

**COURSE OUTLINE FOR  
ADVANCED CERTIFICATE: EDUCATION (School Management and Leadership)  
Based on NQF ID 48878 at Level 6, 120 credits**

**EDUCATION MANAGEMENT AND LEADERSHIP DEVELOPMENT**



**education**

Department of Education  
REPUBLIC OF SOUTH AFRICA

**2008**

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**1. Institution**

Higher Education Institutions (Respective Names)

**2. Name of programme**

Advanced Certificate: Education (School Management and Leadership).

It is based on NQF ID 48878, at NQF level 6, with some additions to reflect the needs of the target candidates.

**3. Vision**

To provide structured learning opportunities that, while recognizing the diverse contexts in which schools operate, promote quality education in South African schools through the development of a corps of education leaders who apply critical understanding, values, knowledge and skills to school leadership and management in line with the vision of democratic transformation.

**4. Purpose**

To empower/enable these educators to develop the skills, knowledge, and values needed to lead and manage schools effectively and to contribute to improving the delivery of education across the school system taking into account the diversity of school types and contexts.

**5. Aims**

The programme aims to achieve the following:

- Provide leadership and management to enable schools to give every learner quality education taking due cognisance of the nature of the school and its context.
- Provide professional leadership and management of the curriculum and therefore ensure that schools provide quality teaching, learning and resources for improved standards of achievement for all learners working in diverse contexts.
- Strengthen the professional role of principalship.
- Develop aspirant principals who are able to engage critically and be self-reflective practitioners.

- Enable aspirant principals to manage their organisations as learning organisations and instill values supporting transformation in the local and South African context.

## **6. Rationale**

The rationale for the development and implementation of the programme is to:

- Develop a programme, which provides an entry criterion to principalship
- Provide aspirant principals with a professional qualification, which is career related
- Provide a formal professional qualification, which is consistent with the Job Profile of school principals.

## **7. Target**

The programme seeks to target School Management Team members at Post Level 2 or above who aspire to principalship, with the caveat that educators at post level 1 who are involved in the management of small schools may also be considered.

## **8. Learning principles**

The following learning principles underpin the teaching and assessment of the programme work:

- Directed and self-directed learning in teams and clusters
- Site-based learning (dependent on the content)
- Variety of learning strategies i.e. lectures, practice and research portfolios amongst others
- Parallel use throughout of individual and group contexts of learning
- Collaborative learning through interactive group activities, e.g. simulations, debates
- Problem-focused deliberation and debate in group context
- Critical reflection on group processes and group effectiveness
- Critical reflection and reporting on personal growth and insights developed
- Research and experimentation.

## 9. Credits

The ACE is a 120-credit qualification, divided as follows:

Fundamental module	Core modules	Elective modules
10 Credits NQF Level 5	96 Credits NQF Level 5/6	A minimum of 14 Credits NQF Level 5/6

## 10. Duration

The total duration of the programme is 24 months on a part-time basis.

## 11. Assessment

The assessment is focused on applied competence.

The primary assessment strategy for this programme rests on successful completion of two self-, school- and mentor-assessed school-based projects.

The first project should arise from the institutional audit task included in the learning materials for the unit standard *Understand school leadership and management in the South African context*. The way in which the project is conceptualized, implemented and evaluated as documented and as reported by the school should provide evidence of competence related to the learning outcomes and assessment criteria for the core components of the programme. Assessment of this first project will be formative in nature and will provide guidance on areas in which evidence of competence has not yet been adequately established. This project should be completed in the last quarter of the first year of study.

The second project should arise from feedback on the first project and completion of the learning and teaching associated with the core programme. The way in which the second project is conceptualized, implemented and evaluated as documented and as reported by the school should provide evidence of competence related to the learning outcomes and assessment criteria for the core components of the programme, particularly addressing weaknesses or gaps noted in the assessment of the first project.

Assessment of this second project will be summative in nature and will be a determining factor in whether or not the requirements of the qualification have been met.

As support for successful completion of these two projects HEIs and their students may agree on a range of smaller formatively assessed tasks. It is suggested that the two projects and the assessment thereof, as well as any interim formatively assessed tasks that students considered particularly useful should be included in a **portfolio of evidence** for the programme. Hence the development of a portfolio is a fundamental module for this programme. Section 16 contains a possible portfolio assessment matrix.

Overall the assessment evidence should include:

- Assignments and/or examinations, providing evidence of the ability to apply knowledge to practice. This is subject to the caveat that not all formative assessment tasks need be reflected in the portfolio and that the content thereof will be constantly revised and updated to provide evidence of the growing competence of the candidate – this suggests that some earlier material may be replaced by later material that more accurately reflects the current competence of the candidate.
- Oral Presentations, which should be observed in context to assess ability to communicate with comprehension as well as a reflective journal.
- Evidence of self-, peer-, and tutor assessment as well as on-site verification of leadership and management competence.

## 12. Recognition of prior learning (RPL)

Due to the integrated nature of the programme, only elective modules may be credited by means of RPL. Candidates will be required to provide appropriate evidence of their competence in relation to the exit level outcomes for modules/unit standards for which RPL is granted. HEIs granting RPL will need to retain assessed evidence for which RPL has been granted for a suitable period of time to allow for such verification processes as may be deemed necessary.

### **13. Access**

Criteria for access to the ACE programme will be as follows:

- Priority will be given to aspirant principals who meet the criteria below.
- Candidates should have a formal professional teacher qualification at REQV level 13 or above.
- Candidates should have at least 3 years teaching experience.
- Candidates should normally be employed at Post Level 2 and above.
- Preferably, the principal and/or school governing body should endorse all applications. Post Level 1 educators at P1 and P2 schools who are performing management tasks may be considered.
- In order to meet the systemic objective of 50% of school principals being female, at least 50% of candidates for the ACE programme should be female.
- If the applicant's immediate accounting officer refuses to endorse the application, the applicant has the right to appeal such refusal with the appropriate/relevant accounting officer in the system.

### **14. Articulation**

This programme is a professional programme. The Higher Education Institutions can determine with which academic programme this programme articulates within their respective institutions subject to the provisions of policy. Currently the *Norms and Standards for Educators* policy document of 2000 is the guiding policy document for such articulation. It is expected that this policy document will be superseded during the course of 2009 by a new version that will have been aligned to the revised *Higher Education Qualifications Framework* of 2007.

## 15. Curriculum details

### 15.1 Curriculum overview

<b>Fundamental</b>	Develop a portfolio to demonstrate school leadership and management	Based on SAQA ID 115438: 10 credits at level 5
<b>Additional module</b>	Leading and managing effective use of ICTs in South African Schools	Unit standard unique to this programme (but subsuming SAQA ID 115433): 10 credits at level 5
<b>Core</b>	Understand school leadership and management in the South African context	Based on SAQA ID 115441: 10 credits at level 6
	Language in leadership and management	Based on SAQA ID 115440: 6 credits at level 5
	Manage policy, planning, school development and governance	Based on SAQA ID 115439: 20 credits at level 6
	Lead and manage people	Based on SAQA ID 115437: 20 credits at level 6
	Manage organizational systems, physical and financial resources	Based on SAQA ID 115434: 20 credits at level 6
	Manage teaching and learning	Based on SAQA ID 115436: 20 credits at level 6
<b>Elective</b>	HEI's may supplement the fundamental and core modules with one or more elective modules that respond to particular national/provincial/regional needs for example HIV/Aids, Gender. The following electives have been developed as part of the national programme.	
	Lead and manage a subject, learning area or phase	Based on SAQA ID 115435: 12 credits at level 6
	Mentor school managers and manage mentoring programmes in schools	Based on SAQA ID 115432: 12 credits at level 6
	Plan and conduct assessment (pre-requisite for Moderate assessment but RPL can be obtained for this module)	Based on SAQA ID 115753: 15 credits at level 6
	Moderate assessment	Based on SAQA ID 7977: 10 credits at level 6

## 15.2 Detailed module outlines

### 15.2.1 Develop a portfolio to demonstrate school management and leadership competence

Fundamental module: 10 credits NQF level 5 (115438)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate understanding of the portfolio as a flexible assessment instrument in SA.</b></p>	<p>The portfolio as an assessment instrument - rationale, purpose, requirements, format, content, technical aspects.</p> <p>The professional development and developmental appraisal strategy for educators.</p> <p>Summative and formative assessment.</p>	<p>Locate the portfolio requirements of this qualification in the broader assessment framework for outcomes-based education in SA.</p> <p>Describe potential roles of professional development portfolios in the emerging professional development and developmental appraisal strategy for educators.</p> <p>Explain the link between purpose, format, content, and processes for development of a portfolio.</p>	<p>The portfolio is evidence of a “learning journey”, which shows progress and development of the candidate’s competence.</p> <p>The following assessment instruments could be included in the portfolio:</p> <ul style="list-style-type: none"> <li>• Reasoned questions</li> <li>• Oral tests</li> <li>• Case studies</li> <li>• Journals</li> <li>• Selection of evidence</li> <li>• Projects</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Checklists</li> <li>• Simulation</li> <li>• Examinations</li> <li>• Assignments</li> <li>• Role play</li> <li>• Diagrams /organograms.</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Plan and prepare for the development of a portfolio to reflect own management.</b></p>	<p>Evidence of collection techniques/ processes i.e. CV, SWOT analysis, historical content, self-reflective diary, and samples of programme activities, interviews, observations, reports and situation analysis.</p> <p>Planning strategies for the collection of evidence, and how this will be reflected in the portfolio.</p>	<p>Demonstrate understanding of the exit level outcomes for the ACE in the context of current understanding of management and leadership.</p> <p>Conceptualize the differences in evidence that will be required to demonstrate not only knowledge and practical skill for school management and leadership, but also personal qualities.</p> <p>Develop a plan for the collection of relevant evidence for the portfolio from a variety of sources.</p>	<p>Planning of the portfolio activities. Develop a plan of action with the following:</p> <ul style="list-style-type: none"> <li>● Knowledge, skills and practice required</li> <li>● When it will be compiled into the portfolio</li> <li>● How it will be compiled into the portfolio</li> <li>● The timeframes for compiling such evidence</li> <li>● Instrument indicating (in graphic form) progress</li> <li>● Index of different modules and activities against these.</li> </ul>
<p><b>Compile a portfolio to reflect own management and leadership competence.</b></p>	<p>Collecting and linking evidence with the relevant exit level outcomes.</p> <p>Organising a portfolio of evidence characterized by linking, explanatory and reflective commentary.</p> <p>Critically analyse and reflect on learning achievements and the development of a personal and organisational growth plan.</p>	<p>Collect evidence for the portfolio, and show the link between the evidence and the relevant exit level outcomes.</p> <p>Organize the content of the portfolio in a user-friendly way with relevant linking, explanatory, and reflective commentary.</p> <p>Reflect on the learning achievement demonstrated by the portfolio, and decide on further necessary work.</p>	

## 15.2.2 Leading and managing effective use of ICT in South African Schools

Additional module: 10 credits NQF level 5 (subsumes SAQA ID 115433)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<b>Demonstrate understanding of key issues regarding the management of ICTs in South African Schools</b>	<p>Understanding the importance of information literacy in the 21<sup>st</sup> century.</p> <p>Controlling access to ICT facilities.</p> <p>Ensuring appropriate and effective use of ICT facilities.</p> <p>Evaluating school ICT readiness.</p> <p>Developing a school ICT policy.</p>	<p>Develop a plan of action to evaluate and develop school stakeholder information literacy.</p> <p>Draft an ICT facilities access procedure/ critique an existing procedure</p> <p>Develop an instrument to evaluate appropriate and/or effective use of ICTs.</p> <p>Conduct an ICT readiness evaluation using a given tool.</p>	<p>Initiate the development of a school ICT policy in a collaborative endeavour with other school stakeholders.</p> <p>OR</p> <p>Critique an existing school ICT policy.</p>
<b>Identify, implement and evaluate a variety of roles that can be played in supporting learners, educators and administrators in their effective use of ICTs in the school</b>	<p>Identifying stages of development in ICT readiness.</p> <p>Identifying ways in which staff and learners can be supported to develop their ICT competencies.</p> <p>Supporting staff and learners in the effective use of ICTs in the school.</p>	<p>Complete a staff and school ICT readiness assessment using given templates.</p> <p>Develop a staff-/school- development plan to enhance ICT competence – linked with SDP and IQMS.</p> <p>Lead by example. Demonstrate personal effective use of ICTs for a variety of administrative and curriculum purposes.</p>	<p>Working as a member of a school team, develop a funding proposal for a school project using MSWord, with a budget in Excel and a funding presentation in PowerPoint.</p> <p>Search on-line for relevant curriculum resources. Adapt these resources for relevant classroom use in the form of a worksheet in MSWord.</p>
<b>Evaluate and update as necessary own ICT skills for effective daily functioning as an education</b>	<p>Using word processing, spreadsheet and presentation software to accomplish school tasks effectively.</p>	<p>Evaluate and develop ability to:</p> <ul style="list-style-type: none"> <li>Write a report using word processing</li> <li>Draw up a budget using a spreadsheet</li> <li>Create a chart and import it into a word</li> </ul>	<p>See above</p>

<b>manager</b>		<ul style="list-style-type: none"> <li>processed document</li> <li>• Create a presentation</li> <li>• Search online and use the Education Portal, Thutong</li> <li>• Send and receive email.</li> </ul>	
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Achievement of the above specific outcomes assumes the basic ICT competencies outlined below. The module makes provision to develop these competencies if candidates do not yet possess them.

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<b>SPECIFIC OUTCOMES</b>	<b>CURRICULUM OUTLINE</b>	<b>ASSESSMENT CRITERIA</b>	<b>POSSIBLE ASSESSMENT ACTIVITIES</b>
<p><b>The following outcomes are addressed in an integrated way:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate competence in the use of information and communication technology</b></li> <li>• <b>Demonstrate competence in using a computer for effective school management</b></li> <li>• <b>Demonstrate knowledge of skills and appropriate attitude in using tools.</b></li> </ul>	<p>Unit 1: Operating System</p> <p>This unit covers the basic features of the MS Windows operating system, enabling the learner to use the MS Windows interface to execute routine tasks.</p>	<ul style="list-style-type: none"> <li>• Properly boot/logon the operating environment</li> <li>• Properly logoff and exit the operating environment</li> <li>• Navigate and/or access the file structure of the computer</li> <li>• Use the Help contents</li> <li>• Create, move, copy, group, and delete icons</li> <li>• Set keyboard, mouse, and printer properties</li> <li>• Copy, move, rename, delete, and retrieve files</li> <li>• Create, copy, rename, move, and delete folders.</li> </ul>	<p>The assessment activities should be integrated across the module's contents and should require:</p> <ul style="list-style-type: none"> <li>• Evidence of completion of day-to-day tasks best undertaken using a computer e.g. updating learner information, writing up minutes of meetings.</li> <li>• Use of the computer to generate information required in digital format by the Department e.g. assessment data, enrolment statistics.</li> </ul>
	<p>Unit 2: Word processing</p> <ul style="list-style-type: none"> <li>• Introduction to Microsoft Word</li> <li>• Using Microsoft Word Function</li> <li>• Controlling the Microsoft Word</li> </ul>	<ul style="list-style-type: none"> <li>• Use word function</li> <li>• Control the word display</li> <li>• Understand editing and formatting techniques</li> <li>• Set up a table and formatting.</li> </ul>	

	<p>display</p> <ul style="list-style-type: none"> <li>• Editing and formatting techniques</li> <li>• Header &amp; Footer</li> <li>• Automating Content Creation.</li> </ul>		
	<p>Unit 3: Spreadsheet</p> <p>Demonstrate the ability to use computer spreadsheet technology.</p>	<ul style="list-style-type: none"> <li>• Start Excel, create, save, and print a worksheet, and quit Excel</li> <li>• Select and copy a cell or range of cells</li> <li>• Use the Name Box to select a cell</li> <li>• Enter text and numbers</li> <li>• Use AutoSum to sum a range of cells</li> <li>• Apply font changes (appearance, size, and colour)</li> <li>• Centre cell contents across a series of columns</li> <li>• Apply AutoFormat to format a range</li> <li>• Identify arithmetic operators +,-,*,/,%</li> <li>• Apply the AVERAGE, MAX, and MIN functions</li> <li>• Determine a percentage</li> <li>• Color the background of a cell</li> <li>• Add borders to a range; format numbers; add conditional formatting to a range</li> <li>• Align text within a cell and change the width of a column and the height of a row</li> <li>• Check spelling, use print preview, and distinguish between portrait and landscape orientation in a spreadsheet</li> <li>• Print a partial or complete worksheet also, learn to use Print to Fit</li> </ul>	

		<ul style="list-style-type: none"> <li>• Rename sheets</li> <li>• E-Mail active workbook from within Excel</li> <li>• Use Format Painter to format cells, copy and paste, insert and delete cells</li> <li>• Freeze titles, display and format the system date</li> <li>• Create a 3-D Pie chart based on a worksheet</li> <li>• Rearrange sheets in a workbook.</li> </ul>	
	<p>Unit 4a: Internet</p> <ul style="list-style-type: none"> <li>• Use of search engines and navigating the Internet to find and view the information needed.</li> <li>• Send and receive emails to/from other Internet users.</li> <li>• Give a broad understanding of the World Wide Web.</li> </ul>	<p>Demonstrate applied competence in the following areas:</p> <ul style="list-style-type: none"> <li>• Explaining the nature of the Internet</li> <li>• Internet Service Providers</li> <li>• Web Addresses</li> <li>• Links</li> <li>• Search Engines</li> <li>• Portal Websites</li> <li>• Home Page</li> <li>• Favourites</li> <li>• Understanding E-Commerce</li> <li>• Secure Servers</li> <li>• Work Offline</li> <li>• Child Protection</li> <li>• Email</li> <li>• Send A Message</li> <li>• Reply and Forward</li> <li>• Attach Files to Messages</li> <li>• Address Book</li> <li>• Signatures</li> </ul>	

		<ul style="list-style-type: none"> <li>• Email Tips.</li> </ul>	
	<p>Unit 4b: Email</p> <p>Management and effective use of email technology.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the basic functions of email management - send, receive, file and store, retrieve</li> <li>• Know the basic principles of designing an effective Email activity</li> <li>• Create Email activities of individual work and group collaboration</li> <li>• Be able to use a World Wide Web browser (preferably Netscape Navigator) to access the World Wide Web for "surfing" and research activities</li> <li>• Have used email on a regular, day-to-day basis</li> <li>• Be able to use one or more search engines to find specific information on the World Wide Web.</li> </ul>	

### 15.2.3 Understand school leadership and management in the South African context

#### Core module: 10 credits NQF level 5 (115441)

Essentially this module provides an overview of the programme and a map into the details of the rest of the programme modules.

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate a basic understanding of what is involved in school management and leadership in South Africa.</b></p>	<p>A critical understanding of why the concept of 'context' is necessary as a departure point for understanding school leadership and management.</p> <p>Highlight contextual tensions, contradictions and harmonies, which are inherent in management.</p> <p>How the SA Constitution foregrounds the values and practices that should underpin school culture and policies.</p> <p>The legislative and policy frameworks affecting schools.</p> <p>Analysis of principalship in the South African context and the role of school managers and leaders as agents of change.</p> <p>Understand the concept of school culture and the role of the school manager especially in relation to social justice and Child Rights.</p> <p>Accountability as part of the democratic</p>	<p>Demonstrate understanding of the principles and values informing educational transformation in South Africa and how these create challenges for the management, leadership and governance of schools.</p> <p>Demonstrate a basic understanding of the nature and purpose of educational management, leadership and governance both generally and in the context of a changing South Africa.</p>	<p>Each school is unique. How would you describe your school? Give a comprehensive description, as honestly and accurately as possible. This will enable you, by the end of the programme, to have the satisfaction of reviewing your own development journey and assessing your influence on progress of the school.</p> <ul style="list-style-type: none"> <li>• In your description you could use, among other aspects, the following ideas: <ul style="list-style-type: none"> <li>▪ Values and norms (commitment, loyalty, ethos, punctuality, human rights and inclusivity)</li> <li>▪ Practices and traditions (symbols, artefacts, school routines and behaviour)</li> <li>▪ Teaching and learning</li> <li>▪ Physical condition and appearance</li> <li>▪ People (languages, gender, school community)</li> <li>▪ Organisation (school times,</li> </ul> </li> </ul>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>transformation linked to the use of prevailing quality management systems in the South African context e.g. Integrated Quality Management System (IQMS), as drivers of school quality control and development</p> <p>Identification of different organisational models; ability to highlight generic leadership and management principles with regard to planning, organizing, governance, evaluation and control and how this conceptual understanding is applicable to managing and leading people; teaching and learning, physical facilities, external relations, learner affairs, administrative information systems and financial affairs within a school.</p>		<p>hierarchy, planning, routines, day-to-day running, change initiatives), and</p> <ul style="list-style-type: none"> <li>▪ Socio-economic context.</li> </ul> <ul style="list-style-type: none"> <li>● How do you/could you manage all of the above?</li> </ul> <p>Considering the principles and values informing educational transformation in South Africa.:</p> <ul style="list-style-type: none"> <li>● Describe how you have attempted to manage and lead your school community to accommodate the transformation agenda in SA.</li> <li>● Describe the demands on education managers and leaders in South Africa today.</li> <li>● What changes and demands does this make on your school leadership?</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Make an assessment of own abilities in management and leadership in terms of current notions of competence and relevance in South Africa in relation to management and leadership.</b></p>	<p>Knowledge and methodology of reflective practice, including aspects such as:</p> <ul style="list-style-type: none"> <li>• Analyse personal and situational: self-evaluation and educational life story.</li> <li>• Document personal experience of education change.</li> <li>• Journal personal development: develop a vision, set goals for own development, identify multiple roles, and practise self-evaluation.</li> </ul>	<p>Describe own current school management and leadership practices in terms of a transformative and contextualised understanding of management, leadership and governance.</p> <p>Evaluate own management and leadership practices against given criteria.</p> <p>Reflect on evaluation results and decide on areas in which further development is necessary.</p>	<p>Provide a written account of the following using a journal:</p> <ul style="list-style-type: none"> <li>• Your personal experience of educational development including achievements and challenges.</li> <li>• Given the above, develop your own goals for personal and organisational development.</li> <li>• Reflect on what this tells you about the way you deal with power, power-relations and being a change-agent.</li> </ul>

## 15.2.4 Language in leadership and management

### Fundamental module: 6 credits NQF level 5 (115440)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate competence in reading, writing, listening and speaking skills appropriate for school leadership and management</b></p>	<p>Choose a relevant education aspect (choose it on the basis of the needs of the learners e.g. admission, HIV/AIDS, feeding scheme, school fees etc).</p> <p>Learners are required to:</p> <ul style="list-style-type: none"> <li>• Read to gain information about the aspect</li> <li>• Comprehend the policy</li> <li>• Interpret the policy</li> <li>• Determine the impact of the issue on the school</li> <li>• Write an analysis of the policy – giving their views and opinions</li> <li>• Debate these different views with others.</li> </ul>	<p>Be conversant with education-related matters in the media and be able to use this information in the management of the school.</p> <p>Read and interpret departmental circulars, policies and procedures.</p> <p>Coordinate the writing of clear, accurate and informed policies and procedures for the management of school affairs.</p> <p>Write effective and accurate official letters, memoranda and reports.</p> <p>Make presentations on education related issues to different audiences.</p> <p>Chair meetings and manage the necessary documentation related to meetings, including the preparation and use of minutes.</p>	<p>Do research on an educational issue that has recently been given media coverage:</p> <ul style="list-style-type: none"> <li>• Read and interpret the actual education policies underpinning the issues.</li> <li>• Write an analysis of the issues in relation to amongst other the policy, and clearly state the impact of this policy on management of schools.</li> <li>• Set up a parent-teacher meeting and or discussion with relevant stakeholders to discuss the impact of the policy.</li> <li>• Draw up an agenda for the meeting/ discussion.</li> <li>• Set out the meeting procedure.</li> <li>• Collect and collate relevant documentation for the meeting.</li> <li>• Write and present the opening statement that you will address the audience with, on your chosen topic.</li> <li>• Record the minutes of the meeting.</li> <li>• Write a comment about the school community's views on the issues, addressed to the Head of Department.</li> </ul>

### 15.2.5 Manage policy, planning, school development and governance

Core module: 20 credits NQF level 6 (115439)

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate the personal qualities necessary for effective management of policy, planning, school development and governance.</b></p>	<p>Origin of policy. The leverage points for the module are:</p> <ul style="list-style-type: none"> <li>● South African Constitution</li> <li>● Foreground the Bill of Rights</li> <li>● The distinction between policy and legislation</li> <li>● Highlight the relationship between the above and SASA and other education specific policies.</li> </ul> <p>Orientation. Basic principles:</p> <ul style="list-style-type: none"> <li>● Policy as a form of distributing authority within a democratic context</li> <li>● Taking and sharing ownership and responsibility</li> <li>● Acceptance of differences and contestation</li> <li>● Critical enquiry, research and reflective practice.</li> </ul> <p>Key concepts within the context of schooling:</p>	<p>The candidate leads by example, and is a model of the values and vision of the school.</p> <p>The candidate is able to think strategically.</p> <p>The candidate is committed to following through the vision and mission in detailed planning for the day- to - day life of the school and its future direction.</p> <p>The candidate is able to motivate and empower others to participate in the development of vision, school policies and plans, and carry these forward.</p> <p>The candidate is committed to cooperative governance of the school and involvement of parents and the community.</p>	<p>Map the overall contemporary policy context applicable to schools in South Africa and use this to review your school's policy base. (See Context module.)</p> <p>Choose ONE key national or provincial policy:</p> <ul style="list-style-type: none"> <li>● Analyse the policy.</li> <li>● Investigate and describe the impact of this policy on your individual school.</li> <li>● Identify and describe the leadership and management qualities required to advocate and implement this policy.</li> <li>● Describe the respective roles of management and governance in the implementation of this policy.</li> <li>● Devise and describe a strategy to mobilise the SGB and all stakeholders in their roles in formulation and implementation of this policy.</li> <li>● Develop a systematic implementation plan with time</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Management and leadership</li> <li>• Governance</li> <li>• Power</li> <li>• Organisation</li> <li>• Stakeholder.</li> </ul> <p>Schools as Transforming Communities: Contexts and dimensions:</p> <ul style="list-style-type: none"> <li>• Systemic view</li> <li>• Democratisation</li> <li>• Transformation.</li> </ul> <p>Interdependence of Structure, Agency and Support</p> <ul style="list-style-type: none"> <li>• National Department</li> <li>• Provincial Department</li> <li>• Districts</li> <li>• School</li> <li>• Individual roles.</li> </ul>		<p>frames and required action, to implement the policy, for your school.</p> <p>Review your school's development plan, with full participation of relevant stakeholders and show how the policy identified previously was accommodated. Document and report on the process. (This should be linked to the IQMS being done in <i>Lead and Manage People.</i>)</p>
<p><b>Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.</b></p>	<p>Establish the links between values, vision, mission, policy, planning and the role of leadership and management in relation to these.</p> <p>Formulation of a description (definition) of policy. View policy holistically, in relation to multiple contexts:</p>	<p>Manage a process for the participative development of a school development plan with vision, mission and values based on context and needs analysis.</p> <p>Develop and maintain structures and processes that support a consultative and participatory approach to decision making</p>	

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> <li>• Policy as part of a process – focus on questions of why, how, when and who.</li> <li>• Legislation as related to policy (basis of authority).</li> <li>• Changing policy: What roles do principals and SGBs play in policy formulation and implementation?</li> <li>• Policy as action plans.</li> </ul> <p>Policy process.</p> <p>Policy mediation from planning to action:</p> <ul style="list-style-type: none"> <li>• Origins</li> <li>• Purpose and intentions</li> <li>• Participation and contestation</li> <li>• Development and formulation</li> <li>• Text</li> <li>• Implementation</li> <li>• Practice</li> <li>• Evaluation (review and research).</li> </ul> <p>Legal and Policy Context:</p> <ul style="list-style-type: none"> <li>• Mapping policies and legislative frameworks</li> <li>• Specific policies and legislation</li> <li>• SA Constitution</li> <li>• South African Schools Act</li> </ul>	<p>and planning.</p> <p>Develop school policies (including those required by the South African Schools Act) in collaboration with stakeholders.</p> <p>Work within the school community to translate the vision and policies into agreed operational plans that will achieve sustained school improvement.</p> <p>Oversee the implementation of the vision, policies and plans and initiate corrective action as required.</p> <p>Ensure that those involved in school remain committed to the school's values, vision, mission, policies and plans.</p> <p>Evaluate and improve the effectiveness of the school's policies and plans.</p>	

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> <li>● National Curriculum Statement</li> <li>● Labour Relations</li> <li>● Employment of Educators Act</li> <li>● South African Council of Educators.</li> </ul> <p>How to make policy: Developing a practical framework for formulating, implementing and evaluating policy in the school context.</p> <p>Case study: Work through a case study about the development of a relevant recent education policy in the South African context.</p>		
<p><b>Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community and the department.</b></p>	<p>Cooperative governance.</p> <p>Departure points:</p> <ul style="list-style-type: none"> <li>● SASA</li> <li>● Governance as partnership</li> <li>● Stakeholders and interests</li> </ul> <ul style="list-style-type: none"> <li>● Difference between governance and professional management,</li> <li>● Strengthening partnership and building community,</li> <li>● Shared vision as departure point for school development.</li> </ul> <p>Challenges and problems dealing with conflict over policy.</p>	<p>Understand and apply cooperative governance in the school by making sure that the School Governing Body is legally constituted and fully functional.</p> <p>Negotiate with the School Governing Body to define clearly the governance and professional roles of the School Governing Body and the School Management Team.</p> <p>Through the establishment of legally constituted and supported Representative Council of Learners, involve learners in</p>	

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>the co-operative governance of the school.</p> <p>Build relationships and partnerships with the community through efficient communication, marketing of the school and the involvement of parents/guardians and others.</p> <p>Find and use appropriate ways to communicate with parents/guardians (for example, meetings and/or newsletters and/or personal letters, telephone calls) so that they understand school matters clearly and are motivated to be partners in the education of their children.</p> <p>Communicate regularly in both formal and informal ways with the department in order to manage the school responsively.</p>	
<p><b>Understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.</b></p>	<p>Planning for school development.</p> <p>Different Approaches:</p> <ul style="list-style-type: none"> <li>● School effectiveness</li> <li>● School improvement</li> <li>● Whole School Evaluation.</li> </ul> <p>School Audit.</p> <p>School Development Plan.</p> <p>Strategic Planning.</p>	<p>Understand, and apply in a reflective way, developmental and operational planning.</p> <p>Understand, and apply in a reflective way, the development of school policies in terms of the South African Schools Act and other relevant legislation.</p> <p>Understand, and apply in a reflective way, school development and improvement.</p>	

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Situational Analysis.</p> <p>Application of co-operative governance for planning.</p>	<p>Understand and apply in reflective way participatory approaches to decision - making, communication and the role of consultation in planning.</p> <p>Understand, and apply in a reflective way, strategies, which encourage parents to support their children's learning.</p>	

## 15.2.6 Lead and manage people

Core module 20 credits NQF level 6 (115437) (with some elements of 115432 Mentoring)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate the personal qualities necessary for effective leadership and management of people.</b></p>	<p>Qualities of transformational leadership:</p> <ul style="list-style-type: none"> <li>• Transformational leadership and positive approach to change and transformation</li> <li>• Qualities of transformational leadership</li> <li>• Alignment of leadership with the values entrenched in the Bill of Rights</li> <li>• Attitudinal change</li> <li>• Invitational Theory</li> <li>• Create a positive attitude to democratic values through involvement in teamwork, and establish a readiness for change.</li> </ul>	<p>Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.</p> <p>Is able to challenge, influence and motivate others to achieve high goals.</p> <p>Is committed to democratic leadership and effective teamwork.</p> <p>Is committed to continuous professional development for self and all others within the school.</p>	<p>Bring to class life-stories of inspiring people who made a difference in society. (Try not to use only our own national heroes/leaders).</p> <ul style="list-style-type: none"> <li>• In groups, discuss these stories and identify leadership qualities, which inspire and support change beyond one's own boundaries.</li> <li>• Discuss in groups/debate and give feedback on your own experiences of change and transformation.</li> <li>• In what instances in your school have you played a leading and managing role in bringing about change?</li> <li>• Reflect on instances where you could have played a transformational leadership role, but did not. What restrained you? Discuss how these restraints might be reduced or removed.</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.</b></p>	<p>Human resource management.</p> <p>Compiling of work plan and applying effective deployment procedures with regard to:</p> <ul style="list-style-type: none"> <li>• Staff and post analysis</li> <li>• Assessment, professional and personal development and empowerment (staff &amp; self)</li> <li>• Recruitment, sifting, short listing, interviewing and appointment</li> <li>• Orientation and induction of newly appointed teachers</li> <li>• Mentoring of teachers</li> <li>• A human resource development programme (potential assessment, post enrichment, team based work)</li> <li>• Staff disciplinary procedures, policies and processes</li> <li>• Manage the impact of HIV and Aids and other illnesses in the school community with the necessary respect and sensitivity.</li> </ul>	<p>Deploy staff effectively:</p> <ul style="list-style-type: none"> <li>• Calculate staff complement.</li> <li>• Analyse the staffing requirements to implement the school plan and the routine functioning of the school, and communicate needs to the SGB.</li> <li>• Assess the particular qualities and capabilities and potential of existing staff to deploy them effectively.</li> <li>• Identify particular areas of weakness across the staff complement and develop strategies to ensure that these do not impact negatively on overall output.</li> <li>• Identify the need for and draw on external expertise where and when necessary.</li> </ul> <p>Plan, allocate, support and evaluate work:</p> <ul style="list-style-type: none"> <li>• Initiate structures and processes that share leadership and help staff work collegially in teams to meet the mission and goals of the school.</li> <li>• Create, maintain and enhance effective and harmonious working relationships with and</li> </ul>	<p>Develop a detailed scenario of the staffing situation at your school. Your scenario could include the following pointers:</p> <ul style="list-style-type: none"> <li>• Analyse the staffing requirements.</li> <li>• Assess the particular qualities, capabilities and potential of existing staff to deploy them effectively - brainstorm a strategy to plan, allocate, support and evaluate work: (vide assessment criteria) – all the activities that need to take place, such as the teaching, administration, extra murals etc. This exercise can be done by drawing on the IQMS outcomes.</li> <li>• Taking the staffing requirements into account (including issues of equity – race, gender, disability), develop a set of criteria that you would use in your recruitment strategy for additional staff members.</li> <li>• Write a motivation to the DoE requesting the allocation of one of these posts.</li> <li>• Write an advertisement to be placed in the newspaper or government gazette to advertise the post.</li> <li>• Design the procedure for sifting, short listing, interviewing, selecting and appointing. Ensure issues of equity are included.</li> <li>• Develop a work plan for deployment,</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>between staff.</p> <ul style="list-style-type: none"> <li>● Manage own workload and that of others to ensure a work/life balance - stress management.</li> <li>● Acknowledge and celebrate the responsibilities and achievements of individuals and teams.</li> <li>● Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.</li> <li>● Understand the potential impact of HIV and Aids and other illnesses on individuals and the school community and be able to manage affected staff and learners sensitively and fairly.</li> </ul>	<p>orientation and induction, mentoring, work redesign and professional development of the new staff member.</p>
<p><b>Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.</b></p>	<p>Professional leadership and management skills development.</p> <p>Candidates should have an in-depth understanding of leadership:</p> <ul style="list-style-type: none"> <li>● Styles</li> <li>● Theory</li> <li>● Transformational Leadership</li> <li>● Motivation</li> <li>● Communication (presentation – public speaking – facilitation)</li> <li>● Teamwork</li> </ul>	<p>Create an environment conducive to professional reflection and learning.</p> <p>Establish a staff development team that ensures that planned activities are implemented within the legal requirements.</p> <p>Monitor the implementation of staff development plans and activities and ensure that there is feedback to share learning with the school as a whole.</p>	<p>Conduct a small-scale research project on the performance and well-being of people at your school. Include aspects such as:</p> <ul style="list-style-type: none"> <li>● Absenteeism (staff &amp; learners)</li> <li>● Stress and time management</li> <li>● Support needs</li> <li>● Socio-economic well-being</li> <li>● Communication</li> <li>● Other aspects of interpersonal and professional relations.</li> <li>● (The IQMS could be drawn upon.)</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> <li>● Creating a learning organisation.</li> </ul> <p>Management:</p> <ul style="list-style-type: none"> <li>● Planning</li> <li>● Policy</li> <li>● Work-life management</li> <li>● Managing change</li> <li>● Negotiating</li> <li>● Collective bargaining</li> <li>● Work-load management</li> <li>● Problem solving</li> <li>● Decision making</li> <li>● Goal setting/planning,</li> <li>● Strategising.</li> </ul> <p>Quality assurance: prevailing quality management systems.</p> <p>Personal development.</p> <p>Mentoring as a value driven part of the school as a learning community Mentoring as a value driven part of the school as a learning community.</p>	<p>Develop and maintain effective strategies and procedures for quality assurance and evaluation of staff for improvement purposes.</p> <p>Develop and maintain effective strategies for the induction and mentoring of staff, and, where appropriate, for the management of learnerships.</p> <p>Regularly review own practice, set personal targets and take responsibility for personal development.</p> <p>Demonstrate a basic knowledge about the nature, purpose and models of mentoring.</p>	<p>Describe strategies to incorporate your findings in the School Improvement Plan/School Development Plan. Take, <i>inter alia</i>, the following into account:</p> <ul style="list-style-type: none"> <li>● SACE Code of Conduct</li> <li>● SASA</li> <li>● Employment of Educators Act</li> <li>● Employment Equity Act</li> <li>● Labour Law</li> <li>● Other relevant legislation and policies.</li> </ul>
<p><b>Create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution).</b></p>	<p>Managing the external environment. This could include areas such as:</p> <ul style="list-style-type: none"> <li>● Socio-economic environment</li> <li>● South African labour legislation</li> <li>● Department of Education and</li> </ul>	<p>Demonstrate an understanding of and ability to manage diversity in school communities.</p> <p>Interpret and implement departmental conditions of service</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Labour Unions</p> <ul style="list-style-type: none"> <li>• Parent and community involvement</li> <li>• Collaboration, negotiation and conflict resolution skills</li> <li>• Cross cultural management</li> <li>• Networking with other schools, Higher Education Institutions, clinics and business.</li> </ul>	<p>sensitively and fairly.</p> <p>Demonstrate an understanding of, and ability to interpret and act on, the relevant labour relations laws pertinent to schools.</p> <p>Demonstrate awareness of the socio-political environment and its potential impact on schools.</p> <p>Create an environment within the school in which conflict can be managed creatively.</p> <p>Analyse and effect change in the organisational culture of a school – to what effect?</p> <p>Understand schools as communities.</p> <p>Promote mutually beneficial community relations.</p>	
<p><b>Understand and be able to apply relevant content knowledge in leading and managing people.</b></p>	<p>Related national legislation and policies. (SACE, SASA, Labour Law, Employment of Educators Act, Employment Equity Act, Integrated Quality Management System, etc.)</p> <p>Develop school policies and understand</p>	<p>Understand, and apply in a reflective way, departmental conditions of service, as well as relevant aspects of the Labour Relations Act and the South African Schools Act.</p> <p>Understand, and apply in a reflective</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Conditions of Service.</p> <p>Learners must be able to identify parts of legislation applicable to the SA school context.</p>	<p>way, the SACE Code of Conduct.</p> <p>Understand, and apply in a reflective way, processes for developmental appraisal and performance review.</p> <p>Understand, and apply in a reflective way, strategies to manage diversity.</p> <p>Understand, and apply in a reflective way, the actual/potential impact of HIV and Aids on individuals and the school community.</p> <p>Understand, and apply in a reflective way, time and work management.</p> <p>Understand, and apply in a reflective way, strategies for building sound working relationships and communication.</p> <p>Understand, and apply in a reflective way, strategies to promote self and team development.</p> <p>Understand, and apply in a reflective way, strategies for building and sustaining a learning community – Organisation Development processes.</p> <p>Understand, and apply in a reflective way, Departmental requirements for the continuing professional</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		development of staff.	

### 15.2.7 Manage organisational systems, physical and financial resources

Core module: 20 credits NQF level 6 (115434) (with elements of 115438 regarding school safety)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<b>Demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems and financial and physical resources.</b>	<p>Knowledge of relevant policies, regulations, applicable legislation and other applicable data.</p> <p>Practising participatory management skills.</p> <p>Consulting with all relevant role players/ stakeholders and promoting teamwork.</p> <p>Knowledge of the qualities of an effective school.</p> <p>Knowledge of Constitutional values such as efficiency, accountability, transparency, fairness, building financial responsibility and punctuality.</p> <p>Knowledge of problem-solving techniques, innovation and creative</p>	<p>Demonstrates the ability to <i>obtain</i> and apply information to guide judgment, decision-making and conduct. (Continuous evidence in all organisational systems and processes.)</p> <p>Demonstrates integrity and fairness in managing resources.</p> <p>Demonstrates a systematic yet flexible approach to running an organisation.</p> <p>Demonstrates the ability to think creatively to anticipate and solve problems.</p> <p>Demonstrates an awareness of the critical importance of informal and formal means of communication in the running of an organisation.</p>	<p>Investigate and explain the management of organisational systems, physical and financial resources at your school. Take into account:</p> <ul style="list-style-type: none"> <li>• Communication systems</li> <li>• Information systems (record-keeping, data-collection and analyses)</li> <li>• Financial systems (Budget, income and expenditure, banking and auditing)</li> <li>• Asset management</li> <li>• Timeframes</li> <li>• Legislative framework and policy</li> <li>• Skills available (SMT, SGB, broader staff and community).</li> </ul> <p>OR</p> <p>Present a concise report/account about the interpretation and implementation of the departmental requirements in your school</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>thinking skills.</p> <p>Using appropriate communication strategies.</p>	<p>Demonstrates an awareness of, and ability to implement, the Integrated Quality Management System.</p>	<p>with regard to the management of the physical and financial resources.</p>
<p><b>Set up, implement, maintain and evaluate organisational systems for the school where possible making use of appropriate information and communication technology ICT.</b></p>	<p>Communication media, technology and systems.</p> <p>Understands information management systems in schools.</p> <p>Grasps school administration – the setting up of a school administrative office, setting up and maintaining school resource management systems- (The school administrative system is consistent with the requirements of SASA-).</p> <p>Understands departmental guidelines on managing physical resources.</p> <p>Understands the relationship between good communication systems and school effectiveness and improvement.</p>	<p>The learner is able to set up, implement, maintain and evaluate the systems for communication with and between management, learners, staff, parents, the school governing body, the department, and the community.</p> <p>The learner is able to set up, implement, maintain and evaluate the information management systems to facilitate the use of information for the purposes of monitoring performance and planning - with elements such as:</p> <ul style="list-style-type: none"> <li>● Learner profiles</li> <li>● Records of learner progress</li> <li>● Staff profiles</li> <li>● Stock and asset registers</li> <li>● Financial records.</li> </ul> <p>The learner is able to set up, implement, maintain and evaluate the administrative systems and structures in the school to carry out departmental requirements and school policies such as:</p>	<p>Design a comprehensive schematic organisational structure and draw up guidelines that include processes, tasks, responsibilities to develop and implement the following systems in your school:</p> <ul style="list-style-type: none"> <li>● Communication: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Parents</li> <li>▪ Learners</li> <li>▪ DoE</li> <li>▪ Broader school community.</li> </ul> </li> <li>● Finances: <ul style="list-style-type: none"> <li>▪ Procedures for drawing up the school's budget;</li> <li>▪ How the budget links up with the school's development plan;</li> <li>▪ Process of bookkeeping in the school – receiving, spending, statements, control;</li> <li>▪ Procedures for auditing and reporting;</li> <li>▪ Generating additional funds.</li> </ul> </li> <li>● Assets: <ul style="list-style-type: none"> <li>▪ Stock control</li> <li>▪ Maintenance</li> <li>▪ Procurement</li> </ul> </li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<ul style="list-style-type: none"> <li>● Admissions</li> <li>● Collection of school fees</li> <li>● School safety and security.</li> </ul> <p>The learner is able to set up, implement, maintain and evaluate the systems for managing the physical resources of the school to ensure a safe and healthy environment that is conducive to teaching and learning such as:</p> <ul style="list-style-type: none"> <li>● School buildings and grounds</li> <li>● Equipment</li> <li>● School transport</li> <li>● Textbooks and learner support materials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Allocation.</li> </ul> <ul style="list-style-type: none"> <li>● Curriculum management systems: <ul style="list-style-type: none"> <li>▪ Resource allocation and management</li> <li>▪ Curriculum meeting schedules</li> <li>▪ Curriculum management timetables.</li> </ul> </li> <li>● Identify appropriate ways to utilise IT and other resources to support the management of the above systems.</li> </ul>
<p><b>Manage the financial resources of the school in a transparent and accountable way.</b></p>	<p>Theory, policy and guidelines on school financial management – make visible the institutional context as well as the broader structure in which the school operates.</p> <p>Integrating the school budget with the school development plan, relevant sections of SASA and theory of budgeting.</p> <p>School financial budgeting within policy parameters.</p> <p>Prescriptions and guidelines for</p>	<p>Develop a financial policy for the school that is aligned with the legal framework for financial school management (including the Norms and Standards for School Funding) and ensure that these policies are adhered to.</p> <p>Ability to coordinate the preparation and approval of a budget that supports the implementation of school goals, policies and plans.</p> <p>Ability to set up a system of accountability for the management of</p>	<p>Develop or review and refine a financial policy for your school.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	financial monitoring and controlling. Procurement procedures. Basic accounting theory and skill. Financial controlling measures. Relevant sections of the Public Financial Management Act. The interpretation of financial records. Fundraising strategies and mechanisms i.e. entrepreneurship. Preparing a business plan for schools. Marketing of schools.	the financial system in terms of the Public Financial Management Act and Generally Accepted Accounting Principles, including: <ul style="list-style-type: none"> <li>● Monitoring and controlling spending in terms of the budget</li> <li>● Ensuring that resources are used in an efficient manner</li> <li>● Developing a sound procurement policy.</li> </ul> Ensure that a financial statement is drawn up at the end of the school year. Develop opportunities for generating additional funds for the school.	
<b>Understand and be able to apply relevant content knowledge and skills in the management of organisational systems, and physical and financial resources.</b>	Departmental and other useable guidelines and information. Relevant information about the norms and standards of funding for schools in the SA education system. Relevant information about basic financial management. Relevant information about the principles of information management.	Understand, (supervise, interpret, analyse) and <i>manage</i> in a reflective way financial accounting principles and skills such as: <ul style="list-style-type: none"> <li>● Identifying various source documents used in financial accounting</li> <li>● Entering basic transactions from source documents into relevant journals</li> <li>● Doing reconciliations</li> <li>● Drafting receipts and payment</li> </ul>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Departmental guidelines for management of financial and physical resources.</p> <p>Understand policy related to Section 20 and 21 schools and their different financial requirements.</p>	<p>statements</p> <ul style="list-style-type: none"> <li>● Reading income statements and balance sheets</li> <li>● Comparing and interpreting differences between actual income and expenditure with budgets (control)</li> <li>● Writing of financial reports.</li> </ul> <p>Understand, and apply in a reflective way, norms and standards for school funding.</p> <p>Understand, and apply in a reflective way, basic financial management.</p> <p>Understand and apply in reflective way, principles of financial information management.</p> <p>Understand, and apply in a reflective way, departmental requirements for management of financial and physical resources including asset management, management of school facilities and grounds, collection of school fees.</p>	
<p><b>Create, manage and sustain a safe, caring and disciplined environment.</b></p>	<p>Understanding the principles and practices of the health promoting school underpinned by Section 22 of the South African Constitution.</p>	<p>Ensure safety, security and welfare of learners and educators in the school based on sound policies.</p> <p>Ensure that systems are in place to</p>	<p>Explore the concept: What is a safe school?</p> <ul style="list-style-type: none"> <li>● Describe a vision of a learning environment in which all learners feel secure, safe and accepted.</li> <li>● In your school's operational plans,</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Understanding the principles and practices of safe schools.</p> <p>Ascertain the needs of your school in relation to this specific outcome.</p> <p>Use of data and research findings to plan improved safety conditions.</p>	<p>identify and address the pastoral needs of the individual learner and groups of learners. This should include provision for learners affected by particular challenges such as HIV and Aids, safety, social problems, health, and learning disabilities.</p> <p>Understand, and apply in a reflective way, school safety policy.</p> <p>Understand, and apply in a reflective way, pastoral care in the running of the school.</p>	<p>include the aspects that specifically focus and contribute towards the vision that you described.</p> <ul style="list-style-type: none"> <li>• Undertake a gap analysis of what is missing from your operational plan to achieve the vision, based on research in your school.</li> </ul>

## 15.2.8 Manage teaching and learning

Core module: 20 credits NQF level 6 (115438) (with elements of 115753 and 7977 relating to conducting and moderating assessment)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate the personal and professional qualities necessary for effective management of teaching and learning.</b></p>	<p>Personal and professional orientation to teaching and learning.</p> <p>In order to understand how to influence the curriculum and its management one needs to have a sound theoretical and applied understanding of curriculum management.</p> <p>Theories of learning: How children learn: behaviourist, phenomenological, cognitive and humanistic views on learning.</p> <p>Interrogate and debate the concept of “quality” in teaching and learning.</p> <p>Explore the personal and professional qualities that are necessary for effective management of teaching and learning.</p> <p>Understand the culture of your school as it relates to curriculum delivery.</p> <p>Understanding of the issues faced by</p>	<p>Demonstrate a passionate interest in teaching and learning and an ability to encourage this in both staff and learners.</p> <p>The ability to model good teaching and learning and lead by example, e.g. understanding curriculum requirements.</p> <p>High expectations for achievement and the ability to set stretching targets for the whole school community.</p> <p>A commitment to enabling all learners to reach their full potential.</p>	<p>Observe the teaching and learning activities at your school, and:</p> <ul style="list-style-type: none"> <li>• Consult with the staff members responsible for the phases/grades and let them explain how the teaching and learning programme is organised within each phase.</li> <li>• Observe and reflect on the teaching and learning of at least one classroom lesson in each phase of your school.</li> <li>• From your observations, identify the predominant teaching and learning methodologies applied in your school.</li> </ul> <p>Reflect on the culture of teaching and learning by:</p> <ul style="list-style-type: none"> <li>• Describing your understanding of what constitutes a culture of learning</li> <li>• Discussing the theoretical framework in which your understanding is located</li> <li>• Describing conditions that enable optimal teaching and learning</li> <li>• Identifying the barriers to optimal teaching and learning at your school.</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>teachers in the classroom across all communities in South Africa.</p> <p>Understanding of the role of the principal within the management and leadership of teaching and learning.</p>		
<p><b>Manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy.</b></p>	<p>Leading learning through the curriculum.</p> <p>The concept 'curriculum' for this programme is underpinned by the understanding that curriculum implementation is the core business of the school and is not fixed. It needs to be revised and adapted to suit changing needs.</p> <p>Define what curriculum is and the implications of the defined understanding.</p> <p>Develop a vision of teaching and learning in the school based on sound pedagogical principles.</p> <p>Develop HR principles and policies based on sound human resource principles</p> <p>Undertake a review of learner assessment types and procedures.</p> <p>Understand what records of learner</p>	<p>Manage a process for planning teaching and learning that promotes responsive, effective and creative approaches and is in line with national policy.</p> <p>Ability to deploy staff for effective teaching based on sound pedagogical and human resource principles.</p> <p>Manage and participate in the development of a school timetable that ensures effective use of time and supports the goals of the curriculum.</p> <p>Manage learner assessment ethically and fairly and in a manner that links curriculum and assessment policies effectively.</p> <p>Ensure that detailed records of learners' work and performance are maintained, analysed and used for planning, problem solving and development.</p> <p>Develop and manage strategies to ensure</p>	<p>Develop strategies to overcome any barriers to learning identified. Critically analyse your school's curriculum planning against your understanding of the culture of learning and identify barriers, gaps and areas for improvement of the teaching and learning at your school. You could focus on:</p> <ul style="list-style-type: none"> <li>• Timetable</li> <li>• Data collection/research reports</li> <li>• Staff deployment schedule linked to timetable</li> <li>• Learner record pro-forma</li> <li>• School curriculum management document</li> <li>• Personal learner support material retrieval system</li> <li>• Lesson observation records</li> <li>• Other teaching aids or documentation.</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>work need to be kept and how to use them.</p> <p>Plan, conduct and moderate assessment appropriately.</p> <p>Discuss reasons why the curriculum needs to be managed, who should manage it and the key elements related to its management.</p> <p>How do we decide what goes into the curriculum?</p> <p>Data collection and management.</p> <p>Employ the following strategies for data collection:</p> <ul style="list-style-type: none"> <li>● Benchmarking</li> <li>● Candidate records</li> <li>● Other sources.</li> </ul> <p>Analyse and interpret data, e.g. analyse teaching and learning material that you use in your school. Focus on elements such as:</p> <ul style="list-style-type: none"> <li>● Methodologies</li> <li>● Competencies of educators</li> <li>● School context.</li> </ul> <p>Understand the process of developing and setting up of curriculum management systems.</p>	<p>that all learners (whatever their background or barriers/special needs) are supported to achieve their full potential. This should include strategies to challenge high achievers as well as strategies to help under-achievers.</p> <p>Manage co- and extra- curricular activities in ways that involve and motivate staff and ensure that learners receive a rounded educational experience.</p> <p>Prioritize, implement and monitor the deployment of physical and financial resources for the delivery of teaching and learning based on agreed principles. This should include:</p> <ul style="list-style-type: none"> <li>● An effective system for issuing and retrieval of school books and other learner support materials</li> <li>● Planning for the use of a variety of technologies for the support of teaching and learning</li> <li>● Support continuous improvement in teaching and learning by, for example: <ul style="list-style-type: none"> <li>▪ Ensuring that the school development plans are first and foremost directed to the improvement of teaching and learning</li> <li>▪ Ensuring that educators have</li> </ul> </li> </ul>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Discuss reasons why the curriculum needs to be managed, who should manage it and the key elements related to its management.</p> <p>How do we decide what goes into the curriculum?</p> <p>Data collection and management Employ the following strategies for data collection:</p> <ul style="list-style-type: none"> <li>● Benchmarking</li> <li>● Candidate records</li> <li>● Other sources.</li> </ul> <p>Analyse and interpret data, e.g. analyse teaching and learning material that you use in your school. Focus on elements such as:</p> <ul style="list-style-type: none"> <li>● Methodologies</li> <li>● Competencies of educators</li> <li>● School context.</li> </ul> <p>Understand the process of developing and setting up of curriculum management systems.</p>	<p>access to learner support material and other resources to assist them</p> <ul style="list-style-type: none"> <li>▪ Engaging teachers in professional conversations focusing on teaching, learning and assessment</li> <li>▪ Initiating specific events and processes to promote teaching and learning and reward achievement.</li> </ul> <p>Monitor classroom practice by observing lessons and providing advice and feedback that is both constructive and supportive.</p> <p>Evaluate the implementation of curriculum change and transformation initiatives in the school and monitor their impact.</p>	
<p><b>Understand and be able to apply relevant content knowledge in the design, implementation and</b></p>	<p>Schools as learning organisations</p> <p>Moving from data to action.</p>	<p>Understand, and apply in a reflective way, strategies for ensuring that learners reach their full potential.</p>	<p>Evaluate the implementation of curriculum change and transformation initiatives in the school.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>evaluation of teaching and learning and the organisation of the school environment.</b></p>	<p>Understanding teaching and learning as an interactive process within a planned organisational context.</p> <p>Curriculum is not only what is prescribed in the National Curriculum Statement. It is what happens in your classrooms and school grounds and is informed by the context within which you and your learners engage with teaching and learning.</p> <p>Intervening on the basis of evidence:</p> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Accessing support systems</li> <li>• Policy review</li> <li>• Organisation</li> <li>• Applying data to bring about informed action.</li> </ul> <p>Establishing a learning culture:</p> <ul style="list-style-type: none"> <li>• What is a learning culture?</li> <li>• Who is responsible for creating a learning culture in a school?</li> </ul> <p>Role of the principal in helping educators to develop innovative teaching methodologies.</p>	<p>Understand, and apply in a reflective way, methods of creating and sustaining a learning culture within the school.</p> <p>Understand, and apply in a reflective way, adult-learning principles.</p> <p>Understand, and apply in a reflective way, principles of effective teaching for learning.</p> <p>Understand, and apply in a reflective way, assessment as an integral part of teaching and learning.</p> <p>Understand, and apply in a reflective way, national and provincial curriculum and assessment policies and how to use them to plan teaching and learning activities in the school.</p>	<p>Select one of the identified areas of improvement and develop a detailed operational plan of how you will address this area. The activity should be based on a thorough mini research project of the chosen area.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Role of principal in facilitating access to necessary resources.</p> <p>Role of principal in encouraging the development of a critical, innovative and resourceful teaching corps and body of learners.</p>		
<p><b>Create, manage and sustain a caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organised.</b></p>	<p>Understanding the principles and practices of inclusive education</p> <p>Ascertain the needs of your school in relation to this specific outcome.</p> <p>Use of data and research findings to plan improved safety conditions.</p>	<p>Ensure that systems are in place to identify and address the pastoral needs of the individual learner and groups of learners. This should include curriculum provision for learners affected by particular challenges such as HIV and Aids, safety, social problems, health, and learning disabilities.</p> <p>Understand, and apply in a reflective way, pastoral care in the running of the school.</p> <p>Understand, and apply in a reflective way, approaches to discipline and behaviour management.</p> <p>Understand and apply in reflective way strategies for ensuring inclusion, diversity and access including relevant national policies.</p> <p>Manage the development and implementation of systems for co-operative disciplining of learners that will result in their growth/development.</p>	<p>Explore the concept: What is an inclusive, positively disciplined school?</p> <ul style="list-style-type: none"> <li>• Describe a vision of a learning environment in which all learners feel secure, safe and accepted.</li> <li>• In your school's curriculum plans, include the aspects that specifically focus and contribute towards the vision that you described.</li> <li>• Undertake a gap analysis of what is missing from your curriculum plan to achieve the vision, based on research in your school.</li> </ul>

## 15.2.9 Lead and manage a subject, learning area or phase

Elective module: 12 credits NQF level 6 (115435)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Lead and manage the planning, implementation and monitoring/ evaluation of teaching and learning to ensure quality learning for all in the particular subject/ learning area/phase.</b></p>	<p>Curriculum management.</p> <p>Contextualise the management of grades/learning area/phase on the continuum of curriculum management.</p> <p>Develop and discuss how a focused vision for the subject learning area/phase should be formulated:</p> <ul style="list-style-type: none"> <li>• Curriculum plan</li> <li>• Classroom management</li> <li>• Learning area/grade/phase meetings</li> <li>• Teaching and learning innovations/programmes</li> <li>• Staff development</li> <li>• Organisational (school) structure supporting the above.</li> </ul> <p>Skills Development should focus on:</p> <ul style="list-style-type: none"> <li>• Change facilitation</li> <li>• Policy development</li> <li>• Policy mediation and implementation</li> <li>• Implementing change and development initiatives</li> </ul>	<p>Develop policies, plans and targets, in ways that establish shared vision and direction for the subject/learning area/phase in the context of the school development plan.</p> <p>Be able to interpret and apply national curriculum requirements for the particular subject/learning area or phase, and ensure that subject/learning area/phase staff is able to do this as well.</p> <p>Ensure curriculum coverage, continuity and progression in the subject/learning area/phase for all learners.</p> <p>Provide guidance on the design of learning programmes and teaching, learning and assessment methods to meet the needs of the subject and of different learners (accounting for gender, race, ability and disability).</p> <p>Together with other teachers in the subject/learning area/phase, develop, implement and evaluate assessment</p>	<p>Develop a vision for the subject/learning area/phase within the context of:</p> <ul style="list-style-type: none"> <li>• School development plan</li> <li>• Departmental policies</li> <li>• Contextual reality of the school.</li> </ul> <p>Draw up a curriculum plan (schedule for each grade and learning area) for the cycle, taking into account:</p> <ul style="list-style-type: none"> <li>• Policy documents</li> <li>• Targets</li> <li>• Progression and continuity</li> <li>• Assessment and evaluation</li> <li>• Availability and allocation of resources</li> <li>• Context.</li> </ul> <p>Organise &amp; implement initiatives and interventions from learning/phase/grade learning networks.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> <li>Data collection and analysis and application to improve delivery</li> <li>Evaluate teaching in the relevant learning area and implement improvements.</li> </ul>	<p>policies and practices appropriate to the subject/learning area and phase.</p> <p>Set expectations and targets for staff and learners in relation to standards of learner achievement, and evaluate progress and achievement in the subject/learning area/phase by all learners.</p> <p>Evaluate the teaching of the subject/learning area/phase in the school; use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.</p>	

### 15.2.10 Mentor school managers and manage mentoring programmes in schools

Elective module: 12 credits NQF level 6 (115432)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<b>Demonstrate the skills and personal qualities for successful mentoring.</b>	<p>Mentoring as a value driven part of the school as a learning community</p> <p>Philosophical, moral, educational and practical reasons for a well developed mentoring programme:</p> <ul style="list-style-type: none"> <li>Conceptualise mentoring and</li> </ul>	<p>Demonstrate a basic knowledge about the nature, purpose and models of mentoring.</p> <p>Establish and maintain a relationship with the school manager/mentor that is conducive to learning; i.e. a relationship of trust, that is non-</p>	<p>Reflect on your own growth as an educator and school manager:</p> <ul style="list-style-type: none"> <li>Identify people that formally and informally contributed to your growth.</li> <li>Identify qualities in these individuals that made you accept their support,</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>coaching (rationale, nature, purpose)</p> <ul style="list-style-type: none"> <li>● Mentoring as part of life-long learning and human development</li> <li>● Relevant literature on mentoring</li> <li>● Define roles of mentor and mentee.</li> </ul> <p>Mentoring in SA context:</p> <ul style="list-style-type: none"> <li>● Values entrenched in the Bill of Rights</li> <li>● Building relationships for effective mentoring</li> <li>● Models in SA context.</li> </ul> <p>Profiles of personal and professional qualities of effective mentors No stereotype or standard profile; mentoring based on integrity and authentic educative relationships.</p> <p>Value-directed behaviour towards building the capacity of others.</p> <p>The ability to help mentees to connect personal development and professional fulfilment with institutional vision and quality.</p> <p>Communication and facilitation skills aimed at building trust and supportive professional relationships.</p> <p>Understanding of and positive engagement with diversity in the SA</p>	<p>judgmental and supportive, but also challenging, and that instils confidence and the desire to succeed.</p> <p>Demonstrate ability to listen to and empathise with the school manager/management.</p> <p>Demonstrate understanding of the mentee's context (particularly if very different from that of the mentor), and the implications of these differences for the nature of the management guidance offered.</p> <p>Analyse accurately and clearly the school management issues raised by the mentee.</p> <p>In cooperation with the mentee, develop appropriate activities and approaches that will address the management issues raised.</p> <p>Regularly evaluate the relationship and progress on activities undertaken with the mentee and identify areas for improvement.</p>	<p>live up to their expectations and trust them.</p> <ul style="list-style-type: none"> <li>● Identify stages in your career when a mentor could have helped you.</li> <li>● Identify personal skills and qualities that you would look for when assigning a person to be a mentor for somebody at your school.</li> </ul> <p>OR</p> <p>Assess the potential of your school for the implementation of a mentoring programme. Summarise your findings by <i>inter alia</i> reporting on the following:</p> <ul style="list-style-type: none"> <li>● A needs assessment (be as specific and detailed as possible)</li> <li>● Identification of potential mentors and assessment of how they could be used</li> <li>● The possible training/ capacity building needs of mentors</li> <li>● Particular challenges or difficulties that need to be addressed</li> <li>● Possible resources and support structures required.</li> </ul> <p>In consultation with your SMT and the educators involved, choose two colleagues that you regard as needing mentoring (e.g. novice teachers or teachers with specific needs). From among your colleagues, select a suitable</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>context.</p> <p>Consultation and problem-solving skills.</p> <p>Sensitivity and response to developmental needs in the organisation and to the potential agency of every individual.</p> <p>Openness and capacity to negotiate procedures that will lead to cooperative programmes of mentoring in the school as part of the wider culture of learning in the institution.</p> <p>Ability to identify areas where mentoring is needed and develop appropriate plans and strategies to implement mentoring programmes.</p> <p>Ability to maintain and sustain mentoring relationships.</p> <p>Methods of evaluation, e.g. reflection, observation, scrutinising records, and reporting.</p>		<p>mentor for each of the mentees.</p> <p>Document fully how you implement a mentoring programme for the two mentees over a period of three months. Include the following:</p> <ul style="list-style-type: none"> <li>• A mentoring plan drawn up in conjunction with all stakeholders</li> <li>• Reasons for choosing the mentees and mentors</li> <li>• The training and support given to the mentors</li> <li>• A timeline used to record the progress of the mentoring over the three-month period</li> <li>• An explanation of how you monitored the process throughout the period</li> <li>• An explanation of how you set about reviewing the success or effects of the mentoring, e.g. what steps you took to assess the experiences of (a) the mentors and (b) the mentees</li> <li>• A comparison between the relative success of the mentoring of each of the two mentees</li> <li>• Involving all stakeholders, review of the successes and weaknesses of the programme as well as mentoring as a developmental step towards professional autonomy of mentees</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
			<ul style="list-style-type: none"> <li>• Provide suggestions of lessons learnt and improvements/ approaches for the future.</li> </ul>
<p><b>Manage the establishment, monitoring and evaluation of a mentoring and coaching programme.</b></p>	<p>Rationale for continuing professional development.</p> <p>Establish a value system conducive to implementing a mentoring programme.</p> <p>Encourage participative process of designing and implementing mentoring programmes.</p> <p>Develop a culture of mentoring in the school including the promotion of Management Without Executive Authority.</p> <p>Design a mentoring programme for a specific target group: district, circuit, school, grade and learning area.</p> <p>Identify mentors within and outside the school context.</p> <p>Training of mentors.</p> <p>Practical guidelines for mentoring</p>	<p>Promote an understanding of the importance and potential benefits of mentoring and coaching in continuing professional development.</p> <p>Facilitate the establishment of appropriate organisational arrangements of support for mentoring and coaching and a culture of collegiality.</p> <p>Determine mentoring and coaching needs and establish criteria for the selection and identification of mentors.</p> <p>Oversee and monitor appropriate matching of mentors and mentees, being sensitive among other things, to cross cultural and gender considerations.</p> <p>Organise for appropriate training of mentors.</p> <p>Provide ongoing support to mentors and mentees.</p> <p>Identify and respond to challenges and obstacles within the mentoring and</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>coaching programme.</p> <p>Evaluate, document and report on the mentoring and coaching processes and programme.</p>	
<p><b>Understand and be able to apply relevant content knowledge in mentoring (as well as in managing a mentoring/coaching programme as part of the school development plan).</b></p>	<p>Relevant sections from applicable legislation.</p> <p>Departmental policies and guidelines.</p> <p>Establishing mentoring within a framework of whole school development, quality assurance, accountability and assessment.</p> <p>Establishing mentoring within a framework of human development and lifelong learning.</p> <p>Mentoring as part of the IQMS.</p> <p>Mentoring as a developmental step towards professional autonomy of mentees and the mentoring of others.</p>	<p>Understand, and apply in a reflective way, concepts of mentoring and coaching.</p> <p>Understand, and apply in a reflective way, current legislative and policy context that underpins mentoring and coaching.</p> <p>Understand, and apply in a reflective way, the importance and benefits of mentoring and coaching.</p> <p>Understand and apply in reflective way roles, responsibilities, skills, values and attitudes required.</p> <p>Understand, and apply in a reflective way, management processes for setting up and maintaining a mentoring and coaching programme.</p>	

## 15.2.11 Plan and conduct assessment

Elective module: 15 credits NQF level 5 (115753)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate understanding of outcomes-based assessment.</b></p>	<p>Key principles of assessment in practical situations.</p> <p>Understanding of the National Assessment Protocol in relation to NCS in terms of its objectives and functions.</p> <p>Comparison between outcomes based and other forms of learning.</p> <p>Explanation of RPL in terms of its purpose, process and related benefits and challenges.</p> <p>Different methods of assessment and how they could be applied in different situations in relation to IQMS and WSE.</p>	<p>Comparisons between outcomes-based and another form of assessment of learning highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.</p> <p>RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on individuals, learning organisations and the workplace.</p> <p>A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.</p> <p>The description of methods should cover situations for gathering evidence of:</p> <ul style="list-style-type: none"> <li>• Problem solving ability</li> <li>• Knowledge and understanding</li> </ul>	<p>Write a review on assessment procedures at your school. You should inter alia include:</p> <ul style="list-style-type: none"> <li>• Different approaches to assessment</li> <li>• Philosophies</li> <li>• Advantages</li> <li>• Disadvantages.</li> </ul> <p>Review your school's assessment policy and practises. Pay special attention to:</p> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Methods</li> <li>• Instruments used different situations at your school</li> <li>• Assessment resource requirements</li> <li>• Logistics arrangement</li> <li>• Assessment documentation</li> <li>• Progression and feedback and remedial strategies</li> <li>• Assessment contingency plans</li> <li>• Resistance to assessment.</li> </ul> <p>• Ensuring fairness and safety of the assessment processes.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<ul style="list-style-type: none"> <li>• Practical and technical skills</li> <li>• Attitudinal skills and values.</li> </ul> <p>Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results.</p> <p>The approach to giving feedback on assessment results is described in terms of the possible impact on candidates and further learning and assessment.</p>	<p>Write a comprehensive report and make recommendations on how policies, practises and procedures should be improved.</p>
<p><b>Prepare for assessments.</b></p>	<p>How do we prepare assessment resources, make logistical arrangements, prepare documentation and an environment that meet the requirements of the assessment at hand and ensures fairness and safety of assessment? The assessor should know and have access to:</p> <ul style="list-style-type: none"> <li>• Assessment and moderation policies and procedures</li> <li>• Assessment guides and instruments for the assessment process, including relevant outcomes and criteria.</li> </ul>	<p>Preparation of assessment resources, logistics, documentation and environment meets the requirements of the assessment at hand and ensures fairness and safety of assessment.</p> <p>Parties involved in the assessment are notified in good time. Checks are carried out to ensure parties involved in the assessment are ready and available to meet required schedules. (Parties include assessment candidates and moderators, and may include assessment facilitators and/or assistants, teachers, trainers, invigilators and safety personnel.)</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>All pre-assessment moderation requirements are carried out in accordance with relevant assessment policies, moderation plans and ETQA requirements.</p> <p>Assessment details are explained to candidates clearly and constructively. Opportunities for clarification are provided and responses promote understanding of the requirements (Assessment details cover the specific purpose, process, expectations, roles, responsibilities and appeals procedures related to the assessment at hand, as well as the general context of assessment in terms of the principles and mechanisms of the NQF, as applicable to the situation and assessment context).</p> <p>Inputs are sought from candidates regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		Candidate readiness for assessment is confirmed. In cases where candidates are not yet ready, actions taken are in line with assessment policies.	
<b>Conduct assessments.</b>	<p>The assessment process:</p> <ul style="list-style-type: none"> <li>• How to involve all parties concerned in the different phases of assessment</li> <li>• Assessment processes, from pre-assessment until moderation requirements in accordance with policies, moderation plans and ETQA requirements.</li> </ul>	<p>Assessment practices promote effective, manageable, fair and safe assessment. Assessment practices are in line with quality assurance requirements, recognised codes of practice and learning-site or work-site standard operating procedures where applicable.</p> <p>The assessment is carried out according to the assessment design and in line with the assessment plan. Adjustments are justified by the situation, and unforeseen events and special needs of candidates are addressed without compromising the validity or fairness of the assessment.</p> <p>Questioning techniques are appropriate and have the potential to successfully elicit appropriate responses.</p> <p>Communication with candidates is non-leading, and is appropriate to the assessment at hand and the language ability of the candidate.</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>Sufficient evidence is gathered, including evidence generated over time, to enable valid, consistent, reliable and fair assessment judgements to be made.</p> <p>Assessment judgements are consistent with judgements made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.</p> <p>Records of the assessment are in line with the requirements of the organisation's quality assurance system. Records meet requirements for making assessment judgements, giving meaningful feedback, supporting internal and external moderation, and addressing possible appeals.</p>	
<p><b>Provide feedback on assessments.</b></p>	<p>Assessor has the ability to explain assessment details clearly and constructively and allows opportunity for clarification and responses that promote critical reflection and development.</p>	<p>Feedback is given to relevant parties in accordance with confidentiality requirements, in an appropriate sequence and within agreed timeframes.</p> <p>Feedback is clear and confined to strengths and weaknesses in performance and/or requirements for further evidence in relation to the outcome/s at hand.</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>Agreements reached and key elements of the feedback are recorded in line with the requirements of the organisation's quality assurance system.</p> <p>The type and manner of feedback is constructive, culturally sensitive and related to the relevant parties' needs.</p> <p>Sufficient information is provided to enable the purpose of the assessment to be met, and to enable parties to make further decisions. (Further decisions include awarding of credit, redirecting candidates to further learning or guiding candidates to further application or re-assessment.)</p> <p>Feedback on the assessment process is obtained from the candidate and opportunities are provided for clarification and explanations concerning the entire assessment.</p> <p>Disputes and/or appeals that arise are dealt with according to the assessment policy.</p>	
<p><b>Review assessments.</b></p>	<p>How to determine the quality of the instruments and develop them to align with the anticipated outcomes.</p> <p>Understand the assessment guidelines and</p>	<p>The review identifies strengths and weaknesses in the instruments and process, and records these for incorporation in assessment redesign.</p> <p>Feedback from relevant parties is</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>the supporting documentation.</p> <p>The critical questions/criteria to review the process, the conditions and instruments.</p>	<p>analysed and used to influence future assessments positively.</p> <p>Weaknesses in the assessment design and process that could have compromised the fairness of assessment are identified and dealt with according to the organisation`s assessment policy.</p> <p>Weaknesses in the assessment arising from poorly defined outcomes and criteria are identified, and effective steps are taken to inform relevant bodies.</p>	

## 15.2.12 Moderate assessment

### Elective module 10 credits NQF level 6 (7977)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p><b>Demonstrate understanding of moderation within the context of an outcomes-based assessment system.</b></p>	<p>Comprehensive knowledge of the school and departmental assessment and moderation policies.</p> <p>Identify, explain, evaluate and communicate key elements, and concepts relevant to assessment moderation.</p> <p>Recognition of prior knowledge – how to critique own knowledge and assumptions with regard to assessment.</p> <p>Societal pressures on assessment.</p>	<p>Moderation is explained in terms of its contribution to quality assured assessment and recognition systems within the context of principles and regulations concerning the NQF.</p> <p>A variety of moderation methods are described and compared in terms of strengths, weaknesses and applications. The descriptions show how moderation is intended to uphold the need for manageable, credible and reliable assessments.</p> <p>Key principles of assessment are described in terms of their importance and effect on the assessment and the application of the assessment results. Examples are provided to show how moderation may be effective in ensuring the principles of assessment are upheld.</p> <p>Examples are provided to show how moderation activities could verify the fairness and appropriateness of assessment methods and activities used by assessors in different assessment</p>	<p>Prepare a presentation to the staff for a staff meeting about the moderation process review focussing on the following:</p> <ul style="list-style-type: none"> <li>• Relevant official documents</li> <li>• Communication during the moderation process</li> <li>• Moderation implementation plan</li> <li>• Ethics and confidentiality</li> <li>• The role of the SMT</li> <li>• The role of peer assessment</li> <li>• Evidence required during the moderation process</li> <li>• Identification of support requirement</li> <li>• The strengths and the weaknesses of the moderation process.</li> </ul> <p>Make and implement recommendations for improving the moderation process.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		situations.	
<b>Plan and prepare for moderation.</b>	<p>Role and function of moderation as an integral quality assurance process.</p> <p>Framework of policy, planning, communication, methodology, timeframes and logistical elements governing moderation.</p>	<p>Planning and preparation activities are aligned with moderation system requirements.</p> <p>The scope of the moderation is confirmed with relevant parties.</p> <p>Planning of the extent of moderation and methods of moderation ensures manageability of the process. Planning makes provision for sufficient moderation evidence to enable a reliable judgement to be passed on the assessments under review.</p> <p>The contexts of the assessments under review are clarified with the assessors or assessment agency, and special needs are taken into consideration in the moderation planning.</p> <p>Moderation methods and processes are sufficient to deal with all common forms of evidence for the assessments to be moderated, including evidence gathered for recognition of prior learning.</p> <p>The documentation is prepared in line with the moderation system requirements and in such a way as to</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>ensure moderation decisions are clearly documented.</p> <p>Required physical and human resources are ready and available for use.</p> <p>Logical arrangements are confirmed with relevant role-players prior to the moderation.</p>	
<p><b>Conduct moderation.</b></p>	<p>Does the instrument assess the outcomes?</p> <p>How the assessment processes promote the learning culture in the school</p> <p>Recognise reliable and trustworthy evidence of assessment.</p>	<p>The moderation is conducted in accordance with the moderation plan.</p> <p>Unforeseen events are handled without compromising the validity of the moderation.</p> <p>The assessment instruments and process are checked and judged in terms of the extent to which the principles of good assessment are upheld.</p> <p>Moderation confirms that special needs of candidates have been provided for but without compromising the requirements specified in the relevant outcome statements.</p> <p>The proportion of assessments selected for checking meets the quality assurance body's requirements for consistency and reliability. The use of</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		<p>time and resources is justified by the assessment history or record of the assessors and/or assessment agency under consideration.</p> <p>Appeals against assessment decisions are handled in accordance with organisational appeal procedures.</p> <p>The moderation decision is consistent with the quality assurance body's requirements for fairness, validity and reliability of assessments to be achieved.</p>	
<p><b>Advise and support assessors</b></p>	<p>Reflective practices – being able to analyse the results of the moderation process, the feedback thereof and develop constructive and timely remedial response.</p>	<p>The nature and quality of advice facilitates a common understanding of the relevant outcomes and criteria, and issues related to their assessment by assessors.</p> <p>The nature and quality of advice promotes assessment in accordance with good assessment principles and enhances the development and maintenance of quality management systems in line with ETQA requirements.</p> <p>Support contributes towards the further development of assessors as needed.</p> <p>All communications are conducted in accordance with relevant</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		confidentiality requirements.	
<b>Report, record and administer moderation.</b>	<p>Knowledge of participative strategies of management and leadership to promote a collaborative approach to assessment.</p> <p>Knowledge of appropriate administrative procedures, e.g. recording, reporting and confidentiality.</p> <p>Knowledge of assessment and moderation of assessment instruments.</p>	<p>Moderation findings are reported to designated role-players within agreed time frames and according to the quality assurance body's requirements for format and content.</p> <p>Records are maintained in accordance with organisational quality assurance and ETQA requirements.</p> <p>Confidentiality of information relating to candidates and assessors is preserved in accordance with organisational quality assurance and ETQA requirements.</p>	
<b>Review moderation systems and processes.</b>	Developing a school wide moderation policy and the systems required for its implementation.	<p>Strengths and weaknesses of moderation systems and processes are identified in terms of their manageability and effectiveness in facilitating judgements on the quality and validity of assessment decisions.</p> <p>Recommendations contribute towards the improvement of moderation systems and processes in line with ETQA requirements and overall manageability.</p>	<p>Reflect on assessment moderation practices in our school. Aspects that must be addressed are:</p> <ul style="list-style-type: none"> <li>● Standard</li> <li>● Areas for improvement</li> <li>● Benchmarks</li> <li>● Manageability</li> <li>● Overall effectiveness of implementation.</li> </ul>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
		The review enhances the credibility and integrity of the recognition system.	

#### 16. Illustrative portfolio assessment matrix

The portfolio brings together the two site-based projects and any additional information that students may wish to offer regarding their competence as school leaders and managers.

The following matrix identifies the core learning outcomes of the programme for which evidence of competence needs to be supplied.

Learning outcome	Evidence from Project 1	Verified by:	Evidence from Project 2	Verified by:	Other evidence in portfolio	Verified by:
	(to be completed by student)		(to be completed by student)		(to be completed by student)	
Demonstrate a basic understanding of what is involved in school management and leadership in South Africa						
Make an assessment of own abilities in management and leadership in terms of current notions of competence and relevance in South Africa in relation to management and leadership						
Demonstrate competence in reading, writing, listening and speaking skills appropriate for school leadership and management						
Demonstrate the personal qualities						

<b>Learning outcome</b>	<b>Evidence from Project 1</b>	<b>Verified by:</b>	<b>Evidence from Project 2</b>	<b>Verified by:</b>	<b>Other evidence in portfolio</b>	<b>Verified by:</b>
necessary for effective management of policy, planning, school development and governance.						
Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.						
Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community and the department.						
Understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.						
Demonstrate the personal qualities necessary for effective leadership and management of people.						
Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.						
Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.						

<b>Learning outcome</b>	<b>Evidence from Project 1</b>	<b>Verified by:</b>	<b>Evidence from Project 2</b>	<b>Verified by:</b>	<b>Other evidence in portfolio</b>	<b>Verified by:</b>
Create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution).						
Understand and be able to apply relevant content knowledge in leading and managing people.						
Demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems and financial and physical resources.						
Set up, implement, maintain and evaluate organisational systems for the school where possible making use of appropriate information and communication technology ICT.						
Manage the financial resources of the school in a transparent and accountable way.						
Understand and be able to apply relevant content knowledge and skills in the management of organisational systems, and physical and financial resources.						
Create, manage and sustain a safe, caring and disciplined environment.						

<b>Learning outcome</b>	<b>Evidence from Project 1</b>	<b>Verified by:</b>	<b>Evidence from Project 2</b>	<b>Verified by:</b>	<b>Other evidence in portfolio</b>	<b>Verified by:</b>
Demonstrate the personal and professional qualities necessary for effective management of teaching and learning.						
Manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy.						
Understand and be able to apply relevant content knowledge in the design, implementation and evaluation of teaching and learning and the organisation of the school environment.						
Create, manage and sustain a caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organised.						
Assessor verification ratings: NYC = Not yet competent; C = Competent; E = Exemplary						