1 educators in a way of developing them. And then sometimes you give them chance to come up with suggestions or plans and they will come and report those plans to you to say mam I think that's what we are planning, in a way of developing them. Everybody must take part, must fall somewhere.

Q4:

Me and the principal use the same kind of leadership because I am reporting to her. And remember one of my responsibility is to assist her to manage the school.

Q5

&

Q6:

No mam, in a leadership there would be challenges there would be those teachers, those individuals who don't want to comply especially if you are a female manager, they will take advantage to say this one is younger than me. But in our case it's not like it. Its only female, only few who will say I won't do, I won't participate. But men, they are positive, they are very supportive. But you find that it's only an individual and ultimately she can't win because the majority of our teachers they comply, they do what they are supposed to do. Because they know policy says I am at work, I am supposed to do 1,2,3.

Q6:

With classroom they know its key, teaching and learning is their key responsibility.

Q7:

Let me say 30% of our learners, they are from child-headed families because we have issues with learners differently almost every day. Some they don't have parents, they are raised by their grandparents or sisters or uncles and you find that along the way or during the course of the year, some learners will drop to say I am going back to my granny now that my uncle is no longer taking care of me or is abusing me. You see such things. And then 50% of them, they are needy. Fortunately we have feeding scheme and then we have donations from other NGO's that help us with school uniform. Even us teachers we contribute for school uniform as well as maybe transportation for those learners because we don't have school buses, departmental buses. And some of them are 10km away from the school, they are from other zones.

The department is not offering school uniform, only those who want to donate. Maybe some will come, maybe churches, other institutions or social development like they will say, they will come to donate sanitary pads or uniform maybe for 10 learners. They will use the criteria of us to select those learners according to their needs.

Q8:

50% are from families that they are not needy, they are not struggling.

Q9:

They do affect teaching and learning, sometimes a learner will absent himself or herself for 10 days without any reporting but as a school we'll make follow-up to parents to say we are not seeing a learner but usually parent will not come to report their matters until we make follow-ups. Somebody then will request them to say come to school, that's when they will explain and say now that the learner is no longer staying with me because of family challenges, now she is staying with the aunty, it's like that. But it does affect because you'll find that they will drop. We have dropouts of learners. A certain percentage each and every term, but come the following term, you'll find that now the parent will come to say, now I want the learner to come back to school after a learner has missed two or three months, they will come back to say, 'please can you take this learner back again'. But it does happen for grade 10 and 11, not for grade 12. Grade 12, we are consistent in terms of attendance, in terms of learner coming to school, they don't drop in grade 12. The challenge is grade 10 and 11.

Q10:

We refer, we have SBST committee, if maybe a learner has a family challenge then we will engage. There is a committee that deals with challenges of learners and we'll involve the parents and call the social workers and the district social workers. Maybe if we can't handle the matter they will come and handle the learner or the parent. They will come and have a meeting with them. They are always around, we used to have them full-time, now they will come per appointment.

Sometimes as teachers especially class teachers they are doing a very good work, especially you see, most of the time we female, we have a mother, we are mothers, we have a motherly heart to say, let me take care of this kid. But sometimes we end up adopting them, to give them support to talk to them and anytime that they need us we'll help them one way or another be it financially or challenges and then some teachers will even take them and stay with them at their homes. Or sometimes we refer, there is this institution for child-headed family, we'll go there to enquire if they can accommodate maybe these learners. You find that situation at home is not conducive.

Q11:

Transformation... ya I think so. Changing from doing things the way you were doing, to be transformed. We never had a workshop on that but I understand the word transform. To be a transform leader,

maybe somewhere somehow as managers we also need to be motivated, we also need to be taught, maybe to be developed on how to lead, maybe have other qualities of leadership. That's how I understand. Like other qualities to add on what we are doing.

Q12:

Sort of School Improvement Plan as we do that, we identify challenges and come up with a plan and then plan for the next 3yrs. But in that case for a leader, for a transformed leader.

SCHOOL A

Learner 1 -Interview

Q1:

AL1: Well I believe a leader is somebody who can take charge, somebody who knows what they, what they want, where they are going especially when they are with a group of people is when they understand that they are their leader, and they must take charge and that they must make sure that everything is in order. And everybody does what they are meant or supposed to do. That is what a leader should do.

Q2:

AL1: Well I believe without leadership everyone...in fact everyone needs a leader once in their life. It is important because they will teach you how to follow rules, how to be guided, how to be organised in terms of career wise, even personality that they can help you. So it is very very important to have a leader.

Q3:

AL1: Leadership style, I will say a very dominant one because she she actually shows you that she is the principal. You can tell in terms of the things she does for us; she tells us exactly the rules that are in the school and regulations that must not be broken. She is very forward in terms of telling you how to follow the rules and how they are meant for and she is very very organised.

Q4:

AL1: I would say ahh a democratic one cos I like to listen and then approach things after I have listened to them. So ya I would say a democratic, that's how I view myself.

Q5:

AL1: Ya, ok. That is very hard mam.

I think it's easy because most of the times when I lead people, I lead and listen to make sure that we are on the I show them that I am the leader I take charge but I also show them that I view their point. I am a good listener ya.

Q6:

AL1: Some of them mostly I think its depression. Some parents, not all parents are great, that's a fact, in fact not all people are great, some people are going to be different in terms of handling their child and stuff. I'll say mostly depression, mostly based on that, emotional pain, physical, witnessing things that you should not be witnessing. That is my view.

Q7:

AL1: Mostly some of them, some of them are my friends and I have been with them for a very long time. So I can tell sometimes during learning they tend to stray off in terms of what the teacher is saying. Sometimes you will look at the person and will see that the person is not even in class. And sometimes they don't even submit in the right time and you think that a person didn't write the work but it's because maybe the parent was disagreeing with the other parent in terms of something or so, maybe the learner is being mentally disturbed, and that can affect people especially when you are learning something, you are trying to learn something, and then your mind is crowded with different types of... you keep remembering what happened at home. You don't forget, you can forgive but you can never forget. Yes.

I will say quiet a lot because nowadays some parents in fact most of the parents don't take their time to understand us. They try and make us (what do they say) they try and make us; they try and teach

us in ways that they were taught and not remembering that we are different generation from them. We grew up around technology, ya so sometimes they should try and understand that we are very different. We grew up in different...they should, they should understand.

Q8:

AL1: Mostly, I mostly tell people to leave everything behind, you know. Sometimes you can't forget but you can momentarily erase the thing, you can, you can like. For even if it's for five minutes, you can just erase it and completely forget about it, for that moment you can focus on anything you want. So the moment you erase it, that is the moment you become clear- minded and you start to see things in different views. So that is what I do.

If it's something serious, then of course I have to inform the teacher. I have to make sure the teacher knows maybe the learner could get counselling or help of some sort if it's something that is serious, it has to be addressed and attended.

Q9:

AL1: that is very explaining...that is very explaining but I will give you a few points. First of all transformation means change, so I think it's somebody who will revolutionize anything they go through. Revolutionize the people they touch, everywhere they go they leave the smile, they leave change. Where you know everywhere you go (that) this person has been here because of the way they act, because of the way in terms of every single thing they do, ya you can tell this leader was here.

Yes, I think I am, even though it's not many but one is better than nothing. In fact in fact its two, yes I have changed two people's lives. One person was suffering from depression, that's when I told them to try and use the method of erasing it. Then the other person I believe, what was the other person, oh, the other person was (what do they say) like could not focus or was not organised, that's what I was trying to say. They were lacking every single detail about organisation. They couldn't organise their schoolwork, their time studying. Ya now I taught them how to do the timetable in terms of how to study, how to write their homework. How to have free time. Ya, maybe two. Its two.

PRINCIPAL INTERVIEW

SCHOOL B PRINCIPAL 2

Q1:

P2: In our institution as a leader you must be in a position to apply, you must know how to organise things actually. Ya, you must organise things in the institution so that it can run smoothly and then as a leader, you must be accountable also. There must be an accountability whatever that you'd be doing in the institution. Also as a leader, you must make it a point that what you want others to do, you must do the same thing, they must follow suit, because you are a leader. Always a leader must be positive in whatever thing that you are doing that the institution must benefit from you who is a leader. That is the leadership. And as a leader, you must also know how to organise, organise things in your institution.

Q2:

P2: In an institution if ever there is no leadership which means the organisation is going to perish, because as a leader, you must have a vision first for that particular institution, so that whoever who is in that institution must share the same vision. As I am the principal of the school, if I am having the vision, so everyone in the institution must have the same vision. must share the same vision, so that we can put our institution forward. Because a leader without a vision now, the institution is going to perish.

Q3:

P2: We've got different types of leadership styles, we've got autocratic, we've got laissez faire, there are many styles like democratic styles and so on and so on. Sometimes we must combine them because if ever now you let it go as it is, the laissez faire thing, or you apply the democratic style, they must do whatever they want, everyone must choose. So if ever you can combine. There must be also an autocratic ...(Interruption). We've got different types of leadership, we've got those leaders who are autocratic, we've got those who are democratic, and so on and so on and so on. As for me, I have combined different type of leadership. Actually, autocratic must be there, you must put your foot down, that I want this institution to be run in this way but at the same time you make it a point that there is what you call transactional leadership. That transactional leadership also must be accompanied, there must be autocratic and also there must be a transactional leadership. So, by so doing if you are autocratic and then also you are transactional, you allow them to have that flexibility, they will know that Mr. so and so does not want 1,2, 3 so let me just make it a point that I transform, I change and do things accordingly. So basically that is what I am going to do.

Q4:

P2: Basically, since I have entered into this position, the way we are interacting with my SMT...the previous years while I was.... Because there were those who some of the educators in the SMT who were pulling in different directions but since I am here all the SMT members they are pulling to the same direction, whatever that is required, they are submitting on time, everything is done perfectly, If ever there is a meeting.....meeting compared to the previous year where you would find that one or two... they don't attend the meetings. I used to report to the department of education but they didn't want to change. Actually they were just fighting the department of education but since I came, but what I am doing, each and every time. What I am doing, what is good, I appreciate. Always I appreciate what is good. And what I normally do, I will tell them that guys if ever you are doing wrong I will not just come to you and tell you, you are doing wrong. So there is a person who is responsible to do that, I am dealing only with my two deputies, the deputies are going to do that. The HOD's are going to do that. Once everything all the avenues have been exhausted, everything has been exhausted, then I

will come and intervene. So what I am doing every time, whatever small thing, whatever small achievement, I appreciate. If ever they are coming early I say guys thanks very much you are coming early, you are on time each and every time. I will not say 'but', I don't use but. When I say, even if I see that there is someone who is coming late, I will just tell them that 'Guys keep up the good work, you are always on time, guys keep up the good work, you are doing this'. Even that one will say ok now they are appreciating these guys, so which means let me just change and mend my ways. I will not go to him saying 'hey guy you are late'. No. But at the same time, what I know, I will only tell them 'Guys, I am observing each and every educator. Whatever that you are doing I am observing, I will not come to you. Somebody is going to come to you. Immediately they are going to come to you. Once everything has been exhausted then I will come to you. So basically that is what I am talking about.

We've got about 51 educators. We've got 3 AA, we've got 7 GA's.

Q5:

P2: Ya, the learners' response....to the learners, they know that since I was a deputy-principal I am very strict, I am very strict. And if I say this is wrong, this is wrong, I cannot modify it. So as far as the learners are concerned, they know that Mr. Sibiya is very strict and then they respect that. Why do I say they respect that because whatever problems they are having, they jump their educators, they come to me. Even if I am strict, if there is something that is (not) going wrong, they will come straight to me. If there are those learners that are just bullying, they will come straight to me. They just ignore others, they come to me. If ever there is a learner, in most cases their cell phones are being stolen, day in day out. Every time they come to me, why. Because if they go to their educators they say, 'no cell phones are allowed at the school, I don't entertain that'. So as for me now I entertain it even if I know there are no cell phones that are allowed. Because I am just curbing that thing of stealing each and every time because those learners they know that ok if I steal, then teachers will not take...so everything even a small thing they come to me. That is why even if I am autocratic but you must be autocratic in the sense that these learners must enjoy your way of leadership and then they must not be afraid to come to you for assistance. Even the learners if ever there are those learners who can be raped outside, they don't come to the educators, they come to me they'll say: "Mr, Sibiya I was raped by a gang of pupils and so on and so on", 'Did you tell your teacher'. "No, you are the only one that I can.." Even though learners who are on menstrual period, they will come to me, saying 'Mr. Sibiya, can I have 1,2,3, so maybe I will have some educators that will assist me to deal with that', oh ok. I am just their parent.

Q6:

P2: It has an impact because, they will know that if ever I am not going to my class. Even the learners, if I can just stand there, I will just point, they will just run to the classes. If somebody can just stand there and look at them, they will just look at them, that particular person. The way I am using these combination of styles, even the learners they know that they are not supposed to be outside when other learners are in class. So they will just run for their lives to go to their class by mere looking at them. Actually they are not afraid but they know that what...they respect me and if ever they see that, ey, there is Mr. Sibiya, let us rush to our classes. If somebody is doing something wrong, because when I am appearing, he's going to run for his life but other educators, they'll just.. Even if the learner is smoking somewhere there, the educator is going to come and then that learner will keep on smoking because that educator is using what we call laissez faire, you see. And then, (inaudible)..Mr. Sibiya is going to come'. You see. Actually, class attendance... bunking of classes is something of the past because they know that the style that I am using.

Q7: x

Q8:

P2: There is class attendance ne, and then there is bunking of classes ne. The most important thing now, and then another one this thing about bullying ne. That bullying is minimised a lot. Because they know that once a learner can say 'I am going to Mr.Sibiya', I will not just sit down and reprimand. I am communicating with the parent that please, 'come here right now' because your child is bullying other learners. But unfortunately because of this Covid -19 now, so I am just communicating. I just put that person on speaker and we communicate like that ne. And I say okay, if this thing can happen now, know that we are going to take disciplinary action against your child, based on what he or she is doing. So basically that is what we are doing.

Because the most important thing in schools is that some of the learners, they just run away because of bullying, you see.

Q9:

P2: In our community, let me do this, because now we are a community school, and then. Let me just say unfortunately, the community involvement, eish. I am still lacking in that; I am lacking support from the community. I am lacking support from the community. Let me just give you an example. Our school was burnt down, ya the whole administration. These are not our offices; our school was burnt down on 8 of April. This is the school that keep on appearing on television. So now since our school was burnt down, I don't even remember not even a single parent who came here and said what assistance do you need because our learners are affected. What is it that was burnt down, can I bring you the photocopy machine, can we bring you the printer. So there was nothing of that kind. And then, the only thing that they will do now as a community, they are just checking what is wrong that is done by the school. They are not checking the positive things; they would just check maybe if the educator is reprimanding the child harshly or is chasing the child or you know the learner is outside. Its only then that they will come and say why do you chase my child why do you do 1 2 3 but for the benefit of the school if ever something wrong is happening inside our community they don't even contribute in whatever. Since our school was burnt down they didn't even, not even a single person came to our school, you see. But they will just tell you that 'I want to find out if my child is safe if he is coming to school. Even during this Covid 19, did you ever come to school and check what is happening, did you ever come to school and assist the school and say 'guys I know that your resources were burnt down, mmhh, did you ever come to school. We've got burglary every day in day out, not even a single parent said now let me just volunteer in the committee and do 123 and secure our school. Every time they can get inside the roof, they rip off all the wiring and they go. All the light, the spotlights in our school were taken by the criminals, not even a single parent who can say 'can I offer, can we offer our services free of charge and patrol around the school so that the school, our school can be safe. Nothing. Community involvement here, there is no community involvement.

Q10:

P2: Actually we have few learners who are coming from a poor environment, if you can look around here, around Soshanguve, majority of the learners who are around here their parents, maybe 70% of them are working, because they are still young. And we've got a few percent, maybe it can be 2 – 3% where these learners are orphaned. So now, but basically eh..the environment, we've got informal settlements around Soshanguve but those learners who are in the informal settlement, it does not mean there is nothing at their homes. There is something and then even if we say there is nothing, when they come to our school they know that catering is there, because there is a feeding scheme here.

Our school is quantile 2 but I think now it has been upgraded to quantile 3. But up to so far I am still in quantile 2 because up to so far I didn't get the documents that says 'now this is quantile 3.

Q11:

P2: There are those learners who are coming from broken homes ne, there are those child-headed families. Now when they come here, now those who are coming from broken homes they tend to bully others and those who are coming from child-headed families, they find themselves always sad, until you ask them what is the problem. Only then you'll find out okay there is a problem in that family of that child. What we are doing also now, if we can identify them we know that we must make it a point that we intervene, because they are afraid, they are shy, ya, ya. They are shy to come forward that I am not eating. So now once we can identify them now; we start now giving them something. Each and every time we say come to school with plastics so that we can give you food. Yes and we also have got some of the learners who were accommodated at Father Smangaliso Mkhathshwa, there is a centre there it was accommodating those learners without parents, actually it was a juvenile centre. They stay there full-time, now the problem now is that it has been closed now. We are now experiencing a problem where these learners now because of age, they've got nowhere to stay.

Now it has been closed because they want to renovate it because it is not safe for these learners now. It's like safe home. Now we are having a problem because we've got some other learners in our school, they've got nowhere to stay. So maybe if ever they find a person who can accommodate them, it is going to be those few days only. Some of them they don't have parents at all. So those are the challenges that we are facing, as a result now, they will come today at school, not tomorrow at school. They'll come provided that they've got money for the transport.

The social workers are there but once they have reached a certain stage now it's out of the social workers now. Above 18, they must see to it that they fend themselves, nobody is going to be responsible except now if ever the social worker can just try to secure them a home somewhere. Based on that age now, it's very difficult to find a home.

Q12:

P2: Obviously now the performance of that child, if ever that child that child is sleeping without food, so that performance can be affected. If ever the performance of those children are affected it's going to affect the performance of the entire school. If you come to class hungry and then from where you were and here at school we give them something BUT psychologically that child is going to be affected, even if you can get something. If that child can come to school (inaudible) that 'where am I going to sleep'. If that child can come here to school and maybe the home that is allocated to him or her, they are not treating him or her very well. Obviously they are going to think 'that place it's not my father, that place it's not my mother', that treatment is not good for me. Obviously it's going to affect the overall performance of that child.

Q13:

P2: The way I am addressing these challenges now, as I have indicated that here at school we have got a feeding scheme. We make it a point that we identify all those learners, those learners must be fed, the learners must not suffer. We tell them that each and every time if you don't have food come to us, we'll provide so that you must not sleep on an empty stomach. And also what do we do now, we communicate with some of the social workers. It's what I did day before yesterday, I was communicating with social workers, there is a boy who was sleeping on the streets. I communicated with the social workers and then these social workers they are trying to intervene, they are still trying to find a home for this particular boy. Another girl again, she's having a problem, her mother is not well here upstairs. Her mother is moving around Soshanguve, so this child is staying with his brother, they are only two. We never knew about that until the social workers came to us ne, we told the social workers 'guys, don't worry, we'll make it a point that this child every time, he must have some food parcels so that he can take it home to his brother. Every time if ever they are running short of food

they must come to this office so that we can dish up food for them every time. So basically that is what is happening.

Q14:

P2: When I talk about a transformational school leader, you can find a school maybe performing poorly, educators are doing what they want, educators and SMT members maybe they don't attend meetings, they don't attend to their classes, they are not submitting on time. So now as a transformational leader now, you must make it a point now that you transform all those educators and those educators must see now ok, what they are doing is wrong and then they must start to transform, they must start to do change and follow those who are doing. As I have indicated that appreciate, appreciate, appreciate each and every time those who are doing well, those who are not doing well, will start to transform themselves and say no man now guys, let us change, let us pull in the same direction with the groups that are doing good in the school because at the end of the day it is not you and you and you but it is about us. Whatever achievement even if wena you were going in your own direction but the achievement of the school is binding us all now. So now it is better that all of us must transform, all of us now must do the correct thing thereafter at the end they will say that school has been transformed by Mr. so & so.

Q15:

P2: Quality education, if you need quality education there are some documents that we use, let me quote that one document that is quality CMF Curriculum Management Framework. So if you don't have that document, CMF you would be working in the dark because now this is the tool that is used to monitor curriculum because the most important thing we are having school is curriculum. So now we are having this CMF you know that from the beginning there are some SBA tasks that need to be done, you are preparing these learners with SBA tasks, how are you preparing these learners with SBA tasks, there are cycles that are used. Let's say Jan-Feb its cycle 1, this is the percentage of SBA that needs to be covered. As a leader now to check whether this has been achieved, you must make it a point that you approach your SMT and they must give you the scenario or they must tell you actually how far are they in their department as far as SBA are concerned as per departmental arrangements. Because the department of education says ok now, this is the expected percentage of the curriculum coverage from January to February. We are expecting maybe 20% of the SBA coverage and we are expecting maybe 35% on the syllabus coverage. So now these are done according to percentages and according to cycles. In cycle 1, you as a school you must complete 20% of SBA and 35% of syllabus coverage. So now as an educator or as a principal, you must make it a point now that you monitor those percentages now whether they are adhering to those percentages. And you check that really really this is the percentage that has been covered as per dept. of educational because they need that it must be like that no deviation. If ever now you didn't cover that percentage as required, you must now write the strategies now as to how you are going to cover that thing, the when and how. How are you going to cover those strategies, how are you going to cover all the work that is behind. Give those learners some extended opportunities that you must give to these learners that they must cover everything so that everybody must be on par, must be according to the percentages that are required.

SCHOOL B
DEPUTY-PRINCIPAL 2

Q1:

DP2: I can say leadership the way **I understand** is how you motivate and inspire other people.

Q2:

DP2: I think its important (**in school**) because as a school we need to work as a team, so without a leader (**I don't see change**), ya. So we need to work together, (**everyone come with**) different focus or whatever (**its teaching and learning**). And to facilitate teaching and learning we need to be together and then to be together there should be someone who can lead us. (**the one to motivate us to go**) in one direction.

Q3:

DP2: My principal (**uses**) different styles. It depends on the situation, sometimes I know he is autocratic depending on the situation by then. So sometimes he can be harsh then he can take decisions there and there immediately and then sometimes (**he keeps**) accommodating others' ideas before he could take decisions. (**there is somewhere at least he is democratic**).

Q4:

DP2: (**Most of the time I like using democratic but I don't rely too much on it, other times I sometimes add transformational somehow, because you can't get into someone's boots and do what the other person was doing, sometimes there are other certain things you see in a different way and you try to change here and there. So sometimes I apply transformational, ya, ya**).

Q5:

DP2: (**my staff is supportive, is supportive**) because certain things we not done correctly in the past but (**now**) we are trying. And then (**when you show them true facts and then also try to do what is required**) ya, ya

Q6:

DP2: It does make an impact, because sometimes, (I will just give one example). In the past teachers were reluctant to go to class and then (**when you ask, they say**) this person (**talks to us somehow**). (**But now when I see and go to class**) the teacher is not there, (**I don't make noise**). (**I just call a child and say go and call whoever tell them I am waiting for them in this particular class. (And then this person will come and when they do, they are going to teach.) (And then I will tell them 'eh, eh, do you see the time while sitting there.'**) and then tomorrow (**they won't want to be called twice**). Tomorrow **they know that when it's time to go to class**, they must go to class. I don't stay in the office, ya. So I always check in the classes.

Q7:

DP2: (Sighs) Ya, **there we have very serious serious serious challenges, hey we have serious problems**. Yho, our learners you know are coming from the poorest, the most disadvantaged families and then every day, we get a new challenge. Everyday. Sometimes the parents do phone, sometimes they do come, we have this kind of problem. At home there is no one who is working, there is no one no one. To an extent that sometimes I feel that it doesn't matter God whatever you give me I need to share with these learners. It's tough. So these children come from the most disadvantaged families, socio-economic issues, its challenges, hey are very high. Its problematic. The painful thing is teenage pregnancy as well, a child coming from such a family as well, eh so many challenges. We have those

problems. And they come from these families where there is nothing, where they can just drink water and sleep. But the child becomes pregnant on top of that.

Q8, Q9 & Q10:

DP2: Their effect is that...last a learner came to school in the morning and found me at the gate.

They are in Grade 12 writing exams. He slept without eating last night, and in the morning when he came, he is hungry and dizzy but he has to go write a paper, you see. So you can't leave him dizzy, I went to the kitchen and ask for porridge and milk so that at least eat something and gain strength before going to class. Already this child will not concentrate in class.

There are those who are afraid to say like there is one who was brought by social workers, and I teach them. My heart is sore because I teach this child and I see its this child who is a bit reserved. Last I was talking to her and found out that she is a child who went to initiation school (sangoma), I understood that the things she is wearing made her not to be free. So she had a problem of sleeping in class and I said to her, 'you sleep too much'. And she said 'mam, there we are working and doing such and such'. I said I need the parent's phone numbers and talk to the parent to talk to whoever who is making you do these things that they can't, that you are a school child. At certain times they have to let you do schoolwork and sleep knowing you are going to school the following day. Not that you must come here and sleep and say, 'you have not slept doing such and such'. So I was always asking for her mother's phone number and she kept saying, 'I don't know them by heart, I will bring them', until the other day a social worker came saying this child's mother is mentally disturbed and all those. That's when I started thinking 'oh'. Then I can see that she has removed those things, she says she has gone back home. And since she is back home, she is free now. Even today I was with her, she is now free, she can talk. Even today she came to me and said 'mam', because last I could give her some food because she told me there is nothing in the house, there is nothing. You see now at least she is free. And I tell myself maybe it was because of those things she was involved in. so some speak and some don't speak, and you will hear it from another person. And others, when I am sometimes standing at the gate, I am very strict, I shout at them but another child I will see the way they react to me when I talk to them. I will see that this child has a problem. A child of their age will not talk to me like that. So I will call them aside, when I investigate I will find that I can pick up there is a problem at home, 'oh' mama is not there, she passed away, there is no one we are left with the brother or we are left with our uncle. That are those I am not teaching but those I teach; I can see in class that this one has a problem.

The other one a parent came this week, on Monday, no on Tuesday saying that the house burnt down, the mother is blind, two children. That's when I started understanding that they live by grant money, even though I don't teach the child. So the mother is blind and they left the candle and the house burnt down, the uniform burnt down too, then they don't know what to do. There is no one who can buy uniform, there is no one. It's a problem because for food they wait for grant but when they run out, that's it. So it's when I realised that I needed to interact with this child, yesterday she came. At least when these children complete at school, because they wear white. I ask the grade 12's when they are completing I ask them for the old uniform because they no longer use them. So when these kind of problems come, I take from those donated to give them. So fortunately when they came, they found me having a tunic, I took a tunic to give them. Yesterday when they came, they are wearing a pantyhose, I asked them why are they wearing a pantyhose knowing that you are in Grade 10. And she said 'mam, it's because my clothes are burnt. I then said after school come and get money for socks and go and buy socks. I don't want to see you again wearing this but, yes this is how we live.

Q11:

DP2: If I understand it clearly it means you need to bring some changes here and there. There are

things that you think maybe did not go that well so you are trying, you are trying to improve because there are a lot of things. You can say in leadership we are all new, we are new and there are a lot of challenges but we are trying our best. That's because we've been working here and been seeing mistakes. And when we come in now, we are trying to find out which one is the correct one. How must we work it, that's what we are doing. And even coming to finance. Everything we are trying.

Q12:

DP2: I think so, I think so. Even though I think our biggest problem is the parents we are working with. Parents. Because when you check, parents seemingly just throw us with their children and have nothing to do with us anymore. So sometimes the challenge comes because our funds are not enough. And sometimes we sit down and think if we can talk to parents that they must help us with donations, give us this much because we want to bring this. You find that they don't take out money, they don't respond. We try to engage, we write letters, we do everything, we are trying, we are trying. But when we can find the kind of parents who are prepared to work with us, I think we can reach far. I think we can reach far.

And another painful thing you can find is this parent who was taking their child to model c and this parent was paying on a monthly basis, paying for the transport and other things. And for certain reasons they bring the child back here. Just a once off donation, Typek once per quarter is a problem, it's a problem. We do have such parents, they used to take their children there and paying everything and sometimes expel the child because of behaviour or something because those don't waste time. So you find them crying here. So you find that they were paying monthly school fees but here they don't pay. They will tell you this school is a no-fee school, yes it's a no-fee school but how much does government give us, how much does it give us. And our school has needs and since well our school has been burnt down it's a problem. We need money, we need it. But if our parents can help us, ya we'll go far.

Interview 3
School B L2

OR.

L2: (Did not go for leadership training because of corona virus)

Q1:

L2: (To show people how to follow you) you need to be exemplary

Q2:

L2: In school it must be difficult because we deal with a lot of kids. Only to find out that others don't listen. Let me say they want to chase a child in school I have to be there whether they are wrong or not wrong I need to be make sure that that child is not expelled. You are protecting the learners.....I need to focus on other things again. I can't focus on school children alone because I need to balance, I need to focus on schoolwork. So I can't focus on school children only. Sometimes I send others....

Q3:

L2: The style that the principal uses I can't compare it. Let me say he is unique. I won't say he is similar to anyone since I have known him. He has his own style, ya. He doesn't have problems with school children.

The learners don't have a problem with him. He is handling us well. He can sit with a child and listen to them. When there are problems he will say, president, this child has such and such a problem. I still remember last year, when I was in grade 11 and I had problems of undermarking. So I had to go to him and I sat down with him. I did not want to go straight to the teacher because mam will give me the run-around, so I went to the principal straight and he helped me.

Q4

&

Q5:

L2: I came with my own leadership style because I said whatever the learners want they must get. Firstly they wanted baseball jackets, they have them now. I deliver on what they say. Somewhere somehow I know that schoolchildren want 'funny things'. In that case I tell them that they can't do such things. And they listen to me. At first before you become a leader you need to make sure that people must like you, so that even if you can make mistakes they will bear with you.

Q6:

Most of the challenge that I found is abuse, they abuse them at home but they are silent. Sometimes we are afraid to talk because we are scared of where will we go. I know about this but I can't tell someone that they have a problem, because they are personal.

Q7:

They affect them because they need to focus in class. Only to find out that when you want to focus, you get flashbacks about what happened last night. Then you can't focus with proper eyes... there is something called 'ghost'. Let me say like I am looking at you but I am not there. I am thinking of home problems., things like that. But you are not there. Here in school there were such problems when I was in RCL dealing with the entertainment portfolio. Talking from experience I know it.

Q8:

I don't solve such problems; I escalate them to the principal. They cannot talk to me.

Q9:

No, I have not heard about it.

I came with the transformation of the baseball jackets and also focusing on our books. Studying. I would go to classes, others don't listen, I understand, saying we are all the same but some they will take my advice. When I look I think this year, we will make it, the way things are going.

Interviews

School C: Principal 3

Q1:

P3: Leadership has to do with one taking control of directing the organisation, taking charge of an organisation.

Q2:

P3: Without leadership there is no direction, you need to have a leader who gives a clear direction in an organisation.

Q3:

P3: I think you need to mix this different styles, ya somewhere somewhere you have to be autocratic so that you can achieve the goals. But by and large I prefer transformative type of leadership.

Q4:

P3: I think they are positive. I am sure you can see, its quiet outside. They know what I want. They know.

Q5:

P3: They are also fine. I don't have many incidents of bullying, ill-discipline, I don't have.

Q6:

P3: Ya, I think it affects, because you see educators once they comply to your leadership style, you then do not have much problems in terms of them attending to class, they'll adhere to their timetable, they are reporting to school regularly, if they have challenges they will let me know in advance that so and so, is not available, that I can sort the issue of replacement or substitute. So it's very simple. It works well in fact for me.

Q7: X

Q8:

P3: (A long silence) Mhh, that is recruitment ne. Ever since I came into this position, I managed to recruit educators who qualifies for the subject that they are teaching, ya relevant to the subject.

Ya, we had a problem before you find a teacher and say 'go and teach Geography' because we don't have a teacher that teaches that.

Q9:

P3: Ya we do have an impact. The majority of parents who are working in the school yard, if you can see, they are community members.

Q10:

Q11:

P3: Yho! Our learners are coming from poor poor families. Ya, some of them child-headed families and they are struggling to be honest with you. Ya, that's why sometimes we have a number of learners who are.., almost every Friday we have to give them food so that they can sustain them Saturday, Sunday and Monday come back and have the food here.

Q12:

P3: We sometimes experience a lot of absenteeism. Like I said child-headed families, ya we have a challenge with absenteeism, truancy, sometimes there is that delay. If you take them back to their families, you would realise there is a very serious challenge there.

Q13:

P3: We sometimes refer these kids to the NGOs, say when we'll have those learners who are not performing well and they are over age, ne. In grade 12, immediately if they fail or they pass and they do not have funds to go (inaudible), we'll refer them to skills development centres just to assist.

(An interruption)

Ya, to be honest, there is district support.

Q14:

P3: When you talk in terms of transformational type of a leadership, you don't hold information to yourself, you must share it with other educators. So that what you know they must also know, that's how we transfer information.

Q15:

P3: Ahh, with us it's working. Ya, it's working. Ya, with us it's working. We are moving from one level to another in terms of learner discipline. If you can check, go outside you'll see its quiet (laugh), if you check them during break. What we do is we, what my skills, I transfer my skills to other people. So they know what is it that they have to do when they monitor these kids. Its working, its working, it's working.

INTERVIEW SCHOOL C
DEPUTY-PRINCIPAL 3

Q1:

DP3: Leadership is someone who is able to guide and give instruction to the subordinates, the people that falls under your wing to guide and direct them..(interruption...phone rings). Leadership is a person who is holding authority, who leads and guides the people who are under his department or under his wing or her wing, then you guide them, and you give instructions. Another thing you need to lead by example, you don't just give people instruction without seeing you in action. So your actions should show also that you are a leader, whatever that you tell them to do, you should portray it.

Q2:

DP3: It is important because without a leader everything will go wrong, everyone will do as they wish because there is no one to guide them, to tell them what to do, to direct them, to give instruction so that there's clarity on the expectations, the vision and the mission of the school.

Q3:

DP3: He uses a democratic leadership style because he involves everyone in decision-making ,he take also whatever people tend to bring to him, he also listens and also some of the ideas he does use, in case that they are usable or they are user-friendly or they can be or they can be of benefit to the school.

Q4:

DP3: I also use a democratic one because I want people to be involved so that whatever decision that we take, they also own it. Whenever they have contributed to whatever decision that is taken, they are part of it, they will be able to implement it.

Q5:

DP3: Its positive. Sometimes but not at all times. I cannot say at all times its positive, sometimes you struggle to get them to do whatever but you know you try by all means that you motivate them so that they take whatever that you request from them.

Q6:

DP3: Yes it does it does because you're involved as a democratic so whatever that is to be done at school, if you involve people who are part of making it to happen, so they will be able to implement, and they will be able to guide and give instruction to the learners to portray whatever decision that has been taken.

Q7:

DP3: So most of the learners, they come from families, disadvantaged families, child-headed families, so there is a variety of families.

Q8:

DP3: Communication challenges because whenever we sometimes we need a parent to come to school, we are not able to get them, to get through to them, even those learners that have parents, you find that the parents are not active in the education of their children. So if you want them to come to school, if you call meetings, you know we struggle to get that required number of parents so that we can impart the information and communicate to them about the progress of their learners or whatever we need their learners to do.

Q9:

DP3: It affects because if we have a learner who is not doing his work or her work and we need a

parent to come to school, it does affect teaching and learning because at the end of the day, when we assess the learner, so the program that we are using, at the end of the term when the reports are supposed to come out, you find that if the learner didn't complete the task, the report will not come out and now the challenge starts. The learner will say but I have written all the tests but you'll find that there is one assignment which the learner did not write. Even if we keep pursuing the learner to write, they'll keep on dodging even if we try to call parents, sometimes their phones are not working, sometimes the parents they'll give you excuses I cannot come because I am working, I cannot, you know such things. So it affects at the end of the day, their assessments.

Q10:

DP3: So we make a follow-up on trying to communicate to the parent, we keep on calling, try and ..because sometimes these learners they do not give us the right cell phone numbers of their parents. So we try by all means to get the learners to give us the right number so that we communicate to the parent. And then finally some of the parents they end up coming and we address the problem. Or maybe we say a learner should stay at home until the parent come and in that way finally the parent will have to come if he or she sees the child at home, she'll be worried and she'll have to come to find out what is the problem.

Yes we do have social workers, LO teacher is the one who communicates with her. Normally if we have learners who have serious challenges we refer them to the LO HOD and he has communication with the social workers who are based at our school. And then they will come through to school and then arrange appointments with these learners and then she or he will take it from there to help the learner.

Q11:

DP3: Transformational.....I am not so sure I don't wanna....

Q12:

DP3: (Could not follow-up as the deputy-principal did not know)

(The rest of the interview was just conversation and not answering the research questions)

SCHOOL C

Learner 3

Q.1

Leadership is someone who is responsible for something that leads and show some people. For example , if you are a leader you must show by example. If you were in work and you have people that are working for you, you must be the one that shows you're a leader. You must make sure that everything is possible and you must make sure that everything that you do people must follow as you're the leader. You must show all the effort that you're the leader. And you're the head for example if you have a business there must have a leader, a CEO. In a business, they call it a CEO. There's a CEO but the head is a leader. Someone who shows and leads by example. That's the way I understand.

Q.2

They do help a lot so that learners can see when the leader wears a full uniform, the learners will wear a full uniform because they lead by example, that's a leader. I understand it that way.

Q.3

He listens to us and issues us respect and then we must give him some respect. He's the leader. I like him very much because he can lead. I can even understand even when if you're telling him something he won't just not listen to you because you're a learner, he will listen and then tell you and show you the way.

Q.4

I would just make sure that I am the example in the leader and then I'll make sure that I take all the effort and then but I will not ride alone. They will just help but in the group, there must be a leader, in the business there must be a leader, in the school there must be a leader. It is someone who knows that he's the head of something.

Q.5

In school you can show them the way so that they can be like wearing full uniform, not smoking, not doing wrong things but at home, I don't know what to say. Family problems. Maybe father and mother are fighting and stuff.

Q.6

You won't concentrate because you'll remember the fighting, maybe father is beating up mother. You won't concentrate at all, I don't want to lie, you won't concentrate.

Q.7

You can take a learner and then put him down and then tell him. If that is not working, call social worker then they will assist.

Q.9

Isn't the leader that changes? Cause the word 'transformat' is something that it is changes. So transformational leader, I think it's a leader that changes. Am I right?

INTERVIEW SCHOOL D

DEPUTY-PRINCIPAL DP4 (PRINCIPAL INTERVIEW QUESTIONS)

Q1:

DP4: Leadership is all about leading people and as a leader you have to be exemplary. Whatever that you have, any idea or something that you want to start in a school or bring change in a school you should be able to lead people, show them and lead by example. So that the people that you're leading should understand that this is how you want things to be done. So a leader should have people who are following his or her example and whatever that he is doing.

Q2:

DP4: It is because we are talking about the future of the learners and there should be systems in place and once you have them, you have to manage and lead so that at the end of the day there should be stability and unity within the school and be able to account as to what is going on because as a leader you have to manage what is going on at your school so it's very important because you deal with learners who are the future community leaders.

Q3:

DP4: I am a situational leader, I can't just say that I use this style, it depends on the situation. Where I need ideas so that we can come up with an agreement as to how are we going to run this project. That's where now I become a democrat, everybody all the ideas will come and we conclude and for that idea to make it a point that it does happen. That's where now you become an autocrat because you have agreed upon whatever and sometimes it's not like everything you will be a democrat especially with policy compliance that's where now you have to become an autocrat because policy you comply. Its compliance all the way. It depends on the situation. It's very important because if not you're going to fail because they will be coming with so many ideas but if you know that you have discussed an issue and you have agreed upon. I will give you an example, arrival time we said its half past seven. If somebody comes at eight o'clock we don't negotiate because we have agreed upon that, so you have to act on that, show your leadership.

Q4:

DP4: What I have learned is that in any normal situation, there won't be 100% compliance. Still they do understand, 99% I think they will always do the right thing and there will be this 1% that will always question. But as a leader, a person who is like that especially if he brings in positive critiques like criticizing you in a positive way, you allow that person because at times you won't see things the way he sees them. But once he criticize and you see that this is a point you always take that so such people they are always there but they shouldn't but they are, they don't derail us from what we've agreed upon. But in our case, we have 99,9% of compliance so it's not a problem because we do discuss issues with them and get a buy-in from them and once we have the buy-in, it's no longer from the office to them but it is our thing. So you will always remind them of the meeting that you had and the agreement that you had with them. So it's not much of a problem because we're open, we discuss issues.

Q5:

DP4: Ah, with learners we've got the code of conduct for learners and for that they know what they are supposed to do, what is expected of them. And for the newcomers every year we have a camp, first term of the year, a camp where we put them on board to show them how we operate as a school. Consistency is one thing that I have learned that if you become consistent in whatever that you do,

you'll get the respect of even learners. We don't shout, we don't punish learners, we talk to them, we negotiate and at the end of the day we allow the learner to come up with a solution to whatever problem he has and let that be written down as a way of saying 'I am binding myself that as from now on that this is what I will do and every time you'll always refer that to the learner, so we have got the non-compliance book whereby we allow learners to voice out their views and if they are not satisfied we'll always come in as the school management team.

Q6:

DP4: It does, because as an institution there are policies, regulations, and we don't do as we wish. We look at the policies and then we have to tailor them to our situation as a school where we are situated, so we know the kind of learners that we have. And at the end of the day we have our vision and mission that these are the kind of learners that we want to produce at the end of the day. So it does help, because if there is no leadership, there is laissez-faire at the school, there won't be discipline. So we make sure that once there is discipline then quality teaching and learning will continue in class, so we'll have that in class.

Q7:

DP4 x

Q8:

DP4: : Ahh, I am very passionate about curriculum issues because I do understand that if I can have that grip on curriculum and understand all the subjects and how learners have to be assessed, you know and that is my strong point. And ever since I came you know, I have brought in this system whereby teachers have to account for their subjects and teachers.....it's like even with the marks, the AA were punching the marks for educators but I realised, they can't because educators are the ones who know the learners, and if you punch your own marks, you'll be able to see that so and so can't get this and you'll find that you have missed that mark. And then what I've done is I have brought in the composite assessment plan and the HOD's they've got that with the dates so that we can make follow-ups on educators so that they can be able to submit on time so that by the end of the term we shouldn't be running around looking for learners who did not submit. And moderation is done to the letter because when they submit the marks to my office I want the moderation too, are the marks moderated and there is verification of marks that are instilled in them and there must be a curriculum report and analysis of results we analyse the results every quarter, and they have to account for the results for the quarter and we always compare them 1st quarter, 2nd quarter we compare. And if there are challenges, and if there is good practice we always ask them why, how are you coping, if one teacher is not coping, then how can you help. So we have moved away from the system of shaming educators, we name and praise the educator and say you know, you've done well, share this good practice with the others. So ever since we have done that, the teachers are very open about that because they know that I like that. And one other thing is like organisation, organising things, they know that whatever document they want, they will get it in my office. Because I have got even the annual teaching plans for the whole school, all the subjects, I do have them in my office, so they know that everything is organised and that is what I have brought in at school because when I came here the systems were not functional so I had to make sure that there are systems and we follow and we monitor, we review. If it fails, we review. And I am one person who is not afraid to ask assistance from educators, you know for any idea or how about doing this. I always want their opinions, their views because right at the ground they know what is going on, what they want so that we can better the quality of teaching and learning.

Q9:

DP4: It does you know because looking at our results and the learners from our community, the

parents around here they are for our school because they do understand that there is discipline at our school and as such there is that relationship with us and the community because we sometimes offer them our school hall if they have certain events, we will allow them to do that at our school. Even around that we know parents, grandparents they always refer their grandchildren to our school. That is why even now if you look at the admission every parent around the community, they want to see their kids or their grandchildren at our school because of the good results that we have and the surrounding especially when you get into our school, its welcoming. You can see that there is teaching and learning at our school and its one of the cleanest school that I have seen in Soshanguve.

Q10:

DP4: I think 10% or 20% of our learners are staying with their grandparents, the parents have died and the situation is like they are depending on the grant and even the social grant that they get and we know our learners and because of this nutrition they are very free to come with ...and ask if they don't have mealie meal at home, they'll come with a bucket and just give them that. And they know they are free that they can ask whatever from school. So its grandparents who are taking care of their children and some are from parents who have divorced and we can see it's a fight between especially if a learner has done something and we want the father and the father when he comes he will tell you that the mother did this and that and they are such and those from families that are both where they have both parents, they really ahh, they are not giving us a challenge so much but mostly it's like from the families where they are headed by the grandparents. Mmhh, ya, so many issues.

Q11:

DP4: The challenge that we have as...especially where learners have to be helped with schoolwork, you know some ...the grandparents are not educated. And then projects when they have to do projects and then research we find that they don't have data, the phones are not the ones smartphones, that's the main main challenge and one other thing is that late coming becomes an issue whereby you find that a learner will disrespect the grandma and we've got. And for now we have this partnership with a social worker so because of the SBST that is functional at school. We have identified these learners and the social workers are taking care of that, that's the main thing and one other thing, the LTSM, textbooks given to them, they always get lost and when they have to re-pay for their textbooks, the grandparents can't pay because these textbooks are very expensive. Every time that's the challenge that we have because textbooks will be lost and when a grandparent comes here, you can see that you know that there's nothing that you can get from the parent, so that's the main challenge that we have.

Q12:

DP4: We have a library and we sometimes allow them to access the..especially after we have identified them. They'll go to the library, there's a laptop, two laptops for the library and because of free wi-fi then they are able to access that and to do their work. But they have to compromise and stay after school so that they can be able to do that. That's the main thing as long as they are prepared to stay after school, that's how we help them.

Q13:

DP4:

Q14:

DP4: Transformational school leader, the one who transforms the school, leaving school from level one to the next level (questioning), collaborative leadership whereby you look at your managers and maybe look at their leadership styles and allow this leadership to complement the other so that you can be able to transform the school the way you want it. Because I think even if you have the

managers, SMT members, you'll look at how they lead their department and one would have this good quality and will complement this other one, so that there can be that transformation within the school because I think the main thing is to change from where the school is to a better school.

Q15:

DP4: I think the core business is curriculum delivery, teaching and learning. And if you profile the educators in a way that they teach the subjects that they know they are experts in that and you support them, you motivate them, you reward them. Then I think it's within a person, a person if he works and gets rewarded, he'll always bring out the best. Be recognised. And if you doing something good be rewarded for that and that will motivate educators to do their best. And if something good has happened, reward them by having maybe if they have to knock off at one o'clock you say today, because of the good results that you have given. Learners have passed, everything is going according to plan, why not leave at one o'clock instead of half past two. So in a way it will motivate the educators.

INTERVIEW SCHOOL D

HOD4

Q1:

HOD4: Leadership means giving direction to your subordinates like for example in this case of this covid-19 thing, we had to come up with ideas of how learners should attend because they are rotating as it is now. Ideas and options to say, how about this, how about this, giving directions, showing the pros and cons of each direction, so on and so forth, until ultimately we came up with this arrangement.

Q2:

HOD4: Leadership is important in a school just like it would be anywhere else because there has to be somebody who gives direction because it can't just be that we just gather and nobody is taking the lead or taking control of the situation. Ya.

It is also important because people will come up with their ideas, their opinions and then there has to be somebody who can say but this can't work because of 123. The right thing to do will be this and so on and so forth.

Q3:

HOD4: Mhhh..the principal varies with leadership styles. One moment he becomes a dictator because yes sometimes he may be democratic but sometimes democracy will give you a problem because you might say let the majority rule but you find that the majority is wrong, in the path that they gonna take. So from time to time you'll become autocratic and so, no no no aah aah. It has to be this way, it has to be, no way no. I hear you but aah, it won't happen that way.

Q4:

HOD4: By and large I am a democratic because democracy I think it's very helpful in the sense that should things go wrong, one does not have to shoulder all the responsibility and the blame. It's our decision not my idea.

I convince them to say guys we have to do it this way because of 12345, ya I convince them. I don't just say 'my word is final' without them buying into the idea. No because at the end of the day, somebody has got to be accountable.

Q5:

HOD4: they respond well because we relate well, we share ideas and then I even come down to their level to understand their frustration, sympathise with them and tell them that somethings are just policy and we don't negotiate policy. Policy has got to be implemented, whether you like it or not, it's like rules. Rules are rules are rules, you can't want to negotiate rules and policies to say but 'no, I feel like driving on the right side of the road. Rules are there to be obeyed, nothing more, nothing less.

Q6:

HOD4: Mhhh..in the classroom as in when it comes to the learners. Mmh mmhh. I think it does by and large because even the learners themselves I apply the same principles on them to say, 'let's hear, give me your ideas of how you think this thing should be done', although I know at the end of the day I am gonna convince them to do things the right way, my way. But I listen to them because I think it helps a lot because sometimes, people want to be heard, even if you don't give them what you want. The fact that you listen to them and give them a hearing and sympathise with them, they feel better to say, 'but at least he listened'. So even with the learners I listen to them, I let them talk and talk and talk and talk and ultimately and say 'but guys, whatever you are saying it won't work because of 123, let's do it this way. This is the way it should be done; this is the way it has always been done and its

policy, its rules. And I understand your frustrations, your fears, your opinions but they don't count, your opinions as to why don't we do it this way. No. This is how it's always been done; this is how it's gonna be done unfortunately, mmhhmmhh.

Exactly, sometimes you show them that their opinions won't work and you give because you give them the reasons why their opinions won't work, whatever you are saying, it won't work because of 1234. So they become happy and say now we understand.

Q7:

HOD4: mmmhhhh, by and large our learners, the majority of them stay with their grandparents, it's only a few of them that stay with their biological parents for that matter, ya most of them. Like this area is an old area, so you find that now most of these houses are owned by grandparents. The children have gone to the RDP houses and they left their children here with their grandparents. So most of them stay with their grandparents, and their parents are not there with them.

Q8:

HOD4: mmmhmmm, it does disadvantage them a lot because number one these kids can be very truant and give the grandparents problems to the extent that the grandparents come here and tell you that 'these kids I don't know even what to do, the parents don't care about these kids, I am left with the kids but I am helpless. Sometimes you find that now the grandparents are illiterate, they can't help these kids with the homework. You give them homework, the grandparents can't budge, so it becomes a problem to say at home, there's no one who can help me.

It does, the grandparents can't help much. They don't know about this new subjects, these and stuff like that and the internet. And it becomes a problem.

Q9:

HOD4: mmmmmhhh we invite those grandparents to come to school and then we try by all means to say to them lets' see how we can help you out because if you say you are illiterate for example as a grandparent, just get somebody from the neighbourhood maybe who is better knowledgeable to help this kid because this kid is suffering. Surely there must be somebody in the neighbourhood who can help this kid with homework and stuff like that and projects etc. Think of somebody, think of somebody who can help.

Q10:

HOD4:

Q11:

HOD4: A transformational school leader is the one who will be abreast with the development and move with the times as it were and be modern in his approach and futuristic in his approach of dealing with issues rather than saying, no this is how we've always done this and then applying the technology amongst other things, like computer, your laptops, your internet. Ya moving with the times basically.

Q12:

HOD4: Ya, I think they can because like I have already alluded to the issue of the google and stuff like that. Like nowadays we didn't do stuff like you're...(interruption). In our days there were no googles, there was no Facebook, there was no...but nowadays these things are there. And they are also part and parcel of these learners' projects. Ya. Like your blogs for example, the other day there was a project to say learners must write a blog. A blog, B-L-O-G. And some of us have got to learn these things to say, 'what is a blog now'. So we are learning with these kids as it were and some of these things, we learn from them, they know better than us to say 'you don't know what a blog is. Sometimes

we've got to google and then 'ooh, this one they call a blog, oohh I see'. So we move with the times, we are learning with them as it were. Its helping because...it's helping a lot with education.

Learner 4

Q.1

According to my understanding, leadership is being in the position by where you're ruling. Being a leader, setting an example to people who are watching you, people who are following you and then like looking in every step that you are doing. Being a leader is about being the position whereby you are leading people, showing people which ways to go, right things to do, being an example.

Q.2

Leadership it's very important in this school because it maintains discipline. Having leaders in this school, they are able to keep order making that everything is in control. For example, when we can look where there's no leadership everything is just a mess, people do as they love, people do as they wish which can lead them to doing wrong things. So having a leader at a school, a leader would be able to guide and ensure learners, even if not only it's teachers but anyone who is a leader in this school will be able to show the pupils of this school right things to do and which bad things to avoid.

Q.3

I don't know what to say but our principal, honestly speaking, he's autocratic. For example, past years they had hair piece and whatever hairstyle but now these years they cancelled hair piece because they said learners are getting distracted in class. So imagine we are in high school right now, other girls feel like they're not being taken seriously because we have SRC's in our school, we have – when we try to negotiate about the hairstyle issue, still the principal does not allow it. It's final that hair is not allowed. So when they look, not that we're comparing our school with other schools but looking at other high school students, I mean they're still representative, they're presentable. So looking at our school, it's like we are all peers, we're all the same. There's no difference between Gr 11 to a Gr 8 learner. I'm sure you can attest to that too because we are all equal. We have tried to talk to the principal but he's autocratic. Coming to the boys, the principal does not condone the issue of wearing skinny trouser. Okay, we allow that but yoh yoh. It's like if I'm wearing a skinny trouser, he's rude in the way of addressing it. He will untie it instead of telling you, that, okay firstly he notifies you but at some other time, I think he is so autocratic. The learners here in our school they feel like they do not have a freedom of speech, which whereby I agree to. Mostly the Gr11's, they feel like they do not have the freedom of speech.

That's the thing, for us to be scared of him it's because he does not want to be told anything.

Q.4

Coming to the part of being a democratic, students always come to me whenever they have problems. The ones who are younger than me, the Gr 8's, every time they are bullied, they bring their complaints and then we suggest things we can use that could bring change. Last year when I was campaigning to be an SRC president, I am here at school, I was doing an investigation like "what are the things you'd like to see being changed here in our school". Most of them was the issue of hairstyle. Here in our school, like going to competition they always pick one person all the time. Maybe for example, teachers know I am great in speeches, I'm good, I perform every well. So obviously when the competition comes, they come, "Jane* you're being picked". They chose like that.

Cause what I thought of is to maybe for example there's a Geography test, competition. I would suggest if they come to the class and give us general questions to write about and the one who gets the highest is the one who goes. Unlike every time I come pick you, pick you, pick you. I tried to negotiate that with the other teacher. Then they gave me reasons that one of the reasons that I come

into class and pick who and who and who , it's because they work for that opportunity. You can see their potential. Now those who are playing but still complaining that they are not being chosen, they're not working for it. So also that thing, it makes learners to lose interest because every time at assembly, they call one person. So that's the thing.

Q.5

Most of them can talk to me. But since the Covid 19 issue, it's been a long time that we were not coming to school so the relationship it drastically changed. So even right now, I even forgot that I am the school president because I am only focusing on my schoolwork. I am not sure if next year there will be this position again or what because remember I am in Gr 11 so I am mostly focusing on my schoolwork. I am not only the president here at school , I got my team members I am not riding solo. The treasurer, actually there are 16. We have Gr 11 SRC and we have the Gr 10 ones out of this SRC. So they're not coming to school every day so we don't get enough chance to lead here at our school because also we are not always here. That is why but instead they still come and still talk to me. I am able to help where I can, I am doing my duty as the president.

Q.6

Common one is finance. I am certainly sure about that. This year the council RCL (wearing home clothes). Cause you would see it's like a competition, remember families are not the same, the other one would come wearing normal and the other one would be like, you understand, for everybody to bring the attention on them. So that thing made learners to develop a low self-esteem. Others were not even coming to school. Sometimes, when we pay for home clothes, others don't have money. Which also contributes to that issue of finances. Adding more on that issue of finance, at our school per year we are paying R480 in a year- in a school donation but we feel like it's a school fees. They say it's a school donation. The problem is , I'm not sure should I say it's the parents or what because we're being told around December that next year that school donation will be R480. Parents delay the process. They do not pay until December time where they have to come and fetch their learner's result because if you do not pay that you will not be able to receive your result. So that is when they are forced to pay. And then another issue we are facing it can be abuse and then poverty too. Because we do have learners who do not have school uniforms and then maybe their school shoes are damaged. I think Teacher X is also helping, she is the HOD , she is also helping making sure that they give learners that do not have so I think also poverty contributes to that and a lot.

Q.7

It does affect because we do have learners who become problematic. They did not listen to teachers, sometimes they do not write or what. But they've got their own reasons so sometimes you can say someone is a problematic but finding out exactly the background of that behaviour is really hard because you find out that that person do not have parents or lives with guardians whereby he or she is not treated right. And then also finding out why they did not write their work, they do not have people who will help them at some point so now teachers consider it as if they're like playing so I think they also behaviour, the situations at home affects how they're learning. Because obviously mentally it affects them they always think about the challenges at home. But lucky enough here at school we have not faced the issue of drug and alcohol abuse. Around the school environment as a whole I can assure you that no one is smoking, not knowing outside. But inside there are no smoking zones. Other high schools they have smoking zones, people do as they love so here I can say that we are under the supervision. There is nowhere that you can go out and do as you please, you see there are rules.

Q.8

For this year, I did not do enough. Honestly speaking. Remember a president, it has to be a year, the whole year; so I did not experience it. Being in that position of being a president. So I did not do much. I can say from January until March that's where I was in the position of leading. I tried really hard to have a socialisation with the learner, finding out what is their problem. The first mistake that we did not do is going to the HOD or the one who is responsible in helping the learners, yeah we did not talk to her. But we as the SRC suggested that we should donate sanitary pads. We wanted to do a poster, looking for donations whereby even if it's not only here at school. Members of the community maybe let's say where I stay I put a poster somewhere, everyone can see it and they can come and donate those sanitary pads. So with those sanitary pads we were aiming to help girls who cannot afford. Although they will not tell you but giving each and everyone, to those who don't need it will just say I'm fine but we will give those who always want them because you never know. And then we also suggested, we also wanted to sell muffins here at our school. For example, we as the SRC, baking muffins or whatever that will be attractive and we had also started a shoe polish, whereby we polish student's shoes in return of R2 so with that money we were still going to find a way to help the learners who cannot afford. Every time we had meetings; it was a norm that we're taking out R2 every day. When we holding a meeting, my members, my team, it's an everyday thing where I collect R2 every day. So the money box we put it in Teacher L's car. I don't think it will be safe here at school, I mean in the library everybody gets in. So Covid 19 took over, our money is still there in the boot, I'm not sure I have not made a thorough check about it.

I also tried to design a suggestion box then I went every class, "okay this is a suggestion box, write all your problems, you want to see change" Even when I was conducting the interviews, it was one thing: hairstyles. Changing trips because ever since we have been here, Gold Reef City one way. If we try to suggest to teachers let us take a swimming tour, they tell you "okay student die" they bring those kind of thing that make you even lose interest. So yea, going to different trips, that was a challenge. Those were some of the things that we were trying to bring upon until everything changed.

Q.9

Transformational, to transform I think it's to change. So transformational leader, I think it's the leader who brings change, living according to their promises, fulfilling the promises that.. for example when I conversed promising okay although I didn't do promises but promising to change whatever whatever, you make sure that you transform, you change and then keep the promise that you have promised to those you wanted votes from. So a transformational leader is a leader who brings change who manages to fulfil the promises and who makes sure that everything that was not well it is fixed.

Principal Interview

School E Principal 5

Q1:

P5: My understanding of leadership is that eh you know you take the forefront as a selected individual. You guide your followers in ensuring that they practice the dictates or the expectation of an organisation. There are rules that need to be followed, as a leader you need to conscientize them, make them aware of the existence of such rules and over and above the rules will be their job description and functions. Ensure that they practice that effectively so that they actually satisfy the expectations as per those job descriptions. And I also understand that for them to be able to do that effectively, you as a leader in the forefront, you've got to lead by example. Ya, for an example I had an instance where my GA had a challenge with the cleanliness of the environment. I personally took it upon myself to take a plastic rake and one of the working instruments. I was recorded cleaning this on one Saturday so that I show them that if I am able to do it why can't you. This is not my job description but I am able to do this and as a result I want you to do exactly what I am doing. So to me that's the kind of example I can give, it's practical, it's recorded, it's there. And if you wish to see it, I can show you as we speak.

Q2:

P5: Yes, leadership in a school setting is very important. Remember we all work for a particular purpose and that is to ensure that we provide these learners with tuition so that at the end they become leaders of tomorrow. So an environment such as this, our expectation is to ensure as a principal that curriculum satisfaction is being put in place by the educators. So that there is this completion of the syllabi and learners as expected they should be tested or assessed according to what has been given to them by their teachers in a teaching and learning environment. So to me that is very important.

Q3:

P5: Well I think I am more democratic and quite open in my leadership style and I think that's the one trait that plays a very dominant role. The institution that I am in as I indicated, I'm 1 year 9 months here. Prior my coming over here, I learnt the ethos and the culture of the school so that my taking over should actually not be, should not militate the culture that is here.

I am from somewhere else as a deputy in any case. I was a deputy for, in 2011 I became a deputy in one school for about 7 months and got promoted to a principal post where I served in 2012 and resigned in 2013. I have been a principal before but although I'm only 1 year 9 months at this current institution.

I studied the ethos and the culture of the school and I realised that for me to be able to provide proper leadership at the institution is to be as democratic as I possibly can. You know, be roomy so that I accommodate every contribution by every educator. But at the same time I would say that I also manage and ably so to be autocratic where such type of leadership trait is required. For an example when one needs to correct an educator who seems to be taking things for granted, then I would resort to that kind of autocratic style, so that I bring the educator back. So in that way, I am able to help the ship to sail smoothly in this tumultuous...and in that way we are able to run the show.

Q4:

P5: Well so far so good I must say, the response is quiet alarming in that just before this interview, ten twenty minutes ago I had a chat with one of the educators informally so. He was congratulating me to say 'you know meneer, I like your leadership style, we have had four principals before you who never

stayed long. Unfortunately because of their leadership styles given the culture of the school, they could not sustain their stay here. So with you, chances of you taking us further and you staying here longer are quite high because we really enjoy how you are handling the situation.' So these are accolades one receives from them and I hope to improve even further because the institution does not have a very good history in as far as principals are concerned.

No, it's not a new school. It's been here for some time.

Q5:

P5: You know if there's one thing that I enjoy in the school, it's my learners. You know I scold them; I reprimand them as a caring father, and I do that with love and they have realized that I have a very close and intimate relationship with them to the extent that some had a suspicion that I have a love affair with some of them, which is incredible. They appreciate me, they enjoy me, even when I pass them along the streets even withing the premises they would shout nicely at me. So I believe they enjoy my leadership, they respond quite well.

How do you take care of people, how do you take responsible for people that you don't even love. It really wouldn't make sense.

Q6:

P5: Well I do it through my immediate seniors which are the SMT. So per instruction and responses from them is to how they interact and what is it they are doing outside there. And although I am not doing it quite often, I would go out and conduct what I would call leadership by observation. I would go out and observe what is happening out there. And I would normally interact with learners especially where I find them free without an educator, I would enquire as to what period is this, who is supposed to be here and then I would instruct them to call that teacher. So I believe, there is a relationship between this office and what is happening in the classes, through the SMT.

Q7: x

Q8:

P5: Well, what I remember quiet well it's the incentivization of achievements through awards. This has been something that they have not been used so ..(interruption) incentive and rewards, improvement of results. That is also an indicator that there is a change. As I indicated earlier, the leadership style, quiet a number of educators appreciate that and then ya, through that open door policy, educators feel they also feel are worth being considered and are important. So in that regard, there is this free-flow communication and it sharpens the inter-relationship. To me that is quite serious. Another thing that I know that has been a serious problem was late-coming, late- coming was so serious that the department was worried whether I will be able to bring some changes or not. So I promised that I would definitely do that and that has been achieved, although it's not 100%. I go out and move right through the community here every corner from which these children actually emerge from their different places. I will really make sure that I push them so that they observe punctuality at the school. I talk sternly with them, warn them and then change those who are not complying, so that the following day and other days, they do exactly what is expected. So in late coming there has been a serious improvement in the school. And for me it prides me.

(The results)...It's still early but I have a 90% target for this year. Last year I had 88,1%, despite all these challenges. And fortunately I think it is because of the co-hort of Grade 12 teachers that I have, quite dedicated and through my personal motivation to them, my constant communication, trying to establish what challenges are they facing in the classroom, where can I assist and so on and so forth. These are some of the things that to me are responsible for this kind of achievement. Now that they

are writing pre-lim examinations. We've worked very hard despite the Covid conditions. So I am positive that we will get something out of that.

Q9:

P5: Absolutely, the relationship is amazing. For an example with the Covid...3 Covid cases we've had, I employed quiet a number of women around here who are unemployed to come and do deep cleaning. So they do it freely and they would sometimes enquire as to what can they contribute in order to ensure the school is clean and so on. I have opened the gates to quiet a number of churches in the community. They assemble here on Sundays to conduct their prayer services. I also have a good relationship with the councillor in this ward. We constantly communicate and with a view to try and look at the challenges that the school is facing, particularly in relation to crime. So I also have good relationship with the EFF. They would come in here just to check as to what progress or challenges are we facing. So the relationship with the community is quite quite interesting.

Q10:

Q11:

P5: Well, it's a very hectic one in that not all of them come from same family background. I am able to indicate that I have learners who are orphaned, they lost both their parents and some are still taking care of their little siblings. It's quite a challenge but what I normally do since there is no one working, no one looking after them, I would assist them for an example with the social development issues, wherein one is filling forms for them so that there is application for their grants. I would also provide food for them from the kitchen, so the food parcels. Every Friday I have a group of them who come in to come and collect. Some are even ashamed to carry these along, so I would personally go and drop them at their places. So to me that's, ya. There is that relationship. And not long I think its three weeks back, I gave one of these young boys, he's doing grade 12. I gave him a number of clothes from one of my children, ya, they are actually of a similar age, fortunately they put on same size. So I indicated to them that you know what this is the challenge I am having, a chirpy and very studious young man but here is a challenge, what can you offer. So they actually had to give him a number of good-looking clothes. He was excited to get that.

Q12:

Q13:

P5: Well it does, because intellectually and emotionally, these kids are not stable and it has a very consequence in that performance is negatively affected and this you learn from their class teachers. So what we would normally do is interview this individual and then try to establish as to what the causes could be and this is where now we get information as to their family backgrounds and we would help them through social assistance from the district, they have this kind of service. So they would come and have an interview with the individual and see where they could help. And in quiet a number of instances we really manage to assist a few of these and I believe that we would continue to do the same with those who are having such similar experience. After all we are working in *loco parentis*, so we need to....

Q14:

P5: Transformation has to do with change and we really live in a competitive world eh the world is dynamic it's not static, once you stick in the old school, then you'd never really make it. So given the fact that there are lots of changes that are taking place especially in the education system. You know one needs to update himself in relation to such changes so that you become a perfect fit within the teaching community. For an example, we can talk about technology for an example, there is a lot of transformation going on along those lines. So if as a leader or a principal you are not up to scratch with such changes, technology has seriously taken a serious toll and if you are not confining yourself within those realms, you are definitely going to be an outcast.

We are using technology in the classroom, smartboards are there. So if you are not on par with these changes, I believe you'd be you know a *persona non grata*, unwelcomed. So it's important to keep abreast.

Q15:

P5: Well I think the education department is doing a lot in that end. For an example we have a unit that deals, its ISIP, they deal specifically with technology, ICT in schools. We also have a committee, ICT committee which has a co-ordinator who relates quite well with the district in as far as such IT developments are concerned. So whatever training he goes through, he will come back and inform or train if training is needed his committee, so that they in return would pass that to learners so that they are kept abreast of the latest development. So the district is playing a very key role in that respect. Just very recently we completed a spreadsheet on the needs of these children in as far as technology is concerned. So we are going to be receiving tablets for the grade 11 and the grade 12's next year. So training will be offered by this very educators, be training learners on how to use this kind of latest technology. And another is that team whatever, lately because of covid we communicate via online team meetings so we are definitely on par. Technology is what we are really engaging ourselves in lately.

INTERVIEW – SCHOOL E
DEPUTY- PRINCIPAL 5

Q1:

DP5: Ya, leadership is the kind of administrative management which more relate to the situation on the ground, because it... in my thinking it is away from management in a way that management has principles that have been derived in terms of policy. But in terms of leadership you are more directed by the situation on the ground whereby a lot of humanity and infusing people to co-operate and also dealing with issues as they appear on the ground and not on the book and that is my understanding of leadership.

Q2:

DP5: it is very important because leadership on its own is the one that will begin to encourage all the stakeholders to have one vision to have one mission. It's because of leadership if people are entrusted to that leadership, if that leadership is open to all the stakeholders, then it needs all the stakeholders to understand and believe in that their duties and responsibilities are important to that particular institution and therefore it will mean that they'll comply and then they will also be developmental in assisting the school to perform. But if leadership is adverse, if leadership is adverse, it will be reflected in the human resource in that the human resource will not co-operate, in that the human resource will not be free and happy to perform duties and responsibilities.

Q3:

DP5: He is more of democratic style of leadership because he is allowing all the participants to give their voice and he is allowing all the participants to be planners in pushing the school forward. It's not top-down management but it's a management that is collaborative and then I think in terms of allowing people to be part of decisions and allowing people to be part of the planning, the decisions begin to be embraced by the total stakeholders that are here.

Q4:

DP5: I'm more of a democratic style of leadership, I believe that leadership is not walking in front of subordinates, leadership for me is walking among the subordinates. When you walk with them you begin to see the challenges that they have and when you walk with them you begin to infuse also some kind of intrinsic motivation so that they could buy what you are selling to them. But if you are more in front in terms of autocratic management whereby the leader will be in front and expecting the footsteps to be followed you are not in control. You would not be able to control what is behind you.

Q5:

DP5: In most cases the staff responds positively to the democratic leadership style but maybe the challenge is that the democratic leadership style, you have to consolidate dissent voices, you have to consolidate dissent voices and you need a strong leader because people might not view one thing in the same way but you might put a forum of objectives and put them on the ground and try to push a certain position and that certain position might be seen differently. So you need a strong personality that will allow criticism and then criticism also in terms of leadership are the ones that will build you because criticisms are not always negative, they'll also be positive. So basically I am trying to say that in terms of democratic leadership style, every day is a learning curve.

Q6:

DP5: It does not affect teaching and learning per se because it allows for an individual to grow to the extent to understand on his or her own her contractual obligations. So if for example you use an

autocratic form of leadership you'll coerce teachers to go to class, but you are not in control of what they do in class. So but in terms of democratic forms of leadership, but you'll know that people will go to class willingly knowing why are they here for and then even if there is monitoring that will be there but they will understand their objectives and responsibilities. But the challenges when we have mixed genre, particularly genre in terms of age, ya if you have 50% maybe the old age and 50% the younger generation. In terms of virtues and ethos, so it becomes challenging in that the other one will be versed and the other one will not be versed or the other one will be energetic and the other one will not be energetic. That is the kind of challenge I think most schools are facing.

Q7:

DP5: I sincerely believe and in terms of the facts that I have been observing that the learners that are attending this school are really coming from one from families that are headed by children number two is that either one parent is non-available so majority of them are being raised by their grandparents. Ya, typically majority of them come from very very deprived conditions economically and also very very wicked families in terms of ethos and (what do you call them) morals, morals, morals. The environment that they come from is challenging them in terms of morality, so it is left for the school, the school is no longer teaching but ..60% of teaching is being directed in terms of coaching. Ya

Q8:

DP5: All translate in that the social behaviour, social behaviour that they are having outside the school, the context, they bring it to the school. And you find challenges because in the school is some kind of code of conduct and discipline and they are used to this type of life, that they are not disciplined, they are not coached at home. And when they come to school they will experience and observe that at least this is a different environment then they begin to be alienated and challenge the school environment because it doesn't reflect what it is happening at home. And you have disciplinary problems.

Q9:

DP5: Looking at this environment in terms of teaching and learning, I believe in school when they are learning they have enough and sufficient quality education but they are not being supported in terms of doing their schoolwork at home. They are not supported, ya. The scenario begin to change particularly in Grade 10, the scenario begins to change particularly in Grade 12 so when you look at the pyramid, the Grade 12 are more passing than the Grade 10s the majority of them they are failing or the centre, the roof is stronger than the foundation. So you find that there is a variance a very big, big variance between the pass rate of the grade 12 and the pass rate of the grade 10's. as much as I believe it might be affected by certain context by maybe the educators are more dedicated to the grade 12's than the grade 10's. that might be the case and because the grade 12's are the ones that are measured and also that the national department is the one measuring the school in terms of the grade 12. But that is our challenge, it has been our challenge for almost 10 yrs.

Our dropout rate was less than 5% but during Covid it's scary. Even grade 12's we had 405/ 408 I think now we are talking numbers like 390 you see others did not come back at all. So in terms of covid , the drop-out rate has increased, I am talking about the grade 12's, I am not talking about the other grades. There's also non-attendance from the other grades.

Q10:

DP5: it's very difficult, it has been difficult even before covid, because the challenges are being narrated through number one staff meetings and they have been escalated to the SGB meetings and the SGB should report to the parents. So you find that the school of the capacity of 1300 only 200

parents or 150 parents are attending and you find that the parents that are attending are not the ones of the learners that are experiencing problems, do you understand. So it becomes a problem. In fact it's a problem where the school finds itself alone, isolated. Isolated from the parents, isolated from the district, isolated from the education department. If one might add when you look at the past 10 years, learners have not been taken to camp for coaching as previous learners were taken to different camps where they guide learners for (inaudible). When you look at, the only camp they attend is academic, so you see a shift from the department of education policy whereby it is results-orientated in terms of matric results and it some kind of negate the morality molding of our learners. There is no sport, there is no cultural activities, the only thing as we've been saying they are concentrating on is their intellectual ability of the learner. And not all learners are gifted on that level, so the learners that are creative, the learners that are physically active are negated.

Q11:

DP5: A transformational school leader for my understanding as I have already indicated, in terms of transformation, it's a process. A transformational school leader is a person that will allow processes to develop, and processes to also expand so each day has its own challenges, each day has its own achievements. So nothing in a school can become to be said as a working yardstick, nothing in a school can be a working yardstick because what was successful with this grade 2020 cannot be measured to be successful with another set of different learners in 2021. The same applies to the educators that you are leading, you'll be challenged if you are only using one model and then that model might be seen to be outdated as I have maybe also indicated that you need to infuse also the newcomers that are come.. some come from other schools that they've used to different models, some still come from universities, they understand the theories and models that can be used by using the static model that they have identified to be challenging in terms of gaps and then if you are autocratic you would want to push that model but if you are democratic you then begin modifying the model because of the voices that you get from your educators and also your professionals, your staff members. So transformational management is very key because it will allow the heads of institution to be ready for each and every day that they are facing. And it will capacitate them with some kind of strength and authority, perhaps not authority but strength and choices of how viable can they adapt their management styles and how viable can they also plan to push the school forward. Planning is also part of transformation because if plan A does not work after being evaluated you change the plan, that is where transformation come in, in my understanding that is where transformation have to come because you have to plan, implement and evaluate. When you have evaluated you check the challenges, and then the challenges and the gaps you identify, you come up with solutions. And when you come up with solutions meaning that you are transforming what you have planned for, your plans are I think in a way should be ready to be adaptable in terms of transformation.

Q12:

DP5: Exactly, exactly, basically that is the major duty of the principal and the deputy-principal. It's to come up with systems at all costs, to come up with systems, evaluate the system that you've been using, if the system has gaps, come up with solutions, come up with means of improving the system. If there are no results, if the quality of education is poor, evaluate the quality of education. After evaluating it, check what are the challenges, begin to work around the plan in terms of developmental. In schools they have school developmental plans and they have nine criteria areas that are very key in terms of improving the quality of education. So look at that developmental plan, look at those nine criteria like the quality of teaching and learning, like issues relating to is the quality of teaching and learning and then issues relating to for example SGB, issues relating to ITSM materials, how do you, how do you improve on ITSM material. For example let me give you a simple example in terms of transformation as you have asked in management in that you would find serious challenges in certain

subjects in Grade 12. Maybe its accounting, maybe its accounting, accounting does not reflect does not reflect the same results as the other subjects. Accounting is always dropping, accounting is always dropping, then we begin to check okay if accounting is beginning to be dropping how then we assist in accounting what is the problem in accounting. You check the quality of teaching and learning in terms of our quality, if you check the quality of learning you begin to check is the teacher resourced to teach accounting. Is what the teacher been teaching is policy orientated in terms of exam guideline. Are learners being taught issues relating to the examination, is the type of textbook being used relevant now because we have many textbooks, is it relevant now. Is this textbook that our learners are using is it the same textbook as the learners in School F are using if the learners in School F are getting accounting very well. And if you find that is the case then you begin to capacitate in terms of teaching, you begin to encourage team teaching in terms of developmental. Basically it's a process that need to be done every day; you cannot say today I planned to do 123 you may find that the plan that you have identified are not the challenges for that particular day.

Learner 5

Q.1

Leadership is not an easy thing. Leadership has challenges. People judge. In leadership, **there are going to be people that love that you be their leadership and others won't. So there are challenges.** Just like boys, **"You can't lead us when you're a girl".** So but I, as I chose to be leadership I must be strong. And **leadership begins with an attitude. So you must stand up for your school because** you are a president, **you understand? It has challenges** but you have to face them because if you don't face them that means you're not leadership.

In leadership, we guide. 10 rules of leadership. We govern office, match your community in the workplace. Do not waste energy on things that you cannot change but you must always embrace the truth. Let the competition provoke the talent. Live life by the higher code and you must always evaluate information with a critical eye.

For example, let competition provoke talent, nature and environment that can use the forces of competition constructively to create a platform that releases the unity and creativity of your employees in pursuing corporate goals and objectives.

And I highlighted 'do not waste energy on things you cannot change'. For example, do not waste resources and energies on things that you cannot control therefore cannot change.

Q.2

It's not a big thing. **At school here, as a leadership when school kids complain, they come to you.** You must go to the principal and complain. Obviously, **we have challenges between teachers and school kids. Right, school kids, we got rights. So teachers that see it as if ..so me, I have to stand up for the school kids. I must do the right things. So teachers think "no, you , it looks like you're going to ruin these kids" and that's not (?) . And look, sometimes school kids when you're leadership, when you're president. They want contests, they want trips and stuff so when you're standing up for things that are important that they cannot see.** So last year, I was elected to be a president last year, even this year. So last year, **I made a colour run.** It was music and stuff and stuff. So another event, I made a...what do they call it...like I called people so that they can come and motivate . **Because there are other kids who live with their grandma's, they don't have motivation. I tried to call people, the doctors that used to come to this school so that at least they can show them how life is. How life goes.**

Q.3

He supports me. He always supports. When there are meetings, **he makes sure he tells me.** When there are reports, **he makes sure I know the school schedule. When money needs to come out, I must be there. When there are meetings and "this time I'll have a meeting, don't be shocked when people come"** (quoting principal).

Q.4

I'm a girl and I'm **leadership for the school kids. Other school kids, they're older than me** so I don't have a fear. I am standing here as a leader; I was elected to be a leader so you must listen to me. I am using that voice that says **"Listen to me, I am the leader. I'm not scared of anything".**

I'm a kind person, I love to laugh but when it comes to serious things I be serious. **I tell them,** "this is going to happen in this way." And indeed they follow what I'm saying.

Q.5

Some they listen, some they don't. **Because people continue** to speak negative things. At the end of the day, they're going to do what I'm saying because I'm the leader.

For example, **we have late coming at school**. So I tell them, "okay guys, if then you guys come late, I am going to punish you." They'll be like "No". "I'm going to lock the gate" "No"

You know I did what? Monday, **I closed the gate by 8 o'clock**, some of them they were coming, they were still on the street. Tomorrow in the morning, their feet were still sore. **So now they don't do it**. So I used to punish them **and my punishment worked**.

Q.6

Financially. Others don't have parents. When you say you want to do fund-raising, we can fix the windows and stuff. **At their homes, there's no one who works**. So I managed to say, "Okay every day, can you at least take out R1" Then at the end of the month, **it amounts to something** so that we can do.

Q.7

It does not affect them. I tried to do the event about motivation that I told you about. I asked the school kids and **there is counselling at school**. So if you have a problem, you come to me, I talk to the counsellor, you go to them, you talk to them and they're going to help you with the issue.

Q.8

I go all over the classes, I talk to them, I say "Hello, how are you? Okay guys, we have this situation. There are kids, we aren't the same at our respective homes, so if then you have a problem, just come to me I won't tell anyone. Your secret is my secret. Come to me and **talk to me** and **tell me which teacher you're open with**. So you can go to him or her, then we go to the counsel who will bring us together with a social worker then we sort out your problem. Because this year, it was in March **we had a challenge from a student. She was raped last year from junior secondary. So she came to school, at home they abuse her. When she told her parents that she was raped, they don't believe her so I went to a teacher and explained the situation. So we went to that student. When we went to that student, she told us that we must not tell her family because at home they are going to hit her. I told the teacher, "Ma'am, if we leave this student.." and here there are signs that she's mentally disturbed a little. So I took a step, I went to the counsel and social worker. But now she's fine.**

Q.9

If I have a meeting with the principal and they tell me something, I must transfer the message to the school learners and stuff.