

ADVANCED DIPLOMA SCHOOL LEADERSHIP AND MANAGEMENT



PROFESSIONAL PORTFOLIO AND WORKPLACE PROJECT

MODULE 1: PART 1



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Advanced Diploma School Leadership and Management

Professional Portfolio and Workplace Project Module 1

Part 1

Department of Basic Education



basic education

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Basic Education
REPUBLIC OF SOUTH AFRICA



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Professional Portfolio and Workplace Project

A module of the Advanced Diploma: School Leadership and Management

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Acronyms and Abbreviations

AdvDip (SLM)	Advanced Diploma School Leadership and Management
CoP	Community of Practice
DBE	Department of Basic Education
DoE	Department of Education
ELO	Exit Level Outcome
HEI	Higher Education Institution
HOD	Head of Department
HR	Human Resources
ICT	Information and Communication Technology
IKS	Indigenous Knowledge System
LOLT	Language of Learning and Teaching
LSEN	Learners with Special Educational Needs
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NGO	Non-governmental Organisation
NIAF	National Integrated Assessment Framework
NQF	National Qualifications Framework
NSC	National Senior Certificate
PAM	Personnel Administration Measure
PISA	Programme for International Student Assessment
PP	Professional Portfolio
PPOD	Personal, Professional and Organisational Development
QMS	Quality Management System
RCL	Representative Council of Learners
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAQA	South African Quality Authority
SASA	South African Schools Act
SASP	South African Standard of Principalship
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
TIMMS	Trends in International Mathematics and Science
WPP	Workplace Project

Glossary

Agent of Change	A person seeking to bring about some sort of change in the targets of an organisation.
Community of Practice	A group of people who share a concern, interest or passion for something they do, and learn how to do it better as they interact regularly.
Critical Reflection	A reasoning process to make meaning of an experience.
Experiential Learning	The process of learning through experience, specifically by learning through a reflection on the doing.
Learning Journal	A collection of thoughts and observations built-up over time, such as a period of study or relevant workplace experience, that enhances learning through the process of writing and thinking about learning experiences.
Learning Principles	Reliably underpin a study programme as they have previously been tested and tried in practical situations.
Personal, Professional and Organisational Development	Builds individual and organisational capacity through the development of specific skills and strategies to engage competently with the complexity of workplace conflict and change.
Professional Portfolio	A tool carefully developed to appropriately showcase the work of a professional person while providing evidence of growth in the workplace.
Reflective Practice	The ability of an individual to reflect on their actions and from it engage in a process of continuous learning.
Reflective Practitioner	Someone who regularly looks back [reflects] on their practice by examining what they do and makes relevant adjustments to improve on performance.
Socio-cultural Approach	Accepts that what a person thinks reflects the socio-cultural background. If social customs, beliefs, values, and language are all part of what shapes a person's identity, then society and culture shape what we think and understand.
Workplace Project	A project comprising of tasks that must be completed in a real work environment. Introduction to

Advanced Diploma: School Leadership and Management programme

Background¹

On 15 July 2011 the Minister of Higher Education and Training determined the national policy on the *Minimum Requirements for Teacher Education Qualifications* in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008). This policy was designed to align qualifications for teacher education with the Higher Education Qualifications Framework, 2007, and it replaces the Norms and Standards for Educators in Schooling, 2000, in its entirety.

The tabling of the new Qualification Framework and the National Development Plan (NDP) prompted a review of the previous Advanced Certificate of Education: School Leadership (ACE: SL) qualification, as this was now no longer aligned with the new policy requirements. This led to the conceptualisation of a new qualification, the Advanced Diploma: School Leadership and Management (AdvDip (SLM)), that would be aligned to the Framework and that would take forward the National Development Plan's (NDP) vision for 2030: Improvement of human resources in the education system and school management.

Following on from the above, a new policy, the South African Standard for Principalship (SASP) was developed by the Department of Basic Education (DBE) in 2015. Its purpose was to respond to the prescripts set out in the NDP in relation to *the improvement of human resources in the education system and school management*, by:

- Facilitating the implementation of an entry qualification for principals;
- Putting in place mechanisms to appoint appropriately qualified and competent principals;
- Changing the appointment process to ensure that competent individuals are attracted to become school principals;
- Setting up better recruitment and selection procedures that provide the basis for improved performance management processes applicable to principals;

¹ Source: Adapted from the presentation made by J Ndlebe Director: Education Management and Governance Development, DBE 30 May 2017.

- Providing benchmarks against which aspiring principals can be assessed to determine their suitability and to identify the areas in which they may need development and support.
- Benchmarking standards against which principals can identify their personal professional development needs throughout their careers; and
- Providing guidance to those aspiring to be principals on what is expected of a school principal.

To facilitate the implementation of an entry qualification for principals as envisaged in SASP, the DBE appointed a curriculum development team to design and develop the draft curriculum for the new proposed qualification for school principals, the AdvDip (SLM). Thereafter, the DBE convened a meeting of the National Management and Leadership Committee (NMLC) a national stakeholder meeting comprising representatives from higher education institutions and teacher representative bodies tasked with finalising the core curriculum outline. The AdvDip (SLM) is a 120 credit, professional qualification pegged at Level 7 on the National Qualifications Framework (NQF). The finalisation included aspects such as a review of:

- credit weightings (per course module)
- sequencing of content,
- the assessment approach, and
- the mentoring and support strategies required to implement the qualification.

The finalised AdvDip (SLM) curriculum was approved by the DBE Director-General and published in October 2015.

Like its forerunner (ACE: SL) the proposed qualification is to be offered through a national programme, delivered by accredited HEIs under the auspices of the DBE.

The overall aim of the AdvDip (SLM) qualification is to empower School Management Teams (SMTs) to develop the skills, knowledge and values needed to lead and manage schools effectively, as complex learning organisations, and to contribute to improving the implementation of quality learning and teaching in schools.

On the following page a graphic representation of the overall structure of the AdvDip (SLM) programme and curriculum design is presented.

AdvDip: SLM Curriculum design and teaching and learning process

The curriculum design diagram see Figure 1, provides a visual representation of the overall structure of the AdvDip (SLM) programme. It highlights both the programme design as well as setting out all its constituent components. It is intended to provide an integrated picture of a complex whole.

Figure 1 (above) highlights the fact that curriculum involves more than just thinking about *what* will be taught and the way in which the programme content will be assessed. When thinking about a programme such as the Adv Dip (SLM) it is also important to consider the purpose of the programme, the *why* (e.g. the policy requirements) as well as *how* the course modules will be taught (the approach) and how the teaching and learning process itself will be implemented (e.g. part time: implemented using a blended method comprising contact sessions and self-directed learning).

In the following section, an overview of the programme rationale, the *why* of this programme is discussed. The *how*, the learning approach and learning principles are also discussed and finally an over view of the content, the *what* of this programme is provided in the form of a very brief summary of the content focus of each of the seven modules that make up the AdvDip (SLM).

AdvDip (SLM) Curriculum design and teaching and learning process

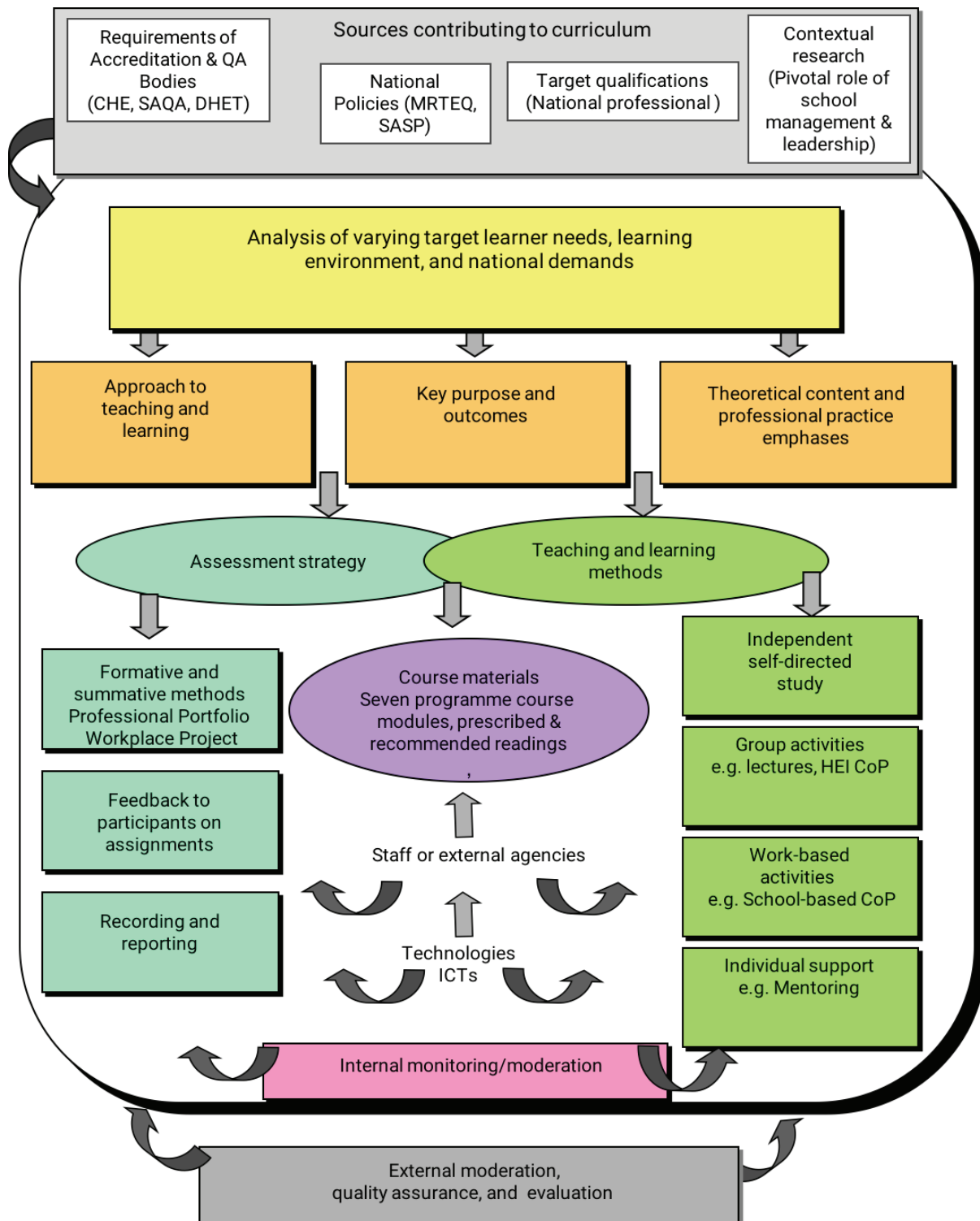


Figure 1: The AdvDip (SLM) Programme curriculum design and teaching and learning process
(Source: Adapted from Saide, 2003 Developing a Curriculum).

Programme introduction

Welcome to the Advanced Diploma: School Leadership and Management programme! This is your introduction to the programme as a whole and also to the first module. Hopefully, you will be stimulated and inspired by the ideas, practices and the knowledge you gain through your active participation and engagement with your fellow participants and the providers of the programme.

Purpose

The purpose of the Advanced Diploma: School Leadership and Management (AdvDip (SLM)) programme is to empower and enable you to develop the requisite practices, knowledge and values to effectively lead and manage a school. This is in line with the National Development Plan's (2012) vision for professional and accountable management and leadership in the public sector. In this you will be supported by, and contribute to, different communities of practice (CoPs). The aim of this programme is to improve the delivery of quality education across the school system by:

- Improving collaborative and critical leadership and management of the curriculum.
- Establishing evidence-based and action-research based decision making in schools.
- Making optimal use of information and communication technology (ICT).
- Ensuring that schools:
 - are run as efficient and effective learning organisations;
 - work with and for the community;
 - build a caring and supportive school culture and community;
 - contribute to continual strengthening of the school system.

Rationale

The rationale underpinning the programme is to provide a structured professional learning pathway for current and aspirant school principals who possess the knowledge and competences to lead and manage a school effectively, and in alignment with national goals. The South African Standard of Principalship (SASP) provides the level for the development of current and aspiring principals in this country. This standard provides the starting point for the framework for school leadership and management in South Africa as illustrated below.

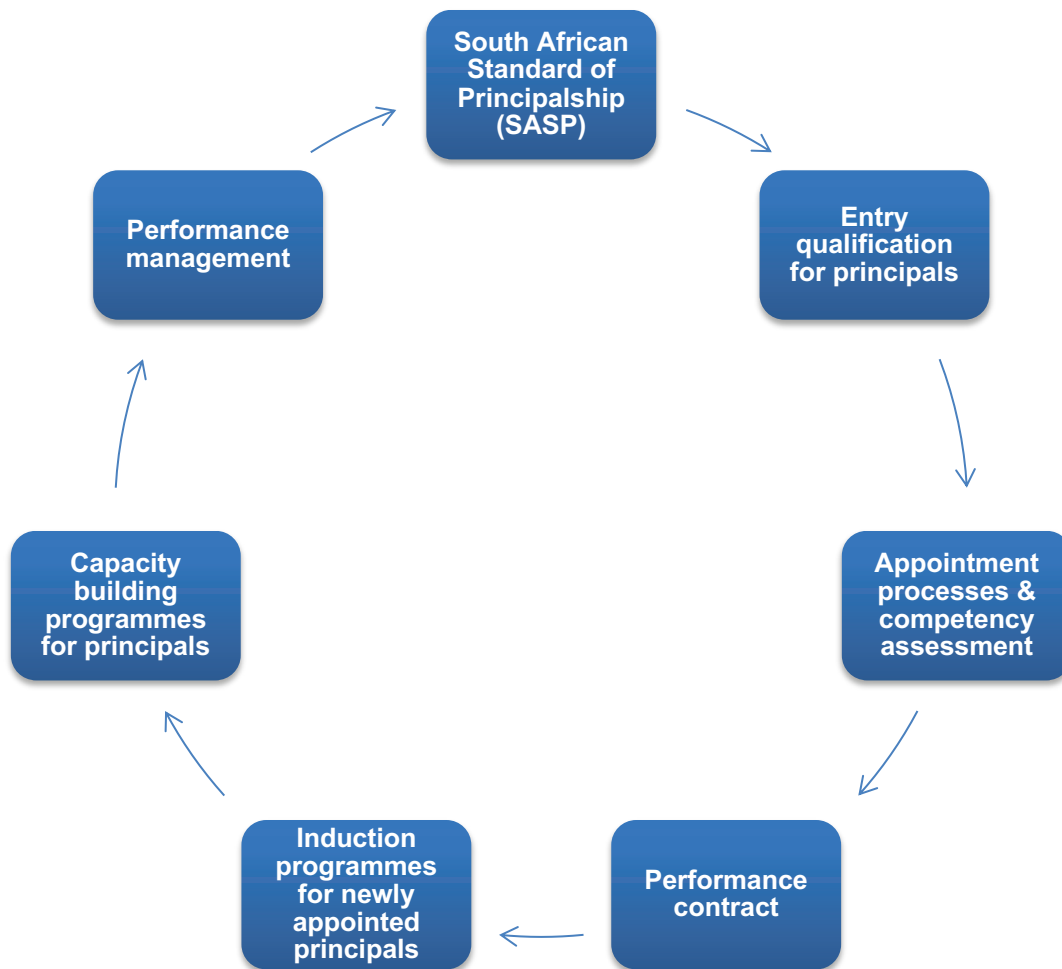


Figure 2: The framework for school leadership and management in South Africa
(Source: DBE, 2018)

Target

The AdvDip (SLM) programme is targeted primarily at School Management Team (SMT) members who have management experience and who are current or aspirant school principals.

Learning approach

A socio-cultural approach to learning and academic literacy development is taken in the AdvDip (SLM) material. The underpinnings of this approach are rooted in an understanding of learning as a *social practice*. One learns from, and with others (the social) and this is embedded in the contexts in which one lives (the cultural). Learning in isolation, therefore, is not considered to be *natural practice*. These social practices – the ways of being, doing and believing – involve contestation, struggles for dominance and cannot be neutral, or prescribed. Issues of power and identity are, therefore, always present and cannot be ignored.

Learning in social movements has mainly been addressed in relation to political awareness and activism, as well as in civic engagement for social justice. Engeström (2016) states that social movements are, however, about transformation and the emergence of new forms of practice and culture. These new forms of practice change the existing practice and this is characterised as "learning what is not yet there" (Engeström, 2016).

Through this socio-cultural approach to learning, it is envisaged that programme participants will set up CoPs. You will be required to set up two types of groups specific to this programme: one with fellow participants on the AdvDip (SLM) programme and one with colleagues in your school community. In this way, you are encouraged to co-operate, collaborate and share learning, learning from each other and constructing knowledge and meaning together. At the same time, working collaboratively, you need to ensure that you are able to accommodate a range of different individual views, which may or may not agree with your own views. It is hoped that these communities of practice will be extended to the school and include a range of stakeholders who can work together collectively over the two-year period of the programme. Hopefully, the school-based community of practice may even continue after the completion of the programme. Finally it is hoped that in time, you may be able to reach out to engage and include other role-players such as unions, district officials, parents and community members, thereby enriching and strengthening the efficacy of your leadership and management practices in your school community (DBE, 2015b: 7).

Learning principles

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

- Directed and self-directed learning in teams and clusters (institutional and school-based CoPs).
- Site-based learning (dependent on the content, i.e. higher education institution (HEI) contact sessions, communities of practice, school support visit, etc.).
- Variety of learning strategies, e.g. lectures, research activities, writing tasks, portfolios.
- 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 contexts.
- Critical reflection on group processes and group effectiveness.
- Critical reflection and reporting on personal growth and insights developed.
- Engagement in research activities and experimentation.

Golden threads

There are four *golden threads* that run through the programme and serve to bind all the components together. They are: improved learning; reflective practice; evidence-based decision making; and the effective use of information and communication technology (ICT) (Figure 2). These are viewed as integral to your professional development. You will notice that these four themes are referred to, and threaded throughout all the modules in the Adv Dip (SLM) programme.

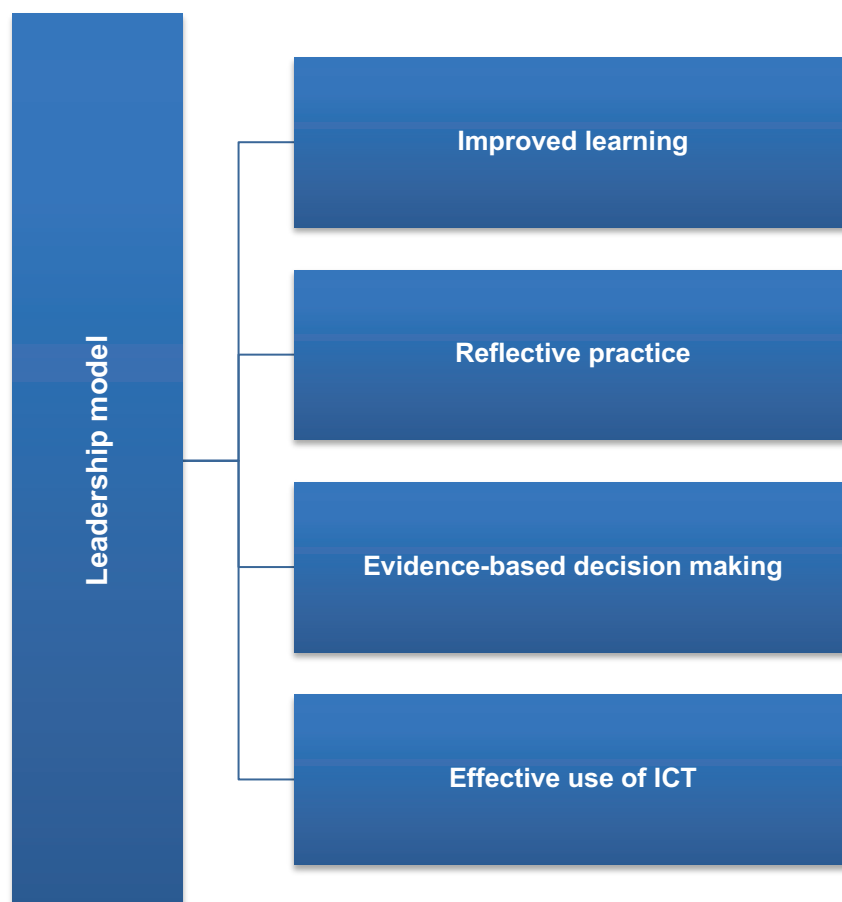


Figure 3: The *golden threads* that run through the AdvDip (SLM) programme

Progress towards improving the overall quality of what happens in your school will be measured in terms of evidence that your newly learnt leadership and management practices have resulted in promoting positive benefit to the learners in your school.

Improving leadership and management practices means you will be required to solve problems, make evidence-based decisions, participate and share work with others, and engage in activities which require reflection that leads to positive changes in your school context.

As this is a digital age [a time in which the use of computers and other technological devices have become the dominant way of communicating, sharing, storing and managing information], it is expected that you will be able to demonstrate effective use of ICTs to collect, analyse and record evidence of change, in both your practices and in your school.

The AdvDip (SLM) programme focuses on the demonstration of applied competences in the workplace. In other words, this programme focuses on the integration of the knowledge, skills, and attitudes gained from participating actively in this programme and evidence of their *application* by the programme participants in a way that suits their specific school context.

The AdvDip (SLM) programme and the National Qualification Framework

The programme is comprised of seven modules. You are expected to be able to complete these over a twenty-four month, part-time period. A pre-requisite is that you must have the necessary ICT competencies equal to those outlined in the National Qualifications Framework (NQF) Level 5 descriptors (<http://www.saqa.org.za>), to enable you to engage meaningfully with the material (see Table 1).

Table 1: Fundamental and core NQF levels of the programme

Fundamental module	Core modules	Elective modules
Assumed prior learning includes ICT practices at Level 5	120 credits at NQF Level 7	No elective modules
See South African Qualifications Authority (SAQA) website; or Minimum Requirements for Teacher Education Qualifications (MRTEQ) (DHET, 2015)	7 modules	

(Source: DBE, 2015b: 5)

The qualification comprises seven modules as depicted in Table 2.

Table 2: The modules of the AdvDip (SLM) programme

Fundamental	There are no fundamental components <i>Basic ICT practices at NQF Level 5 is an assumed pre-requisite</i>		
Core Focus is on the South African context	<i>Module 1. Professional Portfolio and Workplace Project</i>	The Professional Portfolio integrates work across the programme and includes a practical Workplace Project	30 credits/Level 7
Assessment including self assessment and reflections, formative and summative assessment per module	<i>Module 2. Leading and managing teaching and learning in the school</i>	Focus is on applied competence	18 credits/Level 7
	<i>Module 3. Leading and managing extra-curricular and co-curricular activities</i>		9 credits/Level 7
	<i>Module 4. Leading and managing people and change</i>		18 credits/Level 7
	<i>Module 5. Working with and for the wider community</i>		9 credits/Level 7
	<i>Module 6. Leading and managing the school as an organization</i>		18 credits/Level 7
	<i>Module 7. Working within and for the school system</i>		18 credits/Level 7
Total			120 credits

(Source: DBE, 2015b: 7)

Your submission of a Professional Portfolio (PP) provides the exit requirement of the programme. Firstly, the module provides you with an overview of the full programme. It then goes on to support you in putting together a portfolio in which you, through a Workplace Project (WPP), provide evidence of your applied skills and knowledge [practices] from each of the other six programme modules. The PP will, therefore, provide an *integrated* record of your changed practices over the duration of the programme.

The integrated nature of the AdvDip (SLM) programme is reflected in the diagram below.

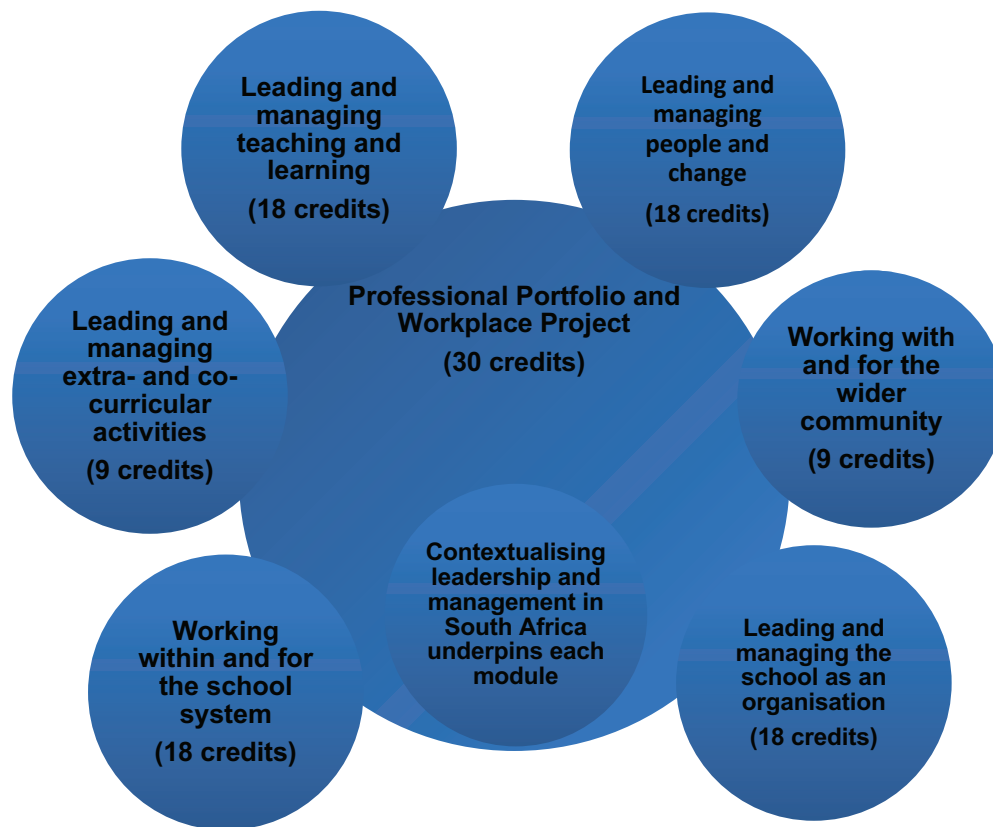


Figure 4: The components of the AdvDip (SLM) programme
(Source: DBE, 2015b: 8)

Implementation

As indicated above, the AdvDip (SLM) programme has been designed to be completed over a twenty-four month, part-time period. It is suggested that the modules be delivered in the numerical sequence set out below.

Suggested module implementation sequence

Table 3: Suggested sequence of AdvDip (SLM) module delivery

Year	Module
1	Module 1: Professional Portfolio and Workplace Project
	Module 2: Leading and managing teaching and learning in the school
	Module 3: Leading and managing extra- and co-curricular activities
	Module 4: Leading and managing people and change
2	Module 1: Professional Portfolio and Workplace Project
	Module 5: Working with and for the wider community
	Module 6: Leading and managing the school as an organisation
	Module 7: Working within and for the school system

Implementing the Modules in this proposed sequence, will help to expedite [speed up] school-based work; particularly in relation to the implementation of a relevant Workplace Project (WPP).

However, the above is intended as a recommendation, rather than being prescriptive. A higher education institution (HEI) may, for example choose to offer *Module 4: Leading and managing people and change* and *Module 5: Working within and for the wider community* together, rather than sequentially. Similarly, *Module 2: Leading and managing teaching and learning in the school* and *Module 3: Leading and managing extra- curricular and co-curricular activities* may also be offered together.

The sequence of the programme modules (with Modules 2 and 3, and Modules 4 and 5 either undertaken separately or merged) is set out below in Figure 5.

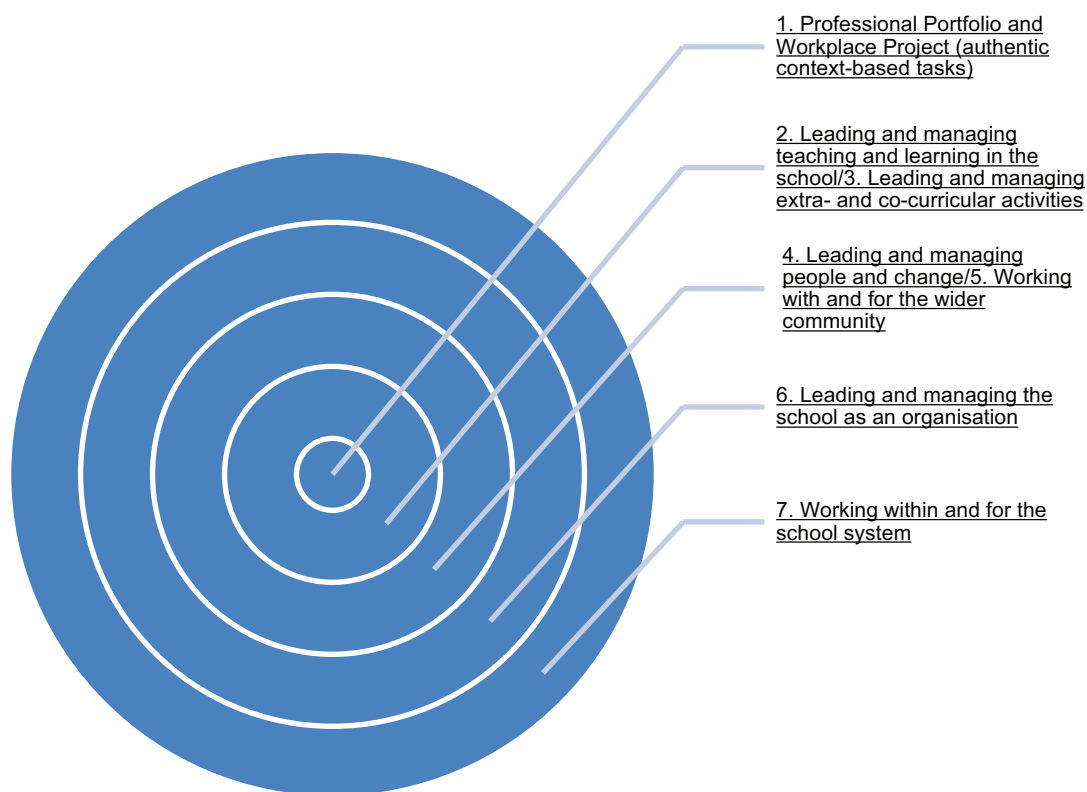


Figure 5: Possible, alternate programme module implementation.

However, regardless of the sequence in which a higher education institution such as a university may choose to offer the AdvDip (SLM) programme, *Module 1: Professional Portfolio and Workplace Project*, does need to be the first module implemented as it has been designed to span the whole two year period of the programme implementation. Module 1 includes two key requirements, first, the preparation of a Professional Portfolio (PP) and second, the implementation of a Workplace Project (WPP) during the period of the programme. These two requirements are discussed in detail in Units 2 and 3 in Part 2 of this Module.

Additionally, all participants are required to cross-refer between the various modules as and when indicated. In this way, participants will be able to make the connections between the seven modules which will help them to see and experience the programme as an integrated whole.

The complementary nature of the different modules will become clearer as you begin to work through the programme. You will also be required to draw on the content of the other modules in the programme to plan, implement and evaluate your WPP.

Implementation methods

It is most likely that this programme will be offered using a blended approach. This may include a combination of block release contact sessions implemented during the school holidays and self-directed or independent study. Ideally it is hoped that participants receive site-based support from learning facilitators, mentors and school-based CoP members, while at the HEIs, learning support can be obtained from lecturers, learning facilitators, communities of practice institutional CoPs and fellow participants.

Given that the AdvDip (SLM) is a post graduate professional development qualification, participants in this programme are encouraged, not only to be active participants, but to take responsibility for their own learning and professional development by demonstrating agency and being pro-active.

Overview of the programme modules

In the South African Standard for Principalship (SASP) (SASP, 2015: 10) eight areas of leadership and management are defined, these are:

1. Leading teaching and learning in the school.
2. Shaping the direction and development of the school.
3. Managing quality and securing accountability.
4. Developing and empowering self and others.
5. Managing the school as an organisation.
6. Working with and for the community.
7. Managing human resources (staff) in the school.
8. Managing and advocating extra-mural activities.

The seven course modules of the AdvDip (SLM) programme, together, seek to address all these areas with certain themes such as *developing and empowering self and others* and *managing quality and securing accountability*, cutting across all modules.

A brief overview of the programme modules is provided below:

Module 1: Professional Portfolio and Workplace Project

Module 1 has two parts:

Part One is comprised of Unit 1. This offers an introduction to school leadership and management and contextualises current issues in the South African education landscape. It also provides you with a brief overview of the other six modules that make up the AdvDip (SLM) programme. Part One focusses on learning (content and context) while the focus of Part Two is on putting learning into practice.

Part Two comprises Units 2, 3 and 4. These three units need to be implemented *concurrently* [alongside one another or simultaneously] throughout the duration of the programme. The focus in these units is on the school context; on identifying an area that requires improvement in the school; and on designing and implementing a Workplace Project (WPP). The results of the WPP will be presented as evidence for assessment purposes in the participant's Professional Portfolio (PP). The products of these units (the WPP and the PP) constitute the final assessment of the applied competence in school leadership and management. This forms the practical or applied aspect of the programme.

Module 2: Leading and managing teaching and learning in the school

The emphasis in this module is on the core business of schools, namely the implementation and support of systematic, quality teaching and learning for children. Effective leadership and management of teaching and learning is the most critical aspect of the school principal's role and function. All other leadership and management roles and functions of the school must serve and support this primary purpose. It is hoped that the theory and practices that are discussed in this module will equip you with the necessary competences to provide quality leadership in teaching and learning to ensure that the implementation of the core curriculum (CAPS) is effectively managed. This module also focuses on developing the competence that a principal needs to monitor and support improved learning on an ongoing basis.

Module 3: Leading and managing extra-curricular and co-curricular activities

This module complements the theory and practices covered in *Module 2: Leading and managing teaching and learning in the school*. Module 3 focusses on developing effective leadership and management of extra-curricular and co-curricular activities as integral to the development of well-

rounded individuals. In some universities and higher education institutions, it may be taught as a separate module, while in others it may be integrated or taught jointly with *Module 2: Leading and managing teaching and learning in the school*.

General principles of leadership of the extra-curricular and co-curricular learning process, applicable to all schools nationally and internationally, are explored more fully in this module. The focus is on innovative approaches that address the challenges and constraints of the South African educational context. A context in which most schools have constrained resources and funding. This module also emphasise the importance of developing the learner voice, agency and leadership through extra- and co-curricular activities. The role of school management team (SMT) in providing the vision and support necessary to develop and manage strategies to address these matters and challenges is also highlighted.

Module 4: Leading and managing people and change

A key emphasis in Module 4 is placed on *people* as the key (human) resource of the school. In this module, both theoretical understanding and practical competences in leadership and management are explored and discussed. This knowledge and practices are applied to managing oneself and managing others, both in the school and in the wider school communities. In this module, education is conceptualised as being intrinsically [essentially] about *change* and that the change process needs to be led and managed effectively to facilitate ongoing improvement in and for the school.

Module 5: Working with and for the wider community

The purpose of Module 5 is to develop the participants' knowledge of the social and economic communities within which their schools are located. In South African policy, schools are conceptualised as being *centers of the community*. It is with this in mind, that Module 5 seeks to promote and establish positive collaborative relationships between schools and the communities in which they are located. As a school principal, it is important to take cognisance [to take notice] of the influence that communities can have on the school, the school's leadership and management staff and structures. Equally important is for the school leadership to think about the ways in which the school has influence on and can impact the community. The wider community that the school serves can provide a source of support and resources for the school. In turn, the school itself can play a key role in the wellbeing and development of the community. In summary, the module is about establishing collaborative and mutually beneficial relationships with the community in which the

Module 6: Leading and managing the school as an organisation

This module helps participants to develop an integrated understanding of the school as an organization, that is to conceptualise the school as social unit of people that is structured and managed to meet a need or to pursue collective goals. All organisations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Finally to realise that organisations are open systems - they affect and are affected by their environment (adapted form: <https://tinyurl.com/249yg8y>)

In Module 6, participants will be support to evaluate and apply this understanding to managing organisational systems holistically *in context*; including the management and use of ICT, physical and financial resources. It also addresses issues related to building and enhancing the school as a safe, disciplined and caring environment conducive to effective teaching and learning.

Module 7: Working within and for the school system

This module serves to frame the core purpose of schooling: to provide quality teaching and learning, safely, securely and in accordance with legislation and policy. The module therefore addresses issues related to the Constitution, law, policy, governance, school planning and school development. It examines the role of the principal and SMT in the leadership and management of these issues in their schools. It foregrounds the knowledge, skills and the actions which school leaders must have to comply with the legislative and policy requirements and that are critical to the functionality of the school.

Assessment in the programme

Assessment in the AdvDip (SLM) programme is focused on applied competence by means of:

- Formative activities and assignments and summative assessment tasks for each module which are scenario-, case-study- and/or practice-based.
- Formative assessment will be used to determine the participant's competence against standards and to identify areas requiring further development. Formative assessment results will be used to provide guidance on leadership and management practices.

- The development of a reflective practice, that is, the ability to reflect on one's actions so as to engage in a process of continuous learning is strongly promoted throughout this programme. Participants are encouraged to regularly record their thoughts and reflections on their personal and professional development process as they progress through the programme.
- All participants will be required to prepare a Professional Portfolio (PP). The PP is the place in which you store the evidence of all the tasks and assignments that you have completed. The contents of your PP will contribute to providing an integrated record of evidence of the level of your applied competence across the programme.
- All participants are also required to identify, *and then address* a contextual challenge within the school with learners as the primary beneficiaries. This is the WPP.

Assessment will not only be conducted by formally registered assessors, but by a range of people, including lecturers, learning facilitators and mentors, each contributing to the value of the assessment.

Module 1: Professional Portfolio and Workplace Project

AdvDip (SLM) Course Modules

Module 1	Professional Portfolio and Workplace Project (Part 1)	←
Module 2	Leading and managing teaching and learning in the school	
Module 3	Leading and managing extra-curricular and co-curricular activities	
Module 4	Leading and managing people and change	
Module 5	Working with and for the community	
Module 6	Leading and managing the school as an organisation	
Module 7	Working with in and for the school system.	

Module overview

Welcome to *Module 1: Professional Portfolio and Workplace Project*. The purpose of Module 1 is to introduce you to leadership and management in the South African context and enable you to develop a record of evidence of your competence in this field. As such, the Professional Portfolio (PP) and Workplace Project (WPP) become the glue that binds the whole programme together, and provides the exit requirement of the programme.

Given that *leadership* and *management* are the focus of this programme, it is appropriate to start by considering the distinction between the two terms. You will find constant references to leadership and management in your material. At times, however, the focus will be on one, and not the other. Read what Bush and then Grant say about this in the extracts below:

By leadership, I mean influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals ... Leadership ... takes ... much ingenuity, energy and skill. Managing is maintaining efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. I prize both managing and leading and attach no special value to either since different settings and times call for varied responses. Day, Harris, and Hadfield (2001) see management ... as linked to systems and 'paper', and leadership ... to be about the development of people. (Amended from Bush, 2007: 292)

Grant contends:

Leadership cannot be conflated with management. Leadership exerts power in its social, historical and cultural context, exhibiting an energy that can spring from anywhere. It permeates a healthy school culture; one of participation where all voices regardless of class, race, gender or position are heard. In this scenario, management controls and maintains the organisation, whilst leadership simultaneously critically challenges the status quo to enable change and social inclusion. Its focus is ethically transformative. (Grant, 2014: 525)

In summary, "leadership is a process that works towards movement and change in an organisation, while management works towards the stability, preservation and maintenance of the organisation" and both "are needed for an organisation to prosper" (Grant, 2008: 86).

In this introductory and over-arching module, the Department of Basic Education (DBE) envisage participants, on this programme will:

...develop a portfolio of evidence that will run throughout and across the programme and provide a tool for their professional reflection and development throughout their subsequent careers. The portfolio will begin by asking them to reflect on the meaning for them of being a leader of a South African school. (DBE, 2015b: 9)

It is hoped your PP will also provide a valuable tool for your professional reflection and future development in your career pathway. It is also anticipated that you will keep a record of these professional reflections in a Learning Journal.

Central to the completing your Professional Portfolio is a WPP. A project that directly relates to improving or rectifying a specific challenge in your current school context. Evidence that the outcome/s of your WPP have resulted in a positive benefit to your learners must be provided and submitted as part of your Professional Portfolio. The evidence provided should show that you are able to undertake evidence-based inquiry, make appropriate use of data and ICT, and make evidence-based decisions to bring about changes to your practices and the practices of those you lead and manage. You will use an action research approach to carry out your WPP. This is fully explained in Unit 3 of this module.

The main focus of the four units of this module is on:

- The programme participant's ability to consider, and critically self-reflect on the meaning of being a school leader and manager.
- The current education situation in the global, national, and local context.
- The development of leadership and management competence which will be demonstrated in their school context.

Module 1 learning outcomes

By the end of this module you should be able to:

1. Demonstrate a sound understanding of what is involved in school leadership and management in South Africa, and in relation to what constitutes good practices in South Africa and other parts of the world. In other words, you should be able to:
 - Demonstrate an understanding of the principles and values informing educational transformation in South Africa and how these create challenges for the leadership, management and governance of schools.
 - Demonstrate a sound understanding of the nature and purpose of educational leadership, management and governance both generally, and in the context of a changing South Africa, with a reference to appropriate policy and theory.
 - Practice evidence-based decision-making informed by evidence-based inquiry.
2. Develop a professional portfolio that demonstrates competency in leadership and management:
 - Understand how a professional portfolio can be used as a flexible assessment instrument within the context of a South African professional development qualification in leadership and management.
 - Compile a professional portfolio which includes relevant evidence of professional development in school leadership and management with links between the evidence and the exit level outcomes, reflective commentaries, workplace project and the personal, professional and organisational development plan.
3. Plan, justify, execute and evaluate a WPP aimed at school improvement with a direct benefit to learners. In other words:
 - Understand and apply project management practices in the school context.
 - Propose, plan, implement, monitor, evaluate and document a workplace project.
 - Qualify decisions and actions by reference to appropriate theory, policy and evidence from practices.
4. Assess your own abilities in leadership and management in terms of current notions of competence and relevance in South Africa. In other words:

- Describe your current school management and leadership practices in terms of a transformative and contextualised understanding of management, leadership and governance.
- Evaluate your management and leadership practices against given criteria.

Reflect on school and project evaluation results and take appropriate decisions on areas in which further development or adjustment is necessary to effect school improvement.

Units

As you will have already noticed, this *Module 1: Professional Portfolio and Workplace Project*, is divided into two parts:

Part One comprises Unit 1; *School leadership and management in the South African context*. This unit offers an introduction and contextualises current issues in the South African education landscape. It also provides you with a brief overview of the other six modules that make up the AdvDip (SLM) programme.

Part Two comprises three units:

Unit 2: *The Professional Portfolio (PP)*.

Unit 3: *The Workplace Project (WPP)*.

Unit 4: *Personal, professional and organisational development (PPOD)*.

Units 2, 3 and 4 need to be implemented *concurrently* [simultaneously] throughout the implementation timeframe of the programme. The focus in these units is on your school context; on *you implementing* your WPP; on the actions that you put in place; and on the quality of evidence you provide for assessment. These units relate to the final assessment of your applied competence in school leadership and management. They form the practical aspect of the programme. They are addressed *simultaneously* and *continuously*, and offer support and guidance as well as being a *constant source of reference* for you.

These units are depicted as follows (Figure 6):



Figure 6: The units of Module 1: Professional Portfolio and Workplace Project

Module credits and learning time

This module carries 30 credits. Unit 1 of this module carries 10 credits, with units 2, 3 and 4 carrying the remaining 20 credits, thus making a total of 30 credits.

One credit is equivalent to approximately ten notional hours ($10 \times 30 = 300$ notional hours).

It is therefore anticipated that you will take approximately 300 hours to complete this module successfully. This roughly translates into 15 hours per month over the two-year period of the programme. The 300 hours will include contact time with your Higher Education Institution (HEI), reading time, research time and time required to write assignments. It is also expected that at least half of your learning time will be spent completing practice-based activities in your school. This will involve your individual work on the activity, and it will also require you to discuss these school-focussed activities with your colleagues. Each activity in this module indicates the suggested time for completion. All these reflective and formative activities will form part of the Professional Portfolio (PP) explained in Unit 2 of this module. This time allocation also takes into account the time you will need to spend on your Workplace Project (WPP). It is important to note that most of this time allocated to this Module will relate to undertaking your WPP and completing the practice-based activities and assignments related to your school context. This will require you to actively engage with the members of your school community, project stakeholders, but most specifically with the beneficiaries of your project – your learners. The WPP is discussed in detail in Unit 3 of this module.

Additional information and assessment requirements will be provided by your HEI.

Exit level outcomes

This module contributes to all the exit level outcomes (ELOs) of the qualification. These are:

1. Demonstrate accountability and take full responsibility for managing school leadership, teaching and learning, whilst engaging in school activities, decision-making and projects, and ensuring the responsible use of school and community resources in performing workplace tasks and projects.
2. Reflect on and develop own personal leadership attributes and characteristics, collaboration, knowledge of systems and processes, and demonstrate the ability to work effectively with others in the school context and beyond.
3. Select, and apply effective and innovative organisational systems and processes (such as Human Resources (HR), Finance, Safety, ICT, etc.) to manage resources in a way that aligns with the school's vision and mission, as well as to ensure compliance with legislation, policy and best practice in addressing a range of organisational needs.
4. Communicate effectively and clearly with all school stakeholders across a range of issues and circumstances by using arguments and rationale [reasoning] effectively.
5. Demonstrate the ability to manage people and teams empathetically and firmly, encourage collaboration and develop and maintain sound working relationships with different stakeholders over time, and within a range of contexts such as collective bargaining, negotiation and dispute resolution.
6. Select, and apply effective and innovative organisational systems and processes (such as HR, Finance, Safety, ICT, etc.) to manage resources in a way that aligns with the school's vision and mission, as well as to ensure compliance with legislation, policy and best practice in addressing a range of organisational needs.

Model ethical and values-driven leadership that adheres to professional standards of governance and codes of conduct for educators, and articulate why certain decisions are taken and standards are applied.

Unit 1: School leadership and management in the South African context

Introduction

This unit sets out to develop your understanding of leadership and management in a South African education context. You will also be asked to consider areas of improvement specific to your school context that will be of benefit to yourself and your school community.

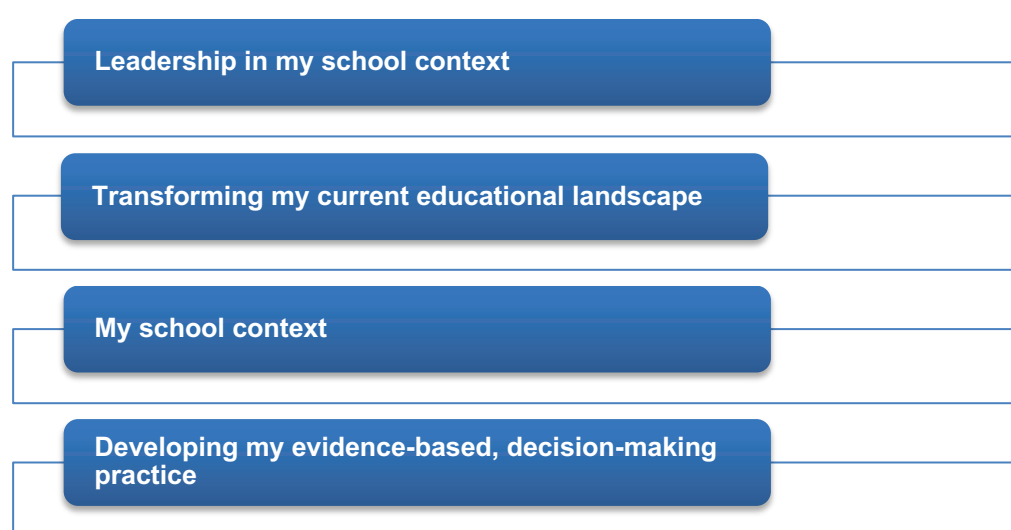


Figure 7: Content covered in Unit 1

Unit 1 learning outcome

There is one learning outcome for this unit. By the end of it, you should be able to demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world.

The outcome that is introduced here will be elaborated on in the introduction to each subsequent module of the programme.

Unit 1 preparation

Before starting Unit 1, make yourself familiar with the following readings and resources.

Readings

Prescribed reading

- Theories of leadership (Appendix 1).

References

You will be required to access the following references for this module, and across the programme:

- Department of Basic Education. 2015. *Policy on the South African Standard for Principalship*. Pretoria: Department of Basic Education. Accessed from: <https://tinyurl.com/ybmowbda>
- Department of Education. 1996. *The South African Schools Act (SASA)*. Pretoria: Government Printer. Accessed from: <https://tinyurl.com/y7s7sxe7>
- Republic of South Africa. 1996. *Constitution of the Republic of South Africa*. Pretoria: Government Printer. Accessed from: <https://tinyurl.com/ox5o4v6>
- Department of Basic Education. 2016. *Personnel Administrative Measure (revised)*. Pretoria: Government Printer. Accessed from: <https://tinyurl.com/yapi7dvz>

Module and section readings are referred to both in the module activities and in the reference section. You are encouraged to source these as well as further relevant readings, both to broaden your knowledge in support of your development, and to share with your fellow participants in collaborative forums, e.g. a community of practice (CoP).

Resources

You must supply the following resources from your school for this unit:

- Your current School Improvement Plan (SIP).
- Recent learner results (complete Template 1). Firstly, this information offers an overall picture of your school's performance. Secondly, particularly for deputies and heads of department (HODs), it allows for a more in-depth examination of the results in areas relevant to the grades/subjects for which you have been delegated management responsibility for improvement.

Section 1: Leadership in a school context

The DBE view is that effective leadership and management, supported by a well-conceived, needs-driven development of leadership and management, is critical to the achievement of its transformational goals for education. The purpose of the transformation of the education system is to bring about sustainable school improvement and a profound change in the culture and practice of schools. (DBE, 2014: 9)

To support a development trajectory [course/path] that keeps the Department of Basic Education's (DBE's) view of leadership and management quoted above to the fore, *reflection*, as one of the 'golden threads' of the programme, must become part of your development practices. In the first activities of the programme, you will reflect [think] about the personal and professional qualities you bring to leadership and management, and how these contribute to the organisational development of your school. This involves self-understanding, awareness and insights about those you lead and manage. It promotes the importance of relationships as Gunter outlines:

... education leadership is concerned with productive social and socialising relationships where the approach is not so much about controlling relationships through team processes but more about how the agent is connected with others in their own and others' learning. Hence it is inclusive of all, and integrated with teaching and learning (Gunter, 2005b: 6).

The programme therefore goes beyond your learning to your concern about the learning of all in your school community.

Activity 1: Getting started on the AdvDip (SLM) learning journey

Suggested time:

One hour

Aim:

The purpose of this activity is to give you the opportunity to consolidate, and share with others, why you registered on the AdvDip (SLM) programme.

I have learned...our background and circumstances may have influenced who we are, but we are responsible for who we become. (Cicero, 106–43 BC)

What you will do:

1. The programme is about your development as a leader and manager. It also creates opportunities to develop supportive relationships, over the duration of the programme, with others on a similar journey. Think about:
 - Why you came on the programme.
 - Your workplace and the role you play in it.
 - Your expectations of the programme.
 - Capture your thoughts in a few short notes in your Learning Journal.
2. Get together for the first time with your fellow participants to:
 - Introduce yourself and share your information.
 - Find the areas you have in common, and those that are new to you.
 - Discuss how you can work collaboratively.
 - Present a summary report of your discussion.

Discussion of the activity

It is well documented that people learn from engaging and interacting with peers. This is one of the reasons why this programme is based on social learning theory. Sharing your reasons for embarking on this learning journey with your fellow participants and stating what you want to achieve in the context in which you work, will help to create relationships and networks related to the scope of the programme. These relationships may even continue beyond the programme itself.

Listening to other participants' stories may have made you aware of the many things you have in common. At the same time, it will have provided you with the opportunity to learn about circumstances that may differ from your own. You will find, going forward, that it is through this sort of dialogue and debate that you will share and develop your leadership and management knowledge and practices. All this will contribute positively to your learning.

As you share, listen and learn, you will want to keep some form of record to help you to remember all this interesting information. It is recommended you do this in a hard-copy or electronic Learning Journal. In addition you can take photographs of presentations, etc. on an electronic device. Whatever method of record-keeping you choose, this will provide an extremely helpful way of reflecting-back on your learning journey. Methods of recording and thinking about what you have discussed, read or learnt are referred to in more detail in Part 2 Unit 4 of this module.

Activity 2: Think about the concepts of leadership, management and principalship

Suggested time:

One hour

Aim:

To distinguish between the concepts of leadership, management and principalship; and to reflect [consciously think] on your development as a school leader. It is anticipated that *reflection* will become integral to your practices. (See Part 2 Unit 4 for further information on the development and recording of these practices.)

What you will do:

Individual activity

1. First read what Christie says about the concepts of leadership, management and headship:

The concepts of leadership, management and headship (or principalship, in South Africa) are often used interchangeably in the context of schooling (Bush, 2008; Christie and Lingard, 2001; Leithwood et al., 2002; Jossey-Bass, 2000; MacBeath, 1998). In probing the meanings of these concepts, it is useful to distinguish between them while at the same time acknowledging their interrelationships. This conceptual mapping is not intended to fix the meanings of these terms, but rather to provide a basis for exploring their different inflections [modifications] and contextual variations.

Leadership, I suggest, may be understood as a relationship of influence directed towards goals or outcomes, whether formal or informal (Bennis, 1991; Burns, 1978; Kotter, 1996; Yukl, 1998). Though leadership is often framed in terms of individual qualities, it may more usefully be framed in terms of a social relationship of power whereby some are able to influence others. In Weber's classic approach, the authority of the leader may be based in tradition, charisma and/or legal rational government. Whatever its basis, leadership is characterized by influence and consent rather than coercion. Nonetheless, as an exercise of power, it necessarily entails ethical considerations (Bottery, 1992; Grace, 1995). Since it is directed towards achieving goals, leadership is often associated with vision and values.

These points do not imply that leadership is necessarily moral (people may be ‘led astray’), or effective (leaders may ‘take people nowhere’), or even well done (the notion of ‘bad leadership’ is not a contradiction in terms). In fact, while leadership is often a valorized [valued] concept associated with success rather than mediocrity [the quality not being very good] or failure, there certainly exist examples of leaders as controlling individuals, ineptly [incompetently] dealing with complex contexts, and winning support on the basis of shallow or immoral visions of a desired future (Christie and Limerick, 2004; Clements and Washbush, 1999; Krantz and Gilmore, 1990).

Defined as the exercise of influence, leadership (unlike management) can take place outside of formal organizations as well as inside them, and it can be exercised at most levels in organizations and in most activities. This is important, because it means that leadership in schools is not the preserve of any position, and can be found and built throughout the school. Indeed it is possible for leadership to operate from the centre rather than the top (Newmann and Associates, 1996), and to be stretched and dispersed across people and functions (Spillane and Hartley, 2007). However, this is not to deny the agency of individuals in leadership, or to imply that leadership in schools is amorphously empty of specific content – a point I return to later.

Management, in contrast to leadership, is an organizational concept: it relates to structures and processes by which organizations meet their goals and central purposes (Buchanan and Huczynski, 1997). Arguably, it is more likely to be tied to formal positions than to persons. There is ample research in South Africa to suggest that good management is essential for the functioning of schools (Christie, 1998, 2001; Fleisch and Christie, 2004; Roberts and Roach, 2006; Taylor, 2007). This research confirms that if schools are not competently managed, the primary task and central purpose of the school – teaching and learning – is likely to suffer.

Headship (or principalship), like management, is an organizational concept. It designates a structural position which carries with it responsibilities and accountabilities. Whereas the power of leadership is expressed through influence, the power of headship may legitimately extend beyond consent and influence to compulsion (though not to the use of force which, in Weberian analysis², is the legal prerogative³ of the state). Those who are in structural positions within an organization, as

² A system developed by German sociologist Max Weber with social class, social status and power as distinct types.

³ A legal prerogative is an exclusive right given from a government or state and invested in an individual or group

managers and heads/principals, are bound by the goals and primary tasks of the organization, and their successes and failures are judged in terms of these. They are officially accountable for the operations and outcomes of the organization – in this case, schools. The principal represents the school formally, and it is principals who are also usually responsible for symbolic roles such as ceremonies and assemblies.

Having distinguished between the concepts of leadership, management and headship, I would argue that ideally, the three should come together in schools. Ideally, schools should be replete [filled] with good leadership, at all levels; they should be well managed in unobtrusive [inconspicuous] ways; and principals should integrate the functions of leadership and management and possess skills in both. Leadership should be dispersed throughout the school; management activities should be delegated with proper resources and accountabilities; and heads should integrate vision and values with the structures and processes by which the school realizes these. Clearly, however, this is an idealized picture – a school of our dreams, rather than our experience (to draw an analogy [comparison] from the sociologist Zygmunt Bauman [2001]). Perhaps the first step in understanding the complexity of leadership in schools in current times is to recognize how hard it is to integrate these three dimensions in the practices of running schools, to bring a coherence that links substance to process and deeper values to daily tasks.

(Christie, 2010: 694–695)

2. Think about your own *experiences* of leadership, management and principalship. Does your reality differ from what Christie is defining? If so, write your thoughts down in your Learning Journal to allow you to contribute to a discussion with your fellow participants.
3. What about the leadership and management balance in your school? What have you noted dominates and why do you think it is the case?

With your fellow participants

1. Share what you have written. What is similar? What is different? Can you and your fellow participants account for your similar and different experiences? To what extent does anyone's experiences align/differ from what Christie writes.
2. Consider what you have learnt from Christie's extract and your discussion.

Individual activity

1. Record in your Learning Journal the ways in which you could, from this reading, begin to think about the balance between leadership and management in your school as well as changing your own leadership and management practice.

Discussion of the activity

This activity should have made you think about your own experience of leadership, management and principalship and what it means to you. Your insights came from you looking back, on both your experience, and your knowledge of leadership (in yourself and others). This process of *reflection* entails consciously choosing to think critically about the issues you are presently engaging with. Reflecting on your leadership practices will assist you to make sense of them. It will also help you to see what works and what practices you may need to improve on or change. "Sense-making is a process linked to the way we see ourselves. It is making sense of those things which serve to threaten our identity, reaffirm or repair it" (Ghaye & Ghaye, 1998: 6).

As you work through the modules in this programme, you will be expected to become more aware of the way you interact with others in the school context in which you work. In short, this aspect of your development requires you to become a *reflective practitioner* and leader. For real change to happen, it is best to be open and willing to move beyond the beliefs you presently hold even if you are presented with opposing but workable and relevant alternatives. The process of recording your reflections on experiences is discussed in more detail in Part 2 Unit 4 of this module. However, what is important to understand is that the practices of reflection and your experiential learning are linked, because experience can only be fully understood through critical reflection (Wylie & Silbert, 2018).

Activity 3: Reflect on your leadership and development practices

Suggested time:

One hour

Aim:

The purpose of this activity is to further develop your understanding of reflective practice. As a central assumption of this programme is your development as a reflective practitioner, you will find that reflection is often referred to in the other units of this module, as well as in the other modules.

This activity builds on your knowledge and awareness of reflection. As you develop into a more reflective practitioner, it is hoped the value of reflection as a tool to improve your own practice will become increasingly evident to you. This can only come about through the process of experiencing reflection especially as it relates to your workplace practices.

What you will do:

Individual activity

1. Start now, and think about a recent example of a leadership and a management practice in your school context. Respond to the following in your Learning Journal:
 - What was the experience?
 - What did you think about the experience?
 - What did you do about it?
 - What would you do if you had a similar experience again?
2. When this experience was happening, did you:
 - Notice everything that was going on?
 - Make decisions about what to do?
3. Once the experience was over and you had time to think back on the whole experience, did you take any action based on decisions you made in the moment?

Step 1: An awareness (noticing) of what was happening.

Step 2: Decide if there was anything you should do.

Step 3: Take any action based on the decision you made from your reflection.

Discussion of the activity

Probably the best-known theorist promoting reflection is Schön (1996) who talked about two forms of reflection, on what practitioners actually do and a later exploration of what occurred to them about how what they did, could influence or create new practices. These two forms of reflection are shown in Figure 8.



Figure 8: Schön's reflection-in-action and reflection-on-action

(Source: <https://goo.gl/images/2V5Mry>)

When you *reflect* (using any form) you draw on what you *already know*, i.e. a stored collection of knowledge that you draw upon to make sense of a different situation. This repertoire [store] of knowledge, provides a pathway towards making subjective meaning (Schön, 1983: 138). Experience alone does not teach, and reflection is the *sense making* that links to previous learning, in order to transform your understanding in some way (Fenwick, 2001: 10–11).

Another theorist, Kolb, looks at experience, and attempts to clarify how people learn by integrating experience with Schön's notion of reflection. Kolb's focus is on processes – of analysis and understanding. The terms he uses can be a bit intimidating but as you can see from the diagram below, he is in effect saying: you feel something, observe what is happening, think about the experience, do something about it, and repeat the cycle with the next similar experience (Saddington & Wylie, 2014).

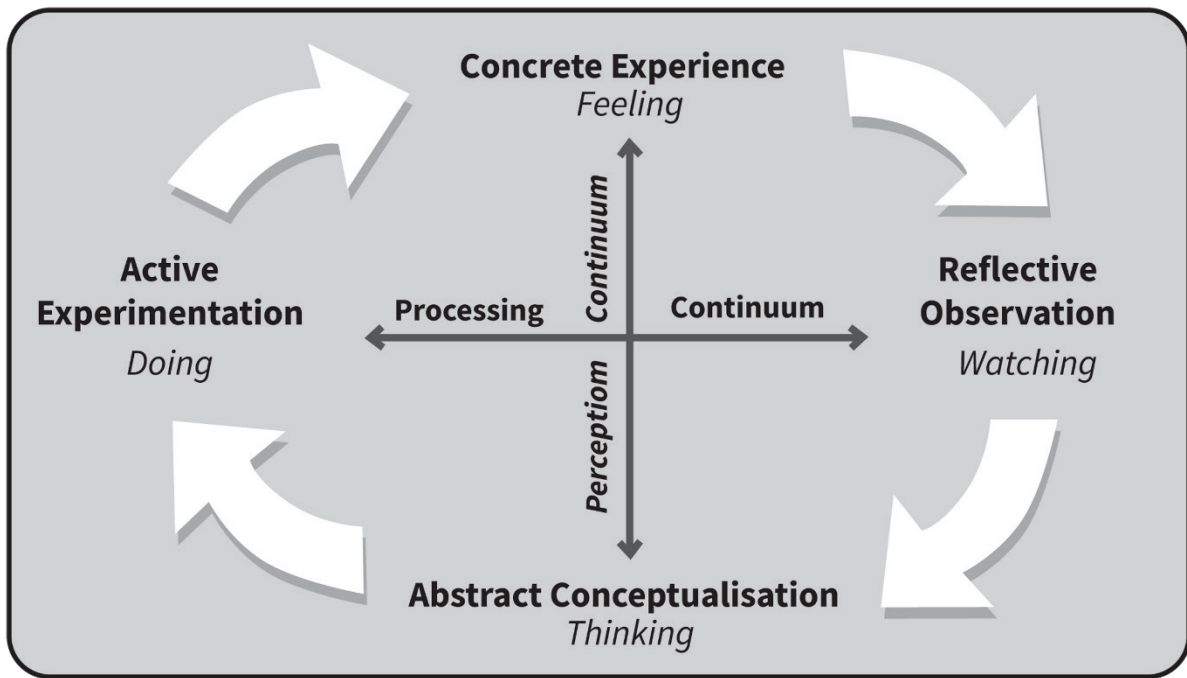


Figure 9: Kolb's experiential learning cycle

(Source: <http://www.nwlink.com/~donclark/hrd/styles/kolb.html>)

Honey and Mumford (In Caple & Martin, 1994: 16) insist that people learn most usefully from first-hand experience, i.e. *situated* learning or *experiential* learning which is learning by doing in an authentic context. In her article in Activity 2, Christie (2010: 696) referred to these concepts being witnessed in the daily practices of schools, and as such they were *situated* and *experienced* there.

School leadership is embedded in relationships and understandings. It also involves judgments, emotions, and reasoned *and* unconscious decision-making. In addition, school leadership is not experienced in the same way by everyone in the same school setting. As a result, Christie (2010: 708) argues that an approach is needed that recognises the *situated* complexities leadership and management face in the daily running of a school, and not only in confronting the challenges to change it.

Reflection is a tool that can support you in the task of handling the complexities facing your particular school context. Your leadership and management experience must be reflected upon [reviewed or thought about], to enable you to draw conclusions that determine your subsequent actions. Building on the Kolb cycle above (Figure 9), *experiential learning* can be depicted as a sequence or process as represented below in Figure 10:

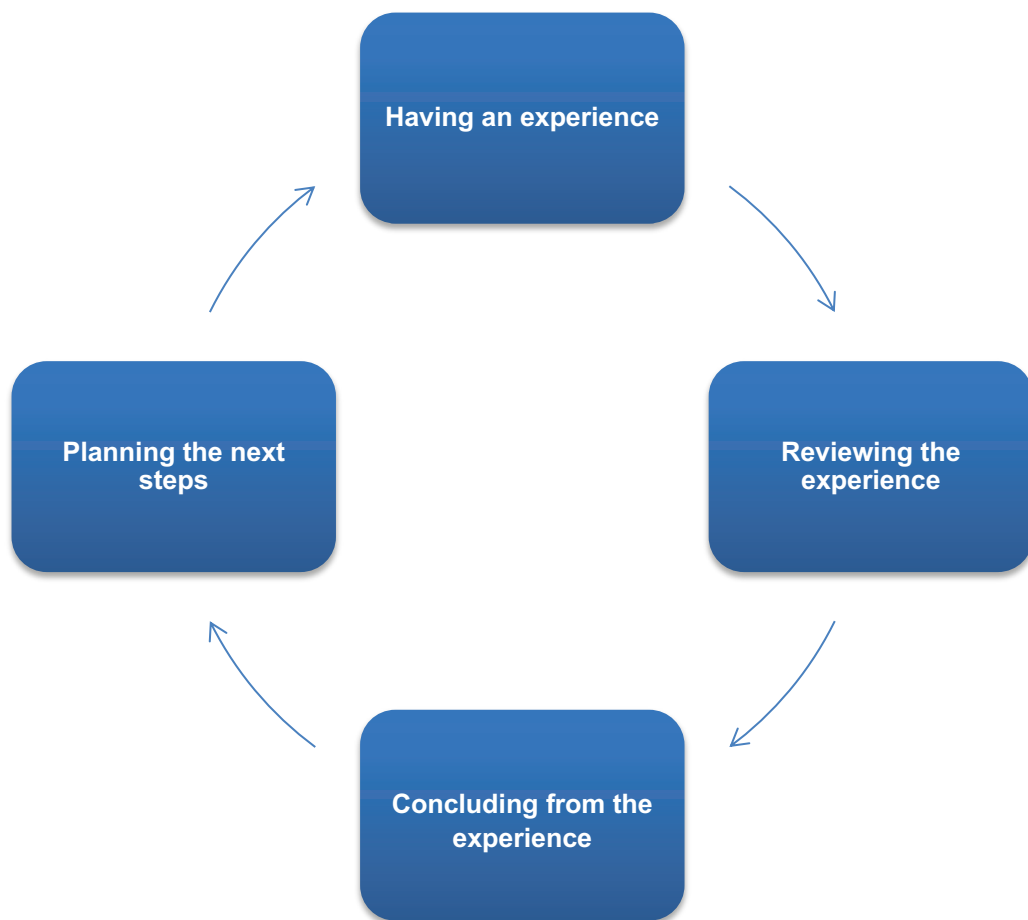


Figure 10: Honey and Mumford's experiential learning sequence
(Source: Caple & Martin, 1994: 16)

Learning from an experience can only be effective by going through each of the stages and in the same sequence as in the cycle above (Figure 10). If you relate this to your leadership and management practices, then the first stage of the cycle refers to what you experienced in the moment (the *now*) and the second stage refers to reflecting on the experience (*thinking deeply about it*) once it is over. The third stage (*concluding from the experience*) is the time you spend understanding and learning from the experience, while the fourth stage, as Figure 10 shows, refers to *planning the next steps*. The *next steps* should show changes and improvement in your practices, based on your *understanding and learning* in the third stage.

The theories referenced here have generated much debate, critique, refinements and alternative interpretations. This has been mainly due to reflections by individuals trying to make sense of their own subjective world, producing what is considered as unreliable data (Smith, 2011). Research undertaken using these theories, however, confirms that reflection is a catalyst for change. For example, Ferry and Ross Gordon (In Hackett, 2001: 108) claim reflective practices create new methods

of reasoning and are necessary to development. If you accept effective change to be the combination of your *will and skill*, then without reflection, an individual's development is hampered [held back] (Hargreaves & Fullan, 2009: 250).

You will notice, as you work through the programme, that all the modules include reflective activities designed to allow you to engage with Honey and Mumford's four stages of the learning sequence (Caple & Martin, 1994: 16). You will constantly reflect on your leadership and management practices and those of others. The reflective phase which follows the experience, presents an opportunity for you to:

- Relive the experience;
- Think about it; and
- Evaluate it.

In other words, you re-consider the experience in the light of your own conceptual framework (based on past experiences). From this reflective process come new perspectives, changes in behaviour, the development of possibly new and different skills, and new conceptual frameworks (adapted from Saddington & Wylie, 2014).

People make decisions about their reflections all the time. You may only become fully aware of this when you consider ways of recording these reflections. The reflective practice cycle in Figure 11, below, provides some useful questions that you can ask yourself in relation to these stages as you experience them.

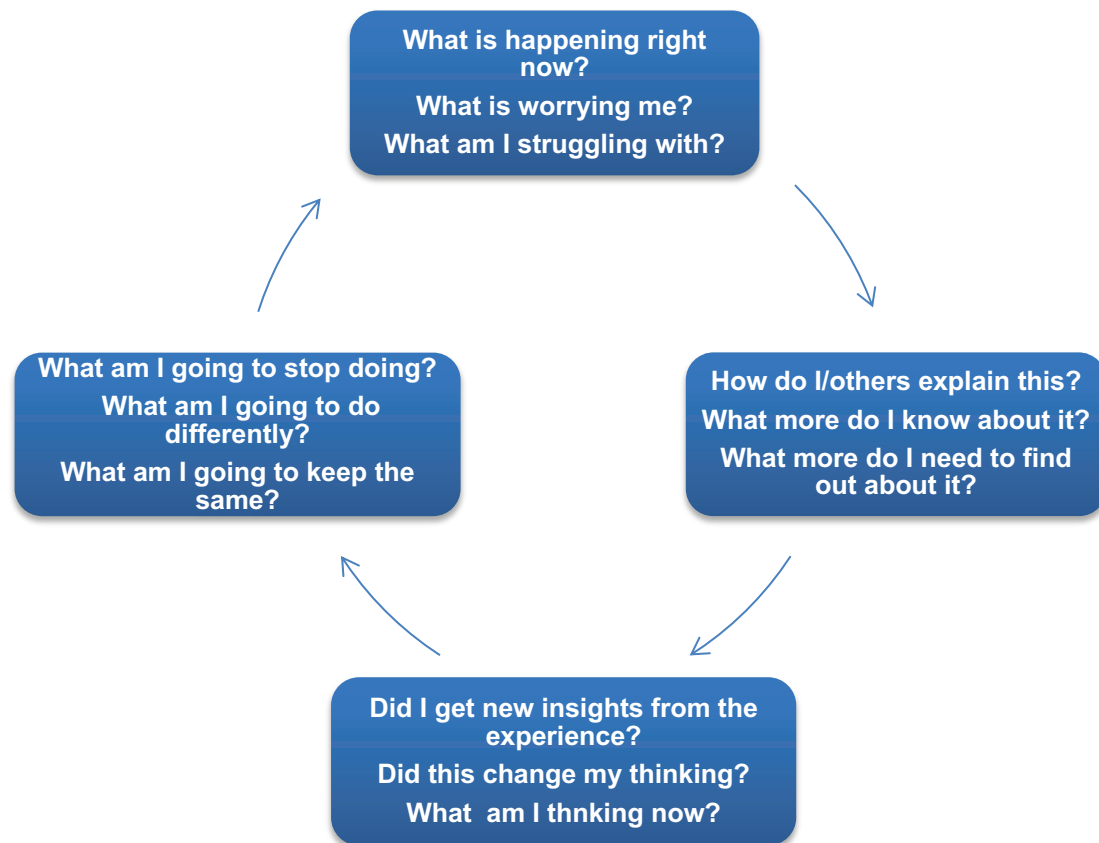


Figure 11: The reflective practices cycle

(Source: Adapted from Rucinski, in Witten, 2017: 58)

Try these questions out in relation to a leadership or management concern you are dealing with right now to give you some practice before moving on.

Activity 4a and 4b: Reflect on leadership in your school context

Suggested time:

Two hours and 30 minutes (Activity 4a and 4b)

Aim:

The purpose of this activity is for you to become more familiar with the leadership practices you demonstrate, and relate these to the leadership practices that your school context requires. By doing this, you broaden the scope of the leadership you examined in the previous activity. This is to make it possible for you to:

- Reflect more deeply on your leadership practices.
- Identify leadership demonstrated by others in your school.

What you will do:

Read the following statement:

While the need for effective leaders is widely acknowledged, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes. (Bush, 2007: 392)

Bush's statement implies that, before one begins to think about the *outcomes* of leadership behaviour, you first need to identify them, understand them, and see them in practice. This activity is not about being right or wrong. Rather, it is about getting you to think about leadership practices and about how they operate in your school.

Activity 4a

Suggested time:

One hour and 30 minutes

What you will do:

With your fellow participants

1. Given the nature of the socio-cultural approach to learning highlighted in this programme, *distributed leadership* and *transformative leadership* (both in line with this learning approach), are foregrounded in the programme. Refresh your memory about them by referring to your prescribed reading (Appendix 1).
2. Take some time to discuss the reading (Appendix 1) with your fellow participants. Why are transformative and distributive leadership foregrounded to support your development and those who make up your school community?
3. Comment on *participative leadership* as related to *distributed leadership* and decide why *instructional leadership* has been included. In relation to this discussion, think specifically of those in leadership positions in your school, such as your School Governing Body (SGB) and School Management Team (SMT) members, subject heads, lead teachers, coaches, learner representatives, etc. Select one group and discuss the ways in which they demonstrate leadership. Would you deal with the other groups in the same way? Give reasons for your answers.
4. Report on your discussion about the group to which you are referring.

Individual activity

1. Read the text below for further information on the ways in which leadership is found in the school context.

To understand what is meant by the school leader as an agent of change, there must be some understanding of the ways in which leadership exists in schools. Yukl's (2002: 7) study examining school leadership, confirmed that different aspects of leadership co-exist in different combinations, for different reasons, and it is rare for any one approach to capture the reality of a setting.

Examining empirical studies on the types of leadership most prevalent in a school, Hallinger (2003: 329–230) found instructional leadership and transformational leadership the foremost types. Instructional leadership is seen to be vested in the individual and transformational through collective agency; the idea of leadership as a more broadly distributed capacity.

Instructional leadership centres on the principal of a school as the driving force in ensuring curriculum delivery. The expectation that an individual will transform schools into continuous improvement, Fullan (2006: 7) insists, is not possible because it relies on the leader's ability to change the system. This cannot be guaranteed or sustained due to a lack of surety of how leadership unfolds in what are very differing school contexts. What is required is leadership with a vision of the future which relates to transformation. This move from an instructional to a transformative mode (of caring, building trust and collaboration) allows for the support and development of staff to improve on their delivery of the curriculum. It allows the principal to become a capacity and culture builder, one who realistically responds to the changing needs of the school context, as well as the broader education scenario.

Rather than focusing specifically on direct coordination, control and supervision of curriculum and instruction, transformational leadership seeks to build the organisation's capacity to select its purposes and support the development of changes to practices of teaching and learning. Transformational leadership may be viewed as distributed in that it focuses on a shared vision and shared commitment to school change (Hallinger, 2003: 331–332).

Hallinger's view of transformational leadership as distributed and future focused means it must address the collective that make up the school community as well as acknowledge the importance of collegial decision-making. Here, the workload, responsibilities and issues related to it become

shared. What seems apparent is that both types of leadership need to be present for a school to improve. If the task, according to Bass (1999: 9), for the principal is to inspire, intellectually stimulate and engage the school community to commit to the interests of the organisation's future, then the leadership is both directive and participative and this requires moral development. Hopkins, Harris, Stoll and MacKay (2010: 7, 20) in their review of school and system improvement support this complimentary notion of leadership. They state it is the knowledge of how instructional and transformational leadership interact with each other that must be understood for real transformation to take place.

(Adapted from Wylie, 2016: 16)

2. Can you see how, in the text above, distributed leadership was captured under transformational leadership? But did you note that Fullan's transformative view of leadership shows that Hallinger conflates [combines] transformational leadership with transformative leadership? *Module 4: Leading and managing people and change* shows more clearly (using the work of Shields, 2011) that transformational leadership is different from transformative. Be clear on what is meant by transformative leadership before moving on.
3. In your Learning Journal cite examples of transformative, distributed and instructional leadership you have observed in your school. Also take down the names of the sources/writers referenced in the extract above. You are encouraged to read more on their work, as well as that of others you come across as you progress through this programme.
4. Think of those who are leaders in your school. Complete the table below and rank what you have observed as the most prevalent [dominant] leadership behaviour.

Table 4: Leadership observed in your school

Leadership	Who (role)	How (example)	Rank
Transformative			
Distributed			
Instructional			

5. What is your view of your own leadership behaviour?

To understand more regarding leadership, look for the relevant articles in the reference section at the end of this module.

Discussion of the activity

It is hoped that this assessment on the leadership needs of your school will have stimulated your thinking and understanding about leadership in general, as well as why transformative, distributed and instructional leadership are necessary to develop in your school in response to professional and organisational challenges.

Authors of leadership research articles don't always agree and take a stance [position] from which they will argue. This means that leadership is a contested [challenged] field. As a school leader and part of this field, you must keep yourself informed of current research and developments so that you can lead your school and community through it.

Thinking about others' behaviour is often easier than thinking about your own. However, due to your leadership position in your school you do need to behave ethically. (This is elaborated on more fully in *Module 4: Leading and managing people and change*.) In other words, you do need to think about how best to live in the world you share with others. Building a reflective disposition means going beyond your basic assumptions (what you have always believed and assumed to be true of something or someone). It is a process of self-examination that requires courage. But if you want others who you lead and manage to change at a deeper level than just correcting their *routine behaviour* (Argyris, 1993: 5), you need to model the willingness and ability to change. This entails examining your underlying values "especially under conditions where the problems may be difficult, embarrassing or threatening" (Argyris, 1993: 5).

Activity 4b

Suggested time:

45 minutes

What you will do:

Individual activity

1. Look at the sections of the pie chart (below) that the SMT of Shongwe Secondary School developed in a strategic planning session. It represents the distribution of the leadership behaviours they felt were most demonstrated in their interaction with staff and learners.

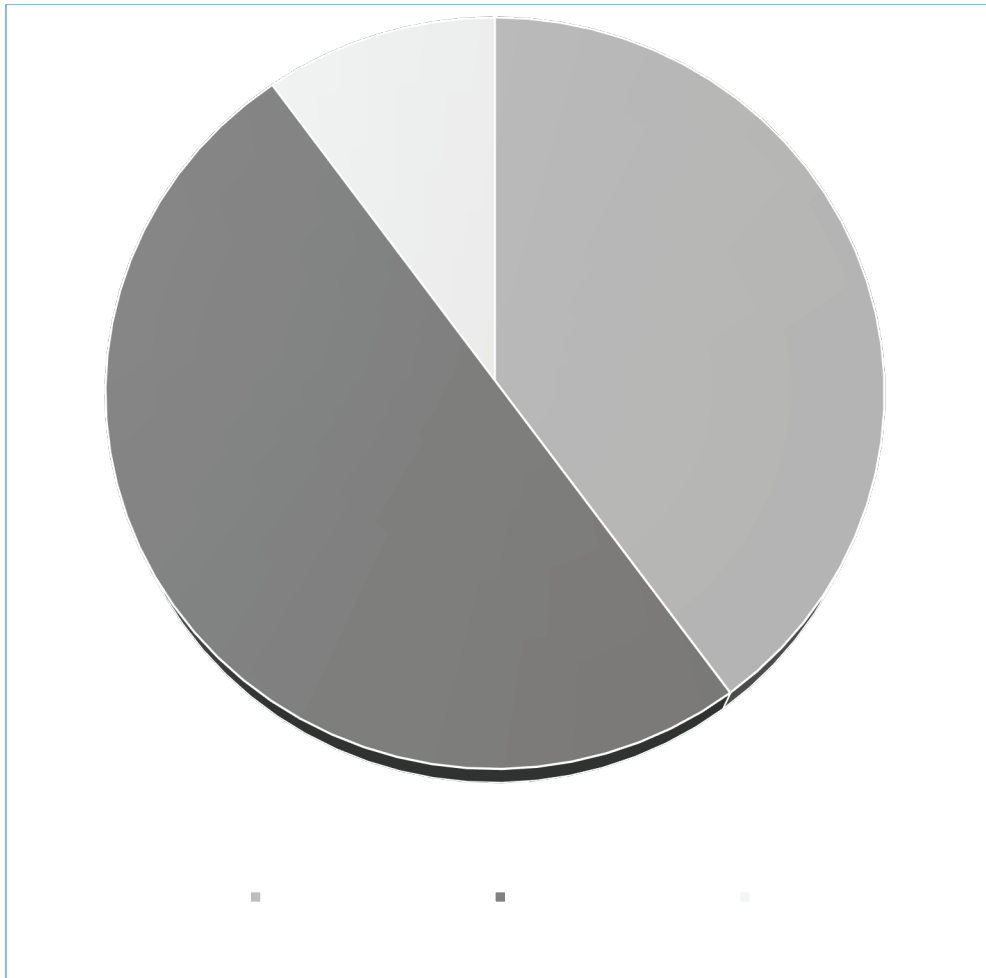


Figure 12: The distribution of leadership in the SMT of Shongwe Secondary School

2. Complete the pie chart and legend [coded key] above that shows the distribution of leadership in Shongwe Secondary School as follows:
 - Distributed leadership 50%
 - Instructional leadership 30%
 - Transformative leadership 20%
3. Record in your Learning Journal what the allocations reveal to the SMT about their leadership of the school, and what adjustments they would need to make.
4. All schools are different, therefore, the leadership breakdown and distribution in your school will differ from the example above. Reflect on your current situation and translate the information from Table 4 (Activity 4a above) onto the pie chart below (Figure 13). Look at your school in general, and not specifically your SMT. Ask yourself:
 - What leadership approach dominates in my school?
 - What are the benefits of this approach to my school?

- What is scarcely there?
- What is missing and why is this the case?

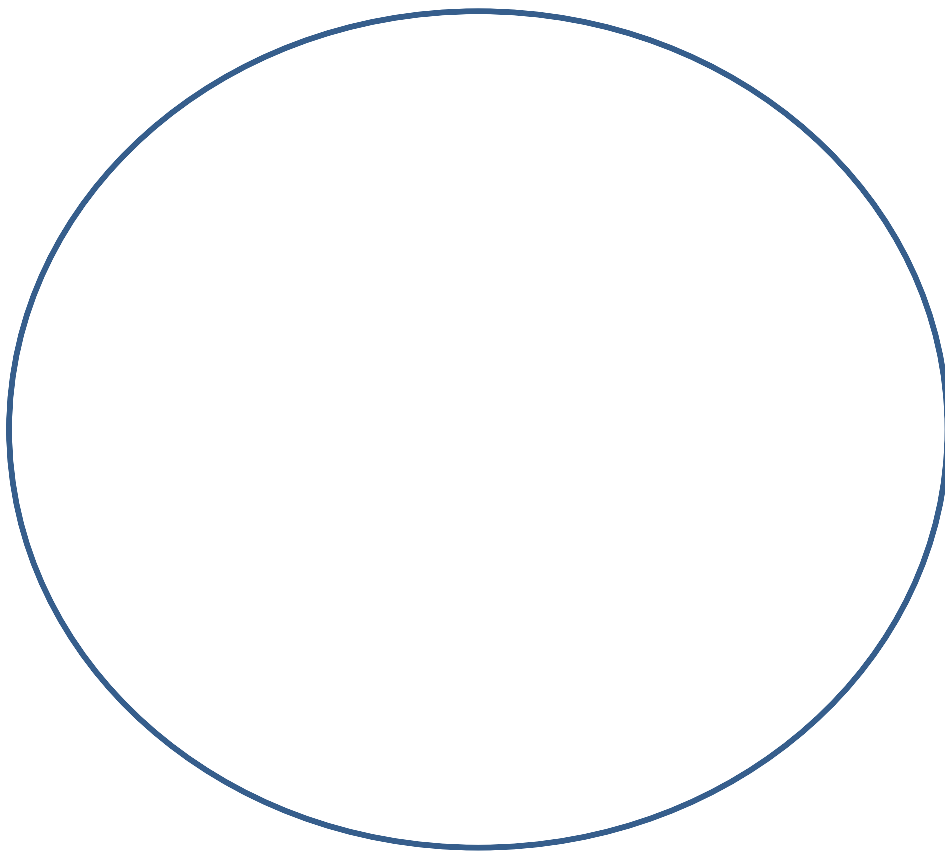


Figure 13: Distribution of leadership in your school context

5. The pie chart you have drawn provides a reflection of what is currently happening at your school but it may not fully address the leadership needs of your context yet. If this is the case, complete the pie chart below (Figure 14) to reflect your view of the what you believe would be the best distribution for the growth and development of your school.

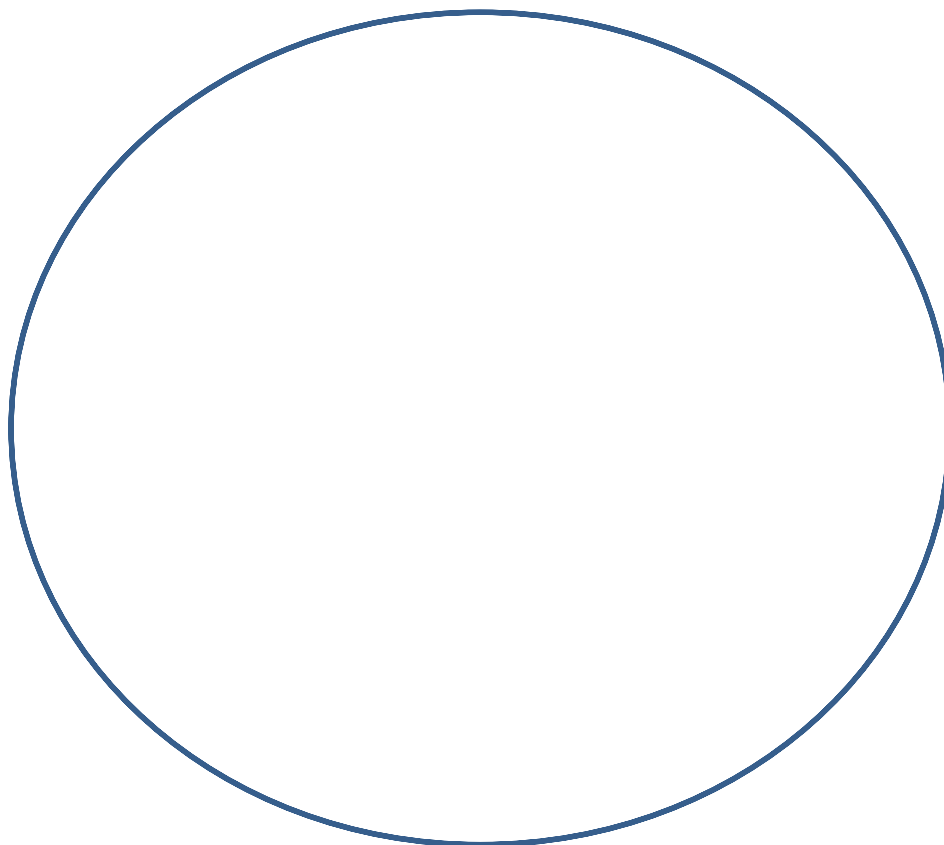


Figure 14: Adjustment on the distribution of leadership in your school context

6. Take some time to examine your SIP. Realistically consider the leadership requirements needed to drive the plan forward, if it is to succeed. What leadership behaviours would promote or hamper the implementation of this plan?
7. Based on this reflection, prepare a presentation (maximum 10 minutes) to share with your fellow participants, that gives:
 - A brief description of your school context and its leadership.
 - The leadership you think is required to better your context.
 - The contribution you think you can make and why.
8. Allow your fellow participants to pose questions and offer inputs. Should you need to understand more, find the authorities cited in your activities, and source the relevant full texts from the module's reference section.

Discussion of the activity

You probably will have noticed that each one of the expert writers in the field of school leadership have their preferred leadership approach. Cai (2011: 152) says *no one size fits all* due to leadership

being multi-dimensional. This means it cannot be defined as a group of desirable competencies or behaviours as the leader's emotions, values and relationships are also crucial to realising organisational outcomes.

It is hoped that the activity of assessing and reflecting on the leadership needs of your school, has stimulated your thinking and understanding about leadership. Which one of the expert views that you have read about makes the most sense to you? Which kinds of leadership are necessary to face the professional and organisational challenges that you may be experiencing in your school context?

To meet your varied leadership challenges, it is useful to think about the ways in which the *leading load* can be distributed and shared. This involves enabling and empowering others within your *sphere of influence* to share the leadership responsibility. The concept *sphere of influence* relates to those you directly lead and manage. Working with others allows you to hear and absorb their views; to reflect on them; and to allow such views to inform the final position you take on a topic or issue. Working in a more collaborative way is likely also to provide a more realistic assessment of what is possible, and what is not. This in turn, will lead to the best chance of enabling change.

As you know, Gunter (2005b: 6), refers to education leadership as being concerned with *productive social and organisational relationships*. So, leading effectively is not so much about controlling relationships through team processes, but more about how the leader is *connected*; with others in their own, and others' learning. This means it is *inclusive of all* and is integrated with teaching and learning.

It is worth discussing this in more depth with your peers:

- What does Gunter mean by productive social and organisational relationships, how the leader is connected, and by inclusivity?
- What types of leadership are necessary to achieve this collaborative approach?

Gunter's (2005b: 40–63) inclusive and capacity building approach is central to a distributed leadership model. In this, expertise is harnessed from others within the school community. In Gunter's model distributed leadership is characterised as taking one of the following three forms:

- *Authorised* – with hierarchically distributed tasks.
- *Dispersed* – a distributed process without the formal workings of a hierarchy to achieve goals and values.

- *Democratic* – which critically engages with the organisational goals and values.

Professional meanings, understandings, insights and avenues of improvement are acquired through your learning and stem from your interaction with others. This social learning comes from talking to staff and learners about their practices, whilst creating the space for this to be challenged in a constructive and critical way. This will stimulate a sense of belonging and lay the platform for development (Ghaye & Ghaye, 1998: 11). As you explore leadership in a school context throughout this module, and the programme, you will continuously reflect on the leadership you model for others in your school. The relationship with the self and with others affects how responsive you are to the unique environment in which you work (Cai, 2011: 160).

For further readings and viewpoints, see Spillane (In Hargreaves & Fullan, 2009: 201–220) on distributed leadership; as well as other authors listed in the reference section at the end of this module such as Bush, Christie, Hallinger and Grant. It is also a good idea to start building up your own *electronic leadership library* which you can use as a reference tool as you work through the programme modules.

Activity 5: Reflect on your leadership practices

Suggested time:

45 minutes

Aim:

The aim of this activity is to reflect specifically on *your* leadership practices and from this consider areas for your development.

You have been reflecting on the types of leadership observed in your school. However, there is a general expectation of what a principal must *demonstrate* to effectively lead the teaching and learning in a school in this country. This is contained in the DBE policy, The South African Standard of Principalship (SASP) (DBE, 2015a). The *standard* in this document refers to the level or *standard* of principalship the DBE is setting for all principals. The SASP refers to five main kinds of leadership – strategic leadership, executive leadership, instructional leadership, cultural leadership and organisational leadership (Appendix 2).

What you will do:

Individual activity

1. Read about the practical expectations of leadership (Appendix 2).
2. Based on your *critical reflections* of these expectations, respond to the following questions in your Learning Journal:
 - What type of leader do you want to become?
 - What types of leadership do you feel you presently model in your workplace?
 - Are your leadership practices in line with the expectations of the SASP?
 - As a leader, in what ways can you develop in your leadership practices to meet these expectations, and how would you go about this?
 - Working with, and empowering others, through your leadership is important. Where would leadership best be strengthened in your school by letting others lead?
3. Now share your insights with your fellow participants. Discuss the types of leadership you collectively consider should always be in place in a school.

Discussion of the activity

The SASP policy document defines the role of school principals and outlines the expectations of the DBE in relation to principals' professionalism, image and competency. The document also serves as a guide to address the professional leadership and developmental needs that underpin the AdvDip (SLM) programme. You reflected on the development of your leadership practices in the above activity. It would be good to do the same exercise with the team you will lead in your anticipated Workplace Project (WPP). In this way, you will be able to create the space for everyone to reflect on their practices. The exercise will also give you a sense of your team's perception of leadership, and if there is an alignment with your view of leadership. You will learn more about this in Part 2 Unit 4 of this module.

Remember that other people's perceptions of your leadership practices may differ from how you see yourself. This kind of individual and collective professional reflection will help you to:

- Look at your current practices and the practices of others.
- Critique [consider the positive and negative factors of] such practices.
- Determine and decide on the type of interventions that are necessary to change practices.
- Monitor and evaluate practices.

Hallinger (2018: 5) emphasises the importance of context and the idea that a generic set of leadership practices, that include goal setting and developing people, need to be adapted to meet the needs and constraints evident in a specific school context. But what exactly are these practices? In the next activity, you will look at the requirements of a school leader as an agent of change. [A *change agent* is a person from inside or outside the organisation who helps an organisation transform itself by focusing on such matters as organisational effectiveness, improvement, and development.]

Activity 6: Reflect on the expectations of an agent of change

Suggested time:

One hour and 30 minutes

Aim:

- To understand the requirements of a school leader as mapped out in the SASP.
- To assist you to actively engage with and understand the leadership requirements outlined in this key policy document.

What you will do:

Individual activity

1. In preparation for working with your fellow participants, read about the eight key interdependent areas [areas which are dependent on each other] below, which constitute the core purpose of the principal in any South African school context (SASP, 2015a: 10):
 - Leading teaching and learning in the school.
 - Shaping the direction and development of the school.
 - Managing quality and securing accountability.
 - Developing and empowering self and others.
 - Managing the school as an organisation.
 - Working with and for the community.
 - Managing human resources (staff) in the school.
 - Managing and advocating extra-mural activities.
2. Explain why these areas are understood as dependent on each other.

With a few of your fellow participants

1. Select an area and give a brief description in terms of what and who it involves. Present the information in a simple picture or diagram.
2. Display this alongside the areas selected by the other participants.

Individual activity

1. Examine the overall display of what should now be a *story* of the key-interdependent areas. Critically consider the other presentations and jot down any questions and discussion of activities you have about them.
2. Bring your questions and comments into the broader discussion that follows.
3. From the discussion consider what you have learned. Are there implications here for your leadership development? Write your ideas and conclusions in your Learning Journal.

Discussion of the activity

The core purpose of a principal's leadership role is based on a shared understanding of the key areas of such a role, the values which underpin them, and the personal and professional qualities required to fulfil the role. The key areas referred to in the SASP (DBE, 2015a: 10) are in line with the core purpose and responsibilities of the principal, particularly Sections 16 and 16A of the South African Schools Act (SASA) and No. 84 of 1996, paragraph 4.2 of Chapter A of the Personnel Administrative Measures (PAM). The SASP states that:

The standard provides a clear role description for school leaders and sets out what is required of the principal. Principals working with school management teams (SMTs), school governing bodies (SGBs), representative councils of learners (RCLs) and wider communities must effectively manage, support and promote the best quality teaching and learning, the purpose of which is to enable learners to attain the highest levels of achievement for their own good, the good of their community, and the good of the country. (DBE, 2014: 9)

While the SASP has a strong focus on the role of the principal as the leading professional in the school, it also focuses on the importance of shared leadership (or what is referred to as distributed leadership). It is accepted that good principals cannot act in isolation but must lead and manage their schools in ways that involve and empower all stakeholders. The expectation is that core societal, educational and professional values should be reflected in how curriculum and human resources (HR) matters are handled. These values inform the core purpose of principalship and, together with knowledge and practices, shape the nature and direction of leadership and management in the school.

The standard is comprised of these elements:

- Understanding the core purpose of principalship.
- Processing practices and knowledge that relate to the key areas of principalship.
- Having the necessary personal and professional qualities.
- Subscribing to educational ethics and social values.

These elements, embodied in the role and expectations of a principal, are illustrated below.

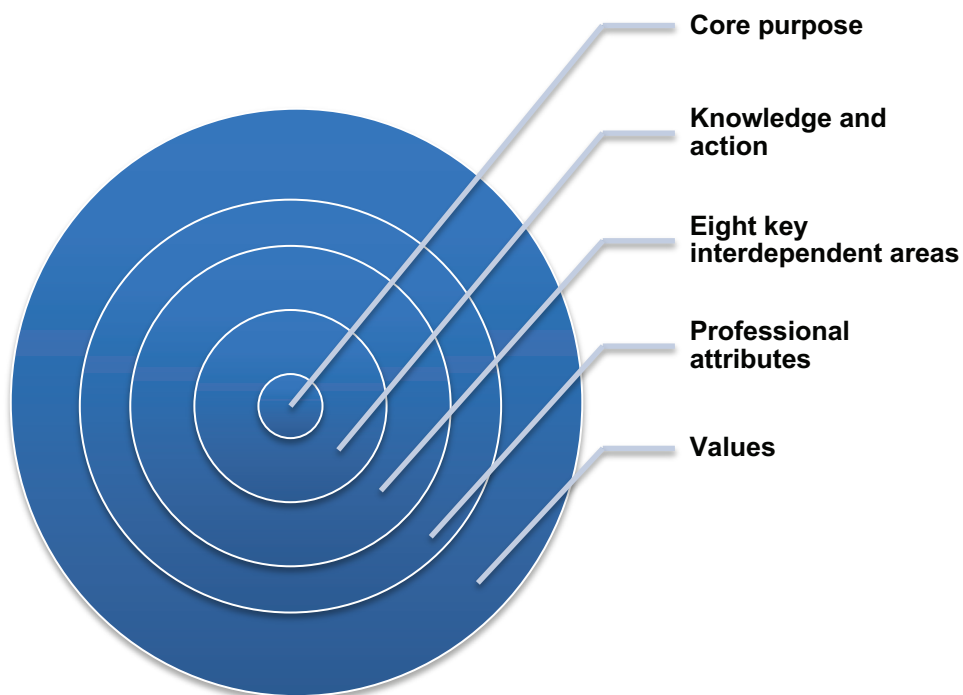


Figure 15: The elements of the South African Standard for Principalship

(Source: Modified from DBE, 2014: 6)

The elements respond to the following three fundamental questions (DBE, 2014: 5–6) relating to the professional work of any principal:

1. WHY does a school principal take a specific course of action?

This question addresses the core purpose and values

2. WHAT are the main functions of principalship?

This question addresses the eight interdependent key areas.

3. HOW are the main functions fulfilled effectively?

This question requires an answer that addresses the knowledge, action, and personal and professional attributes.

It is important you have a clear understanding of what this document represents in terms of your development in your present, or future, role of a school principal.

Activity 7: Reflect on your ongoing development as a school leader

Suggested time:

One hour

Aim:

Based on an understanding of your context, the aim of this activity is to consider your self-development and the development of others in your school, over and beyond the period of the AdvDip (SLM).

What you will do:

The values which inform the core purpose of principalship (referred to in the activity above), include the following:

Table 5: Values which inform the core purpose of principalship

The core values	Rating
1. Commitment to the core values and vision of the school and of schooling in South Africa.	
2. Commitment to the pursuit of excellence in all aspects of school life and to the building of a safe, secure and healthy learning environment.	
3. Strategic, creative and insightful thinking and effective communication.	
4. Commitment to the development, empowerment and support of everyone in the school's community.	
5. Participative decision-making, teamwork and team-building.	
6. Integrity and fairness in all dealings with people and in the management and deployment of financial and other resources.	
7. Adherence to departmental and SGB-developed policies in the management and deployment of financial and other resources.	
8. Fair-mindedness, patience, empathy, compassion, respect and humility in all dealings with others and in the promotion and protection of the interests of educators and learners.	
9. Adaptability and responsiveness to change and political astuteness in situations of ambiguity, adversity or opposition.	
10. Professional and managerial decisions based on informed judgments and resulting in appropriate action.	
11. Self-confidence, maturity and courage in decision-making and action, demonstrating resourcefulness, initiative and determination in seeking solutions to problems.	
12. Self-reflection and a commitment to ongoing personal and professional self-development.	

(Source: DBE, 2015a: 6)

Individual activity

1. Score yourself against the criteria above, with 1 being low and 10 being high. While it may be difficult to decide how you would rate yourself in each category, try and be completely honest. No-one but you will see what choices you make here. Base your decisions on where you stand *now*, not where you hope to be in a few years or what you see as the *ideal* you.
2. Reflect on your scores from the perspective of your strengths and your need for development.
3. Write this in your Learning Journal to reflect on later – say in a year’s time.

Discussion of the activity

In your journey of your self-development (and the development of others), you need to continuously and consistently reflect on a personal level and ask yourself:

1. WHAT do I need to *know*?
2. WHAT do I need to *do*?
3. WHAT do I need to *be*?

Your professional reflections, as you progress through the programme, will focus on both your own, and others’ practices. This will involve:

1. Current practices;
2. A critique of such practices;
3. The intervention necessary to change practices; as well as
4. Monitoring and evaluation of practices.

In working with others, there are needs that link together the individual members of the WPP team and the WPP team as a unit. These needs must constantly be borne in mind. This is illustrated in Adair’s model below:

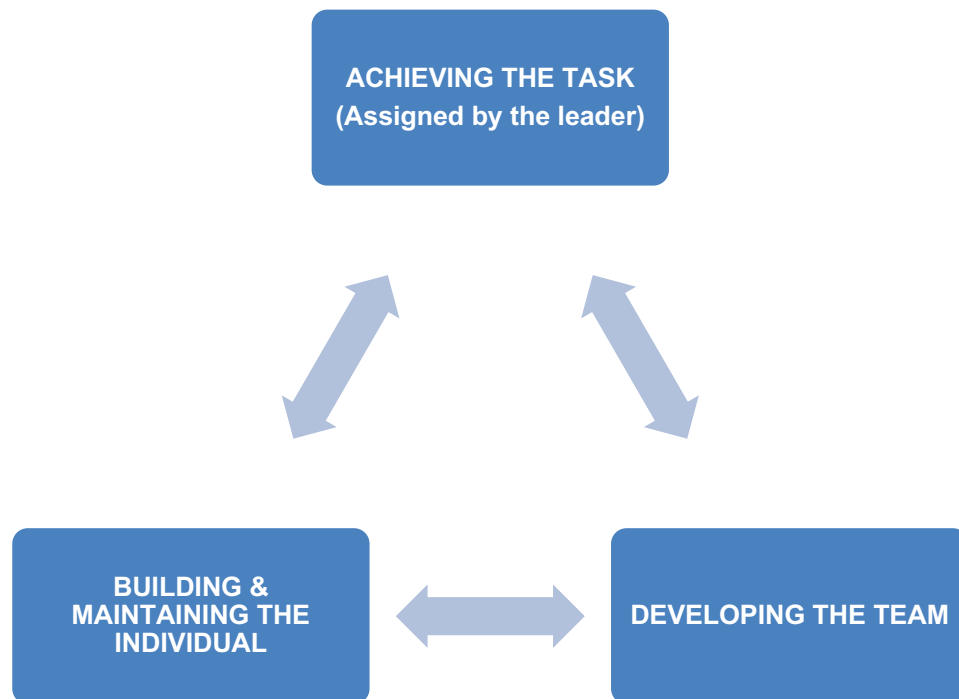


Figure 16: Adair's model of team needs
(Source: DOE, 2008: 65)

Reflections from a present and future perspective will be an ongoing practice. In this section, you examined your leadership in relation to the DBE's expectations of being an *agent of change* in a South African school. If leadership is understood as a process of influence based on clear values and beliefs and leading to a *vision* of collaboration for the school, its learners and stakeholders, then this is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future (Bush, 2007: 403). This discussion will be continued in the next section, as you think about school leaders in a role that requires them to transform their educational landscape.

Section 2: Transforming your current educational landscape

In the previous section, you looked at the leadership principles and values that inform the transformation process. As you consider a transformation agenda for your school, it is critical to also look beyond what goes on locally, to what is happening at a national and global level. The reality of living in a continuously evolving technological age means that school leadership teams must be involved in current debates, challenges and opportunities.

Activities 8 and 9, below, focus on two key issues and debates that are beginning to impact strongly on education in the 21st century. They are *globalisation* and the *decolonisation of the curriculum*. For this reason, these issues are included for discussion in this programme. Understanding the debates around these two topics and their potential impact on education, will enable you, as a school leader, to begin to prepare your school community for the future.

Activity 8a: Explore globalisation

Suggested time:

Two hours (for a and b)

Aim:

To explore your understanding of globalisation and its impact on education and schooling.

What you will do:

Individual activity

1. Write down all you know about globalisation in your Learning Journal. If you are unfamiliar with what globalisation is all about, do an internet search on the term and read two or three sources found on the internet. If you do not have access to the internet, talk to your work and other colleagues.
2. Find a definition that makes sense to you and record it in your Learning Journal. Make sure you correctly enter the full reference from your source.
3. Do you feel part of a globalised world? Personally and/or as a school leader? Explain your answer.

With your school colleagues

Share your responses to the above activity with your colleagues. Use the following questions to guide your discussion.

1. How much common knowledge about globalization does your group share?
2. Choose (if possible) one definition that you all feel explains globalisation in such a way that you can share it with your staff, learners and parents. If the *language of globalisation* is too difficult to share with all members of your community, what are you going to do about it?
3. In what ways did each member of your group feel part of a globalised world – or not?

Discussion of the activity

Globalisation⁴ [world-wide integration and development] impacts on education everywhere; it is impossible to consider issues of curriculum or pedagogy without bearing in mind the effects of globalisation. (Kress, 2008: 253)

Your definition of globalisation is probably not unlike the one in the footnote below. Constant technological advances promote the interconnectedness that characterises the globalised age we live in. Because of these rapid changes, some refer to the present day as the Fourth Industrial Revolution (Buthelezi, 2017).

Activity 8b: Globalisation and its impact on education and schooling

Aim:

To develop your thinking and awareness of your location in the world in which you live.

Globalisation means adapting and accommodating change, not only for yourself but also developing an awareness of how this affects those around you. In the work context this is a critical component of leadership and management practice.

Leadership in the ever-changing world demands responses that involve the integration of knowledge (social sciences, economics, etc.) with problem-solving and decision making. For education, this requires a curriculum that is relevant to learners and allows them to question and challenge what they

⁴ Globalisation can be defined as the process of change, increasing interconnectedness and interdependence among countries and economies, bringing the world closer through better world-wide communication, transport and trade links (Royal Geographical Society, 2015–2016.)

are taught. Young and Muller (2010: 23), note that curriculum relates to power, and the reality is that any curriculum expresses "the knowledge of the powerful". In other words, a curriculum is never neutral – all curricula are designed with a distinct purpose. *Powerful* people with particular interests in certain knowledge make sure that learners are taught only what they want them to know. Because of this, Young and Muller (2010: 23) argue that access to powerful knowledge is a right for all. Clearly, a relevant and responsive school leadership is necessary in that present and future process.

Sunter (2018) says responses to address new trends and challenges stem from "what you do with what you know" and he asks:

- How does the present shape the future?
- What is emerging that will change the game?

What you will do:

With your fellow participants

1. Explore the concept of *what you know* in a discussion on:
 - Trends emerging in the world that you think affect the future for all living beings.
 - The impact of these trends on the education landscape, particularly schooling.
 - The ability of the present South African curriculum (CAPS) to address these trends.
2. Prepare a two-slide PowerPoint presentation that summarises your group discussion to share with your fellow participants. (Use key words and graphic representations in your presentation.)

With your fellow participants

1. Following the PowerPoint presentations discuss the type of leader needed to meet the demands of your future scenarios:
 - Look at the commonalities/trends that emerged from the presentations.
 - What type of leader do you think can best respond to the demands of these future scenarios?
2. Read the extract from Christie (2008) about active participation in the world as a goal of schooling.

Another important set of goals for schooling is concerned with the school-society relationship. Schooling prepares young people for active participation in the world – in the economy and in the institutions of public life. In social, political and economic discourses, schooling is linked to purposes of social cohesion, citizenship and the world of work. These are important items on an agenda for schooling in global times.

In the changing world of work, themes of flexibility and lifelong learning have become important, as the discussion on the knowledge economy illustrated. In changing social times, themes of living together in the world in the face of differences have become increasingly important.

Building an active democracy requires an understanding of rights and responsibilities – for oneself and for others. It requires an understanding of the institutions of public life and how these might be upheld and changed. Developing and nurturing institutions of public life is important if people are to live together in the world in sustainable and ethical ways.

At onetime, these issues of active participation in a shared world applied mainly at the level of the nation state. Now, they apply also on a global scale. As well as building shared identity and common purpose at the nation state level, schooling for global times needs to address issues of global social cohesion, and participation in global institutions.

The increasing inequalities, marginalisations and exclusions of globalisation pose particular challenges for a country like South Africa. ... Inequality is complex and many-stranded. How might schooling build a sense of shared identity and common purpose when life circumstances are so different? Schooling cannot easily cut across broad social patterns of inequality and marginalisation. It cannot compensate for social disadvantage or prevent it.

However, if schooling itself is manifestly unequal – in terms of both access and quality – it is more likely to contribute to disadvantage than remedy it.

If South Africa is committed to equity and to social cohesion, it needs to provide access to learning of high quality to all young people, and do this in ways that build a sense of common purpose and shared future. (Christie, 2008: 64)

Individual activity

How would you as a school leader prepare your learners to actively participate in the globalised world given the challenges they face?

Discussion of the activity

Christie gives pointers in how to prepare learners to participate in the globalised world. The relationship between school and society cannot be ignored. The ways of developing learners as active responsible citizens, whilst promoting integration and preparing them for the future, rests with the home *and* the school.

The globalised future can be looked at as having predictable patterns [trends] and events, or unpredictable patterns and events. Sunter (2018) calls these trends *red flags* because everyone should pay attention to them. He identifies the following as *red flags*: religious differences; the race for world economic power; old people living longer and longer; poor, working and middle-class anger against the super-rich; climate change; and technology. He suggests the best type of leader to address unpredictable future scenarios is one who knows many things, looks at options and adapts to changes. This person must then also be able to implement strategies to address these scenarios and accept that there will be some things they cannot achieve.

The huge task of education is to supply such leaders and employees of the future, i.e. people who can adapt to, and thrive, in a world that is constantly and rapidly changing (Louw, 2017). What does this mean for schools? What is certain, is that schools will need leaders who are willing to experiment with new approaches (Christie, 2008: 58–69; Young & Muller, 2010: 11). There will have to be a curriculum that provides learners with what they need to be able to live, work and succeed in this *new* world. So, technology, innovation-based problem solving, resource management and the ability to manage new systems and processes (Louw, 2017) should all be part of this curriculum.

Kress (2008: 255), on the other hand, says that the future is here *today* and it is *educationalists*, not learners, who are too blind to see it. Kress argues further that, in line with global social changes, questions need to be asked about what educationalists are doing right now to respond to the demands of the next generation. This relates directly to current debates in the education landscape.

Activity 9a and b: Understanding the concepts: Decolonising curriculum and coloniality

Suggested time:

Three hours for activities 9a and b.

Aim:

- To engage with the concepts of decolonisation and coloniality and what these may mean for school leaders.
- To encourage you to read, discuss and reflect on current debates about the *decolonisation of the curriculum* and *coloniality*, and the possible implications for changes in the national school curriculum.

These debates are often at the forefront of daily media coverage, social networks and online websites. Keeping up to date with developments like these in the education field, and deciding where you stand in relation to them, can affect how you carry out your leadership role. It is important for you to listen to, and engage with the views of others even if they do not affect you immediately. Doing so can help you understand why you might adopt a certain position, or why you are willing to change it.

Activity 9a

What you will do

Individual activity

1. Read the following inputs and discussions which reflect the views of a range of Southern African academics on issues related to understanding *decolonisation in general* and the *decolonisation of curriculum*, in particular.

The term *decolonisation* came to everyone's notice in South Africa in 2015 during the #FeesMustFall student protests on university campuses when free, *decolonised* quality education was demanded. At the time of developing the AdvDip (SLM) programme, calls for the decolonisation of the curriculum were still mainly heard in higher education institutions. However, this may also soon become an issue in the in the General Education and Further Education bands. This is because more and more South Africans of all races, but particularly black Africans, are becoming aware that western forms of knowledge and reasoning can be seen as part of a system

of oppression and dominance. This system goes back over 300 years to the time when the British, Portuguese, French and Germans *colonised* Africa and slowly replaced many of the African *ways of doing and knowing* with those of their own. Many African nations lost a sense of their own identity, culture, languages and traditions – a situation that continues today.

However, it is also important to note that a common or shared understanding of what *decolonisation* really means, has not as yet been agreed on. Sayed, Motala and Hoffman (2017) comment on the fact that many conversations about the concept of *decolonization* are still taking place. These debates "teach us that there are different ideas of what decolonisation means, in part because there are different historical and institutional contexts with different intellectual actors at work," and they go on to note that "the meaning of decolonisation... cannot be taken for granted, but must instead be subject to public deliberation and reflection" (Sayed et al., 2017: 61).

Prof. Emannuael Mgwashu from Rhodes University has a similar view when it comes to the topic of decolonizing the curriculum. He states that, "the definition of *decolonising the curriculum* remains a grey area," and adds that "there's also no clarity about *whose* responsibility it is to undertake this process" (Mgwashu, 2016).

Here, Prof. Chatherine Odora-Hoppers of UNISA shares her views about a *colonised* curriculum in Namibia as far back as 1993:

The monitoring of the junior secondary certificate examination in 1993 showed for instance that the examination in the home science subject had a clear cultural bias towards urban living and European food.

All the illustrations were of Europeans or European home environments; all the recipes were of European food. There was nothing in the examination paper indicating that it was from Africa or Namibia. When it came to the examination paper in accounting it drew on a variety of cultural settings but nearly all persons mentioned were males.

When it came to the examination paper in art it was found that only 16% of the marks could be earned on anything to do with Namibia – 84% of the marks were devoted to the history of European art. The monitoring paper concludes: with only a token to Namibian or African art, this examination continues the cultural disinheritance of Namibia, strongly

criticised in Ministry documents, and counter to Ministry policy. The paper as a whole is also devoid of gender awareness. (Odora-Hoppers, 2017: 10)

Prof. Oupa Lebeloane of UNISA (2017: 2) maintains that "the starting point of decolonising a country is through decolonizing the school curriculum" but he states that from a national policy point of view, nothing is being done. He also insists that "it is of no use to Africanise institutions of higher learning and decolonise their curriculum when nothing is done at primary school level" (Lebeloane, 2017: 2).

Professor Jonathan Jansen, currently at Stellenbosch University, in addressing the problem of decolonisation in education, raises questions around whose knowledge is foregrounded, the relationship between the state and knowledge, and how the past clings to the present, amongst other things. The solution, says Jansen, is simple: "get the basics right by providing quality teaching, whilst creating the conditions that promote it, in conjunction with effective accountability measures" (Jansen, 2018b).

This simple solution, however, is laden with complexities (e.g. parental choice of the language of teaching and learning (LOLT) without the provision of teacher proficiency in the language) linked to implementation that require effective and active leadership at every level of the education system. To implement what Jansen recommends, would necessitate a process of legislative and policy change, for example, to the language policy and the authority afforded to SGBs.

Stop and think

Why would this be the case? Why would education policy need to change? What other issues does this approach raise in relation to the legislative framework?

Current debates in education such as this, bring into focus the nature and purpose of leadership, management and governance and their alignment to education policy and theory. For you, as a school leader, to engage meaningfully and constructively with these issues, requires that you develop a clear understanding of the present education legislative framework. It also means that you need to keep up to date with key debates such as the two highlighted in this section, i.e. *globalisation* and *decolonisation* of the curriculum.

Given the complexity of the issues related to *decolonisation* in general, and the *decolonisation of the curriculum*, in particular, a fixed definition of *decolonisation*, or what it means to *decolonise a curriculum*, are *not* provided here. However, as has been highlighted, a number of prominent academics are calling for the *decolonisation of the curriculum* in South Africa. These topics still need lots of thought and debate. As a participant on the AdvDip (SLM) programme, you are invited to join this debate and to apply your mind to the challenge of what it means to *decolonise the school curriculum*, and how best to go about doing it.

2. In your Learning Journal, write your responses to the following questions and points:

- Record your own initial ideas on what you think the general meaning of *decolonisation* is?
- Write down your current understanding of what it might mean to *decolonise the school curriculum*? What knowledge and values do you think should be emphasised in a *decolonised curriculum*?
- As a school leader, are you aware of subjects/learning areas in the CAPS curriculum which tend to completely exclude, for example, African history, indigenous knowledge and/or cultural traditions?
- Is there a bias in *assessment* practices (internal and national) towards *western-only* knowledge and ways of thinking?
- Is there gender bias which may continue to marginalise women evident in any curricula?
- What kinds of arts, drama and games are included in your school's curriculum?

3. Now read the discussion on the distinction between *decolonisation* and *decoloniality* that follows immediately below.

Prof Nelson Maldonado-Torres (2007) from Rutgers University in America takes the concept of *colonialism* further, he states that it is important to make a distinction between *colonialism* and *coloniality*:

Coloniality is different from colonialism. Colonialism denotes a political and economic relation in which the sovereignty of a nation or a people rests on the power of another nation, which makes such nation an empire. Coloniality, instead, refers to long-standing patterns of power that emerged as a result of colonialism, but that define culture, labor, intersubjective relations, and knowledge production well beyond the strict limits of colonial administrations. Thus, coloniality survives colonialism. It is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the

self-image of peoples, in aspirations of self, and so many other aspects of our modern experience. In a way, as modern subjects we breathe coloniality all the time and every day.
(Maldonado-Torres cited in Christie & McKinney, 2016: 5)

Prof Emmanuel Mkgqwashu also presents a similar point. He argues that "decolonisation failed the continent", i.e. Africa, because although *political* decisions were made "to replace colonial governments with local, black leadership" this "did not succeed in removing coloniality" (Mkgqwashu, 2017). By this he means that although white, foreign governments were replaced by black, African-led governments, "the procedures, values, norms, practices, thinking, beliefs and choices and a sense of the superiority of Europe and the inferiority of anything other than European and/or White" (Mkgqwashu, 2017) has remained. It is this deep sense of inferiority felt by so many black people to this day that coloniality is about.

To sum up, *coloniality* is conceptualised here as the legacy of colonialism in contemporary societies. It takes the form of ongoing social discrimination that has outlived formal colonialism and that has become integrated in succeeding social and political orders. Examples of this include the way the English language is seen, by many, to have more value than African languages. Or, how the Christian religion imported into Africa by the colonists, has to a large extent, come to dominate religious practices, diminishing participation in various indigenous belief systems.

4. Reflect on the following question and using your own words, record your thoughts in your Learning Journal: What does *coloniality* mean to you?

Discussion of the activity

From the inputs and discussions above it is clear that many educationalists believe that 21st century South African learners of *all* races, backgrounds, language groups and cultures need a *decolonised* curriculum. In other words, a curriculum that includes African indigenous knowledge systems (IKS), social practices, languages and beliefs *and* western knowledge systems, social practices, languages and beliefs.

It is hoped that Odora-Hoppers's (2017) observations of the Namibian curriculum so many years ago might have helped you to think about what is going on in your own school. Although the CAPS is a

national curriculum, there is plenty of scope within it, for creative and challenging lessons to include attention to *decolonising* important areas.

Stop and think

The *ways of doing and thinking of everyone* in South Africa need to be *made visible* in a national curriculum in order for the nation to progress.

Activity 9b:

What you will do:

Individual activity

1. Prepare for a discussion on the topic of *decolonisation of the curriculum*
 - Select a recent news article that addresses the topic of *decolonisation of the curriculum*. The following two articles will help stimulate your thinking. The first article is an interview with Prof. Jonathan Jansen in the magazine *Leadership* (September, 2018) in which Prof. Jansen talks extensively on the issues related to decolonising the curriculum. The second article focuses on "Model C" schools and their decoloniality. You can access both articles on the internet. Jansen, J. 2018. Decolonising the curriculum: where to now? *Leadership*, 396: 26–30. Accessed from: <https://tinyurl.com/ycjtpnuh>
 - Christie, P. and McKinney, C. 2016. *Decoloniality and "Model C" schools*. Accessed from: <https://tinyurl.com/yblq7sjb>
 - Prepare your presentation on a flipchart or as a PowerPoint presentation for discussion with your fellow participants.
 - Start by briefly outlining and motivating why this topic is of interest to you as a school leader.
 - Explain what you think the implications of *decolonisation of the curriculum* are for education.
 - Open up the discussion further to include the views of your school colleagues.
 - Take notes of key points that come out of the discussion with your school colleagues.
2. Engage with key points that emerged from your school-based discussion on the topic of decolonisation of the curriculum:
 - Present the key points which emerged from the school-based discussion process.
 - Critically and constructively discuss each presentation.

- Discuss the implications of the views presented for the leadership of the school.

Discussion of the activity

Current educational debates address the need for positive change related to a number of matters in our schools including the need to ensure the relevance of curriculum. At the same time, it is important to ask what type of leadership is needed to promote the necessary changes. To engage meaningfully and constructively with curriculum issues as a school leader also means you need a clear understanding of the present education legislative framework. This you will address more fully in the next activity.

Furthermore, as stated by Maldonado-Torres (2007, cited in Christie & McKinney, 2016) there is the ongoing issue of coloniality which "survives colonialism and is maintained in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience."

Although grounded in the works of authors like Franz Fanon (psychiatrist, philosophe, revolutionary and writer from the French colony of Martinique) and later African authors such as Chinua Achebe (Nigeria) and Ngugi wa Thiong'o (Kenya) – source these texts if you are not familiar with them – decolonisation is not a phenomenon unique to Africa. Many countries in South America are still struggling to break free from the legacy of their Spanish and Portuguese colonial pasts and continue to grapple, as South Africa does, with issues of decoloniality as discussed above. Such issues are also evident in various political struggles in contemporary Europe. Think of the breakup of the Soviet Union in the early 1990s, the ongoing efforts in some of the Balkan states for national independence and very recently, Scotland, holding an independence referendum [to break away from Britain] also seeking to regain their national identity and independence. What is common across all these cases, is the collective motivation relevant to the local context, to escape the power and confines exerted by the colonial past.

The ideal is that the schools, colleges and universities be the institutions that cultivate and model respect for people, their cultures and their knowledge systems. But the reality is, that in individual and collective instances, this may not prove to be the case.

As has been seen in South Africa's recent history, for example, as demonstrated by the #RhodesMustFall and #FeesMustFall movements (2017–2018), the idea "that one's own knowledge

system is superior and thus sufficient for complex living" (Kruger, 2017) proved unacceptable.

It is therefore important that school leaders turn their minds to how a *decolonized education* can be achieved. It is very important that schools promote access and make available to their learners various forms of knowledge across the widest possible human spectrum for developing understanding and respectful attitudes to the people of the world.

Activity 10: Think about the current South African legislative framework for education

Suggested time:

One hour

Aim:

To reflect on how legislation and policy impacts on your role as a school leader.

In the previous activity, you looked at current debates which may impact or have relevance to your school context. As a school principal these may be issues that you will be required to respond to and manage. However, any course of action that you may decide on or choose to take, needs to take cognisance of policy requirements.

Knowledge of the legal and policy framework that governs education practices in this country is therefore a critical factor in ensuring that any decisions made by a school principal, are made within the required legal/ policy framework and are lawful. While *Module 7: Working within and for the school system* will provide a more comprehensive introduction to this framework, this issue is being noted here simply because going forwards as a school leader there will be an assumption and an expectation that you possess a professional understanding of education law and policy. The reasons behind this may appear obvious, however it is worthwhile to *re-consider* them as part of your reflective development practices. In examining a few key education policies (even though briefly) early in the programme, it will help you to understand some of the main issues that have framed education practices in South Africa since 1994.

What you will do:

With your fellow participants

1. Discuss the role of policy in education and its implementation. Refer to SASA (DoE, 1996), section 16A (2)(a)(i)–(vi) to assist you.
2. Pay specific attention to the legislative documentation (Figure 16) grouped below and the legislation that underpins the SASP (Appendix 3).

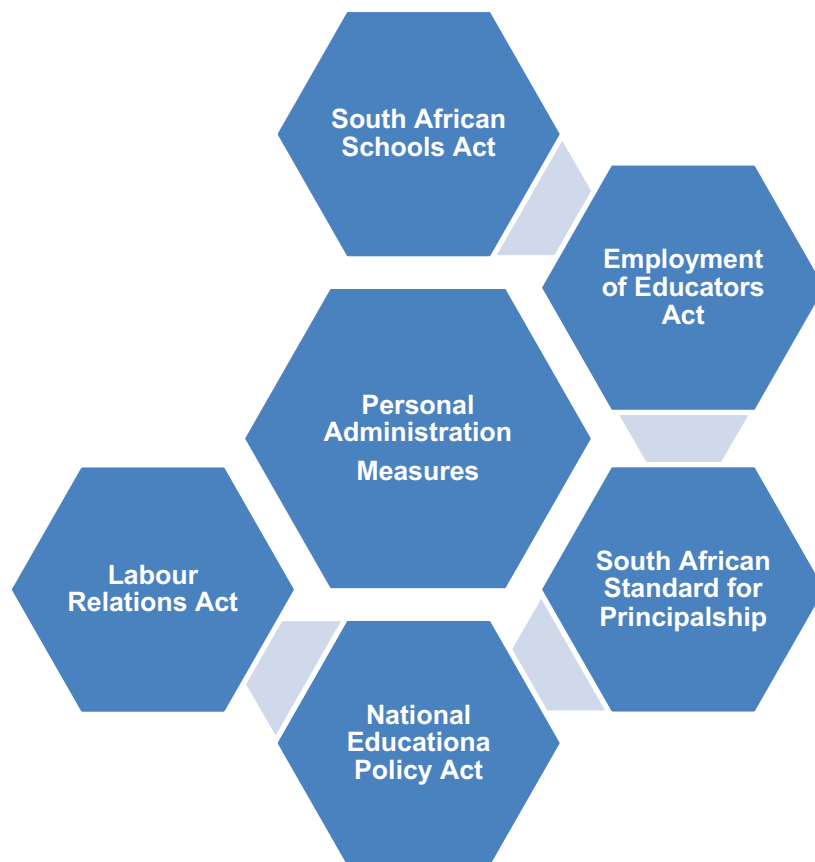


Figure 17: South African legislation

3. Consider the following questions in your discussion:
 - What is each piece of legislation about? Briefly prepare summary notes.
 - Why are these various policy documents important? Explain in your own words.
 - What experience do you have of interacting with them in practice, in terms of:
 - Leadership?

- Management?
- Governance?
- In self–assessment?

Individual activity

1. Determine, from the discussion with your peers, what you know about education law and policy.
2. Also write down and note any areas that you feel you need to learn more about or that you are unsure of so that you can focus on these as the AdvDip (SLM) programme unfolds.
3. Remind yourself of the questions posed in the reflective practice cycle used in Activity 3 Figure 10.
4. List a timeline for a plan of action according to which you will update yourself on any areas of policy of which you are presently unaware or a little uncertain.

Discussion of the activity

In the school context accountability is a key factor for at least two reasons. First, because it is an ethical to do so and second, because compliance with the legislative framework is a requirement.

Judge Denis Davis, has noted that, the constitution (in which all policy matters in are rooted) has "transformational potential, as it depends on political and legal acts (and policies) to make it viable". It is through the social justice mechanisms of the judiciary, in combination with the Constitution and civil society, that accountability is enhanced (Davis,2018). In education, an example such as the right to free education links the current decolonisation debates to politics and the Constitution.

Like all facets of life, the education system in South Africa is governed by the Constitution which means that all education legislation and policy must be aligned with the Constitution. Schools and education departments have no choice but to conduct themselves in a manner consistent with the Constitution and must fulfil the obligations imposed by it. Constitutional law identifies the range and extent of rights available to school principals, teachers and learners. This means that all leadership actions are bound by what is presently in place and required in the law and in policy. Any changes to the law must be through a prescribed legislative and policy process. Legal Acts presently in place may be amended, from time to time, to accommodate the need for relevant change. It is therefore incumbent on you as a school leader to keep abreast of any changes to legislation and policy that affect your school. A list

of the policy documentation that you are expected to have access to and to be familiar with in your role as a school principal will be provided in Module 7 (Appendix 1).

The constitution, however, should not necessarily be considered as perfect, or idealized (Davis, 2018). It too needs to be subjected to critical scrutiny [inspection or study] as it may contain omissions. There are areas on which the constitution is silent. For example, the constitution does not say anything about tertiary education. It is this omission that clashes with the lived reality of many university students who blame the constitution for the lack of delivery of free education. The #RhodesMustFall and #FeesMustFall protest movement was in response to the ongoing inequalities in the education system. Even though a high proportion of government spending *is* allocated to tertiary education, it still does not translate in *free* university for all those who would wish to access a university education. For many, fees continue to be a barrier to higher education.

Acts, regulations and circulars create the framework within which the education system can function. However, this does not mean that policy/legislation should be viewed as restrictive. In fact, quite the opposite is intended. The Constitution (and the values enshrined in it) provide an opportunity to develop legislation and policy that are progressive and that have the potential to improve schooling. Much of the post 1994 policy development in education has specifically been aimed at transforming the previous school organisational culture which was *not* rooted in human rights and which was generally authoritarian and punitive. While current policy aims to promote an organization culture that seeks to encourage participation and collaboration, and to protect individual rights.

Schools are also expected to develop and implement their own internal policies in line with legislation to ensure that teaching and learning is consistent with the school's mission and system priorities. Codes of Conduct for staff and learners are examples of school-based policies that are necessary for the effective functioning of any school. These however have to align to the Department of Education's policies. So for example, if a learner breaks the accepted Code of Conduct, they cannot be disciplined using corporal punishment as that is against the Department of Education's policy.

Another example of internal school-based policies applies to how teaching and learning (curriculum implementation) is managed in the school. As the core function of schooling, the SMT needs to ensure that teaching and learning is taking place effectively. The suitability and effectiveness of curriculum implementation must be monitored and evaluated and appropriate support and development strategies implemented to ensure that academic success is achieved. Internal school policies and

procedures that support the attainment of academic success can be seen as transformative by their very nature as they contribute positively to the national priority of developing a well-educated population.

Good practice in school-based policy development is characterised in the following way, it should:

- comply with legislation;
- be relevant to the school community it serves;
- have been developed through an inclusive consultative process;
- be practical and implementable; and
- have been professionally mediated.

Developing school-based policy requires an understanding of the national and education policy and legislative context as well as the *context* in which the school it is located, an understanding which you explore more fully in the following section.

Section 3: Your school context

As has been seen, *context* exerts an influence on the school in its local setting. This section focuses on understanding how *your* context impacts on your school and how you, as a leader, can shape or influence it for the benefit of everyone.

In preparation for this section watch the following YouTube video to set the scene: *Some children are more equal than others: education in South Africa*: <https://tinyurl.com/yc375n54>

(Duration: 26:55 minutes).

Summary of the video:

More than two decades after apartheid was abolished, the educational system in South Africa remains one of gross inequalities. The *tale of two systems continues* – one system that supports privilege where about 25% of children experience a functioning school system, and another system that is failing the majority of the learners (75%) (Nic Spaul, 2014, Education In South Africa – still separate and unequal. Article accessed online at: <https://tinyurl.com/ycomjoz4> . This inequality has resulted in escalating youth unemployment which presents a very serious challenge to the country. The time for fixing the educational system is over-due. For significant change, everyone must stand up for the right for basic education for all, a right enshrined in the Constitution of South Africa.

Activity 11: Understanding the impact of context on the leadership of your school

Suggested time:

Two hours

Aim:

To develop your understanding of how *context* impacts on school improvement.

School leadership is affected by, and needs to respond to, the tensions, harmonies and contradictions that arise from the school context. The external socio-economic context in which the school is located, as well as the internal school context, have the power to limit or enable the possibilities for change. It follows then, that a leader must be able to acknowledge what can, realistically, be done within the confines determined by the context.

In this activity, you will start by first examining the context of another school, before reflecting and thinking about your own school context.

What you will do:

With your fellow participants in your HEI-based CoP

1. Discuss the video (*Some children are more equal than others: education in South Africa*) and how it relates to your context.
2. Read the case study, below, which describes the situation of a local school.

Case Study: Protea Park Primary School

Protea Park Primary School is a co-educational school that has been housed on state land in the same building for over fifty years. As the learner numbers expanded over the years, pre-fabricated classrooms and a car-park were added to the play areas. The buildings are well maintained and the classrooms well resourced. The school is serviced by a stable staff, led by Ms Parsotam, a long-serving, and highly experienced principal.

External context

The external context of Protea Park Primary School is defined by its location alongside an industrialised area, with the workforce mainly commuting daily on public transport from the surrounding townships. As most of the learners are the children of these workers, they do not reside near the school. The remainder of the learner body is comprised mainly of refugees from French-speaking African countries and wardens' children from the nearby prison. This demographic composition presents an ongoing challenge as serving an *out-of-area* community restricts the development of an extra-mural or after-care programme. Safety is a continual concern as many learners must travel home after school alone because their parents are working, while others wait outside the school boundary for collection. Children are legally not allowed to remain on school property without supervision, but parents make little use of the adjacent after-care facilities due to financial constraints. For these reasons, parental involvement in the activities of the school tends to be minimal.

Internal school context

The school culture can be seen in the commitment by everyone to the values of truth, justice and tolerance. These are instilled in a loving, caring and sharing atmosphere, while striving for the academic, cultural and social potential of every learner. The school's mission statement is a *living document* reflecting this ethos, which is explicitly reflected in the many references and symbols

around the school. This culture is consistently promoted by the stable, long-serving staff. The school has acquired an excellent reputation over time, confirmed in the long admission waiting list.

3. Discuss the school case study in relation to the school context.
4. Present a summary of the external and internal context under the headings in the table below.

Table 6: External and internal factors in the school context

External	Internal

5. List the enabling and constraining factors that affect leadership's ability to implement school improvement in that context.

Table 7: Enabling and constraining factors in the school context

Enabling factors	Constraining factors

6. Based on the information you have gathered, make suggestions about what could be done within the limitations imposed by the context.
7. Share your insights on what knowledge of context means for leadership and school improvement. Include in your discussion issues related to gender, similarities and differences between primary and secondary school contexts, and any other factors you think may exert an influence.

These insights should lead you to think carefully about your own context, and the strategies that you could put in place to operate optimally within the confines imposed by it.

Individual activity

1. Write a brief *story* about your school.
2. Follow steps 4–6 above in relation to *your school* context.
3. Read the additional information in the discussion of the activity below. Include anything that you think is relevant to the telling of *your* story.
4. Prepare a brief PowerPoint presentation about your context to share with the team you lead and manage in your school.

Take Note

If you need support in preparing a PowerPoint presentation, the following online site which provides a step-by-step explanation of how to create a Powerpoint: <https://tinyurl.com/yd6lytmv>

Discussion of the activity

From your discussion, did you recognise the importance of understanding and responding to the realities and complexities of the context of the school? A one-size-fits-all approach is not appropriate for any analysis of this kind. Each context must be taken into consideration to address what can be achieved within the boundaries imposed by that context.

As you would have seen from the video, *Some children are more equal than others: education in South Africa*, this is particularly true of the South African situation. Here, schools are often considered to exist in almost two different education systems – one that relates to what are known as non-mainstream schools, and the other to mainstream schools. Read what Grant (2014) says about this:

The first system is well resourced and successful and the second inadequately resourced and struggling (Bertram & Hugo, 2008; Soudien, 2007). Unfortunately the minority of schools are located in the first system, whilst the majority (about 85 %) find themselves in the second system. Thus, the second system constitutes the numeric norm, and Christie, Butler and Potterton (2007) refer to this numeric norm of schools as 'the mainstream' and, in so doing, challenge us to recognise that privileged schools in South Africa are not the mainstream – they are in the minority. Instead, the mainstream schools are the disadvantaged black schools of our apartheid legacy which need to be held in focus because they are 'important in finding strategies to achieve equity and quality for all' (Christie et al., 2007: 100). The primary job of government is therefore 'to attend to the mass of pupils who find themselves in non-performing township and rural schools, pupils from the poorer schools, whose poor education reinforces their desperate state of exclusion and marginalisation in a democratic country' (Bloch, 2009: 109).

As members of the 'mainstream', learners in rural and township schools have little access to economic and social capital, unlike their non-mainstream counterparts. The majority of mainstream schools are not racially integrated; they are linguistically homogenous and currently still serve Black South African learners (Porteus, 2008). For this mainstream, the major challenges faced are most often directly related to context. Challenges in these schools arise directly from the poor socioeconomic conditions and include, but are not limited to, health issues (HIV/AIDS related illnesses, effects of malnutrition), poverty issues (hungry learners, illiterate parents, under-resourced schools), family issues (lack of parental involvement, child-headed households), problems with management and administration (weak and unaccountable authority structures, lack of systems and processes) as well as issues related to the profession (curriculum overload, teacher demotivation, under qualified teachers). These 'unfreedoms' (Sen, 1999 in Porteus, 2008) can be overwhelming and can undermine the capacity for leadership and positive social action.

Schools in the first system are the 'non-mainstream' schools, and a different set of challenges faces these schools, the urban schools in SA. These schools, because of their history of privilege, are generally more affluent and more functional than their counterparts. However, because of the migration of people from the rural areas and the townships to the urban areas, post 1994, in many of these non-mainstream schools, 'the demographics of student intake have shifted dramatically' (Bloch, 2009: 129). Thus, non-mainstream schools have become what Ranson

(2000) calls ‘communities of difference’ because they are increasingly characterised by cultural, racial, ethnic and religious diversity, and this is where the leadership challenge in these schools lie. (Grant, 2014: 523)

Leadership in most of these mainstream contexts, is located within the role of the principal or in the structure of the SMT (Grant, 2017: 1). Hallinger (2018: 7) in his article on context, refers to the earlier work of Bridges (1977) and Bossert et al. (1982), that maintains leaders are constrained by context. Bossert’s study called attention to several features of a school context, particularly the characteristics of the district, community and the principal. Bossert et al. (1982) sees these as relevant ‘contexts’ that shape the behaviour of school leadership to adapt to the needs, opportunities and constraints of the work context.

Table 8: Features of the district and community context

District context	The features of the school district organisation, i.e. its goals, size, structure, complexity, rules, regulations, etc.
Community context	Features such as the socio-economic status of parents, parent and community involvement in the school, and its geographic location, e.g. urban/suburban/rural/residential/industrial, etc.

Factors such as financial, physical and human resources, level of parental involvement, teacher qualifications, district goals and policies, and unions, amongst other things, must also be considered when trying to lead schools forward. Leaders must find ways to respond creatively and coherently to these enabling and constraining factors. Hallinger (2018: 16) contends that other features also influence leadership.

Can you suggest what some of these features could be?

Hallinger expanded on the district and the community context to include the institutional context, community context, national cultural context, economic context, political context and school improvement context. The features of each are briefly described below in Table 9.

Table 9: Context features that influence school leadership

Context	Description of features influencing school leadership
Institutional context	The education system as well as the state, regional and district units that comprise it.
Community context	Vary widely, requiring leadership strategies customised to the needs of that community.
National cultural context	Leadership is culturally value-driven with results achieved through people and an adaptation to their norms and standards.
Economic context	The level of economic development shapes parental education and involvement, school facilities and access to resources such as IT.
Political context	Education policies and practices reflect prevailing power structures and relationships in different societies.
School improvement context	The school's improvement trajectory [path forward] can be described as either effective, improving, coasting or ineffective.

(Source: Hallinger, 2018: 8–16)

Hallinger then broadens this lens of context further, to show how these features impact on school leadership and student learning. This is shown in the graphic representation below.

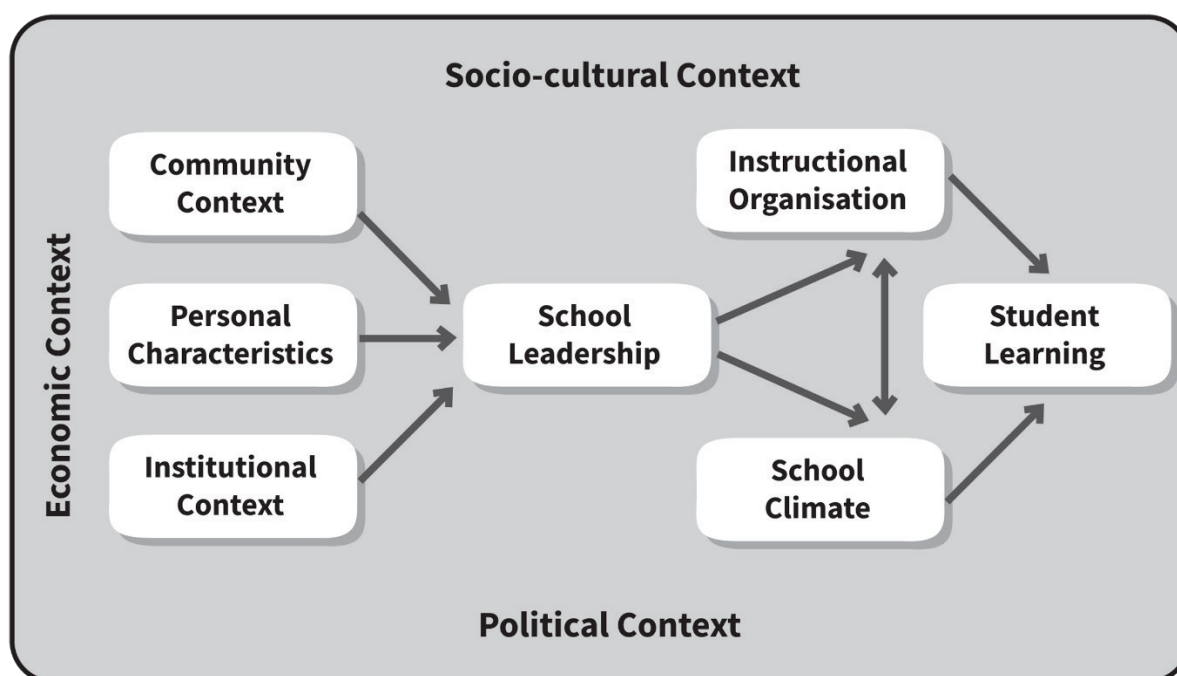


Figure 18: How context affects school leadership and student learning

(Source: Hallinger, 2018: 18)

What Hallinger is proposing in this model, is that leadership goes beyond the leadership position, and makes the connections between context-related leadership practices that result in productive responses to context-related problems.

Perhaps the question for you to think about here is: How much does context shape my leadership practices, and how much do my leadership practices shape my context?

These practices are also influenced by what Leithwood (in press in Okilwa & Barnett, 2018: 46) refers to as "person-specific" and "widely-shared" contexts. The person-specific context refers to you – the person active in the school context, and is about the level of knowledge, skills, attitudes and experience that you bring to the position you hold. You use your life experiences and personal resources to interpret information, problems, opportunities and situations. Widely-shared contexts are about the school's organisational and environmental setting where these practices are located.

Kress (2008: 265) goes further in highlighting context, specifically to remind you that wherever social and economic factors are involved, culture is implicated. This is a constant reminder, that while global forces are at work, local factors will also be at work, often in equal measure.

As discussion and activity on school culture follows in the next section.

School culture is found in the internal school context and can be embedded [firmly rooted] and difficult to change. That does not however mean that it is stable and not receptive to, or cannot, change. If culture can be considered as *the way things are done within an organisation* then this can be further elaborated to mean:

A pattern of shared basic assumptions that a group has learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, 2010: 15)

Remember this definition as you engage with the concept of culture in your other modules. It is not the only definition of culture but one that is posed here. As stated earlier, terms and definitions are always subject to questioning, revision and change by researchers. As such, you need to enter this research field as an active participant, ready to contest and put forward your own viewpoint.

Literature on the internal culture of the school focuses strongly on communal values and communal activity, rich in ritual and symbolism so that "much of the everyday work of the school is concerned

with holding up identification with it and with the values for which it stands" (Shipman, 1975, in Wylie, 2016: 8). Elmore (2008 in Wylie, 2016: 14) relates the culture of a school to its view of internal accountability in terms of its instructional practices. He refers to internal accountability as the "degree of coherence in the organisation around norms, values, expectations and processes for getting work done" and continues that "...we speak of organisations with high internal accountability as those with high agreement around values and an organisational scheme that makes that agreement evident in practice." Accountability must be made explicit and belong to the whole system. It is a collective, not an individual effort that must produce a public accountability in its performance.

Take Note

This important concept, accountability will be discussed in more detail in other modules, particularly in *Module 4: Leading and managing people and change*.

Bearing in mind what you have just read, prepare a graphic representation (perhaps similar to Figure 18) that depicts your present school culture, alongside your vision of what you would like this to become.

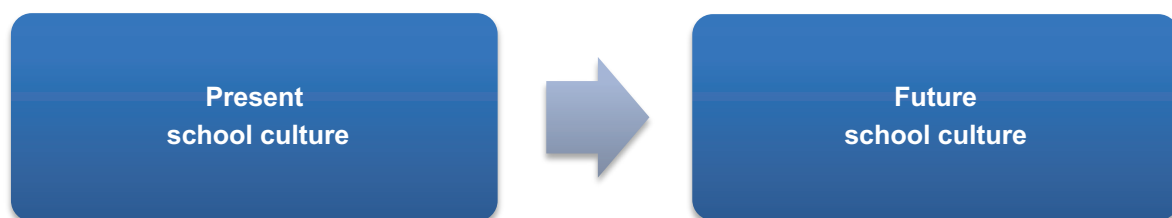


Figure 19: Present to future school culture

Activity 12: Working within your current school culture

Suggested time:

One hour

Aim:

To assist you to think more about the culture that exists in your school.

What you will do

With your school colleagues- in your school-based CoP

Think of the values and practices that underpin your school culture. Share this and address:

1. What changes would be necessary to improve teaching and learning in your school?
2. How do you think the challenges that are present in your school context could be overcome (particularly those that are in your sphere of influence)?

One of the main challenges for your leadership practice is *how* to go about effecting the necessary cultural change to improve teaching and learning in your school context.

Discussion of the activity

The answer to improving schools "resides in cultural rather than structured change and in the expansion, rather than the reduction of teacher ingenuity [inventiveness] and innovation" (Harris & Muijs, 2005 in Grant, 2014: 535). This speaks to a leadership that works within a sphere of influence best placed to effect positive change and the empowerment of those who occupy that space. However, changing the culture of a school is complex and is in direct contrast to a bureaucratic-managerial approach, where authority lies mainly with the principal. Rather it requires a leadership that enables social inclusion of class, gender, race, ability and interest as resources for learning (Barth, 1990 in Grant, 2014: 536). This view allows for the empowerment of others within the leadership sphere in which you work. An inclusive leadership can also awaken the untapped leadership potential of those who occupy that space and give this potential an opportunity for transformation and the cultural development of a Southern African identity (Swilling, 2018).

As you think about ways to change or enhance your school culture, consider the following (DBE, 2017)

1. Culture is not stable. It is evolving and constantly adapting to changing contexts.

2. Culture is not absolute or fixed. It is relative. Each culture is relative to other cultures, ways of perceiving the world and doing things.
3. Leadership practices and follower expectations are influenced by culture.
4. Culture is learned not inherited.
5. It is a socially constructed shared system of meaning which permeates and shapes all aspects of thinking, doing and being.
6. Beliefs (about race, age appropriate behavior, sexual orientation, etc.) challenge the acceptance of differences in others. Recognition and accountability help to reduce and eliminate prejudice.
7. Developing the space and willingness to engage with others in ongoing practices of sharing, listening and collaboration, results in a sense of belonging, acceptance, and positive interaction.

From what you have covered so far, you will have realised that the external and internal context of the school exerts an influence on your leadership practices. A positive internal culture can override the constraints imposed by the external context (Wylie, 2016: 69). As a leader working within the limitations imposed by context, this is something you must not lose sight of and must try to develop to ensure the best quality of education possible for your learners.

Activity 13: Reflect on what constitutes quality education

Suggested time:

Four hours and 30 minutes. It is suggested that you break down the time as follows:

- 1 hour for interviews;
- 2 hours for analysis;
- 1 hour for peer group task;
- 30 minutes for a feedback session resulting in a summation.

Aim:

To reflect on what is meant by quality education.

To describe, understand and explain this, Gunter (2005a: 166) says you need to use a multi-level framework – one that is technical (What is being taught?), illuminative (What does it mean?), critical (Why is it like that?), practical (How might it be better?) and positional (Who says so and why?). This

means claims made, are in fact your conceptualisations of the truth. What is important is that you open up to a dynamic dialogue, in what is a contested field.

What you will do:

Individual activity

To begin this process of critical evaluation, ask yourself:

1. What is being taught, what way is it being taught, and what is being assessed in my school?
2. Is it relevant to my teachers and learners in preparing them for the future?

To enable you to think a bit more about these two questions, first do a bit of information gathering in your school to assist you. Meet with a group of teachers that you are responsible for leading and managing in your school, a group who perhaps teach the same grade and/or subject. Ask them if they would mind if you interviewed them to get their opinions on the relevance of what they teach. Agree on a lesson or topic for discussion and ask:

1. What is being taught? *The content.*
2. How is it being taught? *The teachers' pedagogy; 'The way it is done'; The teachers' methods and approaches to teaching and learning.*
3. Why is it being taught? *The content's relevance.*
4. What is being assessed? *The aspect of what has been taught.*
5. How is it being assessed? *The assessment instrument.*
6. What form of feedback is given to the learners? *The support offered.*

With your school colleagues

1. Share your findings.
2. What did the teachers' responses reveal?
3. Were you surprised by what you learned or was it what you expected? Why was this the case?
4. What did it indicate you need to do as a leader and manager? Why?

Discussion of the activity

The purpose of this activity is to get you to start thinking about whether the leadership and management in your school might need to address the way things are being done in relation to curriculum implementation (teaching and learning). *Module 2: Leading and managing teaching and learning in the school* will focus more specifically on these issues.

However, in this activity, you have been required to start to think critically about how the curriculum is implemented and assessed. How relevant are these processes to your teachers, your learners, and your context?

As a leader and manager, your task is to ensure spaces are created that allow for a critical engagement on curriculum content, implementation, assessment, evaluation and other policy directives. A space that allows for all voices to be heard. As a school leader, it falls to you to promote and encourage questioning, collective problem solving and evidence-based decision making. All practices that are necessary for your teachers and learners to be equipped to meet the demands of the future.

Lively debate and contestation in this context should not be viewed as negative. It does however require care in leading and facilitating broad-based participation by all stakeholder. As a leader, you need to create a space in which everyone feels safe enough to express themselves.

In the following activities, approaches and systems that support quality management are discussed.

Activity 14: Understand the relevance of an organisational model for your context

Suggested time:

One hour and 30 minutes

Aim:

To find out about an organisational model applicable to your context.

What you will do

An organisational model, can be defined as a framework, that includes lines of authority, communications, duties and resource allocations, and is driven by the organisation's goals, and serves as the context in which processes operate and business is done. See the following website for more information: <https://tinyurl.com/y9jukk2n>

Taking this definition into consideration, education professor and researcher, Richard Elmore, was asked if he had experienced any good organisational models in operation in schools. This was his response to an interviewer (Farrace, 2002: 39, 23) in relation to a community school district:

My initial point of departure for this was... extremely heavy investments in principals and in teacher development organised around the learning of specific practices in literacy and mathematics. Over the past six or seven years, I've seen a number of school districts start to move in this direction. Some visible signs are space in the regular school day for things like grade level conferences and teaching observation, which is now a more common fixture than it has been before; focused conversations on teaching practice, on student work, and on student performance as a consequence of teaching; a more coherent structure for teacher and principal mentoring or coaching within a curriculum and teaching framework; career paths whereby people who have instructional expertise have an advantage when competing for principalships; and a district presence in terms of curriculum co-ordinators and other resources to help schools with specific problems of instruction. I see quite a lot of evidence of all those things in schools and I think a lot of it is in response to the pressure of accountability.

One of things I'd like to say to all the principals I speak to is that they are the generation of principals who are going to reinvent the organisation of schooling...The notion of a school as a continuously improving organisation with its focus highly concentrated on instructional practice and on the problems of how students learn and don't learn ultimately rest in the relationship between principals and teachers...I always try to say that this generation of principals will be models for, and recruiters of the next generation of principals, who are currently teachers. And to be able to make the job attractive to people who have high levels of knowledge and skill, in addition to high levels of commitment, you have to demonstrate that you don't have to give up teaching to be an administrator, because the most highly motivated teachers – the people we actually need in administration – are the ones who are not going to want to leave teaching. (Elmore in interview with Farrace, 2002: 39, 23)

What you will do:

With your fellow participants

1. Highlight in the text above, what Elmore identified as being put in place, and what resulted from this.
2. To make an organisation work, what are the implications of the following for leadership and management:
 - Lines of authority?
 - Communications?
 - Duties?
 - Resource allocations?

3. Draw a mind-map that reflects your ideas. (See <http://www.mindmapping.com/> if you need some guidance about preparing a mindmap.)

Individual activity

Ask yourself the following questions:

1. Is the Elmore model applicable in my context? If not, what is my choice of model?
2. Do the lines of authority in the team I lead and manage, work at an operational level? How can I adapt/change these?
3. Are the communication channels effective?
4. Are the duties allocated applicable and is accountability factored in?
5. Are there relevant and available resources?

Discussion of the activity

In an organisational model, the lines of authority can be depicted visually in an *organogram*, such as the one depicting an SMT, below.

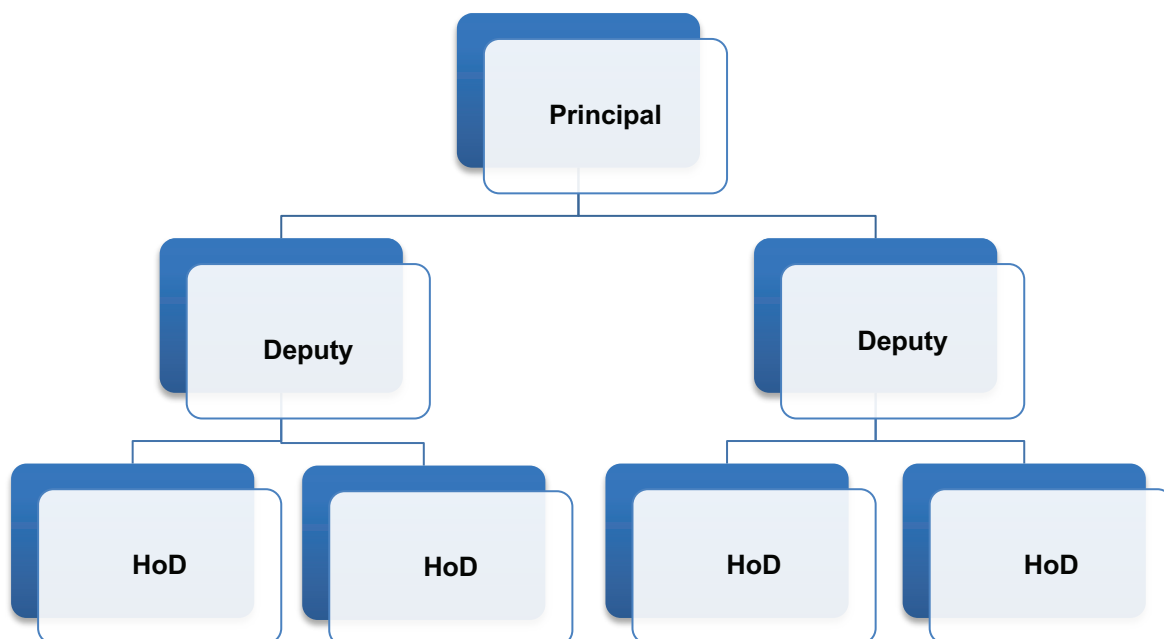


Figure 20: A school management team (SMT) organogram

The reality is, however, that the hierarchical roles can shift in response to where effective leadership allows others to lead. This is dictated by the requirements of those working in a school context and relates mainly to staff, in making sure they efficiently and effectively deliver the curriculum to the

learners. This involves accountability which means staff are answerable for their actions and the results of them. Elmore (2008, 39) relays the importance of a principal's agency [the capacity to act in a specific context], simultaneously promoting the profession *and* improving the organisation, through mentoring, role-modelling, teaching and building relationships. He contends that school performance can only increase if there is a substantial investment in developing a diverse population of school leaders who are focused on school improvement. This implies a distribution of leadership to put into effect the development and implementation of quality management systems (QMSs).

Activity 15: Ensure that quality management systems are in place in your school

Suggested time:

Two hours

Aim:

To think about, and to appreciate the importance of ensuring that quality management systems are not only in place in your school, but are operational. This is a pivotal role of leadership and management.

What you will do:

With your fellow participants

To initiate and stimulate discussion and debate about this topic, read the text in each text box and then answer the questions that follow.

In delivering a lecture to a higher education institution (HEI) community, Jansen (2018b) insisted that, for the learners in South Africa to receive quality education, conditions need to be created in the schools that ensure that the basics are taught.

1. What are the *conditions* Jansen is referring to in his statement?
2. How can these conditions be ensured by the leadership and management of the school?
3. What quality management systems must be in place?

Two schools, Mkhize Primary and Siyazakha Junior Secondary, both led by male principals, are situated in the same township street, yet deliver very different levels of quality to their learners.

In Mkhize Primary, the principal has an authoritarian style that appears to indicate he is in control, but he is more of a figurehead who spends most of his time closeted in his office. He does, however, have strong community networks and cultivates relationships with his SGB and parental community. He is also an excellent fundraiser, which means the school has good infrastructure and resources. The SMT meet regularly, with the meetings conducted according to the principal's agenda. Tasks are delegated to the SMT in the meetings but no accountability is enforced, and there are no records, such as minutes, sent out to refer to as a follow-up. The actual day-to-day running of the school is left in the hands of the two deputies who distrust each other, refuse to work collaboratively and report to the principal separately, an arrangement he encourages. As a result, both deputies operate in silos with their respective teams of heads of department (HODs). Most of the HODs are habitually late, do not meet deadline dates, and exhibit less ability in content knowledge and pedagogy than many members of the teams they lead and manage. Due to this, they do not support or monitor the teachers adequately, nor do they create the space for any reflection on practices, all of which generates dissent. The result is poor learner performance, evidenced by the lack of curriculum coverage and reflected in the external test results.

Siyazakha Junior Secondary by contrast, has a principal who encourages participation and the development of both himself and his staff. Since his appointment, he has made sure the selection process of new staff, particularly those in management positions, has responded to the needs of the school. When he became principal, he made sure the school was functional and that all policies and procedures were put in place and implemented, that attendance of staff and learners was carefully monitored, and that school safety was attended to. From this regulatory base, through the driver of a predominantly young and energetic SMT, he has been able to develop a more values-centred ethos in the school which is necessary in a poor socio-economic area where learners need care on many different levels. The SMT, in agreement with the principal, embarked on a programme to develop their leadership and management knowledge. They attended courses and called on expertise to assist them in priority areas they collectively identified. The two deputies were in place before any new appointments were made. One was not as competent as his team members and the other lacked confidence, resulting in her being defensive and critical when she worked with her HODs. However, the HODs are hardworking and committed, have regular meetings with their teachers, visit classrooms often and consistently monitor and moderate classwork. This is reflected in the steady improvement in the learner results over the past three years. Most of the HODs are

often late meeting deadlines – due to the inability of the teachers to submit information on time – so for the HODs, teacher accountability is an issue.

1. Compare the two schools in terms of the quality management systems that have been put in place and those that need to be put in place. Complete Table 10.

Table 10: Quality systems summary

Mkhize Primary School	Siyazakha Junior Secondary School
Systems in place	Systems in place
Systems that need to be put in place	Systems that need to be put in place

2. How does the information above relate to what needs to be implemented in the school?
3. Think of the School Improvement Plan (SIP), Personnel Administration Measure (PAM) and Quality Management Systems (QMS)?
4. What is the role of leadership and management in both schools?

With your school colleagues

Take some time to complete the same table for your school (Table 11). Look at the systems you have in place in your sphere of influence and those that need to be put in place.

Table 11: Quality systems summary for your school

Your school
Systems in place
Systems that need to be put in place

This is a worthwhile exercise as you will need this information when you reflect on the current situation in your school in the next section of this unit.

Discussion of the activity

Accountability and having quality management systems in place and fully operational ensure the conditions are created for effective teaching and learning to take place. This relates directly to leadership and management.

The two schools above are radically different in the way they are led and managed. You can, from the descriptions outlined, infer that certain quality management systems are in place and in operation. From the completed Table 10 (your findings) you can compare them and draw conclusions of what must be done (your analysis). You can repeat this exercise to check if the systems are fully operational.

Accountability and the use of quality management systems that management has put in place are the drivers of school quality control, deployment and development. This links directly to policy – to the South African Schools Act (SASA), the Performance Administration Measure (PAM), and Quality Management Systems (QMS) – with respect to roles and responsibilities that require strong management accountability. (You will refer directly to aspects of these documents in more detail in your other modules.) The school’s response to these laws and regulations depends heavily on the conditions of its environment. Schools are more likely to develop capacity for high level instruction and internal accountability if they are in an environment where leadership provides support for these factors. If not, schools get stuck at a certain level (Elmore, 2008: 43). In this case study, the vital role of the SMT comes into play and was clearly illustrated. As was seen, it is not enough to adopt a distributed, collaborative approach without factoring in accountability – internal and public accountability at all levels. It is not wise to assume that the school consistently offers the necessary supportive environment. Management need to be receptive to signs and signals that indicate shifts in internal organisational coherence and to respond in an appropriate manner as depicted below.

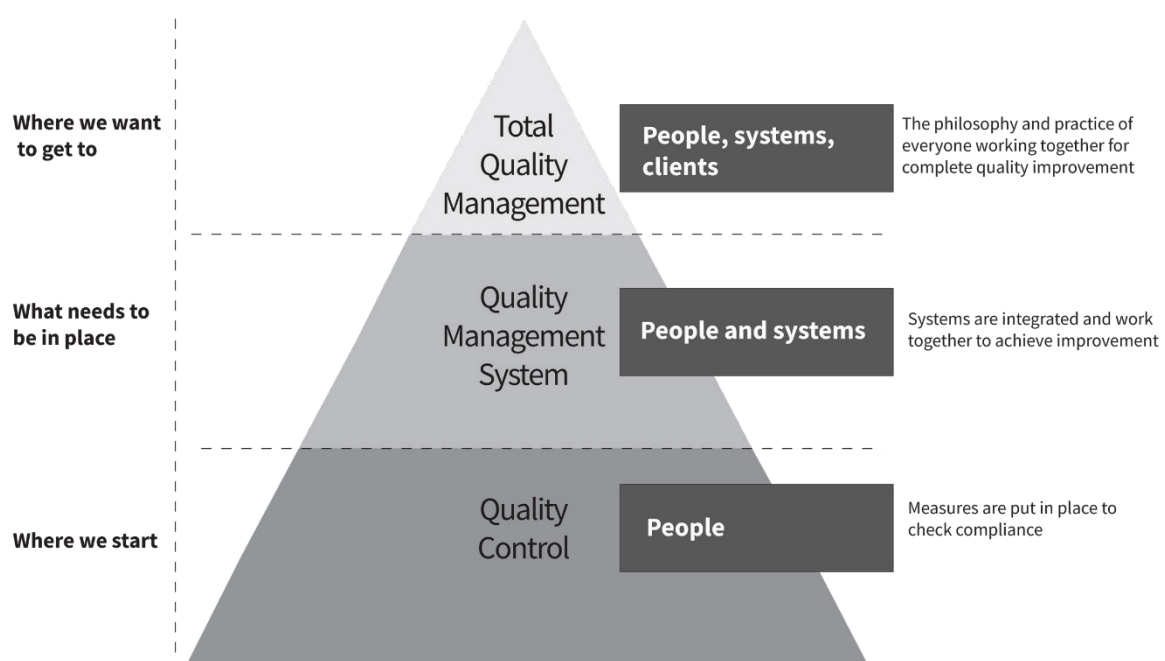


Figure 20: A quality model

(Source: GDE, 2012: 7)

In thinking about your school’s response, and keeping your context in mind, there are however designated systems determined by the DBE that must be put in place (see Step 2 below). The quality of these systems is determined through the leadership and management of them in practice.

Collectively, your school team should determine what they wish to achieve. They should then undertake the following:

Step 1: Collectively [as a group] examine the present status (e.g. grade tests) and make sure quality measures are put in place (e.g. moderation of test papers by subject heads, HODs).

Step 2: Put the systems into practice and monitor the accountability of the team members (e.g. results in on time, moderation of marking).

Step 3: Carry out reflection/quality assurance (evaluation) followed by re-planning.

Each step of this process involves critical reflection so as not to double up on practices that do not work, and, based on evidence, make decisions that will enhance quality. This is further unpacked in the example of "a quality model" (Van Assan, Van Den & Pietersma, 2008: 213) illustrated below (Figure 21). Look at this model and how it addresses the following concerns:

1. What needs to happen?
2. Who needs to do it?
3. When does it need to happen?

These concerns are addressed in a process that is similar in nature to that of undertaking a project. You will address this (Figure 22) again in the next section, when you will find out more about the situation that exists in your school in relation to your ideas around a relevant workplace project (WPP). You can also refer to Figure 22 when you consider how you are going to improve on the quality systems in operation in your context.

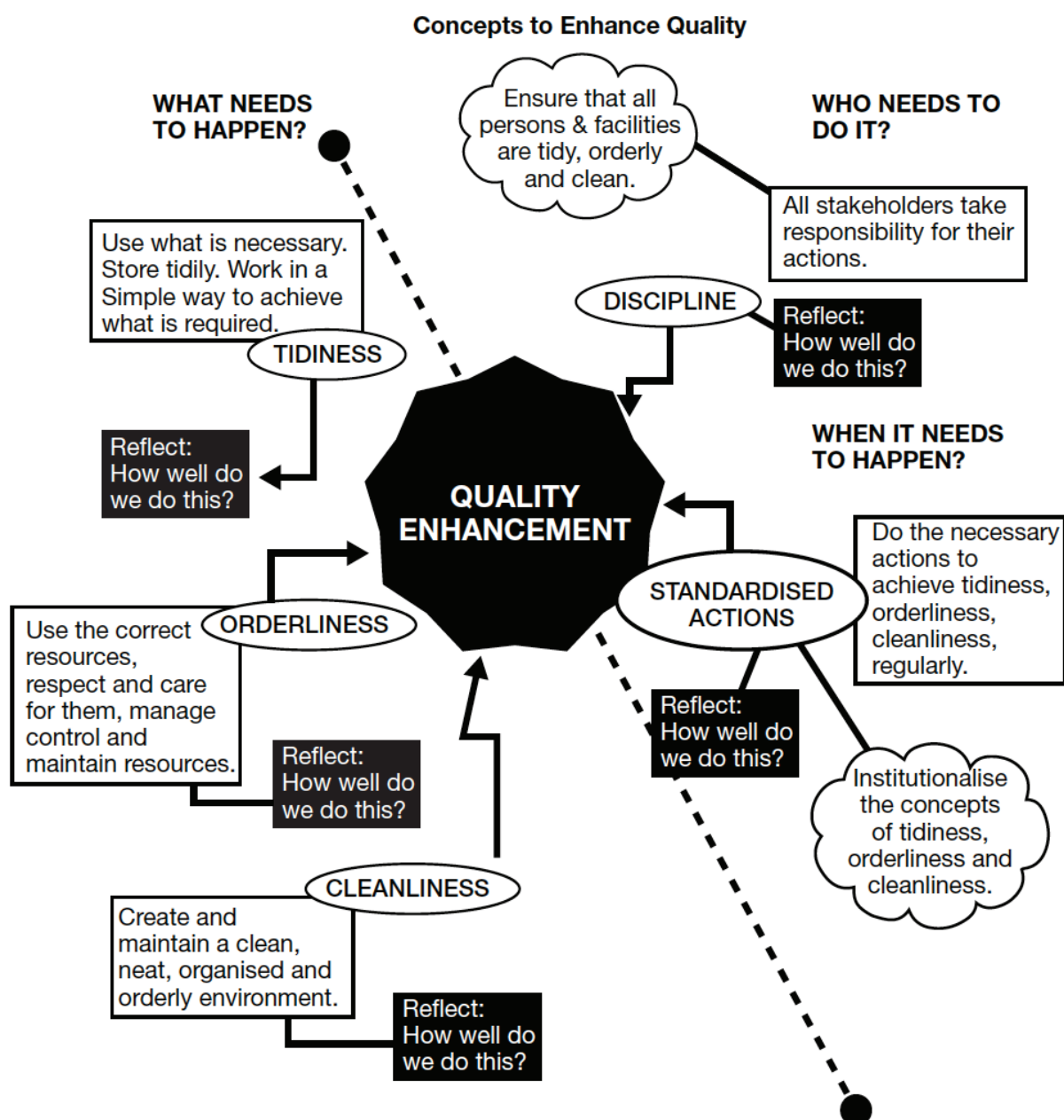


Figure 22: A quality enhancement model

(Source: Van Assan, Van Den & Pietersma, 2008: 213)

To implemented *quality systems in your school* and to ensure that the right people are available to make it happen (your school-based CoP), you need to put a plan of action in place to attain the desired result, see Figure 23 below which provides a planning template that will assist you.

Quality issue	Planned action	Desired results
Tidiness		Consistent application of then 5 quality principles
		Have neat and orderly files and materials
Orderliness		Talk about the quality principles in every meeting
		Help the school to have an implementation plan for improving on each issue
Cleanliness		Review progress towards issue improvements regularly
		Resources are properly stored, retrieved and maintained
Discipline		The behaviour and standards for quality are institutionalised
		Exceptions are noted and dealt with immediately
Standardised rool out		School stakeholders understand the importance of the ground rules of quality issue

Figure 23: Quality systems action plan
(Source: Adapted from GDE, 2012: 49)

You will explore these ideas as you look in more detail at the present situation in your school (Template 2). To get started, you need to obtain the following from your school:

1. Your current SIP (School Improvement Plan) – reflect on the relevance of what currently exists in practice in your context.
2. Your previous year’s school results (external and internal) – reflect on what they reveal and if the areas of concern are covered by the SIP.

In the next section your SIP and school results will provide the starting point to identify areas in need of improvement.

Section 4: Developing evidence-based, decision-making practices

Section 3 focused on your school context. In this section, you will undertake a needs-based analysis of your school to determine priorities for school improvement. You will be required to collect relevant information and evidence (data) to support your choice of areas needing improvement. In doing this, you will be engaging in action research. Kemmis and McTaggart (2000: 595) describe action research as involving "a spiral of self-reflective cycles of:

- Planning a change.
- Acting and observing the process and consequences of the change.
- Reflecting on these processes and consequences and then re-planning.
- Acting and observing.
- Reflecting.
- And so on ..."

You will find more information on action research in Unit 3 of this module and a useful example of its implementation is available in Unit 2 of *Module 3: Leading and managing extra-curricular and co-curricular activities*. As you undertake action research underpinned by regular reflective practice, it is anticipated that you will develop capacity in your role as a researcher and scholar. A role that is required in the Standard for Principalsip. This is illustrated below (Figure 23):

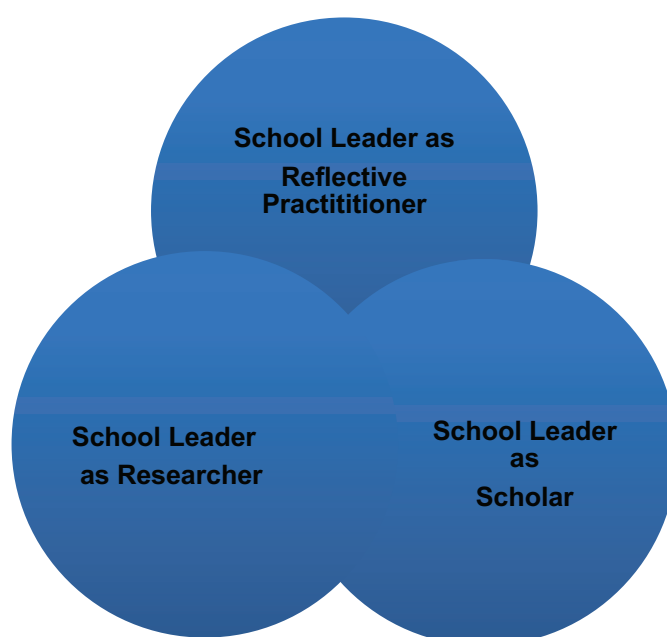


Figure 24: The school leader developed through reflective practice

Your role as a leader, based on the increasing knowledge of your context, will become that of a *disrupter of practices*, in other words someone who *interrupts* what has always been happening, who intervenes to bring about positive change. Wylie and Silbert (2018) argue, that it is through this kind of intervention, that deeper levels of insight emerge that allow for the development of new knowledge relevant to the specific school setting. However, in these shifts from existing practices, the necessity of appropriate support must be made available until it is no longer needed. The school leader in this role as a disrupter of practices, an interventionist, or a researcher-interventionist (Engeström, 2015) is depicted below (Figure 25):

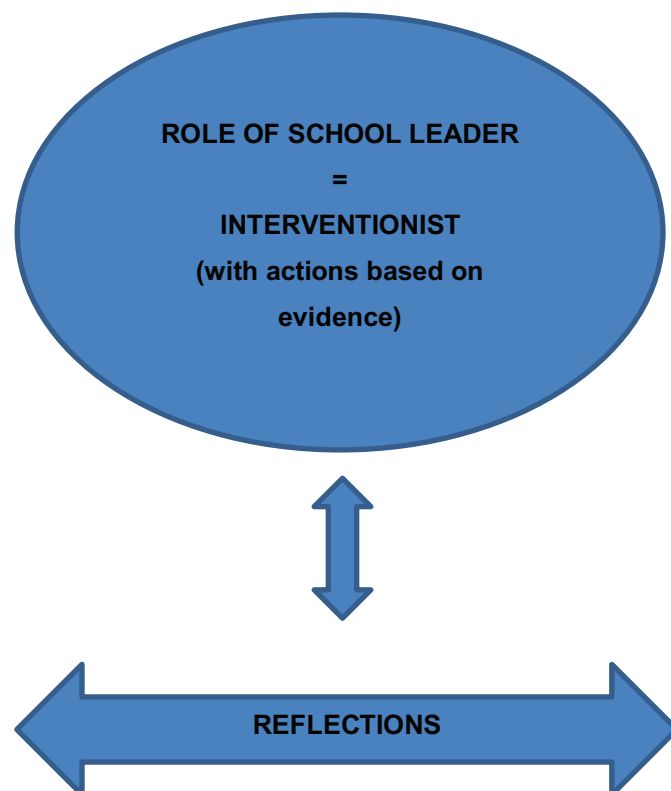


Figure 25: The role of the school leader as researcher-interventionist

What is clear, is that reflection constantly underpins the action. The actions, resulting from this disruption of practice, should bring about practical activities in your school. In addition, collective, smaller actions will be undertaken through the broader framework of your module assignments and WPP. As an interventionist, this will involve the buy-in of relevant stakeholders (SGB/SMT/staff/learners/parents/community, etc.) to a collective plan of action, always keeping in mind, as Gunter (2005, cited in Grant, 2008: 86) says, that "all relations are related". This means, therefore, that it's not what you do, but how you do it, that is critical to achieving your vision for

improvement.

Also important to remember is that learning and teaching remain at the heart of what you do. In conjunction with stakeholders, determine what should be done in relation to the holistic development of your learners. In particular, you need to examine this with the group you are designated to lead and manage in the school. The next activity aims to start off this process. Your undertaking thereafter, will be strengthened by the inputs of other modules.

Activity 16: Reflect on evidence from your school on areas of improvement

Suggested time:

Two hours

Aim:

- To reflect on what currently exists in practice in your school in terms of school improvement strategies.
- In an earlier activity (Section 2: Activity, 15) you looked at leadership practices in relation to your SIP. You were also requested to prepare for this activity by considering the relevance of your SIP to your context.

What you will do:

Individual activity

In your Learning Journal:

1. Describe the process of how the SIP was developed in your school.
2. Explain the extent to which it forms a realistic reflection of the areas for improvement that relate to the needs of the context.
3. In your school analysis of learner results, does the SIP accommodate an appropriate response?
4. Can you use this information as the basis of your selection of a focus area for a Workplace Project (WPP)?

With your fellow participants

Share your information and identify areas of commonality where you can support each other. Also identify areas where you can offer support to those who are in similar, different, or more challenging circumstances than yourself.

With your school-based CoP

Use the information obtained from your discussion with your fellow participants to prepare to initiate a similar discussion with a group in the school who are most likely to form the team that will implement a necessary WPP. This will be your school-based community of practice (CoP).

Discussion of the activity

The starting point in determining the areas in your school that need improvement, is to examine the available evidence. In relation to learner performance this could be in the form of results. From this evidence, the cause of possible problems needs to be analysed and determined. This is so that you can identify and agree on the areas that require improvement and set up appropriate strategies of addressing them. The ideal situation would be that the current SIP (current school year) and the analysis of the previous year's learner results, both external and internal, would form the basis for an area of focus to target for a WPP within your leadership and management sphere of influence.

In terms of your professional development, it would however be wise to subject the areas, identified for improvement, to further verification (i.e. to ensure they meet the requirements and specifications and to fulfil their intended purpose) which you can explore in the activities of this section.

However, you may not be in the position to simply be able to make use of the SIP as is.. Perhaps the SIP shows compliance [i.e. obeys without question, even if one disagrees, the proposals and demands of a policy or body in authority] to a departmental requirement, rather than a real identification of areas needed attention in your school.. Or there has been no analysis of learner results. The reality of where you find yourself may therefore require you to undertake a situational analysis and an analysis of your learner results. Whatever your case, to investigate these areas will ensure you present a realistic picture of the status of your school. This will form a baseline assessment, out of which you will design a WPP (Unit 3). A key consideration is to have a project that is both relevant to your context and realistic (i.e. achievable). You need to ask yourself the following: *What is realistic and relevant to my context?*

At this point it will be useful to look at what is known about schools that work. Prof Pam Christie (2012) presented a paper at the Basic Education Conference on lessons that were learned from the 2008 Ministerial Committee on Schools that Work (in South Africa). This was a pilot study on schools that operate well under difficult circumstances. The following questions were posed in this study:

1. What can be learned about the internal dynamics of schools that perform well?
2. Are these dynamics replicable? In other words, can they be repeated in other school contexts?

The investigation found that the following made a difference:

1. The presence of leadership in action in different forms.
2. Hard work and building on past successes. This applies to schools that achieve despite difficult conditions. Circumstances were not pre-determining due to the strong internal accountability systems in place which met the demands of external accountability.
3. The commitment (work ethic) and competence of teachers in conjunction with a focus on the central tasks of teaching and learning within an organisational culture that recognised and acknowledged work well done.

Christie (2012) says the investigation shows that what you need to do in relation to your own situation (e.g. when thinking about a worthwhile workplace project) is:

- Challenge your assumptions about what a *normal school* is. In other words, you should address the issue of your *context* to have a stretching, inspiring and achievable vision but without having extraordinary expectations.
- Foreground a sense of the moral purposes of schooling.
- Have visions for a more just and equitable society.
- Build the capacity of teachers and others in the system, with the relevant application of knowledge, practices and resources.
- Build networks of support.
- Build agency, i.e. the ability to act.

When Christie refers to *capacity*, she is stressing accountability and quoting Elmore:

Accountability systems and incentive structures, no matter how well designed, are only as effective as the capacity of the organization to respond. The purpose of an accountability system is to focus the resources and capacities of an organization towards a particular end. Accountability systems can't mobilize resources that schools don't have. ... The capacity to

improve precedes [comes before] and shapes schools' responses to the external demands of accountability systems.(Elmore, 2004: 117)

Accountability, in Christie's view, requires further development, i.e. that of building reciprocal accountability. In this regard, she further supports Elmore's view that:

For every increment of performance, I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. (Elmore, 2004: 93)

Take note that formal accountability mechanisms, such as codes of conduct and systems of appraisal, cannot necessarily motivate teachers. To deliver the dedicated service that teaching often requires, an inherent sense of responsibility must play out in situations where it is unlikely to be noticed. Such a sense of responsibility is to be found in a teacher with a sense of *vocation* (Christie & Potterton, 1999: 32).

Christie and Potterton (1999: 33) refer to individual teacher motivation and a shared staff responsibility as key factors they found in South African schools that demonstrated resilience in the face of difficulties. This is "a moral responsibility that goes beyond accountability and prevents teachers from seeing themselves as victims." In addition:

'Success against the odds' sums up what we saw, as does the term 'resilience'. ... Resilience, in this sense, refers to the ability to survive and develop in contexts of extreme adversity. In the words of Vaillant, 'Resilience conveys both the capacity to be bent without breaking and the capacity, once bent, to spring back.' (1993: 284). (Christie & Potterton, 1999: 93).

The schools Christie and Potterton researched were resilient. They describe the schools as having many problems, but it was the spirit with which they faced and resolved them, that was significant:

Our research suggests that resilience stems from a number of sources, the exact strands of which cannot always be untangled. ... Perhaps the key feature of the resilient schools we visited is that they showed, albeit in different ways, a sense of responsibility for themselves and their functioning. The most significant manifestation of this was willingness and ability to take initiatives. Put generally, resilient schools are able to recognise what sorts of things they are able to do for themselves, to muster necessary resources, and to act. This can be in small ways within the school (like sweeping classrooms and picking up papers in playgrounds);

reaching out in ways that do not particularly need resources (like bringing community people into the school to sell food or to help with maintaining school boundaries so that drugs and alcohol are not sold through fences); or reaching out more substantially in ways that do involve acquiring resources (e.g. raising money to build a fence or buy computers, often from people outside the school). The key point here is a preparedness to act, a move from passivity and victimhood to active agency. We found many instances of schools doing small and sometimes big things for themselves in ways that showed preparedness to take responsibility for themselves, and we came to interpret this as a significant feature of resilience. (Christie & Potterton, 1999: 34)

These are powerful pointers to take forward into the workplace in which you lead, and should already have stimulated your thinking in relation to your plans for improvement. Implicit also in these schools as they move forward despite their difficult circumstances, is the school as the centre of care and support towards becoming their vision and mission (South African Institute for Distance Education, 2009: 84). To support the development of ethics of care, agency and resilience in your school, you need to collect information (data) on your context to substantiate the focal areas for intervention.

Activity 17: Using data for school improvement

Suggested time:

Two hours (plus three hours for on-site data collection and analysis)

Aim:

Collecting and analysing data to determine which areas of the school need improvement.

What you will do:

In the context of education, data is a synonym for information. Data can be words, numbers, or observations that are collected systematically, usually for a specific purpose. Sifting through data can sometimes feel overwhelming, but if you approach this activity in a specific, systematic and organised way, it will provide you with a record of evidence of your decision-making practices. Before you embark on doing this in your own situation, look carefully at the graphic image below and read the case study of what the principal of a South African inner-city school has to say about her experience of working with data (Wylie, 2014).



Case study: My experience of working with school data

These were:

To stop overloading myself, I harnessed the expertise of competent members of staff and learners.

I was also not embarrassed to use them to teach me a thing or two. It was through this process of learning about the collection and analysis of data, that I learnt so much more about those in my care. I also learnt I could track learners' progress and identify those requiring further support, set targets, and inform my strategic planning sessions as to enrichment not just maintenance. At the classroom and learner level, I found I was increasingly able, in collaboration with the SMT and teachers to highlight specific weaknesses and strengths of individual learners, identify weaknesses in class topics, inform accurate curricular targets for individual learners, and provide evidence to support decisions as to where to focus resources and teaching. I was also able to engage more meaningfully with the staff on problem solving and decision-making, which has brought us closer together, an unexpected benefit.

The gathering of the information for formative purposes, helped the staff to improve their teaching and it offered well informed guidance to their learners. For summative purposes, it allowed judgements to be made on the quality of the learners' achievements after the instructional process had been completed. As a result of this experience, we decided as a staff to formalise the steps we used in working with data in our school to:

- 1. Determine what we want to know.*
- 2. Collect or access data.*
- 3. Analyse our results.*
- 4. Set our priorities and goals.*
- 5. Develop our strategies.*
- 6. Follow up on our progress.*

As staff members were not all on the same level, voluntary communities of support started springing up. I willingly started finding out more, usually online in the evenings or over weekends, and shared and applied this knowledge to our school situation. I learned that the planned use of data is a common characteristic of high-performing schools; the successful use of data to drive decision-making results from a strategic focus on specific issues; translating data into priorities, goals and strategies requires that data is clearly linked to school-planning and decision-making processes; teachers need a clear process and the time to acquire skills and guidance to translate data into useful information.

I got great tips too, such as to collect, analyse and translate data into developmental goals and priorities, to timetable data analysis with the staff, to have a strategic focus on specific issues, to

include parents and learners in the process, to develop a comprehensive data base of each learner that includes student achievement data and contextual data, to ensure that assessments are authentic and set at the correct level, and to develop a system at the school that easily highlights strengths and weaknesses.

I think I've still a way to go, but when I look back, over what has been a relatively short period, I can see how far I, and my school, have come. I don't feel as alone as I did in the beginning either which has also changed the way I look at how I manage myself and my staff.

Discuss with your fellow participants

1. Is there anything from this principal's experience of working with data that you think could be useful to you? Have you any advice for her?
2. When you compare her experience to your own, where do you stand in terms of working with data? What do you know and what do you need to know?
3. Would it be useful to form a support group (HEI CoP) to assist each other in the challenges you may face in analysing data?

Discussion of the activity

In the text above, the principal shared the many ways in which she interacts with data. She used the information she gathered for analysis in many ways, such as for staff development, strategies to assist learner performance and a system to determine the school's strengths and weaknesses. Implicit here is her use of instruments to assist her in the steps she took in working with data (Wylie, 2014).

You also use instruments, such as the one for school self-evaluation and/or whole-school evaluation supplied by the department (Template 3):

- Examine this instrument.
- How familiar is it to you?
- Comment on the areas it covers.
- How would you/do you make use of your findings?

The *Checklist for Professional Management of a School* is another useful data collection instrument that will help to provide a holistic view of your present situation. See Template 4 in the Appendices for the full Checklist. An extract of this Checklist is shown below:

The checklist for professional management of a school

Use the rating scale to indicate the level of the learning environment at your school. Insert the relevant rating number after each statement.

1 = very poor	2 = poor	3 = adequate	4 = good	5 = excellent
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1. A safe and secure learning environment

1.1 Safety from external threats	Insert 1-5 rating
The boundary of the school intact.	
There are safety measures in place to ensure that access by outsiders to the school premises is controlled (this includes access by parents, relatives and friends of pupils who do not attend the school).	
1.2 Safety from internal threats	
There are policies in place to prevent bullying and the sexual harassment of pupils.	
There are systems in place to prevent the bullying and the sexual harassment of pupils.	
The number of incidents of bullying, racism or sexual harassment of pupils during the past six months have decreased.	
There are policies in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>learners</i> while on the school premises or involved in formal school activities.	
There are policies in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>staff members</i> while on the school premises or involved in formal school activities.	
There are systems in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>learners</i> while on the school premises or involved in formal school activities.	
There are systems in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>staff members</i> on the school premises or involved in formal school activities.	
1.3 Accidents and serious injury	
There is a system in place for dealing with emergencies (such as fire and bomb-threat) and medical emergencies.	

An adapted extract from the checklist for professional management of a school

(Source: Clarke, 2009: 32–33)

It may be worthwhile comparing the complete checklist for professional management of a school (Template 4) and the checklist for school functionality (Template 5). Ask yourself:

- Which one do you prefer and why?
- What you would change and why?

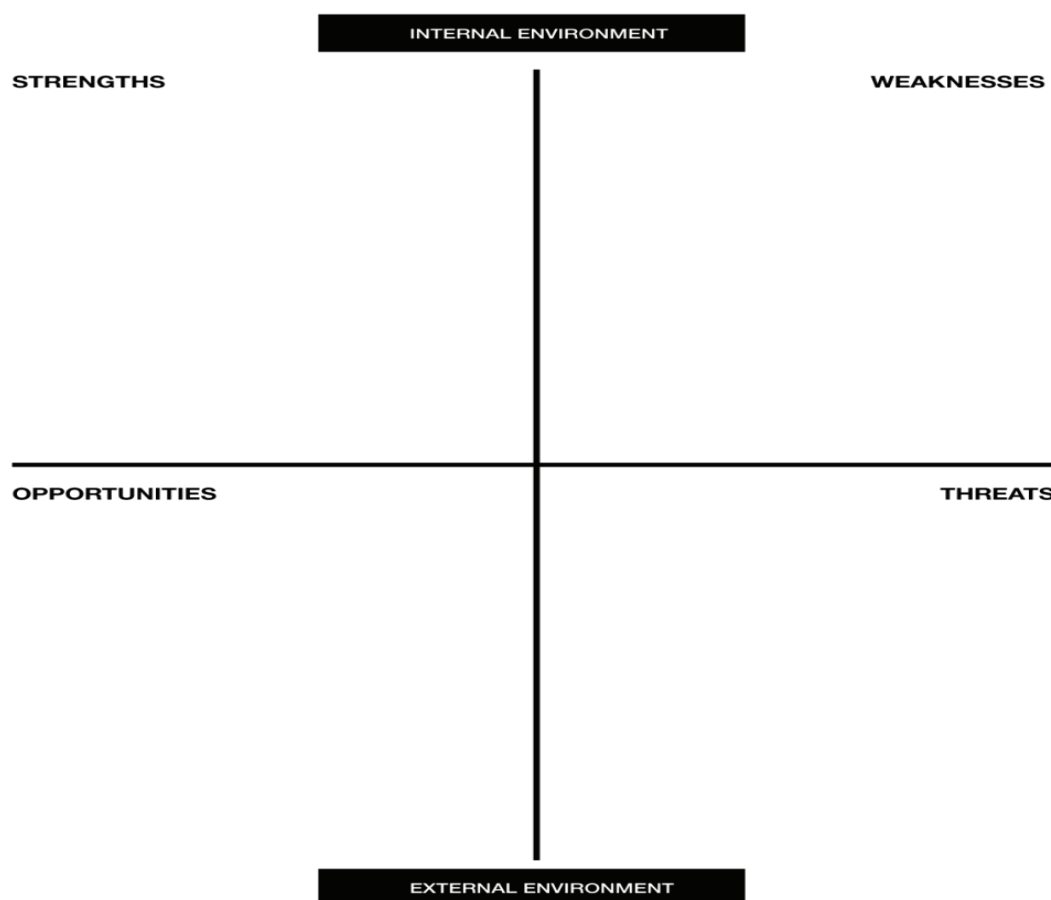
It is sensible to use an instrument you are familiar and comfortable with, so it is a useful exercise to examine both carefully before making your selection. These instruments are in the form of checklists that can be used to develop reporting systems, provide information about the status and operational effectiveness of the school, and identify focal areas for improvement. They list things that need to be in place and operating efficiently and effectively.

- Which instrument would you select for a situational analysis of your school?

Another useful instrument is a SWOT analysis (Template 6) which assesses the strengths, weaknesses, opportunities and threats in your school. The purpose of a SWOT analysis is "to consolidate your understanding of the internal and external environment and resources that support or hinder your efforts" to improve your school (South African Institute for Distance Education, 2009: 86). Should you undertake a SWOT analysis, this evidence can support your situational analysis and data on learner performance to assist you in focusing on relevant goals (Activity 19). The outcomes of a useful session with your school-based CoP on a SWOT analysis should examine the areas specified in Table 12 below.

...

Table 12: A SWOT analysis



(Source: GDE, 2012: 25)

A SWOT analysis, is examined in more detail in:

- Unit 2 of *Module 3: Leading and managing extra- and co-curricular activities.*
- Unit 3 of *Module 6: Leading and managing the school as an organisation.*
- Unit 2 of *Module 5: Working with and for the wider community.*

Your school is unique and therefore an accurate and comprehensive description of the present situation that exists at your school is required. In undertaking this, it offers a realistic perspective in which to locate your WPP. In telling your school's *story*, through the information collected, you set the scene for further, in-depth analysis – that of the core business of the school and that of your learner

performance. Before embarking on this, look at the situation at Ummangaliso Comprehensive School in Activity 18.

Activity 18: Examining school data

Suggested time:

Three hours

Aim:

To interact with school data.

What you will do:

Ummangaliso Comprehensive School's SMT were faced with what they considered to be a daunting task of working with and making sense of their school data.

- First, learn a bit about the school by reading the case study below,
- Then with a partner, look at their data to see where you could assist them.

Should you be unsure about working with school data or want information on the difference between qualitative and quantitative results go to <https://tinyurl.com/y8ktdp7>

Briefly, quantitative data focuses on numbers and mathematical calculations and can therefore be calculated and computed. Qualitative data is data concerned with descriptions, reasons, opinions, etc. which can be observed and therefore cannot be computed.

Case study: Ummangaliso Comprehensive School

Background

Ummangaliso Comprehensive School caters for learners from Grade R to Grade 12. It is a Quintile 3, no-fee school, but is also a Section 21 school and therefore controls its own finances. Apart from its 38 classrooms, the school also has one science laboratory, a computer laboratory with 35 computers, a library and a school hall. Three classrooms (two in the high school section and one in the primary section) are equipped with whiteboards donated by a local non-governmental organisation (NGO). The buildings and grounds of the school appear to be neglected. However, the building is structurally sound and the estimated repairs are neither extensive nor expensive.

Community

The school has served a large sprawling township, on the outskirts of one of South Africa's larger cities, for nearly 50 years. Previously, the school was highly regarded by the community for maintaining discipline and a high standard of education, but this is no longer considered to be the case. Past learners of the school include many prominent business people, civic leaders and politicians, many of whom still reside in the area. They do not send their children to the school, but rather choose to have them placed in out-of-area schools where the education is perceived to be a better quality.

School results

The SMT, in response to the concerns increasingly raised by the community, got together urgently to undertake an analysis of the school results of the previous year. They intend to present this to the staff as soon as school opens, to develop responsive strategies to improve on the present situation.

With a fellow participant

1. Examine the learner performance data from Ummangaliso Comprehensive School (Appendix 4) that refers to:
 - The staff and learners;
 - Internal learner results;
 - Mock National Senior Certificate (NSC) results;
 - NSC results.
2. Discuss the situation and the data set from the school.
3. Identify the possible reasons for the school's relatively poor results. Type up your *findings*.
4. From your findings identify and explain the issues for concern.
5. What other information from the school would help you better understand the reasons for the learners' performance, and why?
6. Based on your understanding of the school's challenges, type up your *recommendations* to improve the learner performance.

With your fellow participants

1. Share your findings and recommendations.
2. Compare the findings to your own situation. Discuss what you do with learner data in your school.

3. How can you improve on this? What would you now do, based on what you have learned from others in your group, with those you lead and manage?

Discussion of the activity

There are several types of data that schools work with (Clarke, 2012):

- Internal assessment data.
- Learner characteristics data.
- External large-scale assessment data.

Examples of external large-scale assessment data are Trends in International Mathematics and Science study (TIMSS), *Programme for International Student Assessment* (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), National Integrated Assessment Framework (NIAF), and provincial/district systemic test results. (Find out more about these assessments if they are unfamiliar to you.)

These types of data give an overall picture at a school level, as well as specific curriculum pointers that must be addressed to:

- Give focus to the specific areas in need of improvement. These can have underlying causes that can be broader than what happens in the classroom and relate to socio-economic contexts, such as poverty, inadequate nutrition, family circumstances, etc.
- Determine where curriculum support is needed in respect to pedagogy and content. For example, if the learners perform poorly in a specific concept, teacher support may be required. If some learners struggle, individual or group support may be the appropriate response.
- Ascertain if adequate time is allocated to topics/concepts.
- Examine the coverage and pacing of the curriculum. Is the curriculum being fully covered or only aspects the teacher knows and understands? Are learners getting enough practice in a topic/concept?
- Check teacher allocations as to the most benefit to the learners.

The data you use should relate to the goals that have been set in your school mission and vision statement and your SIP (examined in detail in your other modules). It would be expected that these goals are derived from inclusive school community inputs and become *living documents*, constantly actioned and reinforced as to:

- Quality education;
- A strong work ethic;
- Academic excellence;
- Critical thinking and decision-making;
- Respectful, informed and responsible participants.

Once you have your relevant data, it should *elicit* or extract and answer questions. For example, on retention/progression (*What proportions of learners complete their education at the school?*), gender (*Who is most likely to complete – girls or boys?*), language (*Does the language of learning affect teacher and learner performance?*), quality of teaching (*Are certain teachers associated with levels of learner performance?*), etc.

Now look at this in more detail and take the example of a secondary school's learner progression data:

Table 13: Learner progression data

	2015		2016		2017		2018		2019		% Change		Drop-out %	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
G8	204	217			174	227	123	184	165	204				
G9	182	238	150	160	112	191	129	189	106	158	-26.5	-26.3		
G10	151	236	170	224	181	195	120	188	116	234	+20.7	+21.8		
G11	106	162	94	135	109	177	114	190	99	150	-37.0	-2.0		
G12	55	64			68	101	64	90	78	132	-31.6	-30.5	61.7	37.3

(Source: Clarke, 2012)

What questions does this data raise for you? (Wylie, 2012)

1. Are there gender differences in the retention rate?
 - In G8 to G12 the boys show a 61.7% dropout while the girls show a 37.3%.
 - Investigate why this is the case.
2. Are there grade changes?
 - G8 – G9: 26%
 - G9 – G10: +21%
 - G10 to G11: 37% (Boys) 2% (Girls)
 - G11–G12: -31%

3. What is the reason for patterns emerging?
 - Investigate who is allocated to which classes and if there is a pattern.
 - Look at the class sizes in Grades 8 (50:1) and 9.
 - There could be other reasons, such as inability to perform, teenage pregnancy, family pressures, limited finances, etc. that impact on learner performance.

You can follow the same process looking at internal assessment data, per subject per grade, for example. The data then moves to analysis by the relevant team to look at development, planning, provision of relevant resources, etc. You will be looking at these concerns more fully in the other modules. Here you come back to the earlier discussion on the need for you to become the reflective practitioner, the one who is also the researcher and the scholar.

Activity 19: Analysing your school data

Suggested time:

Six hours

Aim:

To analyse your school data.

What you will do:

In Activity 18 you analysed another school's data with a fellow participant. This gave you a *dry run* but now you will repeat this exercise using your own school's data. Do this with your school-based CoP. This is a task that will allow you, if you have not already done so, to undertake a thorough analysis of your internal year-end results together with your school's most recent external assessment results for Grades 3, 6 and 9 (secondary schools to include NSC).

1. First look at the data you have obtained from your school (Appendix 1). Ask yourself:
Is it sufficient? What more do I need to supply?
2. Collect the relevant information from your situational analysis and learner results. Follow the same process as you did with Ummangaliso's school data.
3. Prepare a report which:
 - Identifies the strengths and weaknesses of learner performance that your analysis reveals.
 - Prioritises the areas that limit the academic performance of your learners.

- Provides a set of recommendations which provide specific and detailed courses of action that should be taken to improve learner performance in those areas/subjects where performance has been poor. (Use Template 2 to help you with this task.)
 - Refers to the content and what you have learned on the programme as well as information relevant to your context to support your view.
 - Provides supporting data.
4. This report could be presented to your SMT and/or staff for their inputs. It will assist in determining a realistic and viable WPP on improving learner performance. In addressing this:
 - Select a focus area for action.
 - If you are an aspiring principal, concentrate on your area of designated responsibility and qualify your focus area.
 - Learners with special educational needs (LSEN) practitioners could refer only to an individual learner's performance.
 5. This report and your situational analysis will provide the platform for a discussion on the conceptualisation of your WPP.

Discussion of the activity

The situational analysis and the report on learner performance provide a reasoned judgment on your part of an area that requires intervention in your school. A judge in a court of law is expected to engage in reasoned judgment, i.e. they are expected not only to provide a judgment, but also to base it on sound, relevant evidence and valid legal reasoning (see *Module 7: Working within and for the school system*). As a leader and manager, you are also required to exercise this ability of reasoned judgement in making claims that are *reasoned* and *supported* with the most relevant and up-to-date data and literature (published research, policies, etc.). In what becomes a knowledge creation process, in this case your school leadership and management knowledge, theory is generated. This requires you to make comparisons of events, experiences, outcomes, etc., of a series of connected items upon which to establish trends. You looked at globalised trends earlier in this unit. Here the trends are localised, centering on your context – national, provincial, district, circuit, school, grade, class, learners.

Comparison however requires a standard. Christie (2012) gives an example of a standard in her lessons from schools that work. In leadership, for example, the task would be to establish a standard of leadership that can be slightly distinctive or different but that remains ethical and *good*.

Taken further, there is also the need to establish multiple new reference points to develop theory.

The world is larger than just the Euro-American context as can be seen from the earlier discussions about preparing for future scenarios in the education landscape. While it is appropriate to adopt a more Africanised identity and challenge dominant western ideology, it is still possible to be pro-Euro-American in your mode of reasoning. It will be necessary to incorporate knowledge in a different way and to adopt a style of analysis that has the focus on context, while creating the balance that allows the theories that are generated to become incorporated into the broader world view.

Activity 20: Reflection on this unit

Suggested time:

30 Minutes

Aim:

To reflect on the most important information you acquired while engaging with this unit.

What you will do:

Respond in your Learning Journal to the following questions:

1. What provided positive confirmation of your current leadership and management practices?
2. What did you learn that you will now incorporate in your practices?
3. In which areas do you feel you still need to develop?
4. What do you feel resistant to and why?

Discussion of the activity

Unit 1 focused on the following key points:

- The role of school leadership and management from a globalised, national, provincial, and local perspective in preparing staff and learners for the future.
- Leadership and management as practices of continuous personal, professional and organisational development.
- Leadership is not vested in the individual, but is a collective, participative and distributed response to the needs of the school context.
- Reflection is a key learning strategy as it assists in shaping evidence into a meaningful whole that is indicative of your *learning journey* in your context.
- Evidence-based decision making is vital in ensuring workplace challenges are addressed in a meaningful, efficient and effective manner that primarily benefits learners.

The purpose of this unit was to stimulate and encourage your personal reflection, self-assessment and the beginning of an ongoing meaningful professional dialogue with your fellow participants in pursuit of self-improvement that will ultimately result in improvement in the workplace. You may find that you need to engage with your fellow participants for further study, probably in smaller groupings that are near to your schools or home locations. This is your HEI CoP as it differs in composition from your school-based CoP.

CoPs are dealt with in more detail in the following three units of the module.

This unit also analysed your school's requirements for improvement. You will engage with analysis again in *Module 3: Leading and managing extra-curricular and co-curricular activities*. Based on the outcome, you will need to adjust/adapt/modify your WPP as necessary.

The next three units of this module are implemented concurrently. These units focus on the development of your leadership and management practices with respect to:

Unit 2: Developing your Professional Portfolio (PP)

Unit 3: Helping you formalise, design, deliver and evaluate your Workplace Project. This unit provides the main source of evidence for your PP.

Unit 4: Your personal, professional and organisational development (PPOD).

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List of appendices

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Appendix A: Readings

Appendix 1: Theories of leadership

(Source: Adapted from Berry & Bunting, 2006)

Definition of leadership types

Distributed

- The leadership of the "many rather than the few".
- Engaging expertise wherever it exists within the organisation.
- Distributing leadership equates with maximising the human capacity within the organisation.
- Collective agency.
- Engaging many people in leadership activity is at the core of distributed leadership in action.
- Collaboration and collegiality are at the core of distributed leadership.
- Emerges through interaction with other people and the environment.
- Requires accountability to operate well.

Participative:

- Emanates out of distributed leadership.
- Emphasises factors such as people, task, the situation, the organisation and other environmental factors.
- Leaders seek to involve people in the decision-making process.
- Increases commitment from employees because they understand the goals of the task and their responsibility.
- Lessens competitive behaviour and increases collaboration.
- Every person who in one way or another, acts as leader.
- Falls within a defined spectrum of leadership:
 - Leader proposes decision, listens to feedback, makes final decision;
 - Team proposes decision, leader has the final decision;
 - Joint decision with team as equals;
 - Full delegation of decision to team.

Instructional

- Leadership that is vested in an individual and centres on the school leader as the driving force in ensuring curriculum delivery.
- Delivery is through an instructional framework that is data-driven, research-based, and aligned with the national curriculum.
- Long considered as more necessary for schools at the lower end of the performance spectrum, it accommodates a developmental trajectory of increasing autonomy as regularities are established.
- Uses instructional practices to motivate and increase learner achievement, and ensure educators implement these practices.

Transformational

- Focus on the future.
- Emphasises the importance of understanding how people work in the environment, shifting the focus from leader to follower and their role in the future of the organisation.
- Seeks to change the system.
- Transforming followers and leading and organisation with a vision.
- Long-range visions broken into smaller short-term goals.
- Leaders communicate the future vision and people work towards making the vision possible.
- Allows decision-making responsibility all the way down to the frontline.
- Maximises a teams' capabilities for the benefit of solving challenges.
- Promotes the 4 Is:
 - Idealised influence;
 - Inspirational motivation;
 - Individualised consideration;
 - Intellectual stimulation.

Appendix 2: The five main kinds of leadership

(Source: Department of Basic Education, 2015a)

1. Strategic leadership

The principal is required to:

- Create a school organisation where all staff members understand that every learner must be supported.
- Create conditions that will prepare learners for the future.
- Create a climate of inquiry that challenges the school community.
- In collaboration with the SGB and stakeholders, create and develop a vision and mission that will capture the imagination of the community.
- Develop a framework for continuous improvement of all systems in the school.
- Put in place plans that support improved academic achievement.
- Ask everyone involved in the school for suggestions about how to change and improve process situations at the school, and get those persons to help in applying alternative strategies.
- Keep up to date with current developments in national education policy and schooling globally.
- Create a collaborative work environment that is site-based, supports teamwork and promotes cohesion and co-operation.
- Promote a holistic approach to wellness among learners, staff and parents.
- Inspire self-awareness and self-reflection.

2. Executive leadership

The principal is required to:

- Create systems that will build relationships.
- Create a common, shared, understanding of the school's identity, values and ethos.
- Create an atmosphere of transparency in working towards common goals.
- Create an environment that is trusting, disciplined and conducive to teaching and learning and that addresses the challenges of transformational change.
- Create an environment where continuous school improvement planning is built into all the school systems.
- Create a school as an organisation that is adaptable to change.
- Maintain high visibility throughout the school.

- Understand the inter-relationships with district and external stakeholders and their impact on the school system.
- Encourage individuals to express their opinions.

3. Instructional leadership

The principal is required to:

- Lead the learners and ensure that the school is a professional learning community.
- Lead continuous improvement in curriculum implementation.
- Lead the school into the future, through the use, of ICT.
- Foster the success of all learners.
- Promote a culture of achievement for all learners by communicating and implementing a common vision and mission that is shared by all stakeholders.
- Develop and implement an instructional framework that is data-driven, research-based, and aligned with the national curriculum.
- Empower staff to become instructional leaders who share the responsibility for achieving the mission, vision and goals that have been set.
- Recognise good instructional practices that motivate and increase learner achievement, and encouraging educators to implement these practices.

4. Cultural leadership

The principal is required to:

- Embrace the diversity of cultures within the school.
- Behave with integrity towards people of all cultures and instill positive values and ethical perspectives in educators and learners so that they will have as much respect for the cultural practices of others and of the school as they have for their own cultural practices.
- Support and uphold the traditions, symbols, values and norms of the school community.
- Understand the school community and how to connect with the traditions of the people who make up that community.
- Ensure that policies on religion and language are adhered to.
- Acknowledge that a variety of sexual orientations exist among human beings and to ensure that there is respect and tolerance for the orientation of every person at, or involved in, the school.

5. Organisational leadership

The principal is required to:

- Together with the SMT and SGB, ensure that the school's operational budget is managed carefully and responsibly so that the school has enough money for all its programmes and activities.
- Together with the SMT and SGB, ensure that the school recruits and retains a high-quality workforce that meets the needs of all learners.
- Create processes for identifying and resolving problems and challenges in a fair, consistent and professional manner.
- Design a system of communication for sharing good practices.
- Create processes for identifying and resolving problems and challenges in a fair, consistent and professional manner.
- Design a system of communication for sharing good practices.
- Communicate with all stakeholders, regularly and efficiently.
- Comply and implement national policies and provincial directives and mandates.
- Delegate responsibilities according to proper management and leadership practices.
- Make sure that the norms and ground rules of the school are set out clearly and that everyone involved with the school knows them.
- Promote the interests of all learners and staff members.
- Establish management systems and processes that are clear and can be implemented.
- Take responsibility and be accountable in all matters concerning the school.
- Develop and support other leaders within the school community.
- Analyse and use available data to improve practices at the school and in its classrooms.
- Take responsibility for a safe, secure and disciplined school environment.

Appendix 3: Legislative framework underpinning the South African Standard for Principalship (SASP)

(Source: Department of Basic Education, 2015a: 7)

1. Constitution of the Republic of South Africa, 1996.
2. National Education Policy Act, 1996 (Act No. 27 of 1996).
3. South African Schools Act, 1984 (Act No. 84 of 1996).
4. Employment of Educators Act, 1998 (Act No. 76 of 1998).
5. South African Council for Educators Act, 2000 (Act No. 31 of 2000).
6. General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).
7. National Qualifications Framework Act, 2008 (Act No. 67 of 2008).
8. Children's Act, 2005 (Act No. 38 of 2005).
9. Child Justice Act, 2008 (Act No. 75 of 2008).
10. Labour Relations Act, 1995 (Act No. 66 of 1995).
11. Employment Equity Act, 1998 (Act No. 55 of 1998).
12. Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997).
13. Skills Development Act, 1998 (Act No. 97 of 1998).
14. Occupational Health and Safety Act, 1993 (Act No. 85 of 1993).
15. Public Service Act, 1994 (Proclamation 103 of 1994).
16. Public Finance Management Act, 1999 (Act No. 1 of 1999).
17. Government Immovable Asset Management Act, 2007 (Act No. 19 of 2007).
18. Promotion of Access to Information Act, 2000 (Act No. 2 of 2000).
19. Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000).
20. Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No. 4 of 2000).
21. White Paper 5 on Early Childhood Education, May 2001.
22. White Paper 6 on Special Needs Education, July 2001.
23. White Paper 7 on e-Education, September 2004.
24. White Paper on Transforming Public Service Delivery, Batho Pele, September 1997.
25. National Norms and Standards for Grade R Funding, January 2008.
26. Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, 2013.
27. Language in Education Policy, July 1997.
28. National Protocol for Assessment Gr R–12, December 2012.

29. Policy on Learner Attendance, May 2010.
30. Regulations for Safety Measures at Public Schools, 12 October 2001.
31. National Policy on HIV and Aids, for Learners and Educators in Public Schools, August 1999.
32. The National Policy on Whole-School Evaluation, 12 July 2001.
33. All collective agreements relating to schools.
34. Provincial regulations applicable to schools.

Appendix 4: Ummangaliso Combined School

(Source: Clarke, 2012)

Data set comprising of the following four documents:

1. Information on staff and learners.
2. Internal learner results.
3. Mock National Senior Certificate (NSC) results.
4. National Senior Certificate (NSC) results.

Ummangaliso Comprehensive									
Grade	No of learners	No of Classes	Av Class size	A	B	C	D		
R	77	2	38,5	39	38				
1	126	3	42,0	41	43	42			
2	129	3	43,0	43	44	42			
3	128	3	42,7	42	41	45			
4	123	3	41,0	40	42	41			
5	126	3	42,0	43	42	41			
6	128	3	42,7	42	44	42			
7	131	3	43,7	45	42	44			
8	133	3	44,3	44	43	46			
9	129	3	43,0	43	42	44			
10	180	4	45,0	45	46	44	45		
11	182	4	45,5	48	44	42	48		
12	93	3	31,0	28	32	33			
Primary phase	891	21	42,4						
Secondary phase	717	17	42,2						
School total	1608								
Number of teachers	46								
T : L Ratio	35 : 1								
Promotion posts									
Principal	1								
Deputy-principal	2								
HODs	8								
Post 1	35								

Internal Results Previous year																
Grade		Literacy (Number of learners per code)							Numeracy (Number of learners per code)							
	Total	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7
1	0								0	0						
2	129	45	26	33	25	0	0	0	129	25	49	31	22	2		
3	128	52	23	30	21	1	1	0	128	49	24	31	21	3		
4	123	47	23	29	23	1	0	0	123	75	24	18	6	0		
5	126	71	27	15	13	0	0	0	126	51	29	23	14	8	1	
6	128	85	26	12	4	1	0	0	128	75	23	14	9	7		
7	131	86	24	13	5	3	0	0	131	83	31	12	4	1		
Grade		Literacy (% of learners per code)							Numeracy (% of learners per code)							
	Total	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7
1																
2	100	34,9	20,2	25,6	19,4	0,0	0,0	0,0	100	19,4	38,0	24,0	17,1	1,6	0,0	0,0
3	100	40,6	18,0	23,4	16,4	0,8	0,8	0,0	100	38,3	18,8	24,2	16,4	2,3	0,0	0,0
4	100	38,2	18,7	23,6	18,7	0,8	0,0	0,0	100	61,0	19,5	14,6	4,9	0,0	0,0	0,0
5	100	56,3	21,4	11,9	10,3	0,0	0,0	0,0	100	40,5	23,0	18,3	11,1	6,3	0,8	0,0
6	100	66,4	20,3	9,4	3,1	0,8	0,0	0,0	100	58,6	18,0	10,9	7,0	5,5	0,0	0,0
7	100	65,6	18,3	9,9	3,8	2,3	0,0	0,0	100	63,4	23,7	9,2	3,1	0,8	0,0	0,0
Internal Results 2 years ago																
Grade		Literacy (Number of learners per code)							Numeracy (Number of learners per code)							
	Total	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7
1	0								0	0						
2	129	3	45	40	20	15	6	0	129	0	25	55	34	13	2	
3	128	2	36	43	29	16	2	0	128	2	17	53	27	18	10	1
4	123	1	38	41	25	15	3	0	123	1	33	47	36	4	2	
5	126	5	32	43	22	19	5	0	117	3	27	39	42	4	2	
6	128	2	27	51	33	12	2	1	128	1	22	50	33	17	3	2
7	131	1	33	52	28	9	7	1	131	0	5	41	51	32	2	
Grade		Literacy (% of learners per code)							Numeracy (% of learners per code)							
	Total	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7
1																
2	100	2,3	34,9	31,0	15,5	11,6	4,7	0,0	100	0,0	19,4	42,6	26,4	10,1	1,6	0,0
3	100	1,6	28,1	33,6	22,7	12,5	1,6	0,0	100	1,6	13,3	41,4	21,1	14,1	7,8	0,8
4	100	0,8	30,9	33,3	20,3	12,2	2,4	0,0	100	0,8	26,8	38,2	29,3	3,3	1,6	0,0
5	100	4,0	25,4	34,1	17,5	15,1	4,0	0,0	100	2,6	23,1	33,3	35,9	3,4	1,7	0,0
6	100	1,6	21,1	39,8	25,8	9,4	1,6	0,8	100	0,8	17,2	39,1	25,8	13,3	2,3	1,6
7	100	0,8	25,2	39,7	21,4	6,9	5,3	0,8	100	0,0	3,8	31,3	38,9	24,4	1,5	0,0

Internal previous year September 'Mock' results									
Subject	No of Candidates	Subject Av.	Fail % (Below 50%)	Pass (30% +)	Pass (40%+)	Code distribution			
IsiXhosa (HL)	93	45,4	1,1	98,9	72,0	1	25	48	11
English (FAL)	92	42,3	3,3	96,7	46,7	3	46	25	9
Life Orientation	93	55,6	1,1	98,9	93,5	1	5	25	35
Mathematics	40	38,6	25,0	75,0	40,0	10	14	8	6
Mathematical Literacy	53	41,1	11,3	88,7	45,3	6	23	15	4
Accounting	70	35,0	21,4	78,6	22,9	15	39	14	1
Business Studies	30	40,1	10,0	90,0	50,0	3	12	12	2
Economics	30	41,5	6,7	93,3	56,7	2	11	13	3
Geography	63	46,2	9,5	90,5	65,1	6	16	18	13
History	23	36,5	26,1	73,9	34,8	6	9	5	3
Life Sciences	23	40,8	13,0	87,0	47,8	3	9	7	2
Physical Science	40	39,3	20,0	80,0	42,5	8	15	10	5
Subject Choice 1									
Mathematics	40		25,0	75,0	40,0	10	14	8	6
Accounting	40		27,5	72,5	30,0	11	17	10	1
Geography	40		10,0	90,0	65,0	4	10	13	8
Physical Sciences	40		20,0	80,0	42,5	8	15	10	5
Subject choice 2									
Mathematical Literacy	30		26,7	73,3	30,0	8	13	5	2
Accounting	30		13,3	86,7	13,3	4	22	4	
Business Studies	30		10,0	90,0	50,0	3	12	12	2
Economics	30		6,7	93,3	56,7	2	11	13	3
Subject choice 3									
Mathematical Literacy	23		26,1	73,9	34,8	6	9	5	1
History	23		21,7	78,3	43,5	5	8	6	4
Geography	23		8,7	91,3	65,2	2	6	5	5
Life Sciences	23		13,0	87,0	47,8	3	9	7	2
Results for Grade									
No. Of Candidates		% of Candidates							
Fail	14	15,1							
Higher Certificate	43	46,2							
Diploma	19	20,4							
Bachelor's degree	17	18,3							
Total	93	100							

NCS Results previous year												
Subject	No of Candidates	Subject Av.	Fail % (Below 30%)	Pass (30% +)	Pass (40%+)	Code distribution						
						1 (0 - 29)	2 (30 - 39)	3 (40 - 49)	4 (50 - 59)	5 (60 - 69)	6 (70 - 79)	7 (80 - 100)
IsiXhosa (HL)	93	41,7	2,2	97,8	46,2	2	48	29	8	4	2	0
English (FAL)	93	38,4	9,7	90,3	33,3	9	53	22	7	1	1	
Life Orientation	93	55,6	1,1	98,9	93,5	1	5	25	35	15	7	5
Mathematics	40	36,9	35,0	65,0	35,0	14	12	7	4	2	1	
Mathematical Literacy	53	37,4	26,4	73,6	32,1	14	22	10	3	2	2	
Accounting	70	28,6	61,4	38,6	8,6	43	21	4	1	1		
Business Studies	30	39,5	6,7	93,3	40,0	2	16	9	2	1		
Economics	30	40,9	3,3	96,7	50,0	1	14	12	2	1		
Geography	63	46,9	7,9	92,1	68,3	5	15	19	14	6	4	
History	23	38,4	21,7	78,3	43,5	5	8	6	4			
Life Sciences	23	42,1	13,0	87,0	56,5	3	7	8	3	2		
Physical Science	40	36,7	32,5	67,5	32,5	13	14	6	5	1	1	
Subject Choice 1												
Mathematics	40		27,5	72,5	40,0	11	13	8	5	2	1	
Accounting	40		47,5	52,5	12,5	19	16	3	1	1		
Geography	40		5,0	95,0	82,5	2	5	12	11	6	4	
Physical Sciences	40		32,5	67,5	32,5	13	14	6	5	1	1	
Subject choice 2												
Mathematical Literacy	30		26,7	73,3	30,0	8	13	5	2	2	0	
Accounting	30		80,0	20,0	3,3	24	5	1				
Business Studies	30		6,7	93,3	40,0	2	16	9	2	1		
Economics	30		3,3	96,7	50,0	1	14	12	2	1		
Subject choice 3												
Mathematical Literacy	23		26,1	73,9	34,8	6	9	5	1	0	2	
History	23		21,7	78,3	43,5	5	8	6	4			
Geography	23		13,0	87,0	43,5	3	10	7	3	0		
Life Sciences	23		13,0	87,0	56,5	3	7	8	3	2		
Results for Grade												
	No. Of Candidates	% of Candidates										
Fail	26	28,0										
Higher Certificate	43	46,2										
Diploma	14	15,1										
Bachelor's degree	10	10,8										
Total	93	100										

Appendix B: Templates

Template 1: School results

(Source: Wylie, 2012)

(Supply as applicable to your context)

Matriculation pass rates: results for the past two years

Subject	20..	20..

Results for the past two years

Internal		Grade 3		Grade 6		Grade 9	
		20	20	20	20	20	20
Mathematics	Pass						
	Mean						
Language	Pass						
	Mean						
External		Grade 3		Grade 6		Grade 9	
		20	20	20	20	20	20
Mathematics	Pass						
	Mean						
Language	Pass						
	Mean						

(Source: Adapted from GDE, 2012: 49)

[illegible]

Template 3: School self-evaluation

(Source: Adapted from GDE, 2017)

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
		It is not available, not done, does not exist, does not occur. There is non-compliance.	It is available. Some of the aspects are appropriate and some are not. There is non-compliance with a significant number of minimum requirements.	It is available and appropriate. Majority of the aspects are implemented, comply with legislation and add value to school operations.	It is available, appropriate and implemented. All the aspects are implemented, comply with legislation and add value to school operations.	It is available, appropriate and implemented and effective. All the aspects are implemented, comply with legislation and add value to school operations with clear evidence of innovative practice.	
		There are major weaknesses that require immediate remedial intervention and action.	The strengths are outweighed by areas that require development.				
1. Basic functionality							
1.1	Appropriate policies (school policy, admissions, language, finance, code of conduct and religion) and procedures are in place to enable the school to run smoothly						
1.1.1	School policy						
1.1.2	Language policy						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
1.1.3	Admissions policy						
1.1.4	Code of conduct						
1.1.5	Finance policy						
1.1.6	Annual management plan						
1.1.7	Maintenance plan						
1.1.8	Learner inclusion policy						
1.1.9	LTSM policy						
1.1.10	Health, safety and security policy						
1.1.11	Asset policy						
1.1.12	School tours/excursions						
1.1.13	School assessment policy						
1.1.14	ICT policy						
1.1.15	SIAS and learners at risk						
1.1.16	Mention other policies						
1.2	The school has appropriate procedures to deal with absenteeism, late-coming and truancy of teachers						
1.2.1	Staff attendance registers						
1.2.2	Leave register						
1.2.3	Late-coming /Early departure record						
1.2.4	Truancy record						
1.2.5	Weekly attendance summaries						
1.2.6	Monthly attendance summaries						
1.2.7	Trends in absenteeism /punctuality / truancy						
1.2.8	Analysis of trends (1.2.4)						
1.2.9	Evidence of intervention implemented						
1.3	The school has appropriate procedures to deal with absenteeism, late-coming and truancy of learners						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
1.3.1	Learners' admissions registers						
1.3.2	Learners' attendance registers						
1.3.3	Period registers						
1.3.4	Late-coming/Early departure record						
1.3.5	Truancy record						
1.3.6	Weekly attendance summaries						
1.3.7	Monthly attendance summaries						
1.3.8	Trends in absenteeism/punctuality/truancy						
1.3.9	Analysis of trends (1.3.6)						
1.3.10	Evidence of intervention implemented						
2. Leadership, management and communication							
2.1	The school management team (SMT) gives clear direction to the school						
2.1.1	Vision statement (based on GDE vision)						
2.1.2	Mission statement (customised for the school using provincial DoE mission as a basis)						
2.1.3	Staff operating at various levels are optimally utilised						
2.1.4	Job descriptions according to post levels and master teachers						
2.1.5	Workload distribution in accordance with PAM						
2.1.6	CS staff duty lists/Rosters for each area						
2.1.7	Relief time-table for CS staff						
2.1.8	Duty lists/rosters for PS staff for each area						
2.1.9	School Improvement Plan (SIP) for the current year						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
2.2	The SMT promotes quality of teaching and learning in the school through appropriate curriculum management						
2.2.1	Subject policies, per subject, per grade						
2.2.2	Annual teaching plans per subject, per grade						
2.2.3	Annual assessment plans per subject, per grade						
2.2.4	Annual assessment moderation plan						
2.2.5	Reporting on learner performance and interventions						
2.2.6	Curriculum management system						
2.2.7	Management plan for SMT subject meetings						
2.4	The SMT promotes quality of teaching and learning in the school through appropriate physical resource management						
2.4.1	Floor plan of school						
2.4.2	Indication of <i>out-of-bounds</i> areas on floor plan						
2.4.3	Records of status of physical resources such as buildings, grounds and car park						
2.4.4	Records of maintenance initiatives undertaken per area of physical infrastructure						
2.4.5	Plans for preventative maintenance programmes						
2.5	The SMT promotes quality of teaching and learning in the school through appropriate human resource management						
2.5.1	Post establishment for the year (CS)						
2.5.2	Post establishment for the year (PS)						
2.5.3	Staff establishment for the year (CS)						
2.5.4	Staff establishment for the year (PS)						
2.5.5	Professional and educational profile of each staff member (CS)						

Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
2.5.6	Professional, experiential and educational profile of each staff member (PS)					
2.5.7	A list of committees that are operational at the school					
2.5.8	Membership of committees that are established to ensure efficient operations of the school					
2.6	The SMT manages staff relations through sound discipline and dispute resolution practices					
2.6.1	Code of conduct for CS staff (SACE)					
2.6.2	Code of conduct for PS staff					
2.6.3	Register of disputes					
2.6.4	Records of dispute resolution, per dispute – minutes of meetings					
2.6.5	Records of intervention post dispute resolution, per dispute					
2.6.6	School management plan detailing all school activities (year plan)					
2.6.7	Minutes of SMT meetings					
2.6.8	Minutes of staff meetings					
2.7	The SMT promotes stakeholder involvement through appropriate communication strategies with the PED, district office, staff, parents and the community					
2.7.1	Updated information on SA-SAMS software for each module					
2.7.2	Records of communication with parents/guardians/stake-holders					
2.7.3	Records of communication with district/head office					
2.7.4	Registry record of all communication sent out from the school					
2.7.5	2.7.4 Updated school log book					

Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
3. Governance and relationships						
3.1 School governing body (SGB) is duly established and functions effectively (Goal 22) with an elected executive						
3.1.1 Profile of each member of the SGB						
3.1.2 Current, updated SGB constitution						
3.1.3 Current, updated SGB code of conduct						
3.1.4 Current, updated SGB annual plan/year plan						
3.1.5 Records of attendance at training sessions/workshops held by districts						
3.1.6 Records of attendance at training sessions/workshops held by PED						
3.1.7 Minutes of SGB meetings						
3.1.8 Alignment of SGB members within school committees						
3.2 SGB provides the school with clear strategic direction						
3.2.1 School development plan (SDP) for the current 3-year cycle						
3.2.2 Annual plan that indicates joint SGB and staff meetings (CS/PS)						
3.2.3 Agenda of meetings with staff (CS/PS)						
3.2.4 Attendance registers of meetings with staff (CS/PS)						
3.2.5 Minutes of meetings with staff (CS/PS)						
3.2.6 Development needs of staff identified through IQMS/PMDS						
3.2.7 Budget to include intervention programmes as identified on the SDP, SIP, APIP, IQMS and PMDS						
3.3 SGB ensures that audited financial statements are prepared and together with budgets and resolutions are presented to parents at the annual AGM						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
3.3.1	Evidence of proper financial management for all budget related transactions						
3.3.2	Current, updated audited financial statements						
3.3.3	AGM included in the year plan						
3.3.4	Agenda of the AGM						
3.3.5	Minutes of AGM meeting						
3.3.6	Attendance register of AGM						
3.3.7	Evidence of notices given to parents on all matters related to the annual budget and AGM decisions						
4. Quality of teaching and learning and teacher development							
4.1	Effective time-management of teaching and learning						
4.1.1	All lessons start on time						
4.1.2	All lessons finish on time						
4.1.3	All lessons progress uninterrupted						
4.1.4	Lessons are presented according to a lesson plan						
4.1.5	Teachers are present in the class for the entire duration of lessons						
4.1.6	Learner movement in and out of the class during teaching time is well controlled and managed						
4.2	Creation of a positive learning environment through management of learner discipline as well as diversity in the classroom						
4.2.1	The learning space is clean, stimulating, age appropriate and suitable for the purpose of the subject						
4.2.2	Learners are actively engaged in the learning process						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
4.2.3	Teachers effectively organise and manage the classroom to ensure positive discipline of learners						
4.2.4	Teachers enforce appropriate discipline measures that ensures a positive teaching and learning environment						
4.2.5	Different forms of diversity are acknowledged and catered for in the classroom						
4.2.6	Each class has a classroom code of conduct						
4.2.7	Relevant charts/posters/maps/pictures/models that are appropriate to teaching and learning in the classroom						
4.2.8	Smartboards per classroom						
4.2.9	Laptops per educator						
4.2.10	Tablets for learners						
4.2.11	Inventory list per classroom – all classroom assets						
4.2.12	Classroom resource centre with learning material/assistive devices that caters for different cognitive levels – align with inclusion policy						
4.2.13	Learners have access to question banks (provided by the department)						
4.3	Knowledge and understanding of curriculum implemented with skill and goal-setting that works towards attainment						
4.3.1	Evidence of goal/target setting per subject, per grade that is in line with the provincial targets						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
4.3.2	Evidence of result analysis, per subject, per grade; interventions planned based on the results analysis						
4.3.3	Educators demonstrate a good understanding of their subject content and what CAPS requires						
4.3.4	Teachers apply suitable skills and methodologies to teach their subject						
4.3.5	Classroom resources reflect that a variety of teaching styles are used to address different cognitive levels of understanding						
4.3.6	Teachers participate in professional growth activities in the subject they offer						
4.4	Lesson planning, preparation and presentation						
4.4.1	Lesson plans per subject, per grade						
4.4.2	Evidence that lesson plans are aligned to annual teaching plans						
4.4.3	Lessons are presented in an engaging and interactive manner						
4.4.4	Teachers keep a record of their planning and curriculum coverage						
4.4.5	Teachers effectively manage and keep pace with their annual teaching plan						
4.4.6	Teachers assess the strengths and weaknesses of their lessons						
4.5	Learner assessment and achievement						
4.5.1	All learners receive regular and insightful feedback on their progress						
4.5.2	Teachers show a good understanding of different assessment techniques						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
	relevant to the subject and learners ability						
4.5.3	Teachers competently apply relevant assessment techniques in a way that is valid, consistent and transparent						
4.5.4	Teachers keep sound records of assessments, learner progress and learner achievement.						
4.6	The school conducts appropriate assessment of learner competencies						
4.6.1	The correct number of assessments are done per term as required						
4.6.2	The programme of assessment is filed in each teacher's file						
4.6.3	The programme of assessment is planned for in the annual teaching plan						
4.6.4	Assessment is included as part of all lesson plans						
4.6.5	All assessments are dated and signed off						
4.7	Assessments are of a good standard and correctly recorded						
4.7.1	Assessment results are regularly recorded using software such as SA-SAMS						
4.7.2	Assessments are recorded on correct mark sheets						
4.7.3	Assessment analysis after each task to ensure appropriate and timeous remedial work before the next assessment						
4.7.4	Subject result analysis twice per quarter						
4.7.5	Analysis leads to remedial instruction						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
4.7.6	Remedial work leads to corrections by learners						
4.7.7	Assessment covers all planned work per quarter						
4.7.8	Assessment covers core content per grade						
4.7.9	Assessments includes a variety of assessment techniques						
4.7.10	Assessments are moderated by the HOD, senior teacher or next level of authority						
4.7.11	Written moderation reports must be compiled for all formal assessment tasks						
4.7.12	Assessments to include all levels of Bloom's Taxonomy (or other relevant model)						
4.7.13	Teachers make use of sufficient and variety of informal assessment (as per CAPS)						
4.7.14	Evidence of adequate informal assessments leading to formal assessments						
4.8	Informal assessment recorded and analysed to inform teachers of all areas that must be addressed for formal assessments						
4.8.1	Evidence of written class work – quality and quantity						
4.8.2	Evidence of written home work – quality and quantity						
4.8.3	Evidence of assignments – quality and quantity						
4.8.4	Evidence of projects – quality and quantity						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
4.8.5	Evidence of oral assessments – quality and quantity						
4.8.6	Reading with understanding and fluency – quality and quantity						
4.8.7	Other, such as practicals, demonstrations, etc. – quality and quantity						
4.9	The school supports and encourages educator development through IQMS processes						
4.9.1	A staff development team (SDT) is established						
4.9.2	A development support group (DSG) for each educator is in place						
4.9.3	A management plan for the implementation of educator appraisal system is available						
4.9.4	A personal growth plan (PGP) for each educator for the previous cycle is in place						
4.9.5	A school improvement plan is linked to the professional needs of the teachers as captured in their PGPs						
4.9.6	A school improvement plan is linked to the developmental needs of the teachers as captured in their PGPs						
4.9.7	School plan includes the professional and developmental needs of all staff members						
4.9.8	Evidence of implementation of the activities on the school plan						
4.10	Staff participation in professional development						
4.10.1	Teachers willingly participate in phase, inter-phase, cluster and other						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
	planning/professional development meetings						
4.10.2	Subject teachers and SMT attend <i>road shows</i> per subject						
4.10.3	Teachers willingly participate in development opportunities linked to their PGPs						
4.10.4	The SMT provide adequate monitoring, guidance and support						
4.10.5	Teachers participate in professional groups that lie outside the ambit of the school and district						
4.10.6	School policy reflects the ethos of the school in encouraging educators to be autonomous in his/her field						
4.10.7	Teachers and SMT members have a professional development portfolio (PDP) where all professional development activities are captured and loaded on to the SACE CPTD system						
5. Curriculum provision and resources							
5.1	The curriculum offered complies with CAPS						
5.1.1	The subjects offered at the school are in line with CAPS requirements						
5.1.2	The correct notional/contact time is allocated for each subject on the time-table						
5.1.3	The school allows for the extension of academic programmes to allow learners to excel in academic activities offered by bodies out of the ambit of the school and district						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
5.2	The school provides curriculum resources to support teaching and learning						
5.2.1	There are appropriate LTSM resources in line with CAPS						
5.2.2	There are sufficient LTSM resources, that are in line with CAPS – each learner has access to a textbook/e-book per subject, per grade						
5.2.3	There are relevant supporting resources in the library, laboratories and workshops						
5.2.4	Learners have access to sites that offer interactive/enhanced learning opportunities for each subject						
5.2.5	Schools using e-books procure approved titles						
5.2.6	Learners are trained on the use of tablets as an effective gadget to enhance learning						
5.2.7	Teachers are trained on the use of laptops and tablets for effective lesson delivery and learner understanding						
5.3	The school manages procurement, distribution and retrieval of LTSM effectively						
5.3.1	Evidence of staff attendance at LTSM exhibitions						
5.3.2	Evidence of meetings with all subject teachers to determine LTSM needs – registers, minutes of meetings						
5.3.3	Evidence of meetings of the LTSM committee to align LTSM needs to budget allocation/availability						
5.3.4	Evidence of LTSM meetings to determine prioritised LTSM needs						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
	based on stock-on-hand and budget availability						
5.3.5	Evidence of LTSM procurement process (based on the Sect 21.1c functional status of the school)						
5.3.6	Evidence of proof of orders/Requisition forms						
5.3.7	Evidence of proof of deliveries – aligned to orders placed						
5.3.8	Management plan for the distribution of LTSM (must not affect contact time negatively)						
5.3.9	LTSM policy must outline retrieval processes						
5.3.10	Tablets – LTSM policy outlines retrieval of tablets						
5.3.11	LTSM stock registers must be updated quarterly/as stock is received						
5.3.12	Evidence of LTSM audits that are conducted at the end of each quarter						
5.4	The school enrichment programme provides for extra- and co-curricular activities						
5.4.1	Provision and support for learners in a variety of extra-curricular activities						
5.4.2	Provision and support for learners in a variety of co-curricular activities						
5.4.3	Sports coaches are skilled to provide high quality coaching						
5.4.4	Cultural activity coaches are skilled to provide high quality cultural skill development						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
5.4.5	The school has a timetable of sporting and cultural activities that are held at the school						
5.4.6	Staff involvement for all extra and co-curricular activities to be included on duty roster						
5.4.7	Appointment of coaches to be budgeted for in school's budget						
5.4.8	Plans for participation at inter-school/inter-district/provincial or national level to encourage excellence in extra-curricular activities – to be included in school's year plan						
5.4.9	Evidence of learner achievements in each of the extra and co-curricular activities that the school participates in						
5.5	Establish and maintain a relevant curriculum information management systems database (CMIS)						
5.5.1	Records of school's participation in support programmes offered by the department						
5.5.2	Records of teacher availability per subject (SA-SAMS)						
5.5.3	Records of teacher qualification per subject (HR Persal/SA-SAMS)						
5.5.4	Records of enrolment stats per subject, per grade (SA-SAMS/EMIS)						
5.5.5	Records of quarterly results per subject, per grade (SA-SAMS)						
5.5.6	Records of preliminary examination results per subject (SA-SAMS)						
5.6	Maintenance of curriculum structures to provide curriculum support to subject teachers						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
5.6.1	The school has established school assessment team committees						
5.6.2	The school has established subject committees, per subject						
5.6.3	The school has established PLCS						
5.6.4	Records of minutes of meetings of all structures						
5.6.5	Records of implementation of strategies to improve learner performance per subject						
5.6.6	Evidence of relevant needs – demand driven content workshops						
5.6.7	Evidence of informal INSET programmes set up by SMT and lead teachers to address content gaps per subject						
5.6.8	Attendance registers of INSET programmes						
5.6.9	Records of SMT reports on the impact of informal INSET programmes on teacher and learner performance						
5.7	Nutrition						
5.7.1	The school participation in the national nutrition programme						
5.7.2	Provision of a gas cylinder						
5.7.3	Provision of a fire extinguisher						
5.7.4	Provision of cooking pots						
5.7.5	Provision of serving utensils						
5.7.6	Provision of eating utensils (plates, spoons and cups)						
5.7.7	Grocery provision for perishable and non-perishable items						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
5.7.8	A storage facility is available						
6. Learner achievement							
6.1	Learner achievement						
6.1.1	Evidence of internal assessments (overall)						
6.1.2	Evidence of participation in external assessment: Languages/Literacy						
6.1.3	Evidence of participation in the external assessment: Mathematics						
6.1.4	School SMT distributes and mediates the EMIS set targets per subject to teachers and parents						
6.1.5	Evidence of Grade 12 results (all subjects)						
6.1.6	Evidence of analysis of results for all assessments (formal and informal)						
6.1.7	The school has subject improvement plans based on results						
6.1.8	Subject teachers receive feedback/support on key aspects to improve learner performance						
6.2	Learners read, speak, listen and write well in the Language of Learning and Teaching						
6.2.1	Learners read with understanding according to their developmental age						
6.2.2	Learners communicate clearly according to their developmental age						
6.2.3	Learners have good listening/receptive skills according to their developmental age						
6.2.4	Learners write clearly and construct meaningful sentences						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
6.3	Learners can handle numbers with ease, calculate mentally and with electronic devices and apply these skills to solve problems in Mathematics						
6.3.1	Learners can handle problems involving numbers						
6.3.2	Learners can do mental mathematics						
6.3.3	Learners can use electronic devices to solve mathematical problems						
6.3.4	Evidence of records reflecting the school's stance promoting mathematical fluency						
6.4	Supporting learners with barriers to learning						
6.4.1	Diagnostic assessments are used to identify barriers to learning						
6.4.2	Developmental support programmes are in place to support learners with barriers to learning						
6.4.3	Evidence of improvements recorded – shows development in cognitive levels based on support programmes offered						
6.5	Learners participate and achieve well in extra-curricular activities as part of the school enrichment programme						
6.5.1	Majority of learners participate in the available sporting codes and cultural activities						
6.5.2	Learners achieve in line with their potential in sports codes and cultural activities						
6.5.3	Records of learner achievements in all extra-curricular activities available						
6.5.4	Evidence of participation at higher levels						
7.	School safety, security and discipline						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
7.1	The school implements a health, safety and security policy to support, care for and to protect the learners, staff and others at school through internally managed programmes – communicable diseases, medical emergencies, HIV management and poverty alleviation						
7.1.1	An effective health, safety and security (HSS) policy is in place and implemented appropriately						
7.1.2	Procedures are in place to care for, support and protect learners in need						
7.1.3	The school has sufficient equipped and accessible first aid kits						
7.1.4	Evidence of established links with local health care centres						
7.2	The school implements safety practices against potential hazards, unsafe or unhealthy structures and conditions in the school through servicing fire extinguishers, emergency planning and safety notices posted in classrooms and on the premises						
7.2.1	Evidence of evacuation plan in every class and office						
7.2.2	Planned evacuation drills to be included on school's year plan						
7.2.3	Staff members have been trained on how to react in instances of emergency and disaster, including transport arrangements – emergency evacuation drills						
7.2.4	Learners have been trained on how to react in instances of emergency and disaster, including transport arrangements – emergency evacuation drills						
7.2.5	The school property is safe – has a fence or wall						
7.2.6	The school property is hazard free						
7.2.7	The school property is hygienic						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
7.2.8	Classes and laboratories are safe and secure						
7.2.9	Maintained fire extinguishers (or buckets of sand) are available at strategic places						
7.2.10	Evidence of list of emergency numbers						
7.2.11	The school has established relationships with local police, traffic department and fire brigade						
7.3	The school implements security regulations that aim to ensure the safety of the learners, staff and visitors on the premises through access control, supervision and systems to record and monitor early departure						
7.3.1	Evidence of access control systems						
7.3.2	Access control systems must be part of the school safety policy						
7.3.3	Procedures are in place to regulate the early release of learners						
7.4	School implements regulations in compliance with legislation to keep the school violence and drug-free and conducts regular search and confiscation operations in conjunction with SAPS						
7.4.1	Established links with local SAPS						
7.4.2	Regular checks for weapons and drugs to be included in the school safety policy						
7.4.3	Planned checks to be included in the school's year plan						
7.4.4	Mediation of policy with parents and stakeholders						
7.5	Learner discipline policy and procedures						
7.5.1	The school has a positive discipline system						
7.5.2	The school discipline system is practiced from class level						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
7.5.3	The school discipline system is supported by all educators						
7.5.4	The school discipline system is supported by all learners						
7.5.5	The school has updated discipline records for learners						
7.5.6	The school has minutes of all disciplinary cases handled						
7.5.7	The school has intervention programmes for learners who present ongoing difficult behaviour						
7.5.8	The school has procedures in place to effectively deal with learners' bullying or abuse of other learners						
7.5.9	The is evidence of clear and constant communication with parents/guardians so that they can support discipline efforts						
7.6	Contribution towards welfare of learners						
7.6.1	The school has a record of all learners who are orphans and/or staying with guardians						
7.6.2	The school has a feeding scheme in place for learners who require the support						
7.6.3	The school has links with the social welfare department, NGOs and other relevant organisations in the area (e.g.: Lifeline, FAMSA, Child Line)						
7.6.4	The school has appropriate structures, processes and procedures in place for counselling and/or referral of learners						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
7.6.5	The school has appropriate structures and programmes in place to identify, mentor and support learners who are at risk						
7.6.6	Records are kept and regularly updated by the school for learners who have been counselled and/or referred						
7.7	Scholar transport						
7.7.1	School participating in GDE scholar transport						
7.7.2	Arrival of learners at school on time						
8. School infrastructure							
8.1	The school has reliable and sufficient functional services						
8.1.1	Evidence of reports on state of school's infrastructure and facilities are available and are regularly updated						
8.1.2	Electricity at the school is reliable and sufficient						
8.1.3	The school has functional, clean water supply						
8.2	The ablution facilities at the school are appropriate, sufficient and in working order						
8.2.1	The learner ablution facilities at the school are sufficient for the school's enrolment						
8.2.2	The school has at least one ablution facility for learners with physical disability						
8.2.3	The learner ablution facilities at the school are in working order						
8.2.4	The learner ablution facilities are clean and hygienic						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
8.2.5	There are sufficient hand washing facilities available for learners						
8.2.6	The educator ablution facilities at the school are sufficient for the school's staff						
8.2.7	The school has at least one ablution facility for staff with physical disability						
8.2.8	The educator ablution facilities at the school are in working order						
8.2.9	The educator ablution facilities are clean and hygienic						
8.2.10	There are sufficient hand washing facilities available for teachers						
8.2.11	Evidence of reports on the ablution facilities at the school are maintained and updated						
8.3	Classrooms are sufficient, appropriately furnished, maintained and used for intended purposes						
8.3.1	The school has sufficient ordinary classrooms						
8.3.2	The school has sufficient specialist rooms						
8.3.3	The classrooms are well maintained						
8.3.4	The school has classrooms that are accessible for learners and teachers with physical disability						
8.3.5	The classrooms have sufficient furniture based on enrolment per classroom						
8.3.6	The classrooms are neat						
8.3.7	Evidence of reports on maintenance and state of classrooms						
8.4	School has non-educational rooms to support a positive teaching/learning environment						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
8.4.1	The school has an administrative block with offices						
8.4.2	The school has a staff room						
8.4.3	The offices have sufficient furniture based on the use of the room/facility						
8.4.4	Maintenance and care of furniture are included in school's asset policy						
8.5	The school has appropriate school grounds, play areas and sport facilities						
8.5.1	The school has a maintenance policy that is effectively implemented						
8.5.2	The school grounds are fenced, accessible and well maintained						
8.5.3	The school has access to sporting facilities						
8.5.4	The school has sufficient sporting equipment						
8.5.5	The school has sufficient facilities to support cultural activities						
8.5.6	The school has the required equipment to support cultural activities						
9. Parents and community							
9.1	The school communicates regularly and effectively with parents and calls meetings with parents						
9.1.1	Communication strategies are in place to ensure parents are informed about school activities						
9.1.2	The school effectively interacts with and advises parents on curriculum matters and their children progress						
9.1.3	Good parent attendance meetings called by the school						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
9.1.4	Parents show involvement in schooling by signing and checking learners' work/diaries						
9.1.5	Parents are notified and counselled regarding their children's behavioural problem						
9.2	The school interacts regularly and effectively with the community						
9.2.1	Parents' meetings are included in the school's year plan						
9.2.2	Evidence of effective communication means to notify parents of meetings						
9.2.3	School engages in partnership with private sectors						
9.3	The school encourages learners to respect the local and global environment						
9.3.1	Evidence of programmes that allows learners to respect and care for their environment						
9.3.2	Evidence of measures taken within the school to ensure conscientisation of care for the environment – sufficient bins on the grounds						
9.3.3	The school has sufficient bins in classrooms						
9.3.4	The school has sufficient recycling programmes						
9.3.5	The school encourages planting of vegetation and has vegetable gardens						
9.3.6	The school supports the community in environmental programmes						
9.3.7	The school is supported by the community in environmental programmes						

	Focus area	Needs urgent support 1	Needs improvement 2	Acceptable 3	Good 4	Outstanding 5	Comments
9.4	The school has developed good links with other schools						
9.4.1	Interschool academic, sports and cultural activities are organised						
9.4.2	There is participation in interschool academic, sport and cultural activities						
9.5	Parental involvement in the school						
9.5.1	Sufficient parent numbers participate in the school activities						
9.5.2	Parents offer their skills to assist the school						
9.5.3	Parents suggestion and concerns are taken seriously						
9.5.4	School community plays a valuable role in supporting school activities						
9.5.5	Where the parents do not contribute school fees, they support the schools in other ways						
9.5.6	Parents are involved in fund raising activities						

Template 4: Checklist for professional management of a school

(Source: Adapted from Clarke, 2009: 32–33)

This checklist can be used by schools to develop a reporting system and to provide information about the status and operational effectiveness of the school. It can also help to identify areas which need to be targeted for improvement. It is structured in a hierarchical way [categorized in order of importance]. The things that are listed first need to be in place and operating effectively before those that follow can be effectively implemented.

Use the rating scale to indicate the level of the learning environment at your school. Insert the relevant rating number after each statement.

1 = very poor

2 = poor

3 = adequate

4 = good

5 = excellent

1. A safe and secure learning environment

1.1 Safety from external threats	Insert 1-5 rating
The boundary of the school intact.	
There are safety measures in place to ensure that access by outsiders to the school premises is controlled (this includes access by parents, relatives and friends of pupils who do not attend the school).	
1.2 Safety from internal threats	
There are policies in place to prevent bullying and the sexual harassment of pupils.	
There are systems in place to prevent the bullying and the sexual harassment of pupils.	
The number of incidents of bullying, racism or sexual harassment of pupils during the past six months have decreased.	
There are policies in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>learners</i> while on the school premises or involved in formal school activities.	
There are policies in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>staff members</i> while on the school premises or involved in formal school activities.	
There are systems in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>learners</i> while on the school premises or involved in formal school activities.	
There are systems in place to prevent the possession, use and abuse of drugs, alcohol and tobacco products by <i>staff members</i> on the school premises or involved in formal school activities.	
1.3 Accidents and serious injury	
There is a system in place for dealing with emergencies (such as fire and bomb-threat) and medical emergencies.	

2 A clean and healthy working environment

2.1 Cleanliness and maintenance	Insert 1-5 rating
The school buildings are cleaned on a regular basis.	
The classrooms and other teaching venues are cleaned (swept and dusted) on a daily basis	
The toilets and ablution facilities are cleaned at least once daily (depending on use)	
There is a system in place to deal with litter.	
The school is largely litter-free.	
There is a system in place to deal with graffiti.	
The school is largely graffiti-free.	
There is a system in place to deal with waste that is recyclable.	
There is a system in place to monitor and control the use of electricity and water on the school site	
2.2 Ensuring good order	
The school's code of conduct is enforced. Appropriate disciplinary action is taken against those who transgress the code.	
There are systems in place to monitor and manage pupil absence, truancy and tardiness (late-coming). NOTE: <i>If these systems are well implemented at your school, provide statistics for the past quarter as evidence of the implementation of these systems (write these on a separate page).</i>	
There are systems in place to monitor and manage teaching and non-teaching staff attendance and punctuality NOTE: <i>If these systems are well implemented at your school, provide statistics for the past quarter as evidence of the implementation of these systems (write these on a separate page).</i>	
The school has a carefully devised school calendar and year-plan listing all major school events for the year	
The plan is distributed at the start of the year.	
Alterations to the programme are permitted only if they can be justified on sound educational grounds.	
The academic programme is disrupted only in cases of emergency.	

3 Good management practices that promote teaching and learning

3.1 Distributive leadership	Insert 1-5 rating
The school has a functioning School Management Team (SMT)	
The SMT meets regularly	
Minutes of all meetings are kept.	
Each member of the SMT is assigned at least one area of management responsibility for which they are held accountable (e.g. finance, maintenance, learner discipline, extra-mural programme, academic programme).	

Secondary schools only: There is an official designated Subject Head for every subject taught by more than two teachers.	
Secondary schools only: Subject heads meet with the members of their subject teams on a regular basis.	
Secondary Schools only: Minutes are kept of all meetings.	
Primary schools only: There is designated phase head and grade head for each phase and grade.	
Primary schools only: The phase heads and grade heads meet with the teachers of that phase or grade on a regular basis	
Primary Schools only: Minutes are kept of all meetings.	
3.2 Good teaching and learning	
The academic day/academic programme protected, so that it is not disrupted or reduced by non-academic activities such as cultural and sporting events, mass meetings of pupils and staff meetings.	
There are systems in place to ensure that teachers are in their assigned venues (classrooms), during the academic day and that they are teaching the required curriculum	
Subject/phase heads and/or senior members of staff monitor the teaching of the members of their subject/phase teams to ensure that they teach the assigned curriculum at an appropriate pace.	
Teachers are provided with the required resource materials that they need, to be able to teach.	
All learners are issued with the textbooks and stationery that they require at the start of the academic year or in good time.	
There are systems in place to ensure that learners' work is monitored and assessed on a regular basis.	
All formal assessment is implemented in accordance with existing policy prescriptions.	
Parents are issued with academic reports at least four times each year	
The reports meet the minimum prescribed requirement for pupil reports set out in existing policy.	
Parents are offered opportunities to discuss their children's reports with teachers at a time which is convenient to them, and within two weeks of the date on which the reports are issued.	
There are strategies in place to assist and support teachers who are unable to meet their obligations.	
The school has a system in place to ensure that teachers are provided with opportunities for professional development, so that they meet the requirement of 80 hours of professional development each year.	

4 Management practices which promote a sense of belonging

4.1 Acknowledgment of good work	Insert 1-5 rating
Teachers exhibit examples of the best work of their pupils prominently in their classrooms.	
4.2 Range of extra-curricular activities provided	
The school offers a range of sporting and cultural extra-curricular activities, which take place outside of the formal academic day.	
There are systems in place to monitor and report on pupil participation in these activities	
4.3 Student participation in decision-making affecting them	
The school has a functional Representative Council of Learners (RCL) or equivalent body with elected representatives from the learner body?	
There are opportunities for pupils to take leadership positions within the school (team captains, chairpersons of societies, RCL members, class representatives, prefects, etc.)	
Leadership training is provided for these pupils.	
4.4 Parental involvement in the school	
Are n place to encourage parental involvement in a range of school activities (parent-teacher association, tuckshop, clothing exchange, gardening club, homework club, etc.)	

Template 5: Checklist for school functionality

(Source: Adapted from Gallie, M., 2008)

A. School ethos	✓ x
1. Are attendance, discipline and vandalism by learners, major problems in school?	
2. Are most of the parents proud that their children are attending this school?	
3. Is there a general concern through the teaching and learning process to provide quality education?	
4. Is a questioning, critical attitude actively encouraged, and a complacency attitude actively discouraged among staff?	
5. Is there a continual striving for improvement and growth among teachers?	
6. Do teachers hold high expectations of learner behaviour and achievements through displaying confidence in them?	
7. Is there an open atmosphere for change in the school?	
8. Do teachers talk freely about professional matters?	
9. Do learners and teachers feel safe and secure at school?	
10. Are teachers working in a stimulating, enjoyable and satisfying atmosphere?	

B. Vision, aims and strategic planning	✓ x
1. Do staff share a common vision about the school's future development?	
2. Is there a plan about how to move in the direction of achieving the shared vision?	
3. Is there a common set of educational values and purpose among most staff members?	
4. Are the school's aim and whole school policies set down clearly in writing, and owned by teachers?	
5. Is part of the school aims to help individual learners to achieve their potential (both personal and social) by adopting support material and a teaching and learning style that are sufficiently differentiated to cater for individual needs?	
6. Is part of the school aims to provide an environment in which learners are happy, feel valued as individuals and acquire universal moral values?	
7. Is part of the school aims to provide an environment in which learners learn to cooperate with one another?	

8. Is the management team thinking and planning strategically, paying attention to current practice by being proactive and keen to stay in the forefront of change?	
9. Is the management team competent at anticipating future developments and implications these might have for the school?	
10. Is the management team displaying the capacity to avoid crisis management?	

C. The principal	✓ x
1. Does the principal provide strong leadership and a definite sense of direction through clear vision-based beliefs and values?	
2. Does the principal actively shape the culture and ethos of the school through strategic thinking and planning?	
3. Does the principal encourage quality teaching and high expectations, while remaining supportive to colleagues in crisis?	
4. Does the principal discourage complacency through motivation?	
5. Does the principal display enthusiasm, optimism, being positive and being constructive?	
6. Does the principal regularly express appreciation to staff, and celebrate special achievements?	
7. Is the principal prepared to help out instead of putting them self above colleagues?	
8. Does the principal generally act as a buffer, protecting staff from political and other external interference?	
9. Is the principal well organised and in touch with events in school, as well as keeping abreast of new initiatives?	
10. Does the principal strongly support and regularly participate in staff and management development?	

D. The principal and the senior management team	✓ x
1. Do they work well together as a team through clearly defined roles and responsibilities known to staff?	
2. Are they highly visible and approachable?	
3. Do they face up to differences of opinion by working for a negotiated solution?	

4. Do they have a sense of joint ownership of school developments when making decisions?	
5. Do they set out a broad strategy for change and support teachers during the implementation of change?	
6. Do they model desired behaviours and attributes, e.g. hard work, commitment, mutual support and team-work?	
7. Do they acknowledge that they are accountable to staff by providing clear evidence of the outcomes of their actions?	
8. Do they behave with openness, honesty and integrity, and are they ready to admit mistakes and to consider alternatives?	
9. Are they adept at managing people, including identifying and mobilising individual talents and energies?	
10. Do they delegate meaningful tasks, in order to develop and empower staff?	

E. Structures, roles and responsibilities	✓ x
1. Is there a clear organisational structure that is appropriate for meeting the school's aims?	
2. Are the staff roles and responsibilities defined within the structure?	
3. Are the lines of accountability known to everyone within the structure?	
4. Is the structure flexible enough to be altered to meet changing circumstances?	
5. Are systems in place for monitoring and reviewing practice?	
6. Is there a readiness to modify and adapt the practice where necessary?	
7. Is a whole-school approach in achieving school goals encouraged?	
8. Do teachers have easy access to school policy documents and support materials?	
9. Are female teachers in promotion posts assigned traditional female responsibilities?	
10. Is the proportion of women on the staff reflected in the number of managerial positions held by women?	

F. Decision making and communication	✓ x
1. Are staff meetings used for the discussion of major policy issues?	
2. Are working parties or small groups used to investigate particular issues and make policy recommendations?	

3. Do teachers share in major decision making?	
4. Are meetings well-chaired?	
5. Are meetings purposeful?	
6. Are meetings kept to a minimum?	
7. Is there frequent, direct and open communication between staff and management?	
8. Do channels of communication operate in both directions?	
9. Does the principal regularly brief teachers about day-to-day issues?	
10. Do teachers generally feel well-informed?	

G. Professional working relationships	✓ x
1. Is there a good team spirit?	
2. Do the staff feel valued?	
3. Are teachers able to express their views openly and honestly?	
4. Are teacher contributions given recognition and taken seriously in staff meetings?	
5. Is there a concern to build a learning environment for both staff and learners?	
6. Do teachers strive to improve their professional practice?	
7. Do teachers regularly engage in joint planning?	
8. Are teachers encouraged to share ideas, experiences and success?	
9. Is professional development an integral part of the job of teaching, so that the teacher can acquire new skills?	
10. Are experimentation and reasonable risk taking encouraged?	

H. Links with parents and the community	✓ x
1. Do teachers work to build and maintain good relations with parents?	
2. Is there an active and supportive school governing body?	
3. Are parents made to feel welcome in the school?	
4. Are parents informed about significant developments in the school?	
5. Are parents consulted about significant developments affecting their children?	
6. Are parents widely encouraged to help out in the classroom?	
7. Are parents invited to joint educational excursions?	
8. Do teachers work to build and maintain community links?	
9. Is the school responsive to the culture of the local community?	

10. Are there good links with local business?	
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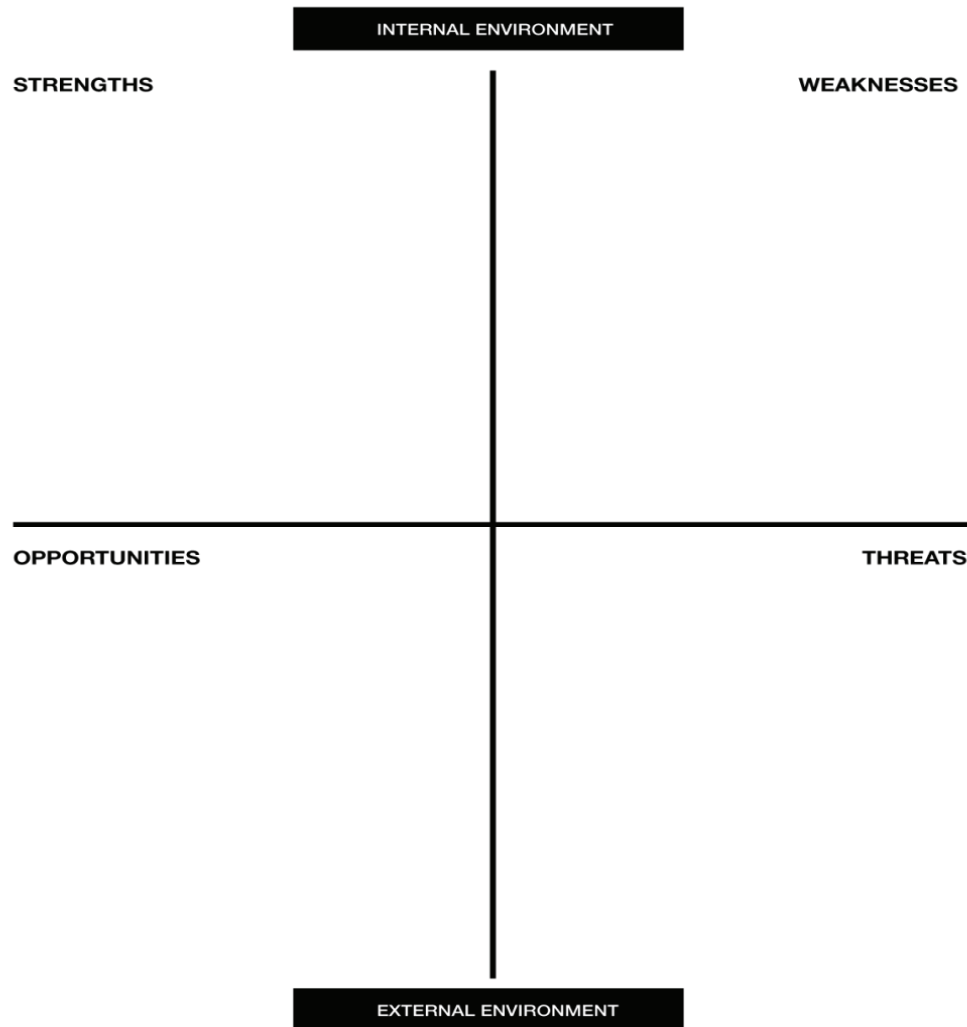
I. The governing body and Department of Education	✓ x
1. Do the staff and governing body enjoy a positive and harmonious relationship?	
2. Do teachers resent the powers of the governing body?	
3. Is there evidence of serious disagreement between school staff and the governing body?	
4. Is the governing body very content to follow the principal's advice on educational issues?	
5. Are all members of the governing body well-acquainted with the internal workings of the school?	
6. Are governing body members provided the opportunity in sub-committees and working parties to work with staff on reviewing specific aspects of school policy and practice?	
7. Are governing body members involved in exercises concerned with institutional review?	
8. Is there a sound relationship between the school and the Department of Basic Education (DBE)?	
9. Do members of the DBE play a significant part in school management?	
10. Is the school very dependent on the support of the DBE?	

J. Managing change	✓ x
1. Is the school receptive to innovation and change?	
2. Is there a degree of professional scepticism about the current changes?	
3. Does the principal, where doubts are expressed, use it effectively to the advantage of education?	
4. Is there a perceived "innovation overload" among staff?	
5. Are some of the innovations or developments left up-in-the-air and not fully implemented or discussed?	
6. Is the school re-aligning the existing structures in line with the innovations?	
7. Does the principal allocate resources to support innovations?	
8. Is change being successfully managed?	

9. Have current transformations led to an increase in collaborative decision-making?	
10. Despite the fact, that collaborative decision-making takes more time, does management perceive it to lead to better results?	

Template 6: SWOT analysis

(Source: GDE, 2012: 25)



A decorative graphic consisting of four curved, overlapping bands of color (green, yellow, blue, and orange) that sweep across the lower half of the page from left to right.

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