

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 concept quotation 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.

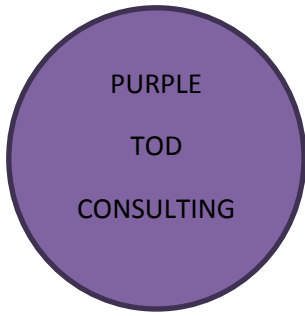
The costs per module (one week) is all inclusive – R2250.00. This will include;

- 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. Practical Coaching of School Management Team (SMT) as Collective Instructional 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

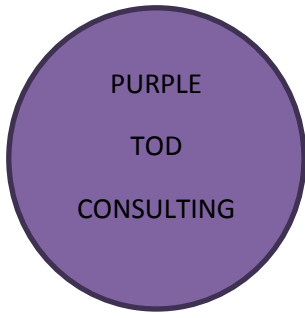
APPENDIX 1

Nine Focus Areas of WSE

BASIC FUNCTIONALITY	LEADERSHIP,	GOVERNANCE AND	QUALITY OF
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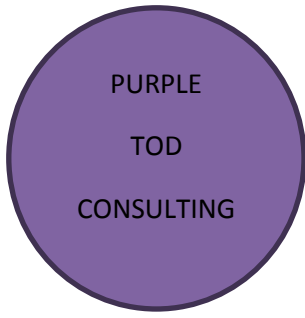


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<p>OF THE SCHOOL [ORGANISATION] Purpose: To evaluate whether the school can function efficiently and effectively and realize its educational and social goals</p> <p>Sources of data: School policies and procedures Staff duty lists Timetables Responses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

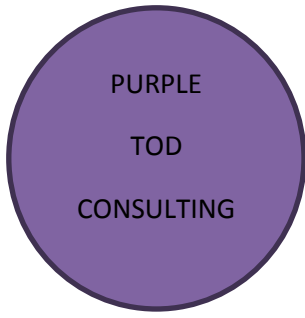


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<p>EDUCATORS AND LEARNERS] Purpose: To evaluate the quality of the curriculum and how closely it matches the teaching and learning needs in relation to local or national requirements, including how extra- and co-curriculum enhances the curriculum</p> <p>Sources of data: School curriculum plan School year-plan School improvement/development plans Learner and educator portfolios Subject/LA meetings Interviews and questionnaires Participation in competitions Extra-curricular activities</p>	<p>To evaluate the knowledge, skills, attitudes and values that learners have acquired</p> <p>Sources of data: Learner workbooks Learner profiles Learner portfolios School examination results – internal and external Learner assessment records and tasks Display of learners work Participation in competitions Extra-curricular activities School extra-curricular policy Excursions</p>	<p>[ORGANISATION] Purpose: 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</p> <p>Sources of data: School policies and procedures HIV/AIDS policy Codes of conduct for staff and learners Records of sanctions and rewards Records of incidents Supervision of learners Records of accidents Vandalism and burglary records School security system</p>	<p>Purpose: To evaluate to what extent the school has sufficient and appropriate staff, resources and accommodation</p> <p>Sources of data: School staffing establishments – educator and support staff Experience and training of staff The school budget Norms and Standards funding and policies Inventories/Stock registers Other registers Maintenance policy Observation of building and grounds Procurement policy Maintenance policy – all resources</p>
<p>PARENTS AND COMMUNITY [PARENTS] Purpose: To evaluate the extent to which the school</p>			



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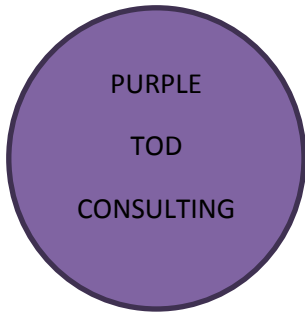
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<p>encourages parental and community involvement in the education of the learners and how it makes use of their contribution to support learners’ progress</p> <p>Sources of data: Discussion and parent questionnaire Reports to parents Discussion with stakeholders Visitation policy Parent meetings Registers Notices Newsletters</p>			
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APPENDIX 2

MODULES

MODULES	1 Mandatory	2 Elective
MODULE 1a – “SETTING THE STAGE”	X	
MODULE 1b – “THEORY”	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	X	



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analysis”		
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

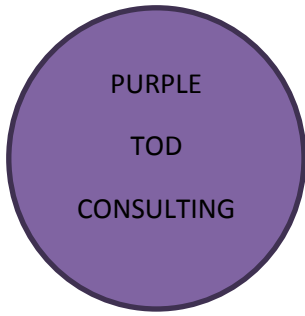
APPENDIX 3

-TWO APPROACHES TO SCHOOL IMPROVEMENT

- (1) HOLISTIC APPROACH – FUNCTION & CONTEXT
 Role & Function/Behaviour/Hard/Soft/Medium-Long term
- (2) FOCUSED 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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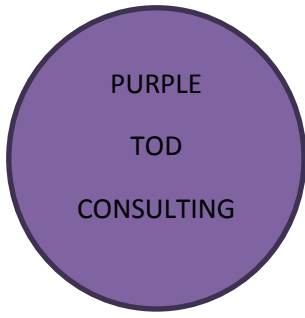
collective but rather operate as Dr Gallie puts it, as subject managers and administrators, NOT CURRICULUM MANAGERS

-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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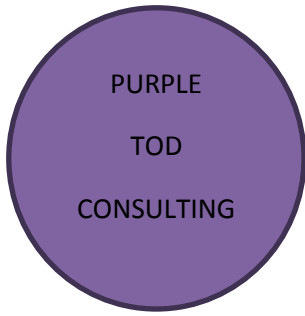
APPENDIX 5

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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A handwritten signature in black ink, appearing to read "Selvin John Daniels". The signature is fluid and cursive, with a large loop at the end.

Selvin John Daniels

DIRECTOR

DATED: 30 AUGUST 2016