

STRATEGIST IN PROFESSIONAL EDUCATION SERVICES

*Management, Leadership & Governance
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School Improvement*

“Empowerment, Innovation, Excellence!”

“GETTING PRINCIPALSHIP RIGHT”

ONGOING PROFESSIONAL DEVELOPMENT FOR SCHOOL PRINCIPALS

INTRODUCTION

Approach – context/performance-deficit/hard-soft

There are many approaches to professional development (PD). The one approach is to mainly focus on the context whilst the other focuses on personal development. The focus on personal development does not deny the importance of context. Personal development may focus on a combination of hard (competence) and soft skills, values and attitudes. The focus of “Getting Principals Right” is;

1. Personal development
2. Combination of hard & soft skills
3. Coaching as the preferred strategy for improvement
4. Personal sphere of influence
5. Improvement of job performance

South African (domestic) research over the past two decades has shown;

1. The school leadership is the most important factor in making the difference in school improvement and learner attainment
2. Systemically the District Office has failed schools
3. Instructional collective leadership
4. The context is important – mitigation and compensation is the best approach
5. Improvement comes from within – support must come from outside
6. Initial training of teachers needs improvement
7. Orientation and induction has been extremely neglected
8. The home is most important in the success of learners
9. Pastoral care consumes significant time
10. Competency standards should follow a broad framework of industry standards
11. Professionalism (how teachers view themselves) and professionalization (how others view teachers) needs attention.

Research

Prof Jonathan Jansen provided 10 ways to improve the South African education system in a Facebook post titled: **Ten things I would do first if I were your Minister of Schools**



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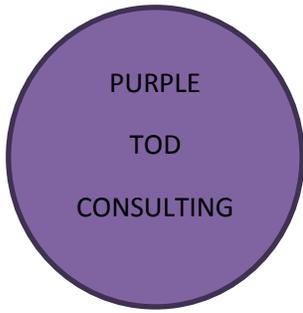
1. Stop the circus: no more announcement of matric results. I would instead announce the results of our investment in pre-school education programmes – how well prepared are our pre-schoolers for formal education?
2. Fire all the deployed officials in provinces and districts. Officials welcome to re-apply on the basis of proven competence – party loyalties will be irrelevant.
3. Replace fired officials with coaches and mentors (not inspectors) for every teacher and principal who work alongside staff as colleagues. These coaches and mentors must have a track record of running successful schools or achieving high results in the subjects for which they are responsible.
4. Appoint an ombudsperson for every SGB to root out corruption in teacher and head appointments.
5. Ensure every child has a textbook in every subject within three months, or somebody loses his job.
6. Abolish the ANAs with immediate effect and assess every three years in the most vulnerable schools only.
7. Increase the salaries of teachers on one criterion only – that the children in the poorest schools show steady increases in achievement scores.
8. No teacher will be hired with less than a Master’s degree in teaching by 2018 and this status will be reflected in salary scales highly competitive with the private sector.
9. Teachers will show up in every class every day and teach. Two strikes (misses) and you’re out unless there is a certified medical certificate which can be cross-checked for dishonesty.
10. Teachers given three months off every three years to improve their professional qualifications.

Luis Crouch and Thabo Mabongoane published a statistical research paper in 2001 “No Magic Bullets, Just Tracer Bullets” asking;

1. “Are resources the key to increasing the education system's performance, as measured by, say, matriculation pass rates?
2. If one "controls," statistically, for resource availability, is the poor performance of many schools perfectly understandable?

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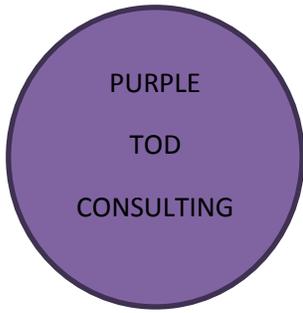
3. Or is there too much emphasis on trying to increase and redistribute resources, and too little emphasis on the wise management of those resources?
4. Or can either resources or good management really do much to improve results, given the widespread social inequalities, poverty, unemployment, community and familial problems and crime?
5. Is it right to expect that the education system, as such, will have much effect on learning, when there are such daunting social-environmental factors impacting on schools?
6. It would seem critical to begin trying to develop rigorous answers to such questions.”

The researchers – making use of statistical models – issued the follow caution;

“In spite of these problems the results are strong enough that their implications cannot be ignored—they pass the economists' inter-ocular test: they hit one right between the eyes. Yet, because it is only one study, and it has limitations, its conclusions should not have too much impact on policy until other studies, by other researchers, begin to confirm our findings, and until it is possible to include all (or, say, 95%) of schools in the study. If other studies deny our findings, then we have to go back to square one.”

Here are a summary of their findings

1. Poverty is an important factor that cannot be subsumed under the notion of "resources." Even controlling for resources, poor children, or schools in poverty-stricken areas, tend to perform much worse than others: schools in very poor areas tend to have matriculation pass scores some 20 points lower than schools in richer areas, even if one statistically makes resources "equal." It is thus wise to be increasingly modest about how much one single sector—education—can achieve until the worst aspects of poverty are dealt with via economic growth, redistribution, targeted anti-poverty programmes, and programmes aimed at increasing social capital.
2. Related to poverty but somewhat independent of it, and independent of resources, is the fact that a school's being in a township, or just being ex-DET, also appears to decrease matriculation



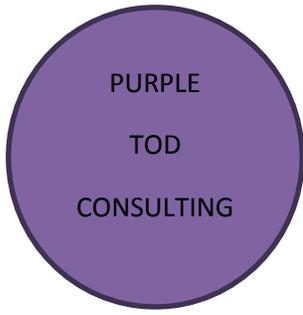
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pass rates by about 20-30 points. Again, even with more or less equal resources, and controlling for poverty, ex-DET schools appear to underperform. This suggests that managerial and culture of learning and teaching issues are of extraordinary importance: these factors seem to matter more than resources—certainly more than the "bricks and mortar" and easily quantifiable resources.

3. When it comes to resources, the learner-educator ratio seems to matter much less than the quality of the educators. The qualifications of educators (as measured by the average REQV at the school) seemed, by far, a more important factor than any ratio, or any other cost-related resource factor. An increase in the education of educators equivalent to one REQV (roughly one year) appears to be associated with an increase in pass rates of about 16 or so points. The physical conditions of the school (as assessed in the SRN) did not appear an important factor, if one accounts for all the other ones we have mentioned, though these conditions probably do play some role. Interestingly, we found little evidence that years of experience matter much, thus calling into question all the criticism of the re-deployment and rationalisation process as resulting in the loss of the most experienced teachers. Thus, the study begins to suggest that a process of vastly improved educator upgrade, support, and productivity supervision, may well be far more important than focusing on L:E ratios and quantitative equality. Other resources—such as computers and the availability of well-stocked media centres—appear of some importance. We doubt that computers and well-stocked media centres are the only important physical resources, and assume that they simply proxy the fact that kinds of resources that are strongly associated with immediate cognitive delivery (books, stationery, etc.) do matter.
4. Finally, we found that, as expected, even after taking into account all our measures of poverty, resources, and so forth, we have that some 30% of the performance of schools remains "unexplained." We take it that this refers to managerial factors. Thus the importance of an emphasis on management. South Africa has done much too little on this score so far, and what little it is doing seems half-formed. In terms of management strategy (which our policy conclusions above suggest is important), we can conclude that it is possible, even now, to develop quantitative evidence, school-by-school, on what a reasonable level of expectation for each school should be (at least in the more advanced provinces—in the others it might take a



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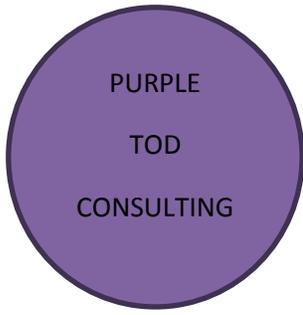
few years). This can be used in management in various ways. Schools that are performing below expectation, even after controlling for the fact that they are in a poor area or have few resources, can be targeted for managerial rather than resource assistance. These will often be schools that are not really in extremely bad shape, from the point of view of quantitative resources. Schools that are performing reasonably well managerially, given their resources, but if they are in a poor area, can be favoured in terms of resources, because these would be the schools where, since management seems to be rather good and yet the area is poor, then improved resources are likely to have a more liberating effect, and are likely to be well-used, than in schools that are well-off or poor but are badly managed. We would feel confident in making the claim that good analytical and EMIS methodology for developing these targeted management interventions, while not perfect, can be applied in South Africa right now, at least in the more developed provinces. It will, however, require the development of more analytical skills in the staff, or more staff with such skills."

MY SYNOPSIS - If your school is "underperforming" remember

- *Poverty cannot be ignored*
- *To succeed you MUST deal with broader socio-economic inequality first*
- *Township and exDET schools are more likely to underperform*
- *Teacher qualification is the most important resources*
- *Teacher experience does not account for a significant resource*
- *Teacher-pupil ratio account for less than teacher qualification*
- *Management capacity accounts for more than 30% of resources.*

HOMEWORK

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires" William A. Ward



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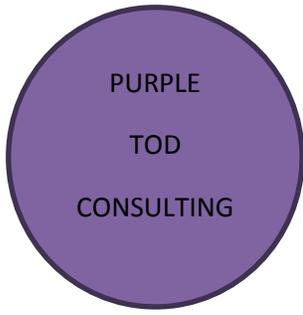
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In a survey conducted by AskKids in USA 43 percent of parents admitted to having done their kids' homework.

MG reported that “International research demonstrates that, within limits, there is a positive correlation between the amount of homework done and learner achievement. Much research supports the “10-minute rule”, the commonly accepted practice of assigning 10 minutes of homework a day for each grade level. For example, under this system, grade one learners would receive 10 minutes of homework a day, whereas grade five learners would get 50 minutes of homework, and so on. In addition, learners should devote 10 minutes to reading. Grade R learners should therefore receive no homework at all, according to this rule. Yet, many schools exceed these recommendations or do not count assigned reading in the time limit.”

What kids really think about homework? Dana Villamagna, Toca Magazine Writer asked kids what they think about homework, kids candidly shared their views;

- Rose: Third-grader gives up gymnastics because of homework stress
- In third grade, Rose, age 9, typically completed about 30 minutes of language homework every evening, in addition to computer-based work and some math practice.
- “I think they gave us a little too much,” she said.
- With newly extended school hours at her North Carolina school, Rose’s days became so stressful that she decided to give up gymnastics in order to have more time to complete homework.
- “I felt really nervous and wasn’t really thinking as much as I usually do,” she recalled.
- Rose’s mom said parents petitioned the school to reduce homework loads when the district extended the school day, but the request failed.
- I felt really nervous and wasn’t really thinking as much as I usually do.
- Izzy: “Flipped” classroom changes homework time
- Some schools are taking the “flipped” approach to homework, which means that kids watch their teacher’s lessons at home via computer in the evening and then use classroom time to ask questions, practice skills and build on what they’ve learned.



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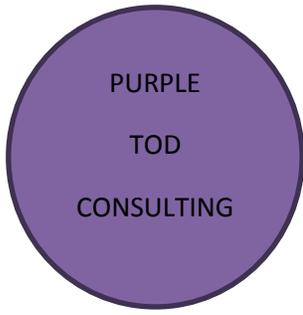
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- “(Homework time) is almost like one-on-one time with my teacher,” said Izzy, age 12, who attends a private school in New Jersey where math and science are taught via flipped classroom.
- Will: Completes homework as soon as he can to get more play time
- Whether in a flipped or traditional environment, pragmatic kids like Will, age 11, take a get-it-done approach to homework.
- “I like everything about homework,” says Will, who is entering sixth grade in a Texas public school. Will said his fifth-grade teacher only required students to take home work that they didn’t complete during school, which helped him to stay on task. While he often finished his work at school and then had no homework, Will completed any homework as soon as he got home so that he was free to play.
- I like everything about homework.
- Stella: Sixth-grader tries to support struggling classmates
- Yet even kids who mind homework don’t know that today’s typical workload doesn’t suit many students’ personal learning style or after-school schedule. As a sixth-grader, Stella always completed her homework, but she had classmates who struggled to do so, including one homework-averse kid that she advised often.
- “I always say to him, you’re really smart. You just need to be like me and get your homework done and then you can get better grades,” she said.
- Stella’s teacher gave students a weekly homework plan that allows them to choose when to complete the homework, any time before Friday. She chose to finish it all on Monday so she could have time for her own interests the rest of the week.

Kid-style wisdom

- Indeed, most of the kids interviewed for this article spontaneously mentioned that they do homework as early and quickly as possible so they can have more time to play. Given enough time, kids will often make, create, pretend, read and invent their way into the most engaged learning.
- “Homework persists in part because of adults’ distrust of children and how they’ll spend their time if given a choice,” said Kohn.



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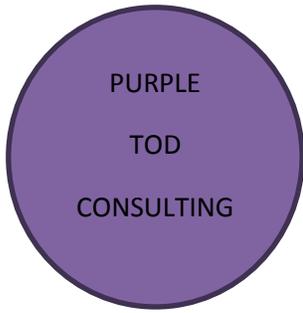
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- The NEA suggests that schools include parents, teachers and kids when setting a school’s homework policy, and practical, kid-style wisdom may be just what’s needed to change the world of homework.
- “Homework would be OK if we didn’t have so much of it,” says Stella.
- Some kids breeze through it. For others, it’s a daily struggle. Where does your kid fit in?

News24 ran a survey about homework asking parents their views.

"My Grade 1 daughter does 1.5 hours of homework a day..."

- "My son has had homework ever since he was 3 years old. We sit for about 1-2 hours at the kitchen counter trying to tackle it. After that he is so exhausted. This is creating such a negative attitude towards school for him at such a tender age."
- "It is ridiculous for a child aged 4 to have reading, maths etc every day. It is too much."
- "My child, who is in grade 1, has tonsillitis, so I insisted he stayed home from school today. He was devastated because he didn't want to miss a whole lot of class work that he would have to catch up on for homework. It's crazy."
- "My son is 5 years old. Grade R. He gets homework every single day. Its absolutely ridiculous. We are working parents who get home after 6 every day and to sit with him and do, not just homework but speeches, spelling, maths and building of projects, it’s just too much."
- "My son is at an all-boys private school. From the prep school, through to his current Grade 8 year, he has been taught to remain focused in class... He has seldom had homework, has time to take part in a variety of sports both in and out of school and has time on the weekends to enjoy life. He is an A student and loves school. My daughter is at an all-girls private school. Since Grade 3 she has received an inordinate amount of homework each day... with her spending up to 3 hours on some week days completing homework. She struggles at school, struggles to remain focused in class and is not enjoying her school day nearly half as much as my son is. Her marks are average. It doesn't make sense."



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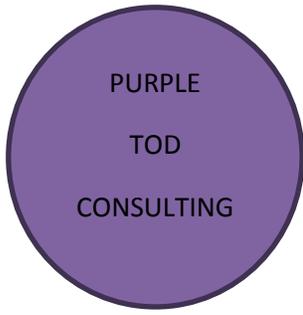
- "My daughter was in a mainstream school and homework was a nightmare, her marks were poor and it was all too much. I moved her to an Impak school with minimum homework and the change has been remarkable. From a 40% average to a 74% average."
- "The homework they give to children is too much really. My daughters are in grade 4 and grade 10 and they spend 3 to 5 hours on homework. Each teacher gives the kids about 1 hour worth of home work, so if they have 4 teachers that day, then it's really bad."

Here is a selection of other comments:

- "Life is tough. School should be tough to prepare students for life."
- "Homework teaches discipline & the ability to work on your own. The sooner the lesson is learned the easier it will be in university & when having to think for yourself in the business environment. It also teaches time management and the ability to research and not rely on being spoon fed! Homework allows to help the parent to work and understand how their child is coping whereas just getting feedback via reports from school does not give a clear indication if the child is coping."
- "Let our kids be carefree while they are little... this is their time to be free and to play as much as possible. Happy childhood makes happy adults and a better society."
- "If all they are doing is learning, playing sport, coming home to do homework, then dinner, bath and bed. Where is the fun time? Where is the time for them to reflect on what they've learnt?"
- "Kids need to be kids again. Play outside, kick ball, get a hobby!"
- "More homework equals less imagination and free thinking."
- "I am a medical doctor with two university degrees. I got this far because I had time to play as a child."
- "The entire education system needs to be reviewed. Creating such huge homework burdens for children at such young ages is unrealistic and puts them completely off learning. Isn't the purpose of school to instill a love of learning, lifelong learning in our children - rather than making learning a chore and a detested activity?"
- "[There's] Never time to have quality time with kids after school. Rush, have lunch immediately, start homework. It will be so great just to listen to their daily activities. #homeworkmustfall"

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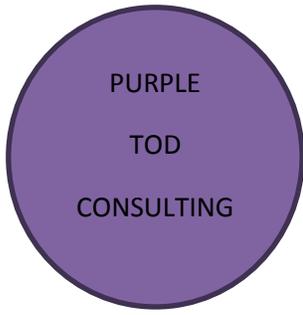


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- "As working parents, our children sometimes don't get enough sleep due to homework only being completed after 6pm and then everyone is cranky so I don't see any benefit... It also takes away from quality time with parents when we have to fight over homework instead of just relaxing together."
- "Homework makes my children miserable. It causes fighting at home and in turn a major dislike for school. I am a working parent and don't get time to just enjoy my kids during the week."
- "I come home at 8pm and my child must still be up waiting for me to do homework that lasts hours and this child is expected to wake up fresh and ready to be productive the following day?"
- "My child is I Gr 1 this year and he is swamped with homework every day. As a working mother that gets home at 5 it takes some nights till 8oclock to do homework and that's just the work he needs help with. It's too much, he is already stressed out and he is 6. They cannot be expected to do all of his workload at his age."
- "The homework given is unrealistic and many times require parent intervention. Projects are the worst because you can clearly see the child did not do the project, so what are we actually teaching our children? We are not equipping them to be leaders, risk takers, driven and goal orientated."
- "Parents who cannot help their kids with homework only assist them further into the abyss, which is why it must be done at school."
- "Some parents work till late and must still cook and do homework as well. Some of the parents went to school during Bantu education era and can't even answer the questions they come home with, if you don't have internet you are doomed."
- "Homework perpetuates the inequality between literate and illiterate families, and sets kids with parents with limited education up for failure."
- "Homework is a crutch for under-performing teachers."
- "Many teachers seem to think that forcing a child to do large amounts of homework can replace proper tuition and skills transfer inside the classroom. My wife a grade 12 math teacher rarely give homework and her pupils are stars!! We need an education revolution."
- "As a high school teacher I already struggle to complete the curriculum as prescribed by the Department of Education. There is not enough time in class to do sufficient exercises to



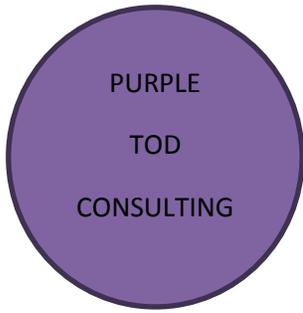
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reinforce the topic. Without homework you rush through work without enough exercises and quality time spent on the topic. Yet we are still expected to produce results."

- "Teachers also find it difficult to keep up with the quantity of work, and cannot spend too much time on the children who struggle. Children have hardly learned to read properly and counting and basic sums, but they are doing work sums, fractions, multiplication... and this is grade 1 and 2. Too much too soon."
- "Children spend 5 to 6 hours a day at primary school. If they can't learn everything they need to learn in that time, then there is something seriously wrong with the education system."
- "Finland has no homework up until end high school, and they have the highest performing pupils."
- "My daughter spends so much time doing homework completing everything because teacher said so, but when I ask her did teacher check it, she says no. The teacher is too busy and didn't have time. So then, what is the point?"
- "No parent is qualified to assist with a child's homework. Increase the hours in the school day to incorporate sporting activities and supervised study time with extra help in problem areas. The school day can end at 4pm and the child then goes home to a homework free environment without additional mental fatigue. The next school day starts with a fresh, unstressed brain that can absorb information far more readily."
- "Homework should be used to assist struggling students only and not to be imposed as a mandatory activity for all."
- "Don't scrap homework, instead reduce quantity and enhance quality."
- "Only math and science homework should be given. There is a concept behind these subjects and they are practice-makes-perfect subjects. All other subjects work well with assignments."
- "It would be much better if they would rather be given practical tasks to present in class where they will still learn discipline, become responsible and follow instructions. I believe that has the same purpose as homework."
- "I think homework should be project based. After learners have covered a section of work, they can show their overall understanding by answering a question that's related to the work



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covered. They do this in the form of a project that is for marks. And educator is able to tell how much the students understood, by how well they well they produce their work."

- "We started homeschooling in middle of 2014. We use a GDE approved curriculum. All work can easily be completed by 2 pm. Kids are happier, less stress in the house and more time for sport and other activities. Kids read a lot more and learn without being forced."
- "Education should be about preparing kids with life skills, not just academic focus."
- "I don't think doing homework adds any value that will prepare the child to enter adulthood. I can still remember all the theory I have learnt at both primary and high school. I cannot say it added value in my adult hood. I think there are other skills more vital that's adds value and enhances the preparation of adult hood. Conflict handling, learning to compromise, to communicate at various levels, how to budget, emotional intelligence is but a few. One positive thing, and probably the only great thing I have learnt from my school years is punctuality."
- "Children should spend the afternoons reading, researching, helping with chores, learning to cook, playing sport, attending music or dance classes, walking the dog, volunteering at a shelter, the list is endless. Life is an education in itself."

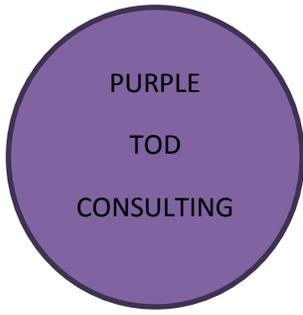
A lot has been said and can still be said about homework. Is homework a good practice? How much is enough? Why are parents stressed by the homework of their children?

My contribution is based on the (1) purpose of homework (2) the purpose of schooling. Let me deal with the latter first;

- The core purpose of schooling is to implement the national curriculum
- For this to happen the learner and teacher meets in the enterprise of learning and teaching
- Both learner and teacher is instrumental to the enterprise
- Homework has the tendency to compromise this fundamental principle and purpose of being
- A learner without homework the following day may result in truancy, unhappiness and a subsequent discipline matter – depending on how teachers deal with not having completed homework – BE AWARE OF AN OUTDATED VIEW AND ITS IMPACT ON LEARNING & TEACHING. BE INCLUSIVE!

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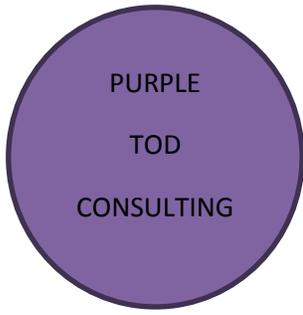
The purpose of homework is to extend the learning opportunity of learners by creating another opportunity to practice and consolidate. In most cases teachers give homework to complete the curriculum because there is not enough time in class. Another practice is to give assessment tasks with assessment instructions and the rubric to complete at home – this is the one that get parents creeping up the wall.

Let me share this story with you. A parent called in to a radio talk show about homework and explains to the audience how she sat down the whole of last night to complete her son’s project and the “nerve of the teacher” to give her a C for all her effort.

WHAT ARE TEACHERS AND OTHERS SAYING ABOUT CAPS?

It is time that we revisit CAPS (Curriculum Assessment Policy Statement) by canvassing what teachers are saying about CAPS;

- Maskew Miller Longman in their newspaper (Classroom Solutions) stated that CAPS is not a new curriculum, but rather “a revisions of NCS”
- “With CAPS each teacher in every subject should know what to teach, when to teach it, and how to do assessments,” says Prof Shalem at Wits
- Shalem adds, “This curriculum review has the aim of lessening the administrative load on teachers and ensuring that there is clear guidance and consistency for teachers when teaching.”
- The M&G reported that “Teachers will not be able to implement Caps, the new curriculum, in two provinces due to a lack of training.”
- Carol Bertram of the University of KwaZulu-Natal's school of education has echoed the concern, saying she is not confident the Caps training workshops will have any effect on the quality of learning in classrooms. "What many teachers need is to build deep disciplinary knowledge and knowledge of how to effectively teach their particular subject to the particular learners in their class, Once-off workshops seldom lead to deep teacher learning and transformed professional practice."



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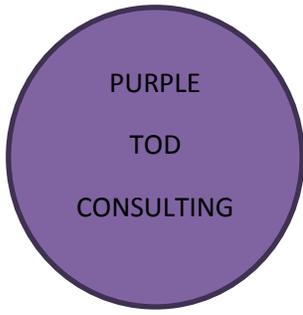
- IOL reported that in Durban some education stakeholders have raised concerns about the CAPS. “They say Caps (Curriculum and Assessment Policy Statement) - heralded as the best curriculum in the new South Africa - is too time-focused and does not allow teachers enough time to do remedial work with pupils, as the curriculum is strict on how and when sections should be taught.
- “If children struggle with concepts, teachers have to move ahead, there is no time to slow down and enable students to grasp the work,” said the KZN Parents Association’s South Durban chairman, Vee Gani. “The solution is that teachers have to work with the children outside of class, but that becomes difficult because there are transport issues and the teacher may have commitments.”
- Teachers are worried about the consolidation of concepts and content – they say that pacing is far too prescriptive
- The initial demand for a less administrative load has not been realized by CAPS
- CAPS is asking too much, and not enough time for reinforcement
- CAPS curriculum is demanding too much – learners are finding it stressful
- A teacher was saying that because of the demand of CAPS she no longer has time for enrichment in her classroom.

This newsletter is dedicated to the voices of novice teachers seeking professional identity. In a recent research Derwin Daniels (2015) interviewed novice teachers. His research is part of an academic accomplishment towards a formal postgraduate degree. Let’s listen to what novice teachers had to say.

- *“Can’t stick to your time, you can’t give your all onto teaching, there’s admin things.” “I love the teaching, I don’t enjoy the admin.”*
- *“I expected to teach but it’s like we not actually teaching, you almost never teach, all you do is preparing these poor children to be able to pass the assessments, not empowering them.”*
- *“When I was a student, my mind-set was the teacher is there to educate but in practice it’s not just about educating. Because you dealing with people, you’re dealing with many different dynamics. In a class of 36, that’s 36 individuals with their own thinking that you need to negotiate just so that you can get to the point of teaching.”*

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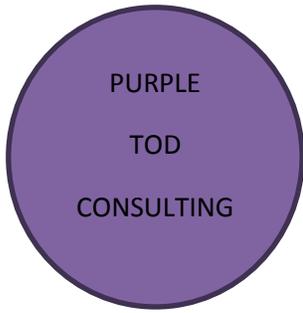
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- *“My biggest problem was classroom management.” “I think it’s a bit naïve of me to think the children want to learn, some of them don’t, they don’t want to put in the effort.”*
- *“Last year I had a good year, this year I’m faced with a whole different story. I didn’t know I would get a different type of child, it’s not what I expected it to be.”*
- *“Unexpected, I think is the behaviour of the children, they can push you and you have to hold yourself back. You have to put your beliefs and anger one side, keep your composure, that’s a struggle you have to endure every day.”*
- *“Teaching is an over-time job, I have to find the balance between my family and the teaching.”*
- *“You have to lead by example, I did not know that whatever I do will be imitated by children in my class.” “I found I need to change the way I do things, change the way I walk, change the way I address people.”*
- *“It’s not that it’s there but it’s like they bring it out of you because of their behaviour.” “It takes a lot out of you.”*
- *“Parents tend to be difficult, parent’s involvement is not up to scratch, we deal with a different breed of parents.”*
- *“You can’t blame them, shame, some of them come home late.”*

Selvin Daniels

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 rationale is based on a research paper by Francine de Clercq from the School of Education, University of the Witwatersrand (FEB 2015) making a critical examination of WSE states that;

- a. *“Based on their research of 24 schools, they concluded that external accountability does not assist most schools to improve, except those with strong, internal organisational capacity”*
- b. *“Also staff in most black schools is overburdened by the demands of the new curriculum and assessment policies, while senior management is faced with the implementation of these policies, in addition to additional financial and managerial responsibilities. In these circumstances, it is an extra challenge for staff and management to develop the rigorous evaluation expertise which would enable them to reflect genuinely on the school and its staff, and use the evaluation and appraisal opportunities of IQMS to strengthen their SIP”*



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- c. “The experience of school development planning, required by the South African Schools Act (SASA,1996), has already shown that many struggling schools lack the knowledge and capacity to reflect and plan for the development of their schools (CEPD, 2002). Many schools struggle to conduct a SWOT analysis effectively, and draw up a genuine school development planning process. These processes are often followed only in token compliance with government policy (Xaba, 2006)”
- d. “Only this kind of school-specific evaluation can lay the basis for improvement but, more importantly, only this approach can develop stronger internal accountability”
- e. “The fact that issues of instructional leadership, leadership strategies and school culture do not appear (WSE policy) is rather puzzling”

De Clerq continues to make the following arguments;

“The adoption of an appropriate model of school monitoring for improvement requires two steps: The first step requires methodical quantitative and qualitative evidence on the performance of different levels of the schooling system”

“Quantifiable comparable data is necessary, but it is limited in identifying the sources and reasons` for problem areas in the system; therefore, in-depth qualitative data is also necessary for understanding the multi-layered and interrelated sources and causes of problem areas. Further, quantitative and qualitative evidence for the monitoring process can also be supplemented by documentation, observation of practice, and gathering stakeholders' views”

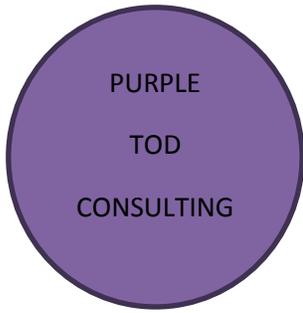
“Based on this rigorous understanding of the nature of the schooling system, the second step in devising a model of school improvement consists of developing a 'theory of action' for improvement (Fullan, 2003)”

“In 2001, it introduced its Whole-School Evaluation (WSE) policy (DoE, 2001) to monitor the schooling system”

“Although most monitoring systems have been promoted as a method of school improvement, teachers in schools have tended to resent and oppose what they see as a system of inspection or supervision on the grounds that it is mere rhetoric to mask the national department's need to control the quality of schooling”

“All national school evaluation systems are based' on a change model which combines pressure on and support of schools. In the case of WSE, the DoE presents this school evaluation system as a rational and professional exercise which will improve schools and benefit all school stakeholders”

“The 2001 WSE strategy combines a form of internal and external evaluation to find out how schools are performing. The evaluation processes stipulates that schools need to account for their performance by



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evaluating themselves annually, on the basis of nationally agreed evaluation criteria. This school self-evaluation leads to a school improvement plan (SIP), submitted to education District Offices which, in turn, develop their own District Improvement Plan (DIP), to incorporate the SIPs of their schools. Schools also submit their self-evaluation and SIP documents, together with other relevant school information, to the provincial office in charge of WSE, which then use it when its WSE team visits schools on a three-to-five year cycle”

“The internal school evaluation is based on the understanding that schools themselves are best placed to reflect on the quality of the work they do, to decide on the evidence needed to make judgements on the activities and performance of the school, and to identify areas and strategies for improvement. While McBeath (1999) argued that school self-evaluation is key in producing ownership over the way forward, it can be insufficient on its own because schools can become complacent in their zones of comfort, and play down their more difficult challenges. For this reason, external evaluators are often brought in to verify the school's self-evaluation and write their own evaluation report with recommendations. Such a step is supposed to help schools in the identification of their priorities and development plans”

“WSE system stipulates a separate sequential internal and external evaluation, in the belief that the external evaluation/inspection will strengthen and enrich the internal one”

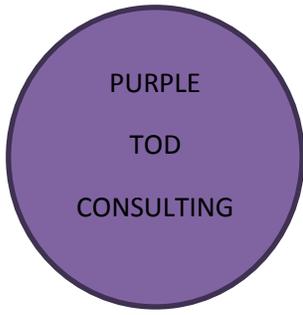
“Another problematic assumption of the WSE system is that evaluators have or will develop the expertise and professionalism necessary to undertake effectively the internal or external evaluation. Yet this is questionable, especially in South Africa”

“Apart from external and internal accountability mentioned above, there are different kinds of school accountabilities”

“The literature on accountability points to internal school accountability as one of the most effective accountabilities to develop in schools, but it is often difficult to achieve”

“By asking schools to do their own self-evaluation, the South African WSE policy aims to promote a form of internal accountability. Under the coordination of the school management WSE aims to lead to an agreed way forward, in the form of the SIP which is owned and implemented by the school. The WSE policy also specifies that external accountability (in the form of external evaluators or supervisors) verifies all schools' internal evaluation every three-to-five years”

“Lessons from school reform and school improvement literature suggest that both outside-in interventions and inside-out strategies which are tailored to the school context are needed (Hopkins & Levine, 2000; Muller & Roberts, 2000). The exact focus of school improvement interventions is also important. Whether at the level of school input, organizational, cultural and environment variables, the interventions should impact on the teaching and learning process and on improve learners'



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achievements (Hopkins & McGilchrist, 1998). The school support literature suggests that generic school support is no longer as significant as previously considered”

Newsletter Selvin John Daniels www.purpletod.co.za

At the heart of our quest for high school performance is the psyche of the poor which represents more than 75% of our school population in South Africa. This is a summary of an article I wrote in 2008.

As a defense mechanism amongst the poor you have the separation of heart and mind. This is inevitable in a psyche that on a daily and continued basis have to deal with survival and “lower order matters” (basic needs) such as finding food, a roof, social and emotional security. Such a psyche does not have the luxury of time to develop “higher order matters” of love, emotion, care, the importance of the group, regard, respect and honesty. To a mind in survival mode these higher order luxury is crowded out for self-preservation and survival. This is a necessary defense mechanism. To repair this separation between heart and mind is a very long journey.

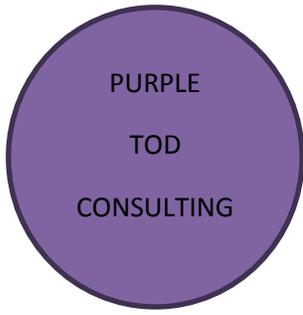
I have stated repeatedly that our schooling system and in particular the curriculum, present and past has been and is inappropriate. The many assumptions made or implied by our new curriculum is a reality not in congruence with the reality in Manenberg, Heideveld, Vanguard, Surrey and Hanover Park ... this reality militates against these assumption making the curriculum inappropriate.

When I close my eyes and dream of an appropriate schooling system I see; A school which start at eight (8h00) in the morning, The learners first get fed, They (the learners and their teacher) celebrate life and happiness by singing, hugging and sharing mutual love and respect, The learners then pledge solidarity and patriotism to each other, their school and their society, The learning and teaching continues with formal curriculum delivery by nine (9h00) until two (14h00), Before they depart for home the teachers capture the imagination of our learners with stories (many-many stories).

I hope some of you share some of my dreams.

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“I met an alien from planet X who travelled to earth from billions of kilometers away and ask the question to this wise person, “What can we do to heal ourselves and planet earth?” I was not prepared for the simplicity of this wise answer, ***“have you tried hugging each other more and sing more!”***”

The purpose of schooling is simply “to capture the imagination of learners”, teach them to read and write, science and mathematics, astonish their minds, make them love and thirst for knowledge, show them the limitation of their potential, ***the world, the moon, the stars, other worlds....***play with it, nurture it and also demonstrate its potential for mutual love, respect and caring.

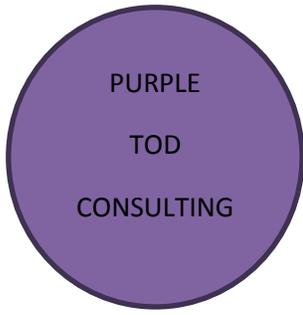
COMPETENCY-BASED ASSESSMENT (CBA) IN THE WORKPLACE www.purpletod.co.za

Competency Based Assessment (CBA) for the appointment of school principals, deputy-principals and Heads of Department. In Gauteng and the Western Cape Provincial Departments have encouraged School Governing Bodies (SGB) to request CBA from their respective Provincial Education Department (PED) for the nomination of school principals. This test has been in use for the appointment of school principals and may soon be extended to Deputies and Heads of Department. Department of Basic Education (DBE) in collaboration with the nine provinces will soon promulgate regulation - as statutory requirements for all school principal appointments - to ensure (1) contractual performance management and (2) CBA. Currently the law gives SGB - in collaboration with teacher union stakeholders - the responsibility to nominate suitable candidates for the posts whilst provincial department must ratify these nominations.

DBE will have to amend the statute to further regulate signed performance contract and CBA. By law these amendments and regulations must be negotiated with the teacher unions because it impacts on the conditions of service of teachers. In the absence of this regal mandate SGBs must ensure that they consult teacher unions before requesting the provincial education departments to perform CBAs – this must be done in the form of a proposal submitted and fully motivated by the SGB at the first planning meeting to prepare for the interview – before the envelope of applicants is opened. Parties should listen to the various views at this meeting and communicate the minutes of the meeting to the provincial education department. The proposal considered by the provincial education department must include a

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rationale from the SGB, views of the various stakeholders, application and weight of the outcome of the test towards the final scoring and suitability of the list of nominees.

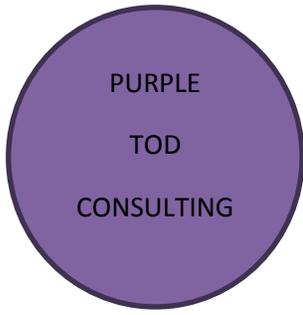
It is my contention that the DBE must consider all direct and indirect variables within direct and indirect influence of the appointed school principal. The relationship of the interplay of this set of very complicated variables needs to be determined ahead of signing the performance contract. Another matter for consideration is the fact that a contract is precisely that – both parties have duties and obligations; it is negotiated and finally agreed to by consensus of give-and-take. Will school principals have the opportunity to negotiate such a contract with legal support (or para-legal) prior to signature?

In 2002 T.E. POTGIETER and R.P. VAN DERMERWE of the Department of Industrial and Organisational Psychology at the University of Port Elizabeth did a research on CBA in the workplace. The “paper explores assessment in the workplace with a specific focus on using a competency-based approach. A normative process model for developing a competency-based assessment battery is also presented. The model is derived from practical experience and research in the development of competency-based assessment batteries and is rooted in a person-based approach.”

Here are some extracts!

“Competence - A review of the related literature reveals that ideas and thinking surrounding the notion of competence is far from uniform and that the term has different meanings in different contexts. This problem is exacerbated by the fact that competence is essentially an abstract concept that can only be defined and measured through behaviour or performance.”

“Competency-based assessment and traditional norm-referenced psychometric assessment are sharply contrasted in their methods of evaluation of results (Hager & Gonczi, 1994). The difference is that competency-based assessment assesses the performance of an individual against a pre-determined standard, while norm referenced assessment compares the performance of an individual against the performance of a selected group.”



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“According to Hager & Gonczi (1994), competency-based assessment must be seen as a process, rather than a single test or measure and the main approach of data gathering should be by means of systematic observation, using direct methods, rather than only paper-and-pencil tests. This integrated approach means that in most cases the assessment will include psychological constructs, (e.g. decision making, coping with stress and interpersonal skills) and for this reason the assessment remains within the ambit of the definition of a “psychological act” with all of its legal requirements and associated codes of professional and ethical conduct.”

Newsletter www.purpletod.co.za Prof John Volmink – **“Teaching is more than just a craft, it is not only about skills but also judgment”**

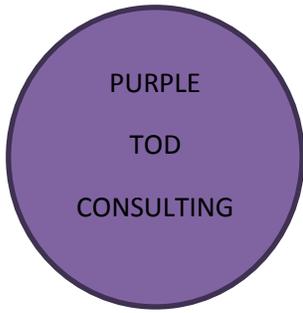
The link to Nic Spaull’s blog makes for very interesting reading. I encourage teacher and school managers to visit the blog regularly, I do. Recently came across this article ***“What makes a school really great? Those first impressions that count” - Dr Gabi Wills.***

Curriculum coverage? Teacher motivation? Print-rich environments? Learning goals and targets? These are a few of the things that I see as important as I have looked through mounds of literature on what makes an effective school. Together with a team of education experts we are preparing to engage in research in schools in South Africa in township and rural areas that exceed despite the odds. In preparation we are having to think hard and fast about questionnaires to capture what it is that separates these schools from the rest. Most of the time this can be a surprisingly difficult task. In post-Apartheid South Africa there have been numerous studies on schools where data is captured on indicators of school functionality. Using our fanciest modeling, we then try and see which of the many indicators of observed factors explain why certain schools do better than others. But most of the time we simply can’t explain the variation in learner performance that we observe across schools, particularly in the majority of poorer schools in the system. I am however starting to wonder if we simply have not measured effectively the things that really count.

As academics we tend to limit ourselves to our peer-reviewed readings, to our computer screens and the occasional conference. But we miss too many opportunities for the ‘aha’ moment when it all comes

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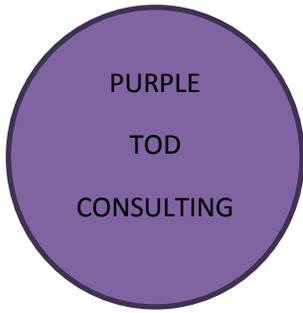
together. Increased burdens of work limit time to experiment and explore. Well at least for me. After feeling unusually disimpassioned and just wearied by just too much information, today I did something different but obvious. Rather than running off to the office and opening my computer, I started my day in the reception of a great preparatory school in Durban. I sat and observed. I started reading the display books on the reception table, observed the honour boards proudly displayed, watched teachers coming in and out and hearing in the background the sound of children vocalising their prose for the next drama production. After 60 minutes of this, and particularly reading an inspiring 2010 prize-giving speech of the headmaster in one of the coffee table books, things were becoming clearer. ***Before I even got to the classroom, I realised that great schools do this:***

They celebrate their history – no matter how small or great. Equally they dream about the future. As read in one of the headmasters prize-giving speeches (also documented) there is “a deep affectionate respect for folk who have gone before”. When history has not been particularly becoming, they consider how they learn from this and how obstacles were overcome.

They celebrate excellence. Even the smallest achievement of present and past students is meticulously documented and preserved that all who visit can see. The annual prize-giving is a revered and celebrated event. Photographs of awards and those awarded take centre stage.

But you are probably wondering why these two features (past history, past achievement) matters for the now? The importance of this extends beyond school pride, it legitimises the worth of the institution beyond one individual. Great people create great institutions with a reason for existence beyond their founders. Moving on, great schools....

Are intentional about cultivating school pride. In just this reception area, school pride emanates from every intentionally displayed item on the walls, in the greeting of the security guard to the glow from the weekly polished floors. School logos, obviously displayed school songs and mottos are evident. Children don’t just come here to learn. They find a sense of a belonging in an organisation with its own unique character which parents have strategically worked at crafting with the school staff over decades.



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They treat discipline and manners among children as non-negotiable inputs and outputs of the schooling process. I was greeted with respect by even the littlest grade Rs who politely stood aside and smiled as they did. Where the banter of naughty children is heard, the voice of disciplinary teacher towers louder. It’s clear who is in control.

These are just four observations before I have even spoken to a single person. Moving on to meeting two principals in the school...

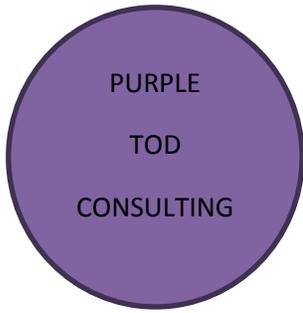
Respect for teachers, visitors, cleaning staff and the security guard is evident from leaders in this institution. Despite the hassle I present, I am given a tour of classrooms, cupboards, facilities and libraries as two principals enthusiastically express why and how they do things around here. The cleaner is introduced as a fellow colleague.

Leaders have intentionally hired the right people (of course in this case they have the privileged control over hiring with lots of SGB paid teachers they can afford). The principal talks about each teacher as a “leader”, “striving relentlessly”, “passionate” and “dedicated.”

The economist in me can’t help but ask a few monetary related questions and it’s obvious that there are well-proven financial structures in place. This school doesn’t miss a beat when it comes to the financial operations it requires to keep this ship moving. This is where parents with financial skills come in and are drawn upon for their expertise. The principals I speak to are exactly aware of how much this ship requires, where it requires resources and if anything is ever left over.

Teachers have a sense of mastery of the curriculum and are acutely aware of where it can be altered or adapted to better the learning opportunities for their students without stepping beyond CAPS learning requirements. Official workbooks are only used if a more suitable option for their students is not available (and positively at times the workbooks are often considered the best option).

After just 2 hours, I think I have got clearer what my next questionnaire needs to be about and probably saved myself two day of agonising thinking. For all our studies after just bumbling along as a regular



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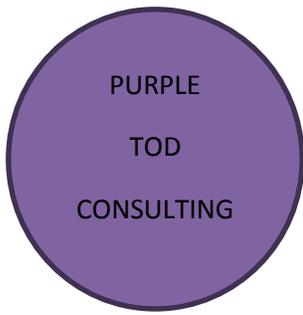
person I come that much closer to realising what matters, what separates out the average school from the great. I suspect I have just observed what every interested parent or teacher has known all along.

WHAT NEEDS TO BE DONE by Selvin John Daniels

SHARING wealth has been an elusive dream, maybe it is now time South Africans share in the poverty. The media should tell the real truth instead of systematically eroding public confidence in public education and destroying the self esteem of South African pupils and teachers. Sarah Graham-Brown reported in 1991 that formally educating the poor, the most vulnerable and the marginalised, had created new aspirations and demands. The poor are led to believe it offers hope of social mobility with the tension between the ideal of education and creating a meritocratic society with limited job opportunities. She argues that the poor are least likely to gain full access to an appropriate education of high quality. Governor of the Reserve Bank Gill Marcus views a lack of education as the greatest exclusion there can be and called for initiatives that supported youth education: “We need many more of initiatives so that the ugly shadow of our apartheid history is eliminated from the lives and opportunities of our children.” In the poor communities I visited, the school is the centre of learning and teaching. Teachers are teaching, pupils are learning and managers are managing. They give the best they have and more – under the most trying of circumstances. The government is feeding pupils, providing ever increasing access to preschools, pupils can read and write, nearly all teachers have been trained in curriculum and assessment policy statements and pupils have been provided with the department of basic education workbooks. The progressive teachers union is cooperative and adding value. The occupation of schools is the implementation of the national curriculum and the classroom at the centre of the schooling endeavour. Schools as organisations are very similar yet each one is unique. A lot of research has gone into school improvement and we know what it takes to be a good school. School improvement reminds me of baking a cake. We have the recipe with all the ingredients but the oven must be prepared, ingredients differ in quantities, the sequence of adding ingredients are specific and then you wait for your product. Setting the appropriate standards for all pupils in South African schools, Paul Barton asks the following questions; how should the country get started? How can it create an entity that sets standards and gains widespread acceptance? Since 1994, government in collaboration with civil society role players and stakeholders has agreed on many standards across the schooling system. Setting standards for schools is a method used to define levels of achievement or proficiency. But redefining standards and reaching consensus are more easily envisioned than accomplished. In order to set an acceptable standard, the participants should also resolve varied ideas about performance standards and determine which performance proficiencies are appropriate in core subjects at different developmental levels. Carol Paton in Ten Ways to Fix School, made comment on a national longitudinal research study on school effectiveness over three consecutive years, from 2007 to 2009, while in Grades 3-5. The objective of the study was to learn, in great detail, what takes place or doesn't in the classroom and what shapes a child's ability to perform. Issues listed for fixing schools are; literacy, numeracy, poverty, home environment, school management, written work, language, writing, the curriculum and lack of teacher knowledge. Paton's article highlighted the classroom, the centre of learning and teaching.

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So what needs to be done? Pastoral duty is not acknowledged in the input-output model yet in poor schools it takes up to 35% of learning and teaching time and impacts on the performance of pupils and teachers. This should be systemically recognised. • Teachers and managers should master the art of school-based research. Collecting and analysing school data into information and knowledge is critical for learner performance and organisational development. • Instructional leadership should be the focus. School managers should spend most of their time to directly monitor the implementation of the school curriculum; planning, teaching, learning and reading. School monitoring and evaluation systems should be strengthened. • School language of learning and teaching (Lolt) policy should be reviewed with required sensitivity and due consideration for best practice and practicality. • At a systemic level, accountability should be strengthened at district level and curriculum support should be further enhanced. Selvin John Daniels is an educationist and former trade unionist

Professionalism in South African education: the challenges of developing teacher professional knowledge, practice, identity and voice Francine de Clercq

Abstract

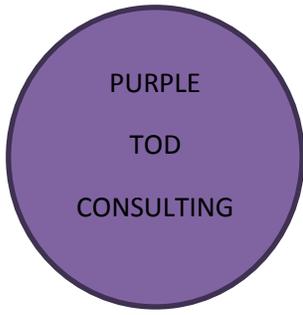
To change and improve teacher knowledge, practice, behaviour and mindset remains a difficult challenge in South African school education. This article investigates how macro and meso influences beyond the level of the school have shaped teacher professionalization and professionalism as both are outcomes of complex contradictory forces and factors. The post-1994 period has seen education departments and teacher unions dominate and shape the construction of teacher professionalisation and professionalism. As a result, serious problems continue to exist in the level and quality of teachers' work and attitudes. This article argues that a crucial space exists in which a positive impact can be made by independent professional associations to improve teacher knowledge, practice, identity formation and mindset. These associations have great potential for working collaboratively with and for teachers to strengthen the voice of the profession and make professional inputs in the teacher-related policy-making process.

Conclusion

Teacher professionalism needs strengthening as a matter of priority. This has to be achieved partly through the development of teacher professional knowledge and competences, but also through subjective constitutive processes which improve teacher professional identity, mindset, behavior and values. The enhancement of teacher professionalism cannot be done through collective bargaining negotiations between education departments and unions, or through narrowly-conceptualised TD programs. The challenge for SACE is to develop a visionary leadership committed to promote and work with independent professional associations, in order to oversee the identity, as well as responsibility for better quality schooling for all.

Teacher quality, appraisal and development: The flaws in the IQMS by FRANCINE DE CLERCQ

FRANCINE DE CLERCQ is presently head of the Division of Education Leadership and Policy Studies (ELPS) in the School of Education, University of the Witwatersrand. She teaches, researches and publishes in



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the area of education policy, district and school change, teacher accountability and support. She also does some consultancy for the national and Gauteng Departments of Education.

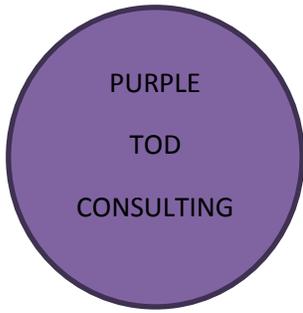
Abstract

This article addresses the issue of how to monitor and develop the quality of teaching in schools by identifying the international lessons of teacher appraisal, monitoring and support systems and by interrogating the recently introduced South African Integrated Quality Management System (IQMS). The aim is to show why teacher monitoring and appraisal systems work differently, depending on their purposes, forms and conceptual framework about how they contribute to teacher development.

The article argues that the educator component of the IQMS makes problematic assumptions about educator quality and improvement in South African schools. It is not aligned with the status and work of most educators, and over-estimates the implementation readiness of the majority of schools as well as the appraisal and support capacity of senior school and district management. The challenge is to make educators behave and be treated as professionals, as well as to manage the inevitable tensions of appraisal systems. It concludes that a systemic approach to teacher monitoring and development is not sufficient because it also requires changes in the beliefs and attitudes of educators and appraisers alike. A more realistic system of educator appraisal is needed. Education departments should fund and implement a professional development plan, which involves educators and is supported by a high quality professional development staff.

Conclusion: Another way?

This article has argued that although the lessons from teacher appraisal, monitoring and support worldwide are valuable, no teacher appraisal system can be borrowed and transplanted verbatim into another context. This is because countries differ in their school system, in the extent to which teachers view themselves as professionals, whether they work in a collegial school culture, and whether school-based collective sharing and data-based reflection on learners' results and teaching practices is productive. Above all, a teacher appraisal system should be based on valid/realistic assumptions about the specific teaching realities and the available professional appraisal and support capacity in the system. It should engage with the way teachers and departmental officials perceive teachers' work and responsibilities and strive towards reaching some basic consensus. Too often policy analyses and departmental policy reviews recommend building system and school capacity, but omit to examine whether the policy, – or in this case, the IQMS – needs to be changed so that it reflects the local context, where educators and schools are at, and how they need to change and improve. The Minister of Education has recently hinted at the need to establish a National Education Evaluation Assessment Unit with well trained national or provincial officials who will moderate the IQMS findings. It is argued here that such tweaking with the present system will not address the core problems of the IQMS. A more realistic educator appraisal/evaluation system in South Africa is needed. I am suggesting that two separate evaluation systems are required with their own instruments: an external standardised system (which can monitor educator performance across the system) and a district-moderated school-based developmental and performance appraisal system, which relates to the national system but is contextual and is backed up by more effective appraisers and support capacity. Appraisal will have legitimacy and positive results only when adequate support resources and capacity are mobilised and



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sensibly targeted at the differentiated educators' needs. To start with, the department needs to take stock, with the use of professional evaluators, of the different work demands made on educators, especially in poorly resourced low-functioning schools, and then devise ways of meeting the needs of schools and districts to support these educators. Such support intervention should also explicitly target a change in department officials' and educators' perceptions, attitudes and beliefs about teaching to transform individualised fragmented institutional cultures into collective open collaborative cultures. This needs to be backed up with incentives and produce positive experiences about the value of educators working together. It is only then that meaningful assistance is likely to assist educators, who should then account for their changed practices. Finally, one cannot but emphasise the importance of departmental and school leadership in learning how to read and negotiate the inevitable tensions and dilemmas which arise among different school stakeholders when implementing ambitious and complex curriculum, assessment and appraisal policies.

National Development Plan (NDP)

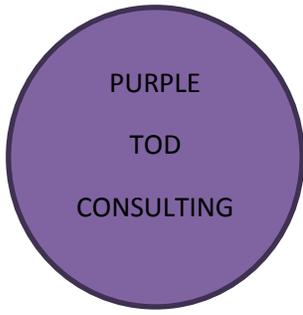
Management of the education system.

Reducing layers of bureaucracy would make more resources available to support schools and teachers. The general rule of thumb is that interventions, both supportive and corrective, need to be inversely proportional to school performance. In this way, better-performing schools can be given the freedom to get on with the job, as long as there is measurable improvement. We make specific recommendations focused on better support to schools, delivering the basic necessities for a good education and measuring the right things. We propose a campaign to improve infrastructure in poor schools, especially in rural areas.

Competence and capacity of school principals. The common feature of all well-run schools is leadership. The Department of Basic Education has recently launched a programme to measure the competencies of principals and deputy principals. This survey will also help identify weak performers, based on learner scores, and allow for appropriate support for principals and teachers. Principals should be selected purely on merit, be given greater powers over school management and be held accountable for performance.

Teacher performance. Our proposals cover training, remuneration, incentives, time on task, performance measurement, and content and pedagogical support. Professionalism and the conditions that enhance professional conduct must be rebuilt, and accountability for performance needs to be enhanced. This means that professional development, peer review, school infrastructure, the provision of learner support materials and teacher support systems need to be strengthened. Teachers, both individually and at school level, should be held accountable for learner performance, with due recognition of the learning environment.

Vuyisile Msila from UNISA did research in 2011 on “School management and their struggle for school efficiency”. The research paper presents the “viewpoints of school managers from various dysfunctional, historically black African schools. The 56 school managers from four Eastern Cape



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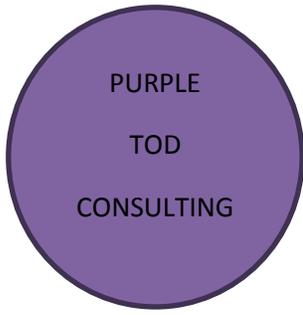
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districts addressed several questions pertaining to what is really causing the lapse of management and leadership in various “failing schools”.

The findings of this “study highlighted a common pattern of themes relating to the challenges that school principals experienced in their schools. The “majority concurred that poverty was the main challenge that seems to thwart their efforts to change schools for the better. The second important challenge that was highlighted is paradoxical: the principals cite democratic policies as sometimes “too accommodating” and at times interpreted in a “skewed manner” by the teachers in schools. According to the participants, teacher unions are in control in some schools and principals maintain that they frequently find themselves “impotent and unable to upstage the unions’ strength”. “They also contended that the confusion was sometimes created by the education district officials who did not give any direction when needed.

Here are the voices of participants during this study;

- “I do not know how many workshops I have been to where I have heard people emphasizing the pivotal role of the school’s mission and vision. I have never really sat down with my teachers to emphasise this. Now that I hear colleagues highlighting this again here – I’ll go back and see how I can use this”
- “I have tried to use the vision in my school. Teachers were very positive when I did; however, I do not see them following this vision. Maybe it is teacher apathy or maybe they did not see me living this. I share the sentiments of all who have said that it should be one of the important roles we play in our schools as leaders. Setting the vision and leading by it”
- “Our schools are mired with problems. We are easily sidetracked. You might have the vision but before you can work on it other issues surface; the poverty of learners, teacher stress, low morale and a host of others. It is difficult to work in a climate of despondency, where people are always skeptical”
- “It was “a sad reality” that even among principals, some are not sure about the mission and vision in their schools”



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- “Another summed it up well when she said: Indeed, it is high time that we do not perceive vision and mission statements as additional useless burdensome paperwork. Teachers tend to detest the administrative papers. I am guilty of that too...We need to drill this in the minds of our teams – schools with no vision are like lost ships. I know this from experience”
- “One stated that “in a poor school well-intentioned vision falls through like a pipedream”.
- “Another summed it up by stating that “unfortunately, poor parents breed poor schools”.
- “It is difficult to have any vision when you do not have all the stakeholders in school governance. Our parents are not empowered. We have many indigent single parents who hardly help in the school. I am sure there are parents who have the zeal but they are reticent to be involved in school governance because of their poor status.
- “The main difference between successful schools and unsuccessful schools is the poverty of the most important stakeholder, the parents. Poor parents and poor learners bring less to school that expect resources such as financial and material resources. Many poor parents in our schools are also never there when you need them. It is mentally draining to work with absent parents. We do not want rich parents in our schools, we will probably never have them, but something must be done to sensitize our parents”
- “Sometimes it is scary. You find yourself not sure as to what is right and what is not. The teachers are very much aware of their rights. The learners are very much aware of their rights”
- “Some participants, however, pointed out that the existence of unions is not necessarily bad. However, the manner in which members of staff use unions to “promote their personal agendas” is conspicuous.
- “I am frequently not certain as to what will be accepted or not accepted by teachers, especially union members. Last year the SGB appointed a teacher as deputy principal. However, because the appointed teacher was from a less popular union, there was pandemonium in the school. The other union wanted to push their candidate although he had lost through a democratic process. How do you lead in such circumstances?”
- “The participants also concurred that “district officials were usually aloof” and gave minimal support to the schools. The majority of the participants stated that effective district officials should be visible in schools”



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- “I started working as a teacher in the early 1970s. During those days we had inspectors; they were more visible than district officials today. In my school I normally see them on my premises maybe twice a year, apart from the matric examinations period. We cannot run schools when our immediate supervisors do not know the conditions we work under. They do not see our day-to-day challenges”
- “The participants averred that many school managers managed schools through “trial and error” and a number of them believe that there is a need for managers to be prepared for the current changes in South African education.
- “The participants also highlighted the need to induct and sustain the training of school managers and leaders”

Four important common themes emerged from the interviews:

- ***Vision and school success***
- ***The challenge of poverty and its impact on management***
- ***Democracy, teacher voice and school management***
- ***Professional development***

Policy Context

1. South African Standards for Principal-ship
2. Orientation and Induction of new teachers
3. PAM
4. In the Western Cape two new pieces of legislation provides for the introduction of a new and exciting category of school referred to as “Collaboration Schools” and “School Inspectorate”

THEORETICAL CONTEXT

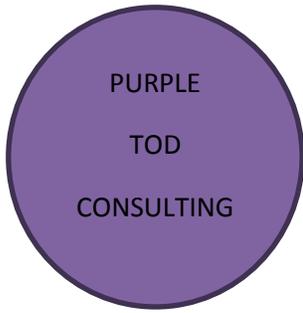
“GETTING PRINCIPALSHIP RIGHT” –

REVISION OF PRINCIPAL PROFESSIONAL LEADERSHIP DEVELOPMENT

By Vuyisile Msila, Jabulani Mtshali & Selvin John Daniels

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INTRODUCTION

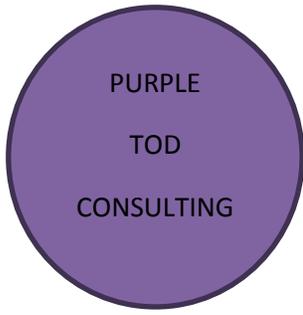
- Fenwick and Leslie (2004) contend that the modern principal is no longer merely the “principal” teacher, but also the manager of a complex organization
- Furthermore, these authors point out that principals today are expected to create a team relationship among staff members, acquire and allocate resources, promote teacher development
- The Wallace Perspective (2012) contends that there is an empirical link between school leadership and improved learner achievement
- Much of the professional development programmes for principals are introduced whilst they are in the job
- The in-service workshops might not be enough because most of them are usually once-off events
- Today’s school leaders need to learn the craft of management and leadership. Furthermore, they need to be reflective practitioners who will also improve the professional practice of their colleagues
- Moreover, there should be a shift away from the traditional model in professional development programmes. The participants in professional development programmes should be hands-on as they undergo the learning experience.
- Interactive materials and continuing workshops are necessary for lasting learning
- There are two general approaches to school improvement and development namely the big picture incorporating the social context in a holistic manner - however “complete this approach might be it has severe constraints. The second approach is to depart from the premise of improving performance notwithstanding the influence of context.
- This model embraces the latter. Professional development through mentoring and coaching aimed at improving performance.
- Strategies such as modeling, mentoring and coaching will form the foundation of the revision professional development of principals and inform enhanced conceptual understanding

THE MODEL

Stage 1 Developing an Awareness of Self	Stage 2 Strategies for Re-Education Principal	Stage 3 Analysing One’s Unique Circumstances
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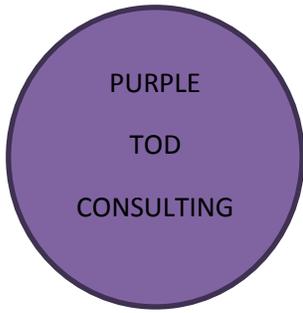
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[3months]	Leadership Development [3 months]	[3 months]
Stage 4 Establishing Oneself and Role of PD Others [3 months]	Stage 5 Application to Professional Practice [3 months]	Stage 6 Re-Visiting and Evaluating PD Goals [3 months]

STAGE	STRATEGY	ACTIVITIES	TIMEFRAME
Stage 1 Developing an Awareness of Self	Coaching & mentoring High on conceptual appreciation Theory Strengthfinder	Role & Function Management Leadership Self-Reflection “Who am I”	Term 1
Stage 2 Strategies for Re-Education Principal Leadership Development	Coaching & mentoring Vertical & horizontal analysis Theory vis-à-vis Practice	Taking Risks Chaos Theory Change Management	Term 2
Stage 3 Analysing One’s Unique Circumstances	Coaching & mentoring	Risks Management Revision of H&S School Policies Curriculum implementation	Term 3
Stage 4 Establishing Oneself and Role of PD Others	Coaching & mentoring	Organisational Development Theory (OD) People Structures Processes Communication	Term 4
Stage 5 Application to Professional Practice	Coaching & mentoring	Collective leadership Instructional leadership Modeling Coaching Mentoring	Term 5



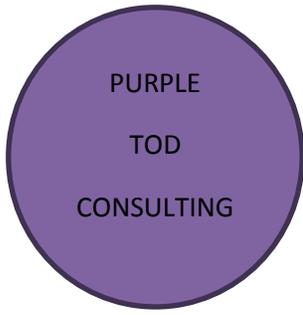
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Stage 6 Re-Visiting and Evaluating PD Goals	Coaching & mentoring	Orientation Induction Review Activities Outcomes Impact	&	Term 6
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Getting It Right	Standards	PAM
STAGE	8 Key Areas	Core Duties
DIMENSION/DOMAIN		
SKAV	DIMENSION/DOMAIN	CORE DUTY
Stage 1 Developing an Awareness of Self	Leading the Learning School; 2	Admin 2
Stage 2 Strategies for Re-Education Principal Leadership Development	Shaping the Direction and Development of the School; 2	Personnel 2
Stage 3 Analysing One’s Unique Circumstances	Managing Quality and Securing Accountability;	Teaching5
Stage 4 Establishing Oneself and Role of PD Others	Developing and Empowering Self and Others;4	Extra-Co-curricular 5
Stage 5 Application to Professional Practice	Managing the School as an Organisation;2/6	Stakeholder engagement 3
Stage 6 Re-Visiting and	Working with and for the immediate school	Communication 2



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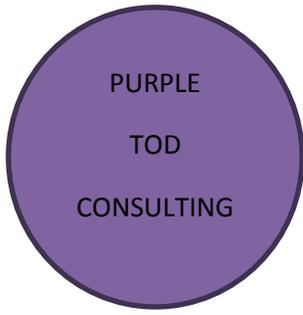
Evaluating PD Goals Reflective practice	Community as well as the broader community ³	
	Managing Human Resources (Staff) in the school; and 5	
	Management and advocacy of extra-curricular activities. ⁵	

The Purpletod Model for “Getting Principal-ship Right” is based on the following principles;

1. Adult learning approach
2. Experiential learning model
3. Peer modeling
4. Flexibility
5. Practical coaching & mentoring
6. High on research appreciation
7. High on conceptual appreciation
8. Theory and Practice
9. Portfolio of evidence
10. External programme M&E

SKILLS SET (SKAV)

- Management & Leadership – difference & overlap
- People management
- Instructional leadership
- School administrative staff
- School support staff
- Whole school evaluation
- School administration
- Communication
- Staff performance management
- Presentation & facilitation
- Project & programme management
- School development and improvement
- School policy
- School governance



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- Selection & nomination & appointment of staff
- Resources management
- Budget & finance
- Professional development
- Community
- Home vis-à-vis school
- Vulnerable children
- School safety
- Orientation & induction
- School-based assessment
- Evidence-based management
- School research & data
- Influence & concern
- Responsibility & accountability
- Important & urgent matters
- Neglect & derelict of duty
- Ultra vires – beyond scope of your powers
- Educational law & regulations
- Compulsory/Obligatory & Discretion
- Delegation of powers, responsibility, accountability
- Distributive leadership
- “A Basic school day”
- Subject allocation and distribution of workload
- The centre – the classroom
- Interests of learner & teachers

Learning Cycle

TERM 1-6 (2017-2018)

One week per term

DAY 1 – Strengthening mentors

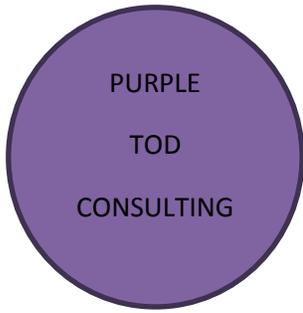
DAY 2 – Professional Learning Community

DAY 3 – Stage 1/2/3/4/5/6

DAY 4 – Stage continues

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DAY 5 – Strategic Planning for mentors

PROGRAMME – SIZE & SCOPE

1. One Education District Office
2. 50 schools
3. 50 school principals
4. 5 mentors
5. One week per term x 6 terms
6. Contact support visit by mentors – twice per term for 3-4hrs = 50 x 4hrs = 200hrs

PROGRAMME COSTS – R5-6m

1. **Facilitation Costs**
 - a. 6 terms x 5 days = 30xR50 000.00p/d =R1 500 000.00
2. **Mentoring**
 - a. 6 terms x 10 mentors x 06hrs = 180xR1000.00p/h =R 180 000.00
3. **Subsistence & Travel**
 - a. 6 terms x 10 mentors x 300km x R5p/km =R 90 000.00
4. **Accommodation & Travel**
 - a. 6 terms x 3 facilitator x R25 000.00 =R 450 000.00
5. **Management & Administration @20%**
 - a. Office Administrator =R 600 000.00
 - b. Office Space/Admin =R 600 000.00
 - c. Professional Services =R 300 000.00
 - d. Contingency =R 300 000.00
 - e. Other =R1 000 000.00

CPTD POINTS -2017-2018

TYPE 1

- | | |
|--|-----------|
| 1. Reading educational articles | 20 points |
| 2. Attending Professional learning community | 18 points |
| 3. Workshops (15x6) | 90 points |
| 4. Reflective practice | 12 points |

TOTAL

140 CPTD Points