

**The Migration of Indian Teachers from KwaZulu Natal,
South Africa to the United Kingdom:
Escaping Adverse Leadership and Management**

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ABSTRACT Time – space compression has contributed to a substantial increase in migration worldwide. Professionals and service industry employees are most prone to transnational mobility at present. The declaration by countries to achieve UNESCO's Education for All targets by 2015 has led to pressure to attract and employ teachers (locally and from abroad) to meet the desired needs. This paper presents an analysis of Indian teachers' career decision to leave South Africa (SA) to embrace teaching opportunities in the United Kingdom (UK). The data used is drawn from a predominantly qualitative doctoral study completed in 2005 which examined the nature of teacher migration between SA and the UK. While there are a host of reasons that blend to create an impetus to exit SA (such as finance, travel, education policy changes in SA), this paper focuses primarily on the nature of school environment in ex-House of Delegates (HOD) public schools in KwaZulu Natal province (KZN) of SA as a facet of the career reason for migration. The paper begins by contextualising the migration of teachers within the global labour migration debate and then charts some of the major changes in SA education and the corresponding implications for leadership and management in schools. It thereafter explores Indian migrant teachers' articulations of their negative experiences with Indian principals at ex-HOD schools which prompted their exit from SA. This is followed by their comparisons of the school environment (upon transnational migration), more especially encouraging experiences with leadership and management, in UK schools. The paper culminates by commenting on the need for more studies and for education stakeholders to assist in preparing school leaders via workshop initiatives to address the culture and ethos at ex-HOD schools post-apartheid.