ADVANCED DIPLOMA SCHOOL LEADERSHIP AND MANAGEMENT
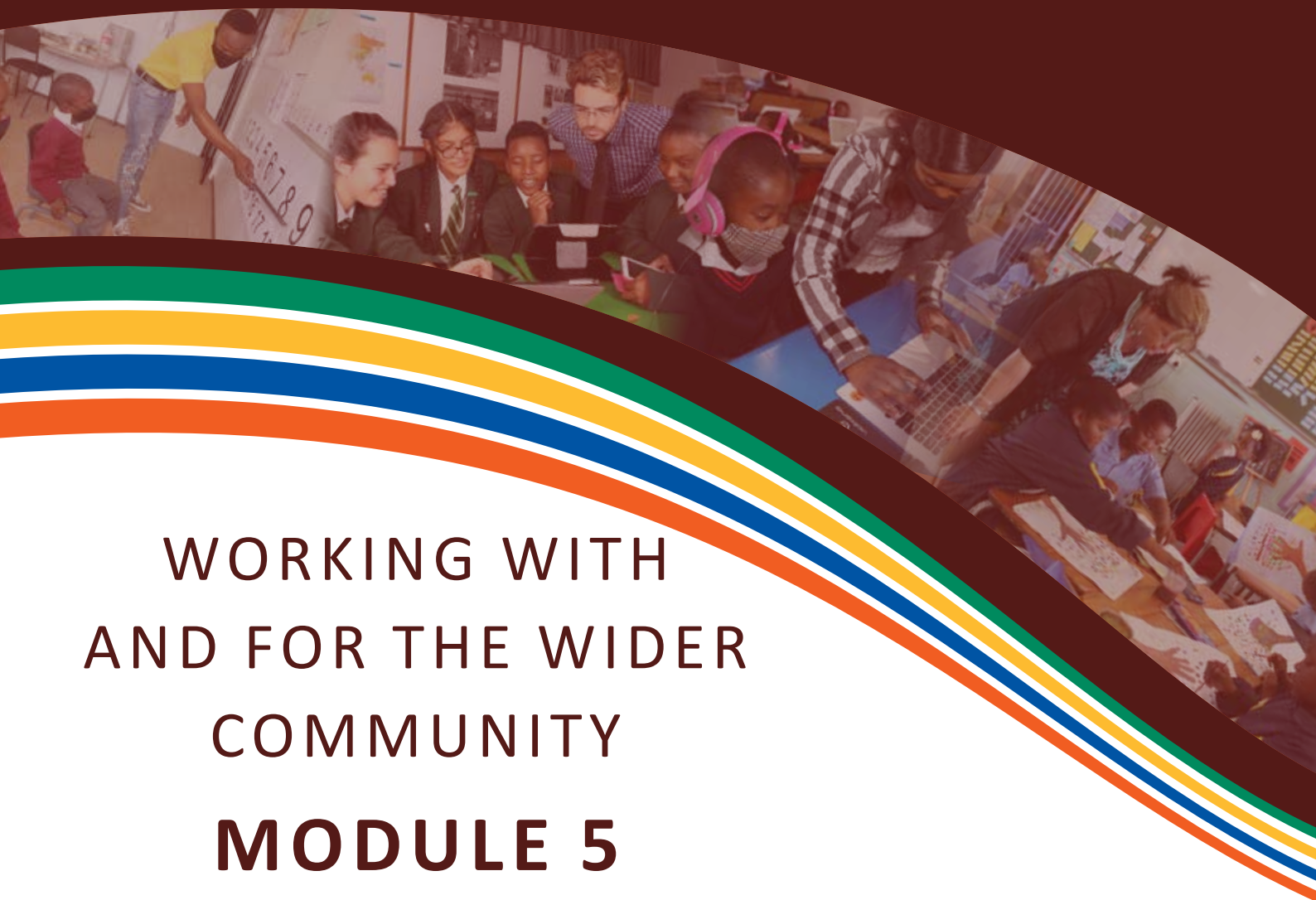
WORKING WITH AND FOR THE WIDER COMMUNITY

MODULE 5

ADVANCED DIPLOMA SCHOOL LEADERSHIP AND MANAGEMENT

WORKING WITH AND FOR THE WIDER COMMUNITY

MODULE 5

Department of Basic Education

Working with and for the wider community

A module of the Advanced Diploma: School Leadership and Management

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Department of Basic Education
222 Struben Street,
Pretoria
South   Africa

Tel: +27 12 357 3000

https://www.education.gov.za

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Contents

Acronyms and Abbreviations

AdvDip (SLM)	Advanced Diploma School Leadership and Management
AIDS	Acquired Immune Deficiency Syndrome
CBO	Community Based Organisation
CoP	Community of Practice
CSLQ	Caring School Leadership Questionnaire
DBE	Department of Basic Education
EE	Equal Education
ELO	Exit Level Outcome
HEI	Higher Education Institution
HIV	Human Immunodeficiency Virus
LO	Life Orientation
NGO	Non-governmental Organisation
NPO	Non-profit Organisation
OBE	Outcome-based Education
OVC	Orphans and vulnerable children
OWANS	Organisation Wants and Needs
PESTLE	Political, Economic, Social, Technological, Legal and Environmental
PLC	Professional Learning Community
PP	Professional Portfolio
PTR	Pupil to Teacher Ratio
RCL	Representative Council of Learners
SGB	School Governing Body
SIP	School Improvement Plan
SJI	Social Justice Initiative
SMT	School Management Team
SWANS	Stakeholder Wants and Needs
SWOT	Strengths, Weaknesses, Opportunities and Threats
WPP	Workplace Project

Module 5: Working with and for the wider community

AdvDip (SLM) course modules

Module 1	Professional Portfolio and Workplace Project	
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 wider community	←
Module 6	Leading and managing the school as an organisation	
Module 7	Working within and for the school system	

Overview

Welcome to *Module 5: Working with and for the wider community* of the AdvDip (SLM)! At this point you are probably well underway with your Professional Portfolio (PP) and Workplace Project (WPP) and have probably covered another three modules. You will therefore have a good understanding of how the programme works.

In this module, the following kinds of questions are addressed: How should *community* be defined? How can you identify and analyse the needs of *a community*? What pressures, opportunities and benefits does *a community* experience? How can the school and *the community* work together harmoniously? These ideas are discussed in the context of a **social justice** approach, based on the **concepts** of human rights and equality.

Purpose

The purpose of this module is to develop an understanding of the socio-economic context of the community within which your school is located in order to establish collaborative, beneficial relationships between your school and the larger community. You will also be encouraged to think about how best to maintain and sustain these relationships.

This module will focus on the role of the school as a centre for, and of, care in the community. It will also focus on the role of the school management team (SMT) in helping to identify, set up and manage various forms of support by harnessing the assistance of individuals and organisations located in the wider community.

Module learning outcomes

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

1. Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community.
2. Actively engage community resources in support of the school's vision, mission and curriculum implementation in order to build the school into a broader community asset.
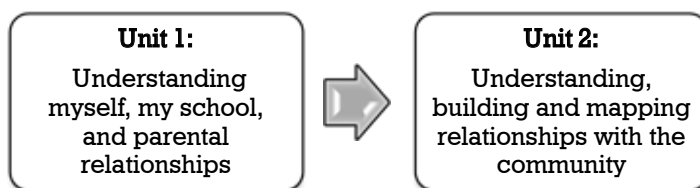
Units

This module comprises two units.

Figure 1: Units in *Module 5: Working with and for the wider community*

Module credits and learning time

This module carries 9 credits. This is equivalent to 90 notional learning hours.

It is anticipated that you will take approximately 90 hours to complete the module successfully. The 90 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) and Workplace Project (WPP) which is explained in detail in *Module 1: Professional Portfolio and Workplace Project.*

In addition, information and assessment requirements will be provided by your HEI.

Exit level outcomes

This module contributes to the following four of the nine exit level outcomes (ELOs) of the AdvDip (SLM) qualification:

ELO 2
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.

ELO 3
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.

ELO 6
Select, and apply effective and innovative organisational systems and processes (such as HR, Finance, Safety, IT, 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.

ELO 9

Communicate effectively and clearly with all school stakeholders across a range of issues and circumstances by using arguments and rationale effectively.

Unit 1: Understanding myself, my school and parental relationships

Introduction

In this unit the focus is on leadership practices and characteristics required to be a school leader and to relate effectively with the school and its community. As you work through this unit, you will also need to refer to concepts such as *distributed* and *ethical* leadership which were introduced in *Module 1 and Module 4,* and which are further expanded on in this Module*. .* Aligned to the   professional development requirements of this programme, you will be required, not only to learn about these concepts in theory, but also to *apply* your knowledge in context.

Section 5.1.7: Developing and empowering self and others and *Section 5.1.8: Working with and for the community* in the *Policy on the South African Standard for Principalship* (SASP)(DBE, 2015: 20–21) are the source or foundational documentation that serves to guide the selection of content and the approach used in this unit and the module. Discussion of policy in this unit is underpinned by the principle of social justice as set out in the South Africa Constitution. This unit therefore also seeks to probe [investigate] the relationship between policy and *leading for social justice*.

The structure of this unit is depicted in Figure 2.
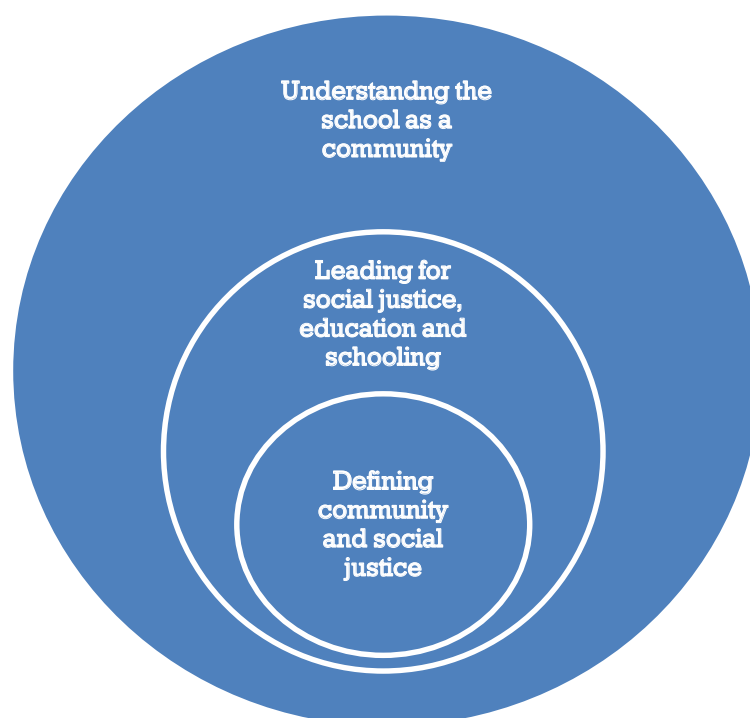
Figure 2: Understanding of community, self as a leader, and the school as a community

Unit 1 learning outcome

By the end of this unit, you should be able to:

- Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community.

Unit 1 preparation

In preparation for Unit 1, access the Caring School Leaders' Questionnaire (CSLQ) (van der Vyver et al., 2014) – Appendix 2 and 3 at the end of this module.

Also access the following article and study it in preparation for the work on communities of practice: Cambridge, D., Kaplan, S. & Suter, V. 2005. Community of practice design guide: a step-by-step guide for designing & cultivating communities of practice in higher education. It can be accessed from: https://tinyurl.com/jmgyg8y

In addition to these readings, it is recommended that you access and read some of the literature listed in the reference section at the end of the module, especially those publications related to issues where you feel the need for further clarification.

Section 1: Understanding community and social justice

This section is about defining and establishing a firm understanding of the concepts of *community* and *social justice*. Doing this is in direct relation to your role as a school leader and alongside others in your school and community. Certain analytical tools such as a learner's questionnaire and a data gathering tool are provided to enable you to address areas of inequality and injustice that your school may face and which, typically are also prevalent in many other South African schools and communities..

As you will have seen in Module 1, many important educational policies were implemented soon after 1994. This was done in an attempt to promote the transformation of the Apartheid-era education system which was the result of so much discrimination and inequality. However, much of what currently happens in the South African education system remains unequal, despite many well-intentioned policies. It is therefore important to examine some of these policies and to try to understand their *original social justice intention* and then to analyse what has happened since.

As a school leader in South Africa, the responsibility to *lead for social justice* should be a high priority, but in order to try and implement the necessary changes that will help to bring about a more equal education system, it is important to understand what is causing the gaps that exist between intended policy and its implementation.

Start with Activity 1 in which you will develop a definition of *community*.

Activity 1: What is a community?

Suggested time:
45 minutes

Aim:
To define the concept/idea of a community.

What you will do:

1. In your higher education institution (HEI) community of practice (CoP) discuss and share your different ideas about what makes *a community*. Try and reach agreement on a definition of *community*. When you have, write the agreed definition in your Learning Journal.

2. In your group, watch the following YouTube video. *What is community*? Accessed from: https://tinyurl.com/y9gq9fqm (Duration: 2:16 minutes).
   - Listen carefully to the way in which the narrator talks about community.
   - Try to pick up the key words that he uses when talking about community.

3. Although this video is about a faith-based community clinic (not a school) decide whether the characteristics of *the community* that are described in this video can also be generalised to apply to a school community. Give reasons for your answers.

4. When you have finished watching the video, work through the following points with the people in your school-based CoP and keep a record of the key points in your Learning Journal:
   - Discuss what is meant by *community* as used in the video.
   - What do you think the statement "Community evolves around conversation" means?
   - Different terms are used to describe community. Some of these are: intimate, needy, participative, relational, connected and alive. Which of these words make the most sense to you when you hear the word *community* and why?
   - The narrator asks where the *community* begins and where it ends. Where do you and the other HEI CoP members believe your school communities begin and end? What makes you set the boundaries in this way?
   - Speaking as school leaders, do you all agree that you have a *duty* to serve the community in the way the video suggests that you should serve it?
   - How could your school, and those of your fellow CoP members, serve your respective communities?

Discussion of the activity

From the activity above, you have probably realised that trying to reach a definition of community is not simple and that there are clearly different ways of defining one. Here are several definitions from different sources. How do they compare with what you wrote?

Definitions of 'community'

"A community is a group people who share a sense of belonging and experience meaningful relationships because of a common identity"
(Hunt in Pfortmüller, 2017).

A community is a *"group of people that care about each other and feel they belong together"*
(Pfortmüller, 2017).

An article in the American Journal of Public Health defines a community as "*A group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings*"
(MacQueen et al., 2001: 1).

What you may notice, even if the definitions are slightly different, is that communities are really about *relationships between people*. They therefore have a strong social aspect; they are built when people interact with one another *across fences*. This is why it takes time to become a trusted and *true* member of a community and for a community to become strong. But, over time, relationships shift and the dynamics within a community may change. By this it is meant that as people move about, have different experiences, develop different needs, and relationships change, the community also changes. Communities therefore function at different levels and in different ways. The one in the video was depicted as a well-functioning community, but many communities across the world and in South Africa are not as stable and well-functioning. Many communities in South Africa are torn apart by conflict or violence.

In the video it was suggested that a community usually has some sort of a geographical boundary, such as the one around a school (the school may have a physical fence which defines its boundary) but at another level, a school is also part of a community of other schools in its district and province. So these are considerations you have to take into account when you define exactly what you mean by a school community.

Like the clinic in the video, schools also interact with, support and help the community. The clinic prepared a video about itself and its contribution and invited the community to participate. Getting the community involved creates a sense of belonging to that community. In the education context, a lack of parental involvement is often cited as a factor in poor learner performance (Mji & Makgato, 2006; Makgopa & Mokhele, 2013; Okeke, 2014). Therefore, taking action to address the challenge of parental participation in all aspects of the school, is an important school leadership and management matter.

Stop and think

What strategies can you employ as a school leader, to promote greater parental participation in your school?

Definition of *community* to be used in this unit

In light of all that has been written above about *community,* the following working definition of *community* has been developed because it fully encompasses the key ideas and will therefore be used as the basis of the discussions in this unit:

> *A community consists of people from institutions or organisations and possibly families, and probably a geographical location, who engage with one another regularly and over long periods of time in order to discuss matters of mutual interest and concern. A community changes over time as people, their needs and community circumstances change. It is therefore fluid and complex.*

Examples of this kind of community are ones with which you may already have strong ties: a religious community, a political community, as well as your school community. Some social groups, such as a women's league, become a community for its members. What this shows, is that you can belong to more than one community at a time. As a participant in the AdvDip (SLM) programme, you already belong to two CoPs – one based at the institution at which you are registered for this programme and one school-based. In both communities you share discussions about your common interests in school leadership and your WPP. You may even belong to another one in relation to the team you lead and manage at school, for example if you are a head of department in your school. Or you may be part of a teacher's group which is formed into a professional learning community (PLC) which promotes learning and development in particular subject areas. However, what all these groups have in common is that to function well, they require collaboration, communication and negotiation.

Think back to the definition of community that you decided on in your HEI CoP. Does it provide a good basis for how to build relationships with your community? Remember, good relationships are like the glue that hold communities together. In your discussions, did you include learners as part of your community? They are an important part of the school community, perhaps the *most* important members of the school community. Including the learners' *voice* and listening properly to what they have to say is essential in order to develop a balanced view of the community.

Stop and think

Listening carefully and respectfully to what the learners have to say is key to developing a balanced view of your school community!

Lastly it is important not to confuse a community with a *following*, of which Twitter and Facebook are examples. To clarify, the distinction between a *following* and a *community*, carefully study Table 1:

Table 1: The differences between a following and a community

A following, e.g. Twitter:	A community:
Is short-term.	Is long-term.
Focuses on quick growth.	Growth is slow and steady.
Limited interaction between members.	Unlimited, regular interaction.
Easy to belong to.	Difficult to truly belong.
Focus is around an individual or core members.	Focus is around relationships with others.
Allows for limited conversation - the focus is on getting information.	Deeper conversations around topics with many answers.

(Source: More Online Learning for Iowa Educators, 2015)

The next activity moves from understanding what a community is, to examining what concepts such as a *just society* and *social justice* mean.

Activity 2: What is a just society and what is social justice?

Suggested time:

1 hour

Aim:

The purpose of this activity is to describe what you understand to be a *just society* and explore your understanding of the term *social justice*.

What you will do:

Do this activity with your HEI CoP

The task begins by reviewing (briefly) the Constitution of the Republic of South Africa and the South African Bill of Rights which provide the cornerstone of social justice.

1. Read the two quotes below:

    The first is from the Constitution of South Africa, Chapter 1, *Founding principles*:

    > *The Republic of South Africa is one, sovereign, democratic state founded on the following values: (a) Human dignity, the achievement of equality and the advancement of human rights and freedoms.*
    > (Constitution of South Africa, 1996: 3)

The second is also from the Constitution, Chapter 2, *The Bill of Rights*:

> *This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.*
> (Constitution of South Africa, 1996: 5)

2. Discuss what these two extracts indicate about the most important principles that underpin the Constitution and the Bill of Rights. In your discussion, consider how these principles relate to social justice in South Africa.

3. Develop a visual representation [a drawing or a diagram] of what a just society looks like. Or if you prefer, you could prepare a *symbol for justice*. Share your drawing with other HEI CoPs for discussion.

4. Access and watch the video *SJI Social Justice Coalition*. Accessed at http://sji.org.za/what-is-social-justice/ (Duration 3.55). Use the video to inform your discussion of the following question:

   - What is your understanding of *social justice*? Formulate a definition that describes the concept as it applies to your school/s.

   - Consider the importance of leadership in promoting social justice and community engagement.

   - Who do you think should be considered responsible for promoting social justice in your school/s? Give an example of how each group (teachers, learners and parents) could do so. Include learners as well because learners represent an important voice in the school.

   - What do you think the consequences for schooling are, if social justice is ignored?

Discussion of the activity

As the extracts from the *Founding principles* and the *Bill of Rights* in the Constitution clearly indicate, social justice is an underpinning and fundamental concept to South Africa's democracy. In this programme, social justice is emphasised because of the reality of the conditions within the country, and the need for school leaders to respond to social justice inequities in a responsible, measured and resilient manner. The AdvDip (SLM) envisages responsive, courageous and caring principals who are able to analyse problems and find ways to improve circumstances in their school, despite the many challenges they face.

As stated above, in South Africa, social justice is a founding principle of the Constitution and most particularly, the Bill of Rights. The concept of social justice therefore underpins the South African government's strategies and policies.

According to Vera and Speight (2003: 260), social justice starts with the need to interrogate structures that set up and maintain inequity [injustice] and those practices that result in many people remaining on the margins of society, and where injustice is most strongly evident.

The website for the Social Justice Coalition (www.sjc.org.za) includes a very brief summary of social justice in the South African context. See the text below.

An extract from the Social Justice Coalition website: The history and evolution of the concept of social justice

> *The term 'social justice' was coined by Luigi Taparelli (a Jesuit priest) in 1840. Fifty years later, Pope Leo XIII defended the working class, and by 1900 the cause had been taken up by the Catholic Church in their campaign for a 'living wage' to ensure dignity for all workers.*
>
> *By the 1960s the term took on a broader political tone, becoming associated with civil rights for black people and gender rights for women.*
>
> *In South Africa, social justice was reflected in the anti-apartheid movement, which not only called for the abolition of racial discrimination, but also for the promotion of rights for women, workers and other vulnerable people. Today, social justice projects in South Africa concern themselves with economic justice, public participation and socio-economic rights, accountability and improved access to services in a range of different sectors (http://sji.org.za/what-is-social-justice/).*

In the same that a working definition of *community* was provided above, it is useful to agree on a common understanding or a working definition of social justice.

Here are some definitions which may assist you:

Social justice has to do with how advantages and disadvantages are distributed to individuals in society (Miller, 1999: 11).

The subject matter of justice is the basic structure of society, or more exactly, the way in which the major institutions ... distribute fundamental rights and duties and determine distribution of advantages from social co-operation' (Rawls (1972) in Gewirtz, Ball & Bowe, 1995: 49).

The relational aspect of social justice has to do with procedural rights and is concerned with ordering social relations according to formal and informal rules that govern the way in which members of the society treat each other at both micro and macro levels. ... Social justice ... is concerned with the nature of the interconnections between individuals in a society rather than focusing on an individual. (Martin (1999) in Mncube, 2008: 6)

Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. (Bell, 1997: 3)

In the previous activity you were required to formulate an understanding of the concept of *social justice.* In this next activity, you will explore what happens when people within a (school) community have differing points of view.

Activity 3: Conflicts of interest

Suggested time:

1 hour

Aim:

To consider opposing points of view within your school and community, and to think about and reflect on how to respond to these as a school leader.

What you will do:

Read the conversation below that takes place in a school in Limpopo which does not have legal electricity, but in which an illegal connection has been made. Sello, a member of the school governing board (SGB), and Lerato, a parent who was actively involved in setting up the illegal connection, discuss this matter:

Conversation between Sello (SGB member) and Lerato (parent)

Sello:	This illegal connection undermines the SGB and makes it even more difficult for us to do our work!
Lerato:	*What do you mean? No one has done anything and our children are suffering!*
Sello:	Any illegal action leads to chaos. Your children could get hurt or die.
Lerato:	*But my child's education is suffering. This community is poor, it has nothing. The school has nothing.*
Sello:	No, but... What's to stop other members of the community setting up their own illegal connections?
Lerato:	*They why does the government not help us?*

First, write your response to the following questions in your Learning Journal, and then discuss the issue with either one of your CoPs.

1. What was Sello's view and what was Lerato's view? Why do you think they held these views?

2. Is Sello right or is Lerato right? Or are they both wrong?

3. What action should you, as a school leader, take in a situation like this?

Discussion of the activity

Although it is often very difficult, school leaders (all leaders, in fact) should work hard to be open to other people's points of view, and if necessary to change their own view point.

It is not difficult to see why Lerato holds the views she does and why she did not see anything wrong in putting up this electrical connection to the school. Her main concern is to see her child at a school with better facilities as she believes this will give her child a better education than she is currently getting. With electricity in a school, the possibility of introducing a whole range of stimulating and exciting learning experiences is opened up. In addition, classrooms can always be *light* and the children can see what they are doing, regardless of the time, weather or how a classroom is built. So many changes to the learning environment can take place with electricity.

But Sello knows this is an illegal action, *a crime.* Even if he understands and sympathises with Lerato, he cannot support her action because he is a member of the SGB.

Under Section 15 of the South African Schools Act of 1996, a school is a *legal person* or *juristic person* and an SGB acts on the school's behalf. This means that if the SGB does anything wrong, like supporting *or not reporting* the illegal electrical connection like the one discussed in the conversation above, the SGB can be sued. Lerato's despair is very real and she is right to ask why the government is not doing anything to help her child's education. However, your responsibility as a school leader, with your SMT and SGB, in a case like this, is to respond with empathy to parents like Lerato, while at the same time doing the right thing . A parent is a situation like this one, needs to know that you understand *why* they are acting illegally. While, at the same time, you need to explain the legal position of the school and the SGB and that it is illegal for you not to report a crime like this. Together, you have to find a solution to this type of very serious problem.

In *Module 4: Leading and managing people and change*, Unit 6: Circles of connectedness, Activity 5 explores what can happen when guidelines and procedures are not followed correctly by a school. The particular example concerns the human rights (freedom of expression) of a grade 10 female learner (L,C.) at a Johannesburg based secondary school.

Because the school failed to follow procedure and policy, it lost a case brought by the South African Human Rights Commission. The next activity in that unit (about Parow High School) provides an example of the positive result for the school when a policy is applied correctly and consistently.

In the next section of this unit, you will examine several policies that have been put into place to address situations such as schools without adequate services or infrastructure. This will be done, specifically using a social justice and historical political perspective. The intention is to assess the degree to which policies, that are deemed to be progressive, can help SMTs to negotiate difficult or conflictual situations and help to find solutions.

Section 2: Leading for social justice education and schooling

The politics of education lie at the heart of attempts to make societies more just. Unlike other areas of social policy, education is paradoxically [unexpectedly/puzzlingly] situated as not only one of the main causes of inequality, but also the solution to these very same inequalities. (Power, 2012: 473)

If you apply what Power says to the South African situation *post 1994*, then it means that one can assume that the education policies developed by the new government were intended to make South Africa's education system *more just*.

It would be good if you interrogated *all* key educational policies to see to what extent they have turned out to be the cause of *unanticipated injustices* or the *solution to injustices* since 1994. However, there is not enough space or time in this unit for you to do this. Because South Africa now has the biggest gap between rich and poor in the world, and this is reflected in the *growing* inequalities of South Africa's education system and schooling contexts, one policy has been prioritised. The focus of this section is on the most important laws and regulations governing basic education *funding*.

Activity 4: The role of funding policies

Suggested time:

1 hour

Aim:

To find and interpret the terms of key funding policies.

What you will do:

1. Access the policies listed below and read through them to ensure that you know what each policy is about.
2. Answer the question below.

List of important policies governing basic education funding

> National Education Policy Act (Act No. 27 of 1996)
>
> South African Schools Act (Act No. 84 of 1996)
>
> National Norms and Standards for School Funding (1998)
>
> Employment of Educators Act (Act No. 76 of 1998)
>
> Education Laws Amendment Act (Act No. 24 of 2005)
>
> South African Schools Act (Act No. 84 of 1996) Regulation Relating to Minimum Uniform
>
> Norms and Standards for Public School Infrastructure 2013

The list above shows the most important laws and regulations governing basic education funding. Respond to the two questions below about these policies. Write your responses (with reasons) in your Learning Journal. Your own experience and knowledge of these policies should be your starting point. If you have hard copies of these policies in your school, then of course, work with those. The following two websites will provide access to these policies: https://tinyurl.com/yctckjm9 and https://tinyurl.com/y828ee3a

It is suggested that you do this activity with *both* your HEI CoP and your school-based CoP as policy interpretation and experience of others can expand your own capacity to work with policies a great deal.

Questions

1. What *exactly* does each of these policies deal with? What is different or similar about them?

2. What has been your experience, as a school leader, of these policies? In what ways have one or more of them helped you lead and/or manage your school and its relationship to your community, more effectively?

Discussion of the activity

If you think about the *intention* of the policies in the list above, then the preambles [introductions] to the National Education Policy Act (Act No. 27 of 1996) (NEPA) and the South African Schools Act (Act No. 84 of 1996) (SASA) are important to study. Both these early pieces of legislation show a strong social justice intention, i.e. a real desire to put a new system of education in place that will meet the needs of *all* South African learners.

The National Education Policy Act (Act No. 27 of 1996) preamble, for example, states that:

WHEREAS it is necessary to adopt legislation to facilitate the democratic transformation of the national system of education into one which serves the needs and interests of all the people of South Africa and upholds their fundamental rights …

The South African Schools Act (Act No. 84 of 1996) preamble (shortened) states that:

WHEREAS the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation; and WHEREAS this country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities … uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State; and WHEREAS it is necessary to set uniform norms and standards for the education of learners at schools and the organisation, governance and funding of schools throughout the Republic of South Africa.

The National Norms and Standards for School Funding (1998) document sets out "the national norms and minimum standards for school funding in terms of the South African Schools Act, 1996 (No. 84 of 1996). It also deals with the procedures to be adopted by provincial education departments (PEDs) in determining resource allocation to their schools." You will know that this policy gets amended fairly regularly but it is central to so-called *equitable* funding. It also established what the relationship between the national government and provincial government is with regards to handling funds allocated by the government to provinces. In other words, the national government, through the National Treasury, decides how much money to allocate to the Department of Basic Education (DBE) who in turn decides how much to allocate to each province and how this money should be distributed. Each province, therefore, is accountable to the DBE for its spending and works directly with districts to channel this money to the appropriate schools, particularly Quintile 1, 2 and 3 schools.

The Employment of Educators Act (Act No. 76 of 1998) sets out to provide for the employment of educators by the State, but perhaps more significantly, for the *regulation of* the "conditions of service, discipline, retirement and discharge of educators and for matters connected therewith." During the Apartheid era, *inspectors* and *inspections* were treated with great suspicion by most black teachers and that system was often seen as *policing* or *surveillance*. The intention of the Employment of Educators Act (Act No. 76 of 1998) was to

ensure that *all* teachers were treated in the same way, and for the sake of the *profession*, regulations governing a range of conditions were designed and implemented.

The Education Laws Amendment Act (Act No. 24 of 2005) has been included in the list of important policies because it added *new definitions* to a range of matters already set down in the South African Schools Act of 1996. This shows that what was originally intended was not sufficient to deal with how South Africa's history has unfolded since 1994. One of the key funding-related matters that the 2005 amendment established was the quintile system.

Two years later, this Act was again amended (Education Laws Amendment Act No. 31 of 2007) to include a further, critical focus on another range of issues. It is recommended that if you have not recently read this amendment, and the South African Schools Act (Act No. 84 of 1996) Regulation Relating to Minimum Uniform Norms and Standards for Public School Infrastructure (DBE, 2013), you do so now. Ideally, you should be familiar with the whole set of amendments.

To sum up, the first National Education Policy Act (Act No. 27 of 1996), the South African Schools Act (Act No. 84 of 1996), the National Norms and Standards for School Funding (1998) and the Employment of Educators Act (Act No. 76 of 1998) were passed at a time when the *politics of social justice* drove the new democratic government's agenda. The original intentions of these policies (and others) were to be *the solution* to the injustices and inequalities of the past. However, as the amendments given here show, these same policies have had to be changed as time has gone on. The reality has become one where these original policies have proved inadequate and have eve, in some cases, been *the cause of injustices* which nobody imagined at the time. Take the equitable shares formula, for example, which is the focus of the next section and activity.

The equitable shares formula

The government of South Africa is made up of three levels - national, provincial and local as you may well know. The principle of co-operative government means that these three levels should all work together for the good of all people. Sometimes, the national and provincial governments are both responsible for the same area and education is one example of this. So the DBE and the National Treasury work together with provincial education departments and the Provincial Treasuries to *manage* education. This includes managing the budget. When the national budget is debated, all provinces get a share of this budget. Each province's share is divided according to what is called, the *equitable share formula* [its name implies that this formula is fair and equal]. In the following activity you will examine this funding formula to determine whether it is really *equitable* or not?.

Activity 5: Analyse, critique and discuss the funding formula

Suggested time:

1 hour

Aim:

To develop school leaders as scholars who can analyse and critique policy.

What you will do:

Individual activity

Read the article below which has been adapted from Ally and McLaren (2016).

Figure 3: Classroom in the Eastern Cape
(Photo courtesy of Equal Education Law Centre.)

Education funding formula needs to be fixed

Western Cape and Gauteng achieved the highest matric pass-rates last year. But did you know that these provinces were also able to spend 10% more on education per learner than the two poorest provinces: Eastern Cape and Limpopo. How does this happen?

This lopsided [uneven/unequal] effect comes from the way that National Treasury allocates money to provinces through the equitable share formula. This little-known formula is used to divide about a third of the government's budget among the provinces.

Around 90% of spending on education depends on the equitable share formula, and it is here that the challenges for equality in South Africa's education funding begin.

Equitable share formula: not so equitable

In 2016/2017 the provincial equitable share was divided among the provinces in such a way that:

- The two poorest provinces – Limpopo and Eastern Cape – allocated more of their equitable share to basic education than any other province (50.6% and 48.6% respectively).

- Despite this, these provinces ended up with among the lowest education allocations per learner (R14 058 and R14 473). How is this possible?

The equitable share is distributed in full to the provinces, who then decide how they want to spend the funds.

But here is the problem: demand for education comes exclusively from the school-age population. Yet the formula only counts how many learners there are in each province, not what proportion of the total population these learners are. The table (see Appendix 1 at the end of this module) shows that this varies greatly from province to province and has a big impact on the amount that each province is able to allocate to education per learner. This is because the more of your population that are school-age, the more of your equitable share allocation you need to spend on education. Yet, because the equitable share formula only accounts for the *number* of learners in each province, not the *percentage* of the provincial population that are learners, some provinces end up spending less on education per learner.

The effect of this is illustrated by the following:
- The five provinces with the highest proportion of learners in their population (KZN, Limpopo, Mpumalanga, Free State and Eastern Cape) also spent the highest percentage of their equitable share allocations on education, but ended up with the lowest education allocations per learner.
- By contrast, Western Cape and Gauteng, the two richest provinces with among the lowest proportion of their population in school, were able to spend 10 to 17% more per learner than the two poorest provinces, Eastern Cape and Limpopo.

This lopsided effect needs to be remedied in the equitable share formula. These distorted education allocations are problematic for two further reasons.

Rurality and the cost of education
The equitable share formula does not take into account the higher costs of education provision in rural areas.

As well as being the poorest provinces and having the lowest allocations per learner on education, Limpopo, Eastern Cape and KwaZulu-Natal are also among the most rural. It is more expensive to provide quality education in rural areas than it is in urban areas. This is due to greater economies of scale and population density and easier provision of a variety of goods and services (internet, water and sanitation, books and furniture) in urban areas. For a variety of

reasons there is also a wider selection of qualified teachers in the urban parts of the country.

The equitable share formula doesn't take account of any of this.

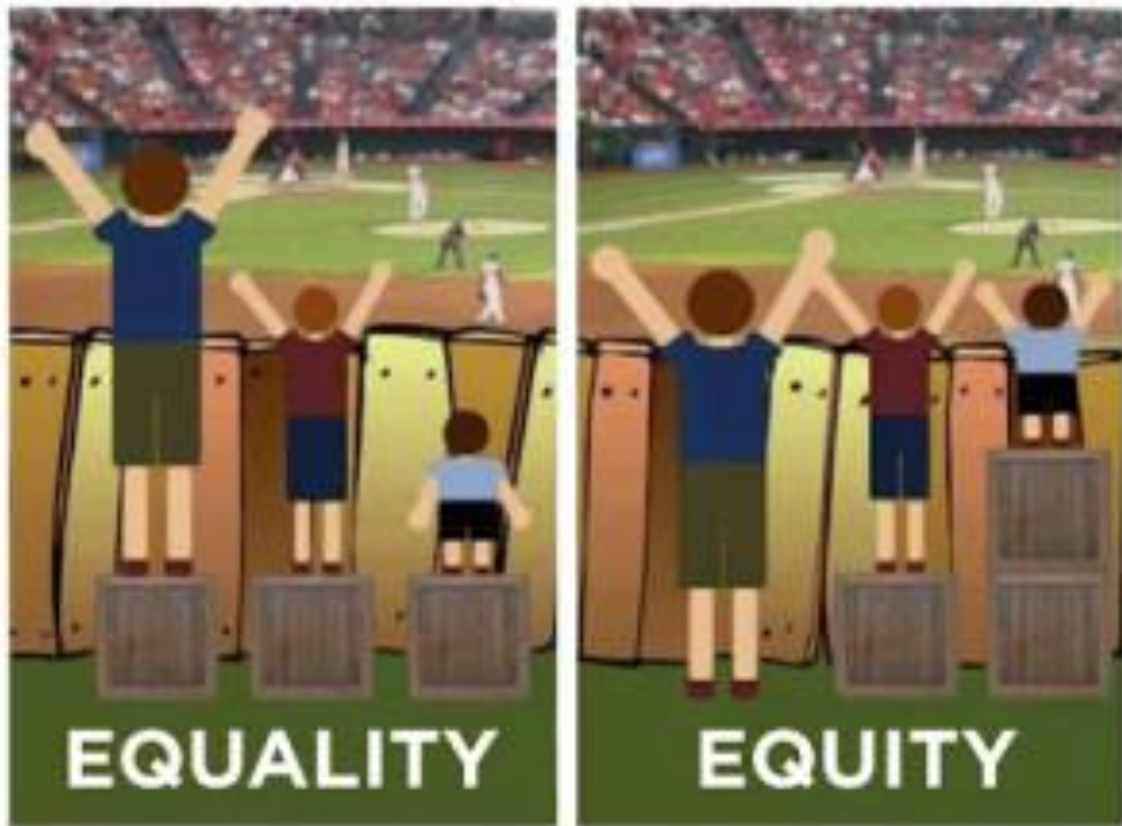Source: Article by Nurina Ally and Daniel McLaren (29 July 2016)

Accessed from: https://tinyurl.com/ybx3xwkp

Figure 4: Equality versus Equity
(Source: https://tinyurl.com/y7rt3vl5)

With your school-based or HEI CoP

1. Now that you have just read about the equitable share formula, and using the picture above to help you, what is the difference between *equality* and *equity*? Discuss this with your HEI or school-based CoP. Try and arrive at an agreed definition of these two concepts and terms. Write the group's final definition in your Learning Journal.

2. Where do you, as a group, see the biggest problems with the current equitable share formula?

3. Imagine you and your CoP are members of the National Treasury and have the power and agency to change this funding formula. What changes would you make to ensure that it is *truly* equitable?

4. Write a short entry in your Learning Journal on how this activity has impacted on you in your capacity as a scholar and a school leader.

Discussion of the activity

This article has been specially included to promote your role as a *scholar* on the AdvDip (SLM) programme. In other words, engaging with this kind of activity promotes your capacity as a public intellectual to contribute to debates and discussions in important education matters.

As you engaged with the image of the children on the boxes for the first time immediately after reading the article, could you see that these two pictures gave a very clear picture of the difference between equality and equity? In the picture on the left, all three children have a box to stand on making them equal in this respect. However, the tallest child on the left has an amazing view, the child in the middle has a good view, but the child on the right is so short, she can't see anything. So giving each a child the same box has not ensured *equity*, i.e. it has not given each child the same opportunity to have a good view. If your definition that you reached is along similar lines then you are on track to understanding this very important distinction.

If you transfer this understanding to how the equitable share formula is currently working, you would have recognised that all provinces are being treated *equally* in that the money they get is according to the *number of learners in each province*. However, there is not an *equitable* distribution of funding because the *percentage of a provincial population that are learners* is not being taken into account. For this reason, some provinces end up spending less on education per learner than others.

To meet the requirements of the Constitution, a very different kind of funding model needs to be brought into operation. Some provinces still have historical backlogs in terms of poorly

trained teachers and weak or old infrastructure. So the poorer provinces should receive more funding than the richer ones. It is no good counting only the number of learners in a province; what counts is the percentage of learners in relation to the total population of a province. As Ally and McLaren (2016) say, "this would ensure that provinces with a higher share of their population in school receive relatively more education funding, rather than the opposite, as is currently the case."

Then there is the increased cost of providing quality education to rural areas compared to urban areas. This is because of the availability of resources, transport costs, the fact that many teachers no longer like to teach in rural areas, etc. And when rural areas are also poor, have high unemployment rates and other related social issues, the funding should be even greater.

Over the next two activities, you will explore the challenge of having the South African Schools Act (Act No. 84 of 1996) Regulation Relating to Minimum Uniform Norms and Standards for Public School Infrastructure 2013 implemented as it was intended.

Activity 6: The long walk to equal education

Suggested time:
1 hour

Aim:
To track the social justice challenges faced by schools.

What you will do:
Individual activity

1. Access and watch the video *Social Justice Initiative (SJI) Equal Education* which you will find on the SJI website, accessed at: https://tinyurl.com/ybkp4gc3 (Duration 4.36).

   When you open the website, you will see *two* video options. You have already seen the *Social Justice Coalition* video, you must now choose the other one.

2. Once you have finished watching the video, respond to the questions below. Write your responses in your Learning Journal.
   - What does this video remind me of? Explain why?
   - What do I agree with/disagree with? Explain why?
   - What really interests me about this?
   - What do I dislike about what I have seen?

Discussion of the activity

The video you have watched is one which most teachers and school leaders find interesting. This is possibly because of the way the narrator takes the viewer directly to the social justice issue. This is, how *un*equal education is for learners in the majority of the mainstream schools. These are the schools which often draw their learners from poor and working class communities, are under-resourced and classified as *under-performing*. Although it is clear from the Schools that Work report (Christie, Butler & Potterton, 2007) that just because a school serves a low socio-economic community and lacks resources, this does not mean that learners cannot achieve excellent results. The schools in the Schools that Work reports are an inspiration to all school leaders, teachers, learners and parent communitiesin similar circumstances. But the majority of mainstream schools are still struggling, which is the focus of this video.

Perhaps it is because the Equal Education (EE) team chose to work with learners, and how they approached this emphasis, that makes it especially motivating. They asked the learners (not the teachers and school leaders) two questions, i.e. What is wrong with conditions within the school? and What needs to change? From there, EE ensured that they were *campaign-led*, meaning that they took key issues the learners identified and made sure people and organisations bigger than the school context took notice of what was going on. EE's aim was to *build a movement of young people* who would make sure that society did not ignore them any longer. All this was done, as you would have seen, while EE was challenging the Minister of Education, to make the Norms and Standards for Infrastructure (at that point), official policy. This example shows how organisations in civil society have taken up the challenge of equal education and the equity of provision for all schools and learners, even going as far as taking the Department of Education to court. This, they were able to do as the South African Constitution makes provision for such recourse [remedy].

As you watched the video, you may have agreed with the issues or you may have disagreed with them. The questions under point 2, were intended to make you reflect on and formulate your own opinions of the video content.

The purpose of the discussion was to enable you to become an increasingly critically reflective practitioner and scholar, and a leader who thinks critically about policy implications, about the impact on their own school/community and what can be done to address these challenges. It is hoped that you were able to reflect critically on the relationship between what is *said* or *written* in policies and regulations and what *happens in the real world* (policy implementation) – and why this is the case.

Stop and think

What strategies can you as a school leader implement to improve the infrastructural challenges at your school?

Activity 7: Work together to address infrastructure needs

Suggested time:

45 minutes

Aim:

To explore opportunities to address infrastructure needs through working collaboratively.

What you will do:

1. Read the news article below. It links directly to the video clip you watched in Activity 6 and provides a conclusion to the *infrastructure* story begun in that activity. By the time you do this activity, it is possible that you have been able to make changes and improvements to your school because of the court order passed on 17 July 2018. Although the Minister of Basic Education was held responsible in this case, it must be remembered that the Minister does not act alone when laws are supposed to be implemented. The Minister, however, is the one who is held *accountable* when a department fails in its duties to the public.

2. After you have read the article, work with your HEI CoP and compare the current state of infrastructure in your schools. Make a list of *what you have* and what you consider you *still need* for *quality learning and teaching*. What is similar and what is different about each of your school's *gaps* and *needs*? Can you explain why there are these differences and similarities?

3. Now work as closely as possible with participants whose schools are geographically close to yours. Consider how you, as a *collective*, can tackle some of the infrastructure challenges you face. How can you help each other? What resources from within your school, from the parent community and their networks, and external stakeholders, can be harnessed for the good of all your schools?

4. You should record the outcome of this activity in your Learning Journal. The conversations you have with either one or both of your CoPs about the state of your school, and the school's environment, should provide you with very interesting points of comparison about *context.* Recording the outcome of this activity in your Learning Journal will help you with contextualising your school in your WPP. Doing so will also enable you to speak more confidently about what you, as a school leader, can expect from policy and how you can actively improve your infrastructure needs while you wait for the government to meet their commitments.

5. You could also start asking questions of the Department if your school's infrastructure is simply not meeting the standards set down. Or, more actively, you could make lobbying for promised infrastructure part of your WPP.

Newspaper article: Equal Education hails school infrastructure judgment

An Equal Education march

All mud classrooms must be replaced, and it's illegal for schools not to have water, sanitation and electricity, the Bisho High Court ruled.

Equal Education says the Bisho High Court gave a Constitutionally sound interpretation of the State's duties to properly address the crisis conditions at South African schools.

This after the NGO won a protracted battle today against the Minister of Basic Education regarding norms and standards for school infrastructure.

The court order will now ensure that the country's law on school infrastructure will be enforced. The court also found that the government's indefinite delay in fixing unsafe and inadequate infrastructure at schools was "unconstitutional" and "invalid".

There will be no more excuses for failure by the nine provinces to comply with the deadlines set for providing essential infrastructure at schools.

"For two years EE attempted to engage Minister [Angie] Motshekga on the problems in the law, while following up on progress in work to fix South Africa's schools. Our request was simple: for government to commit to meeting its own infrastructure targets. During this time Minister Motshekga failed to respond substantively to the problems that we identified in the law," EE said in a statement.

The regulations set a deadline for the replacement of unsafe structures at schools, as well as the provision of basic levels of water, sanitation and electricity in schools by November 2016, but the deadline came and went.

"The deadline by which Minister Motshekga had to ensure that no school was without water, electricity or sanitation, came and went, with schools around the country still lacking the most basic infrastructure. The Court has now made very clear that this is entirely unlawful. This

momentous victory has strengthened the ability of learners, teachers, parents, communities and civil society organisations to hold the State to its duty of protecting learners' right to dignity, equality and education."

The court ordered today that all schools and classrooms built from mud and other inappropriate materials must be replaced in accordance with the national building regulations, as well as occupational health and safety regulations.

The Department of Education will now be forced to comply with its norms and standards in that schools without water, electricity and sanitation must be provided with the services.

The court ruled that it was unconstitutional for the regulations not to provide for plans and reports to be made public and ordered that this be amended by the Minister of Basic Education.

In March, Lumka Mkhethwa drowned in a school's pit latrine. The five-year-old's body was found inside the latrine in Bizana in the Eastern Cape, a day after she had gone missing. In another incident, five-year-old Michael Komape drowned in a pit toilet at Mahlodumela Primary School, outside Polokwane, four years ago.

(Source: African News Agency, 2018. Accessed from: https://tinyurl.com/y7hrwo2e

Discussion of the activity

The video clip (Activity 6) and the news report (Activity 7) above reinforce the point made at the beginning of this section, *Leading for social justice education and schooling*, namely that although policy intention may be to address social injustice, in practice this does not always happen. In other words, although the *concept* of the original Norms and Standards legislation (for funding and infrastructure) was in line with *policy as the solution* to inequality and injustice, this same legislation has also ended up being the *cause* of *new* injustices and inequalities. There are different ways in which one could respond to this reality. The most positive and constructive would be for you, as a school leader, to continue to develop your own *inner agency*, i.e. the ability to think and act clearly, independently and confidently; and the *inner agency* of your learners, teachers, the SMT and SGB, parents and external stakeholders. Christie et al. (2007: 102) in the Schools that Work report noted this *inner agency* as a great strength in schools that maybe struggling against difficult circumstances.

As a school leader, you can also share with your SGB and school community the results of the court order reported on in the article in Activity 7 so that they too, as *ordinary citizens*, can exercise their agency to ensure infrastructure promises from government are met. The following four deadlines have been set by the government to meet the Norms and Standards for Infrastructure (Veriava, Thom & Hodgson, 2017: 241). These are:

- Schools built entirely from materials such as asbestos, metal and wood, and schools with no access to any form of power or water supply or sanitation: 3-year deadline *29 November 2016*.
- Electricity, water, sanitation, classrooms, perimeter security, electronic connectivity: 7-year deadline *29 November 2020*.
- Libraries and laboratories: 10-year deadline *29 November 2023*.
- All other norms, e.g. sports and recreation facilities, universal access: 17-year deadline *31 December 2030*.

Chapter 13 of the *Basic Education Rights Handbook* also offers school leaders the following practical advice if their school has bad infrastructure:

> *Familiarise yourself with the norms and standards. Know what your school is entitled to receive, and by when. KNOW YOUR PROVINCE'S INFRASTRUCTURE PLAN. Each provincial MEC of education must annually provide the Minister of Basic Education with an infrastructure plan stating how they will achieve the norms and standards. The MECs must then report to the Minister every year, on the progress their province has made. Each plan has a project list containing the names of schools that the province intends to assist. Check if your school's name is on the list, and if the infrastructure that the list says your school must receive is correct. The MEC's provincial infrastructure plans, project lists and progress reports can be obtained on the DBE's website* (Veriava et al., 2017: 244).

Up until now, this unit has focussed mostly on infrastructure requirements which, if not provided in a school, are likely to affect staff and learners alike.

There may be other aspects of school and community life that impact on learner success. The next activity is focused on turning your attention to your learners, and finding out their views on what they believe would make their time at school more positive and successful.

Activity 8: What do learners say?

Suggested time:
Several days/a week

Aim:
To research learners' views on *wants* and *needs* in your school and community.

What you will do:

With your school-based CoP

1. Arrange with your school-based CoP that you *each* select 10-15 learners in a grade you teach. Try and make sure that you get a cross section of grades so that you have a range of *ages* responding to this short survey.

2. Each teacher will ask their group of learners the same two questions that you all heard in the video clip in Activity 6. If you are a Foundation Phase teacher, it might be necessary to ask parents these questions, rather than very young learners. The two questions are:

    a. *What is wrong* (with the conditions in your school that makes learning difficult and success hard to achieve)?

    b. *What needs to change* (to make your time at school safe, happy and successful)?

3. As this is a research activity, you need to follow formal research protocols [procedures]. This means you must:

    *   Explain to your learners and/or parents exactly why you are conducting this small survey, why you want to gather this information. Explain what you intend to do with the findings you make. Once the learners/parents understand the purpose of the research, they are free to decide whether they want to participate or not. This is called, giving *informed consent.*

    *   Explain how your learners and/or parents will benefit from participating. The survey will try and address their needs.

    *   Inform your learners and/or parents that they do not *have* to answer your questions. If the learners you first choose refuse to take part, try your best to replace them with other willing participants.

    *   Inform your learners and/or parents that they can ask you *not* to use their answers in your final analysis. They have the right to withdraw at any time.

    *   Inform your learners and/or parents that you will not make their names known publicly. They have the right to anonymity and confidentiality.

4. Type up the two questions in both the home language of your learners and English. It is highly recommended that you provide learners with the questions in both languages, for two reasons. The first is that it will ensure that every learner will be able to understand the questions without any difficulties. The second reason is that, by presenting the two languages together, learners can see how the same meaning is formed by both languages.

5. Make copies of the questions for the number of learners you have selected to be in your group. If you do not have the facilities to type and print the questions, give each learner a piece of paper and simply ask them to write these two questions down for themselves. The main point is for learners to write their answers on paper so that you can collect them and have a record of their answers.

6. Once you have explained the purpose and process of the research project and given each group of learners their questions, explain to them that you would like them to answer the questions as honestly as they can. Emphasise that there is not wrong or right answer. You simply want to learn about what they believe to be barriers to their success.

7. Once all the learners have written their responses to the two questions on paper, collect all the pieces of paper.

8. The next step is to analyse this data [the information provided by the learners]. Arrange to get together with the other members of your CoP one afternoon for about two hours to analyse what the learners have said. Organise the learners' view into themes or categories if you can. Organising by *themes* means putting all similar ideas/suggestions/etc. in one group and giving that group of responses a name, for example, Safety and security; Time on tasks; Extra-curricular activities; etc.

9. Then, once you have your first set of themes, see if it makes sense to combine any of them. Try and reach agreement amongst all members of your CoP on the final grouping of information into themes or categories.

10. Make sure that you keep a record of the categories into which you have grouped your data in your Learning Journal. You can then include some of this in your PP as evidence of your mini-research project.

Discussion of the activity

It is most likely that by this point in the programme, you would have completed
 Module 3: Leading and managing extra- curricular and co-curricular activities. In Module 3, reference is made to two articles on *learner leadership clubs*, one by Grant (2015) and one by Grant and Nekondo (2016). In those articles, attention is given to what *matters to learners*. Activity 8 also focuses on the importance of taking account of your learner's opinions.

Activity 8 requires you to play two key roles. The first is a leadership one and the second is that of a researcher. Both, in this case, are in the context of addressing issues of social justice. Listening to what *learners* find 'wrong' with their present conditions for learning, and what they think needs to change, is not something all school leaders and principals do. It is, however, a critical leadership responsibility even though what the learners *say* might not be what you

want to *hear*. Recently, many school-going children in South Africa (and tertiary level students), have demonstrated strong political views and activism. They have been at the forefront of major calls for change which could not be ignored. Taking learners' views seriously is essential, particularly if a just, equitable and transformative education system is to be established.

It is best, however, not to *overreact* to what your learners say, or to panic and rush to act. This is where your role as a researcher comes in and why working carefully with the data (evidence), *and working as a collective*, is so necessary. As researchers, you want to stand back for a moment and *study* the words and ideas/suggestions/'demands' your learners have written down. Go through the data at least three or four times together because each time one or other member of your CoP will notice something different and come up with an idea about how to proceed. In the end, what you want, is a clear understanding of the main issues that learners feel are neglected or missing from their learning and school experiences. This cannot be done in a hurry but needs time, commitment and thought.

In this next activity, more examples of Grant's 2018 research on learner's concerns will be discussed.

Activity 9: Respond to learners' voices about what matters to them

Suggested time:
1 hour on task + school-based time

Aim:
To work with real examples of learners' *wants and needs* and map these onto your own context.

What you need to do:

Individual activity

Carefully study the table below. It shows the top five categories of concerns that learners in 70 *learner leadership clubs* in South Africa and Namibia voiced when they were surveyed (Grant, 2018). When the Honours students who were researching these learner leadership clubs had collected their data (in the same way you did in Activity 8) they also analysed this data according to themes. There were many things that learners raised, but in the end the students were able to group them into a number of themes. Grant then created the table below, putting the themes under the heading of *Category*.

With your CoPs

First, with your school-based CoP and then with your HEI CoP, talk about the information contained in this table, using the following questions to guide your discussion:

1. Are you surprised that these are the *top* 5 categories? How closely do they match what you found out about your learners? If yes, why are you surprised?

2. Are you surprised at the *order* of these categories? Are you surprised that *English proficiency* and *physical environment* definitely take 1st and 2nd place? Did your learners also identify these categories as priorities? And if you look at the items in the second column of each of these two categories, how many of these match what your learners said?

3. Although *learner conduct* is ranked 3rd, the number of issues in the second column of this category shows that *learners themselves* are very worried about *discipline*. How many of these kinds of issues did your learners raise?

4. Go back to your analysis of *your* data and reorganise it, if after seeing this table, you can make it more meaningful for presentation to a wider audience.

5. Finally, because your research into your own learners' wants and needs was a real, authentic piece of research, your *findings* must now be taken forward for *action*. Plan, with your school-based CoP, who would be the most relevant and necessary

individuals and groups to start acting on these needs. Remember that your learners remain relevant participants in this process. Write your planning process in your Learning Journal and negotiate with your principal (unless you are the principal), your SMT and SGB for an appropriate time and date to present these findings, together with the Representative Council of Learners (RCL), to a wider audience.

Table 2: Categories of learners' leadership

Focus areas of the learner leadership clubs	No. of clubs [n = 70]
ENGLISH PROFICIENCY (Total 23) Speaking, reading and writing English	9
Library access and functionality; library corner	6
Academic performance (including homework club, learning skills, spelling quiz and reading competitions)	5
Debating and assembly presentations	3
PHYSICAL ENVIRONMENT (Total 20) Cleaner environment, anti-littering, recycling	10
Gardening and tree planting	6
Shading of an identified school area	1
Maintenance of school resources	2
Addressing water problems	1
LEARNER CONDUCT (Total 15) Drug and substance abuse intervention programme	3

Focus areas of the learner leadership clubs	No. of clubs [n = 70]
Bullying	2
Late coming and absenteeism	3
Ill-discipline	2
Uniform	2
Learner pregnancy	1
Hygiene	1
Instilling values	1
CO- AND EXTRA-CURRICULAR (Total 8) Introducing an extra-mural sporting activity	2
Improving the LRC election campaign	1
Introducing a cultural club	1
Running a poorly utilised computer room	1
Assisting with school tuck shop	2
Assisting with school feeding scheme	1
LEADERSHIP TRAINING (Total 4) Peer mentoring/twinning	2
Inviting learner voice	1
Opening communication channels	1

(Source: Grant, 2018)

Discussion of the activity

It is possible that your research findings differ from those of Grant (2018) in the table above. The contexts could be very different, and *learner leadership clubs* would not have come up, as this is not something common to South Africa schools. . Nevertheless, the majority of mainstream learners in South Africa do have very similar experiences, particularly given that nearly 80% of schools still do not have the same resources as the 20% who show records of high achievement and success. This does not however, mean that nothing can be done to improve the conditions for learners.

A key area to which attention can be paid, for example, is that of the language of learning. Grant's (2018) study shows that learners put a great deal of emphasis on English proficiency as a *need*. For the learners in this study at least, a high level of proficiency in the English language is associated with advancement in society. This is a long-standing perspective shared by many African language speakers (see, for example, Barkhuizen, 2002; Sesati, 2002; Singh, 2016; Parmigiani, 2017).

The reason for this lies in the very complex history of South Africa and Namibia's *language practices.* Since colonial times, English has been imposed on indigenous groups in Africa (along with other European languages), even though each ethnic nation or group has their own particular indigenous language. And while the Constitution and the SASA guarantee the right to education in learners' *own language*, it is important to recognise that the Language In Education Policy In Terms Of Section 3(4)(M) of the National Education Policy Act, 1996 (Act 27 of 1996) allows for a condition of *practicability*. In other words, only if there are more than 40 learners between Grades 1 and 6, and 35 between Grades 7 and 12, who ask to learn in a particular language, is a provincial department required to respond. Even then, issues of sufficient resources in terms of qualified language teachers and learning materials play a role. While Afrikaans and English speakers in South Africa are very well served by the education system, children who speak an African language are lucky if they are taught in their home language up until Grade 3, even though this *is* a policy requirement.

As English has rapidly come to be seen as the language of power, global communication, advancement and opportunity, African languages are in real danger of losing their status in social, economic and political terms. This is despite research and current activism that shows that learning exclusively in one's home/mother tongue until one is at least *12 years old* establishes a better foundations for further *bilingual learning* than any other approach. It is not surprising, therefore, that the learners in the Grant (2018) study identified *English proficiency* as their number one *need*, and that they gave several ideas about how they thought their *proficiency* could be improved. They have come to believe, very sadly, that their own languages are no longer relevant to their progress in life. English, to these learners, is the *language of advancement and opportunity* and so school leaders do have an obligation to pay a great deal of attention to helping these learners achieve mastery in English. At the same time, it is critically important that the school also make provision for the advancement (through reading, writing, oral presentations, listening, etc.) of learners' *home* or *first* language as this will contribute to the development of their proficiency in both English *and* their home language.

In the South African case study reported on in Grant (2015), learners gave particular emphasis to their environment. Grant says of this:

> *This focus on the school environment is unsurprising given the poor condition of the majority of our South African school buildings. Like Flutter (2006), I contend that the general poor condition of many school buildings reveals the low status assigned to learners and symbolises a lack of commitment to their education, a message which is not lost on learners. It stands to reason then, that this would be an area which learners would like to change.* (Grant, 2015: 101)

However, as you can see in the Table 2, this was equally important to the Namibian learners as this table reflects combined findings. There are also many good and simple ideas provided by learners here for easy ways to improve the school environment to which everyone can contribute.

When it comes to what the learners here identify as *conduct*, it is possible all schools will be dealing with similar issues. What is important of course is that it is the *learners* who are worried. They clearly want school leaders to do something about the situation – more than is being done right now. Besides having school rules, and providing learners with open and honest education around drug use and abuse, responsible sexual behaviour, bullying, etc. teachers and school leaders have to ensure that they lead by example. As *professionals*,

teachers and school leaders can do much to positively influence learners' attitudes, opinions and behaviour. They need to model what they would like to see in their learners.

In conclusion, here are some examples of a few actions that you and your staff can carry out that will help to achieve a more socially-just school environment for your learners.

Model principles of social justice, equality, redress, respect in all your interactions	Set an example of non-sexist, non-racist and non-discriminatory behaviour	Insist on high standards of behaviour from all and towards all in your school
Do not remain silent when you witness sexist, discriminatory, defamatory, or unfair behaviour	Ensure that pastoral care is made available to everyone - learners, teachers, administrators & ground staff	Speak about human rights and social justice in your meetings, school assemblies and with parents
Put yourself in the shoes of a learner who is disadvantaged and consider how you could and should respond	Remind teachers, the SMT and SGB about service delivery standards and the duty of care to learners	

Figure 5: Actions to achieve a more socially-just school environment

Up until now, content of this unit, has focused mainly on infrastructure demands and related issues. Attention to learners' needs and ensuring that their voices are heard has also been an important area of emphasis in this unit. .

In this final section, you are reminded of what it means to be a member of a community of practice, and more specifically, the value of a principals' CoP.

Being a member of a community of practice

In preparation for Activity 10, you need to study the following article (you were asked to read as pre-work for this module):

Cambridge, D., Kaplan, S. & Suter, V. 2005. Community of practice design guide: a step-by-step guide for designing & cultivating communities of practice in higher education. You can accessed it at https://tinyurl.com/jmgyg8y

Activity 10: Explore the challenges of a Community of Practice

Suggested time:

90 minutes to read the case study and answer the questions

Aim:

The purpose of this activity is for you to think about the issues faced by a CoP leader.

The concept of a Community of Practice (CoP) was introduced in Unit 4 of *Module 1: Professional Portfolio and Workplace Project*. As you already know, you are required to participate in TWO CoPs: one in your HEI and one in your school.

To refresh your memory, here is the definition of a CoP as used and discussed in *Module 1: Professional Portfolio and Workplace Project:*

> *A COP needs to be understood with respect to the support systems it offers (Wenger,1998: 46), how learning is translated into the workplace and why it is more effective than a hierarchy (Hargreaves & Fullan, 2009: 244). Hargreaves and Shirley (2009: 92) state it is in the using of quantifiable evidence and shared experience, to discuss issues and pronounce judgments on them, that relates to improvement. A CoP offers the opportunity of 'an indirect, lateral capacity-building powerful learning from peers' (Hargreaves & Fullan, 2009: 283) aspects of which may manifest via the group member in a particular manner specific to a context. (Adapted from Wylie & Silbert, 2018).*

What you will do:

1. With a fellow participant discuss the purpose of the two CoPs in which you are currently participating for this diploma. What is the purpose of each, how do they differ and how are they similar?.

2. Now consider what the purpose of a principals' CoP would be.

3. The article by Cambridge et al. that you were asked to read in preparation for this activity, sets out the stages of development and implementation of a CoP. Bear the stages in mind when reading the case study below and answering the questions that follow.

4. The extended case study describes the process of setting up a CoP. After each section of the CoP story, questions are posed which you must answer in your Learning Journal.

Case Study: A community of practice leader speaks out.

Part 1: Launching a CoP

A provincial Department of Education decided that bringing principals together to meet and dialogue on common ideas and challenges in their schools would be a good idea. The Pecanwood District does not have the capacity to assist all the schools and delegating action to principals made sense. The recent case of a learner bringing a gun to school had warranted immediate action by district officials. The learner had been suspended but there were unresolved, broader community problems that needed more consistent intervention and so the idea of setting up a problem-solving approach, using a CoP, was put forward. CoPs had worked in other districts. It makes sense for Pecanwood District, which includes Acornwood and Oakleaf Circuits, to trial this approach as the circuit managers feel that the area was about to explode. Youth tend to drop out of school at Grades 10 and 11 to join the many that are unemployed. Drug usage is high, as is unemployment. Teenage pregnancy has risen in the past eight years and this means that many parents who are bringing children to school for the first time are themselves young and inexperienced. More serious is the seeming lack of care that some of these young mothers display, preferring to spend grant money on clothes, rather than on their children.

The schools in the Acornwood and Oaktree Circuits had been sent a circular requesting the principals to form a CoP to discuss and explore possible solutions to what was a growing level of violence in the community and within their schools, plus other emerging issues. The district office had engaged an external facilitator to get the CoP up and running. The appointed facilitator is a white female, experienced in running CoPs across the province, and an expert in school leadership and management.

The principals from eight schools have been invited to meet as a CoP on the last Friday in September: two from the local secondary schools and six from the feeder primary schools. The principals know each other as they attend principals' meetings every month in the district. Of the eight principals, five were females and six were experienced principals, having been principals for over six years. The remaining two principals were new, and had been appointed in January. It had been decided that each CoP meeting would be no longer than two hours and would run from 13h30 to 15h30, once a month, on dates to be decided.

Part 1 questions to be answered in your Learning Journal:

a. Why should principals want to meet as a CoP?

b. What do you think will happen at this first meeting?

c. Is an external facilitator the right person to get the CoP going, or should it be a district official and why?

d. What challenges do you think the group of principals will face, considering the community picture that has been painted?

Case study: Part 2: The CoP continues to meet

At the first meeting, the facilitator was confronted with six principals and two deputies who had been asked to attend on behalf of their principals. This presented an awkward situation and the facilitator explained that the CoP was only for principals and was not a meeting where attendance could be delegated. She wondered what part of the brief that had been sent to the missing principals had not been understood. The two deputies seemed annoyed when the situation was explained to them and left reluctantly. The rest of the group were quiet but all agreed it was for the best. The facilitator agreed to visit the schools where the principals had sent deputies. She then opened the dialogue by asking the schools to list the problems they experienced in the school and the community.

Mr Khosa started the conversation by saying he was fed up with the amount of drugs circulating in the community and that he had recently caught two Grade 10s smoking dagga in the toilets. Their parents had been informed and both learners had agreed to attend counselling but it was the drug dealer that needed to be caught. Mr Khosa said he thought he knew the pusher but was not certain. He declined to share the name. Mr Gole, the principal of the second secondary school, was also worried. He had similar incidents last year but no one to date had been caught. His concern was Grade 11 learners falling asleep in class with signs of having smoked *something*. They were also lethargic and slow in verbal responses. He was reluctant to search the learners, or even inspect their bags, as the father of one of the Grade 11 learners was a powerful SGB member, who was rumoured to be a violent person when at home. His wife had arrived at the school with a bruised face which she said was because she had *fallen*.

Mrs Molefe, the principal of a well-respected primary school in the area, said that she would look into the boy's bags for signs of drugs and that this was allowed as the learners were on school property. A robust exchange happened between all but two principals and Mr Gole appeared on the defensive after the primary school principals said he must search the learners' bags. His response was that primary schools do not have the same problems and that he was also worried about how other learners would view this so-called invasion of privacy. He said he was dealing with teenagers and they were more violent than primary school children, they held grudges and bullied others. It was his school where one learner had been found with a gun.

There was disagreement over what are the rights of learners compared to the rights of a school but the facilitator was aware that there were other issues that were emerging.

Part 2 questions to be answered in your Learning Journal:

    a.   What issues do you believe Mr Gole is facing?

    b.   What advice should the CoP give Mr Khosa?

    c.   What else appear to be challenges for the CoP?

    d.   Why did two principals remain silent and not join in the debate?

Case study: Part 3: School problems surface

The debate on drugs and associated issues had taken the best part of the two hour session and so the facilitator ended with a reflection on what had been discussed and set a date for the second meeting on the 20th October. All agreed to attend although Mrs Morris and Ms Nkosi, who had said very little for the two hours, were not smiling. The facilitator decided that a visit to their schools was in order to ascertain what they were thinking.

The facilitator visited the schools the following week and was pleasantly surprised to find Mrs Morris laughing with a colleague in the staffroom. She was pleased to see the facilitator but said she thought the CoP was not for her and her school. She explained that the school was a former Model C school and was still staffed with older white teachers and had strict rules and regulations that had been in place for at least 20 years, which was the length of time that she had been principal. Mrs Morris said her school was the best in the area and, even though the demographics of learners had changed, the staff turnover was small and there was a great demand for places in the school. She said she had been appalled by what Mr Khosa and Mr Gole had said about drugs and guns as her school did not experience such issues. She was wondering if she should remain a member of the CoP as it was obvious to her that her challenges were small and different compared to the other schools. The facilitator spoke about what else could emerge in the CoP and that it was too early for Mrs Morris to make a decision about the relevance of the CoP conversations. Mrs Morris said she would "give it another go".

Ms Nkosi was equally welcoming when the facilitator arrived but said she did not say anything as she had not been a principal for very long and felt that others would not accept what she said as being relevant. The facilitator persuaded her to talk to one of the other CoP members and to try and work out what the CoP could do for them. Ms Nkosi said she would attend the next meeting.

The two schools which had sent deputy principals said they had misunderstood the brief, and that the principals would be at the next meeting. The facilitator was satisfied with their responses.

Part 3: questions to be answered in your Learning Journal:

a. What could be the range of reasons for Ms Nkosi and Mrs Morris not wanting to be part of the CoP?

b. Could other CoP members assist the facilitator in getting them to attend?

c. Should the facilitator bring district officials into the mix at this point to talk to Ms Nkosi and Mrs Morris?

Case Study: Part 4: Growing a CoP

At the next meeting, three of the principals were not in attendance, due to visits by the circuit managers to look at their School Improvement Plans (SIPs) which had been identified as not being developed enough. Ms Nkosi was one of absent principals. However, Mrs Morris was there and she decided to talk about her challenge which was different to everyone else's. She was having some problems in her school between a white teacher and two black teachers.

Apparently, a blazing row had erupted the previous week between the teachers over attendance at the memorial service of another teacher in a neighbouring school. The white teachers had argued that if all teachers in all schools went to every memorial service of every local teacher then there would be no teaching in any schools. The schools could just "close up shop". Apparently, the memorial service was for a prominent teacher union branch member and this person was well known in the whole area. Mrs Morris said the row had divided the staffroom into groups of white, Indian and black teachers and there was no communication between the various groups. The other principals listened carefully and Mrs Molete asked if this was the first time such an event had happened. Mrs Morris said it was not the first time but she was concerned as this time the debate had been ferocious and some racial comments were heard, not directly, but inferred in the way teachers responded. She said she had not wanted to come to the CoP and share this with others but she felt and hoped, as a white principal, she could get help from her black colleagues. There was silence in the CoP and the facilitator wondered what was going on.

Part 4 questions to be answered in your Learning Journal:

    a.   As a principal, how would you handle this situation with Mrs Morris? What action would you suggest?

    b.   Do you think the CoP was the right place to address this issue? Explain your answer.

    c.   Should other principals offer to intervene and assist in Mrs Morris's school?

    d.   Do you think Mrs Morris is the right sort of principal to be a member of a CoP?

Case study: Part 5: Sustaining a CoP

The third meeting was held in November and this time there was a full house. Ms Nkosi was there but seemed nervous and anxious. Mrs Morris reported that she had had some success in bringing the parties together and there was a level of calm back in the staffroom. She said she was grateful to Ms Nyozi, from a neighbouring school and a CoP member, who had popped into the school and had helped tremendously by being a sounding board for her. Mrs Morris said she would be at all CoP meetings from now on. She smiled openly and warmly at Ms Nyozi.

At this meeting, the facilitator asked what should be discussed and all said that violence and guns in the community needed to be addressed. There was a very vigorous debate on the topic and all, for once, were agreement as to what should happen. Mr Gole and Mr Khosa were asked to lead the group and to try and decide what action needed to be taken. It was agreed that all principals should meet further and come up with a plan in detail that would help the community to deal with violence as it rises. The group started to talk about guns in schools. This led to a few agreed points of common action, to get them going:

School leaders would gather local community religious leaders together, to talk about the misuse of guns and increasing violence in the community. The hope was that the leaders could give some insights into what factors drive young people to be violent and then a community dialogue could be set up with parents, police and church youth groups.

A motivational speaker would be paid for by the schools and asked to visit each school to give a talk on the problems of violence and safety. Ms Nkosi said she knew someone who would be appropriate.

The principals would work together as a group and would ask the district at the next principals' meeting to make this topic one that all could discuss.

Part 5 questions to be answered in your Learning Journal:

    a.   Why do you think the group suddenly got together and began planning?

    b.   What dynamics are you seeing emerging in the CoP?

c. Is the action the CoP members have taken the right action? Explain your answer.

d. Do you think trust plays an important place in how a CoP works and if so, in what way?

Stop and think

Are you able to see yourself as a member of a CoP? Think about, the sort of problems that such a CoP would tackle? What else can a CoP do?

Discussion of the activity

As you read the situations described and the dilemmas faced by the CoP, you may have found them to be familiar to you as a school leader. Change and innovations are received in different ways. Also, you may have experienced similar levels of participation or resistance from groups in your school. The two CoPs in which you are already working in the programme may also lead to similar group dynamics and dilemmas, so thinking about how the issues described in the case study could have been handled, may enable you to sort out issues thoughtfully in the future.

The first phase of a CoP is often focused on *inquiry*. This is described by Cambridge *et al*. (2005: 2) as ''a process of exploration and inquiry, [identifying] the audience, purpose, goals, and vision for the community." It may or may not be a good idea to have an outsider to run the CoP. The advantages that an outsider provides include perspective and confidentiality. It is sometimes awkward to raise problems that may reflect poorly on oneself as a leader, or the school. Another possibility is for a leader to emerge from the group but this sometimes takes time. An emergent leader can assist the CoP in attaining sustainability. Whoever leads the CoP should make the building of trust a priority, but not allow individual issues to derail the focus.

A matter to consider is whether the CoP facilitator was correct in making the judgement to exclude the two deputy principals from the second meeting. It is necessary to consider the reasons why she did this. It might not have been the right decision because, for instance, it might have been useful to get the perspective of other leaders in the schools, not only that of the principal.

The challenges described in the case study are *outside in* factors, i.e. where social issues from outside the school impact on its functioning. This needs strong community action and agency as the issues are too big for one school alone to solve.

Cambridge et al. (2005: 2) name the second phase of a CoP as the *definition of roles*, how the group will work together and also establish the goals of the community. Trusting relationships begin to form during this phase, based on contact and collaboration. Members realise that they have something to learn and also something to contribute, no matter what their school circumstances are. A collegial and collaborative relationship, and a supportive learning space is what is desirable.

Four important characteristics of a CoP, described in a document published by the organisation Bridge (2011) are relevant: a purpose greater than individual goals; a desire to share experience, expertise and common problems; commitment to the group and its enterprise (purpose, task); an awareness of commonalities even across different circumstances; and a desire to contribute to finding solutions.

Being a member of a CoP means being open to collaborative discussion, feedback and suggestions. The next activity gathers insight from yourself, as well as feedback from colleagues, on your leadership approach. Opening oneself to feedback is not always easy, but can be most enlightening.

Take note

> For more information on Communities of Practice, access the Bridge site: www.bridge.org.za

Activity 11: Use the Caring School Leadership Questionnaire

Suggested time:

90 minutes

- 60 minutes for the completion of the quiz and collation of scores
- 30 minutes in-class discussion

Aim:

To reflect on your leadership practices by completing a self-reflective questionnaire and to gather feedback from colleagues to compare perceptions accordingly.

What you will do:

1. Use the Caring School Leadership Questionnaire (CSLQ) (van der Vyver et al., 2014). This is available at the end of this document as Appendix 2: Evaluation instrument for the caring role of the school principal (self-evaluation) and Appendix 3: Evaluation instrument for the caring role of the school principal (to be completed by teachers). The questionnaire was designed for principals but could of course be used by other leaders in the school.

2. Follow the instructions regarding completion and scoring for yourself.

3. Provide the teacher's questionnaire to 2-3 trusted, and fair colleagues (perhaps your school- based CoP?) and ask them to complete the questionnaire and collate the scores.

4. Compare your scores with those of your colleagues.

Individual activity

1. Reflect on the following questions:

   a. What new insights have you gained as a school leader as a result of the above activity?

   b. If there are areas that you need to work on, what action/s do you think you can take. (See *Module 1: Professional Portfolio and Workplace Project* Unit 4 on your personal and professional development.)

Discussion of the activity

You have been given the opportunity to complete the questionnaire and to share it with others. The comparison of scores from your questionnaire and that of others may be interesting as to what you can learn from this. Insight into the difference between how you perceive yourself and how others perceive you, can make you feel vulnerable, but can also provide great insight.

For each group of items in the questionnaire a score is tallied based on the person's response on the Likert scale. (The Likert scale is simply a range of options for your score. In this questionnaire, respondents choose their score on a scale of 1–4. The overall scores for a sections are added up according to the scoring rubric provided as Appendix 4.)

Table 3: Caring School Leadership Questionnaire scoring sheet

Question number range	Your score	Average of teachers' scores	Highest possible score	Comment
1-25 Psychological determinants			100	If your score is close to 100, your *mannerisms and behaviours* are more empathetic [understanding, aware] and open.
26-39 Workplace determinants			54	If your score is closer to 54, the *environment*, i.e. the workplace is more caring and supportive.
40-59 Management determinants			80	If your score is closer to 80, your *leadership* is conducive to creating a caring environment.

(Source: Adapted from van der Vyver et al., 2014)

The questionnaire looks at *caring* and *empathy* as characteristics of leadership. These characteristics are key to building collaborative relationships, and are developed through effective communication. The three categories, namely psychological, workplace and management determinants, may also provide useful insights to you. The first category, *psychological determinants*, reflects your inherent personality and degree of empathy. This is related to emotional intelligence and orientation to others. The second category, *workplace determinants*, refers to the culture and atmosphere of the school. Of course, as a leader in the school, you have the chance to influence the way that people interact, behave and treat one

another. The third category, *management determinants*, is about how leadership approaches impact on the creation of a caring environment. Again, this is something that a school leader can influence.

Roberts and Roach (2006: 52) report that in successful schools "the relationships between the SMT and SGB are cordial, collaborative and collegial, and a great deal of informal collaboration and meetings between different groups of teachers occur during break time and after school." This is obviously the ideal, but it may be that the results of the questionnaire reveal low scores in one or more categories, or perhaps even in all of them. As a school leader, this indicates that a lot of personal work needs to happen in order to improve the level of caring and empathy in the school. A suggestion in such a case would be to seek out a mentor who could guide the self-development process.

Activity 12: How do I relate to others?

Suggested time:

90 minutes

Aim:

The purpose of this individual activity is for you to explore and analyse the way in which you relate to others, as a way to enhance your relationship with the school community.

What you will do:

1. Reflect in your Learning Journal on the following:

   - What insight do you have in terms of how you interact with others? Are you collegial, domineering, quiet, withdrawn, etc.?

   - How well do you listen? Or do you formulate your answer or response while the other person is talking?

   - Are you easily intimidated by others who may be more experienced or better qualified? Or are you confident in yourself?

   - How comfortable are you when interacting with diversity? This includes gender, class, culture, religion, etc.

2. Read the information below and then answer the questions that follow in your Learning Journal:

   Hallet (2014) provides a succinct summary of the key characteristics of effective working relationships. Unsurprisingly, constructive relationships are the backbone of

effective interactions with others. Before you engage with parents, it may be useful for you to ponder how to build constructive (and collegial) relationships. See below for more information and some reflective questions about your own tendencies.

- Assess yourself by responding to the questions in the table below on the characteristics that make for constructive relationships.
- Add any other characteristics and explain why they are important for effective relationships.

Characteristics for constructive relationships

Trust is the basis of relationships. Trust is a powerful bond that assists teams to communicate more effectively. Trust breeds honesty and openness.

How easily do you trust others, and how trustworthy do people find you? Is this an area that you need to work on?

Respect between people/parties is essential for constructive relationships. Solutions can be discussed openly and creatively, with collective insight.

Are you a person who commands respect, not through fear but through personal power, knowledge and experience? Do you give respect to others, especially those who may be different from you or have diverse experience or mannerisms, or is this an issue that you need to work on

Mindfulness refers to taking responsibility for actions and words spoken. CoP members who are mindful of the language they use and the tone they use contribute to the creation of a positive learning environment.

How mindful are you of the impact of your words and actions? Are you able to be assertive and straightforward when you disagree, or do you come across as aggressive?

Diversity enables and enhances creativity and innovative thinking.

How open are you to working with a diverse group of CoP participants, whose experience, point of view and point of departure may differ considerably from yours? Are you sensitive about the language you use?

Open communication and honest, timeous communication between members is essential. It is essential to be open and transparent when communicating, even when what you have to say is difficult or challenging.

How effectively do you communicate? Is your mode of communication appropriate, as well as your manner? What happens when you are annoyed or worried or stressed? Is your communication style something that you should work on?

(Source: Adapted from Hallet, 2014)

Discussion of the activity

The important outcome of this activity is to identify the characteristics you need to develop and use to improve your engagement with others. Check if you selected characteristics that reflect collaborative and participative leadership. Take careful note of the *caring qualities* that you identified in yourself and see how you can apply them in your school.

In *Module 4: Leading and managing people and change* Unit 3, the information and activities around negotiation skills are useful to consider as an aid when working with others and especially when discussing difficult issues.

In the next section, you focus on the school as a community.

Section 3: Understanding the school as a community and why this is important

A school that works well as a community uses every opportunity "to forge relationships between parents and foster communication between school staff, parents and SGB members in a less formal setting" (Roberts & Roach, 2006: 39). In Unit 6 of *Module 4: Leading and managing people and change*, you looked at *circles of connectedness* within the school and with school stakeholders. This idea, of the interrelatedness and interdependence of the various stakeholders that make up a school community, was further developed In the previous section of this unit in which you started to explore ways of collaborating and working with others in your school community.

In this section, the emphasises is on the importance of developing supportive relationships within, between, and across communities.. In particular, this section focuses on building positive relationships with parents/caregivers. It recognises that their involvement with the school and in their children's schooling, plays a key role in effective teaching and learning and ultimately in promoting good educational achievements.

This section is about the nature of the support and the connections that you, as an aspiring school leader will need to build to ensure quality teaching and learning in your school.

Support ensures that all the stakeholders work together, interacting, sharing and working collaboratively. The stakeholders include, but are not limited to: the SGB, SMT, parents, teachers, learners, *alumni* [former learners], service providers, district, and support staff. It is important to understand that the parents and/or caregivers can also be a sources of support to each other, as well as to the school.

Building positive relationships with parents and caregivers

Research shows that family engagement in schools improves learner achievement, reduces absenteeism, and restores parents' confidence in their children's education. Learners with involved parents or caregivers have better school attendance, homework completion rates and achieve higher results. Typically, parental support also results in the children having better social skills and generally demonstrating better behaviour. The parents/caregivers are therefore a very important support to the school.

However, Ezekiel-Hart (2013: 157) warns of barriers, chief amongst which is *power* [that the parents/caregivers have] and *positionality* [the influence that parents have in relation to what happens in a school]. She states if parents are treated "as powerless or unimportant" they will:

> *...be discouraged from taking an interest in school thus promoting the development of attitudes which inhibit achievement among students. Conversely schools that synergistically [collaboratively, for mutual benefit] work with these stakeholders do better in all areas.* (Ezekiel-Hart, 2013: 157)

To develop a deeper understanding of what is happening in your school, you need to collect relevant information to inform how your work with parents and others in the community.

The next activity is about working with your school based CoP to assess the extent and quality of parental involvement in your school. The activity may provide information that could assist with your WPP.

Activity 13: Assessing parental involvement

Suggested time:

1 hour

Aim:

To review the extent to which your school is actively working to involve parents in their children's learning.

What you will do:

With your school–based CoP

1. Complete the checklist for parental involvement practices (Table 4) below. Do so as honestly as possible. This is both a leadership task and also a research task.

2. Use the rating scale provided to rate the extent to which your schools is actively working to involve parents in their children's learning.3. After you have completed the checklist , add up the scores on the scoring sheet (Table 5).

1. Note low scores and start to think about and plan how you could strengthen parental engagement in your school.

2. With the school-based CoP members, brainstorm a list of actions that could be taken to promote greater parent involvement.

3. Write down the results of the checklist activity and your initial planning in your Learning Journal.

Rating scale

1 = Very poor	2 = Poor	3= Satisfactory	4 = Good	5 = Excellent

Table 4: Checklist for parental involvement practices

		1	2	3	4	5	TOTAL
Engagement with families and improving relationships							
1	The school aims to improve engagement with families						
2	Clear plans to improve engagement with families are in place						
3	The school focuses on building relationships with parents						
4	There are clear plans to improve relationships with parents						
5	Plans to improve relationships with parents are being implemented						
	Total for the section						
	Goals for parental involvement						
6	The school works with parents to work out goals for parental involvement						
7	Efforts are made to monitor progress on improved parental involvement						
8	Teachers assist parents with ideas on how to support learners at home						
	Total for the section						

(Source: Adapted from Spielberg, 2011; Flamboyan Foundation, 2011)

Table 5: Scoring sheet for checklist for parental involvement practices

Category	No. of questions	Highest score possible	Your score	Score for concern	Comments/actions required
Improving engagement with families and building relationships	5	25		15 or below	
Goals for parental engagement	3	15		10 or below	

(Source: Adapted from Spielberg, 2011; Flamboyan Foundation, 2011)

Discussion of the activity

After completing the checklist (Table 4) and working out the score, were you satisfied with the results or is there still room for improvement regarding the degree to which your school is actively working to involve parents in their children's learning? If not, what action can you take to bring about positive change in this regard?

If you should decide to make improvement of parental involvement in the school the goal of your WPP the information summarised in the tables 4 and 5 and the notes in your Learning Journal will be helpful.

The next activity investigates strategies for parental involvement.

Activity 14: Improving parental involvement

Suggested time:

2 hours

Aim:

The purpose of this activity is to explore suggestions from an article on improving parental involvement in the school.

What you will do:

Individual activity

1. Download and read the article: Okeke, C. 2014. Strategies for parental involvement. *South African Journal of Education*, 34 (3): 1-9. Accessed from: https://tinyurl.com/yb4zod2j

2. Look at Figure 6 which summarises the range of activities that Okeke (2014: 1) has provided after surveying strategies for parental involvement.
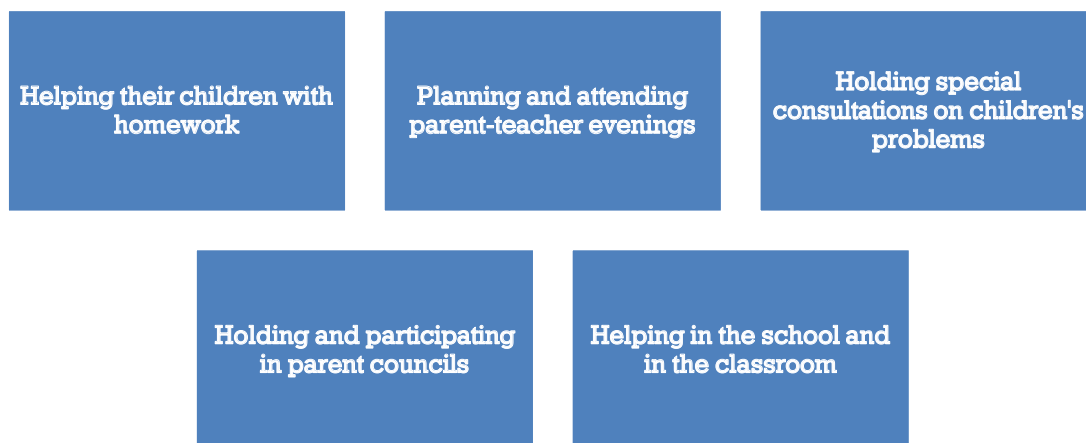
Helping their children with homework	Planning and attending parent-teacher evenings	Holding special consultations on children's problems

Holding and participating in parent councils	Helping in the school and in the classroom

Figure 6: Joint parental/guardian and school responsibilities
(Source: Adapted from Okeke, 2014)

3. Respond to the questions and points listed below. Write your responses in your Learning Journal. You should feel free to write in the language of your choice:

   - What is the main argument the article puts forward concerning a correlation between parental involvement and academic achievement? Write one or two paragraphs (only) in your own words,

   - Explain in one or two paragraphs, what you understand by *cultural capital*? Explain how its absence or presence could either enable or hinder parental involvement.

   - What is your opinion on the suggestion that parental involvement may improve if the following two factors are present? Write your response down and provide reasons which substantiate the view that you hold.
     - A formal written policy on parental involvement.
     - Leadership from the principal of the school.

   - Review all the suggestions that Okeke makes and select the top five that you think would work in your context.

- Prepare a table (with three columns). Insert the five strategies into column one, in column two, provide reasons for why you selected the five strategies. In the last column, explain how you could use the five strategies in your school to improve parental involvement.

Do this activity with your school-based and HEI CoP

- Share this in you school- based CoP and with your fellow participants in your HEI CoP for their comment.
- If you plan to make improved parental involvement in your school the focus of your WPP, model the same process with your WPP team.

Discussion of the activity

It is important that the top five strategies for parental involvement that you select are suitable for *the context of your school*. School strategies for improving parental involvement could include a variety of actions such as establishing structures for doing homework, teaching for understanding and developing child learning strategies. Suggested involvement activities from the parent and/or caregiver could include volunteering in the classroom to support activities such as reading or story telling (in the primary school) and for extra-mural and/or extra-curricular activities. (Think back to topics that you have covered in *Module 3: Leading and managing extra-curriculat and co-curricular activities*.)

The purpose of parental involvement is "to benefit their children's educational outcomes and future success" (Okeke, 2014: 2). Parental involvement is also seen as a response "to school obligations by parents of children in the school. These include getting the child to school on time, involvement in curriculum implementation, volunteering, self-education, and taking a leadership role at the child's school" (Okeke, 2014: 2).

Parental involvement includes opportunities for the parent, alongside the school's expectation of a parent's response to their requirements. This suggests the development of mutual respect is necessary for continued positive interactions. How do you think parents could be persuaded of the benefits of increased involvement in your school?

The next activity explores communication strategies to develop and maintain the parent/school relationship for the benefit of learners.

Activity 15: Communicating with parents

Suggested time:

2 hours

Aim:

The purpose of this activity is to examine successful communication and involvement strategies used in schools and to select appropriate strategies for use in your school context.

What you will do:

Individual activity

Reflect on your experience of communication between your school and parents or caregivers. Record your thoughts and answer the following questions in your Learning Journal:

1. What successes or challenges have you experienced with regard to communicating effectively with parents and what have been the consequences?

2.   As a parent (if this applies to you) how would you describe communication from your child's school?

3. Are there any new/ additional communication strategies that you think should be introduced at your school? What are these and why do you think they may be useful and/or effective?

With your HEI CoP

1. Watch the TEDx video: Carroll, C. 2013. *Teacher and parent relationships - a crucial ingredient*. Accessed from: https://tinyurl.com/y7unq32x
    (Duration: 9:20 minutes).

2. Discuss the following with your fellow participants:

    • Cecile Carroll mentions several successful communication strategies that she has found helpful. Carroll uses a *teacher survey*. Why do you think she finds it useful?

    • he talk discusses the teacher's open attitude where she disclosed her teaching plans and then provided tips for the parent to follow. How helpful do you think this tactic could be for you and for parents in the school, and why?

    • Do you think that the teacher's request for assistance has potential for success?

    • Carroll refers to *the good, the bad and the ugly* communication. Why do parents feel disrespected when they receive only bad news?

    • The talk covers a range of communication modes and mediums. Which of these would work best for your school? What makes you say this?

    • Finally, what do you think about the statement that "a teacher's working conditions are a student's learning conditions"? What implications does this have for you as a leader in your school?

Discussion of the activity

Christie *et al.* (2007: 58–59) emphasises the importance of a reciprocal and committed relationship between the school, the parents and the community:

> *In some cases, this was manifested in a sense of ownership of the school and its community. The sense of custodial [care-giving responsibility] and reciprocal [mutual] responsibility among teachers, principal and the community is evident in the following statement from a rural school:*

> *SMT: Actually, we own the school. This school does not belong to the principal alone. Both parents and teachers are owning the school. … We have support from the community. The community understands the vision and the culture of the school. If we have parents' meetings, they come in big numbers. (School J)* (Christie et al., 2007: 59)

Ownership in the school above translates into a sense of belonging and commitment amongst its learners:

> *At this school, you are here not just to learn. You feel at home. Teachers work hand in hand with learners. They advise you with problems. And educationally, try to identify your problems and help. That is why this school gets 100% pass rate. Learners are committed. (School J)* (Christie et al., 2007: 59)

Leadership in the school is critical:

> *Quality leadership - of different sorts - is clearly a key dimension of success. Principals in all cases demonstrated an understanding of the history and identity of the school and deep commitment to the community in which the school was located.* (Christie et al., 2007: 78)

Christie et al. (2007: 58) reports that school stakeholders say *we own the school*. The parents and teachers are taking ownership of this school which foregrounds the role of distributive leadership and parents in building reciprocity [interchange, exchange] and collaboration for effective teaching and learning. The more distributed and participative the leadership in a school is, the more powerful its impact is likely to be. *Module 4: Leading and managing people and change* discusses distributed leadership as well as further collaborative and relational leadership approaches.

If you have identified areas for improvement related to parental participation in the school community as the planned focus of your WPP, it would be a good idea to idea to also discuss

your new insights (from this activity) with your WPP team. You may be able to feed some of the new ideas into your WPP action plan.

Figure 7 illustrate the type of shift that you may expect *if parents are encouraged and supported in becoming more involved* .

Unacceptable behaviour from parents changes – through involvement –
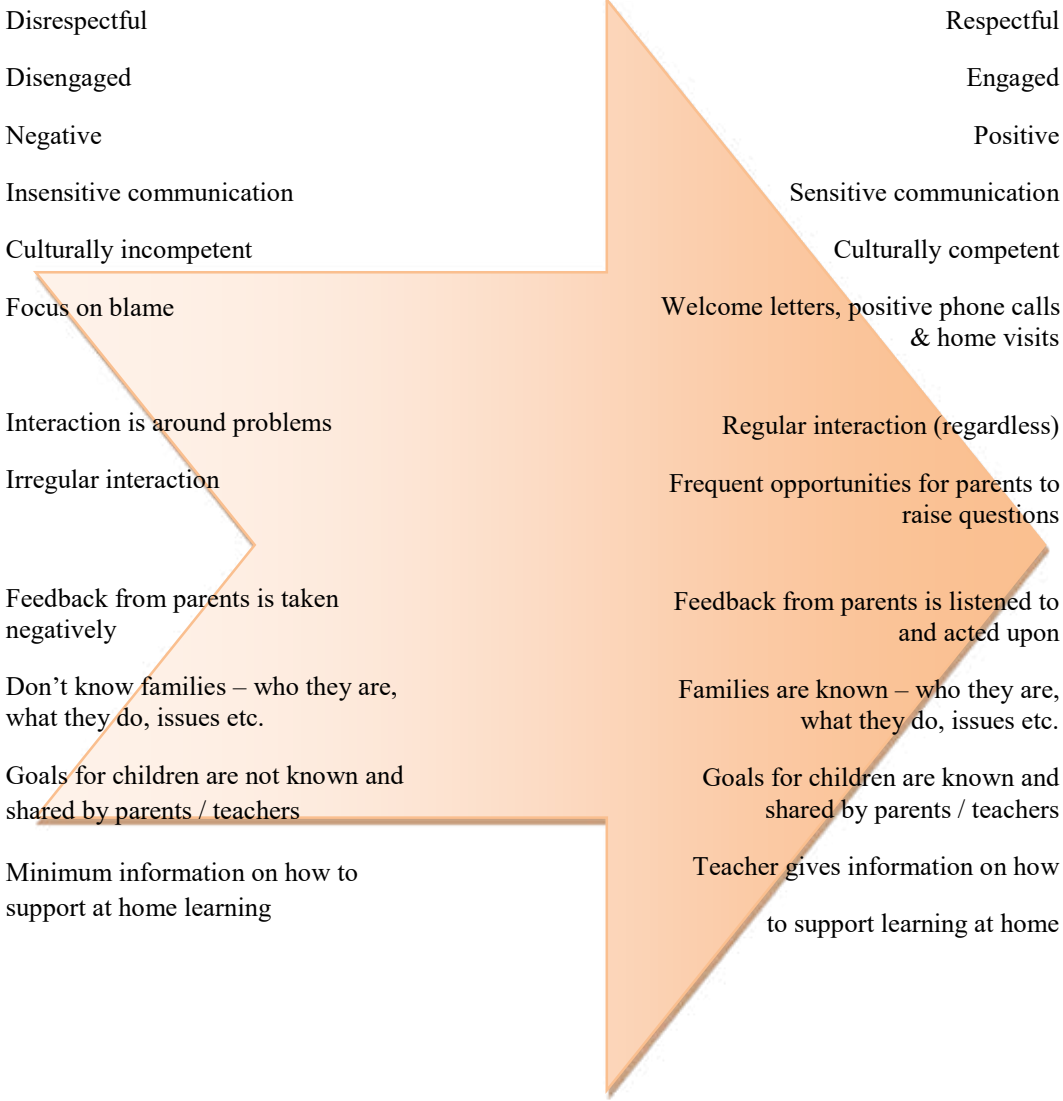to acceptable behaviour

Disrespectful	Respectful
Disengaged	Engaged
Negative	Positive
Insensitive communication	Sensitive communication
Culturally incompetent	Culturally competent
Focus on blame	Welcome letters, positive phone calls & home visits
Interaction is around problems	Regular interaction (regardless)
Irregular interaction	Frequent opportunities for parents to raise questions
Feedback from parents is taken negatively	Feedback from parents is listened to and acted upon
Don't know families – who they are, what they do, issues etc.	Families are known – who they are, what they do, issues etc.
Goals for children are not known and shared by parents / teachers	Goals for children are known and shared by parents / teachers
Minimum information on how to support at home learning	Teacher gives information on how to support learning at home

Figure 7: Shifts due to parental involvement
(Source: Adapted from Speilberg, 2011; Flamboyan Foundation, 2011)

ADVANCED DIPLOMA SCHOOL LEADERSHIP AND MANAGEMENT

Key points

Unit 1 focussed on the following key points:

- Defining community.

  A definition of community provides a context for the Module as a whole.

- Social justice.

  Referring to the Constitution, the term social justice was discussed. Practical examples of instances where community members do not feel that social justice has been implemented or achieved, were also highlighted

- Equitable share.

  The discussion of the equitable share funding policy provided a starting point for critiquing the funding formula in the light of the principles that underpin social justice.

- Learner voice.

  A research project provided insight into learners' wants and needs and suggestions for action.

- Community of Practice.

  Exploring nuances of participating in a CoP through a case study provided practical examples of how a CoP typically operates..

- Leadership capabilities and attitude towards community relationships.

  Gathering information about your leadership style from a questionnaire was intended to ensure that you understand and are able to reflect on your own leadership capabilities and attitudes to others, and on how you relate to others.

- Assessing parental involvement in your school.

  The value of parental participation in the school community was discussed with key readings on this matter were provided. In this section, various instruments were also provide to help you to gather information on parental involvement in your school. Suggestions for improved parental engagement, including improved communication were discussed.

In Unit 2, the focus is on the broader community in which the school is located and on how to build and maintain relationships with individuals and organisations in the community that can support the achievement of quality teaching and learning in your school context.

Unit 2: Understand, map and build relationships with the community

Introduction

This unit focuses on how to identify, encourage and maintain relationships that are mutually beneficial – to the school and to the community. In carrying forward the theme of collaboration as essential to working successfully for and with communities, think about the following initial comment:

> *Successful principals were particularly effective at working with the surrounding community on its own terms and with the local education district office, and in making these interfaces productive, allowing the school to play a key role in improving the community and supporting changes in the district office.* (Prew, 2007: 447).

In Section 1 of this Unit, you will start by analysing the external factors that provide the context within which your school operates. Understanding this context is important. The failure to analyse and understand the context could mean that a school (and the school leaders) do not develop clear "outcomes toward which they are striving" (Wolhuter, van der Walt & Steyn, 2016: 7). Teaching and learning, and the focus on developing people who can cope with an "unknown future" (Wolhuter et al., 2016: 7) is thus a priority. This cannot be done without cooperation and trust between the school and the community. Thereafter you will give attention to the human element – to identifying those who have some interest in or influence on your school (i.e. external stakeholders – individuals and organisations that have an interest in your school).

A story of a school is presented which provides an example of what can happen when leadership, relationships and the basic functions of a school have broken down. Finally, you will look at how school-community relationships can be maintained, through the effective communication and marketing of the school.

In a well-functioning community, individuals, as well as various structures in the community including government and non-government organisations, are all a potential resource and providers of support to the schools located in their community. Support that can be harnessed to benefit the education and well-being of the children in a school

In this section you will also be provided with a tool that will assist in analysing context so as to prepare you to respond to both the opportunities as well as the threats that present themselves.

Unit 2 learning outcomes

By the end of this unit, you should be able to:

Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset.

This unit comprises two sections which are illustrated in Figure 8:
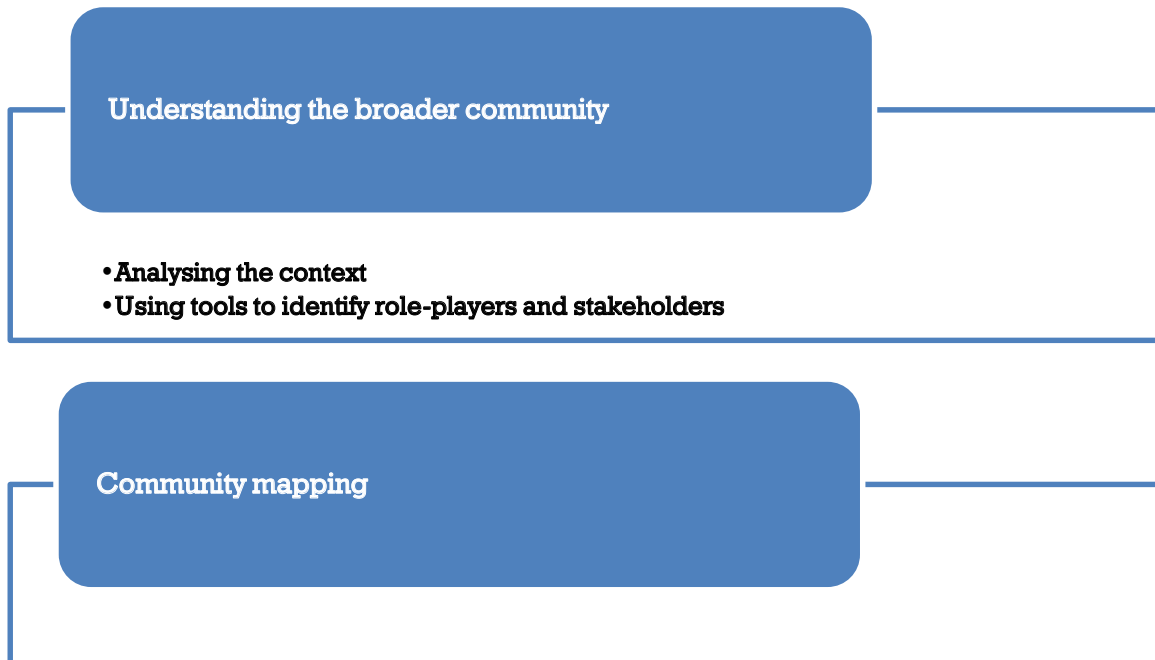
Understanding the broader community

- Analysing the context
- Using tools to identify role-players and stakeholders

Community mapping

Figure 8: The sections in Unit 2

Section 1: Understanding the broader community

Wolhuter *et al*. (2016: 1) say that "educational leadership and organisational development and change in educational institutions in developing countries will not be effective unless school leaders are aware of the challenges posed by contextual factors". They foreground three key *external* contexts that school leaders in developing countries must consider. The authors highlight that unfortunately, these three *external* contexts are not paid sufficient attention in the research agenda on school leadership in developing countries. These contexts move from the *macro*, i.e. the *global* context, to the *societal* context within a country, to the *education context* within each society. These three different contexts and their relationship to each other can be seen in Figure 9 below.
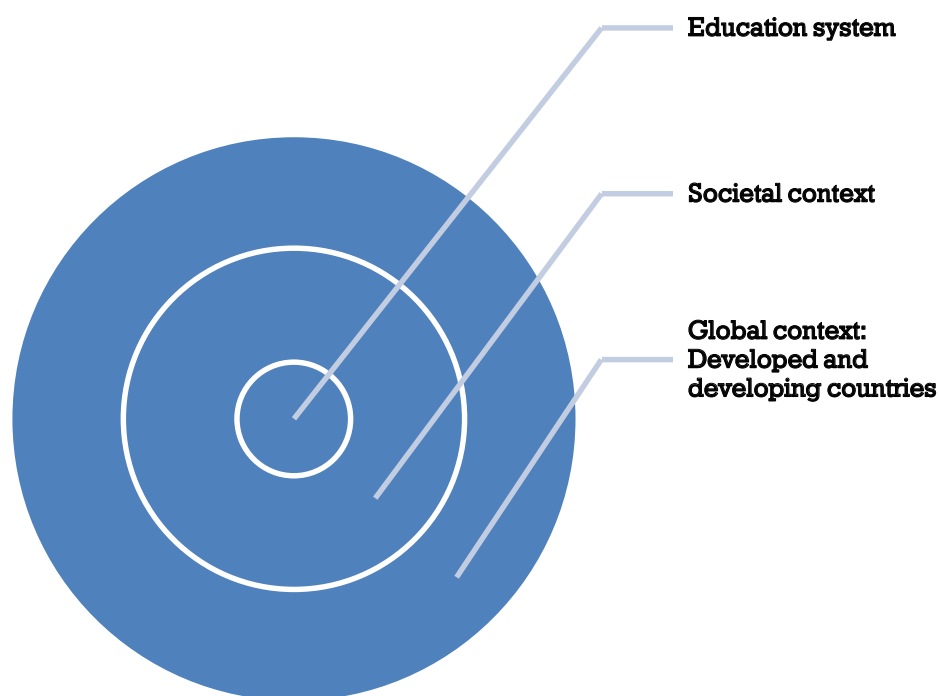

Education system

Societal context

Global context:
Developed and
developing countries

Figure 9: External contexts and their relationships to each other

Wolhuter *et al.'s* emphasis on these three contexts is useful and provides a rationale for why it is important that you understand the *global* and *local* contexts that surround you and your school.

Taking this understanding into consideration, this section is arranged as follows:

Understanding the contextual factors

Contextual factors are not generally about people but about circumstances, conditions, events, phenomena and legislative and policy frameworks that govern how you are able to operate and

define your powers. In this section, you will first locate a contextual analysis within a broader context – that of South Africa as a developing country. You may recognise that many of the challenges in the South African context are challenges shared by many developing countries in other parts of the world, such as Kenya, India, Cuba, and Mozambique.

Identifying and understanding the community

Community consists of the human element – all the people who have some involvement or interest in the activities of a school. This includes people internal to the school (teachers, parents, the SGB, learners, the SMT, and so on) as well as people and organisations external to the school (community members, religious leaders, traders, service providers, professionals, and so on).

These contextual matters are key considerations for school leadership. Activity 17 will look briefly at the educational system, and Activities 18–20 concentrate on understanding the societal context.

Activity 16: The impact of class size on school leaders

Suggested time:

3 hours: preparation, writing (drafts and final copy)

Aim:

To explore the impact of education systems in developing countries, particularly class size, on school leaders.

What you will do:

- Work through the steps of this activity, reading the extracts below and engaging in discussion with your higher education institution community of practice (HEI CoP) as specified.
- This activity will end in a written task (an essay) as set out in point 5 below.
- Once you have finalised your essay, put it into your Professional Portfolio (PP). This essay will form important evidence of your ability to prepare an academic argument.

Individual activity

Read the following extract from Wolhuter *et al.* (2016):

*The principal … in a developing country … is working in an education system that was constructed and functions in a particular manner … [they] find themselves amidst **a worldwide trend to decentralise power, duties and responsibilities** … deal[ing] with **budget allocations, where public spending on education in their countries is substantially less than in developed countries** … **the pupil/teacher ratio at primary schools is 38.4,** whereas in Asia it is 23.5; in Latin America 20.3; in North America 18.4; and in Europe 14.1 … [and] **working … amidst a lack of efficient civil services in their country** …Principals in developing countries are also **in situations where schooling is in greater demand than ever before** … [and] **contend with curricula heavily influenced by models inherited from developed countries** … [and] **the need for indigenising curricula** in accordance with the needs and contexts of the developing countries in question.* (Wolhuter et al., 2016: 3–4)*

As you can see from the sections in **bold** above, Wolhuter *et al.* (2016) identify seven *systemic* elements that make the work of school leaders in developing countries much more difficult than for school leaders in *first world* or developed countries.

Work with your HEI CoP

- Discuss each of these *systemic* elements.
- Decide how much they affect your schools and your leadership teams' roles and responsibilities in terms of providing *quality teaching and learning*.
- Are you challenged by all of them or only by one or two?
- Does it make a difference if your school is situated in an urban, semi-urban or rural area?

Make notes in your Learning Journal of what each person says as these ideas you talk about will help you to contextualise your Workplace Project (WPP).

Individual activity

Think about class size. Turn your focus to *class size*, in particular, in developing countries and the impact this factor has on the quality of teaching and learning – *and the role of the school leader*. When discussing class size in Kenya, Ndethiu *et al*. (2017: 59) make the point that, for teachers in developing countries, "the reality of … large, and even overcrowded, classes is daunting and one that may not go away any time soon". This is true for South Africa too, despite government statements on this matter. For example, in an interview (Ritchie, 2018) the Minister of Basic Education, cited the norm for the learner-teacher ratio as 45 to 1 in primary school and 35 to 1 in secondary school. These ratios are used for *funding* purposes. The Minister, however, mentioned that *actual* ratios in classrooms depend on the school's popularity. Remember that

this ratio includes *all* teaching staff, including those who have lighter teaching loads, so the number of learners in a single class may differ. As everyone knows, in many classes around the country, class sizes far exceed the *funding purposes* ratios (which is already high for primary schools). A change in this situation is unlikely to happen soon in South Africa. So, what can be done? Where do the main challenges lie?

Ndethiu *et al.'s* (2017) study gives some interesting insights into this challenge. When they did their research, they were guided by the following four questions:

1. *What are the sizes of secondary school classes in Kenya?*
2. *What are teachers' perspectives regarding the effect of class size on teaching and learning?*
3. *What are principals' perspectives on the effect of class size on teaching and learning?*
4. *What are teachers' practices in teaching large classes?* (Ndethiu et al., 2017: 66)

With your HEI CoP

Discuss questions 2, 3 and 4 above, in terms of the contexts of your own schools:

- How much do you know about how your teachers feel about large classes?
- What teaching methods are they using in them?

Make notes in your Learning Journal of what others say, as you will be required to take this exercise further in the next step of this activity after you have studied the Table 6 below.

In terms of *support for more effective teaching* in large classes, Ndethiu *et al.'s* (2017) findings are shown in Table 6. These findings are based on the results of a questionnaire sent to 148 teachers in 12 regions of Kenya.

Table 6: Teachers' identification of areas of support

Category	Number of teachers listing* the item
Professional development	41
Workload reduction	
Employ more teachers	39
Reduce numbers of students per teacher	22
Reduce number of lessons per teacher	10
Integrate ICT into teaching and learning	8
Revise the syllabus to cover less material	4
Resources	

Materials for teachers and/or students	39
Facilities, including labs, computer rooms, classrooms, libraries	19
Equipment, including internet	12

*Some teachers listed more than one item
(Source: Ndethiu et al., 2017)

Individual activity – writing task

In a formal piece of writing, you are now are required to *argue* for *or* against the view that it is the *teachers* that are key to addressing the challenge of large classes.

In this next section the role of *good* teachers is emphasised. This provides a starting point for you to think about and to formulate your own ideas on this issue.

Buckingham (2003 in Ndethiu *et al.,* 2017: 60) says that, "class size has *less effect when teachers are competent* and *the single most important influence on student achievement is teacher quality*. Research shows unequivocally [without a doubt] that it is far more valuable both in education and fiscal [economic] terms, to have *good* teachers rather than *lots* of teachers" (emphasis added). What Buckingham stresses is that it is the quality of *teacher preparation* that is critical.

If you take what Buckingham (2003 in Ndethiu *et al.,* 2017: 60) says, and put it together with what the teachers in Kenya identify as a top priority for managing large classes, i.e. more professional development, there is a clear indication that it is *teachers* who are key to the large class problem.

It is clear from Table 6, that many teachers also saw the appointment of *more teachers* as a solution to the problem of large classes. Why do *you* think this is the case?
 but for the moment your focus is on *effective* teachers rather than *more* teachers.

Essay topic

The role of school leaders in providing a solution to large class teaching (and possible overcrowded classrooms), is to ensure better on-site and in-service education for their teachers. Nothing else will make a <u>real</u> *difference to learner achievement in these situations.* (Length 750–1200 words)

Writing guidelines

Here are some guidelines for how to approach writing this essay.

- **Introduction.**

The function of an introduction in in a formal, academic piece of writing like this is to *set the scene* for your reader. Generally, when writing in Education (Social Sciences and/or Humanities disciplines) you need to provide three components in an introduction. These are:

- Two to three sentences that *provide a context/justify* why you are writing the essay at all. In other words, in a general sense, what is the *problem* or *issue* you are addressing? Why does it exist? How has it come about? In this essay, you would talk about the issue/problem of *large classes* and overcrowding in most developing countries.

- Follow this with how *you* are going to respond to the topic. It is often useful to write a sentence that starts, 'This essay argues that …' and complete it by telling the reader whether you agree or disagree with the topic. You should do this briefly in two sentences. This is called your *thesis statement*.

- Then *conclude* the introduction by telling your reader the *pathway* your essay is going to take, e.g. 'In this essay, I start by describing my understanding of the problem. I then … Following that I …, etc. Finally, I … .'

- **Development of argument paragraphs**.

  After the Introduction you will need to *develop your argument*. Do this in several paragraphs *not* one long one! Focus on the following items – one per paragraph:

  NOTE: If you are *agreeing* with the topic, you will *not* be saying that these items are *more* important than the quality of the teachers, but if you are *disagreeing*, you might think they are *the solution*.

  - Increasing the numbers of teachers.
  - Providing enough textbooks for every learner.
  - Provide more resources like laboratories, libraries, computer rooms and classrooms.

- **Conclusion.**

  The function of a conclusion is to close the argument. This is not the time for new information. It is a time to sum up, *for your reader*, the main points you have made. It is often a good idea to end on a positive, optimistic note in your last sentence. If you have been able to draw on sources from the reference list in this module or anywhere

else, then make sure you have acknowledged them in your writing *and* in a *Reference List* at the end of your essay**.**

Take note

Writing is a process that *ends* in a product, so writing two or three drafts is necessary.
Remember to edit and proof read your *final* copy.

Discussion of the activity

This activity began by considering the factors that most education systems in developing countries share. All seven *systems* elements that Wolhuter *et al*. (2016) identify are evident in South Africa's education environment. The South African Schools Act (1996), for example, represents a key policy allowing for the decentralisation of *power, duties and responsibilities* in terms of governance in schools. While the national government does provide a level of funding (which was referred to above in the interview with the Minister), other factors and systems, e.g. the Equity Share Formula, combine to leave many state schools inadequately funded. Quintile 1 and 2 schools have felt this lack of financial support the most since many of their parent communities experience poverty and unemployment and cannot supplement government funding allocations. As Wolhuter *et al.* (2016) say, school funding generally in developing countries is far less than in developed countries. The many service delivery protests around the country are one reflection of a *lack of efficient civil services* in South Africa.

South Africa's school and higher education student populations have expanded enormously since 1994 and the Constitution's promise of *education for all*. In Kenya, the number of learners in primary and secondary schools have doubled since 2008 (Ndethiu et al., 2017).

The main *points that you should have considered carefully are, how the factors identified by Wolhuter et al.* (2016) impact on quality teaching and learning and your role as a school leader in addressing these.

The issue of teaching and managing large classes is not an easy one to address. It requires school leaders to try and manage teachers who, have lost confidence in their ability to be effective; are unmotivated as a result; discipline learners harshly; and stay away from schools too often. In addition, learner achievement is low, absenteeism is high, etc.

But "sub-Sahara Africa is home to some of the largest classes in the world where pupil-to-teacher ratios (PTR) are 70:1 in countries such as Congo, Ethiopia and Malawi" (UNESCO, 2011:

2). According to the United Nations Education, Scientific and Cultural Organisation (UNESCO 2011) data from 45 African countries shows that sub-Sahara Africa has an average of 50 pupils per class, "a number that is much higher than average class sizes in the European Union or Organisation for Economic Cooperation Development member countries which are below 20 in the majority of classes and below 30 in all countries" (Ndethiu *et al.*, 2017: 59). *And this situation is not going to change in the foreseeable future.*

There will never be sufficient funds to employ more and more teachers, build enough laboratories, libraries, computer rooms and classrooms for every school, or supply every learner with their own textbook for every learning area/subject. The only factor that can be relied on is *the teacher who is currently in the classroom.* So, as Ndethiu *et al.* (2017: 59) say, "it is imperative that teachers in the context of developing countries be equipped with the capacity for large class pedagogy (LCP)". This means that much more attention has to be given to providing teachers in pre-service education courses and in professional development in-service courses, with strategies that enable them to see themselves once again as effective, confident teachers with a special skill in large-class teaching. From a Ugandan study that Ndethui et al. (2017) speak of, it was things like teachers having well-prepared, detailed lesson plans to work from; repeating themselves if necessary; praising the learners at every opportunity; speaking loudly and clearly; constantly looking over the class to keep an eye on everyone; asking lots of questions and making sure that as many learners as possible got a chance to answer, that made the teachers successful. Finally, and perhaps the most important thing, the teachers were energetic, active and enthusiastic in the classroom. The school leader in this context has a very significant role to play. The SMT and SGB should provide on-site development workshops and seminars that focus specifically on large-class teaching. They should engage with the community, for example, to see who can offer *classroom assistance* – with reading, group work and so on; and involve stakeholders to see who can help with additional resources, etc. Most importantly, the school leader can model enthusiasm and a positive attitude.

Whether you agreed or disagreed with the topic for your essay, the practice you got in thinking and writing about these important issues will stand you in good stead for future debates and for preparing formal, well-structured written arguments.

Recommended readings

1. The following research publication focusses on curriculum management and curriculum coverage in large, multi-ability classes in Kwa-Zulu Natal: *Learning about sustainable change in education in South Africa*: The *Jika iMfundo* campaign 2015-17 (Christie, P. and

Monyokolo, M. (Eds) (2018) *Saide* Johannesburg. This book can be downloaded free from: https://tinyurl.com/y88mkx6r

2. The Report on the Colloquium on Sustainable Change in Education, is a collection of presentations and discussion papers based on the research contained in the above publication. The report is published by *Saide* (2018) Johannesburg and is also availbe for free download at: https://tinyurl.com/ybnqmo2f

3. A readable and thought provoking report on the need for schools to adapt teaching methods to a new future is: *Teaching for global competence in a rapidly changing world.* Accessed from: https://tinyurl.com/y8delpnj

In this following section, the (negative) impact that the external contextual factors can have on a school are examined. You will also be introduced to a tool that you will be able to use to help you understand both positive and negative contextual factors.

Understanding context and circumstances

It is clear that external and internal factors have an impact on a school (both positive and negative). School leaders, therefore, should plan concrete ways to minimise negative and maximise positive factors, where this is possible. If you understand the **p**olitical**, e**conomic, **s**ocial, **t**echnological, **l**egal and **e**nvironmental (PESTLE) context better, you can plan actions to address issues in those areas where you have influence.

Start by considering broad external factors over which the school has little or no control, but which, when taken together, create a particular context within which the school operates.

Take note

Understanding the context *external* to the school may assist you in identifying, and ultimately selecting, the focus area and topic for your WPP. You completed a strengths, weaknesses, opportunities and threats (SWOT) analysis in *Module 1: Professional Portfolio and Workplace Project*. The PESTLE analysis looks in depth at *external* factors that impact on a school. This work may assist you in implementing your WPP.

What is a PESTLE analysis ?

PESTLE Analysis is an analytical tool used for strategic planning and organisational change. By understanding the external environments in which they operate, organisations can maximize the opportunities and minimize the threats to the organisation.

Why use a PESTLE analysis/

A PESTLE analysis provides a way to develop a broad idea of the **external factors** which exist around your school and which impact upon its functionality, either to enhance and support it, or to hinder and constrain the activities of the school.

It is a useful process to undertake before embarking on a course of action. If for example, you have identified an area of weakness in your school that you want to address e.g. you are planning to implement a new strategy or initiative to promote greater parental/caregiver participation in your school, it is important to understand the context or situation in which you will be attempting to bring about positive change. The PESTLE analysis will help to give you a more realistic idea of how to plan your intervention, who you can draw on for support and what to avoid. It will help you to develop your plan of action.

See Table 7 for an example the kind of questions to ask when implementing a PESTLE analysis.

Table 7: PESTLE analysis

Aspect		Explanation	Example
P	**Political**	Ask: What political factors are likely to have an impact on the school?	Degree of government stability; appointment of the Minister; budget decisions; union agreements/action.
E	**Economic**	Ask: What economic factors may have an impact on the school?	Joblessness and unemployment (in the country, and also in the community); levels of indebtedness of parents; retrenchments; employment opportunities available (or not available to parents/caregivers or adults within the household); poverty.
S	**Social**	Ask: What social factors may have an impact on the school?	Education level of community; life style; child-headed households; religion and beliefs; population and overcrowding; housing; levels of alcoholism and drug taking; violence, crime and gangsterism, HIV and AIDS.
T	**Technological**	Ask: What technological factors may have an impact on the school?	Infrastructure: access to electricity, water, telephones, sanitation, internet, and reliability thereof.
L	**Legal**	Ask: What legislative factors may have an impact on the school?	The legislative framework on all issues; regulations and policy (National and provincial), which provide requirements on any number of issues from appointments to school enrolment, school funding etc.

E	Environmental	Ask: What environmental factors may have an impact on the school?	Climate change; weather (drought, flooding, storms); impact of pollution; waste management; landfills / tips; availability of running water and electricity.

(Source: Adapted from Cross et al., 2013: 24)

The general rule is that the more negative forces that are identified when applying the PESTLE analysis, the more challenging it will be for the school to function as an *effective learning organisation*. (You are reminded that the topic of a school as a *learning organisation* was discussed in some detail in *Module 2: Leading and managing teaching and learning in the school*) The PESTLE analysis will assist you to analyse the significance of the problems faced and to identify the *where* of the problem.

Activity 17 provides an opportunity for you to practise doing a PESTLE analysis. This builds and extends on the SWOT analysis that you undertook in *Module 1: Professional Portfolio and Workplace Project* in preparation for your WPP.

The further knowledge you gain from undertaking this analysis may also help you as you continue with your WPP.

Activity 17: Apply the PESTLE analysis to the example of Uitzig Primary.

Suggested time:
- 20 minutes readi the case of Uitzig Priamry School
- 30 minutes work with your HEI CoP to apply the PESTLE analysis to this case
- 30 minutes discussion and reflection on your PESTLE findings

Aim:

To practise developing a PESTLE analysis to inform your understanding of the external context that influences your school environment.

What you will do:
1. Read the newspaper report about Uitzig Secondary School (in the textbox below) where almost *everything* has gone wrong.
2. Look carefully at the photographs that accompany the newspaper article, these contribute to telling the story of how the school was vandalised.
3. As you read the account of what happened at Uitzig Secondary School, you should hold the following questions in your mind:
   - Why has this happened?

- What went wrong, not only in terms of the vandalism, but also in terms of parent/partner/community?
- What is the role of school leadership in this kind of circumstance?
4. After reading and reflecting on what you have read, you are required to do a PESTLE analysis of the case presented by the Uitzig Secondary School with your HEI CoP. This is an opportunity to practice doing this kind of contextual analysis of external factors.

News report: SAHRC inspects conditions at vandalised Cape Town school

2017-01-24 18:08

Jenni Evans, News24

Cape Town - The SA Human Rights Commission (SAHRC) paid a surprise visit to the severely vandalised Uitzig Secondary School in Cape Town on Tuesday, ahead of a protest by pupils outside the provincial legislature to demand that it is repaired and guarded.

Provincial SAHRC commissioner Chris Nissen and colleagues took in the stripped kitchen, smashed toilets, plundered electricity cables, as well as a trench dug by thieves who stole water pipes.

In an area declared unsafe, and cordoned off with wire, the delegation stepped gingerly through the remnants of ceiling boards with sharp nails protruding, shards of broken glass, and rotten food strewn around the classrooms and ablution blocks.

The textbook storeroom had also been broken into, with thieves climbing through the roof, kicking the ceiling panels out, and then making off with the books, which are sold as scrap paper.

The school has no electricity and has only one functional tap that was repaired by a plumber arranged by Congress of SA Trade Unions provincial secretary Tony Ehrenreich.

This outside tap supplies the entire school with water, and a hose pipe has been fitted to supply water to the prefabricated toilet block. The sandy school grounds are littered with broken glass.

The only working tap at the school. The hosepipe supplies the new prefab toilets.

School transfers

While the unsafe area has been cordoned off with a wire fence, teaching is continuing in clean new prefabricated classrooms brought in by the Education Department as a temporary fix.

These accommodate around 200 pupils who refuse to budge.

Rubble and discarded animal bones from a butcher lie strewn about on a road leading to the school from a run-down block of flats.

Dropout risk

The handful of teachers left at the school – where the reception area was in darkness because there was no electricity – did not want to speak for fear of violating department policy.

Later, a group of around 150 pupils, parents and their supporters protested at the Western Cape provincial legislature.

They demanded that the Premier and the education department prioritise fixing the school.

"The children will have to change their subjects, we will have to buy new school uniforms, the walk is long, and some will definitely drop out," said an angry Chantal Simons.

"The school is being guarded now by us," said Simons, demanding that Schafer step in and help them.

"There are five primary schools in the area, and only this high school. Where will the children go to?" asked Simons.

She said that even the school feeding scheme had ground to a halt because of the uncertainty, leaving many poor children hungry.

Tygersig Primary next to Uitzig Secondary is heavily fortified with a guard house and guards.

Fences stolen

Schafer said last week that the guards posted at the school by the department had been targeted by the thieves and vandals who were literally carrying the school off brick by brick.

Uitzig community activist Pastor Alex Alexander claimed the department had allowed the school to become a target by failing to maintain it.

Department chief director responsible for districts, Clifton Frolick, accepted a memorandum from Grade 12 pupil Chanae Slinger.

The memorandum contained the pupils' and parents' demands that the school be fixed.

Frolick said the school was not officially closed and that just the unsafe section was cordoned off. The department was trying to find the best option for the school, he said.

Frolic said the community alleged the damage was done by gangsters and people with substance abuse problems.

Thieves break through the roof to steal whatever they can including textbooks to be sold to paper recyclers

"But we do not see evidence of a community that wants to protect the school," he said.

Asked whether a higher or stronger fence would help, his colleague, deputy director of institutional matters, Tau Matseliso, said, "Three fences have already been stolen."

Frolick said the councillors in the area also needed to step up and deal with the rubbish thrown into the streets near the school.

Schooling continues in neat prefabs next door.

(Source: Article and photographs, Jenni Evans, News24)

5. Undertake the PESTLE analysis with your HEI CoP

- Apply your understanding of the PESTLE analysis process to conduct a PESTLE analysis. Use the information presented by the reporter in the newspaper and apply the process that has been exemplified in Table 7Are there any comparisons you can make between your school and Uitzig Secondary or Tygersig Primary? If so, what are these similarities and what is the cause? Place these causes into the PESTLE framework.

6. Once you have completed the PESTLE analysis , re-read the section of the article by Wolhuter *et al*. (2016: 4–5) under the sub-heading: *The second facet of external context: societal context*, accessed from: https://tinyurl.com/y9qdoyrn and discuss the following points with your HEI CoP:

- After your reading of the article , identify at least three contextual forces or factors that Wolhuter *et al* highlights as typical in developing countries.
- Are these contextual factors that you have identified, present in your PESTLE analysis of Uitzig Secondary School? Justify your response.
- Discuss at least two contextual factors that you have identified from the article that apply to your school.

Discussion of the activity

You and your HEI CoP would have gathered interesting insights by undertaking the PESTLE analysis. Admittedly, the article only reflects the view points of the reporter, and the persons quoted in the article, but it is clear that there is something going very wrong at Uitzig. It may be that a combination of factors played a role. Other factors may have been identified by your HEI CoP, based on the information made available.

A dilemma remains – which is how and why an adjoining school seems to function so well. Perhaps the role played by school leadership needs to be considered?

Clearly, the problem described in the newspaper report on Uitzig Secondary School is not a simple one. Many factors may have contributed. As an example (though not a diagnosis of this particular school), Wolhuter *et al*. (2016) highlight the factors such as the role of the principal, and the role of the school within the community:

Principals should see themselves as the leaders of their schools, as well as community leaders. … They should, furthermore, occasionally look beyond the fences of their schools

and be aware of the needs of the communities that they serve. They should then ascertain whether their schools effectively help the community (through equipping the children and their parents) to meet those needs. It follows that they should also be constantly prepared to make the necessary adjustments to the functioning and offerings of the school in order to remain valuable and relevant to their communities. (Wolhuter et al., 2016: 7)

Whereas Wolhuter *et al.* place an emphasis on the principal as school leader, in the AdvDip (SLM) programme a more inclusive approach is promoted i..e a distributed approach in which leadership responsibility is shared amongst various school stakeholders.

It is hoped that by analysing the context, you may develop a deeper understanding of the factors that facilitate, and hinder, teaching and learning in your schools.

As a school leader, it is important to understand the school in a broader context:

Good leaders are inward- and outward focussed. Effective leaders managed to maintain an inward focus on the school as an organisation, but were also able to see the school in a broader context – as part of a local community, as part of an educational community and as contributing to South Africa. (Roberts & Roach, 2006: 51)

You need to consider how much of what happened at Uitzig Secondary School was due to poor or absent leadership, and how much to overwhelming contextual factors?

The story above clearly depicts a school where everything has broken down and yet it is possible to still see a great deal of *resilience* and the strength in the staff, learners and parents connected to Uitzig Secondary School to keep going on. Christie *et al*. in their report *Schools that work*, mention their surprise at discovering that schools which were found to be *resilient* were nevertheless still found to be lacking as follows:

Three anticipated sources of resilience that were not strongly present were Governance and community relationships; Parental involvement; Relationships with education departments. (Christie et al., 2007: 27)

So, the *schools that work* demonstrate a range of positive characteristics such as: a sense of responsibility and agency; leadership; centrality of teaching and learning; safety and organisation; authority and discipline; and a culture of concern (Christie et al. 2007: 22). However, even in *schools that work*, matters of community and parental involvement were generally not present. This was an unexpected finding by Christie et al. (2007: 22). These findings

suggest that specific relationships – those with parents, with community and with the department – are particularly challenging for schools to achieve. The challenge for school leaders is how this can be remedied.

School leaders also need to be aware that the community around the school can change radically – even within a short time. For example, there may be an influx of immigrants, refugees, people from other provinces or people from rural areas into an area. This has implications for the language of teaching and learning, for example. So schools need to *scan* the environment regularly and monitor what is happening in the community so that they can adapt and plan accordingly.

Regarding Uitzig Secondary School, no doubt the PESTLE analysis revealed a strong influence of a decaying environment with poverty, crime, neglect and the breakdown of services all too evident. The *influencers* in Uitzig seem to be non-existent. The reasons behind what has happened are not revealed, but it seems as though leaders and influencers had given up. It is puzzling that the school adjacent to Uitzig appears to be fully functional, with services, security, and a neat and clean environment. The difference between the situations of the two schools is stark. Identifying what makes such a difference will provide interesting insights, primarily about leadership. Grant, Jasson and Lawrence (2010: 93) identify characteristics of *resilient* mainstream schools as having a clear *pastoral* role, an atmosphere of *care*, as well as *commitment* and a sense of *agency* among stakeholders.

Through the examination of an aspect of the social context, you can see how a PESTLE analysis can deepen an understanding of the school within the wider community in which it is situated, and that ignoring the political, economic, technological, social, legal and environmental context could potentially result in poorer decision making and the development of plans that fail. As indicated previously, the school does not exist in a vacuum.

In this next section, you will look at how HIV and AIDS (a social factor in the PESTLE analysis) can impact on a school community. It is also an example of how external factors impact on a school. For example, economic factors such as poverty and unemployment impact on learners who arrive at school hungry, ill or cold. Given its high prevalence in South Africa, HIV and AIDS has been selected as an aspect for some further thought and investigation. It is not intended in any way to be a full investigation, but a reminder and another example of how an external factor can and does impact on a school. Especially one as prevalent as HIV and AIDS.

Reviewing the impact of HIV and AIDS

This section looks at analysing the social context of schooling in more detail by considering the HIV and AIDS pandemic and the impact it has on South African school and communities. It is hoped that through this example, will you obtain a better understanding of the way in which each component of the PESTLE analysis, in this case the social aspect, can inform the culture of the school. It is only once you have engaged with the results of this social analysis, that you can talk about and plan the best way of responding to the effects of this pandemic within your school context.

HIV and AIDS has been selected as an example of a social issue that impacts on the schooling system as many schools have learners and teachers that have been infected or affected by HIV and AIDS. Some schools accommodate a number of orphans and vulnerable children . Child – header households are also a concern of many schools.

Of concern is also the fact that the HIV and AIDS pandemic continues, despite various national awareness programmes and interventions; many schools do not know how many orphans and vulnerable children are in their care, and thus how many child-headed households there are. HIV and AIDS has a cross cutting impact on the school's functioning (when teachers are ill and absent) and on learner performance and achievement (again, when teachers are absent but also when/if learners are absent or ill-cared for).

Understanding statistics on HIV and AIDS

Most school leaders will know that the Department of Education developed a policy for disseminating correct information around HIV and AIDS in schools, through the curriculum. The Department of Basic Education National Policy on HIV, STIs and TB (2017: 3) proposes that "the strategies required to realise a systematic and sustained response to HIV and TB and ensure that it is the business of everyone in the sector to prevent disease and promote the health and wellbeing of learners, educators and officials in all our schools."

School leaders are required to work within the required policy framework. One of the requirements being to ensure that they have the necessary knowledge about HIV and AIDS and the relevant statistical information related to their schools. t This will help school leaders to provide leadership related to the various ways in which HIV and AIDS may need to be addressed in curriculum, in the school with teachers and learner and in the broader school community.

The impact of HIV and AIDS on society broadly, and on schools in particular, is a challenge that most school leaders will be required to face. The next activity provides you with an opportunity to engage with information about HIV and AIDS so that you can be informed and empowered in this field. ..

Activity 18: Discuss the impact of HIV and AIDS

Suggested time:
30 minutes

Aim:
The aim of this activity is for you to study information presenting the reality of HIV and AIDS, its impact on schools and also research on how effectively or otherwise information about HIV and AIDS is handled in schools.

What you will do:

Examine the extracts from research on HIV and AIDS. This activity is preparatory to a school-based research task (Activity 20).

1. Discuss with your HEI CoP how HIV and AIDS has or has not impacted upon your school.

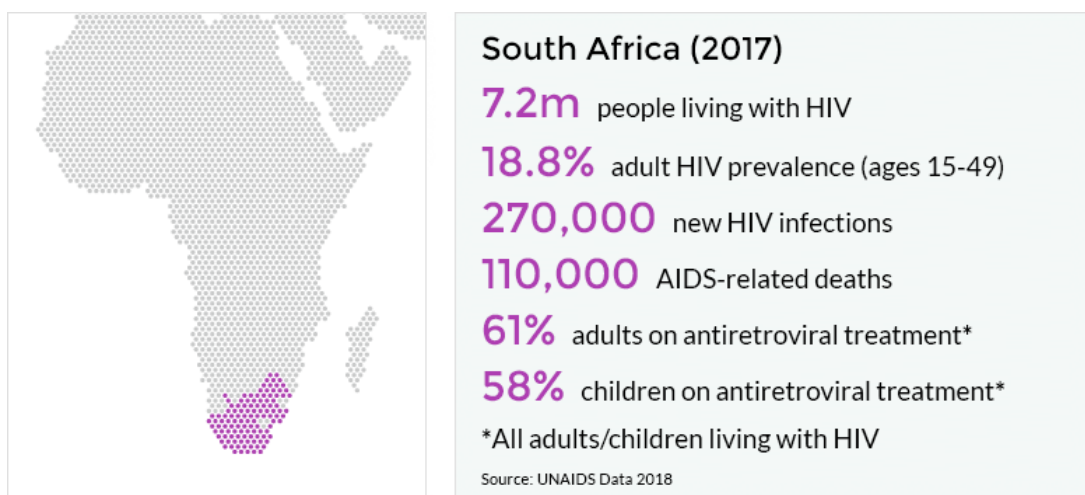2. Examine the actual HIV and AIDS statistics for South Africa (2017) presented here:

Figure 10: HIV and AIDS statistics for South Africa (2017)
(Source: AVERT, 2018)

Key points

- South Africa has the biggest HIV epidemic in the world, with 7.1 million people living with HIV. HIV prevalence is high among the general population at 18.9%.

- Men who have sex with men, transgender women, sex workers and people who inject drugs experience even higher HIV prevalence rates.

- South Africa has made huge improvements in getting people to test for HIV in recent years. 86% of people are aware of their status.

- The country has the largest antiretroviral treatment (ART) programme in the world, which has undergone even more expansion in recent years with the implementation of *test and treat* guidelines.

- South Africa was the first country in sub-Saharan Africa to fully approve pre-exposure prophylaxis (PrEP), which is now being made available to people at high risk of infection.

Further UNAIDS statistics of relevance (AVERT, 2018):

- In 2017, 280 000 children aged 0–14 were living with HIV.

- 2 million children were orphaned by HIV and AIDS.

- The HIV infection rate for South African women is four times higher than for men. This is attributed in part to gender-based violence (GBV), *sweethearting*, and gender stereotyping.

- Gender-based violence accounts for 20–25% of new HIV infections amongst women.

- The *She Conquers* campaign focuses on empowering girls and thus reducing infection with HIV.

3. Study the extract below:

> *The variety of different life skills curricula currently being implemented by South African schools and institutions focus largely on HIV and AIDS awareness and information. They do not sufficiently emphasise the importance of physical and mental wellness in youth. The curricula seem to be having a positive effect on students' knowledge and awareness of HIV and AIDS, but they do not adequately meet the goals of the national policy – namely, to promote healthy behaviour and positive attitudes. … The curricula being implemented emphasise information about HIV and AIDS and not the advancement of life skills that would allow students to develop 'healthy life styles'. … This over-emphasis on HIV and AIDS information is focused too much on HIV and AIDS prevention awareness … There is a 'dire need' to emphasise physical and mental health and wellness. … Students are not being exposed to the life skills (decision-making skills, communication skills and the development of positive attitudes) that are an integral part of the national policy.*

Edited extract from Thaver & Leao, 2012: 1)

4. **Do the following together with your HEI CoP:**

- Identify **three issues** within the Life Orientation (LO) curriculum around HIV and AIDS as reported by the researchers and in the literature they surveyed. The purpose of the task is to determine gaps in how the LO curriculum is taught. Record your findings in your Learning Journal.
- In your HEI CoP, discuss the impact of improper information, cultural beliefs and poor communication around HIV and AIDS in your schools. Note key points of your discussion in your Learning Journal. (You might find ideas for a topic that you could suggest for the next activity.)

Discussion of the activity

The HIV and AIDS statistics remain worrying. A concern is the high percentage (52%) of adults who are infected but who did not, in 2015, have access to appropriate treatments. The statistics (2–3 million orphans) mean that it is almost certain that every school will have stakeholders whose lives are impacted upon by HIV and AIDS. It may be that your school does not know how many learners are orphaned because of HIV and AIDS. That is why the activity you have just undertaken and the previous one, are important and necessary.

Clearly, schools cannot work alone in tackling issues such as HIV and AIDS. Collaboration with clinics and organisations that offer support, counselling and information services becomes essential. In this regard, the community mapping exercise in Section 2 of this unit should prove useful, as it will improve knowledge of resources in the community.

School leaders need to understand that there are a range of circumstances that could lead to a child being vulnerable. A family affected by HIV and AIDS is one circumstance; further examples include poverty, abuse, chronic illness, family or community violence and conflict, or combination of various of these aspects.

Thaver and Leao's (2012) literature survey on the policy implementation and the subsequent curriculum, highlights the shortcomings and issues with the teaching of content around HIV and AIDS. As a school leader, you are likely to have encountered a number of these.

You may have experience of teachers who lack the confidence to implement the Life Orientation curriculum, especially with regard to teaching about HIV and AIDS. As a school leader, you will need to ensure that curriculum implementation is being appropriately monitored and supported. (See *Module 2: Leading and managing teaching and learning in the school for more detail on this*). This will include both monitoring *what* is taught in relation to

HIV and AIDS and *how* it is taught   As a school leader, you will need to take cognisance of the possible impact of your teacher's cultural beliefs and practices on the effective teaching of the curriculum. This may be evident not only in teachers' attitudes but also in parent's responses.

Stop and think

As a school leader, you will need to develop strategies to deal with the *clash* that may occur in certain instances between cultural beliefs and practice and the curriculum requirements. Teacher development strategies may need to be revisited and new priorities identified if the teaching of sensitive content such as HIV and AIDS is not currently handled adequately by all teachers.

You will need to think of ways in which to address resistance to discussion or the teaching of topics related to HIV and AIDS which could come from staff, parents, learners and or community members. (The issue is not entirely dissimilar to the matter of prohibiting corporal punishment in schools, an issue which has the backing of law, but which is strongly resisted by some religious groups, and by others on cultural grounds).

As school leaders you will be required to take a stand on such matters, while at the same time being aware of the views and beliefs of your teachers and others in your school community. How will you balance policy requirements   while still respecting   the   differing views of various stakeholders– not a simple task.

Activity 19: A school-based response to the HIV and AIDS pandemic

Suggested time:

45 minutes preparation and time gathering information

45 minutes completion of task

Aim:

The aim of this activity is for you to use an aspect of the HIV and AIDS information (whether information for learners, improved teaching of curriculum related to HIV and AIDS, social attitudes, prevalence of infections, girls as vulnerable groups, orphans – whatever seems the most appropriate for your particular school) and to write a persuasive memorandum to the school governing body (SGB) – a *call to action*, after collecting some information from parents through a questionnaire.

Take note

Remember that when you conduct research, you need to observe proper research protocols. (Research protocols were outline in Module , Unit 3 in relation to your WPP). In a sensitive matter such as HIV and AIDS you need to obtain permission (in writing) from participants. If the participants are learners, permission must be obtained from parents or guardians. You must observe strict confidentiality and anonymity protocols and also ensure that any questions asked are agreed to by your school-based CoP.

What you will do:

With your school-based CoP

A stigma remains regarding HIV and AIDS and in many cases it is still not spoken about. School leaders have a real responsibility to provide leadership and encourage discussions and appropriate action. This research – and call-to-action task provides such an opportunity.

This leadership and research- oriented task should involve your school-based CoP and school stakeholders, including parents. Together with your school-based CoP, prepare a questionnaire to be administered to parents in order to gather information on attitudes that impact on teaching about HIV and AIDs in the school. This could focus on beliefs, cultural attitudes to HIV and AIDS education, myths – whatever seems to be the most important for your school.

1. Follow these steps:

   STEP 1: Prepare a simple table which includes the following headings:
   - Does the school have an HIV and AIDS policy (YES/NO)
   - Number of orphans and vulnerable children (OVC) per class, per grade and disaggregated [separated] by sex (boys and girls)
   - Total number of OVC
   - Number of child headed households per class, per grade and disaggregated by sex (boys and girls)
   - Total number of child headed households
   - Is the school providing support (YES/NO)
   - If NO, why not? What are the problems?
   - If YES, state what is being done.

   STEP 2: Collect information
   - Ask all the teachers in your school to help you to collect this information.
   - Complete the table and study the results. This will help to give you a sense of how big or how small the problem is in your school.

STEP 3: Decide what aspect of HIV And AIDS you want to address first

- You are now going to go one step further. Select an aspect, an issue related to HIV and AIDS in the school that the school-based CoP thinks is important and where a task could be undertaken to address a concern. It could be about teaching of LO, or information dissemination, or whether the school should make its premises available for a mobile clinic, or whether an NGO that specialises in information/teaching on HIV and AIDS should be invited to interact with parents/caregivers.

- Once you have selected the area/issue you want to focus on, prepare a questionnaire on this issue which will be administered to parents/caregivers. Its focus needs to be on attitudes and opinions about HIV and AIDS. See below for guidance on how to prepare the questionnaire:

Guidelines: Prepare a questionnaire

- You need to gather *qualitative* information to inform how best you can address barriers that hinder the transmission of information.
- The research project should look for some *insight on a topic* related to HIV and AIDS in the school – such as how it is or should be taught, what cultural attitudes exists, what worries parents/caregivers may have about orphans or vulnerable children in the school?
- The precise focus of the small research project should be decided by the school-based CoP.
- The questionnaire could ask for written or oral responses. Decide which of these would be more suitable for your parents?
- What language will be used for the questionnaire?
- The school-based CoP must agree on the questions to be asked.
- The type of question asked should be:
    o   What do you think about …?
    o   What are you worried about regarding …
    o   Why are your worried about…?
- The questions should be asked in a private room and permission must be obtained from the participants – stress that answers are confidential.
- The project should try to interview about 20 parents or caregivers.
- If you could arrange oral discussions in small focus groups, that may be a good way to gather the information required.
- Decide on the length of the discussion – for a small number of questions, no longer than 15 minutes should be sufficient.
- Only 3–5 questions should be asked.

STEP 4: Analyse results and record them

- The results of the research should be captured in a short report that clusters responses. With the assistance of the school-based CoP, analyse the results collected from the questionnaire, according to themes.
- See STEP 5 for the sections of the memorandum – each of which could be a theme.
- These results should be prepared for inclusion in your PP.

Step 5: Prepare a memorandum

Together with your school-based CoP prepare a persuasive memorandum to the SGB for a small project designed to address one problem or gap around HIV and AIDS and its impact on the school. The purpose of the memorandum is to identify a problem; give the scope (extent) of the problem; explain why it should be addressed; state how you think is could be addressed; provide an idea of what success will look like; give a budget amount or a plan; and make a call for action or a decision by the SGB.

Guidelines for preparing the memorandum:

- The purpose is clear; problem has been identified; scope of problem clarified; rationale supplied; action; success indicators; budget/resource requirements; call for action included.

When you prepare your memorandum, do so in this order:

- Decide which language will be used in the memorandum.
- Decide on tasks for the preparation of the memorandum with school-based CoP members.
- Determine time lines.
- Prepare the memorandum according to the following:
  - Clarify the purpose of the memorandum;
  - State the scope (extent) of the issue;
  - Say why it should be addressed;
  - Give ideas about how it could be addressed;
  - Provide a simple but clear budget;
  - Have a closing sentence stating what needs to be decided/agreed upon.
- Present the memorandum to the SGB.
- Follow up on the decision after the agreed upon time (1–2 weeks).
- Act on the decision made.

The memorandum, and any response received from the SGB, should be included in your PP.

Discussion of the activity

HIV and AIDS has impacted upon different schools in very different ways. The short survey that you were asked to prepare and administer, together with your school-based CoP, will have revealed important information (if not already known) about orphans and vulnerable children in your school and also child-headed households. Knowing the information is the first step – now, the issue is how this knowledge will be used in the school.

Getting parents and learners to voice their opinions on a difficult topic such as HIV and AIDS is a very important.. As a school leader, you may gather very interesting insights into the clash between official policy and cultural beliefs. You need to consider how your school could manage such tensions if they do exist in your community.

You might like to refer to the useful information on school responsiveness to HIV and AIDS in the following document: Bialobrzeska, M. et al, (*Saide*: 2009). *Creating a caring school: a toolkit for school management teams with accompanying guide.*
 Accessed from: https://tinyurl.com/y893m8nz

Unit 2 of the toolkit has practical and implementable solutions that you could suggest in your memorandum.

Even if a problem is really large, some action can make a significant difference. Think about whether the kind of project suggested in your memorandum is reactive (responding to a situation that already exists) or preventative (designed to provide information that will prevent a situation even arising). Also consider whether the proposed project represents and reinforces a caring and collaborative culture within the school. Another factor to think about is how the broader, *external* community could be involved in the project – think about clinics, community based organisations, churches offering support to those affected by HIV and AIDS.

The next step in the task is to decide what the school can do to address the situation. Undertaking a research project is a good way to find out what people think and what suggestions they have.

Practising the preparation of a persuasive memorandum is one way that you, as a school leader, can learn to influence the SGB and to further your aims of creating a caring school ethos. In this case, it is about taking an issue that may be contextually relevant to your school community and

acting to make a difference. Dealing, even in a small way, with an issue related to HIV and AIDS is a social justice issue.

The second component of this unit, namely identifying the people and organisations in the community that have an interest in and influence on the school, is next.

Identify people and organisations in your community to determine their needs and interests

In this sub-section the focus is on the broader community around the school. The purpose is to identify those people and organisations in your community who have an interest in your school. These people and organisations/institutions – the school stakeholders. It is important not only to identify who the stakeholders are, but also understand their wants and needs in relation to your school. Once you have identified the people and organisations and their g wants and needs, you will be able to determine their level of interest and influence., This will ultimately help you to know how best to respond to them and how to go about building relationships with them.

Activity 20: Identify stakeholder types and understand their value

Suggested time:

30 minutes

Aim:

To practise identifying stakeholders and to be able to understand what can happen when relationships with them break down.

What you will do:

1. In your Learning Journal, create a mindmap of people and organisations in your community who have an interest in your school. The mindmap should be inserted into your PP.

   If you need to refresh your memory on mindmaps, access the following YouTube video: MacGrercy Consultants. 2009. *How to make a mindmap.* Accessed from: https://tinyurl.com/m7qcycz (Duration: 2.51).

2. Access and watch the YouTube video: TRT World. 2018. *Violent protests over school language policy.* Accessed from: https://tinyurl.com/y7bg58zq (Duration: 2:20).

   If you had to describe the level of emotions about the issue of language policy at the school in the video, would you describe this as *green* (safe); *amber/orange* (cause for concern) or *red* (danger)? Why? Record your response in your Learning Journal.

3. Write a short paragraph in which you:
   a. Identify at least **two** stakeholder groups in the video.
   b. State the wants and needs of each group you identified.
   c. Explain (in your own words) what you understand are the issues about which each group feels strongly.

4. In a second short paragraph, state what you think the solutions are and why.

Discussion of the activity

The community around a school will have a variety of interested parties. As one of the leaders in the school, it is important to be able to identify these and work towards establishing mutually beneficial relationships.

But very often, wants and needs of different parties clash. In the South African educational context, you should be acutely aware of the political roots of school governance and community involvement. Think of recent events where community activism has impacted on schools, as the

wants and needs of stakeholders in the community were not acknowledged and/or recognised, such as:

- Vuywani, Vhembe, Limpopo – schools were burned down by community members because of unhappiness about proposed municipal boundary changes (April to September 2017).
- Klipspruit, Johannesburg – schools were closed over a dispute about the appointment of a black principal in a *coloured* school; the SGB is complaining about *due process* not having been followed in the appointment (July to November 2017).
- A Secondary school, Johannesburg – intervention by the MEC over the retention of a teacher accused of racist remarks to black, Indian and Greek learners, which he excused as *humour* (July 2017 to May 2018).

No doubt there are other examples from around the country. In each case, stakeholders in these communities felt that their needs and interests were not being *heard* or met by those in authority and those who should be held accountable for actions, were not being called to account. Higher level interventions, violence, school shutdowns, intimidation and threats were the result. Conflict within and between communities will be dealt with again later in this unit.

This stakeholder interest is along a continuum – from those who are more invested in the school (and may have a closer relationship with the school and be involved in the day-to-day activities of the school) to those who are less directly involved on a day-to-day basis.

Look at a simple analytical tool in Table 8 which can assist in understanding what stakeholders want and need.

Table 8: Comparing SWANS and OWANS

Acronym	SWANS	OWANS
Meaning	**S**takeholder **W**ants **A**nd **N**eeds	**O**rganisation **W**ants **A**nd **N**eeds
Explanation	The community around the school, parents, businesses and service organisations have their own interests, wants, needs and focus areas.	The organisation (in this case, the school) has its own priorities, driven by departmental requirements, its contextual realities, the legislative framework and its professional aims – teaching and learning.

As you can see from the above, when conducting a stakeholder analysis, it is important to not only look at stakeholders' wants and needs (SWANS) but also at your own organisation's wants and needs (OWANS).

Stakeholders and the organisation (the school) probably have some wants and needs in common. But there are possible areas of difference as well. Finding the areas of *intersection of interests* is an important first step. It is also necessary and important to identify areas where the needs and interests of the school and the community may differ, sometimes quite considerably.

The best results for collaboration are most likely to derive from the area of common interest as seen below:
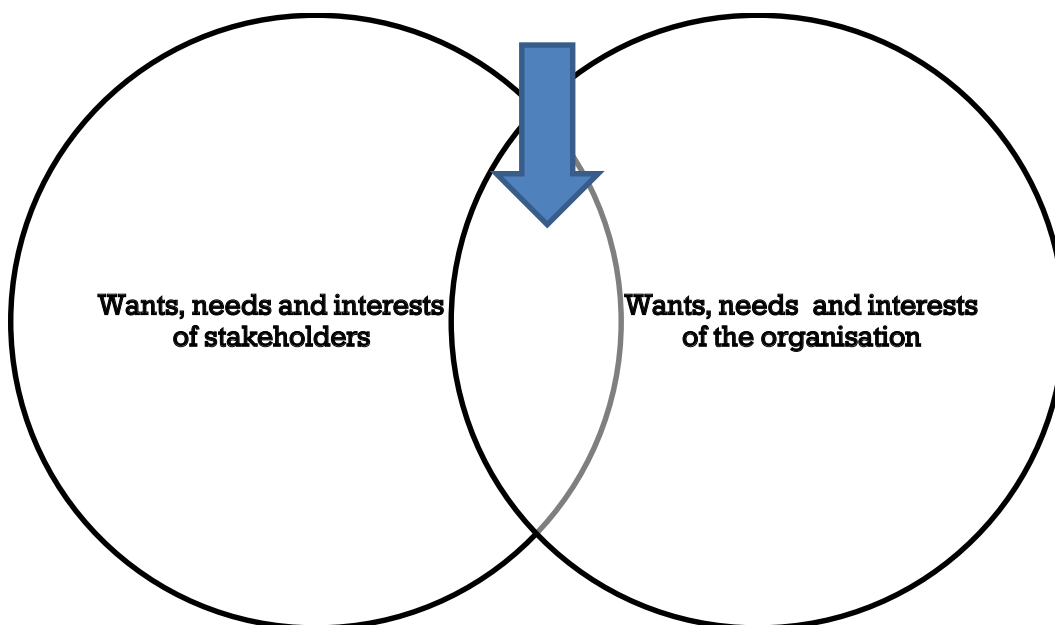

Figure 11: Intersection of interests

Having conducted a PESTLE analysis, this can be taken further by considering how stakeholders can and should be prioritised. This is based on understanding which stakeholders have the most

interest and the greatest *influence.* The next activity provides an opportunity for you to analyse the wants and needs of stakeholders and the school (the organisation).

Activity 21: Identify stakeholder and organisational wants and needs

Suggested time:

30 minutes

Aim:

To identify stakeholder and organisational wants and needs – SWANS and OWANS.

What you will do:

1. Together with your school-based CoP, conduct a SWANS/OWANS analysis process. The Uitzig Secondary School (Activity 17 of this module) must be the subject of your SWANS/OWANS analysis, as a follow up to the PESTLE analysis you conducted in Activity 17.

2. For each stakeholder, identify (through discussion) their interest in the school – vested/direct, collaborative, vendor/supplier/service provider.

3. Report back on your findings in plenary with your school-based CoP and discuss these.

4. After the plenary discussion, use your Learning Journal to record tips and caveats [warnings] to bear in mind so that you can amend or add to the analysis of your own context that you conducted in Activity 17 (PESTLE) of this module.

A good collaborative and cooperative strategy to use when working with your school-based CoP (or with any team) is to agree upon roles and tasks that each person will perform, and to discuss why each task is important and necessary.

Discussion of the activity

Understanding stakeholder and organisational wants and needs require an analysis of the school/community interface, where the use of PESTLE and SWANS/OWANS processes serve to identify useful information. Using such tools *before* a crisis point is reached (as in the case of Uitzig Secondary School), could serve a school and community well, as you could plan how to lessen or limit disaster.

It was presumably challenging to conduct a SWANS/OWANS analysis about Uitzig Secondary School as the group would have had to make a number of assumptions. The situation at the school (as described in the newspaper article) seems to be relatively bad.

Your group may have decided that the stakeholder group with the greatest interest in the school are the desperate parents who still send their children there. Or there may be a differing view that the vandals who have stripped the school of amenities and assets have exerted the greatest influence. Certainly, the analysis is happening in a situation that is already deep-rooted.

An OWANS analysis conducted at this point would reveal that the school's needs are extensive, as almost nothing at all works or is usable. The kind of questions that the OWANS analysis may have raised are: Why was action not taken early on to intervene and prevent more vandalism and theft? Why did the school not involve those stakeholders who might have had an interest, and work together with them to protect the school? What has caused the relationships within the school to be so *broken*? Taking these questions to a more personal level, is the question: How can I as a school leader prevent such a situation from happening in my school?

Another issue to consider around SWANS and OWANS, is that a balance of stakeholder and organisational wants and needs is necessary. If, for example, only the wants and needs of the school are considered, then stakeholders are likely to become disgruntled and lose interest. Or, the organisation and the stakeholders could both want and need something that is not ultimately good for the school. An example could be an over-emphasis on sport or the choir, or union work with teacher absences and lessons cancelled. A further question to ask is: Are both the SWANS and the OWANS reflecting the best interests of teaching and learning at the school? If not, remedial action needs to be taken.

Collaborators and partners working together

Turn once again to the collaborative relationship. The words *collaborators* and *partners* suggest an alliance, a fruitful and mutually beneficial relationship. One party, the school, does not benefit the most from the collaboration or partnership; neither does the collaborator or partner. They each *offer* and each *gain* something from the interaction.

As you have seen above, the school, stakeholders, collaborators and partners all have different interests in the school and various levels of influence. For convenience sake in this section of the discussion, all parties as listed above, will be referred to as stakeholders. To clarify the distinction between *influences* and *influencers*, see Table 9 below:

Table 9: Distinction between influences and influencers

Distinction between influences and influencers

Concept	Explanation	Scenarios
Influences:	These are *external or internal factors* that impact on a project or process or even on school functioning.	Dissatisfaction with service delivery from a municipality as well as disputes over the demarcation of municipal boundaries spills over into violence and some school buildings are burned down during protests.
		A school in a nearby township has initiated a very successful 'clean up and recycle' campaign that the community has embraced. The success of this campaign results in requests to the SGB to organise a similar campaign.
Influencers:	These are *people* who are interested and have the authority or power to communicate their wishes and preferences to others. This can be accomplished either in a pleasant, intimidating, or aggressive manner. Influencers could be for your project or strongly against it.	A very popular and charismatic teacher, who is enthusiastic about soccer, has resulted in an increase in the number of girls joining the soccer squad.
		A community member who is extremely popular and influential is upset because a family member's child has been suspended from the school for repeated bad behaviour. The community member threatens to arrange a boycott of a planned, and usually very popular, fundraising event at the school.

Stakeholder prioritisation is a useful and highly visual tool on which to plot stakeholders' *interests* and *influences*. Understanding where and why people or groups are placed on the grid (Figure 12) will enable you to assess how closely you should keep them involved and informed about the process or project, i.e. how you should communicate with them.
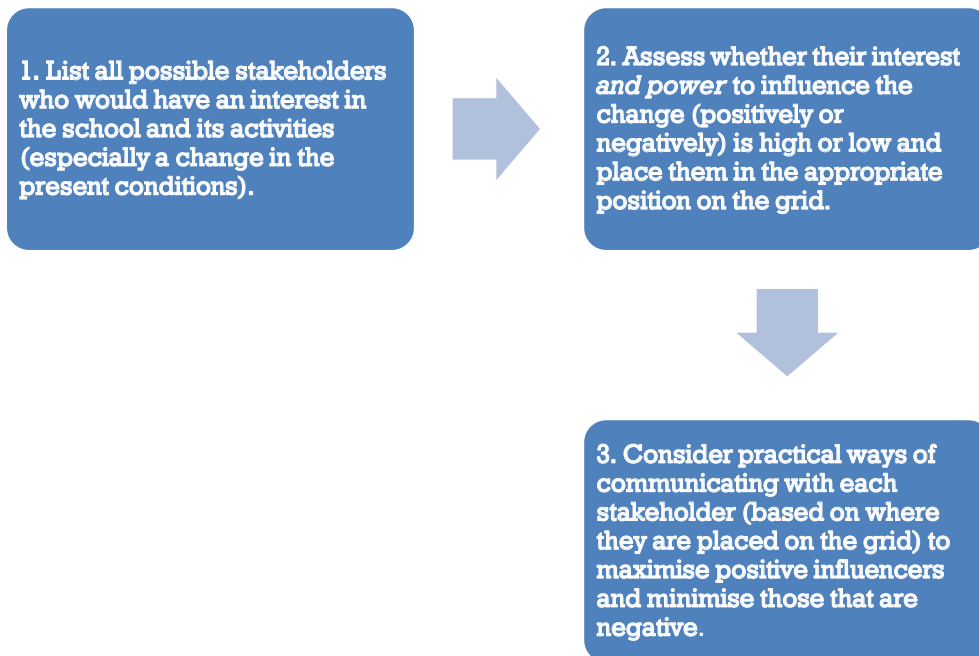
1. List all possible stakeholders who would have an interest in the school and its activities (especially a change in the present conditions).

2. Assess whether their interest *and power* to influence the change (positively or negatively) is high or low and place them in the appropriate position on the grid.

3. Consider practical ways of communicating with each stakeholder (based on where they are placed on the grid) to maximise positive influencers and minimise those that are negative.

Figure 12: How to use a stakeholder prioritisation grid

Activity 22: Using a stakeholder prioritisation grid

Suggested time:

1 hour

Aim:

- To practise stakeholder prioritisation, and then getting commitment from stakeholders.
- To develop a communication plan in line with stakeholder *interests* and *influence*.

What you will do:

1. Use the stakeholders identified in Activity 21 and locate them on the grid (Figure 13) in terms of interest and influence.

   You will need to limit the number of stakeholders to 5 or 6 different types – not too many to be confusing but not so few to be overly simple.

   Use a range of stakeholders, for example, internal – teachers, learners, administrative staff, grounds people (select 2); community organisations; parents; service providers; education officials.

2. Now, take a key stakeholder from each quadrant (a group who need to be listened to) and indicate what should be communicated to them and what form this communication should take.

3. Also think about strategies that could be used to keep the widest range of stakeholders, vendors and collaborators interested and committed.

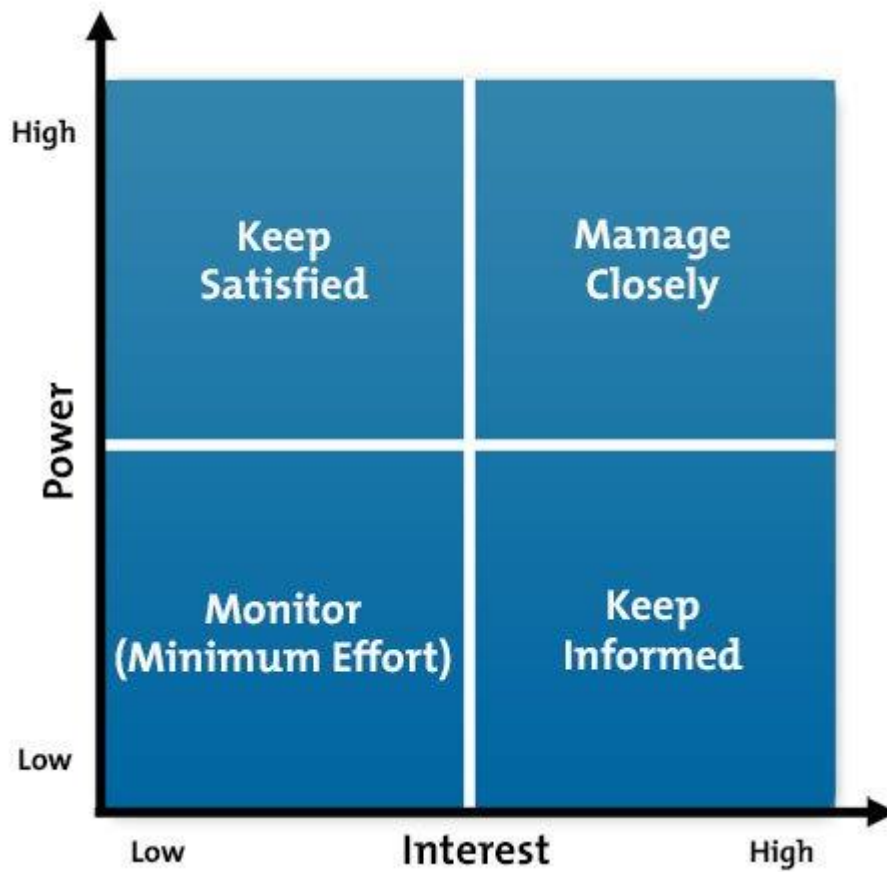4. Your stakeholder prioritisation task should be included in your Professional Portfolio.

Figure 13: Stakeholder prioritisation grid
(Source: MindTools.com, 2018)

Discussion of the activity

According to whatever *interest* and *power* intersection the various role players were identified, the advice given about further actions would differ. If done thoughtfully and strategically, this type of analysis allows the school principal to direct their energies fruitfully. Naturally, the most effort and intentionality should be directed at those who have high power or influence and also high interest (top, right quadrant).

The least amount of effort should be directed at those who have low interest and low power (bottom, left quadrant). As such stakeholders are not interested, they will probably not become involved. The challenge is in whether you are just guessing or assuming they have no interest, or whether this has been established for certain. It may be that a stakeholder is silent because they does not think that they will be heard. The next group (bottom, right quadrant), are stakeholders who have little power but are interested. This group needs to just be kept informed. This communication strategy may assist in keeping them interested and not resistant.

Stakeholders with low interest and high power need to be *kept satisfied* (top, left quadrant). If such stakeholders feel that their *high interest* projects are side-lined or completely ignored, they may decide not to support the current project. And of course stakeholders with both high interest and high power need to be included, but not in such a way that they do as they please.

You will have decided on possible ways of communicating with others. There will be those who have high power and high influence, who will resist the actions taken by the school to address specific issues. The table below outlines what you should *not* do when influencers resist:

Table 10: What not to do when influencers resist

Do not…	Why not…
Reason	You could spend too much time providing good reasons for the change. Negative influencers or resistors will find ways to disprove or discount what you say.
Bargain/bribe	This may get you the support you need in the short term, but it could backfire badly if the word gets out.
Manipulate	Dangerous move – you cannot gain more than a temporary show of support, and may lose all credibility.
Use power	If you force compliance, the backlash is inevitable. The resistance that results has been called *malicious obedience*.
Ignore	Many resistors respond to being ignored by becoming more outspoken.

When working with influencers, it is best to state your case, simply and clearly. Allow the influencer to make up their own mind.

Clearly, working with stakeholders requires a nuanced and thoughtful response. Thinking strategically about how to keep stakeholders committed and interested in the school means thinking beyond the school's interests. What can the school offer to stakeholders, collaborators and other potential partners that would be seen as a benefit to them?

Having seen what happens when there is apparently no commitment in a school, the question is how to keep stakeholders committed.

As reviewed earlier in this activity, one of the ways that a community engagement process is kept on track is by communicating. This communication needs to be clear and frequent. Remember, that leaders and managers in a school need to manage their behaviours and attitudes. People believe what they *see*, before they believe what is *said*. Communicating progress can be done in a number of ways, such as, a regular newsletter update; the SMT modelling enthusiasm and buy-in for the process/collaboration; *Friday* emails; discussion forums; agenda items at staff/SMT/SGB meetings; questionnaires to gather opinions; update a *change blog*; check-in by walking around; presenting data on the *facts* about the process/collaboration; and so on.

A combination of face-to-face and written communication is a good idea. By communicating well and frequently you

- Keep stakeholders engaged and interested.
- Ensure that momentum is maintained.
- Let stakeholders know what is important for the school, the principal, the SMT, and the SGB.
- Provide stakeholders an opportunity to gather their thoughts and ideas.
- Involve stakeholders at all levels in the process.
- Utilise the power of technology.
- Can gather ideas about how to overcome barriers to success.
- Have a greater chance of school activities and projects being successful.

  (Pennington, 2013):

Of course, in South Africa, the language of the communication is critically important as many learners in schools will be taught in a language that is not their home language.

The next section of this unit provides a technique for the school to use in order to understand its community. Even as a member of a community, if you do not actively and intentionally engage with the structures and meaning of your own community, you will not necessarily be aware of all its complexities. This is where community mapping comes in.

Section 2: Mapping the community

To understand the complexities of a community, how it functions, how it grows and changes, and how its people live, requires substantial effort. Bloch (2010) outlines several interventions and ways in which to improve educational conditions in South Africa. Schools, government, civil society, and other interested stakeholders are all in a position to contribute to the betterment of education. It is difficult to know where to start when challenges seem insurmountable. One of the tools that community practitioners, government officials, and university researchers from all over the world use to understand complex environments and inform developmental interventions is called community mapping.

The next activity provides an opportunity to explore what a community map is and how it is created.

Activity 23: Understanding community mapping

Suggested time:

1 hour

Aim:

To understand the purpose and processes of Community Mapping

What you will do:

1. Watch the YouTube video: Blackwell, Q. 2010. *Community mapping training*. Accessed from: https://tinyurl.com/y7frbl64 (Duration: 4.38).

2. Discuss the questions below with your HEI CoP, basing your discussion on the information provided in the video:

   - What is community mapping?
   - What is the purpose of community mapping?
   - Who should be involved in creating a community map? (Think of learners, parents, SGB, community members… .)
   - What do you observe and note during a community mapping process?

3. Make notes of your discussion in your Learning Journal.

Discussion of the activity

The community map presented below was prepared by a community in Cape Town. The Community Map is presented as it was prepared, incorrect spelling (Girraffes) and all! This liveliness is typical of a community map.
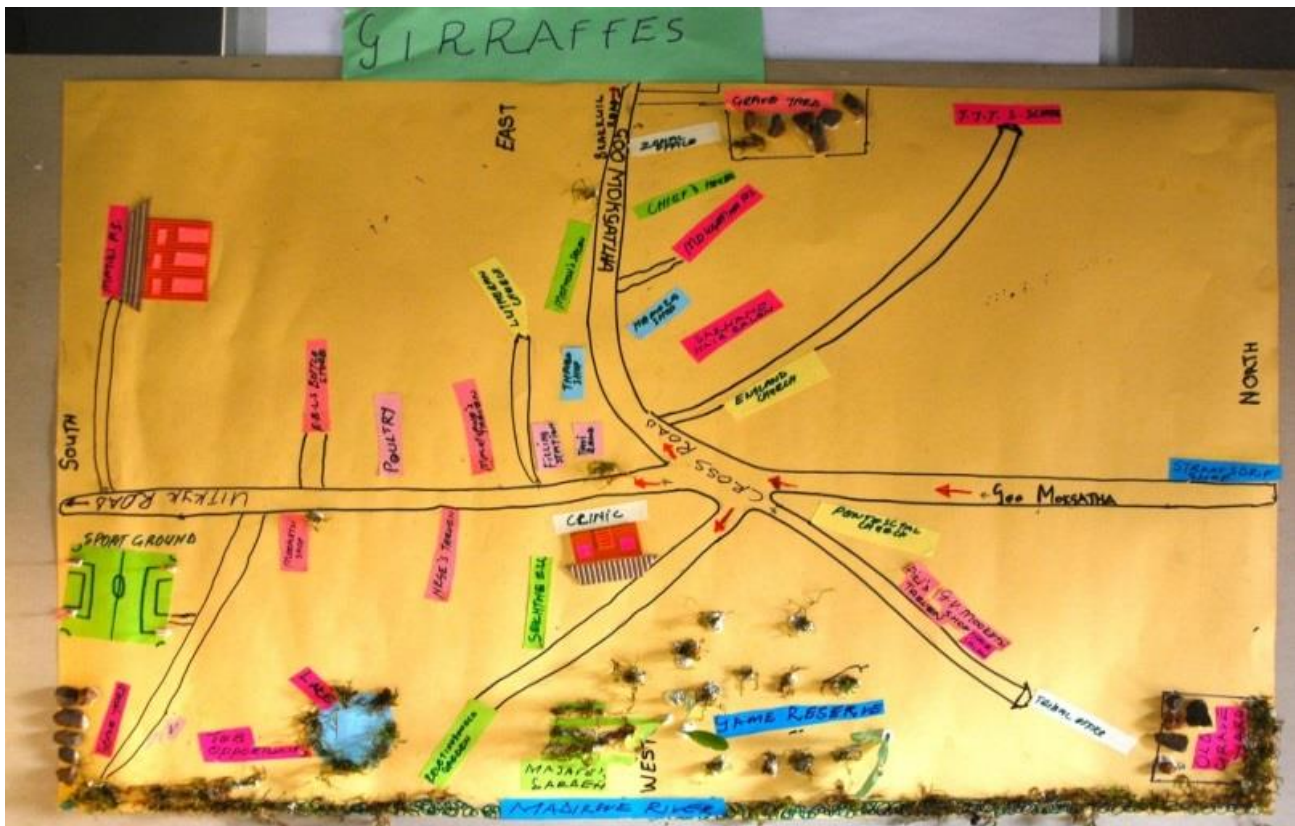

Figure 14: An example of a community map of available resources
(Source: Panek & Vlok, 2013: 7)

Community mapping is a tool that opens up and explores the *inner workings* of a community. It is about noting the places and the resources available within a community. You will find a further example of a community map in Figure 16. A community map is intended to capture and describe specific community information for a particular purpose. Therefore, a community map differs from a normal map that represents the physical environment. While a community map can include the physical surroundings of a community, it does not necessarily need to focus only on the physical. It can include symbols to indicate important places, dangerous spots or useful resources within the community.

Community maps could include buildings and places, but also the people in the community and what they do. Delving [digging] deeper, requires asking questions such as: What type of people are in the community? How old are they? What are their occupation? What challenges do they face? What do they seem to do with their time?

A community is a very complex ecosystem [living and non-living things together], where infrastructure, institutions and individuals interact in a changing environment. Community mapping can go some way to achieving this goal.

A community map is created by the people who identify as part of that community. They put all their own knowledge and understanding of their community into the map. It is not a purely academic exercise, conducted by professors and researchers from an institution with no real connection to the community. For this reason, a community map, put together by people who live, breathe, sleep, eat and engage in the community, can capture a lot of the details that might be missed in an outside assessment of the community.

A community map is also a useful tool because it can have a very empowering effect on the people creating the map. Residents who may previously have felt powerless to make any change in their community, can now feel that they are actively contributing to the betterment of their lives. In addition, armed with a deeper knowledge of their community and the challenges they face, as well as the resources at their disposal, community members are better able to negotiate with government officials for the services that they require (Pinfold, 2015: 2, 6).

There is not only one way of compiling a community map. Some community maps are compiled in partnership between community members and members of civil society organisations, NGOs, universities or government. While most maps are a collaborative project, with multiple people contributing to the map, there can be stages in the mapping process that are carried out by just a few individuals. As a school leader who is wanting to identify a solid and relevant project to undertake within your school (your WPP), you might choose to lead a community mapping process to understand your school within its community in a profound way. If the community mapping is not relevant to your selected WPP, you may choose to include the evidence of the mapping task having been completed in your PP.

The next activity provides a chance to think more deeply about what type of community map you need to prepare for your school.

Activity 24: Ensure that a community map is fit for purpose

Suggested time:

45 minutes

Aim:

To explore community map scenarios to understand how a community mapping process is planned to fit a purpose.

What you will do:

1. Read the scenarios that describe different community maps prepared for two different schools.

2. Once you have read the two scenarios, answer the questions below.

3. Write your answers in your Learning Journal, compare and contrast the two community maps that are described in the scenarios, using the following headings:

    *   What is the purpose of each community map?

    *   What people or groups were consulted when compiling each community map?

    *   What does each community map look like and why is this important?

    *   How is the purpose of each community map in the scenarios linked to what the map looks like?

Scenario 1: A community map for safety

A school in a high crime area has a problem with learners not attending school because of risks to their safety. The school wants to increase learner attendance and so it partners with the local Community Policing Forum to compile a community map. The map contains crime hotspots, including where there is a gang presence. The school talks to the parents of the learners who do attend school about the routes that they take to school and how they travel (car, bus, on foot, etc.), and all this information is recorded on the map. The school also asks learners to share how they feel about coming to school every day, and what coping methods they use to deal with the stress of the neighbourhood crime.

In this mapping exercise, the school went beyond trying to understand exactly which street corners were dangerous, and focused attention too on how some parents were able to get their children to school despite the crime. By doing so, the school was able to share information with other parents and organise *walking busses* along main routes from public transport hubs to the school gates. (*Walking busses* are groups of people who walk together. This is a planned activity that provides the group with a level of protection.) In addition, by including information on the psychological wellbeing of the learners, the school was also better able to equip learners with the coping skills necessary to deal with the anxiety they might experience coming to school.

A community map may sometimes not be concerned with the physical environment at all. For example in Scenario 2:

Scenario 2: A community 'map' for donor funding

A school has received funding from an international donor to upgrade some of its facilities. The school's SMT wants to ensure that the money is spent on a facility that will benefit not only the school's learners but also the broader community. The school calls a community meeting to engage with stakeholders who live and operate around the school and asks for input. As part of the consultation process, the school compiles a catalogue that lists all of the current public facilities in the community. The map does not locate the physical buildings but rather draws up categories of facilities such as: cultural, sporting, recreational, etc.

With the list compiled, the school is able to see which facilities are already present in the community, and where it might be worth investing in new facilities.

Discussion of the activity

It is easy to see from the first scenario how the community map goes far beyond the infrastructure of roads and buildings, and extends into questions about parental involvement, safety and security, and learner resilience. This first map may include *symbols* or pictures to indicate *danger* or *gangs*. The second map may look quite different and consist mainly of words in lists. Each is valid if the *map* serves the *purpose* for which it is intended.

One thing that the two examples have in common is that they could not have been made by a satellite orbiting the community from outer space. It required many conversations with community members about their behaviour, feelings, and ideas in order to generate the maps. Therefore, *a community map always includes community participation.* It can be difficult to know who to include in the mapping process, as the community does not speak with one voice (Aggett et al., 2012: 5). However, even if some people are excluded, community participation is necessary.

A community map never focuses only on the negative, needs, or deficits of a community. In the educational context, a community map would not just include the *toxic* variables, for example. *A community map always includes assets, resources, and the capacity or potential for change.* Community mapping belongs to an approach to development called *asset based community development* [an approach that identifies assets rather than deficits), which is defined below:

> *Asset based community development is an approach to working with communities that emphasizes people's assets, rather than their deficiencies, and encourages the mobilizing of community assets to meet opportunities in genuine community-driven or citizen-driven development.* (Mathie, 2006: 1).

In the examples above, the schools engaged with the community on what they *did* have. The schools spoke to parents who were successfully getting their children to school, and they spoke to learners who were coping with the stress of being educated in a high-crime environment. The *assets* of the different stakeholder groups were drawn on to compile the community map.

When using an asset based community development approach, there are usually five categories of assets in a community that can be included (Daughty *et al.*, 2012). See Table 11 below:

Table 11: The categories of community assets

Category	Description
1. Individuals	Community members who have gifts, talents, skills and assets. Development draws on what these individuals can offer.
2. Associations	Small informal groups of people who have mobilised around a shared interest or goal, for example, street committees, book clubs, etc.
3. Institutions	Professional and structured bodies, including government, business, and religious institutions that are present in a community.
4. Physical assets	Public facilities, available land, and any other infrastructure that supports the community.
5. Connections	Relationships and partnerships made between people in the community and outside of the community.

(Source: Daughty et al., 2012: 11–12)

Community mapping is always part of a larger process of development. A community map will never be the endpoint of a developmental initiative, it is usually just the beginning. As such, a community map must be carefully thought-out, it must serve a specific purpose, and it must be linked to a *next step*. Sometimes there are developmental objectives that only emerge during the mapping process, when the true assets and needs of the community are identified (Panek & Vlok: 2013), but at the outset of the mapping process, there should be a larger, developmental or learning agenda of which it forms a part.

The two fictional examples above illustrate another characteristic of a community map: it is a very *versatile* [useful, adaptable] tool. Some maps are quite literal (realistic), others are more metaphorical [symbolic]. Some use computer-generated data as a base, while other maps use oral histories as a base. How the map is used, in what format, and for what purpose, should always be the decision of the community itself. Once community members have learnt how to use the mapping tool, they should not be told how to apply it. It is *their* map! See below for examples of symbols that could be used in a community map:
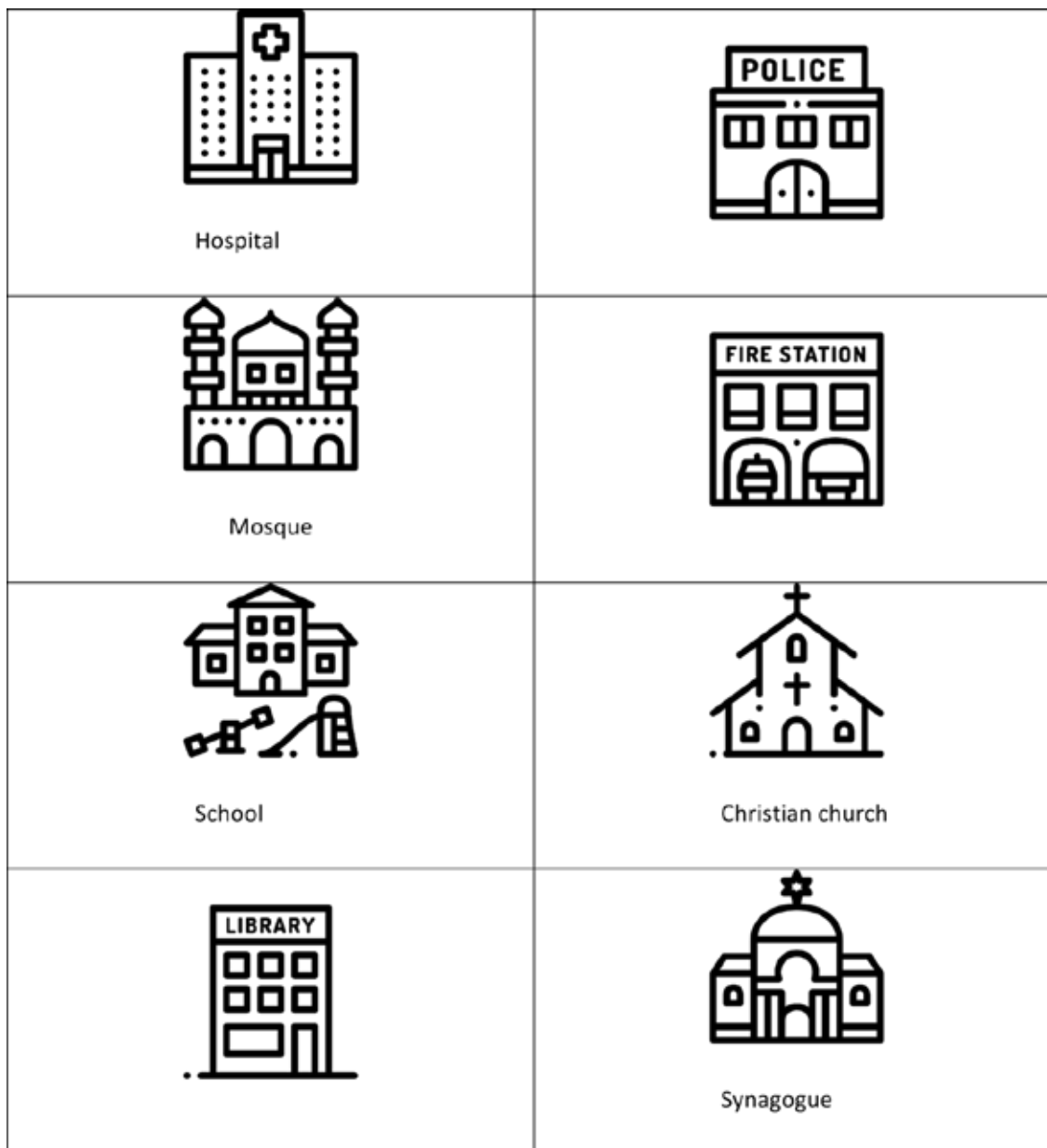
Figure 15: Symbols suitable for a community map
(Source: https://www.flaticon.com/packs/urban-buildings)

In the two mapping examples above, the school SMT took a leading role in planning and compiling the community map. However, they relied on the support and input from a much wider audience. As a school leader, your role is to ensure that all important voices are included in consultative practices like mapping. *Important* does not just refer to people in authority – the learners of a school are one of the most important stakeholders, and very often they are not given the opportunity to offer input. Representative councils of learners, class monitors or even the captains of sports team are all learner leaders who could add value to a community map. If you are asked to compile a community map and you do not have the opportunity to engage with a wide body of stakeholders, it is your responsibility to think about exactly who those stakeholders might be and what they might want to contribute. For example, as a senior leader

in the school, the ladies selling sweets and chips at the school gates might not be very important to you, but to your learners, they might be the most important adults on the school premises! When given the opportunity to lead a mapping process, the responsibility lies with you to ensure that even if some stakeholders aren't active participants in the mapping process, their interests are still considered.

The community map below was prepared after a consultative process with a community in a poor area of Madurai, India. The community map concentrates on the *things they have* (the *assets*) in the community. The point about community mapping is that the community looks for the resources that it does have as a start. In some communities, this could be people and their energy or interests, rather than fancy buildings or infrastructure.
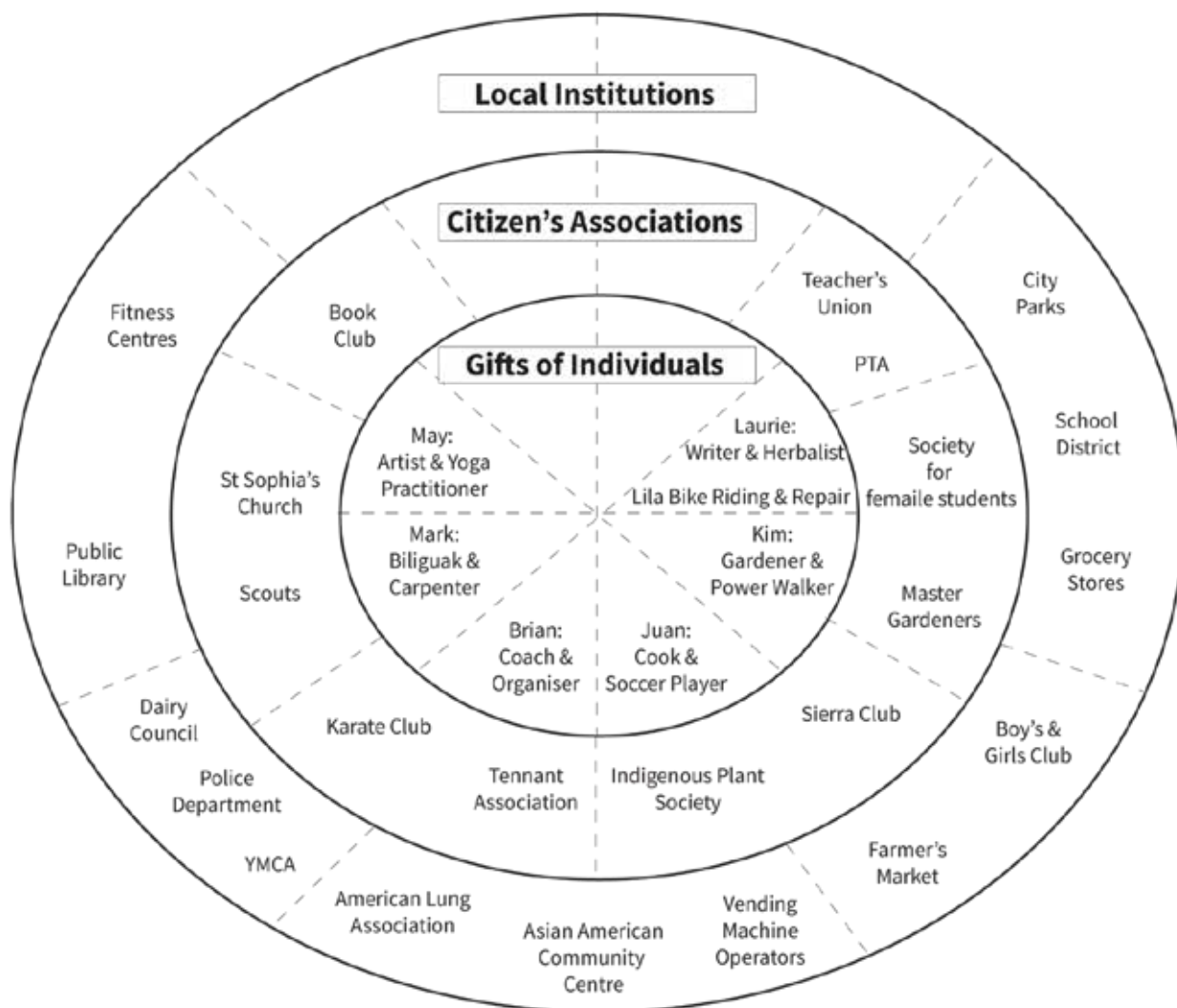
Community Assets Map

Figure 16: Community assets map
(Source: Rengasamy, 2009: 47)

Activity 25: Map your community

Suggested time:

- 1 hour group work with school-based CoP and community members
- 30 minutes discussion

Aim:

To apply the community mapping steps and prepare an assignment.

Take Note

This task provides another opportunity for you to apply your role as a researcher. Apply the correct research protocols.

Your school is a community in itself – it has buildings, community members such as the leadership team, teachers, administrative staff, ground staff and learners, and is governed by a set of school rules. Your school also forms part of a broader community. Think of the neighbourhood beyond the school gates – the parents, service-providers, and partner organisations that support the school. Even further, your school is not only governed by its own school rules, but also by national and provincial regulations and policies. Quite simply, your school is a community within a community.

The aim of this activity is to map the school in the context of its community. Refer to the first example of a community map, where a few streets were mapped. Think about the metaphor of a community as an ecosystem, and imagine that your school is at the centre of that community ecosystem. Just like any other ecosystem in nature, your school's ecosystem can be healthy, strong and productive, or, it can be under threat by predators, unsustainable and at risk of collapse. Together with the community, you need to decide on the area you will cover – but be careful not to make it too large.

What you will do:
Study the information provided in Figure 17 and follow the steps provided to prepare a community map. The map that you compile for this activity will not be an in-depth analysis of the ecosystem, but rather the first step to understanding the school in community.
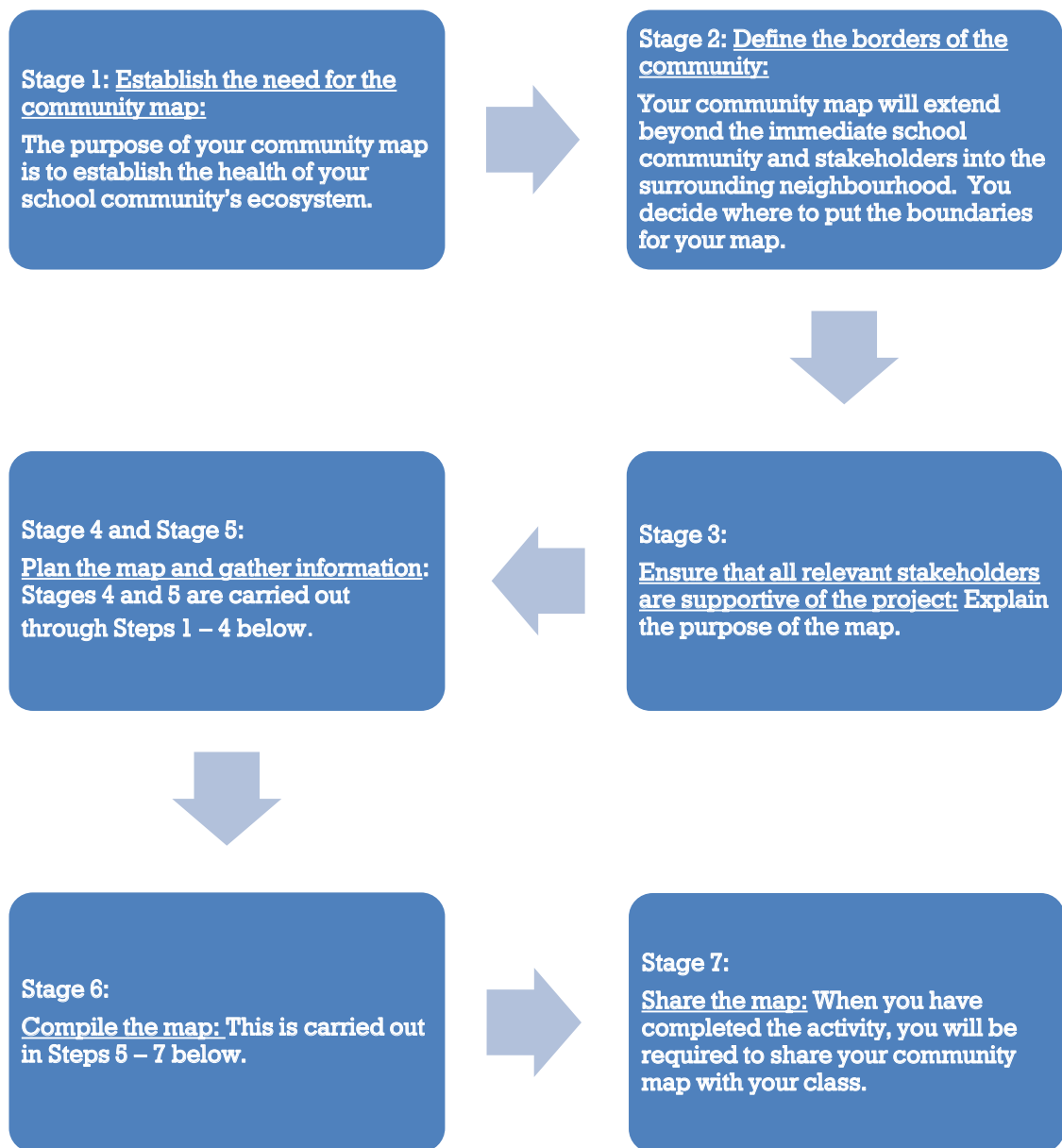
Figure 17: Steps to developing a community map.

There are several ways of compiling a community map. Different approaches can still give positive and useful results but one of the simplest methodologies for mapping is to follow the steps below in the order they are given. Together with your school-based CoP, create your community map by following these steps:

Step 1: Refer to Template 1 in the Appendix. Write the name of your school in the centre circle.

Step 2: In the next circle, list all the internal school stakeholders. An easy way to ensure that you have thought of everyone is to imagine an important school assembly and ask yourself who would attend.

Step 3: In the larger circle, list all the external school stakeholders. These are the people and institutions who do not belong to the school but that engage with the school on a regular basis. This list should include the people and institutions that the school has contracts with, anyone who engages with school learners or teachers in any way, and any governmental structures to which the school is accountable.

Step 4: In the area outside of the circle, list all of the people and institutions that are not linked to the school directly but have an impact on the school's operations. For example, is there a gang in the area which endangers the learners' lives? Or, does the city municipality cut off water supply to the school thereby requiring learners to go home? Try to be as detailed and comprehensive as possible.

You now have the beginnings of your school community's ecosystem.

Step 5: With a green pen or pencil, circle all of the stakeholders that add to the *good health* of your ecosystem. Then, with a red pen or pencil, circle all of the stakeholders that introduce *toxic elements* and put your school's ecosystem at risk.

Step 6: Refer to Template 2 in the Appendix. Write the name of your school in the centre circle. To the left, list all of the *healthy* components of your school ecosystem, to the *right*, list all of the *unhealthy* components.

Step 7: The healthy components are your community's assets and opportunities, and they indicate the community's capacity to grow and develop. The unhealthy components are your community's needs and risks, and they indicate threats to your community's wellbeing. Ideally, in a healthy ecosystem, potential dangers and problems are balanced out by interest, action and resilient resources. As the final step in your community map, try to link up unhealthy components with a healthy counterpart. For example, if a local gang is an unhealthy threat to your school, can you link them up to a supportive Community Policing Forum?

Discussion of the activity

After following these steps, you should be able to see which threats cannot currently be addressed with available resources. You should also be able to see which assets are being underutilised or wasted when they could be used to address challenges to the school ecosystem. As you complete the exercise, you may want to add additional stakeholders (use Template 2).

The purpose of preparing a community map is to use the map to plan ways to collaborate with the community. Your completed community map (Template 1 and Template 2 in the Appendix) must be inserted into your PP which will form part of the programme assessment.

Take note

- It is suggested that this activity may be used as formative assignment for assessment and submitted for this purpose – this should be discussed with your university lecturers.

- You may also be able to use information from your community map to adapt or enhance your WPP.

Once the community map has been prepared, it needs to be used.

Activity 26: Use the community map to plan collaboration

Suggested time:

2 hours planning and consultation

Aim:

- To use the rich and diverse information gathered from the community mapping process to gather information from the community
- Use this research task to plan a collaborative and mutually beneficial relationship with the community.

What you will do:

1. Refer to your community map that you have just developed.
   - Think about the type of relationship the school wishes to develop with the community. Your response could link to your school vision, mission and values.
   - Be clear about the purpose and nature of the collaboration that you wish establish with stakeholders in the broader community.
   - Record this process in your Learning Journal.
2. Plan a strategy of consultation with clusters of community stakeholders – religious organisations, NGOs, non-profit organisations (NPOs), community based organisations (CBOs), community forums, municipal and government support structures, and services (police, clinics, sexual health clinics, fire and safety forums), adult education programmes, businesses, formal and informal community leaders. Be as inclusive as possible – embrace the diversity of your school's community. The district offices of the education department are also part of the community.
3. Work out how to draw the community in, i.e. what can the school offer them, and what can they offer the school? You could also ask yourself the following questions to extend your thinking in this situation:

   Where are the areas of overlap in interests between the identified stakeholders and the school?

   Where is the common ground?

4. Start to implement the plan.
5. This activity needs to be conducted collaboratively with school-based colleagues and then taken further into the community.

This activity is an ideal task that could contribute valuable information to your WPP. Certainly, the map that is created, as well as the action plan, should be included in your PP.

Discussion of the activity

This activity has the potential to demonstrate distributed teacher and learner leadership in action. It is not about the school imposing solutions and plans on the community, but about engaging the community in a joint planning process, and enabling leaders in the community to engage meaningfully in discussions so that all parties are able to gain mutual benefits.

An example of the extreme opposite of a mutually beneficial collaborative process is Uitzig Secondary School. The only persons who have benefitted from that situation are the criminals who have looted the school and that is a situation you do not want to repeat.

In this section, you should have gained an understanding of school leadership in relationship with the community. At the same time, the importance of mapping the community was highlighted as a way to respond appropriately to the needs, wants and interests of the identified community. This investment of time in mapping the community with others, allows the school community to develop plans that take account of the context, whilst looking to the future. When implementing your action plan, remember what you have learned in Unit 1 and 2. There may be times when relationships break down, and processes have been suggested in Unit 1 that you can use, if this happens. School leadership has a responsibility to foster good relationships with learners, their parents and the community.

The school is a beacon of light for the community. Christie et al., (2007: 78)

This is what is aimed for in terms of school-community partnerships. C*ollaboration* alongside *commitment* is one way in which a school can become a beacon of light for the community.

Key points

Unit 2 focussed on the following key points:

- Locating the school within its context.

  Examination of the broad education system and how it impacts on schools and schooling.

- Analysing the context (using PESTLE, SWANS and OWANS).

  The tools provide a useful way to consider the circumstances inside and outside the school that impact on it. HIV and AIDS were focussed on as an example of a health and socio-economic issue that affects schools and schooling. This led to a school-based task addressing a relevant aspect of the HIV and AIDS pandemic.

- Identifying and analysing stakeholders' wants, needs, interests and influences.

  After identifying stakeholder types, as well as stakeholder and organisational wants and needs (using SWANS and OWANS), you practised prioritising stakeholders in order to develop a communication and management plan.

- Mapping the broader school context and community.

  Understanding what community mapping is, how it is undertaken and how it is intended to work.

- Developing an appropriate action plan with and for the wider community.

  Applying what was learnt: Developing a community map and using it to plan how best to promote collaboration between the school and the wider community.

Reflective Commentary Report on Module 5

The Reflective Commentary Report is used to record your reflections, thoughts and ideas related to your own learning and professional development journey as you work through this module (and later, the other modules of the AdvDip (SLM) programme). As discussed in *Module 1: Professional Portfolio and Workplace Project* Unit 4, this information will also be useful when you prepare your Personal, Professional and Organisational Development Plan (PPODP).

Take note

The reflective commentary that you prepare for this module is important as it has to be included in your Professional Portfolio which will be submitted for summative assessment.

Suggested time:

One and a half hours

What you will do:

Step 1: If you have made any notes in your Learning Journal about this module, refer back to these notes now.

Step 2: Reflect on your experience of working through this module. Make brief notes on what you think are the most important learning points.

Step 3: Read the guidelines below, to assist you to structure the writing of your Reflective Commentary Report.

Guidelines for writing a Reflective Commentary Report

1. Write a short introduction which explains *what* the focus of the reflection is.
2. Write the *story of your learning*. Differently put, explain what you have learnt from studying this module.
3. The application of your learnings to your school context: Explain *how you have applied* what you have learnt in this module to your own school.
4. The result of your attempts to use these new learnings from this module in your context: Write up positive outcomes achieved as a result of you applying your new skills and knowledge related to working with and for the wider community.

5. Prepare and write up the conclusions that you can draw about these learnings and their application.

6. End your reflection by stating what you believe you *still need to learn* about working with and for the wider community in which your school is located.

Step 4: Write your Reflective Commentary Report and make sure you have addressed each of the points above.

Step 5: Read aloud what you have written, and make revisions as necessary.

Step 6: Share your Reflective Commentary Report with your HEI CoP partner. Ask your partner to give you constructive feedback. Carefully consider the input received from your HEI CoP partner and incorporate relevant feedback that you have received into your report.

Step 7: Ensure that you include your Module 5 Reflective Commentary Report in your Professional Portfolio.

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Appendix 1: Table of provincial learner numbers in 2016/17

(Source: Veriava et al., 2017: 49)

2016/17 Province & Poverty Ranking	Total equitable share allocation (R Million)	Of which allocated to education	% Equitable share allocated to education	Share of learners in SA	Share of total provincial education expenditure	Learners as % of province's total population	Equitable share allocation to education per learner	2015 Matric pass rate ranking
Limpopo (1)	48 709	24 635	50.6% (1)	13.7%	12.7%	28.2% (2)	R14 058 (9)	7
E Cape (2)	58 060	28 207	48.6% (2)	15.2%	14.6%	24.3% (5)	R14 473 (8)	9
North West (3)	28 062	12 824	45.7% (7)	6.4%	6.6%	17.0 % (9)	R15 771 (4)	4
Mpumalanga (4)	33 450	16 234	48.5% (3)	8.4%	8.4%	26.3% (3)	R15 068 (6)	5
KwaZulu-Natal (5)	87 898	41 905	47.7% (4)	22.5%	21.6%	30.6% (1)	R14 575 (7)	8
Free State (6)	22 995	10 693	46.5% (5)	5.3%	5.5%	25.1% (4)	R15 695 (5)	3
Northern Cape (7)	10 863	4 769	43.9% (8)	2.3%	2.4%	24.2% (6)	R16 488 (1)	6
Gauteng (8)	79 600	36 857	46.3% (6)	17.6%	19.0%	21.9% (7)	R16 400 (2)	2
Western Cape (9)	41 062	17 455	42.5% (9)	8.6%	9.0%	17.7% (8)	R15 944 (3)	1
Total / average	410 699	193 580	47.1%	100%	100%	23.3%	R15 148	-

Appendix 2: Evaluation instrument for the caring role of the school principal

(Source: van der Vyver et al., 2014)

To be filled in by principals for self-evaluation.
The following items consist of statements regarding your care function as principal.
For each item, use the scale below to evaluate the degree of care that you as a principal demonstrate.

1 = Not at all   2 = To a small extent   3 = To some extent   4 = To a large extent

Please answer each item

	Read each statement as if it commences with: *As far as the working environment of the educators in my school is concerned...*	Not at all	Small extent	Some extent	Large extent
1	I am able to control my emotions	1	2	3	4
2	I understand their feelings	1	2	3	4
3	I demonstrate sympathy with their circumstances	1	2	3	4
4	I can imagine myself in their situation	1	2	3	4
5	I can understand their point(s) of view	1	2	3	4
6	I am conscious of their feelings	1	2	3	4
7	I take their individual circumstances into consideration	1	2	3	4
8	I am interested in their personal lives	1	2	3	4
9	I am interested in them as human beings	1	2	3	4
10	I consider their ideas to be important	1	2	3	4
11	I treat them with warmth	1	2	3	4
12	I have empathy with them as staff	1	2	3	4
13	I am interested in their experiences	1	2	3	4
14	I trust them	1	2	3	4
15	I respect them	1	2	3	4
16	I am sincere towards them	1	2	3	4
17	I support them so that they can achieve their ideals	1	2	3	4
18	I give recognition to them	1	2	3	4
19	I protect their self-interests	1	2	3	4
20	I see to it that other people treat them as professionals	1	2	3	4
21	I am honest with them	1	2	3	4
22	my relationships with them are based on moral values	1	2	3	4
23	I care for them as staff members	1	2	3	4
24	I accept each one of them as they are	1	2	3	4
25	I behave in a cheerful manner towards them	1	2	3	4
26	I see to it that they work in a safe work environment	1	2	3	4
27	I see to it that they work in a school where healthy discipline is maintained	1	2	3	4
28	I see to it that there is a school safety policy	1	2	3	4
29	I see to it that they work in a school where the school buildings are kept in a good condition	1	2	3	4
30	I see to it that the school grounds are well kept	1	2	3	4
31	I see to it that vandalism at the school are limited	1	2	3	4
32	I see to it that they experience job security	1	2	3	4
33	I exercise fair labour practices according to legislation	1	2	3	4
34	I see to it that the necessary physical resources are available so that they can do their work well	1	2	3	4

	Read each statement as if it commences with: *As far as the working environment of the educators in my school is concerned...*	Not at all	Small extent	Some extent	Large extent
35	I provide training opportunities for them regarding the use of physical resources	1	2	3	4
36	I share the commitment towards achieving organisational outcomes	1	2	3	4
37	I support them in their work	1	2	3	4
38	I consider their values when decisions have to be made	1	2	3	4
39	I work towards the benefit of the whole school community	1	2	3	4
40	I delegate certain tasks to them	1	2	3	4
41	I empower them through participative decision making	1	2	3	4
42	I express appreciation for the work that they do as educators	1	2	3	4
43	I see to it that their rights are protected.	1	2	3	4
44	I do not favour some educators at the expense of others	1	2	3	4
45	I allocate resources equally	1	2	3	4
46	I listen attentively to them when we talk	1	2	3	4
47	I am not self-centred in my approach towards them	1	2	3	4
48	I share the successes of the school with them	1	2	3	4
49	I am accessible	1	2	3	4
50	I demonstrate self-confidence as a leader	1	2	3	4
51	I know how to resolve conflict in a reasonable manner	1	2	3	4
52	I am prepared to make personal sacrifices	1	2	3	4
53	I make an effort to defend them	1	2	3	4
54	I am committed to promote collective values in the school	1	2	3	4
55	I commit myself to the vision and mission of the school	1	2	3	4
56	I share leadership responsibilities with them	1	2	3	4
57	I support them personally	1	2	3	4
58	I support them in developing professionally as an educator	1	2	3	4
59	I create a positive environment for change in the school	1	2	3	4

Appendix 3: Evaluation instrument for the caring role of the school principal

(Source: van der Vyver et al., 2014)

To be filled in by teachers/colleagues of the principal.
The following items consist of statements pertaining to the care function of the school principal.
Use the scale below to evaluate the degree of care demonstrated by your school principal:

1 = Not at all   2 = To a small extent   3 = To some extent   4 = To a large extent

PLEASE NOTE: IT IS IMPORTANT THAT YOU ANSWER EVERY ITEM

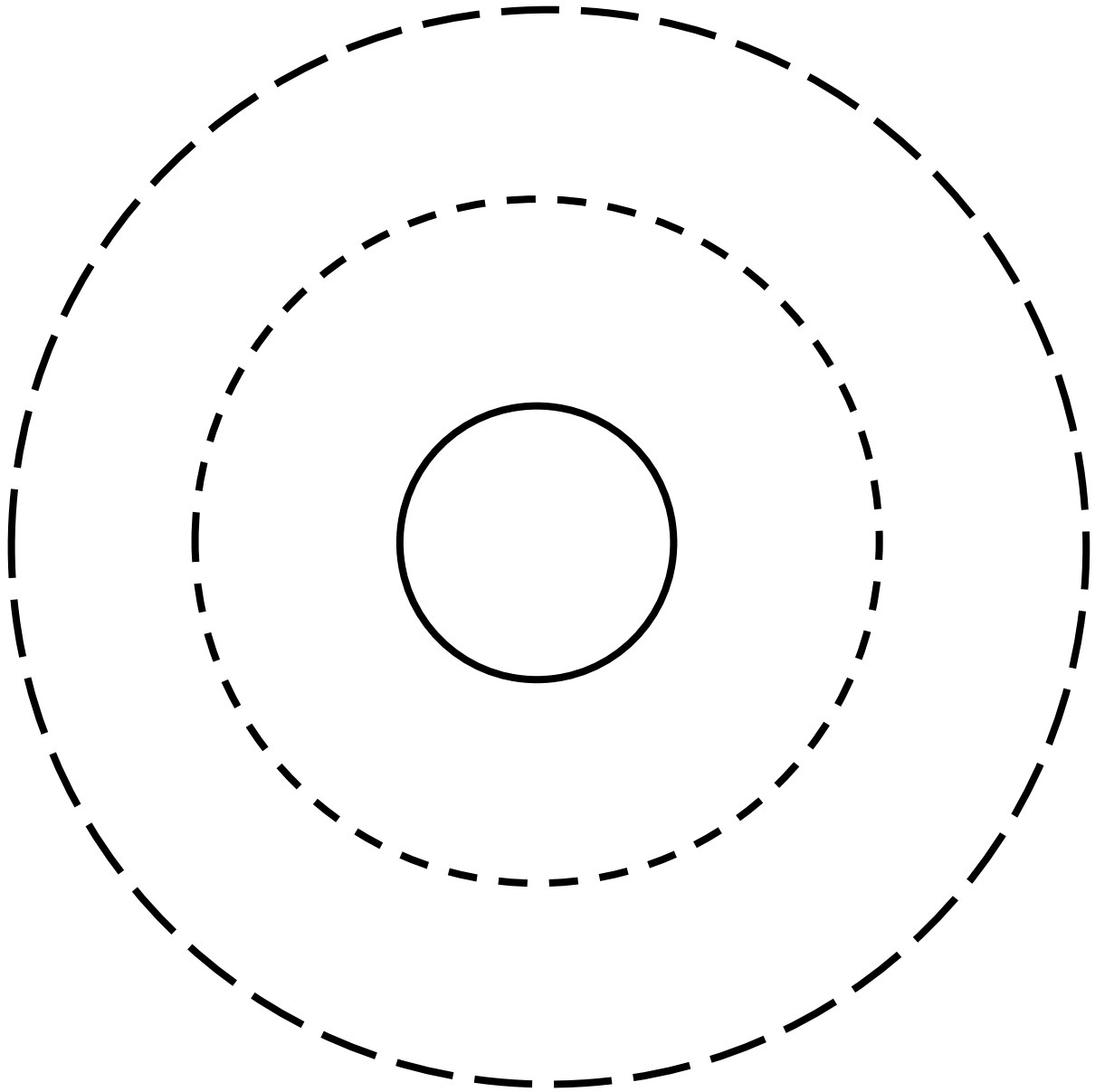|	Read each statement as if it commences with: As far as my psychological welfare is concerned, my school principal...	Not at all	Small extent	Some extent	Large extent
1	can control their emotions	1	2	3	4
2	understands my feelings	1	2	3	4
3	demonstrates sympathy with my circumstances	1	2	3	4
4	can imagine themselves in my situation	1	2	3	4
5	can understand my point of view	1	2	3	4
6	is conscious of my feelings	1	2	3	4
7	takes my individual circumstances into consideration	1	2	3	4
8	takes an interest in my personal life	1	2	3	4
9	shows interest in me as human being	1	2	3	4
10	sees my ideas as important	1	2	3	4
11	treats me with warmth	1	2	3	4
12	shows empathy towards us as staff	1	2	3	4
13	is interested in my experiences	1	2	3	4
14	trusts me	1	2	3	4
15	respects me	1	2	3	4
16	is sincere	1	2	3	4
17	supports me to achieve my ideal(s)	1	2	3	4
18	gives me recognition	1	2	3	4
19	protects my self interest	1	2	3	4
20	sees to it that other people treats me as a professional	1	2	3	4
21	is honest	1	2	3	4
22	relationship with me is based on moral values	1	2	3	4
23	truly cares for their staff	1	2	3	4
24	accepts me as I am	1	2	3	4
25	behaves in a cheerful manner towards me	1	2	3	4
26	sees to it that I work in a safe environment	1	2	3	4
27	sees to it that healthy discipline is maintained	1	2	3	4
28	sees to it that there is a school safety policy	1	2	3	4
29	sees to it that school buildings are kept in good condition	1	2	3	4
30	sees to it that school grounds are well kept	1	2	3	4
31	sees to it that vandalism at school is limited	1	2	3	4
32	sees to it that I experience job security	1	2	3	4
33	exercises fair labour practices according to legislation	1	2	3	4
34	sees to it that the necessary physical resources are available so that I can do my work well	1	2	3	4
35	provides adequate training opportunities for me regarding the use of physical resources	1	2	3	4
36	shares the commitment towards achieving organisational outcomes	1	2	3	4

	Read each statement as if it commences with: As far as my psychological welfare is concerned, my school principal...	Not at all	Small extent	Some extent	Large extent
37	supports me in my work	1	2	3	4
38	considers my values when decisions have to be made	1	2	3	4
39	work towards the benefit of the whole school community	1	2	3	4
40	delegates certain tasks to me	1	2	3	4
41	empowers me through participative decision-making	1	2	3	4
42	demonstrates appreciation for the work I do as educator	1	2	3	4
43	sees to it that my rights are protected	1	2	3	4
44	does not favour specific educators at the expense of others	1	2	3	4
45	allocate resources equally	1	2	3	4
46	listens attentively when I talk	1	2	3	4
47	is not self-centred	1	2	3	4
48	can share the successes of the school with the educators	1	2	3	4
49	is accessible to me	1	2	3	4
50	demonstrates self-confidence to lead us	1	2	3	4
51	deals with conflict in a reasonable manner	1	2	3	4
52	is prepared to make personal sacrifices for educators	1	2	3	4
53	makes an effort to defend me	1	2	3	4
54	is committed to promote collective values in the school	1	2	3	4
55	commits themselves to the vision and mission of the school	1	2	3	4
56	shares leadership responsibilities with us	1	2	3	4
57	supports me personally	1	2	3	4
58	supports me in developing professionally as an educator	1	2	3	4
59	creates a positive environment for change in the school	1	2	3	4

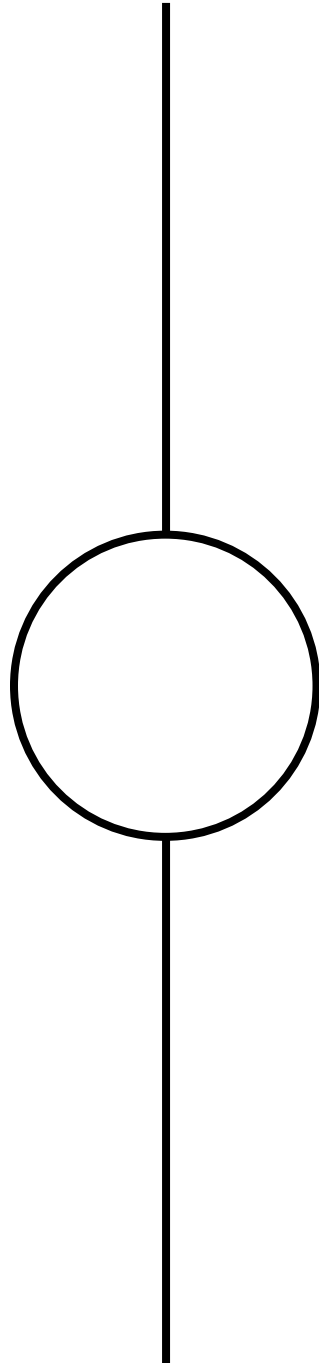# Appendix 4: Caring School Leadership Questionnaire scoring rubric

(Source: van der Vyver et al., 2014: 4)

Summary of determinants of caring leadership and the item numbers (in brackets) that relate to them in the CSLQ		
Psychological determinants	**Workplace/organisational determinants**	**Management determinants**
Items 1–25	**Items 26–39**	**Items 40–59**
Emotional intelligence (1, 2)	Safe working environment (26, 27, 28)	Trust (40)
Interest in the person (13) by displaying:	Adequate physical infrastructure (29, 30, 31)	Empowerment (40, 41)
Sympathy (3)	Job security (32)	Recognition (42)
Empathy (4, 5, 6)	Conduct and behaviour of the principal (33)	Protection of rights (43)
Concern (7, 8)	Safe school climate	Fairness (44, 45)
Attention (8, 9, 10, 13)	Provision of resources (34, 35)	Listening (46)
Compassion (11, 12)	Creating a caring environment (38, 39)	Subservience (47, 48)
Meeting psychological needs (2, 6, 14, 15, 16)		Accessibility (49)
Intrinsic motivation (17, 18, 19)		Leadership effectiveness (50)
Respect (5, 10, 15, 20)		Consistency (51)
Honesty (21)		Commitment (52, 53, 54, 55)
Morality (22, 23)		Participative decision making (56)
Love for others (23)		Support (57, 58)
Acceptance of others as they are (24)		Staff development (58)
Cheerfulness (25)		Altruism (52, 53)
		Transformative influence (59)

Template 1: Community mapping – the school ecosystem

Template 2: Balancing the ecosystem