

STRATEGIST IN PROFESSIONAL EDUCATION SERVICES

Management, Leadership & Governance
Assessment & Moderation
Monitoring & Evaluation
School-based Research
Coaching & Mentoring
School Improvement

"Empowerment, Innovation and Excellence!"

AHSRA NORTON

DIRECTOR

THE LEADERSHIP COLLEGE

Dear Colleague

Re: Professional Service - Collaboration Schools

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 <u>concept</u> <u>quotation</u> for the professional services addressed.

1. Mentoring 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.

The costs per module (one week) is all inclusive – R2250.00. 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. <u>Practical Coaching of School Management Team (SMT) as Collective Instructional</u> Leadership [Refer to Appendix 2-5]

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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 administration
- This amounts to more than 5 full days per school
- Total Costs per school R35 000.00.

COSTS - INDUSTRY NORMS

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

TIMEFRAME

Start: 12 SEPTEMBER 2016

End: 31 OCTOBER 2016

APPENDIX 1

Nine Focus Areas of WSE

BASIC FUNCTIONALITY LEADERSHIP, GOVERNANCE AND QUALITY OF

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	T _	T		
OF THE SCHOOL	MANAGEMENT AND	RELATIONSHIPS [SGB]	TEACHING AND	
[ORGANISATION]	COMMUNICATION	Purpose:	LEARNING AND	
Purpose:	[PRINCIPAL, SMT,	To evaluate the	EDUCATOR	
To evaluate whether	SUBJECT/COMMITTEE	effectiveness of the SGB	DEVELOPMENT	
the school can function	HEADS]	in giving clear strategic	[EDUCATOR AND	
efficiently and	Purpose:	direction	LEARNER]	
effectively and realize	To evaluate the		Purpose:	
its educational and	effectiveness of the	Sources of data:	To evaluate the	
social goals	leadership of the school	Vision and Mission	quality of teaching	
		SGB constitution	and learning and	
Sources of data:	Sources of data:	Recent minutes of SGB	educator	
School policies and	Vision and Mission	meetings	development	
procedures	Management structure –	RCL		
Staff duty lists	sub-committees	Financial policies	Sources of data:	
Timetables	Policies	School budget	Lesson observation	
Responses from parents	Financial management	Discussion with SGB	Developmental	
and learners	records and auditing	members	Appraisal –	
Attendance records	reports	The school	documents and	
	School statistical data	improvement/develop	reports	
	School	ment plans	SDT plan	
	improvement/developm		Subject/LA policies	
	ent plans		and plans	
	Communication		Educator lesson	
	Minutes of meetings		plans	
	(staff, governance, RCL,		Educator portfolio	
	subject/LA, phase)		Assessment records	
	Discussion with staff		Learner records	
	Questionnaires		Learner portfolios	
			Display of learners	
			work	
			Educational	
			excursions	
			Competitions	
			Newspaper-clippings	
			1 1 - 11 - 10	
CURRICULUM	LEARNER ACHIEVEMENT	SCHOOL SAFETY,	SCHOOL	
PROVISION AND	[LEARNERS]	SECURITY AND	INFRASTRUCTURE	
RESOURCES [PRINCIPAL,	Purpose:	DISCIPLINE	[OGANISATION]	

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EDUCATORS AND LEARNERS] Purpose: To evaluate the knowledge, skills, attitudes and values that learners have acquired of the curriculum and how closely it matches the teaching and learning needs in relation to local or national requirements, including how extrand and co-curriculum enhances the curriculum enhances the curriculum school curriculum plan School curriculum plan School curriculum plan School curriculum plans School sextra-curricular policy Excursions Learner and educator portfolios Subject/LA meetings Interviews and questionnaires Participation in competitions Extra-curricular activities Participation in competitions Extra-curricular activities Participation in competitions Extra-curricular activities Participation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular activities Partecipation in competitions Extra-curricular act				
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encourages parental		
and community		
involvement in the		
education of the		
learners and how it		
makes use of their		
contribution to support		
learners' progress		
Sources of data:		
Discussion and parent		
questionnaire		
Reports to parents		
Discussion with		
stakeholders		
Visitation policy		
Parent meetings		
Registers		
Notices		
Newsletters		

APPENDIX 2

MODULES

MODULES	1	2
	Mandatory	Elective
MODULE 1a – "SETTING THE STAGE"	Х	
MODULE 1b – "THEORY"	Х	
MODULE 2 – "Management By Walking About (MBWA)"	Х	
MODULE 3 – "The Paper Analysis" – SIP		Χ
MODULE 4 – School-based Research		Χ
MODULE 5 – "School-BASED ASSESSMENT – An Item and Error	Х	

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analysis"		
MODULE 6 – "School Monitoring & Evaluation"	Х	
MODULE 7 – "School Orientation & Induction, Coaching & Mentoring"	Х	
MODULE 8 –"LEARNER DISCIPLINE – A CONCEPTUAL MODEL (CIRCLE		Χ
OF COURAGE AND DQ FACTOR & CHARACTER LAB)"		
MODULE 09 – "ASSESSMENT FOR AND ASSESSMENT OF LEARNING"		Χ
MODULE 10 – "School Improvement – A Conceptual model"		Χ
MODULE 11 – "Role OF HOME vis-à-vis SCHOOL"	Х	
MODULE 12 –"Feedback to the employer"	Х	
MODULE 13 – "WHOLE SCHOOL EVALUATION – CONDUCT OF SCHOOL		Χ
SELF-EVALUATION"		

APPENDIX 3

- -TWO APPROACHES TO SCHOOL IMPROVEMENT
 - (1) HOLISTIC APPROACH FUNCTION & CONTEXT
 Role & Function/Behaviour/Hard/Soft/Medium-Long term
 - (2) FOCUSSED APPROACH FUNCTION
 Role & Function/Hard/Short-Medium term
 Performance in the work place
- -Research has shown that school leadership in poorer communities makes the difference
- -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



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collective but rather operate as Dr Gallie puts it, as subject managers and administrators, NOT CURRICULUM MANAGERS

-PAM – shortcoming – highlight role and function of individual members, not the collective

APPENDIX 4

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



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APPENDIX 5

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

Ashra, 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

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Selvin John Daniels

DIRECTOR

DATED: 30 AUGUST 2016