

ZK Matthews Deputy Interview
Interviewer: Ikram Rabbani

I: Good morning, sir. My name is Ikram Rabbani. We're here from Dickinson College in Pennsylvania. Dickinson University. And we're researching education in South Africa as well as the impacts that Apartheid had on it, and we're going to kind of try to compare that to the United States as well as civil rights and segregation and then the education system in the United States. So I just wanted to ask you if it was alright if we could interview you, ask you a few questions and you be comfortable having that on camera. If you could state your name for us that would be excellent as well.

N: My name is mister Uzulani, the deputy principal here. I am ready to answer some of the things you may want to know about the system itself.

I: Excellent, thank you so much. Um, so the first question we have is: How long have you been working in the school system?

N: In the schooling system? Now, its 23 years now.

I: 23 years? Wow. And as deputy principle, what does your job entail?

N: My job entails the management, specifically over the administration. In the absence of the principle, I am the one who is to take the baton. So more often, we are managing curriculum issues, administration issues, government issues, and all of those, so they are part of my job description. But I do all of those things and I take control when the principle is not there, but when he is there I am there to assist him.

I: So could you describe a typical day when the principle is absent? What would your duties be?

N: When the principle is not there, my first thing is to look at the daily routine and what is it that must happen, everybody's inside, learners are in class, teachers are in class and everything. Then I start look at my own things. I must make sure that everything is smooth running. Then I start to get into the office and look at the office things as to what it is that is happening. Now, if I have to maybe attend a meeting in place of the principle, then I will have to call one of the managers to say, "I'm leaving the school and I will be coming back at this particular time" because I must be able to say by the time they are breaking off, this is what has happened. (learners enter room and quickly leave) Sorry, I don't know. They want to look here because they think that the principle is here so they are coming. It is break time now.

I: It's absolutely fine. So, in regards to curriculum what does your job entail?

N: Yes, there are people who are managing the various departments; sciences, humanities, economics, all of that stuff. So mine is to go to those people who are heading those departments to take a look at the progress made, the challenges (if

there are any), try to give support if they need something or some resources. I am there to assist. If we can assist somebody with something, I am there to open that door for that person to use. You see, we also have that computer lab. Of course, it is open to everybody, but when that person who is operating it is not there, it is not easy for anyone to just get in. So we have to ask for permission to get in there. So with the curriculum issues, the HOCs are there, they are heading their groups. So if there are any problems, that is where I get in. I see if there is progress, if everything is smooth, they are submitting, they are delivering curriculum and all of those things. If there is no teacher for a subject, it is upon us to have a look as to if we do have funds. We try to hire people maybe during weekends or in the mornings so that learners could be assisted. Sometimes we will go and ask for a teacher to teach, then you don't get the response that you wanted from the department. They say, "no we can't provide you, so we must see for ourselves." Sometimes those things do happen.

I: So you said that there are some challenges that occasionally will come up in regards to teachers or learners. What are some of the challenges you face in regards to curriculum?

N: Uh, some of the problems, there are many, I would say are learner discipline. The teachers, they will come to you telling you that this one is not submitting his or her work for so long. All of those. Sometimes, you will find that there is no learner teacher material, so we will have to improvise. See, we actually bought about three photocopiers so that if there are no books, these machines are running day in and day out. They will have to photocopy for the kids, you see. But sometimes we do get problems even from the teachers. We find out that a teacher is in there. But if we go in there to listen what is being taught, you find out they are busy with social issues and not the content itself. Then we are to call a teacher and say, "this is not it. You must try. You don't have to come to class unprepared." Everybody must be prepared so that you deliver the content. Then that kind of social thing it must be a minimum of it. Maybe when you are about to leave the class, then you make them laugh. But not all the time. If all the time the class is laughing, laughing with lots of noise then I'll have to go there and see what is happening. Actually, there are problems of course because some of these kids, they are heading families themselves. Maybe there are no parents. Many of them are dependent on the social grant from the department, you see. So by those days when they are getting the payment from the government, the classes are becoming empty because they are rushing to the banks to get those monies the government is offering them. There are many of them, as I was saying, they are heading families. Some you find out that their parents are not here. They are in another providence, so they are here left alone looked after by a neighbor. When the things are coming, when the money's coming, they know that they must go down to get the money and all of those things. So some of our curriculum is affected by those things, yeah.

I: So, do teachers or administrators have input? Do they influence the structure of the curriculum or is it very strict and they just have to deliver whatever is handed down to them?

N: Oh, it is strict.

I: Strict.

N: It's strict. We have to deliver what has been put in front of you. You see, since 1994, I think we have gone about...not 1994 specifically...Yes, 1994. I think there are four kinds of education system we are delivered. You see, we had the outcome-based education, then they came out with the revised one. There was a revised national curriculum statement. They came out and said no, it is revised now and we are dealing with the national curriculum statement. Now, I think it's been three years now, three years now we are talking about another kind of curriculum. Curriculum and assessment policy, you see. So there are different kinds of curriculum that are coming here and it becomes a worry because these kids are like guinea pigs because each and every kind of system that is coming is being tested on them. So that lot, when it goes out, some of it has been changed to focus on another direction. So when they are going out of the schooling system to the world, they are lost there. They can't make it and they become drop outs at the end of the day. That is the thing, that is the kind of system we are dealing with, especially on curriculum issues. You see, they are coming here with some kind of names. We used to have the subjects, history, general science, social studies, you see. But now they are coming, you see, with economics, but now there are some new terms you see now. We call this natural science, general sciences. There was a subject called guidance. That was to deal with their careers. There is no more career guidance now, they are talking about life orientation. So all of these things, they are coming in, other things they have been removed, they are calling back those old names. It is a kind of situation here I'm saying, our learners during this period they are like guinea pigs with all the things tested on them. If it doesn't work, we try another one because they would say they are coming with an education system they have seen from another country and that it is working. Then they bring it here but not looking at the resources that that country has got and if we can make that work. Because we are being told just last week that we are being taught, teachers will be taught in...what is it? Mandarin. It's a Chinese language. We will be taught Mandarin so the teachers will give our kids Chinese language and I said I think I'm leaving the system now. I cannot be taught at this age to be taught Chinese language. Where do I start? Because it means myself, I have to be in class to be taught Chinese and how to write Chinese, this Mandarin. No, is it Mahindran? Something like that.

I: Mandarin.

N: Mandarin! Yeah, that is that thing. Well, we are going to be taught that thing as from next year. These are some of the things that are hindering curriculum. Because now all of our national languages have been put aside... (mumbling)

I: How does that make you feel as an administrator to have little to no control over curriculum or its implementation?

N: It's only that we have to...I'd say we have to stick to the policy. We become managers not leaders, you see. Because when you are managing you only stick to the policy, what does the policy say. But if we were to be leaders here we would say nah, this one is not assisting them, I'd rather take another direction. But truly speaking, the education system, I think it is falling in South Africa. It's going down. You see, we are saying now, other people are saying, it was better that kind of education that we got, the Bantu education, because we are a product of that kind of education. This new one? Uh uh it's killing. Because even myself, now I'm teaching now my English first additional, but I was teaching my mother language, my Xhosa. But I had to change. My boss told me, "Hey! You come and teach this English" because the English teacher had gone for retirement. That was ten years ago. So I had to change, leave that thing I was teaching because there was no other teacher to come in because they are saying if there are, I'll say, 200 learners, they use a ratio that one is to forty or one is to thirty-five. So, for each thirty-five learners, one teacher. So if there are 100 learners, you count those teachers. There would be three plus one. So there would be four teachers having to teach seven subjects. So those seven subjects would be split amongst yourselves. That is the kind of a thing. Even if you are specializing in math, even if you are in math, they say you can go assist in the science. You see that. So that is the kind of thing. Now, we had geography here. The teacher passed away and there was no one to replace. The government could not provide us with a teacher, then we have to shrug it off because there is no one to teach. So those learners are left stranded and we have to hire people from outside to come and assist them. That is the kind of system that we are in now.

I: So you mentioned the Apartheid education, or the Bantu education. Could you describe more about the comparisons, the similarities, and the differences between the Bantu education and the post-Apartheid, or the current education system? Curriculum specifically, sorry.

N: You see, with the current one, as I'm saying, we are not sure whether...we know it is not assisting. As I'm saying, when these learners are leaving the schooling system to the world, they encounter problems there. They are not coping. It is only a few of them. The kind of education they are getting, it does not go to the basics. You see, it does not go to the basics. Every learner, we have given the learner something they can read. It will only be in his or her mind. Application of it in our daily lives, it becomes another story. He or she can't. You see that? But with the old one, because that one used to be more practical, we are being taught something that you must do this thing. You see, subjects like knit work, you would know that on this particular day on this particular period, we will be busy knitting. Others may be busy gardening. Others are busy with other things, so there was a lot of practical. But with this one that we are having, there is no time for that, the practical side. Uh uh. It's only those science subjects that they must go to the laboratory and do their practical. Sometimes it becomes hard because you won't have that material to use there. Those chemicals, they are not there. So we have to teach them by book. And I'm saying, Even though they are saying we're in a free South Africa now, but the

kind of education these kids are getting now, uh uh. It's unbecoming. Ourselves, we have to first to read then we try to make an understanding of the topic ourselves, you see. But we are being taking for some time. We are being called for in service training because they do understand that we are encountering problems ourselves. It is embarrassing for a teacher to be given a question paper for, I'll say, for grade 11. A math questions paper. Then you say to the teacher, "answer this." Then the teacher gets 31%. And that teacher is teaching learners. What do we expect from those learners? That is the thing. Here I'm saying, that one, the old one we can not say they were experts or what. But I think what was wrong about it is the way it was, it was structured because it was for blacks only, for whites only, you see. But this one is encompassing us all. But the issue is with the resources. There are no resources, yet we are dealing with the modern technology. Because we are lucky to have this computer lab. These are the people that sponsor us. They are the ones you see inside here [points to office next door]. They are also from the States. They were just chatting with the two girls who are with those teachers there. They are from southern California I think. So we are lucky at this school to have that computer lab. At other schools, you won't see that thing. We are lucky to have these buildings. Even though this school is separate here. You can see that we have no houses. So with this technology thing of course some learners are coping, but with some it is difficult. It is only here that they are seeing the computer in front of me. Getting home, there's no computer. So it's only here that the person is here at school is doing that thing but who has that thing to practice outside there is another story because there is nothing like that. You only get it here. And of course this is easy to forget. If I just see it at school, then I won't see it again. There comes a problem.

I: So when you were a learner, how was your experience in school? Because, according to what you're saying, you feel that students, well, learners, today aren't being prepared through their grades as they progress. By the time they get to metric or premetric, they're no longer prepared and then a lot of them unfortunately drop out. How would you compare that to your education when you were a learner?

N: Now, when we were learners, as I was saying, I prefer that one because we had a rapport with our teachers. We were just a group who was ready to challenge. We were challenging. But today our kids are...they don't do that. They are inferior. They only learn the books. If you say they must say something, it becomes another story. There's a difficulty to express. Others cannot read. Others cannot write. But during our own times, people would drop out because someone would say, "no. I'm sick and tired. I'm failing. This one is progressing" and someone just drops out. I think that it was because of corporal punishment. You see, you get beaten then a person says, "No, I'm not coming back." Because we were beaten every day, you see, but we managed because here we are today. Today we don't beat any learner. You beat the learner, you're in for it. And even now we have a teacher who's in court day in and day out because he has been reported for applying corporal punishment to a learner and so the doctor even said now the teacher must be arrested. But now he is out on bail, but he is continuing to go to court and all of those things. So today, even if a learner is not doing his or her work, we have to try other means. But today there is

nothing in place today that say this is the kind of punishment you can apply. For other schools maybe in town, it is easy for them because they will lock them up until a certain time. But you cannot lock a child here because that child has to travel, you see, this place is isolated like this. There are no houses, only two. I think there are two houses down here, so they have to travel. Even if they have to travel, we must look after them that they do reach their destination, otherwise, if they get raped or murdered, you are in for it because it was you. So there are no other means. It is only that you be bold and say I want my thing and all those things. Intimidate. But there is nothing that you can do. if you are trying to inflict some kind of pain, then the child will be reporting you. We are experiencing those things. I am saying, in the olden days, we used to be beaten, but others did drop out because of that. But others did progress. But today, you see, some of the things that I think that are handicapping here, you see they play with words. They talk of promotion. They talk of progression. Now it is saying you cannot keep a learner in a setting banned. I would say maybe the general education and training banned...I would say you cannot keep that learner for more than three years, so you must promote. Whether that learner is progressing or not you must take him or her up. When they reach grade 10 it is only then that they say you cannot promote. Let the learner progress by his or her ability. But last year the minister pronounced to say all of those who are repeating the grade 10 for the second time, they must be promoted to grade 11. Same applied to grade 11; They must be promoted to grade 12. Because to me it says that if a learner does not pass in that grade, it means his or her understanding is still with that grade. But if you are saying even though that learner is not ready to pass that grade, you are saying to me, let me take this learner and let me promote to another grade, it means I am killing that learner. Same applies to education. Education now is saying to me, you cannot keep a learner more than five years in the phase when they come to grade 12 because grade twelves in south Africa become the mirror. It is the reflection of how education is working. We are being judged there if we are performing or not performing. Those aren't with the grade sevens or grade eights, no no no. I think the primary teachers, they are free. It is us who got grade twelves. The whole nation is looking at us. Now tell me, if that learner has been promoted, promoted, promoted, what do you expect? You've got to see the results because that is how the system is working. As I'm saying, these ones that are in this system now, it is only those who've got the ability who are progressing and they are becoming at least useful members in society.

I: Do you think that's a, um...that's because of resources available at the school, or a lack of resources available at the school, or is it a problem caused by the way the curriculum is structured? Whether or not you need to add more things or take more things out. What do think this is causing, uh, the conditions of these students?

N: It would be better if, this kind of curriculum that is being delivered now, it had it's resources it needs. If you would take a textbook now, it would talk about the best thing maybe for accounting people. Those people from commerce, they have got difficulty even to bring in, I'll say, deposit slips from the bank, you see, so the learners can see how a deposit slip looks like, how do you feel it, because they are

not provided. You as a teacher, you have to run around town, but even if you are in town, people will be asking you, "Where are you taking all of this?" you see, so you have to steal them. And you say, I don't want to come in here next time, I will not sell some, I just need to have some copies of the back of them so you can say to your kids, say that this is the thing. Even the ones for the science, you see, they are doing all of those studies, but if you have no resources, you only tell them now. You don't see this thing, you see, because if someone's practicing something, it's better because that person knows that when I'm doing this, this reaction is happening. But if you're just telling someone, "If we are putting sodium chloride, this is what will happen," and does not see it, it's only hears, it is easy to forget. They are coming down to the paper now to write. When you pour sodium chloride in with whatever...forgotten because they didn't see it. In any case, so, there would be a better curriculum if there were resources. And I say, where they saw it? Whether it is on the Asian countries or Western countries, but something happened. They brought it here without having truly seen if this thing could work. We've got teachers here who are coming from Zimbabwe. They are past teachers in mathematics and science. Yet Zimbabwe is like that. It's got its own political problems. Those people are coming in here. They become experts, but in South Africa, as a developing country, you don't get those experts here. You get them from other countries, other African countries who don't even compete when it comes to the economic issues. They are dependent on us, but we are depending on them when it comes to human resources, especially the experts in the science department because we don't have those things here. That is the kind of thing. Then you start to ask yourself, "What kind of a system is this one? Why are Zimbabweans better off than us, yet we have got these resources? Why is it that this is happening? Of course you will get these resources. We used to call them model C schools, those in town. They will get all of these things. They don't have these problems. They don't have the problem of teacher shortages. It's only us in the rural area that talk of teacher shortages. Then there are teachers who will take it to the streets. We demand teachers [laughs]. That is the thing. If somebody dies here, she or he will die with that post. We will have to look if there is any one who can continue with those kids in that subject or else we take that subject away. Yes, because there is no one. We have one teacher here who is teaching physical science. If that teacher goes out to another school, those kids will be left vulnerable there and of course it means next year we start to phase out that physical science. We change them, make them take another subject. Then we do away with physical science because there is no one. We are not going to get that anywhere because we don't have those people here. Physical science teachers, math teachers are scarce unless it's somebody from Uganda [laughs], you see, somebody from Zimbabwe. Then you take that person to come and teach because we don't have math teachers here...not enough. And there's nothing that is being done to say, let's take this teacher who teaches mathematics maybe at high school and we take them and maybe convert them to become our math teacher because some of them, they did mathematics at the high school level, but when they went they said they are doing away with this mathematics thing. Let me take it in another direction. That is the thing.

I: Well you previously mentioned that, um, the practicality or application is lacking in the curriculum. What else do you feel is necessary, or if you had the opportunity, what would you incorporate into the curriculum if you had some say or flexibility?

N: What I think is more important here, as I'm saying, is: If we don't have these resources, it means nothing. You can come up with the beautiful curriculum system with those subjects having content. But if there is nothing to account, to supplement that information, it means that information is dead. That is the thing. We would be saying, "Oh, this curriculum is good" if there were resources. But now there are no resources. Only dependent on the government because even now we are busy doing the requisition, you see. These are the requisition things [shows interviewer document]. We are being given a catalogue. It looks like this [points at document]. We are given this thing. We have to look at the book here. This one is by Hanaman, this one is by Via Africa. We don't see it. Then you say, I heard that Via Africa is good. When the book comes in, there is no information. If the books were here, we would be saying, "let me have an overview of this one." We'd just screen it, the information. I could be my supplementary book or what. But now we are given this thing [points to document]. I just have to use my own intelligence like "uh, I prefer this one" [points at book listed on document]. I've never seen it. I'll only see it when it comes here. And you'll find our schools are full of books that have not been used because you are ordering a book you have never seen. You only saw it on paper just like this. We are being told we are supposed to have submitted this on the fifteenth, I mean on the fourteenth. That is Friday last week. Yet it came on Wednesday last week. When do we expect teachers to go through this thing? [waves document] Now we have to run after them. "Look for the book! We have to order! Look for the book! We have to comply." If we don't reach those dates we have to write something that says why we are not reaching that date so we'll be given a chance. Failing, we won't be getting any books because the whole thing of getting books has been centralized now. It's done by the department itself. So yours is only to look at the catalogue, not look at the book and maybe you'll hear from a colleague that a certain book is okay and tell you go look for that book here. When you get it, uh uh. This book is not assisting. And you get a bunch of bags of books sitting there collecting dust because you can't use it. (32:49) It's empty. It doesn't have information in it. That is the thing. So, as I'm saying, if the resources were there, there wouldn't be any problems. I cannot expect a child to know physical sciences when there is no laboratory. But if I'm saying physical science cannot be done here because there is no laboratory, it means I am denying that child the chance. So I'll have to put in that physical science even if I do not have these things. I'll have to improvise and look somewhere else for where I can get information, where can I get these things, who can assist me here, who can assist me there. Some of the schools, especially those ones in town, they are reluctant to do what we call "twinning" where you take your kids to that school for that particular subject. They are very much reluctant on that. They are saying "no, no. We are wasting our time here. We are rushing for the syllabus" and all of those things. So we will have to go to another school around our school and take your kids to that school if they have got something. At least we can get that. Or you take a teacher to come with his or her own things...[mumbling]. That is the kind of thing,

you know what I'm saying? If the resources are there, there wouldn't be any such problems here. But there are no resources. It is only the paper. That is what I'm saying to you. Teachers now have to go through this catalogue and try to have a look at this book. You don't even know this book because we are short of books. If that one was not assisting, we look for another one. Yet the books now are piled. They are wasted. That is the thing that is happening. If these books were here or we were taken them before, I would say, a workshop, that say "these are the books that have been used" or "that must be used." So you can go and have a look at them so that we do our own overview. If we even said "let the department decide. Let the government decide which books to be taught. Let us not as schools choose our own books." Because when the time of writing comes, the examiner doesn't even know which book that that examiner is using because he cannot have a look at the whole 25 books for that subject. So he will be focusing on his or her own two books which maybe you don't even know as a teacher. So that is the thing. As I said, let the government decide. They are saying "you must use this book that is from another company, from another company. But this is the book that we must use. So everybody we know are at the same level." But now we are using the Via Africa book, the one this side is using these books, the other one is using Hinaman books, but the information there is different. That is the thing. But if there were, I would say, these resources provided, even if you are using which book, at least we know exactly if we've done this experiment, this is the result. Even if another book is putting it another way, at least I know that this is the process that is taking place, you see? So this is the thing.

But coming to the languages, ah the books we are having now, they don't have the basics because you can take a grade twelve learner these days and it is difficult to construct a simple sentence. A simple sentence! You have to remind them time and again what is a simple sentence, a sentence with one verb. We have to again try and explain what is a verb, a doing word and what is a doing word. Every time and again we are down there on the basics. It is difficult even for my own child, you see. She is doing grade three. Ay! Her homework is like grade eleven work! But she is in town, you see that. But the information she is getting there is not the same as the one that the children in this village are getting. That is where the thing is. So we can't even say we are on an equal, equal I would say, we are in the same boat, eh? But this boat of ours, there are others that are sitting, I would say, at the bottom of it. If it hits a rock down there, there is a problem. Then those ones at the top would be the last ones to see that the boat is sinking. So that is what is happening with our education. Those model C schools in town, when we are looking at how they are being taught, because on our side, a subject advisor will be coming in here, taking me to class, have a look as to how do I teach. These things are being done on us, black schools. We don't see these things in town. Subject advisors, they are visiting us here in the villages. They are running after us here. But if you go to town, those people are free and the kind of a system they are using is not the same as this one. They are using an old kind of a teaching and their learners are passing. Their learners are passing. If you are a marker at the end of the year, when the marking grade comes, there is something which we think we had to fight because there are schools that are known

to be hardly passing schools. Those ones will be taken first, you see that? They will be saying no, they are damaging, damaging. And all of those schools, the white schools, they will be taken. Say school A, B, C, D should be put in this room. Certain people will be marking those schools because they are to maintain that thing. And then they have to challenge those things. They are being chased out because we are challenging the system itself. It is not like the olden days where you would say "I know they are being chased because of this thing." But now we are being accused of something else, that you would be overstepping the whole thing by simple asking "Why are you taking these ones? What about the other ones?" You see, this providence is vast. It starts over the Kei river. They start marking those learners when they reach the Kei river here to come on this side. Then they will be good to relax the memorandum. You see, they are telling you that. To relax the memorandum. To relax it means you must be a little bit lenient. No we are coming to those white schools because out there, the other side of the providence, there are no white schools there. They only start here. So you will be told to relax. So when you are looking at the pass rate, there won't be passes on that side, 100% passes. You will only get them on this side. That is the kind of thing that is happening in our system. Even if the learners could be, I mean could be, could have that ability to perform, sometimes the system itself is failed. That is the thing. (40: 55) We are fighting as teacher day in and day out to fight. As I am saying, if one teacher goes out here or leaves the school, it will be a fight to get another teacher because I will be told with a post provision norms. They call it PPN. That's where they determine if you need teachers or not and you will see maybe on TV that South African teachers are on the streets. They are demanding because some of them have been casualized for so long. They call them temporary educators. So they use that language, of temporary educators. Then you will be temporary for over two years, three years you will remain that state as temporal. So we have to fight in order to make them permanent in the system. Those are the things about the system you are, we are, in now. You see, when I got work, I started working in 1992. It was easy. I was straight from the university then I was called to see there was a school down there. They need a teacher, a language teacher. Then I was there. That year they called me...what did they call me? A gap year. I didn't have that thing. I was straight from university and got work. But today you have to wait for a bulletin to be up to advertise that post. You don't know take a person and tell them "Come, come, come, come. Here is a post for you." So with one post you'll have 151 application forms. That means something. For one post! 151 application forms. Even those 151, it's not that it's 151, it has to be sifted. It means there were more. There were more of them but now they have been sifted because they don't qualify. Alright? Then you will be given that 151. Then you look for one person. It becomes a problem. But you put the criteria there in order to showcase them. So it is not easy these days. It's difficult. The education system at least. It's going down. Maybe in 10 or 20 years to come, maybe it will start to pick up again. Maybe the 2025 vision that the government is having, that one will assist. But when they're talking of 2021, now, or 2025...the kids, who will be there? Because they are calculating the twelve years in the schooling system, you see? That the child will be having twelve years in the schooling system so that twelve years they are calculating to say about 2025 vision so these kids that are starting their

twelfth year in 2025, maybe there will be another type of education that will go through. Because this one, they will see that it is, it is not assisting. So those ones, that group on top until 2025 will have to go in in this one and that one and that one until they get, they get out of the system.

I: So you've been working since 1992. What have your goals been as a manager, you said, a deputy? What have your goals been not only for yourself, but also for your school and for the children here?

N: You see, when I started working I was a post level one teacher then I got to this post in 1999. I mean, 2009, when I became a deputy, it was in 2009. So I'm in my sixth year this year. Uh, I've always been saying in my life I don't want to see a kid who, when I see that person in town, seeing that there is no one here, you know? Some of these kids when you, when you meet them, five years maybe come from now, you meet a kid you see that this one is a thug. You start to ask yourself, "What did I do?" Something I did wrong here. So my vision is that I don't want to see a kid who's coming from my hands being a nonentity in society because that thing comes back to me to say, "What did I do wrong to that kid?" because when we are teaching these kids we are teaching them so that you know that at least you will be getting somebody who will be of value to society when he goes out of the schooling system. But now if we are looking at that person, you will see that that person in five years to come is a federal attendant. You ask yourself, "What went wrong?" because immediately you see I was teaching this kid. You see he was a federal attendant. I'm not saying federal attendants should not be there, but to ask yourself what went wrong. Maybe there is something that I didn't do correctly because each and everybody wants to see a learner coming from your hands flutter, you see. You see that person so that at the end of the day you are able to say "That was my student, that was." Because that person is holding a higher post, become head. But you see the opposite that is when you will start to say "God, this is my product." So ever since I came here I can tell you that I am a jack of all trades here because some of these things, they do happen. I happen to lead in the teacher unions, you see. So with that position, having got that position, I think now I am running a third term now for the region, you see. This place, King William's Town, east London, before you call it a region, I've been leading here in these three districts for east London and King Williams town. So having got all of these things (47:44) because sometimes you are being taken to Johannesburg, we meet with the other providences, we share that we come with all of these expertise, then we share with them. We have a look if they are assisting or not. So what I'm saying...some of these things, I've applied them here. They were lucky that I was here because I can see some of the things with the department, things the department is about to implement to tell them that I've been with the, with the HOC of the department. This and this is going to happen. You are lucky that I'm here. This is how we must prepare for it. Even before this I go out to others so they are lucky for that. As I'm saying, for this school, some of the things that are here have been in the initiative stages, you see. We need this one, we don't need this. We need this one, we don't need this. So some of the programs that are running here I do understand I have been part of them. But not all of them must be

in my hands. So take some teachers that carry on with this one, report back any problem then I will hear it from you. So I think I'd like to see progress. Even now that we are told that you are coming, the principal was saying to me, "You should be leading that, that thing." And I said to him "No, no, no. you lead that thing because I want to be in all these sessions when you are interviewing because I want to hear what is it. What is it, all of those things." But I couldn't because you are all here and I can't leave you here with him. So you will start afresh and get another sense like hey this one is not talking that language, you see, we will be together...[trails off]

I: Well I certainly appreciate you talking to us. One final question. Um, so earlier you mentioned about being a manager, the difference between being a manager and being a leader, and of right now there are very few leaders. With the visions you have for these children and these young learners for the future of south Africa. Do you think its enough for managers to exist or do you think there needs to be leaders in order to move the system forward?

N: Yes, of course. You see the system that we are having, we do have these, firstly, these learners. Even from them, I'd like to capacitate people, you see, because even these learners, they've got their own representative council of learners. But I could see that, they are not really sure what is their role, you see. It's only that they are carrying that tag that they are on the chairperson seat of RCL, but doesn't know exactly what it is that that one must do. So we have to teach them day in day out, this is what you must do. If there is no teacher, this is what you must do. If you see something that is happening, maybe something wrong, you must correct it this way. But not as a teacher, as a learner, because if you give them that, that status; you are a leader, people should be listening to you, maybe you are opening a can of worms because maybe that person will be bully at the end, and you won't understand why. Because you have given that, that name tag, that you are a, a chairperson. Of course for us, as managers, we, I used to fight with the principal. Um, we used to fight sometimes because when he comes from the principals' meetings, he would come out with information and I would ask him, "And what did you say?" Because whatever is being said by the authorities, you must contextualize that. You must know that what is being said, does it work for this place. You don't come with things that are not going to work here. So we used to fight over those things; "What did you say?" (Principal responds) "Nooo, we're told that we must do this and that and that." And then you kept quiet, because those people should be known... knowledgeable that school A, B, and C have got a problem still. And when they are coming here to have a look at the progress made, if there is no progress made, they must know that you said this before. That it won't be able to take place in my school, because of A, B, C, D. But our principals, they are afraid of challenging these people. Hence I'm saying when you are a manager, you are there for policy implementation. You are only looking at the policy, you don't ask anything. But they, for us, as leaders, we start from there. That okay, we can manage this process. But you must contextualize it. You must understand when I'm saying, "I can't do it," you must understand why? And I must be able to convince you even though that if you have any other kind of um, assistance that you can give to the school, you come with it. So that we try and

implement that policy of yours. Hence I'm saying, I like it that if you are a manager, because we have been given this tag, "Manager", "Managers", "Managers", then when you are given that tag, it means that you have to implement the policy of the department. You, you complain later. You see that. Then you say, "I don't know". As of now, you comply. Then you complain later. In other time, you are complaining, they'll kill the whole of the school. Because I cannot understand that I'm being told that the numbers of this school are dropping, the subjects are not dropping. The subjects are there, if the learner numbers are dropping, now we are saying to me, I don't qualify for two or more educators that I'm having now, it means that you are saying I must remove them from the time table. Where do I take this work to? The one work that they were doing. So as leaders, that is what you are supposed to be doing and you need to be challenging these things. But for managers, they'll come with information to say, "You qualify for so many educators here and that is the end of the story." Nothing else. But as for us, you know, say no no no no. I can just show you something (gets up from seat). This is the thing that tells us how many educators qualify for... This thing is telling us, how many educators. You can have a look. You see? It is saying we must have 18 posts. We were... 21, in 20-14. Now they're removing how many, three. Then the learners must be left with 18. They are looking at what, at the involvement. It was 711, then minus 68, then it was 643, this is how much we're qualifying for. So they are using these things, and these things are not talking to what we are supposed to, you see?

P: Yeah.

N: Because I've got these different kind of subjects that are here,

P: And this makes the teacher-learner ratio, 35 for one class.

N: Yes.

P: Wow.

N: But if you can go to class now, there is a class of about seventy of them. In one class, they are packed. We cannot do otherwise. There is no furniture, there is no teacher, so they have to be packed there. Your only place as a teacher is to move here in front, you cannot go in between them. There only one class in which I think there are 35, just the physical science. There are lesser in that class. But for others, they are packed because we have to leave other classes empty. Because you cannot do the timetable, so we have to squeeze them. You see, hence I'm saying, we are only told by these how many teachers do we qualify... They don't look into the contextual issues here, that we've got whole list of subjects because if it was like that, because each and every subject here was supposed to be having a teacher by the, for the numbers. You see, this is the kind of thing here we are living with.

I: Thank you so much, we were just wrapping up. We really appreciate you sitting down with us. Uh, the only thing we were hoping, would it be alright if you signed a

consent form for us so that we can use the interview for our research and if you have any um regards, any restrictions to whether it should be shown publicly, or if it should be contained to only us, you can let us know and we'll make sure that those follow through.

N: I don't mind.

I: Thank you so much, we really appreciate it.