CAREER PATHING FOR
EDUCATION LEADERS AND MANAGERS
THROUGH INDUCTION

CONTENTS

ACRONYMS AND ABBREVIATIONS

ADE   Advanced Diploma in Education

CPTD   continuing professional teacher development

DBE   Department of Basic Education

DH   Departmental Heads

EMIS   education management information system

HR   human resources

ICT   information and communications technology

NGOs   non-governmental organisations

PED   Provincial Education Department

PLCs   professional learning communities

REQV   Relative Education Qualification Value

SACE   South African Council for of Educators

SGB   school governing body

SMT   school management team

FOREWORD

AS ONE PART OF A PROCESS TO SUPPORT ONGOING PROFESSIONAL DEVELOPMENT THROUGH A TEACHER'S CAREER, THE DEPARTMENT OF BASIC EDUCATION (DBE) HAS EMBARKED ON THE DESIGN ON OF A PRINCIPAL INDUCTION PROGRAMME, TARGETING NEWLY APPOINTED PRINCIPALS AT SOUTH AFRICAN SCHOOLS. "NEWLY APPOINTED" REFERS TO PRINCIPALS WHO ARE IN THEIR FIRST YEAR OF PRINCIPALSHIP, WITH NO PRIOR EXPERIENCE AS A PRINCIPAL IN ANY SCHOOL.

In order to design the induction programme, a number of activities were undertaken with the support of VVOB and funding by the European Union (EU) Strategic Dialogues. These included a series of engagements with stakeholders as well as the development of a concept note.

Stakeholder engagements included two round tables, held on the 25-26 October 2018 and the 18-19 February 2019, and three working group meetings, held on 21 September 2018, 22 November 2018 and 27 March 2019.

Round tables were attended by representatives from the DBE, Provincial Education Departments (PEDs), SACE, Unions, academic institutions, interesting funders/donors and third-sector organisations such as VVOB and non-governmental organisations (NGOs). Round tables provided opportunities for representatives to provide inputs on the induction programme and its components.

Working Group meetings were attended by the DBE, SACE, Unions, representatives of academic institutions, funders, VVOB and NGOs. The purpose of working group meetings was to consolidate the inputs from the round tables, and to provide inputs on the principal induction concept note and related documents and drafts.

The document thus developed was taken for consultation to officials from the Eastern Cape, Free State KwaZulu-Natal and Limpopo provinces. A final consultation was held with the DBE in November 2019 in order to consolidate suggestions, resolve discrepancies and incorporate further suggestions. Finally, the proposed programme was reviewed by an external school leadership expert, who made additional comments. Version 6 of the document contains suggested changes and edits based on these consultations and also has been revised to ensure alignment with the *New Teacher Induction Guidelines for the Orientation Programme* published by the DBE (DBE, undated).

DEFINITIONS OF TERMS USED IN THE PRINCIPAL INDUCTION PROGRAMME

KEY TERMS USED IN THIS DRAFT PROGRAMME ARE DEFINED BELOW:

Action Learning is "a problem-solving and leadership development process that involves a small group working on a real problem, taking action and learning as individuals, as a team and as an organization while doing so…" (Jensen, Downing & Clark, 2017: 19). Action research requires collaboration and includes six elements as listed by Volz-Peacock, Carson, & Marquardt (2016: 321):

- A problem, challenge, or task related to the workplace is identified.
- The school leader has to work with a group of colleagues (SMT members/teachers, etc.) in engaging the challenge.
- The initial engagement of the challenge follows a questioning and reflective process (rather than jumping to action).
- This is followed by the collective development of strategies and action plans to address the challenge.
- The implementation of the action plan is underpinned by learning at three important levels (personal, group, and organizational).
- The engagement is normally led by a mentor or facilitator.

Action Research refers to a project based on a challenge experienced in the instructional core of the school, such as curriculum coverage, curriculum management, supervision of teaching and learning, etc. The action researcher follows a cycle of planning – action – reflection –learning – planning and action that occurs over time and allows for new insights, practices, and behaviours to emerge (Taylor, Marais & Kaplan, 1997).

The Advanced Diploma in Education (ADE) refers to a national qualification for school leaders developed by the Department of Basic Education (DBE).

Continuing Professional Teacher Development (CPTD) refers to the ongoing engagement in self-directed, institutional and formal teacher development activities (such as courses, workshops and reflection sessions) required for all teachers for registration with the South African Council for Educators (SACE).

Mentoring is development focused and relationship oriented. This form of professional support, which is a relatively new practice in education in South Africa, marks a departure from the normal short-term teacher and leadership development workshops as it recognises the cumulative, longer term nature of professional learning and development. Rather than once-off interventions to improve teaching and leadership practice, mentoring offers a continuum of professional developmental experiences that are incremental and complement other initiatives in the field.

Successful mentoring programmes for school principals have the key elements of socialisation, networking, and opportunities for professional reflection and introspection (Crow & Matthews, 1998; Dappen, 2001).

Professional Learning Communities (PLCs) are networks or groups of people who share knowledge and insights through cooperating and collaborating with each other. Defining features of PLCs are that members share a common social space; have a similar professional focus; and work on change initiatives in their respective organisations (Rovai, 2002). The social space is characterised by effective work relationships, group cohesiveness, trust, respect, a sense of belonging and personal satisfaction (Koper, Rusman & Sloep, 2005; Meyerson, Weick & Kramer, 1996).

School Leaders applies to the principal as the leader of the school. The use of the term "leader" incorporates aspects of both management and leadership as interrelated components of the principal's practice.

There are many types of leadership which might be expected of school leaders. These include:

- **Strategic Leadership**, which is focused on plans for continuous development and achievement, collaboration, reflection and learning;
- **Executive Leadership**, which is focused on building relationships and creating a shared vision, values, ethos and identity;
- **Instructional Leadership**, which is focused on ensuring the school is a professional learning community, data-driven, research-based and aligned to National Curriculum and policies;
- **Cultural Leadership**, which is focused on embracing diversity of cultures and gender orientations, as well as supporting and upholding traditions, values, symbols and norms of the cultures in the school and community; and

- **Organisational Leadership**, which is focused on operations, budgets, human resources (HR), stakeholder management and delegation

School Management Team (SMT) refers to the group of appointed, acting and/or co-opted teachers who hold management positions within the school, including principals, deputy principals and Departmental Heads (DHs).

The South African Standard for Principalship (the Standard) is a policy document which outlines the expectations in terms of knowledge and behaviour in eight key areas: 1) Leading teaching and learning in the school; 2) Shaping the direction and development of the school; 3) Managing the school as an organisation; 4) Managing the quality of teaching and learning and securing accountability; 5) Managing human resources in the school; 6) Managing and advocating extra-curricular activities; 7) Developing and empowering self and others; and 8) Working with and for the community.

CONCEPT NOTE
1. BACKGROUND

THE LIFE CYCLE OF A SCHOOL PRINCIPAL FOLLOWS PRE-DETERMINED STEPS THAT WHEN FOLLOWED STEP BY STEP WOULD CONTRIBUTE TO THE IMPROVEMENT OF THE STANDARD OF LEADERSHIP AND MANAGEMENT IN THE COUNTRY.

The National Development Plan (NDP) guides the sector on the type of school leader and manager the country envisages. The NDP prescribes that the education sector should:

- Implement an entry qualification for principals
- Change the appointment process to ensure that competent individuals are attracted to become school principals
- Appoint appropriately qualified and competent principals
- Take candidates as in other senior management positions, through competency assessment to determine their suitability and identify the areas in which they would need development and support.
- Support professional associations working more closely with teachers to provide professional development opportunities, disseminate information about best practices and provide updates on cutting-edge research in particular school subject areas.

- Align the interests of all stakeholders to support the common goal of achieving good educational outcomes that are responsive to community needs and economic development.

Principal induction is one of a series of supports for an individual's development as a principal. These include:

- The Advanced Diploma in Education (ADE);
- The Principal Induction Programme; and
- Continuing Professional Teacher Development for Principals.

These form a continuum of learning and professional development which continues throughout a principal's career.[1] The placement of the induction programme within the DBE proposed cycle of principal professional development is outlined in Figure 1 below.

---

1 Note that principals are not expected to complete the ADE and the induction programme at the same time; these learning experiences should be sequential.

FIGURE 1: FRAMEWORK FOR SCHOOL LEADERSHIP AND MANAGEMENT IN SOUTH AFRICA

Induction of newly appointed principals is but one of the stages in the life cycle of a school principal. It is a stage where quality support and guidance is provided to those who in a new and unfamiliar position to prepare them to adjust to the new demand within a short period of time. The stage assumes that:

- The candidates are well qualified as induction is not a training programme to make candidates better qualified;
- Proper recruitment and selection procedure were implemented to appoint competent and skilled candidates; and
- Proper work plans indicating what the candidate is expected to achieve has been signed.

2. INTRODUCTION

BOTH RESEARCH AND PRACTICE-BASED INTERVENTIONS IN SCHOOLS HAVE SHOWN THAT SCHOOL LEADERSHIP IS A CRITICAL PART OF SCHOOL EFFECTIVENESS AND IMPROVEMENT (LEITHWOOD & JANTZI, 2000; LEITHWOOD, LOUIS, ANDERSEN, & WAHLSTROM, 2004; WATERS, MARZANO, & MCNULTY, 2004).).

School leadership is central to the achievement of a school's goals (West & Jackson, 2001 and good leadership is required for good performance (Beare, Caldwell & Millikan, 1992).

Effective school leaders are those who address factors that directly affect learning outcomes such as people (staff development), culture (learning conditions) and processes (teaching, learning and assessment), and are responsive to the context of their schools and communities. For school leaders to be strong and successful, they need to be prepared to work in different and often challenging contexts. Good school leaders:

- Work within policy frameworks to establish the structures and practices to support teaching and learning;
- Create an environment that is conducive for optimal academic performance;
- Develop teacher capacity; and
- Build a positive school culture with expectations, attitudes and behaviours that focus on unlocking and developing the potential of all learners in the school (Leithwood & Jantzi, 2000).

In order to effectively fulfil their mandates, school leaders require time, information, administrative systems and resources. Additionally, they must be prepared to manage complex social and service delivery challenges which they may face in their schools – in other words, each principal must manage the unique context in her/his school.

2.1 SHIFTING THE FOCUS TO INSTRUCTIONAL LEADERSHIP

Instructional leadership has a strong focus on improving teaching and learning. Schools have a better chance of improving student learning outcomes when the focus of the school leader is on teaching and learning in the school (Robinson, 2007). The structures and processes that support teaching and learning in the school focus on the quality of teaching, modelling effective teaching practice, supervising the curriculum, and making quality teaching resources available (Portin, Schneider, DeArmond, & Gundlach, 2003).

Other scholars show that instructional leadership revolves around the following key roles and responsibilities (Blasé & Blasé, 2002; Seashore, 2003):

- Developing and promoting an instructional vision (revolving around teaching and learning) in the school;
- Building and managing a collaborative school culture that is conducive to having conversations about teaching and learning;
- Allocating resources to support and enable instructional practice;
- Supporting teacher growth and development;
- Focusing on the monitoring and assessing of instruction; and
- Establishing a school climate in which discipline is connected to instructional issues.

However, these processes cannot be adequately managed by principals as individuals and require "distributed" leadership where expertise, knowledge and guidance are shared across a broader group of people at the school (Spillane, Halverson, & Diamond, 2004) such as the School Management Team (SMT).

2.2 THE WORK OF THE SCHOOL MANAGEMENT TEAM (SMT)

The SMT works with the principal in executing the daily operations of the school. The SMT not only focuses on the effective administration, but more importantly is the key driver of instructional improvement in the school. As a team of instructional leaders, the main activities of the SMT should be supporting, guiding, monitoring and evaluating the core activities of teaching and learning in the school. This, in essence, is the role of instructional supervision in the school. Effective instructional leadership ensures that:

- There is a functioning curriculum management system in place for the school;
- Knowledge and expertise in the content and pedagogic fields are constantly being developed;

- The SMT functions effectively as a team that is characterised by commitment, collaborative decision-making and reciprocal accountability; and
- There are regular meetings to review work and assess progress towards the school's improvement and instructional goals.

The instructional leader not only manages this unit, but should also be directly involved in regular conversations with the SMT members and the staff about teaching and learning in the school. While some of the functions in leading school improvement can be delegated, responsibility and accountability for the work and how it gets done always remains with the school principal.

2.3 THE ROLE OF THE PRINCIPAL INDUCTION PROGRAMME

Induction is one of the key supports which can help new principals develop the skills, confidence and attitudes necessary to facilitate high performance. It is an important process that welcomes and orientates a new principal into the roles and responsibilities of principalship, and can address common challenges faced by new principals such as:

- Anxiety over the complexity of their new leadership roles;
- Feeling overwhelmed by an increased workload;
- Undertaking new tasks of administration and authority;
- Managing multiple stakeholder demands;
- Managing unique contextual challenges of the school;
- Needing a deeper understanding education policy and the education system more broadly; and
- The change in social position and relationships that comes with a leadership position.

In addition, an induction programme can help new principals to minimise the disruptive effects of a leadership transition in the school and enable the new school leader to either continue or set the school on a path to high performance. A key feature of the induction programme is to help new principals respond to the contextual demands of a school so that the school can achieve its purpose of educating learners.

In particular, the induction programme will:

- Enable smoother leadership transitions within schools, so that disruption during this period of change is minimised;
- Ensure school leadership understand their roles in building organisational capacity and shaping school practices that contribute to effective school performance and improved academic outcomes;
- Improve new principals' understanding of policy and policy frameworks, and how these can be applied within a school's context to achieve educational goals;
- Increase the confidence of school leaders and equip them to address challenges faced by schools; and
- Establish networks of support to share effective practices, concerns and ideas on school leadership.

3. GOALS AND OBJECTIVES OF THE PRINCIPAL INDUCTION PROGRAMME

THE PURPOSE OF A PRINCIPAL INDUCTION PROGRAMME IS TO EQUIP NEWLY-APPOINTED PRINCIPALS WITH THE KNOWLEDGE AND SKILLS NECESSARY TO LEAD EFFECTIVE, EFFICIENT AND FUNCTIONAL SCHOOLS, LEADING TO IMPROVED TEACHING AND LEARNING OUTCOMES.

To achieve the purpose, the principal induction programme will seek to develop principals who:

1. Work collaboratively and develop school improvement/development plans that have a strong focus on teaching and learning and are underpinned by cultural, organisational, instructional, strategic and executive leadership;

2. Develop a clear vision, mission and values that will underpin and guide a school development plan with measurable targets, using a consultative process involving all stakeholders – SMT, teachers, learners, school governing body (SGB) and parents;

3. Build an organisational structure that reflects the vision and values of the school and develop management systems and processes (financial, HR, ICT, learner support, etc.) that work effectively and efficiently to enable teaching and learning;

4. Ensure that educators are well-prepared and actively engaged in providing opportunities to learn for all students. This includes developmental supervision as a professional learning relationship which entails guiding and supporting teachers to strengthen practice and improve learning outcomes;

5. Ensure the correct placement and utilisation of human resources and build a culture of collaboration to achieve the organisational and academic goals of the school;

6. Assess and, if necessary, develop a meaningful extra-curricular activity programme that promotes the holistic development of the learner and includes the physical, intellectual, social, artistic, psychological and emotional skills required for success in life;

7. Create opportunities for ongoing professional development of the staff (teachers and leaders) that are meaningful and relevant to the needs of the school and become part of the learning culture at the school;

8. Work with the SGB to increase parental involvement in the school and build relationships and partnerships with other stakeholders to support the psycho-social and academic development of the learners.

4. PRINCIPLES OF THE PRINCIPAL INDUCTION PROGRAMME

THE FOLLOWING PRINCIPLES FORM THE FOUNDATION FOR THE PRINCIPAL INDUCTION PROGRAMME:
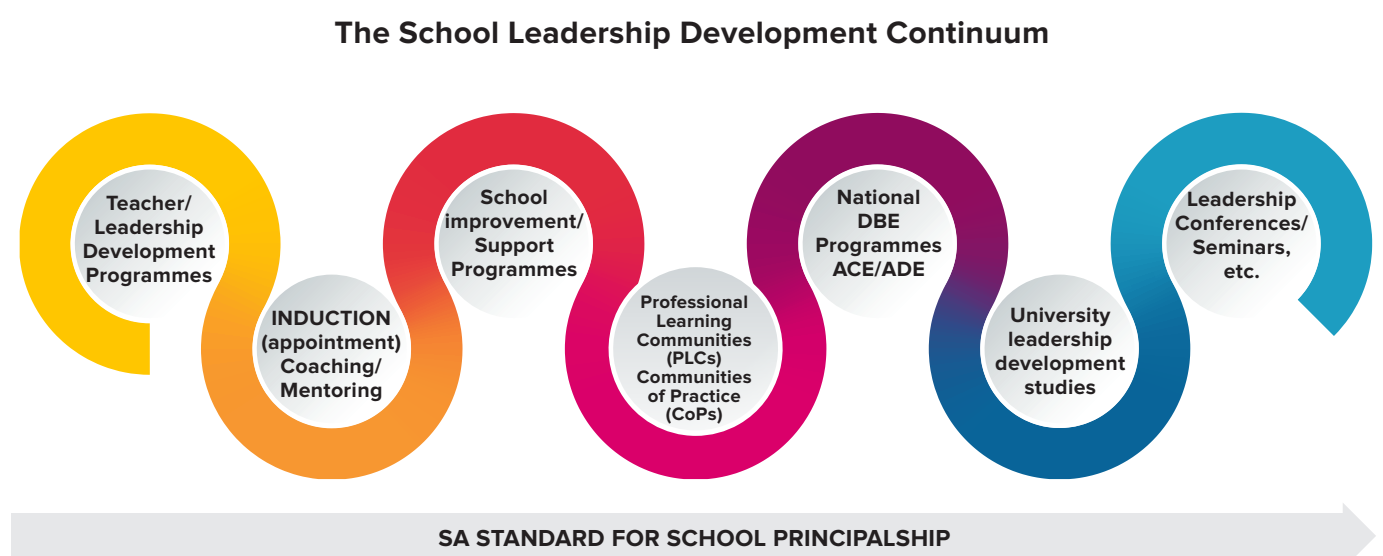
Principle 1: Induction is explicitly linked to the eight areas included in the South African Standard for Principalship.

This policy (DBE, 2016) provides a comprehensive framework for what the country's education system expects of those responsible for leadership and management in its schools.

Principle 2: Induction is located on a continuum of co-ordinated and complementary professional development activities.

Professional development is regarded as an ongoing process that continues throughout an educator's career. Development is seen as an incremental process, with gradual improvement. Professional development is a purposeful approach which creates pathways of professional learning and development, in which programmes and other development activities are aligned and connected to the core areas of the Standard.

FIGURE 2: CONNECTING THE STANDARD TO PROGRAMMES ON A PROFESSIONAL DEVELOPMENT CONTINUUM

The School Leadership Development Continuum

Teacher/Leadership Development Programmes

INDUCTION (appointment) Coaching/Mentoring

School improvement/Support Programmes

Professional Learning Communities (PLCs) Communities of Practice (CoPs)

National DBE Programmes ACE/ADE

University leadership development studies

Leadership Conferences/Seminars, etc.

SA STANDARD FOR SCHOOL PRINCIPALSHIP

Principle 3: Instructional leadership should be the primary orientation of school leaders.

The predominant focus of the leader is on the "instructional core" of teaching and learning in the school – where all the organisational structures, activities, policies, procedures, and practices etc. are connected (either directly or indirectly) and are supportive of these core activities.

Principle 4: Induction should explicitly link policy and practice.

New principals must achieve an in-depth understanding of South Africa's education policy frameworks and, more importantly, how these are translated into practice. Induction should provide the information, skills and capacities necessary to translate policy into school-level activities and interventions in order to pursue and achieve policy goals.

Principle 5: Induction must ensure an understanding of the school as an organisation.

There must be a focus on the school as an organisation and on how the leadership and management of the different parts of the organisation is central to creating the enabling conditions for supporting and strengthening teaching practice and improving learner performance.

Principle 6: Induction must be grounded in context.

The induction programme must be responsive to the context and social realities of public schools in South Africa, which are complex institutions to lead and manage.

Principle 7: The agency of principals must be protected and developed through induction.

Effective school leadership in South Africa is essentially about agency – defined as the ability of leadership (individually and collectively) to work with and through people to bring about authentic changes in the school that can be sustained over time (Witten, 2009). Induction must ensure that its activities are designed to promote and develop the agency of school leaders.
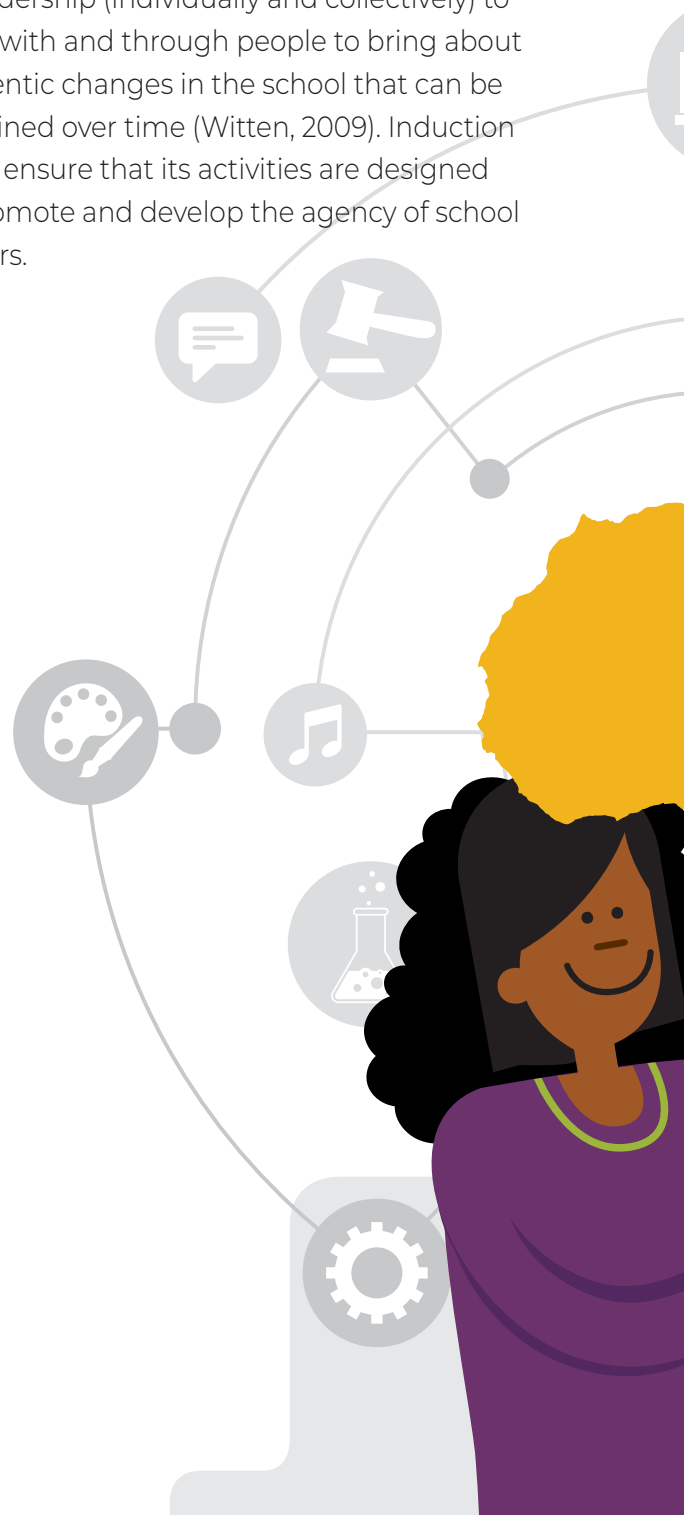
5. WHO CAN BE DESCRIBED AS A "NEW PRINCIPAL"?

"NEW TEACHERS" ARE DESCRIBED IN SECTION 4 OF THE NEW TEACHER INDUCTION GUIDELINES FOR THE ORIENTATION PROGRAMME PUBLISHED BY THE DBE. SECTION 4.2 DESCRIBES NEW PRINCIPALS:

New principals are teachers who have just been promoted to a principal's or deputy principal's position and are about to assume duty in their new post. These teachers will be professionally qualified at REQV 13 or higher and will have experience of teaching and/or management and leadership at a school at the level of deputy principal or DH. The experience of these teachers may differ greatly, depending on the schools at which they previously served and the levels of their previous posts (DBE, undated: 4).

Principals who have completed an entry qualification such as the Advanced Diploma in Education (ADE) and have been appointed to a principal position will engage in the induction programme in order to bridge theory learned during completion of the ADE and its application within the context of a South African school.

6. WHEN SHOULD THE PRINCIPAL INDUCTION PRO-GRAMME BE CONDUCTED?

THE PRINCIPAL INDUCTION PROGRAMME SHOULD BEGIN BEFORE A PRINCIPAL ASSUMES THE DUTIES OF THE PRINCIPAL POST.

For example, principals can begin the orientation programme even at the start of term before the schools reopen for learners. Induction is linked to the one-year probation period for new principals. In order to successfully complete the probation period, a new principal must complete the induction programme.
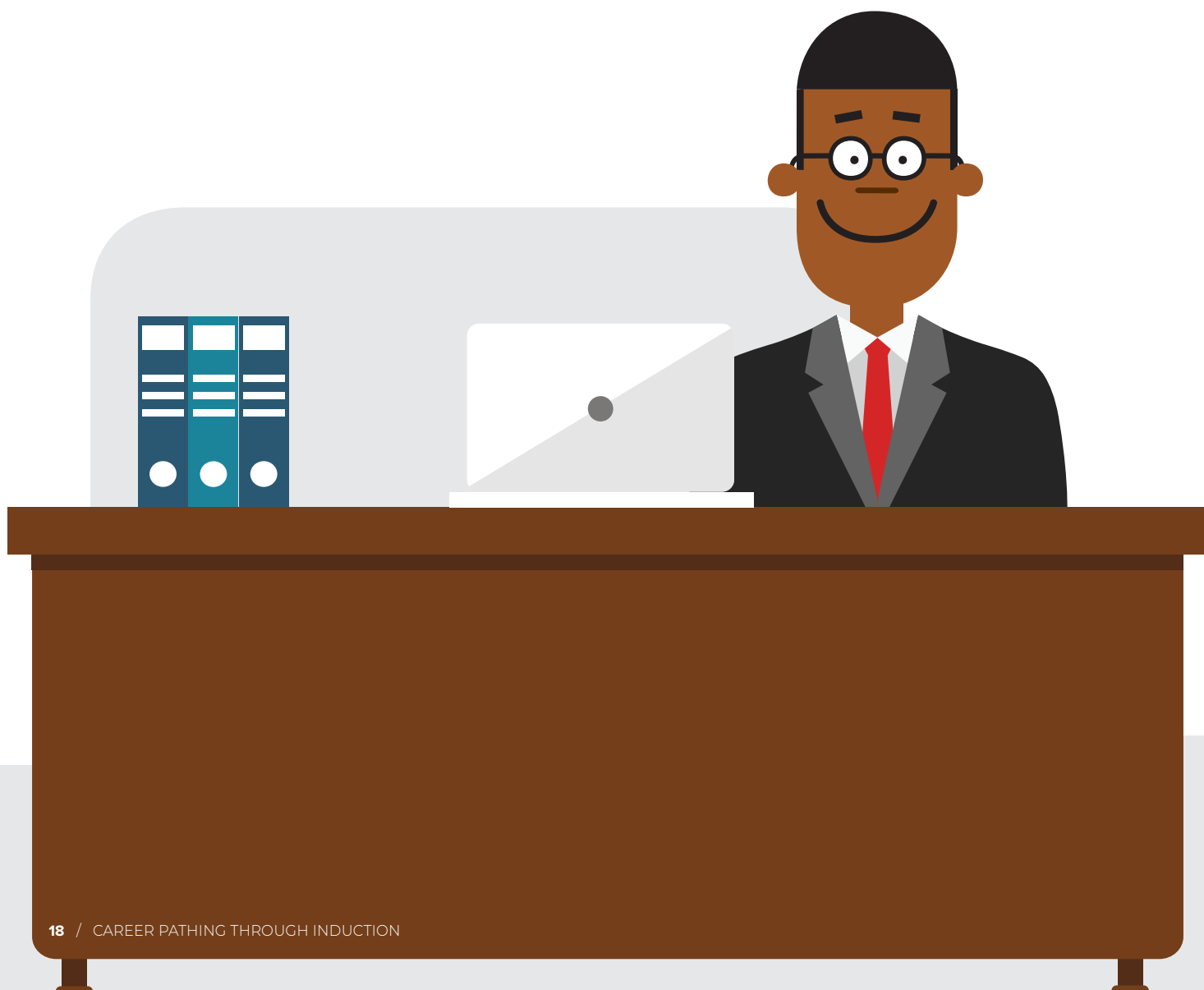
7. HOW SHOULD THE PRINCIPAL INDUCTION PROGRAMME BE CONDUCTED?

THE INDUCTION PROGRAMME IS A ONE-YEAR PROGRAMME WHICH IS LINKED TO THE NEW PRINCIPAL'S PROBATION PERIOD. THE COMPONENTS OF THE PRINCIPAL INDUCTION PROGRAMME SHOULD BE TAILORED TO THE NEEDS OF EACH NEW PRINCIPAL COHORT AND THE CONTEXT OF EACH PROVINCE.

Provincial governments will therefore design programmes and supports which suit the needs of their principals and contexts. At a minimum, these programmes should include Orientation/Training Mentorship and Professional Learning Communities. This section provides a guideline for activities which have been proven by research to be effective supports for new principals. It is also suggested that provinces give principals the opportunities and support to engage in an Action Learning Project. These components can be interconnected and create a professional development experience that is embedded in practice.

7.1 TRAINING

As provinces, districts and schools differ, the new principal induction training programme and topics will also differ. Training schedules and content will be determined by the individual provinces, but should at a minimum include aspects relevant to all new principals and across South African contexts such as policy documents, roles and responsibilities, and orientation as outlined in the *New Teacher Induction Guidelines for the Orientation Programme.* See section 7 for more on topics to be covered.

The training can include a "toolbox" developed by each province containing technical and adaptive tools that can facilitate the work of the newly appointed principal. Some tools are available from DBE, for example, relevant policies such as the South African Schools Act and curriculum monitoring tools.

Training sessions can include methods such as presentations on research relating to effective school leadership, facilitated group work and discussions, training in the use of leadership and management tools, case studies, videos, café conversations, seminars, and/or reflective journaling sessions.

As one component of training, each new principal can identify an Action Learning Project that will be implemented in their school. This project should be located in the instructional (teaching and learning) core of the school and focus on critical elements like improving curriculum supervision or support in the school; strengthening teaching practice; curriculum coverage; learner academic performance in a subject, etc. By including an Action Learning Project, the induction programme can take a new principal through a cycle of problem identification to implementing a solution.

7.2 ACTION LEARNING PROJECT

Action learning or research is a powerful form of professional development that does not occur in a simulated learning environment but is grounded in the actual work setting. Action learning can be defined as:

> *… a problem-solving and leadership development process that involves a small group working on a real problem, taking action and learning as individuals, as a team and as an organization while doing so…*
> *(Jensen, Downing, & Clark, 2017: 19)*

Action learning encourages the new principal to build collaborative relationships and address a problem. The essential feature of action learning is that it is about learning in, from and for practice that often **"stretches"** the exercise of leadership and takes participants out of their comfort zones (Phelps & Graham, 2010). In the context of education, this prepares the school leader to work more effectively in the complex and often challenging environment of the school.

A mentor and the SMT play crucial roles in helping the principal refine the project. The principal also has to work with the other stakeholders (teachers, SGB members, learners, and parents) to obtain buy-in and support across the school for the project before implementation. This will involve the processes of project planning and management; action research; and using the soft skills of collaboration and team building. The mentee principal should keep a journal that reflects the learning (both organisational and professional) during the implementation of the project.

7.3 MENTORSHIP

Mentors and/or mentor support teams should be assigned by circuit managers at the onset of the induction programme. This may involve "twinning" schools and/or being be led by the circuit manager.

Mentoring sessions can come in the form of one-on-one meetings with the principal or meetings with a small cohort of principals. These sessions focus on supporting the principal to reflect and share her/his learning in relation to the action research project at the school and to address challenges encountered by new principals.

Successful mentoring programmes for school principals have the key elements of socialisation, networking and opportunities for professional reflection and introspection (Crow & Matthews, 1998; Dappen, 2001). Good mentors also offer advice and guidance around important decisions that have to be made; help with role clarification to reduce ambiguity; and encourage the mentees to undertake challenging tasks and take risks they may otherwise have avoided (Crow & Matthews, 1998). Barnett (1995) also notes that a good mentoring programme will help facilitate the transition of the newly appointed principal from a "…dependent, novice problem solver into an autonomous (experienced) problem solver…" (1995: 47).

The role of the mentor is to:

- Provide guidance and support during the implementation of the project (especially in the eight areas of the principal Standard);
- Assist the mentee to address problems of practice;
- Engage the mentee in reflective practice;
- Unlock the mentee's potential and develop her/his capacity to address problems through use of questioning and feedback techniques.

For a mentorship programme to be effective, it must:

- Ensure mentors are able to listen with empathy, ask questions rather than provide solutions, initiate contact and maintain communication with the mentee, and provide encouragement and support (Crow & Matthews, 1998; Megginson & Clutterbuck, 1995);
- Employ mentors who are familiar with school leadership literature and trained in adult learning, coaching and mentoring techniques, reflection practices, and, particularly in South Africa, the contexts of schooling;
- Employ mentors with a background which includes school leadership positions;
- Include activities to initiate and build the relationship between the mentor and mentee (Alsbury & Hackmann, 2006);
- Consider factors such as geographic proximity, school context, personality and personal beliefs when assigning mentors to mentees (Alsbury & Hackmann, 2006).

Mentoring requires additional resources such as personnel and/or time, and careful attention should be given to how mentors are recruited and trained. Mentor selection for school leadership should take into account experience in leadership, a strong focus on learning, an understanding of the organisational aspects of school life, and a commitment to the success of the mentee (Alsbury & Hackmann, 2006).

7.4 PROFESSIONAL LEARNING COMMUNITIES

Professional learning communities (PLCs) offer additional opportunities for peer learning and support and can enhance the developmental experiences of new principals. Learning communities can be defined as networks or groups of people who share knowledge and insights through cooperating and collaborating with each other (Wenger, McDermott & Snyder, 2002). Learning in the network comes through the exchange of knowledge, information and experience between peers, which is then taken back and diffused into practice (Andrews & Manning, 2016).

PLCs have been shown to help participants develop skills in conflict resolution, information processing, and collaboration (Whitaker, King, & Vogel, 2004). School leaders reported that working with and learning from their peers reduced feelings of isolation and assisted them in addressing some of their challenges (Basom, Yerkes, Norris & Barnett, 1996). Some principals have noted that the benefits of working in cohorts continued beyond the formal programme as they continued to exchange ideas and engage in problem solving and critical reflection as their professional careers unfolded (Darling-Hammond et al., 2007).

Successful PLCs:

- Ensure relevant and responsive learning activities: careful consideration must be given to the context of the work, including the institutional, social and political dynamics at play;
- Document organisational change which comes about through advice given in the PLC;
- Have small cohorts (Crow & Whiteman, 2016);
- Have supportive and collegial environments (Huang et al., 2012).
- Are run by principals on the programme who take turns chairing PLC sessions.

Activities of the PLC may include "learning visits" to individual schools that are rotated throughout the one year period, discussions on Action Learning Projects, reflective writing exercises, collaborative problem-solving sessions, etc. PLC sessions can be held between the mentoring and training sessions of the induction programme and should be designed to support other induction components.

8. WHAT TOPICS SHOULD THE PRINCIPAL INDUCTION PROGRAMME COVER?

PRINCIPAL INDUCTION SHOULD COVER TOPICS RELEVANT TO NEW PRINCIPALS IN SOUTH AFRICA AND TO THE INDUCTION PROGRAMME. IT SHOULD PROVIDE A STRONG BASIS FOR NEW PRINCIPALS TO APPLY SCHOOL LEADERSHIP THEORY IN THE CONTEXT OF THEIR SCHOOLS AND PROVIDE A PLATFORM FOR PRINCIPALS TO UNDERSTAND AND ENGAGE IN FURTHER PROFESSIONAL DEVELOPMENT.

While provinces will ultimately develop programmes suited to their own contexts, topics at a minimum should include:

- An initial training which lays out the design, expectations, content and activities of the principal induction programme and the professional development pathway for principals.
- Orientation topics and related policies as laid out by the *New Teacher Induction Guidelines for the Orientation Programm*e (DBE, undated)[2] :
    - School safety
    - Communication
    - School attendance
    - Inclusive education and medical support
    - Resources
    - Professionalism
    - The curriculum
    - Classroom management

Additional topics may be covered in workshops and training sessions interspersed over the one year period. Training may also include self-initiated programmes and/or attendance at conferences and workshops related to the topics included in induction. Topics to be considered include:

- Action research as a methodology
- Strategic Leadership Topics
    - School improvement planning
    - Leadership theory
    - Governance and management
    - Organisational change ad change management
- Executive Leadership Topics
    - Personal mastery
    - Creating and enforcing school vision, mission, values
    - Positive school culture and ethos
    - Discipline and codes of conduct for teachers and learners
    - Team-building

2   See New Teacher Induction Guidelines for the Orientation Programme (DBE, undated: 7-12).

- Instructional Leadership Topics
  - Curriculum management and planning
  - Assessment
  - Mentorship and coaching
  - Performance management systems
  - Examination administration
  - Data use and management
  - Action research
- Cultural Leadership Topics
  - Stakeholder engagement
  - The principal as a community leader
  - Creating a secure and safe environment for teachers and learners
- Organisational Leadership Topics
  - ICT training
  - Management and information systems (EMIS, etc.)
  - People management (human relations, conflict management and arbitration)
  - Accountability
  - Delegation

9. SUCCESSFUL COMPLETION OF INDUCTION

THROUGHOUT THE INDUCTION PROGRAMME, THE CIRCUIT MANAGER WILL MONITOR THE PROGRESS OF THE PRINCIPAL AND DETERMINE PROGRESS TOWARDS THE COMPLETION OF THE PROGRAMME.

Successful completion of the induction programme will accrue CPTD points to be determined by SACE and will coincide with the completion of the principal's probation period. Provinces must therefore design a programme which includes a minimum of 50 points of professional development through a combination of training, mentorship and PLC sessions. The point structure may differ by province based on the emphasis given to different types of training, mentorship and PLCs. As a final contribution to the induction programme, the principal may complete a personal growth plan for the following year with a mentor.

The induction programme is completed when the new principal completes the required training and support and is granted the SACE

points assigned to the induction programme. This demonstrates the required engagement with induction activities and the ability to utilise the SACE system for continuous professional development. Principals who do not complete the required number of CPTD points will not complete the probation period and will therefore not be eligible for full appointment.

10. PRINCIPAL INDUCTION ROLES AND RESPONSIBILITIES

A SUCCESSFUL PRINCIPAL INDUCTION WILL REQUIRE COLLABORATION BETWEEN A NUMBER OF STAKEHOLDERS AND SPECIFIC ROLES AND RESPONSIBILITIES TO BE DEFINED.

10.1 DEPARTMENT OF BASIC EDUCATION

1. Provides policy guidance and leadership for the design, prototyping and implementation;
2. Develops and oversees the implementation of the professional development pathway;
3. Encourages external stakeholders such as higher education institutions, funders and NGOs to align to policy and initiatives related to and supporting induction;
4. Manages the monitoring and evaluation (M&E) Framework for induction;
5. Oversees field testing and consultations related to the principals' induction programme; and
6. Develops and distributes a final principal induction programme based on consultation and research.

10.2 SOUTH AFRICAN COUNCIL FOR EDUCATORS

1. Registers teachers as mandated in the SACE Act 2000 as amended;
7. Is the custodian of the professional interests of teachers, including principals;
8. Manages CPTD through its platforms, systems and policies;
9. Explicitly links CPTD activities to the Standard;
10. Ensures quality assurance for programmes and practices linked to induction through the approval of training programmes and courses

(e.g., mentorship training, etc.);
11. Ensures that quality-assured CPD providers are able to offer a wide variety of high-quality, relevant CPD qualifications and programmes;
12. Awards points relevant to the induction programme upon notice of successful completion.

10.3 PROVINCIAL EDUCATION DEPARTMENTS

1. Prepare the system for implementation of the induction programme through advocacy and training on the agreed induction programme for related stakeholder groups such as district officials;
2. Oversee and keep records of principal employment within the district and identify new principals for participation in the induction programme;
3. Manage, encourage and support the active involvement of principals in the induction programme;
4. Encourage and support the active involvement of existing officials and other candidates in high-quality mentor training programmes to further support professional development in the province;
5. Develop, trial, revise and amend tools for the principal "toolbox" aligned to provincial and national mandates and policies;
6. Oversee the implementation and/or delivery

of induction training programmes which adequately cover the suggested topics, including the development and deployment of mentors, the creation and functioning of professional learning communities, principal participation in training programmes and presentation of action learning research projects;

7. Oversee and report on the induction programme as well as performance management for new principals.

10.4 EDUCATION DISTRICTS

1. Ensure compliance of schools with policy mandates and requirements;
2. Ensure all newly-appointed principals are registered for the induction programme within three months of appointment;
3. Administer/oversee orientation and training sessions linked to the induction programme;
4. Monitor and evaluate progress of principals towards induction goals and programme completion;
5. Find and assign trained mentors for newly-appointed principals;
6. Coordinate and organize PLC sessions;
7. Report to PEDS on induction programme implementation.

10.5 CIRCUIT MANAGERS

The roles and responsibilities of circuit managers are outlined in the *New Teacher Induction: Guidelines for the Orientation Programme* (DBE, undated).

1. Offer on-site orientation on relevant policies and their purpose;
2. Help the new principal to understand the new school setting and the school organogram, the district and the cluster;
3. Clearly articulate his or her expectations of the new principal in regard to school management, administration and governance;
4. Assign a mentoring support team;

5. Set high and clear expectations for the school;
6. Define instructional leadership and break it down into the following categories:
    a) Shaping a vision of academic success, based on high standards, for learners.
    b) Creating a climate conducive to learning in order for safety, cooperation and increased collaboration to prevail.
    c) Cultivating leadership in others and encourage ownership to enhance participation in realising the school vision.
    d) Supporting improved instruction for teachers to teach, and learners to learn, at their best.
    e) Managing people, data and processes to enhance learner attainment.

10.6 PRINCIPALS

1. Actively engage and take ownership of their own professional development;
2. Develop a relationship with her/his mentor;
3. Actively participate in induction activities organised by the province, districts or other stakeholders;
4. Proactively identify and work collaboratively with the SMT to refine an Action Research topic;
5. Encourage active participation in self-directed CPTD for all teachers;
6. Account for her/his induction and CPTD activities through SACE systems and platforms.

10.7 MENTORS

1. Engage in professional development on topics linked to her/his role as a mentor such as school leadership, adult learning, coaching and mentoring, etc.
2. Build a relationship with the mentee principal/principals;
3. Meet regularly with mentee(s) to discuss aspects of principal practice and the induction programme;
4. Engage the mentee(s) in reflective practice and problem-solving;
5. Support the development and progress of the mentee(s) towards the completion of the

10.8 CPTD/PRINCIPAL INDUCTION PROVIDERS

1. Adhere to the quality assurance and other requirements set by SACE;
2. Ensure the development and implementation of induction programmes, components and associated training (such as mentor training) which are responsive to context and aligned to the overarching principal induction programme as developed through consultative processes and published by the DBE;
3. Charge fair and transparent fees for services offered.

10.9 OTHER ROLE PLAYERS

1. In addition to being a potential CPTD service provider, Unions can encourage and actively support members in their induction activities.
2. Funders can play an active role in both providing support for principal induction activities and in oversight of service providers to assure alignment with national initiatives.
3. NGOs can collaborate to support the induction programme through implementation, research and monitoring and evaluation of the induction programme and its outcomes.

The table below represents an example of how PD Points can be awarded subject to the submission of the programmes and endorsement by SACE:

TABLE 1: EXAMPLE OF PD POINTS EARNINGS

NO	ACTIVITY	PD POINTS
1.	Training	60
2.	Action Learning Project	20
3.	Attendance of Mentoring Sessions	10
4.	Professional Learning Community	10

11. CONCLUDING COMMENTS

LEADERSHIP DEVELOPMENT IS A CONTINUUM OF PROFESSIONAL AND PERSONAL DEVELOPMENT EXPERIENCES, AND AN INDUCTION PROGRAMME SHOULD NOT BE UNDERSTOOD AND IMPLEMENTED AS A ONCE-OFF PROFESSIONAL DEVELOPMENT EXPERIENCE THAT IS DISCONNECTED FROM A LONGER-TERM LEADERSHIP DEVELOPMENT PATHWAY FOR PRINCIPALS AND OTHER SCHOOL LEADERS.

In addition to this, leadership development should be linked to education policy goals at the national level and aligned to organisational improvement that strengthens teaching and enhances learning at the school level. The design of an effective induction programme thus focuses on school improvement and takes into account the leadership knowledge, competencies, practices and dispositions that are required to lead effectively in complex and often unpredictable environments that the leader will encounter over time.

Finally, if we regard leadership development as a professional, personal and social process, then an induction programme for newly-appointed school principals should include the above three aspects of development. It is of importance, as it emerges from this concept note that any strategy considered for inclusion in the process should "talk' to this country's context". While we can and should learn from best practices applied in other countries, we have to co-construct an induction programme that is firmly rooted in the current social and educational realities of South Africa. This is best done through a process of thorough consultation and advocacy, as well as thorough field testing of proposed programmes in context.

REFERENCES AND ADDITIONAL RESOURCES

Alsbury, T.I. & Hackmann, G.D. (2006). Learning from experience: Initial findings of a mentoring/induction program for novice principals and superintendents. *Planning and Changing, 37*: (3&4): 169–189. Available at: https://files.eric.ed.gov/fulltext/EJ756222.pdf

Andrews, N. & Manning, M. (2016). *A guide to peer-to-peer learning: How to make peer-to-peer support and learning effective in the public sector.* Effective Institutions Platform. Available at: https://www.effectiveinstitutions.org/media/The_EIP_P_to_P_Learning_Guide.pdf

Barnett, B.G. (1995). Developing reflection and expertise: Can mentors make the difference? *Journal of Educational Administration*, 3(5): 45–59.

Basom, M., Yerkes, D., Norris, C, & Barnett, B. (1996). Using cohorts as a means for developing transformational leaders. *Journal of School Leadership*, 6(1): 99–112.

Beare, H., Caldwell, B. & Millikan, R. (1992). *Creating an excellent school.* London: Routledge.

Blasé, J. & Blasé, J. (2002). Teachers' perceptions of principals' instructional leadership and implications. *Leadership and Policy in Schools*, 1(3): 256–264.

Crow, G. M. & Matthews, L. J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership.* Thousand Oaks, CA: Corwin Press.

Crow, G. M. & Whiteman, R. S. (2016). Effective preparation program features: A literature review. *Journal of Research on Leadership Education*, 11(1): 120–148.

Dappen, L. (2001). *The benefits of a resource mentor program on prospective and practicing school administrators.* Paper presented at the annual meeting of the American Association for Teacher Education, Dallas, TX. Available at: https://files.eric.ed.gov/fulltext/ED451184.pdf

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T. & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs.* Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Department of Basic Education (DBE). (undated). *New Teacher Induction Guidelines for the Orientation Programme.* Pretoria; DBE. Available at: https://www.education.gov.za/LinkClick.aspx?fileticket=ZqG8nf0s9cA%3D&tabid=334&portalid=0&mid=4106

Department of Basic Education (DBE). (2005). Teachers for the future: *Meeting teacher shortages to achieve education for all.* Pretoria: DBE.

Department of Basic Education (DBE). (2006). *The national policy framework for teacher education and development In South Africa* Pretoria: DBE. Available at: https://www.gov.za/sites/default/files/ gcis_document/201409/teachereducdev0.pdfDepartment of Basic Education (DBE). (2016). Policy on the South African standard for principalship. *Government Gazette*, 18 March 2016. Available at: https://www. gov.za/sites/default/files/gcis_document/201603/39827gon323.pdf

Huang, T., Beachum, F.D., White, G.P., Kaimal, G., FitzGerald, A.M. & Reed, P. (2012). Preparing urban school leaders: What works? *Planning and Changing*, 43(1): 72–95.

Jensen, B., Downing, P. & Clark, A. (2017). *Preparing to lead: Lessons in principal development from high-performing education systems*. Washington, DC: National Center on Education and the Economy. Available at: http://ncee.org/wp-content/uploads/2017/10/PreparingtoLeadFINAL101817.pdf

Koper, R., Rusman, E. & Sloep, P. (2005). Effective learning networks. *Lifelong Learning in Europe*, 9: 18–28.

Leithwood, K. & Jantzi, D. (2000). *A review of transformational school leadership research, 1996 – 2005*. Paper presented at the Annual Meeting of American Educational Research Association. Montreal, Canada.

Leithwood, K., Louis, K.S., Andersen, S. & Wahlstrom, K. (2004). *How leadership influences student learning: Review of research*. Minneapolis, MN: Center for Applied Research, University of Minnesota. Available at: https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf

Meyerson, D., Weick, K. E. & Kramer, R.M. (1996). Swift trust and temporary groups. In Kramer, R.M. Tyler T.R. (Eds). *Trust in organizations: Frontiers of theory and research*. Sage, Thousand Oaks: CA. pp. 166 – 195.

Phelps, R. & Graham, A. (2010). Exploring the complementarities between complexity and action research: The story of Technology Together. *Cambridge Journal of Education 40 (2): 183–97.*

Portin, B., Schneider, P., De Armond, M. & Gundlach, L. (2003). *Making sense of leading schools: A study of the school principalship*. Seattle, Washington: Center on Reinventing Public Education, University of Washington. Available at: https://www.crpe.org/sites/default/files/pub_crpe_maksense_sep03_0.pdf,

Robinson, V., (2007). *School leadership and student outcomes: Identifying what works and why*. Melbourne: Australian Council for Educational Leaders.

Rovai, A.P. (2002). Building a sense of community at a distance. *International Review of Research in Open and Distance Learning*, 3: 75 – 96.

Seashore, L.K. (2003). Leaders facing real change: shifting geography, uncertain paths. *Cambridge Journal of Education,* 33(3): 371–382.

Spillane, J.P., Halverson, R. & Diamond, J. (2004). Towards a theory of leadership practice: a distributed perspective. *Journal of Curriculum Studies,* 36(1): 3–34.

Taylor, J., Marais, D.& Kaplan, A. (1997). *Action learning for development*. Community Development Resource Association. Juta & Company.

Volz-Peacock, M., Carson, B. & Marquardt, M. (2016). Action learning and leadership development. *Advances in Developing Human Resources*, 18(3): 318 – 313.

Waters, J. T., Marzano, J. S. & McNulty, B. (2004). Developing the science of educational leadership. *Spectrum,* 22(1): 4–13.

Wenger, E., McDermott, R. & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge.* Cambridge, MA: Harvard Business School Press.

West, M. & Jackson, D. (2001). *Developing school leaders: A comparative study of leader preparation programmes.*

Whitaker, K.S., King, R. & Vogel, L.R. (2004). School district-university partnerships: Graduate student perceptions of the strengths and weaknesses of a performed leadership development program. *Planning and Changing,* 35(3): 209–222.

Witten, A. (2009). Building the community school: How school principals can lead in addressing educational and social challenges in South Africa. Unpublished doctoral dissertation, Harvard University.

About the SA - EU Dialogue Facility

The Dialogue Facility seeks to support the strengthening of policy dialogue the European Union (EU) and South Africa. South Africa and the EU enjoy a reinforced and special relationship following their agreement to a Strategic Partnership in 2006. The Strategic Partnership and its related Action Plan are intended to build on the existing relationship with the intention of strengthening political and economic cooperation. The Strategic Partnership is a significant move by the EU and South Africa mere political dialogue to active cooperation on issues of mutual interest at bilateral, regional, continental and international levels.

The Dialogue Facility will provide support such as technical assistance, logistics (conferences, workshops, seminars, And events), support to study tours, research, mentoring, Twinning, etc.

The Dialogue Facility is strategically guided in a partnership between European Union and the government of South Africa. A Programme Management Unit deals with day-to-day administration.

For further information refer to www.dialoguefacility.org

THIS PROJECT IS FINANCED BY THE EUROPEAN UNION

SA-EU STRATEGIC PARTNERSHIP
THE DIALOGUE FACILITY