

Managing teaching and learning

Advanced Certificate: Education
(SCHOOL MANAGEMENT AND LEADERSHIP)



education

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Managing teaching and learning

A module of the Advanced Certificate: Education (School Management and Leadership)

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Managing teaching and learning

Advanced Certificate: Education
(School Management and Leadership)

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Foreword

Acronyms and abbreviations used in the programme

AC	Assessment Criteria
ACE	Advanced Certificate: Education
AGM	Annual General Meeting
CCFO	Critical cross-field outcome
CHE	Council on Higher Education
DoE	Department of Education
DSG	Development Support Group
EMD	Education Management Development
ETQA	Education and Training Quality Assurance body
HEQC	Higher Education Quality Committee
INSET	In-service Education and Training
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PGP	Personal Growth Plan
PoE	Portfolio of Evidence
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SAUVCA	South African University Vice-Chancellors' Association
SDT	Staff Development Team
SGB	School Governing Body
SGB	Standards Generating Body
SMT	School Management Team
SO	Specific Outcome
US	Unit Standard

Overview

Word of welcome

Welcome to this core ACE module on *Managing teaching and learning*.

In the core ACE module on *Understanding school leadership and management in the South African context*, you explored principles and values that inform educational transformation in South Africa. In the other core modules you explore various aspects of this transformation process, focussing on issues such as leading and managing people, working with policy, and managing organisational, physical and financial resources. This module focuses on the core business of transforming schools, that of teaching and learning. The purpose of this module is to enable you to acquire relevant knowledge and skills as well as to develop appropriate attitudes and values in order to manage teaching and learning effectively.

What this module is about

This module is about the management of teaching and learning. We begin by exploring the school as a learning organization and promoting a culture of learning and teaching, which is dedicated to constant renewal and improvement. We will also tackle the issue of context, and will look at the ways in which the physical environment of the school impacts on the quality of learning. This leads us into an exploration of the challenges of effectively planning, implementing, monitoring and evaluating a curriculum that needs constantly to change and reinvent itself in line with the changing needs of a changing society. In particular, we focus on what is required to improve teaching and learning in order to produce enhanced learner outcomes. This paves the way for the identification and development of the skills and processes needed to lead and manage effective teaching and learning.

Module outcomes

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

- Demonstrate the personal and professional qualities necessary for effective management of teaching and learning in the school as a learning organisation
- Create, manage and sustain a caring, disciplined and effective learning environment
- Manage the planning and implementation of teaching in a transformed learning school
- Monitor and evaluate teaching and learning in a transformed learning school
- Understand and be able to lead an effective programme of classroom observation
- Be aware of good teaching practice and arrange for it to be modelled in your school
- Understand and be able to apply relevant content knowledge for the evaluation and renewal of effective teaching and learning.

Learning time

This module carries 20 credits. It should, therefore, take the average learner approximately 200 hours to successfully complete the module. The 200 hours includes contact time, reading time, research time and time required to write assignments. Remember that about half of your time will be spent completing practice-based activities in your school. This will often involve you in discussions with your colleagues. A more specific indication of time to be spent on each of these activities will be provided in each of the units that make up the Learning Guide part of the module, as well as in additional communications from your HEI.

Link with other modules

Managing teaching and learning is a core module. In the actual process of managing teaching and learning, you will find yourself needing to draw upon the work covered in all of the other core modules:

- Understand school leadership and management in the South African context
- Lead and manage people
- Manage organisational systems, physical and financial resources
- Manage policy, planning, school development and governance
- Language in leadership and management.

Leading and managing a school as a learning organization

unit

1

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Leading and managing a school as a learning organization

1.1 Introduction

As a principal or prospective principal you are a leader and manager of your school, with a critical role to play in its ongoing development. Your focus should be to expect all the learners in your school to improve their knowledge and develop into the best people they can be, for the educators to teach and support the development of learners, and for the community to support the school in this quest. So, it is about the learners and your staff, not you.

However, no school is a perfect environment and school managers need to focus centrally on teaching and learning as the main purpose of education, through becoming a learning organisation. The role of principals and other school managers is to adopt a critical perspective, constantly questioning how to improve teaching and learning in your school.

In the other parts of this module the focus is on the detailed aspects on which school managers need to work in order to ensure an environment for effective learning such as how to evaluate this quest for improvement through professional performance evaluations, and what to focus on in the learning process (or details about the curriculum).

Issues

The unit will explore the following issues:

- What are the characteristics of a successful principal? What are their roles as managers and leaders with respect to teaching and learning?
- How do we identify a “good” school?
- How does a principal facilitate his/her staff and learners to be “better”? How does s/he lead? How does s/he manage?
- How would you (as principal) establish a “learning culture”?
- What is a learning culture?
- How do we create a learning culture?
- How do we facilitate learning? How does this process relate to the planning of a learning context in a school or learning organization?
- How does the principal help educators to develop innovative teaching?
- How does the principal support the professional development of the teachers and staff? To do so, how does a principal facilitate access to the required resources?

Learning outcomes

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

- demonstrate your personal qualities as an “instructional” leader;
- demonstrate your management and leadership style to lead all stakeholders involved in the teaching and learning at a typical “learning” school;
- explore ways of how, and under which conditions, your learners learn best;
- explore how to improve and relate your learners’ academic achievements to the quality of your leadership and to the school’s learning culture;
- indicate how your own achievements, your students’ achievements, and your staff’s achievements are all supported by international research and your collective research culture;
- improve the current professional development plans (according to national and provincial policies and guidelines).

Recommended reading

Harris, A. (2004), Distributed leadership and school improvement: leading or misleading? *Educational Management, Administration and Leadership*, 32 (1), 11-24.

Leithwood, K., Day, C., Sammons, P., Harris, A. and Hopkins, D. (2006), *Seven Strong Claims about Successful School Leadership*, Nottingham, NCSL (www.ncsl.org.uk)

Lumby, J. (1997), The learning organisation, in Bush, T. and Middlewood, D. (Eds.), *Managing People in Education*, London, Paul Chapman Publishing, 31-42.

1.2 Preparing yourself as a curriculum leader

In this section we will investigate your own personal views on leadership and management at a school and then move on to developing a more collective view.



YOUR ROLE AND VISION AS A PRINCIPAL

Reflect on the following issues privately for your journal. Leave space to add to this activity later.

1. What are your opinions about the issues faced by principals in schools today? State your country or regional context clearly. Explain/validate your opinions with examples from your experience. (Do not worry to validate your experience with other people's knowledge at this stage; we will come back to this issue later.)
2. What is your vision/hope for teaching and learning at your school?



You may have written a lot in your own words, stating freely your opinions, excitement about your job, and you may have included a few real frustrating areas that concern you at the same time. Go back to your writing and mark each statement as: Exciting! (with green pen); or, Concern! (with red pen). This process of writing is a good starting point for a number of psychological and learning reasons, such as stating to yourself where you are now and where you want to go. After your learning we will come back to this exercise to compare how you may have changed or not.

1.2.1 Leadership qualities and strategies for instructional leadership

Instructional leadership may be defined as follows:

'Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. Leaders' influence is targeted at student learning via teachers' (Bush and Glover 2002: 10).

Southworth (2002, 2004) prefers to use the term 'learning-centred leadership' and he argues that school leaders influence teaching and learning through three main activities:

- Modelling
- Monitoring
- Dialogue.

We shall examine each of these processes later in this module.

Southworth (2004: 78) adds that the influence of the principal on teaching and learning takes three forms:

- Direct effects – where your actions directly influence school outcomes.
- Indirect effects – where you affect outcomes indirectly through other people.
- Reciprocal effects – where leaders affect educators and educators affect leaders.

Indirect effects are the most common because principals and other managers work with and through others.



Drawing on Southworth's three forms of influence above, give one example of each type of effect. These may be based on your current practice or be an example of an innovation you would like to consider introducing at your school.



Your examples will reflect your experience and may relate to existing, or possible new, practice in your school. Our answers are:

Direct effects include your own practice as a teacher, and demonstrating (or modelling) good practice to your educators.

Indirect effects include changes made by educators in response to your role in monitoring teaching and learning, and providing constructive feedback.

Reciprocal effects arise from dialogue (see discussion above). In conversations between leaders and educators, whether formal or informal, the exchange of ideas leads to improved classroom practice.

Leithwood et al (2006) are undertaking a major study of the impact of school leadership on student outcomes, for the English government. One of their early publications makes 'seven strong claims' about the impact of school leadership based on a comprehensive review of the international literature. These 'claims' are shown below, with our comments (in italics):

1. School leadership is second only to classroom teaching as an influence on pupil learning (*so you can make a real difference to your learners*).
2. Almost all successful leaders draw on the same repertoire of basic leadership practices (*see below for a fuller discussion of this repertoire*).
3. The ways in which leaders apply these basic leadership practices demonstrate responsiveness to, rather than dictation by, the contexts in which they work (*so sensitivity to context is vital but should not be an excuse for poor learning outcomes*).
4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions (*see below for a fuller discussion of this issue*).
5. School leadership has a greater influence on schools and students when it is widely distributed (*the more effective leaders there are, the greater the potential impact on learning outcomes*).
6. Some patterns of distribution are more effective than others (*notably when leadership influence is co-ordinated, for example within SMTs*).
7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness (*the most successful leaders are open-minded, flexible, persistent, resilient and optimistic*).

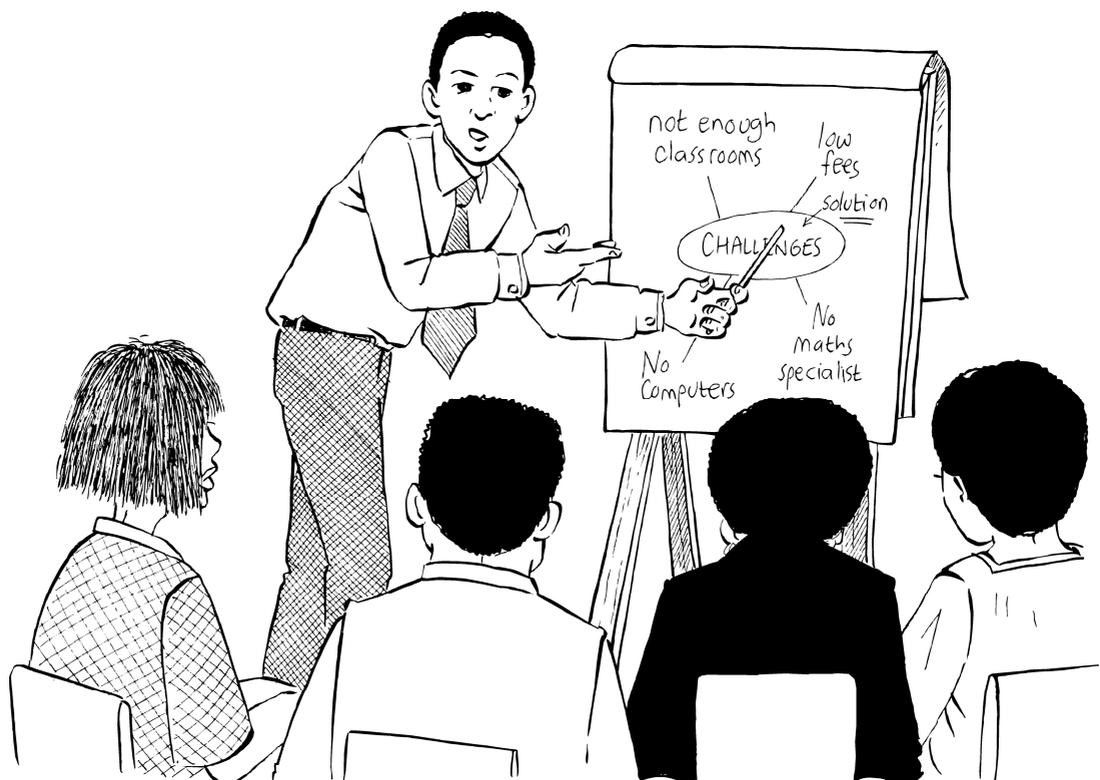
Basic leadership practices

Leithwood et al (2006) identify four leadership practices associated with successful principals and other school managers. These practices are shown below with our comments in italics:

- Building vision and setting directions (*what are the school's purposes?*).
- Understanding and developing people (notably to improve staff motivation and commitment).
- Redesigning the organisation (for example, team building, delegating, consulting and networking).
- Managing the teaching and learning programme (including staffing the teaching programme and monitoring performance).

Influencing staff motivation, commitment and working conditions

According to Leithwood et al (2006), successful school leaders have strong positive influences on staff motivation, commitment and working conditions, leading to enhanced classroom practices. Principals need to develop staff capacity and capability, for example through professional development and working in teams to identify and address challenges.



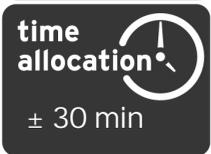
1.3 The context for school leadership

The third of the seven 'strong claims' about successful school leadership refers to the importance of applying leadership learning to the particular context where leadership is practised. During the ACE programme, and particularly after you become a principal, making a systematic analysis of the specific school context will be a vital part of your role.



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Reflect on the strengths and weaknesses of your school's context. Identify three factors that underpin and support effective teaching and learning. Also identify three factors that inhibit or limit effective teaching and learning.



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One of the challenges facing principals in many South African schools is to work with stakeholders to overcome the problems arising from the school's context and to build on the supportive factors. Your analysis is bound to be individual but you may wish to compare your list with those identified in the eight South African township and rural schools studied by Bush, Joubert, Kiggundu and Van Rooyen (2008). Their main points are shown in Table 1:

TABLE 1: FACTORS SUPPORTING AND INHIBITING EFFECTIVE TEACHING AND LEARNING (ADAPTED FROM BUSH ET AL 2008)

<i>Factors supporting effective teaching and learning</i>	<i>Problems inhibiting effective teaching and learning</i>
Lively and motivated learners	Hungry and demotivated learners
Committed and experienced educators	Demotivated and inflexible educators
Supportive parents	Disinterested and/or illiterate parents and/or dysfunctional families
Good classrooms	Overcrowded classrooms
Good LTSM	Limited LTSM
Committed managers	Lazy managers
Good team work	Weak team work
Effective learning in previous schools or grades	Ineffective learning in previous schools or grades
Extra lessons to address learning deficiencies	No extra lessons to address learning deficiencies

How do your responses compare with the factors identified by Bush et al (2008)? If your answers mostly match those in the left hand column, you have a good basis for effective teaching and learning. If your answers mostly match those in the right hand column, you need to develop action plans to address these problems. Successful leaders do not simply 'accept' negative factors but work

hard to overcome them. One strategy for school improvement is to support distributed leadership.

1.4 Distributed leadership for effective teaching and learning

Two of the seven 'strong claims' identified above relate to distributed leadership. You were introduced to this concept in the core module *Understanding leadership and management in the South African context*. This concept has become increasingly important in practice, amid growing recognition that a single-handed leadership model, involving the principal alone, does not produce maximum benefits for the school. Distributed leadership is defined as follows:

'Distributed leadership concentrates on engaging expertise wherever it exists within the organisation rather than seeking this only within formal position or role. Distributed leadership is characterised as a form of collective leadership in which teachers develop expertise by working together. In short, distributed leadership equates with maximising the human capacity within the organisation.' (Harris 2004: 14)

In this model, the principal is not the sole leader, but is at the heart of a series of interlocking teams, working together to improve the school and enhance learner outcomes.

1.4.1 The principal as part of the leadership team

Team-work is at the heart of a distributed leadership approach. The principal needs to be a member of some school teams, and a coach to others. As such, the principal is the catalyst for: improved student achievement, provision of resources, and architect of improvement plans, assessor of progress, and reward giver.



What leadership teams exist in your school? Use a broad definition of leadership in identifying these teams.



The most obvious leadership team in most South African schools is the School Management Team (SMT). This body comprises all educators with management roles – the principal, deputy principal(s) and heads of department (HoDs). When the SMT is working well, it provides good potential for generating and sustaining high quality teaching and learning.

However, this is not the only leadership team. Good HoDs organise their educators into highly effective teams, sharing their expertise on their common learning areas to improve teaching and maximise learner outcomes. There may

also be informal teams designed to improve aspects of school life, for example school sport.

Leadership teams may also exist beyond the professional staff of the school. For example, the most effective school governing bodies (SGBs) also operate as teams, with lay and professional stakeholders working together to improve the school.

Many 'teams' in South African schools do not operate effectively. Bush et al's (2008) research on the management of teaching and learning (MTL) in eight schools in Limpopo and Mpumalanga shows that many teams were dysfunctional. They report that their respondents were often unable to make a clear distinction between the work of individual HoDs and the collective work of the SMT in curriculum leadership. Five of the eight SMTs (62.5%) have little impact on teaching and learning either because they rarely meet or because they don't engage with teaching and learning issues. At two schools, the SMTs do have a formal role in managing teaching and learning while the principal at another school is planning a stronger role for the SMT from 2009.

Bush et al (2008) conclude that, where SMTs operate successfully, they have great potential to improve classroom practice through HoDs sharing their ideas, developing school-wide policies and enacting consistent practice throughout the school. Only one of their eight case study schools comes close to this idealised model of the role of the SMT in instructional leadership.

One of the principal's central roles is to build the SMT into an effective force for school improvement.

The principal may do this through one or more of the strategies identified below:

- Use the team approach
- Develop individual responsibility for collective gains
- Reward people for successes
- Build on successes and learn from failures
- Examine and use a variety of models for self-development and team work to improve teaching and learning through:
 - Peer coaching
 - Critical friends
 - New teacher/veteran partnerships
 - Action research teams or study groups.



FACTORS FOR SUCCESSFUL SCHOOLS

Read the following paper, noting the arguments and evidence used to support the 'seven strong claims' for school leadership discussed above:

- Leithwood, K., Day, C., Sammons, P., Harris, A., Hopkins, David. (2006) [Seven strong claims about successful school leadership](http://www.ncsl.org.uk/media/767/B2/seven-claims-to-success.pdf). Accessed at <http://www.ncsl.org.uk/media/767/B2/seven-claims-to-success.pdf>



This short paper summarises the international evidence on successful school leadership. You should be aware that these leadership strategies are within the grasp of all school principals and aspiring principals, including you! Remember the authors' distinctive comment that 'there is not a single documented case of a school turning around its pupil achievement trajectory in the absence of talented leadership' (Leithwood et al 2006: 5). We hope that this inspires you to be an even better leader, so that your learners and educators can be motivated to improve teaching and learning at your school.

1.4.2 Teacher leadership

Distributed leadership often involves an emphasis on teacher leadership. This concept recognises that individual educators, and educator teams, are able to exercise leadership independently of the formal management roles exercised by principals, deputy principals and HoDs. Teacher leadership may be regarded as consisting of 'teachers who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice' (Katzenmeyer and Moller 2001: 17).

Grant (2006) argues that teacher leadership is critical in the transformation of South African schools:

' Given the inequalities that remain pervasive in the schooling system coupled with the range of new policies that require radical change in everyone of its systems, schools can no longer be led by a lone figure at the top of the hierarchy. The only way that schools will be able meet the challenges is to tap the potential of all staff members and allow teachers to experience a sense of ownership and inclusivity and lead aspects of the change process' (Grant 2006: 514).

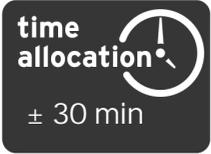
Grant (2006) identifies three factors likely to promote teacher leadership:

- A collaborative culture with participatory decision-making and vision sharing.
- A set of values, which assist in developing this collaborative culture.
- Distributed leadership on the part of the principal and formal management teams' (p.521).

This final point is crucial and underlines the need for principals to empower their educators to lead and manage teaching and learning effectively. Harris and Muijs (2003) point to the need to broker and mediate relationships between colleagues, for some surrender of power by senior leaders, who should be imbued with a collaborative philosophy, and for a transformation of schools into professional learning communities. This requires a substantial change of focus for many South African principals (Bush and Glover 2008).



How would you promote and develop teacher leadership in your school?
What barriers do you foresee in stressing this approach to leadership?



Different forms of teacher leadership have different positive activities and outcomes. However, the principal needs to consider whether some or all of the following enablers already exist or could be put in place.

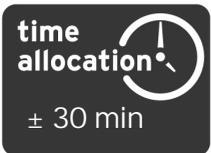
- *A culture that is, or would be, supportive of distributed and teacher leadership.*
- *A clear commitment to this approach from the principal, the SMT and the SGB.*
- *Strong support for educator professional development.*
- *A collective commitment to school improvement.*
- *High levels of teacher participation and involvement.*
- *Shared professional practice.*
- *Recognition and reward for participants.*

1.4.3 Stimulating and motivating your educators

School principals have the overall responsibility for creating the conditions that support effective teaching and learning, working with their SMTs and their educators. Each school offers a unique challenge, and opportunity, in developing and enhancing learner outcomes.



Read the case study. Answer the questions, making notes for your journal.



1. How does this case description compare with the situation in your school?
2. What advice can you, as a fellow principal, offer to Ms. Setlhako to help her turn her school around into a successful learning school?
3. Write a similar case description of your own school. Ensure that your case study makes one of your problems very clear.



Mbewu School

Ms Setlhako is the principal of Mbewu School. She was fairly happy with the progress made by the school in recent months, but she remained worried.

As a manager, she was satisfied that the school had set up the necessary teams to handle issues of governance, policy, finances, physical resources, staff development, communication and school development. In addition, there were various teams involved in curriculum planning and monitoring, the management of assessment, and the support of learners with particular learning needs. She also made sure that somebody from the school attended all the training workshops and discussion forums that were communicated via the circuit office.

Those teachers who attended the meetings always had to report back on what they had learned at the next staff meeting and write a report to the school management.

As a leader, Ms Setlhako remained concerned, however. Despite the fact that the staff participated in teams, the teams met irregularly and no minutes of their meetings were available, neither were action points shared or followed up. Even if these were available, really nothing much changed. It felt to Ms Setlhako that in many ways they were simply 'going through the motions'. The group discussions following training were superficial and not too frequent, people finding little time or energy to get excited about it. Reflection on practice was still very limited and she was unable to see how critical reflection changed the practical situations; change based on reflection remained a rare occurrence. Her staff seemed willing to cooperate and would normally try to implement suggestions or changes that she suggested, but they seemed not really to engage with issues, suggest new things, or implement change. In fact, they seemed somehow jaded, "tired", and functioned in what she thought of as 'survival mode' rather than as the impassioned innovators that she had hoped to nurture. She felt that the school needed to rediscover a sense of purpose and a passion for learning. What can she do?



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There are no 'right' answers to the question; we want you to think about Ms Setlhako's particular situation in order to help you to engage with issues of innovation and self-evaluation at your own school. Many schools are like Mbewu School - the staff simply 'go-through-the-motions' and they drift from day to day - conforming, rather than transforming. Fundamental to addressing the kind of staff malaise experienced by Ms Setlhako at Mbewu School is the need to proceed from an understanding of the situation in which staff find themselves. If you understand their lack of enthusiasm, perhaps you can engage with them in a more appropriate and sensitive way. Your suggestions could include the following:

- *How many sessions for reflection will make it "regular" enough?*
- *What are the staff focussed on; their classrooms, extracurricular activities, stressful events, discipline?*
- *How are staff valued for, and required to, improve or change, or not?*
- *How are staff held accountable for the performance of their learners?*
- *How are staff supported in their own development?*

How will the rest of the staff react to new developments; as a nuisance, or as a welcome innovative solution?

The Department of Education, teacher unions, parents, learners and other stakeholders need to work together in the interests of effective learning and teaching. The principal must be able to communicate with the school community. S/he should model, mentor, organise and coordinate as necessary in meetings with these stakeholders.

Some leadership and management thinkers maintain that the road to great leadership and management involves the following:

- Challenging the process
- Inspiring a shared vision

- Enabling others to act
- Modelling the way and
- Encouraging the heart.

However, the ability to affect these kinds of processes will be helped or hindered by the endemic culture of the school. So, how ready are your school stakeholders to truly embrace the kind of transformational change envisaged by policy? Does the culture of your department and school support transformation?



1.5 Establishing a learning culture

Culture can be thought of as "the way we do things around here". Culture is complex and includes attitudes, behaviours and routine practices. It may be defined as follows:

‘Culture relates to the informal aspects of organisations rather than their official elements. They focus on the values, beliefs and norms of individuals in the organisation and how they coalesce into shared meanings. Culture is manifested by symbols and rituals’ (Bush and Middlewood 2005: 47).

The culture of a school may not facilitate school improvement and may serve to inhibit change. One of the most difficult tasks of a change agent, is to encourage stakeholders to understand the school's culture and the way in which it may be counter-productive to effective schooling. An established culture often involves long-held beliefs and values, levels of comfort and resistance to change. One of the distinctive features of South African schools is that principals, other managers and HoDs often remain in the same school for many years. This gives them familiarity with the context but also means that they are not exposed to ideas from other schools. Bush, Joubert, Kiggundu and Van Rooyen's (2008) research in Mpumalanga and Limpopo shows that staff are often in the same school for more than twenty years.

‘Most staff are highly experienced with many years as leaders or educators in the case study school. Such experience is valuable in providing deep understanding of the school and its context but it is evident that it also contributes to a lack of innovation and to a certain fatalism about the academic prospects for learners in these schools’ (Ibid: 43).

Bush et al (2008: 82) add that ‘there is little evidence of a structured approach to the management of teaching and learning’ in these schools. They also note that some of their case study schools are still not teaching according to the requirements of the National Curriculum Statement (NCS), several years after it was introduced, suggesting a culture of non-compliance.

Dimmock and Walker (2002) distinguish between societal and organisational culture:

‘Societal cultures differ mostly at the level of basic values, while organisational cultures differ mostly at the level of more superficial practices, as reflected in the recognition of particular symbols, heroes and rituals. This allows organisational cultures to be deliberately managed and changed, whereas societal or national cultures are more enduring and change only gradually over longer time periods’ (Ibid: 71).

Because of the legal separation of communities in the Apartheid era, South Africa has many societal cultures, reflected for example in the eleven official languages. These cultures have changed little since the first democratic elections in 1994.

School cultures change more readily than societal cultures but such transformation remains difficult, particularly where, as noted above, staff work in

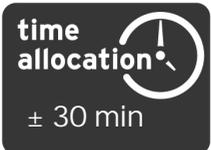
the same school for many years. Bush and Middlewood (2005: 55) refer to the appointment of new staff as a way of shaping culture but add that 'the established staff, and inertia, may still ensure that change is highly problematic'. Barriers to change include:

- Staff wanting top-down change and not 'ownership'.
- 'We've always done it this way'.
- Individual reluctance to challenge the prevailing culture.
- Staff blaming children's home background for examination failure.
- Personality clashes, personal agendas and fractured interpersonal relationships.

(Reynolds 1996: 153-154).



Reflect on the barriers to change identified by Reynolds. Which of these factors are relevant in your school? What can you do to overcome such barriers? Enter these problems, and your possible solutions, in your journal.



Top down change is an endemic feature of South African education. National and provincial departments promulgate change, which is passed down to schools for implementation. Many principals, managers and educators now accept this as 'normal' and find it difficult to innovate. Change is also inhibited by people who are comfortable with working in a particular way and find innovation threatening. Even staff open to innovation are reluctant to upset colleagues by demanding change.

Bush et al (2008) found widespread evidence of educators, HoDs and principals blaming learners, their parents, and their difficult home backgrounds, for poor results in their eight township and rural schools. They also report that fractured interpersonal relationships often make effective team work impossible.

Overcoming such attitudes has to begin with you! Examine your own values and think what could be done to improve your school, and learner outcomes. When you have done this, consider how best to influence your colleagues to accept, and even welcome, change. There are three circumstances in which culture may be subject to rapid change:

- When the school faces a crisis, such as very bad results, falling learner numbers or a bad inspection report.
- When the leader is charismatic, commanding trust, loyalty and commitment.
- When the principal succeeds a very poor leader. Staff will be looking for a new sense of direction.

(Adapted from Hargreaves 1999: 59-60).

Because South African principals often serve the same schools for several decades, the third bullet point may not apply, and not every leader can be charismatic. Bush et al (2008) report that a 'crisis' at their school B, falling matric

results and provincial DoE intervention, led to the acceptance of a classroom observation programme that had been previously rejected by educators.

1.5.1 Defining a 'learning culture'

Every learning organization has its way of operating which impacts on the identity of the school. The order of the school, the management style and the appearance says a lot about the culture of the school. You could call these the 'artefacts', or clues, about the school's culture. They could have to do with noise level, with punctuality, with lesson preparation, with uniform, with the state of repair of the school, with the vision and mission of the school, and so on. They are observable signs of the school's way of life. You need to be very careful not to jump to conclusions about these artefacts. Just because there is a constant buzz of talking from classrooms does not mean that there is no discipline. Your interpretations need to be based on careful observation.

The management and leadership staff and structures in a school need to nurture and facilitate a culture of learning. Establishing a general learning culture is essential to the transformation of the school into a learning organisation.



AIM: *To determine the prevailing culture in your school*

Distribute the following questionnaire among 5 staff members to complete. You, as leader, should also complete the questionnaire. When you have completed it, each person should calculate a score for sociability and solidarity. Following the investigation, call a meeting with the five other respondents to consider the results. Write a short report in which you include an action plan to improve the culture of your school.

Judge the following in terms of the situation in your school	LOW 1	MED 2	HIGH 3
SOCIABILITY			
People try to make friends and keep their relationships strong			
People get along very well			
Our group often socialise outside the work place			
People here really like one another			
When people leave our group, we try to stay in touch			
People do favours for others because they like each other			
The people in the group often confide in one another about personal matters			
SCORES			
SOLIDARITY			
The staff of our school understands and shares the same objectives			
Work gets done effectively and productively			

Judge the following in terms of the situation in your school	LOW 1	MED 2	HIGH 3
The management of our school takes strong action to address poor performance			
Our collective will to win is high			
When opportunities for new challenges and advantage arise, we move quickly to capitalize on them			
We share the same strategic goals			
We know who the competition is.			
SCORES			



High scores (14+) are an indication of a positive culture where staff maintain good relationships and work collectively to improve the school. Low scores (10) suggest a negative culture, where relationships are moderate or weak, and staff do not work collectively to improve the school. If the six responses vary significantly, this might be an indication of sociability and/or solidarity varying in different parts of the school or be a product of varying, and perhaps conflicting, sub-cultures based on departments or learning phases. Such differences might also lead to 'within-school variation' in learner outcomes (see unit 3).

Whatever the outcomes, staff need to work collectively to maintain or enhance the school's culture.

1.5.2 Being responsible for creating a learning culture in a school

The principal is responsible for building a culture of mutual respect, collaboration, trust and shared responsibility and for developing and supporting school communities of practice for continuous learning. South Africa is faced with transformation issues such as the Language of Learning and Teaching (LOLT), and Religion in Education policy requirements, which are directly affecting schools. The parents through the SGB decide upon the LOLT and other issues, and it is the duty of the principal to encourage SGBs to be familiar with the Departments' policies.

Bush and Glover (2008) say that producing profound changes in teaching and learning requires a cultural shift so that all school stakeholders understand the reasons for such changes. Southworth (2004: 85) stresses that 'the kind of culture we need in schools today' is characterised by collaboration and shared leadership. Successful learning cultures feature professional dialogue, with teachers and school leaders sharing their experiences, within and beyond their classrooms.

Within South Africa, Motala and Pampallis (2001: 75) stress the need to 'foreground teaching and learning'. They add that:

'The achievement of a quality education continues to be an enormous challenge in South Africa. The restoration of a culture of teaching and learning becomes increasingly urgent' (p.76).

Deventer and Kruger (2003) write that one of the major problems facing principals is the creation of a sound culture of teaching and learning in which effective teaching can take place. Based on research in two schools, they argue that lack of discipline, low educator morale and other educational problems contribute to poor matric results and other weak educational outcomes.

Coleman (2003: 145) considers the importance of developing supportive cultures for teaching and learning. 'Promoting effective learning and teaching and encouraging a culture of learning have wide implications for those involved in the management of schools. These include specific aspects of staff development, for example, examining the nature of learning and the range of learning styles and considering what these mean for classroom teachers and their teaching styles'.

Motshana (2004) carried out a survey of educators in the Mpumalanga province. He concludes that effectiveness depends on positive school climate and school culture. This means the ways in which schools determine and manage relationships between teachers and learners, and the impact that this has on the practices within the organisation and the 'way we do things here'. Changing school culture has to be a deliberate process, intended to achieve specific results such as enhanced learner outcomes. Culture is usually deeply embedded and is difficult to shift. As we noted above, most South African educators have substantial experience in the same school and are used to working in a certain way. It often takes an external stimulus or threat to produce new patterns of working (see Hargreaves' comments above).

1.5.3 Leading the school as context and workplace

The school as a workplace has certain distinctive characteristics. The educator's "clients" are the learners; but, unlike the clients of most professionals, they are learners that are forced to be in attendance in large groups (rather than as individuals) while under the professional control of the educator over an extended period.

Another distinctive feature of teaching is that the goals are broad and diverse and capable of being addressed in different ways. The goals that society expects of education, or that educators set for themselves, including the need to maximise the full potential of all learners, are seldom fully achievable. Therefore, in a sense, the educator's work is seldom done and his/her professional competence may be difficult to assess.

The school as a workplace has undergone considerable changes. It has become a much more open system, that is, its internal activities are more directly shaped by its environment. As a result of social and political change, the environment has become much more challenging. The school increasingly has to justify its place in society and account for the resources that it consumes. The educator's role has undergone a similar change as a result of the greater influence of factors outside the school on what happens in individual schools and classrooms.

1.6 Developing plans to manage and lead

School improvement plans, or development plans, generally include a sequence of activities beginning with a needs assessment or situational analysis, followed by planning, implementation or action, and evaluation, leading to a further development cycle.



ESTABLISHING SCHOOL NEEDS COLLABORATIVELY

Answer the questions in the checklist below (table 2). Think in all cases about your own school. As an individual, reflect on the picture that emerges. Try to be as objective and honest in your responses to the checklist as you can.

TABLE 2: NEEDS ANALYSIS FOR WAYS OF LEADING AND MANAGING (ADAPTED FROM EMERGING LEADERSHIP PRACTICES (2001), STINNETTE, L.J AND PETERSON, K.)

WAYS OF LEADING AND MANAGING	ALWAYS	OFTEN	SOME-TIMES	NEVER	STEPS FOR IMPROVEMENT
	(3)	(2)	(1)	(0)	
Do we (as SMT ²) articulate our shared purpose and vision of learning?					
Do we protect a learning vision and make it visible?					
Do we communicate our values and mission in the things we do, how we spend our time, and what we consider important?					
Do we all take collective responsibility for school practices, safety, health, and discipline?					
Do we embody “power through” (no “power over” people)?					
Do we use (a) alternative punishment (not corporal/body punishment) and (b) positive rewards?					
Do we facilitate, guide, and/or coach others to adopt practices that advance the performance of our learners (academic and social)?					
Do we provide social support for high achievement (learners, staff)?					
Do we communicate a passion for learning (and challenge ineffective practices)?					

² SMT means School Management Team

WAYS OF LEADING AND MANAGING	ALWAYS	OFTEN	SOME-TIMES	NEVER	STEPS FOR IMPROVEMENT
	(3)	(2)	(1)	(0)	
Do we support research-based risk-taking and innovative practices?					
Do we have discussions and inquiry about practices?					
Do we share information and research?					
Do we attempt to solve problems collaboratively/together?					
Do we use multiple approaches and solutions or rely on single answers from past practices?					
Do we consider a variety of points of view for solving important problems?					
Do we make decisions that are consensual and inclusive?					
Do we provide formal and informal ways for staff or learners to raise and/or solve problems?					
Do we ensure an accepted learning system to make learning focussed and clear?					
Do we expect teachers to keep the focus on learning?)					
Do learners acquire essential skills and knowledge at sufficiently high levels?					
Do we engage learners actively in sense-making events?					
Do classroom practices develop values, thinking skills and appropriate memorization of concepts and skill?					
Do classroom practices provide opportunities to apply and use knowledge in a variety of contexts?					
Do we support learners to be responsible for their own learning outcomes?					
Do we use a variety of learning experiences and styles (such as cooperative/group learning and independent work, with or without competition)?					
Do we have interdisciplinary learning in the curriculum?					
Do learning experiences in our school incorporate out-of-class resources (from visits, trips, experiences, practical work, the Internet,					

WAYS OF LEADING AND MANAGING	ALWAYS (3)	OFTEN (2)	SOME-TIMES (1)	NEVER (0)	STEPS FOR IMPROVEMENT
business)?					
Do we find the time, resources, and support for professional development to improve our teaching and learning?					
Do we share our new learning, successes, and failures (model life-long learning)?					

our comments

This exercise provides a valuable means of establishing the school’s current position, prior to introducing change. If your responses are mostly negative, you have to think about how you will be able to introduce and sustain innovation to bring about improvement. Asking other managers and your educators to complete the exercise too would be a helpful starting point. Schools operate in different contexts and different people interpret the strengths, weaknesses, opportunities and threats of this context differently.



1.7 Concluding remarks

In this unit we explored the notion of the school as a learning organisation promoting a learning culture. By reflecting on our own experiences, we realised that staff will need support in developing the kind of critical reflection that makes ongoing professional learning possible. We suggested that staff meetings should focus as much on key learning and teaching issues as they do on administrative matters. However, as we have seen, there are many other factors that have an impact on the quality of teaching and learning in a school and which need to be managed.

The notion of the school as a learning organization constantly engaged in critical reflection on its practices and achievements is as important in the supporting elements as it is in the central processes of teaching and learning.



- In order to continue to be relevant and to develop, the school needs to become a learning organisation.
- This means developing a learning culture and that presents particular challenges when working with experienced professionals.
- We looked at the nature of the school as a workplace and the tension between professional and organisational needs.
- We considered the notion of distributed leadership and how management has become a shared activity.
- We observed that schools and classrooms are much more open than in the past and increasingly need to be able to account for the resources that they use.
- Finally, we emphasized the need for continuous conversation and the asking of critical questions about core teaching and learning issues.

Plan and implement a curriculum

unit

2

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Plan and implement a curriculum

2.1 Introduction

Unit 1 dealt with general teaching and learning management issues, with a major focus on how our understanding of learning impacts on how we teach and how we manage teachers. We also examined the cultural factors underpinning the management of teaching and learning. In this unit, we focus on the curriculum and how it needs to be managed.

Unit 2 comprises five sections as follows:

- The concept of curriculum (national and international perspective on curriculum management), the aims and values underpinning it, the school environment, learning teams for curriculum implementation (Whose curriculum gets into the classroom? The hidden curriculum.)
- The impact of organisational structures and procedures on curriculum delivery at classroom level
- An overview of the NCS
- Curriculum data collection and management (Benchmarking, Learner records (and reporting)). Analysing and interpreting data on the curriculum.
- Learning and Teaching Support Materials (LTSMs).

Learning outcomes

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

- Demonstrate the understanding to manage a process for planning teaching and learning that promotes responsive, effective and creative approaches and is in line with National policy
- Understand how to deploy staff for teaching and learning based on sound pedagogical and human resource principles
- Understand the main principles and content of the NCS
- Show ability to manage the development of timetables that ensure effective use of time and support the goals of the curriculum
- Show understanding of how to manage learner assessment ethically and fairly, and in a manner that links curriculum and assessment policies effectively
- Ensure that detailed records and (reports) of learners' work and performance are maintained, analysed and used for planning, problem solving and development
- Explain how to develop and manage strategies to ensure that all learners, whatever their background or special needs, are supported to achieve their potential
- Manage co- and extra-curricular activities in ways that involve and motivate staff and ensure that learners receive a rounded educational experience

- Prioritise, implement and monitor the deployment of physical and financial resources for the delivery of teaching and learning based on agreed principles
- Justify the teaching practices at your school in relation to learning theory.

Recommended readings:

NCS policy documents.

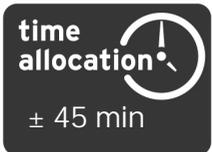
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Moll, I., Bradbury, J., Winkler, G. with Tshule, M. Van Voore, M., Slonimsky, L. and Gultig, J. (Ed). 2001. *Learners and Learning*. Learning Guide and Reader. Cape Town:OUP/Saide. (see www.saide.org.za)



CURRICULUM AS PLAN AND PRACTICE

Read the case study and then answer the questions. This activity will prepare you for the ideas discussed in this unit.



1. What is the formal curriculum offered in the foundation and intermediate phases at Mbewu and is it appropriate?
2. According to these records, what is the main criterion for promotion in the foundation phase at Mbewu? Is it appropriate?
3. Is the overall performance in the foundation phase improving, declining or staying about the same?
4. Compare the Grade 3 promotion figures and the Grade 6 enrolment figures and comment on anything that strikes you about these figures.
5. Comment on the performance trends in the intermediate phase at Mbewu. What are the key problem areas and what do you think could be done about them?
6. Is Mbewu performing adequately? Why do you say this?
7. What recommendations would you make to Ms Setlhako on the basis of the evidence presented in this case study?



Case study

Ms Setlhako, the principal of Mbewu school, was worried. All her teachers had now been through NCS training and the school had set up curriculum planning teams. Most of these teams were functioning, although there still seemed to be some problems between the Grade 5 teachers, Nono and Rachel, and the new teacher, Mr Van der Merwe, was still settling into the school and sometimes ruffling a few feathers in the process.

Despite the common curriculum and training and the increasing use of team planning, what was actually happening in the classroom seemed to vary considerably from teacher to teacher. Some classrooms still seemed to operate on very traditional lines with desks in rows, a lot of textbook-based individual work and very little student work on display while other classrooms seemed designed for group work with the walls covered in posters, newspaper cuttings and student work. Some classrooms were often very quiet while others were often very noisy and at times appeared chaotic. There also seemed a lot of

inconsistency about assessment. Some teachers seemed to set homework tasks almost every day and had assessment records with literally pages of marks for each learner and other teachers seemed rarely to set homework and it was difficult to see how they came to the conclusions they did in learner reports based on the 2 or 3 marks and comments in their assessment records. She had also noted that Rachel tended to assess performances in a narrow range focused on Moderately Achieved to Achieved whereas Nono tended to cover the full spectrum of achievement.

Ms Setlhako was also worried about the overall performance of the school.

After considering the school's overall performance for the past three years, she could not decide whether things were getting better or not. She decided that she needed to put a team together to analyse the school's performance and make substantive recommendations for improvement with clear goals for the next three years.

The school's overall performance at two key exit points is summarised in the following table:

Mbewu School			
Grade/learning area	2004	2005	2006
Grade 3 enrolment	160	174	183
Literacy	O: 17 A: 80 PA: 47 NA: 16	O: 18 A: 75 PA: 55 NA: 26	O: 11 A: 77 PA: 64 NA: 31
Numeracy	O: 10 A: 35 PA: 63 NA: 52	O: 11 A: 35 PA: 70 NA: 58	O: 11 A: 37 PA: 104 NA: 31
Life skills	O: 33 A: 102 PA: 18 NA: 7	O: 36 A: 107 PA: 19 NA: 12	O: 49 A: 105 PA: 15 NA: 14
Overall promotion	144	148	152
Overall retention	16	26	31
Grade 6 enrolment	124	126	130
Language (HL)	120/124 MA+	121/126 MA+	124/130 MA+
Language FAL/LOLT	92/124 MA+	93/126 MA+	98/130 MA+
Mathematics	54/124 MA+	48/126 MA+	65/130 MA+
Natural Sciences and Technology	52/124 MA+	50/126 MA+	63/130 MA+
Social Sciences and EMS	98/124 MA+	115/126 MA+	119/130 MA+
Life orientation and Arts and Culture	116/124 MA+	120/126 MA+	122/130 MA+

Key: O = Outstanding; A = Achieved; PA = Partially achieved; NA = Not achieved and MA = Moderate achievement



The foundation phase curriculum comprises three learning programmes – literacy, numeracy and life skills – while the intermediate phase programme consists of six learning programmes in which languages and mathematics are treated separately and the other three learning programmes comprise combinations of learning areas. This is in line with the 2002 policy document. Given the limited classroom space and staffing at Mbewu, combining learning areas seems to be an appropriate strategy.

We note from the table that Mbewu seems to make literacy the sole basis for promotion, as the retention figures exactly reflect the NA figures for that learning programme. At Mbewu, learners would seem to be promoted even though they might not have achieved at the required level in the other two learning programmes. This raises questions about the interventions made in earlier grades, as it became apparent that some learners were not achieving well, and the remedial support offered after promotion to try to address the outstanding gaps. It also raises questions about the evidence on which these decisions are based. Mbewu will need to keep a close eye on national and provincial developments and guidelines regarding assessment and promotion. Performance in the foundation phase is declining as a larger proportion of learners each year is getting a partial or 'not achieved' rating. It should be noted that overall enrolment has increased each year despite the fact that the school has inadequate classroom space.

The increasing overcrowding of the classrooms may well be a key contributing factor to the declining performance in the foundation phase.

The figures for learners completing Grades 3 and 6 are quite similar. Unless Mbewu has a significant enrolment from other schools, this could indicate that the school is effective at retaining its learners despite the challenges that it faces.

The proportion of learners achieving moderately or above is fairly consistent from year to year. Mathematics and the combined Natural Sciences and Technology are clearly key problem areas for Mbewu to address. A more detailed analysis of assessment records could indicate specific concepts or Assessment Standards that are proving problematic and these could be the focus of a more intensive planning effort within the school and, perhaps, the focus of possible inter-school support within the cluster.

Ideally, of course, we would like to see all learners being successful and achieving the required Learning Outcomes and Assessment Standards. Where this is not the case, we would want to see that schools are identifying the problem areas, setting themselves reasonable improvement targets, implementing new strategies, and monitoring and evaluating these interventions on a continuous basis. This is a critical aspect of managing teaching and learning and explains why the school needs to have a dedicated School Assessment Team and why the promotion of continuous professional

development should be a key focus of the School Development Team. The fact that the school's overall performance in the foundation phase is declining, and that there is no evidence of improvement in the intermediate phase over the three years for which figures are available, suggests that Ms Setlhako has good reason to be concerned. The fact that she has recognised this for herself is a very encouraging sign. Her idea of establishing a team to undertake a more thorough investigation is a good one. She needs a more detailed and systematic analysis of the trends and she needs to be able to identify the key problem areas so that these can be addressed in the school's improvement planning. Some benchmarking against the performance of other similarly positioned schools in the cluster would help the Mbewu team to set themselves realistic improvement targets and timeframes.

As Ms Setlhako has observed, the curriculum as planned and what actually happens in practice do not necessarily correspond.



2.2 The concept of curriculum

2.2.1 Different conceptions of curriculum

There are different ways of looking at curriculum as a concept. Here are some of them:

- Curriculum as plan
- Curriculum as practice
- Curriculum as social construct.

Curriculum as Plan: In this case, curriculum is seen as a *document* or a *blueprint* for teaching. It can be referred to as a 'syllabus' if it includes in detail the content to be taught, how it should be presented (methodology) and how it should be assessed. It is also known as the *official* curriculum, the *formal* curriculum or the *intended* curriculum. A syllabus approach to curriculum planning tends to be associated with a transmission type, content-focused approach. However, the NCS is an official, formal curriculum plan that is not based on what we would normally refer to as a 'syllabus', nor is it merely a rigid 'blueprint' as a lot of scope is created for different approaches, and even different content.

Curriculum as Practice:

Here the emphasis is shifted from *what is intended* to *what actually happens*. The focus here is on the experiences of both the teacher *and* the learner. The curriculum as practice may also be known as the *experienced curriculum*, the *actual curriculum* or the *implemented curriculum*.

Curriculum as Social Construct:

The key idea here is that a curriculum is constructed by certain people within a society, who have a particular ideology (set of beliefs and values). The curriculum states what knowledge, skills and values these people believe are important for the learners in that society to acquire. So we can think of this as a generally shared understanding of what a curriculum might be, for example learner-centred, outcomes-based and value-driven.

The NCS is provided as a basis for curriculum transformation and development in line with the Constitution of the Republic of South Africa, 1996 (Act No 108 of 1996). This curriculum that has been adopted seeks to embody the values set out in the Constitution in the knowledge and skills it develops. The Constitution expresses the nation's social values and its expectations of the roles, rights and responsibilities of citizens in a democratic South Africa. The Bill of Rights that forms part of the Constitution places pre-eminent value on equity, human dignity, quality of life, freedom and security of persons.

All learners, together with their teachers, are encouraged to have understanding and awareness of the nation's cultural diversity, beliefs and worldviews within which the country's unity is manifested.

The NCS can usefully be thought of in terms of all three curriculum perspectives discussed: with regard to the curriculum as plan we will be concerned with how

and what teachers plan to do; as practice we will be concerned with how plans actually manifest themselves in the classroom (is it a problem if teachers use different strategies in trying to achieve the same outcomes?); as a construct we will be interested in comparing what we are doing with what other schools are doing and the possibilities of learning from one another. With the need to develop, implement and evaluate the school's curriculum within the framework of the NCS, school managers will need to ensure that sufficient time and other resources are made available and that discussion and constructive debate are encouraged.

2.2.2 Curriculum delivery

Managing teaching and learning is partly about curriculum delivery. But what do we understand by the notion of curriculum in the context of a school?

There are different expositions about the meaning of the concept 'curriculum'. Ashley (1989) says that curriculum refers to the planned and organised activities learners experience in school. He goes on to say that the concept includes the subject matter learners are exposed to, as well as the methods of teaching and evaluation. These follow closely from aims and differing beliefs and values about the purpose of schooling and lead to the selection of different subject matter, teaching styles and modes of evaluation.

Curriculum can also be defined as everything planned by teachers that helps develop the learner. This can be an extra-mural sporting activity, a debate or even an educational tour. It can even be defined as all the experiences that a learner has at school, both inside and outside the classroom.

In its *Policy Framework for Education and Training*, the African National Congress (ANC 1994) states that curriculum should be understood to be *more than syllabus documentation*. It refers to **all** teaching and learning activities that take place in learning institutions. It includes aims and objectives of education, what is taught, how it is arranged into subjects, skills and processes that are included, strategies of teaching and learning, forms of assessment; how curriculum is serviced and resourced; how curriculum reflects the needs and interests of those it serves, including learners, teachers, the community, the nation, the employers and the economy (ANC, 1994).

Just like the birth of the new non-racial democratic South Africa, the new education curriculum is a product of long critical debates and negotiations. Our newly elected government opted for the transformational Outcomes-Based Education (OBE) approach to curriculum development (Fiske and Ladd, 2004). In this approach none of the existing curriculum and schooling is taken as given and nothing is untouchable. The outcomes are constructed in terms of genuine roles that competent citizens must fulfil in real life (Maree and Fraser, 2004).

The new curriculum is deliberately and overtly transformational and promotes nation building. This is understandable because the struggle over education in the seventies and eighties was inextricably linked to the struggle to transform South African society. The question is, in what way is the new curriculum transformational?

We shall come back to this question when we look at the principles that underpin the National Curriculum Statement later. However, it should be clear that as the nature of the curriculum has changed this presents particular challenges for how the curriculum needs to be managed and led.

2.3 The impact of organisational structure on curriculum delivery

Schools, especially secondary schools, have many bureaucratic features (Bush 2003). The management responsibilities in a school are usually arranged hierarchically with the principal, the deputy principal and heads-of-department occupying managerial positions. Together they constitute what is known as the School Management Team (SMT). When we speak of school organisation structure, systems and procedures, we usually think about positions and hierarchies. In this sense bureaucracy in schools means organisation and lines of authority. Bush (2003) notes that structure may be lateral as well as vertical and that a school committed to participatory decision-making would stress horizontal as well as vertical communication channels, between the principals, the entire staff, learners and parents. It also includes the way decisions are made. The key value that keeps the structures and procedures working is accountability. Being accountable means that a person is able to explain why s/he did something and to take responsibility for these actions. This hierarchy may be flattened by encouraging educators to assume leadership in different aspects of teaching and learning. This links to the concept of teacher leadership discussed in unit one. The principal needs to establish an overall environment conducive to appropriate curriculum management and leadership, and the Head of Department (HoD) will provide curriculum leadership in a particular discipline. It is conceivable, however, that in some curriculum planning situations, a teacher could be leading a process in which the principal is a follower. For example, a principal may teach mathematics. For this purpose, s/he is accountable to the HoD. This means turning the traditional hierarchy on its head, and that calls for a very different kind of leader/manager.

The possible benefits of trying out these strategies include increased self-worth among staff members, greater commitment, a fairer distribution of the workload, greater capacity for innovation and opportunities to explore vision and values.

The more fluid structure envisaged by the discussion above also provides the climate for teams to flourish. These include the SMT, a School Assessment Team and Phase/Subject/Learning Area Teams. Such teams provide opportunities for educators to engage with one another and for members to move between teams, recognising professionalism while still ensuring accountability.

2.4 An overview of the National Curriculum Statement for Schools (NCS)

The dawn of the new non-racial democratic South Africa necessitated the overhaul and transformation of the education system. The debates over what the extent and nature of the changes would be stretched from the 1980s up to 1997, when the Council of Education Ministers decided to embrace Outcomes-Based Education (OBE) as the guiding principle for a new school curriculum in South Africa.

Rhodes and Brundrett (in press) distinguish between teacher-centred and pupil-centred approaches to learning. Hargreaves (2005) points to the predominance of teacher-centred, or transmissive, approaches. These tend to dominate because:

- They fit existing frameworks, replicating teachers' own experience.
- They fit well with accountability systems based on outputs.
- They present fewer organisational problems because they are hierarchical in nature.
- They are 'tidier' than more creative approaches.
- They maintain a power status relationship between teacher and taught.
- They maintain a knowledge apprenticeship approach sustaining teacher authority.
- They are organisationally predictable – if we change the time allocated then results will improve.

By contrast, learner-centred or experiential learning is more difficult to manage, requires much more understanding of learning methods, is more difficult to assess and frequently offers challenges to those who are teaching. This leads to the necessity for teachers to understand the ways in which students learn.

South Africa's National Curriculum Statement (NCS) may be regarded as an example of an experiential or learner-centred approach to learning. One of its central principles is 'outcomes based education':

'The philosophy of outcomes-based education remains the foundation of our curriculum. Outcomes-based education starts by designing the outcomes to be achieved by the end of the educational process. The outcomes describe the knowledge, skills and values learners should acquire and demonstrate during the learning experience'.

(www.mml.co.za/revised_national_curriculum_statement.htm)

Fiske and Ladd (2004) say that OBE is, in essence, an instruction method in which curriculum planners define the general knowledge, skills and values that learners should achieve. This process of curriculum development culminated in the pronouncement of *Curriculum 2005* as policy in 1997.

Following the problems encountered by teachers in implementing the new curriculum, the Ministry of Education commissioned a review of *Curriculum 2005* in 2000. The review was followed by the development of the *Revised National Curriculum Statement for Grades R – 9 (RNCS)* which was approved as policy in

2002. However, the school curriculum reform process would not be complete until curriculum reform had been extended to the Further Education and Training Band (FET Band). This logical step was taken and the process of developing subject statements for Grades 10-12 was completed early in 2005. Thus the new curriculum for South African schools (Grades R to 12) is now in place as the *National Curriculum Statement* (NCS).

The challenge facing schools is how to implement the plan. The crucial question is whether schools are ready in terms of teacher knowledge, competence and resources and whether school leaders are sufficiently knowledgeable to lead the process.



HOW WELL DO YOU KNOW THE NCS?

So how well do you as a school principal, or potential principal, know the NCS. Try the following fun quiz. The answers are shown at the end of the quiz, but don't cheat!

- 1) Which of the following is NOT a design feature of the NCS?
 - a) Critical and developmental outcomes
 - b) Specific outcomes
 - c) Learning outcomes
 - d) Assessment standards.
- 2) Which two design features are common to all subjects and learning areas?
- 3) Which design feature is common to all grades?
- 4) Which design feature is specific to a grade?
- 5) Write down one Critical Outcome.
- 6) How many Learning Areas make up the NCS (Grades R – 9)?
- 7) Life Orientation is part of which competence area in the new National Senior Certificate (NSC)?
 - a) Section A only
 - b) Section B only
 - c) Section A and B
 - d) None of the above.
- 8) The NCS adopts the following approach to Languages in the curriculum:
 - a) Mono-lingualism
 - b) Additive bi-lingualism
 - c) Additive multi-lingualism
 - d) Multi-lingualism.
- 9) Who must decide on the language of learning and teaching in a school according to the NCS and SASA?
- 10) At what levels are the South African languages offered?
- 11) What is the minimum number of languages required in different phases?
- 12) Which of the following is NOT a key principle of South Africa's version of OBE?
 - a) Clarity of focus.
 - b) Group work
 - c) Design down
 - d) High expectations
 - e) Expanded opportunities.

- 13) Integration and applied competence is one of the underpinning principles of the NCS. Which of the following statements is FALSE?
- Integration can be between subjects, but learners will usually be assessed against the AS's of the focus subject only in the foundation phase.
 - Integration must happen at all levels in all subjects all the time.
 - Integration can happen by clustering Assessment Standards within a Learning Outcome or across Learning Outcomes of the same subject.
 - Integration means that two teachers can collaborate and assess the same piece of work using the Assessment Standards of two different subjects.
- 14) Which of the following sets of assessment terms address the fundamental question of WHY assess?
- Rubrics, rating scales, checklists, observation sheets
 - Self-, peer-, teacher-, test-based, task-based assessment
 - Baseline, diagnostic, formative, summative
 - Norm- and criterion-referenced assessment.
- 15) Arrange the following planning tools in a logical sequence from the least to the most detailed:
Lesson plan; 2. Subject framework/ Learning Programme; 3. Work schedule;
- 1, 2, 3,
 - 1, 3, 2,
 - 2, 3, 1
 - 3, 2, 1.
- 16) In budgeting for Learning and Teaching Support Materials, which of the following receives priority?
- Materials for educators
 - Supplementary enrichment materials
 - Materials for school management
 - Learner materials.

our comments

We think that this is knowledge that should be second nature by now. Here are the answers to the questions. How well do you know the NCS?

1. B, 2. Learning Outcomes and Assessment Standards. 3. Learning outcomes. 4. Assessment Standards. 5. See Chapter 1 of any Learning Area or Subject statement for the full list of critical and developmental. 6. 8. 7. A 8. C 9. SGB 10. Home Language, First Additional Language, Second Additional Language 11. Two HL and FAL 12. B 13. B 14. C 15. C 16. D

2.5 Curriculum data collection and management

Good decision-making rests on reliable information. Listed below is some of the information that the school must collect and analyse:

- Staff records that indicate post levels, experience, age and qualifications
- Registers of attendance
- Portfolios of teachers (for IQMS and SACE) and learners
- LTSMs status? numbers?
- School performance records and awards
- Assessment records and analyses of learner performance
- The staff development records and appraisals.

2.5.1 Benchmarking

Benchmarking can be done by comparing the performance of the school in relation to the school's results or the school's income and expenditure (financial bench marking) over time. Benchmarking may be defined as 'an ideal standard against which performance is measured'. What are the trends emerging and what do these trends tell you about whether your school is improving or not?

Benchmarking should also be undertaken between schools. The purpose is not to rank schools but rather for schools to see whether they are functioning optimally. If your school's performance is significantly different from that of other schools in your cluster, who are working under similar circumstances to yours, then the difference must be more to do with internal teaching and management than with external influences. If your school performs below the average for your community, then a review is required to see how you can improve to reach at least this level, if not to outperform it.

In most high schools the benchmarking is mostly done with the 'matriculants'. Although this is sometimes seen to be encouraging competition between learners and schools, it is actually helpful as a tool to aid the school management's reflection on their performance.

However, these comparative analyses should not be limited to Grade 12 classes only. Class performance can also be compared in different years. It is a bit late to try to put right in Grade 12 a problem that might well have been apparent from Grade 10, or even in the primary school. In some cases there are issues of school culture and/or practice that need action or development as a result of such benchmarking.

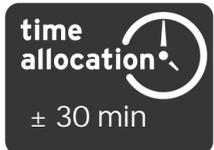
In conclusion, the school principal must develop or maintain good working relationships with some other schools in order to ensure effective teaching and learning and optimal resource allocation in the school. This will help the school to track its ongoing teaching and learning performance with the intention of generating improvement.

The process of evaluating performance in order to improve learner outcomes is discussed in unit 3.

2.5.2 Learner records and reporting



Read the story and answer the questions that follow.



Disruptive behaviour (*Sunday World newspaper in September 2006*)

A school in Pretoria was accused of violating an eleven-year-old boy's rights by making him stay away from class. The school indicated to the media that the boy had been very disruptive for a long time in the classroom and that his academic performance was poor.

The parents demanded a professional opinion on the matter and the report was that the boy was 'normal' and felt the isolation from the classroom badly. They also claimed that the boy was performing adequately in his studies as per their records. The school could not produce enough evidence to prove their case and they were taken to task by the Department.

1. What do you think the school did not manage to do well enough in dealing with the boy's disruptive behaviour?
2. State some of the records that the school was supposed to produce.
3. As the principal of this school what could you do to improve the situation?



Given that we have already said that the whole rationale for a school is to promote learning, the exclusion of a learner from the learning process must surely be a last resort measure based on sound evidence that the learner's continued inclusion will be detrimental to him/herself or others. Clearly this school did not have sufficient evidence to make such a decision.

Some schools are struggling with the storage of learners' records, especially the ones that are in rural and disadvantaged areas.

The school manager must make sure that the learners' records are controlled and maintained in a secure and tidy way. The National Protocol for Assessment (remember to check for revisions of this policy) stresses that the learner must have a learner profile and a learner portfolio that will be directly controlled by the class teacher in the Foundation Phase and a Learner Portfolio managed by a Learning Area teacher in Intermediate Phase.

The learner profile will include a record of the promotion and/or retention of learners. It will indicate the extended opportunities and the support that the learner should be given. It is the responsibility of the principal to make sure that, when the learner transfers to another school, his/her records are also transferred to the new school. The school principal must also have records of learners' external support.

The principal must also know the school's enrolment and have a record of each learner in the school's classrooms. The admission committee must liaise with him/her. The gender balance at the school should also be one of the issues that the principal considers when recruiting staff and admitting learners. The school records include:

1. *Class registers*
2. *Admission books*
3. *LTSMs records*
4. *Minutes of meetings that affect the learners*
5. *Log books*
6. *Permission books*
7. *Event record books*
8. *Portfolio guides for both learners and educators*
9. *Discipline files/ detention reports.*

By having records in his/her office, and managing the processes, the principal is able to account on behalf of the staff and the employer. For a complete list of records that should be kept by the school, refer to the Department's 'School Records Manual' (DoE 2004).

Excel spreadsheets are an excellent way to set up record keeping and to perform routine analyses. The Templates section contains a number of record keeping and analysis templates recommended by the Department of Education.

2.5.3 Analysing and interpreting data

Obviously, well-managed information is useful only if it is used. The analysis and interpretation of data can be helpful in informing the school principal of the gaps and developmental needs of the school. It can also assist in reflecting upon the management at the school. Teacher development and the methods that are used at school can also be improved or maintained depending on the results of the data analysis and the interpretation.

Schools must therefore have plans and programmes for school activities and files where achievements are recorded or kept. The parents must also get reports from the school about these intentions and achievements.

Concerning academic performance, the *National Protocol on Assessment* (DoE 2005) (check the DoE website for updates on this document) states that the school must decide on the number and nature of reporting that has to be done. It outlines the different approaches that the school can use to report to parents about the learners' performance. The final written reports are compulsory for parents irrespective of other methods of reporting, such as school meetings, that may be used.

The principal must manage all of this information by ensuring that plans are made and executed on time for data analysis and interpretation. She/he must make sure that the reports are analysed correctly according to policies like the language policy, inclusive education, etc. and s/he must be able to justify the retention of a learner where necessary.

She/he must have direct control of the learners' profile and the transfer thereof to another school in the case of a learner who has to be transferred. This will require a well-organised and preferably digitised management information system.



Learner and assessment records are only two examples of the kind of record-keeping that the school must manage. Another critical area for effective teaching and learning is the management of learning and teaching support materials (LTSMs).

2.6 Learning and teaching support materials (LTSMs)

A school LTSM committee must be established in order to manage the following process as spelled out in the Department of Education's policy framework:

- Requisition
- Ordering
- Delivery
- Distribution
- Classroom Management
- Retrieval.

2.6.1 Choosing, ordering and tracking LTSMs

Schools must determine who or what is the most appropriate individual or team to manage the process and inventory.

The main aim of having an inventory is to ensure that:

- Schools get the right items at the right time in proper quantities
- The school assets and equipment are properly recorded
- Adequate steps are in place clearly defining who is responsible for ordering and at what time
- A physical check of all materials is undertaken annually and the results of this check are reported to the school
- Appropriate procedures are in place to authorize the disposal of surplus items and their removal from the record.

Selecting LTSMs

Issues to consider when prioritising:

- Give first priority to the learner material (rather than support or management material)
- Consider replacements of obsolete material and those that are considered offensive and against the specifications of the constitution
- Consider curricular and methodology changes initiated at National and Provincial level e.g. change in set works
- Topping up of agreed upon titles for selected grades should be next in priority
- Teachers should be consulted at all times.

Filling in the requisition forms

- In accordance with the needs identified by each teacher during the Needs Analysis period, relevant material is selected from the viewed and evaluated materials
- Collate the needs of the various teachers according to priority of curriculum requirements per grade/learning area
- Do requisition adjustments to reconcile with the school's LTSMs budget allocation (in consultation with all teachers)
- Finalize the requisitioning form

- Make a copy of the requisition form before it is sent to the District Office.



GROUP DISCUSSION ON LEARNING RESOURCE PLANNING

This activity is designed for discussion with other members of the SMT.

Briefly describe who is responsible for ordering learner materials in your school.

- 1) When does your school choose and order materials? Do you get your order in time, as stipulated by the provincial Department of Education?
- 2) What are the consequences of:
 - a) Not ordering materials in time?
 - b) Not ordering accurately?
 - c) Not keeping track of your order?
- 3) What does your school have to change about its LTSMs ordering practice?

2.6.2 Delivery, distribution and retrieval

LTSMs Delivery

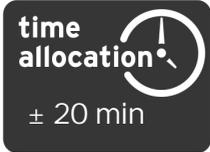


- Reflect on the delivery of LTSMs to your school.
- Did you receive LTSMs in time this year? Explain what happened.
- If not, how did this affect teaching and learning?
- Has there been a change for the better in LTSMs delivery over the last few years? Explain.
- What further improvement would you like to see in the delivery of LTSMs?
- What recording system do you have for the LTSMs that get delivered to you?
- For security reasons on receiving LTSMs what ought to be done before they are stored?

2.6.3 Towards a school policy framework and process

As indicated by the previous discussion in this section, the planning process for LTSMs will have identified any resources that teachers feel that they will need and it will be necessary to ensure that there is sufficient budgetary provision and a policy regarding the selection and management of these LTSMs once they have been approved. Such a policy will need to address issues such as requisition, ordering, delivery, distribution, classroom management and retrieval processes.

We will consider the school policy framework first and then suggest and explore a selection process.



A SCHOOL POLICY ON MANAGING LTSMS

This provides you with an opportunity to reflect upon, and possibly improve, your school's management of its LTSMs.

Does your school have a policy on management of LTSMs? If yes, look at a copy of the policy and write a short narrative account identifying a) the strengths and weakness of the policy itself and b) strengths and weaknesses in the implementation of the policy. If no, brainstorm for ideas on a) what such a policy should address and b) how the implementation of the policy should be managed.

Detailed in the box below are some suggested policy guidelines from the DoE (2005b:93-95). Evaluate your own ideas (above) against the suggestions in the box below and finalise your school's policy framework for managing LTSMs. Include this policy document in your portfolio of evidence.

The school should have an LTSM committee which should take responsibility for the following activities:

Requisition process

- Ensure that there is ample storage space for LTSMs, taking into account issues of stacking, racking and weight.
- Give due consideration to security, access procedures and insurance.
- Conduct a needs analysis in consultation with all providers.
- Conduct a situational analysis to check what the school already has to meet those requirements.
- Identify and list gaps in order of priority.
- Cost needs according to priorities after consultation with all stakeholders.
- Ascertain if the allocated LTSMs budget is sufficient.
- Add additional funds generated by the school through fund-raising if the budget is inadequate.
- Draft a proposed budget for consultation with parents through the SGB.
- Present the budget to an open parents meeting as per SASA.
- Re-prioritise if necessary.
- Ensure that appropriate monitoring and reporting systems for the entire budget are in place.

Issues to consider when prioritising

- First priority is to learner material and not educator support or management material.
- The NCS implementing grades should always receive 100% of their learner materials – or as much as the budget allows.
- Curricular changes, set works, especially matric set-works, must be given priority.

- Replacements of obsolete and offensive materials should be a matter of priority.
- Topping up of agreed titles for selected grades must be considered.
- Schools in which there is a significant increase in enrolments should consider the impact of this increase on the need for LTSMs.
- Thereafter supplementary material and material for educators should be considered if the budget allows for this.

Ordering process

- Attend book exhibitions to identify the most suitable materials for learners and teachers in each grade.
- Fill the requisition forms as per district directive and according to the latest catalogue.
- File Photostat copies of these forms for future reference.
- Ensure that these requisitions are captured on ACCPAC or whatever accounting system the district/province prefers.
- Obtain a requisition number from the district office for tracking purposes.

Delivery process

- Decide who should receive materials delivered to the school.
- Ensure that a school stamp is available to this person.
- Ensure that a delivery schedule is available.
- Ensure that you have a system for recording the delivery of material.

During delivery:

- Check that the items delivered are correct.
- Check that the quantity received is the quantity ordered and matches the delivery note.
- If delivery could not be checked, the recipient should note "Contents not checked" but should report discrepancies within 48 hours. It is important to check every book and not to assume that because the top layer is correct, that the books at the bottom are the same.
- If correct, the recipient should stamp the PoD (Proof of Delivery), append a signature and keep a copy.
- A copy must be kept in the school's files and a copy must be forwarded to the district office to effect payment.
- All outstanding orders must be followed up with suppliers and the district office.

Distribution process

- Use an appropriate distribution process i.e. via class teacher, subject teacher or HoD.
- Ensure that effective systems are in place for distribution i.e. stamping of books (at least 20 pages throughout the book and

the cover to discourage theft) with the school name and acquisition numbers and recording of numbers against learners' names to discourage theft and for reconciliation purposes.

- Arrange for the stamping of inside covers to record the name of the recipient, the condition of the book and the year.
- Ensure that loan forms are issued to learners and that parents acknowledge and sign these forms. Indicate to parents the responsibility that accompanies the issuing of LTSMs to their learners and the consequences of loss or damage. (Parents must pay for or replace lost or damaged books.)
- Keep records of all LTSMs distributed per Learning Area/Subject/Grade.

Retrieval process

- Ensure that all materials delivered during each financial year are available for use by newcomers the following year.
- Ensure that books retrieved are reconciled against books distributed.
- Take appropriate action for loss of or damage to books.
- Adopt proper procedures for reporting on losses.
- Compile retrieval statistics and forward these to the District Office.
- Initiate a stock taking process to ensure reconciliation.
- Take into consideration the ageing of books and write off books which are unusable.

2.7 Concluding remarks on Unit 2

In this unit, we have seen that curriculum is not a fixed concept. No matter how detailed the plan, there are always variations in classroom practice. In addition, the curriculum as actually experienced will be influenced by “hidden” factors such as the nature of the relationship between people at the school and the way in which the school is organised.

South Africa’s National Curriculum Statement (NCS) is deliberately open to interpretation, allowing schools to plan the curriculum in ways that speak to the particular realities and needs of their school contexts. Thus although the same outcomes and assessment standards need to be addressed, the content, sequencing and methodologies used will vary from school to school. This variation in delivery makes monitoring and evaluation a critical aspect of the school’s management of teaching and learning. It also foregrounds the importance of benchmarking against both the school’s internal performance over time as well as against the performance of schools in the same cluster and at a national level. This benchmarking should involve more than just a simple comparison of Grade 12 results.

Two areas that are of critical importance for effective teaching and learning and which therefore call for particularly careful management are:

- Management of assessment
- Management of LTSMs.

In addition, monitoring and evaluation of curriculum planning and implementation are important and these will be addressed in unit 3.

In general, school management today requires a shift from a teacher-centred to a learner-centred orientation. As senior and middle managers, we need to keep in mind that the classroom climate created by the educator has a powerful effect on how well learners learn. It is therefore necessary for school managers to make sure that there is ongoing professional and personal growth at the school with regard to classroom and school practices that promote effective learning and foster democratic values and attitudes and a shared vision for learning and teaching.

Striking a balance between the school’s interests and the needs of individuals is a skill that can make all the difference between a well-run school and a school that is out of touch with itself and its community.

The quality of teaching and learning in a school will be determined in part by the overall culture of the school. The school culture in turn is influenced by a variety of different activities within the school: approaches to assessment, sports, behaviour of learners and staff, ethos, infrastructure, discipline etc.

The main function of the principal is to provide academic leadership and to manage all the school resources, i.e. human, financial, physical and the curriculum in such a way as to maximise the effectiveness of the school in

promoting, developing and maintaining quality teaching and learning. S/he must ensure that there are appropriate structures in place to manage and govern the school at different levels e.g. LRCs, teacher unions, SGBs, Learning Area committees etc. An effective school leader must be able to work with, and encourage the best performance from, a wide range of people.

Skills and processes for managing teaching and learning

unit

3

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Managing teaching and learning for school improvement	3.2
Monitoring classroom practice	3.3
Evaluating learner outcomes 3.4.1 Within-school variation	3.4
Observation 3.5.1 The purpose of observation 3.5.2 Developing observation skills	3.5
Scrutinising educators' and learners' work	3.6
Modelling good classroom practice	3.7
Dialogue and Feedback	3.8
Conclusion: Towards Effective Management of Teaching and Learning	3.9

Skills and processes for managing teaching and learning

3.1 Introduction

As we saw in the previous units, principals and other school managers have the responsibility to ensure that high quality teaching and learning are taking place in schools and classrooms. This unit will focus on those activities required to manage teaching and learning effectively.

Unit 3 Learning Outcomes

By the end of unit 3, you should be able to:

- Demonstrate understanding of the concepts of modelling, monitoring and evaluation.
- Develop a programme to model good teaching and learning practice in your school.
- Develop a programme to evaluate and monitor teaching and learning in your school.
- Develop and use an observation framework to monitor classroom practice.
- Understand how to initiate constructive professional dialogue.

Recommended reading

Moyles, J. (2007), *Observation as a research tool*, in Briggs, A. and Coleman, M. (Eds.), *Research Methods in Educational Leadership and Management*, London, Sage.

Southworth, G. (2004), *Learning-centred leadership*, in Davies, B. (Ed.), *The Essentials of School Leadership*, London, Paul Chapman.

3.2 Managing teaching and learning for school improvement

As we noted earlier, the management of teaching and learning (MTL) is regarded as increasingly important for principals and other school leaders. The South African Standard for School Leadership, for example, in setting out the core purpose of principalship, focuses strongly on the need to manage teaching and learning effectively:

‘The core purpose of principalship is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest possible standards of learner achievement’.

The research on school improvement shows that the two main factors influencing the quality of education are classroom practice and leadership. Leithwood et al (2006a) claim that leadership explains about 5 to 7 per cent of the difference in learner achievement across schools. Principals can also impact on classroom teaching by adopting a proactive approach and becoming ‘instructional’ leaders. However, Bush and Heystek’s (2006: 68) baseline research for the Matthew Goniwe School of Leadership and Governance (MGSLG) shows that South African principals do not conceptualise their role in this way. They were much more concerned with financial management, human resource management, and policy issues. The ‘management of teaching and learning’ was ranked only seventh of ten leadership activities in a survey of more than 500 Gauteng principals (p.68). This ‘mind set’ needs to change if school and learner outcomes are to improve.

Ali and Botha’s (2006) study of secondary school HoDs in Gauteng suggests that this paradigm shift may have begun in some schools. Most (79%) of their respondents refer to ‘monitoring the teaching and learning standards of educators and learners’ as one of their major contributions to school improvement (p.80), but the authors do question whether the HoDs are really carrying out this task. They add that, with the introduction of Outcomes-Based Education (OBE), ‘the responsibility of school managers has shifted towards instructional activities and the accomplishment of high quality outcomes’ (p.12). They also note that, if teaching and learning are to improve significantly, ‘HoDs will have to spend much more time in supervising the teaching and learning activities that occur daily in their subject or learning area’ (p.17).

Ali and Botha (2006) conclude with several recommendations. Several of these relate specifically to MTL or what they describe as ‘the instructional domain’:

- Spend more time analysing learners’ results.
- Jointly develop departmental improvement plans with their educators.
- Monitor educator classroom records on a regular basis.
- Establish direct observation of educator teaching.
- Set improvement targets with educators.

These procedures will be examined in detail later in this unit.

A central purpose of this unit is to demonstrate how school leaders can manage teaching and learning effectively. Because educators, not principals, work directly with learners in the classroom, leaders' influence is usually indirect. The English NCSL (2005) says that their influence may be exerted in three ways:

- *Modelling*, using the power of example – sometimes the principal, sometimes other leaders or educators.
- *Monitoring*, analysing and acting on pupil learning data, knowing what is happening in classrooms, using classroom observation to find out about and to spread effective teaching strategies and skills.
- *Dialogue*, professional conversations, formal and informal meetings, feedback, mentoring and coaching of colleagues.
(NCSL 2005: 38).

Bush et al (2008) add that evaluation is another important tool to enhance the quality of teaching and learning. They add that classroom practice may be judged at two levels:

- *Monitoring*, seeking to assess the ways in which the teaching plans are put into effect, and the outcomes from these in terms of pupil attainment.
- *Evaluation*, seeking to assess the impact of teaching and learning at a more strategic level.

These twin approaches are discussed below.

3.3 Monitoring classroom practice

Southworth (2004) says that monitoring includes analysing and acting on students' progress and outcome data, for example assessment and test scores. 'Leadership is stronger when it is informed by data on students' learning, progress and achievements as well as by direct knowledge of teaching practices and classroom dynamics' (p.79). He adds that monitoring involves visiting classrooms, observing teachers at work and providing them with feedback. The English Office for Standards in Education (Ofsted 2003) found that there was a very strong link between good monitoring and good teaching. Southworth (ibid: 80) adds that 'monitoring classrooms is now an accepted part of leadership'. He concludes that monitoring is a widely distributed role, including head teachers, deputies and heads of department.

Hargreaves (2005) deals with assessment of learning as an aspect of monitoring in the classroom. She sets out six possible objectives:

- Measuring pupil attainment against stated targets or objectives
- Using assessment to inform the next steps in teaching and learning planning
- As a basis of feedback for improvement
- As evidence for teachers to learn about pupil's learning
- As a basis for children to take some control over their own learning
- As an opportunity to turn assessment into a learning event.

Leithwood et al (2006b) provide an outline of effective monitoring based upon agreement between stakeholders on the data that provides a measurable and yet realistic view of what is happening in the school and the classroom. They suggest that this should build on a combination of system results (internal test results and district or national examination results), and consistent student assessment practices. These should lead to longitudinal monitoring as students and classes move further up the school.

In the USA, the North West Regional Education Laboratory (2001) provides a summary of monitoring practices. It argues that practitioners at district and school level should:

- Collect and summarise information about student performance on a regular basis, identify areas of strength and weakness and relate these to goals and objectives.
- Co-ordinate assessment to ensure quality, avoid duplication of effort and minimise disruption to classroom instruction.
- Use assessment results to evaluate programs and target areas for improvement.
- Provide direct support for classroom-level assessment efforts.

Bush et al (2008) say that monitoring is an ongoing process, undertaken to establish whether teaching and learning are taking place in a satisfactory way. They report that, in their Limpopo and Mpumalanga research, HoDs in all eight schools examine educators' portfolios and workbooks and also check learners' work to see if educators' claims are matched by learner outcomes.

Principals, in turn, review HoDs' work and may also check learners' work directly. However, most of these schools do not have a programme of classroom observation and monitoring appeared to be undertaken largely to fulfil provincial DoE expectations rather than to promote improvement in classroom practice. One exception was the principal who instigated disciplinary action against an HoD who failed to monitor his educators effectively, resulting in very low matric scores.

3.4 Evaluating learner outcomes

As we noted earlier, there has been increasing emphasis on ‘benchmarking’, where the progress made within a school is compared with that achieved in similar schools (Glover and Levacic 2007). This is also the approach within South Africa’s Whole-School Evaluation policy. ‘The supervisors use agreed national criteria so that the conclusion they reach about one school can be compared with the conclusions reached about another, no matter where it is in the country’ (www.education.gpg.gov.za). In practice, however, some provinces are using simple assessment data to ‘label’ schools as under-performing regardless of contextual variables. In Mpumalanga, any secondary school with a matric pass rate below 60% is classified as ‘under-performing’, even in the most disadvantaged contexts (Bush et al 2008).

3.4.1 Within-school variation

Comparing school performance, and learner outcomes, between schools in different contexts is difficult and fraught with methodological challenges. How much allowance should be made for the impact of poverty, ill-health and hunger, for example, on the performance of learners? That is why the Mpumalanga ‘label’, referred to above, can be seen as unfair. In contrast, comparing results within a single school is straightforward and much more meaningful. If the same group of learners perform well in one learning area and badly in another, this must be due to internal factors, not the external context.

Reynolds (2007) has developed a system for consideration of progress *within a single school* – comparing the progress of one group against the average for the school as a whole. This is called Within-School Variation (WSV). The advantage of this approach is that the context is the same so that differences can be readily attributed to in-school variables. In one South African secondary school examined by Bush et al (2008), for example, the 2007 matric score averaged 52% but subject scores varied from 13% in maths to 85% in English.

Reynolds (2007) identifies several ‘historical barriers’ in dealing with WSV. Some of these factors are applied to the South African school mentioned above (see table 2):

TABLE 3: APPLYING ‘WITHIN-SCHOOL VARIATION’ TO ONE SOUTH AFRICAN SECONDARY SCHOOL

<i>‘Historical barriers’ in dealing with WSV (Reynolds 2007)</i>	<i>Factors influencing WSV in one secondary school (Bush et al 2008)</i>
Weak school management that fails to confront the issue	The principal says that the HoD (maths) is lazy and he is now subject to a verbal warning. The HoD adopts a ‘blame the learner’ approach and also criticises the primary schools.
False modesty on the part of effective teachers/departments	The languages HoD is modest about his achievements

<i>'Historical barriers' in dealing with WSV (Reynolds 2007)</i>	<i>Factors influencing WSV in one secondary school (Bush et al 2008)</i>
The difficulty of separating personal reasons for effective practice from the methods that are being used.	Both HoDs claim to use classroom observation but the languages HoD uses this approach more consistently and more effectively
The difficulty of getting departments to see any utility in swapping practice when there are different subject cultures	The school operates a 'silo' model with each department using a different observation instrument



Analyse your school's public examination results to assess within-school variation. Using table 4, explain the reasons for such variations.

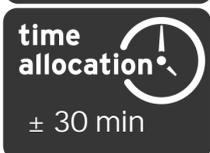


TABLE 4: EXPLAINING 'WITHIN-SCHOOL VARIATION' AT MY SCHOOL

REASONS	MAJOR FACTOR	MINOR FACTOR	NOT APPLICABLE
Differences in the quality or commitment of HoDs			
Differences in the quality or commitment of educators			
Attitudes of learners			
Grade progression criteria			
Knowledge 'gaps' at school entry			
Other (please state)			



You should attempt a frank and honest answer to this question. Try to avoid focusing too strongly on 'learner attitudes'. The same learners are involved in all, or most, subjects, so variable learner attitudes are likely to be a response to educator or school variables. If you identify a problem area, consider how you are going to address it.

Reynolds (2007: 18) stresses that there should be a clear focus on teaching and learning to reduce within-school variation. This requires:

- The development of high-quality observational systems.

- Attempting to specify the core classroom-related teacher behaviours.
- Encouraging discussion of teaching in departments and across the school.
- Attempting greater consistency in teaching behaviours and especially in the expectations of pupils, within and across departments.

As bullet point one above suggests, effective monitoring and evaluation require classroom observation.



3.5 Observation

O’Sullivan (2006) stresses that educational quality can only be improved if there is systematic observation of what is happening in the classroom. This involves recording, analysing and reflecting on inter-relationships, interactions and outcomes. Observation provides insights critical to assessing and improving quality (p. 253).

O’Sullivan states that lesson observation can answer the ‘what’, ‘how’ and ‘why’ questions:

- ‘What is the current state of educational quality in the school?’
- ‘How can it be realistically improved with the available resources?’
- ‘Why is the quality of education poor?’

She adds that the “why” questions have to be supported with other data, most notably teacher interview data, in order to fully understand the teaching and learning processes currently being used and the extent to which particular processes are likely to be implemented (p.254). This supports the need for dialogue with educators and HoDs, mentioned above.

3.5.1 The purpose of observation

Observation may be used for teacher development or as a tool for teacher assessment or performance management. A teacher development focus targets the improvement of teaching and learning while a performance management approach is more instrumental, seeking to ‘weed out’ inadequate teachers. O’Sullivan (2006) stresses the importance of allowing for context in making judgements about the quality of teaching and learning. The Integrated Quality Management System (IQMS) in South Africa may be seen as an example of a performance management approach but we recommend a clear focus on educator development when implementing an observation programme in your school. The starting point should be a shared interest in raising standards of teaching, for the benefit of learners.

O’Sullivan (2004) reports on the use of observation to assess teacher development needs in Namibia:

‘Lesson observation data were found to be particularly useful for needs assessment. They provided an insight into teachers’ realities, their problems and training needs, which was not accessible using the other methods. For example, interviewing teachers about their needs, the common method used to access needs, was not found to be effective. Teachers interviewed told the author that they were familiar with and using learner-centred approaches. Lesson observations, however, refuted this. They indicated that rote teaching was the only approach used by teachers. In 94% of the lessons observed the teacher talked for most of the lesson and in only 2% of lessons did individual children answer questions. This led the trainer to designing training activities to develop teachers’ understanding of and capacities to use learner-centred methods and approaches’.

O'Sullivan (2004) adds that teachers were not sufficiently empowered to determine their own training needs. Lesson observation addressed this gap. A lesson observation form was used to guide the collection of data. The researcher completed it as she observed lessons. It sought to access details about resources, state of classrooms, learner interest, motivation and participation in lessons, the actual lesson, and teachers' standard of basic teaching and classroom management skills. A quantitative analysis of the completed 87 lesson observation forms indicated, for example, very poor resources and working conditions, low learner participation, no group work or pair work, and poor basic teaching skills, such as asking questions, lesson preparation, use of chalkboard, classroom management, appropriateness of content, and so on (pp.12-13).



Secondary School A (Bush et al 2008)

This school has about 900 learners from Grade 8 to Grade 12. It is located in a poor part of a township, adjacent to a small town. Learners are often hungry. There is extensive unemployment in the township and there are many child-headed families, due to HIV/AIDS. There are also problems of teenage pregnancy.

Historically, standards have been high but matric results declined to 52% in 2007 and the school is now regarded as 'under-performing' by the provincial DoE.

School managers monitor teaching and learning in two ways. First, HoDs moderate educators' workbooks, learners' class work and assessment tasks. According to the languages HoD, this is done to see 'whether class work has been completed in accordance with the learning programme'.

Secondly, the school has introduced an observation programme as part of its Improvement Plan. The principal explains the purpose of observation:

'Observation is used to detect whether the lesson is progressing properly and "reaching the learners". Observation is to help the educator and make sure there is effective teaching and learning. We do observation to see what is happening. It is for both monitoring and development'.

Observation takes place once a term. One educator notes that the HoD provides both verbal and written feedback. 'The feedback makes me a better teacher'.

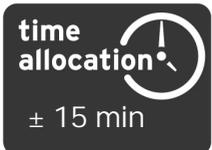
HoDs are free to develop their own observation instruments, linked to the specific needs of their learning areas. The instrument developed by the languages HoD is quite simple (see table 5).

TABLE 5: CLASSROOM OBSERVATION INSTRUMENT: SECONDARY SCHOOL A

CRITERION	YES	NO
1. Is the lesson well prepared?		
2. Are learners actively involved in their learning?		
3. Are learners assessed continuously?		
4. Can the educator create a positive learning environment?		
5. Evidence of the knowledge of the curriculum and learning programmes		
Recommendations		



Scrutinise the observation instrument developed for secondary school A and answer the following questions:



- Is the HoD asking appropriate questions? What would you change?
- Is a simple yes/no grading appropriate? How would you adapt this approach?
- Is this instrument likely to be helpful in improving educator practice?



The questions cover some important topics but you might want to add questions about subject knowledge, learner discipline and classroom displays. The yes/no grading is simple to use but lacks precision. How do you respond if some aspects of lesson preparation are good and some are inadequate? In improving educator practice, the key element is likely to be the 'recommendations', which could provide the constructive feedback required to generate improvement.

3.5.2 Developing observation skills

Observation is an everyday activity. In our professional and personal lives, we notice what is happening around us and make 'mental notes' about what we see. However, to conduct observation for professional purposes, for example to assess teaching and learning, requires a more systematic approach. The first decision for the observer is to be clear about the purpose(s) of the observation. If it is being used as a monitoring tool, it may have the following purposes:

- To establish whether the educator is well prepared for the lesson.
- To assess whether there is appropriate classroom control.
- To assess the learning environment.
- To establish whether the educator has sound subject knowledge
- To assess the extent to which learners are able to interact with the educator.
- To assess whether and how the educator assesses learner comprehension, for example through appropriate questioning techniques.

You may be able to think of other purposes.

Secondly, you need to decide what role you will fulfil when observing. You may be a participant observer, taking part in the lesson, or a non-participant observer, watching without taking part. If you are monitoring the educator, then it is more likely that you will be a non-participant. In this case, you need to position yourself in the classroom so that you are as unobtrusive as possible. If your presence changes the lesson in a significant way, then what you are observing will not be a reliable indicator of classroom practice.

Third, you need to decide whether observation should be scheduled or unscheduled. A scheduled observation is agreed in advance with the educator for a specific time and with a particular grade. It is a professional courtesy to make such arrangements in advance but it may lead to the educator preparing more thoroughly than usual in order to put on a 'show' for your benefit. Unscheduled observations may be unwelcome but may also allow you to see whether the educator's 'normal' lessons are of an appropriate quality.

Fourth, systematic observation requires a formal recording process. This is likely to involve an instrument such as the one used by Secondary School A. To provide for comparisons across classrooms and learning areas, a common observation schedule should be designed and agreed through consultation with the SMT and with educators.

Finally, you need to consider how you are going to provide feedback to the educator. This may be in person or in writing, or both. An oral approach is more personal and can be done soon after the lesson. You should always begin with positive points before pointing out areas for improvement. Written feedback should also be provided and recorded in the educator's file. This would show good and satisfactory aspects and record areas for improvement. This observation record would be a starting point for the next observation.



Prepare an observation instrument for use in your school. Discuss it at a meeting of the SMT and ask for suggestions for improvement. When you have an agreed framework, conduct observations of two different educators, with their agreement. Provide them with constructive feedback designed to improve their teaching.



There is no 'set' response to this activity. Its purpose is to help you to develop your observation skills. You should include the instrument plus anonymous copies of your observation records and feedback in your portfolio. You should also reflect on the observation process and how you might improve your approach for subsequent observations.

3.6 Scrutinising educators' and learners' work

Observation is one important aspect of monitoring but there are other strategies available to school managers. Two major options are to scrutinise the written work of educators and learners.

There are three main aspects to address when scrutinising educators' documents:

- How has the educator prepared for each lesson?
- How, if at all, has the educator recorded the outcomes of the lesson?
- How, if at all, does the educator record the outcomes of learner assessment, including class work and homework?

Such scrutiny needs to go beyond routine reading to consider how managers' responses could help educators to improve their practice. You may wish to produce a template for managers to enable them to adopt a consistent approach to scrutiny. In responding to educators, managers should always begin with positive points before making suggestions for improvement. Responses should be recorded in the educator's file. Combining scrutiny of documents with classroom observation provides strong evidence about how well educators are performing. This is known by researchers as 'triangulation', examining the same issue in two different ways.

Bush et al (2008) report that managers at most of their eight South African case study schools conduct some form of scrutiny of educators' written work. This usually comprises reading their portfolios and/or work books. At school B, for example, HoDs moderate educators' workbooks, learners' class work and assessment tasks. According to the languages HoD, this is done to see 'whether class work has been completed in accordance with the learning programme'.

The principal has a strong personal involvement at school D. She examines and controls educators' preparation files and portfolios and controls the learners' books to ascertain that what is in the educators' portfolio corresponds with what is in the learner's books, and to ensure that all the work prescribed for the term has been covered.

At school F, monitoring is highly structured and comprises four levels:

- At classroom level, educators monitor learners' class work and assessment tasks. Individual progress is monitored and individual feedback is provided.
- At departmental/subject level, HoDs and subject heads monitor educators' planning and preparation, and moderate tests and examination papers prior and subsequent to them being written. Results are analysed and discussed per grade and subject during weekly meetings.
- At SMT level, HoDs provide feedback on their respective subjects, and performance per subject, grade, and individual learner is discussed as and when problems are identified.
- At school level, feedback is given to the academic committee of the SGB once per term as a standing item on the agenda.

In contrast, the principal at school G could not provide a response to a question about how learner achievement is monitored.



To what extent do your school's monitoring processes match those used by school F? Reflect on the differences and make notes for your portfolio. What changes would you make to your arrangements in the light of what happens at school F?



There is no 'set response' to this activity. Its purpose is to encourage you to reflect on your school's monitoring and to see whether reading this section of the module, and learning of the practices at school F in particular, has made you think about modifying your own monitoring plans. The main learning point here is that, however schools chose to do it, monitoring is an essential activity for managers of teaching and learning.

3.7 Modelling good classroom practice

We noted earlier that modelling is an important strategy for leaders wishing to raise standards of teaching and learning in their schools. This approach is based on the assumption that principals, deputy principals and HoDs are also experienced and successful educators. As part of their MTL role, such leaders need to consider whether and how to use modelling. Two possible approaches are:

- Agreeing a mutual observation strategy with an educator. The observation of the educator's work could be followed, or preceded, by the educator observing the HoD's lesson. This could be followed by a discussion about the two lessons, linked to the HoD's feedback on the educator's work. The key point here is that there should be mutual learning, with the strengths and limitations of both lessons being discussed.
- The HoD could present a 'model lesson' for educators, particularly those new to the school, or those teaching new subjects or the same subject in a different grade. This would help to clarify the HoD's expectations. This approach is often used in Chinese schools (Bush et al 1998) and could be seen as one aspect of mentorship.

Southworth (2004: 78) claims that 'modelling is all about the power of example'. Successful leaders are aware that they must set an example and use their actions to show how colleagues should behave. The concept of 'role model' underpins this approach. 'Learning-centred leaders are role models to others because they are interested in learning, teaching and classrooms' (ibid: 79). Teachers expect leaders to be able to 'walk the talk' (ibid: 78). School principals sometimes lack the confidence to model their teaching but you are likely to gain the respect of educators if you show that you are a good teacher as well as an effective leader.

Reynolds (2007) provides an example of modelling strategies for supporting an inexperienced teacher in dealing with challenging behaviour. A recent inspection of a large, inner-city primary school in England raised behaviour management as a key issue in one of the Year 6 classes. The school addressed the issue of challenging behaviour by developing a range of strategies based on a positive approach to discipline. This has resulted in greatly improved behaviour in the classroom, which has also had a positive impact on teaching and learning. The issue has been addressed through a number of overlapping strategies:

- Modelling, monitoring and dialogue overlap and take place simultaneously.
- Opportunities to observe colleagues create structured support, constructive feedback and the identification of professional learning needs.
- Effective modelling, monitoring and dialogue need to be given time and, more often than not, reflect a high priority given to professional development by the headteacher and leadership team.
- Modelling, through classroom observation, needs to be consistent and at frequent and regular intervals. It also needs to be supported by someone who has expertise and/or good subject knowledge.

(Adapted from Reynolds 2007: p.3).

While monitoring and evaluation provide a means of judging the quality of classroom practice, any subsequent improvement depends on the quality of feedback to educators and on their receptiveness to advice. In contrast, modelling provides the potential for demonstrating good practice and generalising it throughout the school. It arises from establishing what good practice is, understanding how to encourage good practice, and then developing it through mentoring, coaching and other self-development approaches.

Lataille-Demore (2007) provides an example of modelling in the introduction of multi-grade teaching into small schools within Ontario, Canada. She contends that good practice has to be acknowledged and then emulated by others willing and able to learn. Explicit instruction is done in three consecutive stages:

- Modelling.
- Guided practice.
- Independent practice.

This provides a possible model to develop under-performing educators in South Africa. The HoD can first give a demonstration lesson for the class, then work with the educator through team-teaching or 'participant observation', then shift to a non-participant observer role before leaving the educator to resume control of the class. Subsequent observations will enable the leader to assess the educator's progress.

In England and Wales, the Advanced Skills Teacher (AST) grade was introduced in 1998 to reward good practitioners, to open a career path for those who want to stay in the classroom rather than moving into school management, and to shift the school improvement agenda from school level to the classroom. ASTs develop and then model good practice within their own school and within associated schools. They demonstrate high-level skills in teaching, classroom management and curriculum planning. They also have very good subject knowledge and understand quality planning, pedagogic practice and evaluation. Their responsibilities vary but include helping teachers with planning, demonstrating teaching and collaborating on curriculum projects (Taylor and Jennings 2004).

There is limited published work on the use of modelling in South African schools. In one combined school studied by Bush et al (2008), the principal claims to 'lead by example' but he was referring to his own teaching role rather than modelling or demonstrating good classroom practice to his colleagues.

3.8 Dialogue and feedback

We noted earlier the NCSL's (2005) view that classroom practice can improve where leaders regularly engage in dialogue with colleagues. This would mean professional conversations in formal and informal meetings, with constructive feedback and, where appropriate, mentoring and coaching educators. This can be seen as 'in-house' professional development, where colleagues share their expertise and experience, for their mutual benefit. It is sometimes challenging for more senior people to admit problems or weaknesses but this may be the only way to encourage educators to acknowledge their own difficulties. Recognising problems is the essential first step to addressing them and producing real improvement.

Dialogue needs to take place at two main levels in schools:

- Between the principal and the SMT
- Between HoDs and their learning area or phase teams.

As we noted earlier, team work can be a powerful means of enhancing teaching and learning but it needs to be seen as a normal part of professional life. Through sharing experience, both problems and solutions emerge, leading to enhanced learner outcomes. However, good team work is not automatic and Bush et al (2008) report that five of the SMTs at their eight case study schools were dysfunctional or failed to address teaching and learning issues. It is the leader's responsibility to activate their teams and to develop them as effective vehicles for school improvement. Where appropriate, leaders should also coach or mentor colleagues, especially but not exclusively those new to the school, to produce professional development for the benefit of the school and its learners.



3.9 Conclusion: towards effective management of teaching and learning

The discussion in this module provides a starting point for enhanced management of teaching and learning. The central requirement is for principals, deputy principals, HoDs and SMTs to focus centrally on teaching and learning rather than on routine administration. This view was stressed soon after the South African Schools Act (SASA), by the national Task Team:

“Improving the quality of learning . . . requires strategies which focus on change at the school and classroom levels . . . Managers can no longer simply wait for instructions or decisions from government. The pace of change, and the need to be adaptable and responsive to local circumstances, requires that managers develop new skills and ways of working” (Department of Education 1996: 13-14).

Improving the quality of learning requires a strong focus on ‘instructional leadership’. This means attempting to change the mind set of leaders to regard the processes of teaching and learning as central to their role, rather than simply leaving such matters to classroom educators. Leithwood and Jantzi (2004) argue that transformational leadership provides the potential to produce lasting change in schools. This approach aims to build personal capacity and to foster higher levels of personal commitment, leading to extra effort and improved performance.

This module aims to achieve three main aims:

- A strong and lasting focus on teaching and learning as the main purpose of schooling.
- Skills development to enable principals and other school leaders to model good practice and to monitor and evaluate classroom activities.
- A commitment to openness, dialogue and distributed leadership, recognising that expertise may be independent of formal hierarchies.

The strongest support for teaching and learning occurs where there is a shared vision. Cooney (2006) argues that the main driver for improvement is the leaders’ set of core values. Headteachers build person-centred cultures within their schools based on the premise that each person is worthy of the greatest respect. The school leaders in Cooney’s (2006) study were passionate advocates of placing the child’s needs at the heart of all the school did. Creating the climate for positive relationships to flourish was seen as fundamental to the health of the learning community. Adults in the school were conscious of modelling this with colleagues; ‘they [pupils] see us treating each other with respect’.

A learning-centred-vision in South Africa needs to begin with an audit of the context served by the school, which maps the socio-economic background of the community and relates it to the role of the school and the needs of learners. Showing respect for learners (see Cooney 2006) requires a sensitive appreciation of the circumstances influencing student learning. In some disadvantaged contexts, these are likely to include poor housing, a limited diet, severe health

problems, teenage pregnancy, and other manifestations of unemployment and poverty.

While schools cannot address all these problems, leaders need to be aware of the ways in which they affect learning. For example, learners may find it difficult to do homework if they have to care for younger siblings and alternative arrangements may need to be made to ensure that basic skills are mastered. Several schools studied by Bush et al (2008) provide additional morning, afternoon or weekend lessons to ensure that learners maintain their progress. Beyond such strategies, school leaders need to adopt an appropriate mix of modelling, evaluation and monitoring, including classroom observation, designed to ensure that learning is maximised and that the school's best practice is adopted throughout the school.

The main purpose of schooling is to promote learning and teaching. The use of the term 'learner' in South Africa, instead of pupil or student, is a striking illustration of what schools are supposed to achieve. While many South Africans live in challenging circumstances, schools provide one of the few levers for improving the life chances of deprived children and young people. Given the centrality of learning, principals, deputies and HoDs need to give a high priority to the management of teaching and learning and not 'retreat' into their offices, to carry out routine administrative activities.

The starting point is to develop a vision for the school that places learning and teaching at the centre. Secondly, principals and their SMTs need to set out clear expectations of their learners and educators, and demonstrate good practice in their own teaching and leadership activities. The essential tools for managing teaching and learning are modelling, monitoring and evaluation. Leaders should provide good models in term of lesson preparation, subject knowledge, pedagogic approaches, assessment, and learner welfare. They should monitor educators' practice in a systematic way and provide constructive feedback. They should also evaluate school outcomes and 'benchmark' them against schools in similar circumstances. Above all, school climate has to promote a positive approach to learning among all stakeholders; learners, educators, parents and the local community. This provides the best prospect of sustainable school improvement.



- Teaching and learning are the central purposes of the school and are impacted on by the nature and use of various physical, financial and human resources.
- Schools should be seeking continuous improvement in the quality of teaching and learning and that requires continuous monitoring of performance and achievement against goals.
- In the context of the NCS, this monitoring involves more than simply a technical and administrative process of checking whether lesson plans etc. have been written. It involves asking critical questions about a wide variety of factors that will impact on the quality of teaching and learning.
- School leaders and managers have a critical role to play in monitoring teaching and learning both as SMT members and as curriculum leaders in their own departments.
- Monitoring as a management function, like CASS in the classroom, is a

- continuous and cyclical process not a once-off event.
- Monitoring necessarily involves observing classroom practice and providing constructive feedback to educators.
 - Encouraging the development of teams and collaborative peer evaluation, within and beyond the processes established for the IQMS, can help school leaders and managers find a workable balance between monitoring practice and respecting professional autonomy as well addressing issues of trust and accountability.
 - School managers should be able to model good classroom practice and engage in productive dialogue about how to improve teaching and learning.

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www.mml.co.za/revised_national_curriculum_statement.htm

Texts & Templates



The reader contains a text which represents an extension of the discussion in the main text.

The various templates presented in the module can be adapted to suit your own purposes.

READER

Developing an NCS timetable

TEXT 1

ILLUSTRATIVE TEMPLATES

Ways of leading and managing

TEMPLATE 1

Selection of text-based LTSMs

TEMPLATE 2

Selection of other LTSMs

TEMPLATE 3

District level analysis of quarterly school performance

TEMPLATE 4

Structure for cumulative/quarterly tests

TEMPLATE 5

Item analysis

TEMPLATE 6

Learner assessment records

TEMPLATE 7

Moderator's report on quarterly test

TEMPLATE 8

Reader

Text 1: Developing an NCS timetable

The DoE recommend a six-step process to undertake this planning. The following example is based on planning for FET, which is probably the most complicated.

Step 1: Study the timetable allocations per subject in the NCS Grades 10-12 (General)

Section A subjects consist of:

- two official languages (2 x 4.5 hours)
- Mathematics or Mathematical Literacy (1 x 5 hours) and
- Life Orientation (1 x 2 hours).

Section B consists of:

- Three subjects from within two or more learning fields (3 x 4.5 hours)

Step 2: Determine the number of periods per subject per week in the school timetable

Policy (ELRC Resolution 8 2003) provides the following guidelines on teaching time allocations:

Post Level 1: 90%+

Post Level 2: 85%+ (e.g. HoD)

Post Level 3: 60% + (e.g. Deputy Principal)

Post Level 4: 5-60% (e.g. Principal: all principals should also be teachers!)

Policy further states that teachers need to be on duty for 35 hours a week (i.e. 7 hours a day) and of these hours contact time is 29.5 hours (FET: 27.5 hours for SP). To work out the time allocation of each subject in minutes, multiply the hours allocated to it by 60:

- 4.5 hours x 60 = 270 minutes for each of the 2 languages, 3 section B subjects
- 5 hours x 60 = 300 minutes for Mathematics or Mathematical Literacy
- 2 hours x 60 = 120 minutes for Life Orientation.

It is recommended that a period or block should not be less than **45 minutes**, so if each period is 45 minutes, then we work out the number of periods per subject by dividing its total time allocated in minutes by 45:

- 270 divided by 45 = 6 periods
- 300 divided by 45 = 6.7 periods (rounded up to 7)
- 120 divided by 45 = 2.7 periods (rounded up to 3).

This means that:

- Mathematics or Mathematical Literacy will have 7 periods or blocks per week.
- Life Orientation will have 3 periods or blocks per week and
- All the other subjects (2 languages, 3 other subjects) will have 6 periods or blocks per week.

If this is all added up, the total will be 40 periods or blocks per week.

The result is 5 days with 8 periods. See Table A.

Table A

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
1															
2															
3															
4															
5															
6															
7															
8															

Further suggestions:

- Consider the option of double periods or blocks (e.g. Mathematics could be 2 + 2 + 2 + 1).
- The break time can be decided by each school. An example would be two breaks of 20 minutes each or one break of 40 minutes.

Step 3: Study the Learning Fields offered by the school and determine which of the subjects are core subjects in your school (excluding Section A Subjects) to allocate their periods in the timetable.

Example from Arts and Culture Learning Field

There are five subjects in this field and two have to be selected because of the school's limited capacity: Dance Studies, Design, Dramatic Arts, Music and Visual Arts.

Suggested combinations:

- Dance and Dramatic Arts
- Music and Dramatic Arts
- Design and Visual Arts

Teachers available:

- 2 teachers available for Drama
- 1 for Music
- 1 for Dance
- 1 for Visual Arts
- 1 for Design.

Learner enrolment per subject for Grade 12:

- 70 learners taking Drama
- 27 for Music
- 32 for Dance
- 36 for Visual Art
- 30 for Design.

On the class timetable, these combinations will be reflected as AC1 and 2, AC3 and 4, AC 5 and 6, where:

- AC1 = Dance
- AC2 = Drama
- AC3 = Music
- AC4 = Drama
- AC5 = Design
- AC6 = Visual Art.

Step 4: Draw up the class timetable together with the teacher timetable. Start with Grade 12 and work down to Grade 8.

Place Mathematics/Mathematical Literacy first.

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12 A	12 B	12 C	12 A	12 B	12 C	12 A	12 B	12 C	12 A	12 B	12 C	12 A	12 B	12 C
1	Ma						Ma						Ma		
2	Ma						Ma								
3		Ma										Ma			Ma
4		Ma										Ma			
5			Ma			Ma					Ma				
6			Ma			Ma					Ma				
7					Ma						Ma				
8					Ma						Ma			Ma	

Now plan the teacher timetable:

NS = Neermala Singh for Maths and BP = Barbara Posthuma for Maths Literacy

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C
1	NS BP						NS BP						NS BP		
2	NS BP						NS BP								
3		NS BP										NS BP			NS BP
4		NS BP										NS BP			
5			NS BP			NS BP					NS BP				
6			NS BP			NS BP					NS BP				
7					NS BP					NS BP					
8					NS BP					NS BP				NS BP	

Now place the two Languages. For this example we have seTswana (Tsw) as Home Language and English (Eng) as First Additional Language/LOLT.

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C
1	Ma						Ma		Tsw			Tsw	Ma		Eng
2	Ma						Ma		Tsw			Tsw	Tsw		Eng
3	Eng	Ma				Eng	Eng				Tsw	Ma	Tsw		Ma
4	Eng	Ma				Eng	Eng				Tsw	Ma	Eng	Tsw	
5		Eng	Ma		Eng	Ma		Tsw		Tsw	Ma		Eng	Tsw	
6		Eng	Ma		Eng	Ma		Tsw		Tsw	Ma			Eng	Tsw
7			Eng		Ma		Tsw			Ma				Eng	Tsw
8			Eng		Ma		Tsw			Ma				Ma	

The two Language teachers concerned are Mr Jacob Mashiane (JM) for seTswana and Ms Jane Morris (JS) for English.

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C
1	NS BP						NS BP		JM			JM	NS BP		JS
2	NS BP						NS BP		JM			JM	JM		JS
3	JS	NS BP				JS	JS				JM	NS BP	JM		NS BP
4	JS	NS BP				JS	JS				JM	NS BP	JS	JM	
5		JS	NS BP		JS	NS BP		JM		JM	NS BP		JS	JM	
6		JS	NS BP		JS	NS BP		JM		JM	NS BP			JS	JM
7			JS		NS BP		JM			NS BP				JS	JM
8			JS		NS BP		JM			NS BP				NS BP	

Now we can place the core subjects.

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C
1	Ma	AC3	AC6	AC1		AC6	Ma	AC4	Tsw	AC1	AC4	Tsw	Ma		Eng
2	Ma	AC3	AC6	AC1		AC6	Ma	AC4	Tsw	AC1	AC4	Tsw	Tsw		Eng
3	Eng	Ma	AC5	AC2		Eng	Eng			AC2	Tsw	Ma	Tsw		Ma
4	Eng	Ma	AC5	AC2		Eng	Eng			AC2	Tsw	Ma	Eng	Tsw	AC5
5	AC1	Eng	Ma		Eng	Ma		Tsw	AC5	Tsw	Ma	AC6	Eng	Tsw	AC5
6	AC1	Eng	Ma		Eng	Ma		Tsw	AC5	Tsw	Ma	AC6		Eng	Tsw
7	AC2	AC4	Eng		Ma		Tsw	AC3		Ma	AC3			Eng	Tsw
8	AC2	AC4	Eng		Ma		Tsw	AC3		Ma	AC3			Ma	

The teachers for the Arts and Culture core subjects are as follows:

- AC1 = Dance Ms L Khumalo (LK)
- AC2 = Drama Mr S Ngwenya (SN)
- AC3 = Music Mr M Van Staden (MS)
- AC4 = Drama Mr B Segoe (BS)
- AC5 = Design Mrs E Steenkamp (ES)
- AC6 = Visual Art Mrs E Nkambule (EN)

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12 A	12 B	12 C	12 A	12 B	12 C	12 A	12 B	12 C	12 A	12 B	12 C	12 A	12 B	12 C
1	NS BP	MS	EN	LK		EN	NS BP	BS	JM	LK	BS	JM	NS BP		JS
2	NS BP	MS	EN	LK		EN	NS BP	BS	JM	LK	BS	JM	JM		JS
3	JS	NS BP	ES	SN		JS	JS			SN	JM	NS BP	JM		NS BP
4	JS	NS BP	ES	SN		JS	JS			SN	JM	NS BP	JS	JM	ES
5	LK	JS	NS BP		JS	NS BP		JM	ES	JM	NS BP	EN	JS	JM	ES
6	LK	JS	NS BP		JS	NS BP		JM	ES	JM	NS BP	EN		JS	JM
7	SN	BS	JS		NS BP		JM	MS		NS BP	MS			JS	JM
8	SN	BS	JS		NS BP		JM	MS		NS BP	MS			NS BP	

The final step for the Grade 12 timetable is to place the school electives (6 blocks) and Life Orientation (3 blocks). The electives can be one subject from any learning field. It is important, however, that the electives are carefully chosen taking into account the staffing available to the school. In this example, the choice is History and Geography because this is a strongly staffed unit. Note, however, that focus schools must offer the full learning field in their specialist area. On our timetable we indicate H/G as the elective choice of the school and as there are two teachers (1 History and 1 Geography) involved, the learners can do History or Geography.

The teachers for these subjects are:

- History (H) Mrs T Holomisa (TH)
- Geography (G) Mr R Harris (RH)
- Life Orientation (LO) Mr H Kriek (HK)

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C
1	Ma	AC3	AC6	AC1	H/G	AC6	Ma	AC4	Tsw	AC1	AC4	Tsw	Ma	H/G	Eng
2	Ma	AC3	AC6	AC1	H/G	AC6	Ma	AC4	Tsw	AC1	AC4	Tsw	Tsw	H/G	Eng
3	Eng	Ma	AC5	AC2	LO	Eng	Eng	H/G	LO	AC2	Tsw	Ma	Tsw	LO	Ma
4	Eng	Ma	AC5	AC2	LO	Eng	Eng	H/G	LO	AC2	Tsw	Ma	Eng	Tsw	AC5
5	AC1	Eng	Ma	H/G	Eng	Ma	H/G	Tsw	AC5	Tsw	Ma	AC6	Eng	Tsw	AC5

6	AC1	Eng	Ma	H/G	Eng	Ma	H/G	Tsw	AC5	Tsw	Ma	AC6	LO	Eng	Tsw
7	AC2	AC4	Eng	LO	Ma	H/G	Tsw	AC3	H/G	Ma	AC3	H/G	H/G	Eng	Tsw
8	AC2	AC4	Eng	LO	Ma	H/G	Tsw	AC3	H/G	Ma	AC3	H/G	H/G	Ma	LO

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C	12A	12B	12C
1	NS BP	MS	EN	LK	TH RH	EN	NS BP	BS	JM	LK	BS	JM	NS BP	TH RH	JS
2	NS BP	MS	EN	LK	TH RH	EN	NS BP	BS	JM	LK	BS	JM	JM	TH RH	JS
3	JS	NS BP	ES	SN	HK	JS	JS	TH RH	HK	SN	JM	NS BP	JM	HK	NS BP
4	JS	NS BP	ES	SN	HK	JS	JS	TH RH	HK	SN	JM	NS BP	JS	JM	ES
5	LK	JS	NS BP	TH RH	JS	NS BP	TH RH	JM	ES	JM	NS BP	EN	JS	JM	ES
6	LK	JS	NS BP	TH RH	JS	NS BP	TH RH	JM	ES	JM	NS BP	EN	HK	JS	JM
7	SN	BS	JS	HK	NS BP	TH RH	JM	MS	TH RH	NS BP	MS	TH RH	TH RH	JS	JM
8	SN	BS	JS	HK	NS BP	TH RH	JM	MS	TH RH	NS BP	MS	TH RH	TH RH	NS BP	HK

Step 5: Follow same process for Grade 11 and Grade 10.

Step 6: Plan Grades 8 and 9, remembering there are EIGHT learning areas.

Contact time in the senior phase:

- Languages 25% = 10 periods
- Mathematics 18% = 7,2 periods (rounded up to 8 periods)
- Natural Sciences 13% = 5,2 periods (rounded down to 5 periods)
- Social Sciences 12% = 4,8 periods (rounded up to 5 periods)
- Arts and Culture 8% = 3,2 periods (rounded down to 3 periods)
- Life Orientation 8% = 3,2 periods (rounded down to 3 periods)
- Economic and Management Sciences 8% = 3,2 periods (3 periods)
- Technology 8% = 3,2 periods (3 periods)

P	Monday			Tuesday			Wednesday			Thursday			Friday		
	9A	9B	8A	9A	9B	8A	9A	9B	8A	9A	9B	8A	9A	9B	8A
1	L	LO	SS	SS	EMS	M	L	EMS	SS	EMS	T	M	L	SS	T
2	L	SS	LO	SS	EMS	M	L	LO	SS	EMS	AC	M	L	SS	T
3	M	L	NS	NS	M	L	M	L	LO	T	M	L	AC	L	LO
4	M		NS	NS	M	L	M	L	S	AC	M	L	AC	L	EMS
5	NS	M	L	M	L	NS	NS	M	L	M	L	AC	LO	AC	L
6	NS	M	L	M	L	NS	LO	M	L	M	L	EMS	T	AC	L
7	LO	NS	M	L	NS	SS	SS	T	M	L	SS	EMS	T	LO	AC
8	SS	NS	M	L	NS	SS	SS	T	M	L	SS	T	EMS	NS	AC

Having completed the timetabling as above, each teacher should receive their own timetable. In addition to their normal teaching loads, each teacher should be aware of when they should be available for possible substitution duties.

Illustrative templates

Template 1: Ways of leading and managing

Ways of Leading and Managing	Always	Frequently	Sometimes	Never
Have we worked together to articulate a shared purpose and educational vision focused on learning?				
Does the SMT protect the vision and make it visible to others?				
Does the SMT communicate their values and mission in the things they do, how they spend their time, and what they consider important?				
Do we take collective responsibility for school practices and DISCIPLINE?				
Does the SMT in our school emphasize power through people rather than power over people?				
Is the school using the correct alternatives towards corporal punishment?				
Does the SMT facilitate, guide, and coach others to adopt practices that advance learner performance? Academic and social?				
Does the SMT provide social support for high academic achievement?				
Does the SMT communicate their passion for learning by challenging ineffective practices?				
Does the SMT create a culture that supports risk-taking and encourages innovation?				
Are discussion and inquiry common and accepted practices in our school?				
Do we share information and make decisions together?				
Do we solve problems collaboratively?				
Are we open to multiple approaches and solutions rather than reliance on single answers and past practices?				
Does the SMT try to gain many points of view before solving important problems?				
Is decision making consensual and inclusive as opposed to top-down and non-participatory?				

Ways of Leading and Managing	Always	Frequently	Sometimes	Never
Does the SMT provide formal and informal means for staff and learners to raise and solve problems in the school?				
Are learning goals clear, understood, and accepted?				
Does the SMT protect academic time and support teachers in keeping learners engaged in learning?				
Do learners acquire essential skills and knowledge at high levels?				
Do we engage learners as active learners and co-constructors of knowledge?				
Do classroom practices develop thinking skills for all children rather than emphasize rote acquisition of basic skills?				
Do classroom practices provide opportunities to apply and use knowledge in a variety of contexts?				
Do we provide opportunities for learners to direct and be responsible for their own learning?				
Do we use cooperative learning groups and other alternative methods rather than relying solely on independent work and competition?				
Are some learning experiences interdisciplinary?				
Do learning experiences in our school incorporate resources outside of the classroom?				
Is there time and support for professional development that improves curriculum, teaching, and learning?				
Does the SMT model life-long learning for others by sharing new learning, successes, and failures?				
<i>Adapted from Emerging Leadership Practices 2001 by Stinnette, L.J and Peterson, K.</i>				

Template 2: Selection of text-based LTSMs

Section 1: Generic OBE and NCS principles		1-4
1.1	The material attempts to achieve all the Critical and Developmental outcomes.	
1.2	The material follows an OBE approach.	
1.3	The material encourages critical thinking.	
1.4	The material acknowledges the prior experience of learners.	
1.5	There is a clear integration of theory and applied competence.	
	Detailed comment:	
Section 2: Assessment		1-4
2.1	The material provides learners with feedback on learning activities and on various assessments to serve as self-assessment and for diagnostic purposes.	
2.2	Assessment procedures are clear (type of assessment, link between assessment standards and learning outcomes etc.)	
2.3	Instructions and directions on how assessment should take place are clearly explained.	
2.4	Assessment strategies (summative, formative, continuous) are indicated for all Learning Outcomes.	
2.5	The material includes samples of a variety of assessment instruments (checklists, rating scales, rubrics).	
2.6	The assessment takes into account the appropriate performance descriptions.	
2.7	The material assesses the learning process and learner progress as well as assessment products.	
2.8	The assessment materials assess different thinking and communication skills such as the recall of knowledge, comprehension, application, explanation, analysis, synthesis and evaluation.	
2.9	The assessment material is motivating rather than intimidating and provides differentiation without discouraging, patronising or diminishing weaker learners.	
2.10	Assessment material provides challenges for the above average learners.	
2.11	Assessment targets learner achievement at different levels of complexity.	
2.12	Assessment is clearly formulated and unambiguous.	
2.13	The material provides learners/teachers with 'remedial' activities.	
2.14	The material provides learners/teachers with guidance to help collect, record and judge evidence of learning.	

2.15	Assessment materials cater for portfolio requirements.	
	Detailed comments:	
Section 3: Human rights and cross-cutting issues		
3.1	The material is sensitive to all cultural groups.	
3.2	The material is devoid of racist innuendo, sexist stereotyping, textual and visual material of an offensive nature.	
3.3	The material reflects the principles of human rights, social justice, inclusivity, environmental awareness and incorporates indigenous knowledge systems.	
3.4	The material can be modified to cater for learners who experience barriers to learning.	
	Detailed comments:	
Section 4: Visual presentation/layout/structure		1 - 4
4.1	The material has an appealing, attractive cover.	
4.2	The title page and chapter pages in the text are appealing and accurate.	
4.3	A complete index/content list is provided.	
4.4	The layout (face presentation) of the materials appeals to the learners and teachers and is helpful and consistent.	
4.5	The layout has a pleasing and functional balance between blocks of grey text, white space, appropriate borders and graphic material.	
4.6	The text is broken into recognized hierarchical structures, using headings and sub-headings.	
4.7	There are clear statements of intended Learning Outcomes at the start of Units/ Modules/ Chapters/ Sections.	
4.8	Appendices/ glossary/ notes contain additional, helpful information that assists learners to come to terms with difficult concepts and terms.	
4.9	Activities and learning opportunities are arranged logically and coherently throughout the text.	
4.10	The material provides a checklist that sums up the learning outcomes and assessment standards addressed in each unit/ module of activities.	
4.11	The font and type face are clear and easy to read.	
4.12	The book is of a manageable size, is made from good quality paper and is securely bound.	
	Detailed comments:	

Section 5: Subject specific requirements <i>(These will obviously vary. The examples given refer to Language materials)</i>		1-4
5.1	The content is relevant to the requirements of the subject.	
5.2	The concept level of the material is appropriate for the target group.	
5.3	The content is appropriate for learners with a variety of language backgrounds and ability within the language of learning and teaching.	
5.4	The language of the materials is sensitive to issues of culture, gender, race or other possible bias.	
5.5	The content caters for inclusion of various cultural and language groups within activities, case studies and examples.	
5.6	The content focuses on Learning Outcomes, Assessment Standards, knowledge, skills, attitudes and values.	
5.7	The content lends itself to cross-curricular integration.	
5.8	The illustrations are meaningful, accurate, properly captioned and relate to written text.	
5.9	The material incorporates textual and visual material representing all cultures of the target group and mainly of the country.	
5.10	There is a level, and grade appropriate balance between listening, speaking, viewing, writing and presenting.	
5.11	The content provides for a variety of meaningful activities for individual, pair, small group and whole class work.	
	Detailed comments:	
Overall rating of materials		
	i.e. what is your overall recommendation on whether not these resources should be ordered?	

Template 3: Selection of other LTSMs

	Maps, wall charts and flip charts	1 - 4
1	Is the information accurate, up to date and authentic?	
2	Is the information clearly presented and well organised?	
3	Is the presentation: Bright and colourful Aesthetically pleasing in appearance Not over dense in terms of text and graphics?	
	Games and puzzles	1 - 4
1	Does the material develop: Appropriate skills Problem solving Cognitive development Social interaction Working together?	
2	Is the presentation: Interesting Colourful Bright?	
3	Is the technical quality of high standard?	
	Audio cassettes	1 - 4
1	Is the quality good? Is the sound clear? Is the voice clear and well modulated? Is there a variation in tone and dynamics? Is the background sound or music not too loud?	
2	Is the tempo of the dialogue easy to follow for the age group? Are there appropriate pauses for learners' responses?	
3	Is a guide provided to support the teacher towards the goals of the audio cassette?	
4	Does the cassette: Promote attentive listening skills Achieve its purpose?	
5	Does the resource hold your attention throughout?	
6	Is the length appropriate for the age level?	
7	Are there any technical concerns (clarity, etc.)?	
	Video cassettes	1 - 4
1	Is the video of high technical quality?	
2	Are the graphics, animation, sound and music reproduction of high quality?	
3	Is the material visually stimulating and does it achieve its purpose?	

4	In the case of a dramatic production: Is the acting and setting convincing Is the language level appropriate for the users?	
5	Does the resource hold your attention throughout?	
6	Is the length appropriate for the age level?	
	CD ROMs <i>(incl. reference works, training programmes and computer games)</i>	1 - 4
1	Is a site licence system available? (This is recommended.)	
2	Is a network version available? (Recommended.)	
3	Is the programme learner friendly?	
4	Is learner control provided through flexible pacing and optimal branching and linking?	
5	Is the multi-media potential demonstrated by the use of: High quality graphics and animation Sound and music Photo art Creative learner participation?	
6	Are clear installation instructions included?	
7	Does the programme enhance critical thinking skills (Problem-solving, conceptualisation, synthesis of information)?	
8	Are there any noticeable technical difficulties (ease of use, printing, graphics, speed)?	
9	Is the programme engaging and interactive?	

Template 8: Moderator's report on quarterly test

STATISTICS FOR ALL DIVISIONS IN THE GRADE					DATE:	GRADE:	
GRADE/DIV	TEACHER	MEAN	MEDIAN	MODE	BASELINE	TARGET	DEVIATION

Answer sheets moderated (10%)

GRADE/DIV	NAME OF LEARNER	TOT MARK BEFORE MODERATION	TOT MARK AFTER MODERATION

COMMENTS AND RECOMMENDATIONS

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