**STRATEGIST IN PROFESSIONAL EDUCATION SERVICES**
*Management, Leadership & Governance*
*Assessment & Moderation*
*Monitoring & Evaluation*
*School-based Research*
*Coaching & Mentoring*
*School Improvement*          *"Empowerment, Innovation and Excellence!"*

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Dear Evona

Re: Professional Service – Catholic Schools

Introduction

Thank you for a very constructive conversation this morning. I share the wish that this professional relationship is the beginning of great and bigger plans. Herewith the *concept quotation* for the professional services addressed.

Rationale

THE TWO APPROACHES TO SCHOOL IMPROVEMENT

(1) HOLISTIC APPROACH – FUNCTION & CONTEXT
    Focus is Role & Function/Behaviour/Hard skills/Soft skills/Medium-Long term
(2) FOCUSSED APPROACH – FUNCTION
    Focus is Role & Function/Hard skills mostly/Short term/Performance in the work place

Research has shown that it is school leadership in poorer communities that can make the difference. Experience has shown that the SMT lacks the appreciation, understanding and focus of its primary task being curriculum implementation, administration and management. They lack the insight to serve the school as a collective but rather operate as Dr Gallie puts it, as subject managers and administrators, NOT CURRICULUM MANAGERS. The PAM – shortcoming – highlights role and function of individual members, not the SMT as collective instructional leadership.

1. Mentoring/Executive Coaching of School Principal [Refer to Appendix1]

What I propose is a blended learning model. As the coach I will meet with the school principal once a week face-to-face for no longer than 90 minutes. Each of these consultations will include feedback from the principal about the week past (key issues to be raised) and planning anticipated for the week ahead (key issues to be raised) and a topic of choice as selected by coach/coachee.

After the relationship between coach (mentor) and coachee (mentee) has been cemented "observation session in practice" may be arranged based on need. Electronic communications between the coach (mentor) and coachee (mentee) will take form of emails and the use of cellphone – this is an extension of the coaching process and has been set up for purposes of communications, consultancy and advice.

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The costs per module (one week) is all inclusive – R4500.00. This will include;

- Face-to-face session – 90 minutes – one session per week
- Electronic consultancy & communications – 60 minutes per week.
- I suggest that we use the NINE FOCUS AREAS OF WSE as basis for the topics under consultation.

2. Practical Coaching of School Management Team (SMT) as Collective Instructional Leadership [Refer to Appendix 2-5]

The coaching cycle include the following

- Meeting with staff & SMT (with Circuit Manager)
- Five-Eight Modules (one module per week – two on Saturday)
- Report to commission and handover to Circuit Manager - Certification
- Total Costs include; Minimum of five session, traveling, printing and administration
- No Costs for bullet 1 & 3
- In total each school will receive; 15+hours (face-to-face coaching), 18 hours of organization and administration
- This amounts to more than 5 full days per school
- Total Costs per school – R45 000.00.
- Total costs per additional module – R 9000.00

COSTS - INDUSTRY NORMS

- The average teacher earns approximate R1200p/d
- At the high end of the market a day session for Professional Development(PD) is more than R20 000p/d
- At the low end of the market a day session for PD is approximately R10 000p/d
- The average teacher earns R400 per hour for extra lessons.
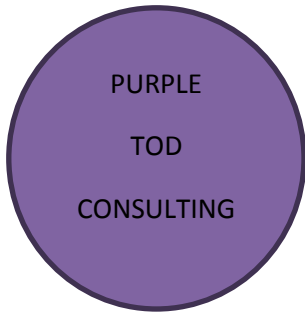
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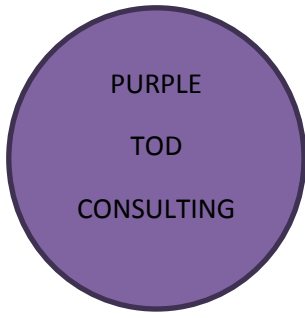
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APPENDIX 1

INTRODUCTION

- General overview
- Summary of duty
- (A) Planning – setting of goals and objectives and make decisions
- (B) Organizing – the way and how we carry out decisions)
- (C) Directing (influencing your staff to achieve objectives
- (D) Controlling/Supervising – ensure results in accordance with plans.
- Personnel Administrative Measures (PAM)
- SA Standards for Principalship (SASP)
- Operational standard – communications, confidentiality, participation
- "Collaboration Schools Project" – The Concept & basic tenets
- Principal journal (diary)

Nine Focus Areas of WSE

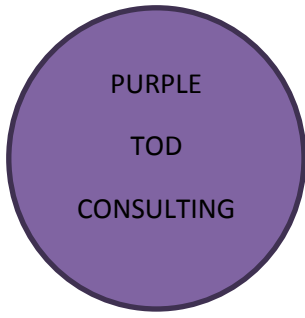| BASIC FUNCTIONALITY OF THE SCHOOL [ORGANISATION] | LEADERSHIP, MANAGEMENT AND COMMUNICATION [PRINCIPAL, SMT, SUBJECT/COMMITTEE HEADS] | GOVERNANCE AND RELATIONSHIPS [SGB] | QUALITY OF TEACHING AND LEARNING AND EDUCATOR DEVELOPMENT [EDUCATOR AND LEARNER] |
|---|---|---|---|
| Purpose: To evaluate whether the school can function efficiently and effectively and realize its educational and social goals | Purpose: To evaluate the effectiveness of the leadership of the school | Purpose: To evaluate the effectiveness of the SGB in giving clear strategic direction | Purpose: To evaluate the quality of teaching and learning and educator development |
| Sources of data: School policies and procedures Staff duty lists Timetables Responses from parents and learners Attendance records | Sources of data: Vision and Mission Management structure – sub-committees Policies Financial management records and auditing reports School statistical data | Sources of data: Vision and Mission SGB constitution Recent minutes of SGB meetings RCL Financial policies School budget Discussion with SGB members The school improvement/develop | Sources of data: Lesson observation Developmental Appraisal – documents and reports |

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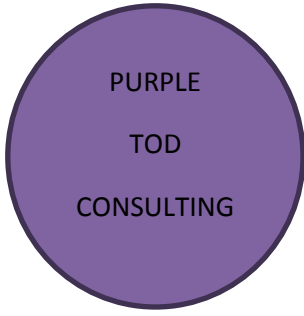| | School improvement/development plans<br>Communication<br>Minutes of meetings (staff, governance, RCL, subject/LA, phase)<br>Discussion with staff<br>Questionnaires | ment plans | SDT plan<br>Subject/LA policies and plans<br>Educator lesson plans<br>Educator portfolio<br>Assessment records<br>Learner records<br>Learner portfolios<br>Display of learners work<br>Educational excursions<br>Competitions<br>Newspaper-clippings |
|---|---|---|---|
| CURRICULUM PROVISION AND RESOURCES [PRINCIPAL, EDUCATORS AND LEARNERS]<br>Purpose:<br>To evaluate the quality of the curriculum and how closely it matches the teaching and learning needs in relation to local or national requirements, including how extra- and co-curriculum enhances the curriculum<br><br>Sources of data:<br>School curriculum plan<br>School year-plan<br>School | LEARNER ACHIEVEMENT [LEARNERS]<br>Purpose:<br>To evaluate the knowledge, skills, attitudes and values that learners have acquired<br><br>Sources of data:<br>Learner workbooks<br>Learner profiles<br>Learner portfolios<br>School examination results – internal and external<br>Learner assessment records and tasks<br>Display of learners work<br>Participation in competitions<br>Extra-curricular activities<br>School extra-curricular | SCHOOL SAFETY, SECURITY AND DISCIPLINE [ORGANISATION]<br>Purpose:<br>To evaluate the extent to which the school knows about legislation and human rights and implementation thereof; to check that the school is secure and that the learners, educators and support staff are safe; and to evaluate the effectiveness of the schools disciplinary procedures<br><br>Sources of data:<br>School policies and | SCHOOL INFRASTRUCTURE [OGANISATION]<br>Purpose:<br>To evaluate to what extent the school has sufficient and appropriate staff, resources and accommodation<br><br>Sources of data:<br>School staffing establishments – educator and support staff<br>Experience and training of staff<br>The school budget<br>Norms and Standards funding and policies |

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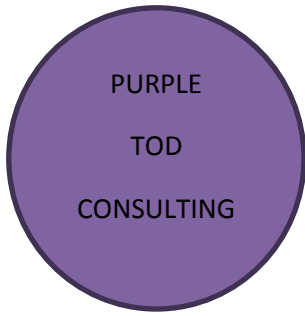| | | | |
|---|---|---|---|
| improvement/development plans<br>Learner and educator portfolios<br>Subject/LA meetings<br>Interviews and questionnaires<br>Participation in competitions<br>Extra-curricular activities | policy<br>Excursions | procedures<br>HIV/AIDS policy<br>Codes of conduct for staff and learners<br>Records of sanctions and rewards<br>Records of incidents<br>Supervision of learners<br>Records of accidents<br>Vandalism and burglary records<br>School security system | Inventories/Stock registers<br>Other registers<br>Maintenance policy<br>Observation of building and grounds<br>Procurement policy<br>Maintenance policy – all resources |
| PARENTS AND COMMUNITY [PARENTS]<br>Purpose:<br>To evaluate the extent to which the school encourages parental and community involvement in the education of the learners and how it makes use of their contribution to support learners' progress<br><br>Sources of data:<br>Discussion and parent questionnaire<br>Reports to parents<br>Discussion with stakeholders<br>Visitation policy<br>Parent meetings<br>Registers<br>Notices | | | |

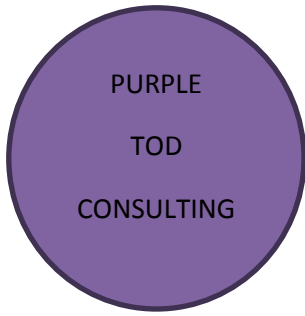**STRATEGIST IN PROFESSIONAL EDUCATION SERVICES**

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APPENDIX 2

MODULES

| MODULES | 1 Mandatory | 2 Elective |
|---|---|---|
| MODULE 1a – "SETTING THE STAGE" | X | |
| MODULE 1b – "THEORY – Coaching vis-à-vis Mentoring" | X | |
| MODULE 1c – "Theory – Instructional Leadership" | X | |
| MODULE 2 – "Management By Walking About (MBWA)" | X | |
| MODULE 3 – "The Paper Analysis" – SIP | | X |
| MODULE 4 – School-based Research | | X |
| MODULE 5 – "School-BASED ASSESSMENT – An Item and Error analysis" | X | |
| MODULE 6 – "School Monitoring & Evaluation" | X | |
| MODULE 7 – "School Orientation & Induction, Coaching & Mentoring" | X | |
| MODULE 8 –"LEARNER DISCIPLINE – A CONCEPTUAL MODEL (CIRCLE OF COURAGE AND DQ FACTOR & CHARACTER LAB)" | | X |
| MODULE 09 – "ASSESSMENT FOR AND ASSESSMENT OF LEARNING" | | X |
| MODULE 10 – "School Improvement – A Conceptual model" | | X |
| MODULE 11 – "Role OF HOME vis-à-vis SCHOOL" | X | |
| MODULE 12 –"Feedback to the employer" | X | |
| MODULE 13 – "WHOLE SCHOOL EVALUATION – CONDUCT OF SCHOOL SELF-EVALUATION" | | X |
| MODULE 14 – "Evidence-based School Management – School Data" | | X |
| MODULE 15 – "School Subject vis-à-vis Curriculum Management" | X | |

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APPENDIX 3

Principals adopted by Practical Coaching

- ➢ One-on-one
- ➢ Active learning model
- ➢ High on conceptual appreciation
- ➢ High on active research
- ➢ Knowledge & skills transfer
- ➢ Integrated approach (conditional)
- ➢ Adult and experiential learning model
- ➢ Interactive and participative
- ➢ Learner is at the center of the learning & teaching process
- ➢ Flexibility

APPENDIX 4
The Practical Coaching Session

- ➢ Recap work of the previous session – homework
- ➢ Introduce the new session
- ➢ Research & Conceptual knowledge
- ➢ Practical work session
- ➢ Review the session
- ➢ Planning for the next session

Evona, if you have any query wrt to this concept proposal do not hesitate to call me. This concept proposal has the flexibility to resize, repackage and re-cost.

Warm and sincere greetings
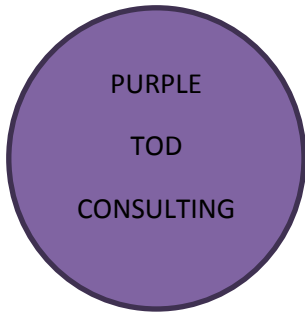
Selvin John Daniels - DIRECTOR DATED: 20 JUNE 2017