Advanced Diploma
School Leadership and Management

Leading and managing people and change

Module 4

Department of Basic Education

basic education

Department:
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Department of Basic Education

Leading and managing people and change

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Acknowledgements

Contents

Acronyms and Abbreviations

AdvDip (SLM)	Advanced Diploma School Leadership and Management
CoP	Community of Practice
COSATU	Congress of South African Trade Unions
DAS	Development Appraisal System
DBE	Department of Basic Education
DC	Disciplinary Committee
DSG	Development Support Group
EEA	Employment Equity Act
ELM	Educational Leadership Management
ELO	Exit Level Outcome
ELRC	Education Labour Relations Council
HEI	Higher Education Institute
HOD	Head of Department
HR	Human Resources
ICT	Information and Communications Technology
IQMS	Integrated Quality Management System
IT	Information Technology
LRA	Labour Relations Act
LTSM	Learning and Teaching Support Material
MEC	Member of the Executive Council
NAPTOSA	National Professional Teachers' Organisation of South Africa
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation
PAM	Personnel Administration Measures
PDP	Personal Development Plan
PFMA	Public Finance Management Act
PMS	Performance Management System
PP	Professional Portfolio
PSCBC	Public Service Coordinating Bargaining Council
QMS	Quality Management System
RCL	Representative Council for Learners
SACE	South African Council for Educators
SADTU	South African Democratic Teachers' Union
SAOU	Suid-Afrikaanse Onderwysersunie
SASA	South African Schools Act
SASP	South African Standard for Principalship

SGB	School Governing Body
SIP	School improvement Plan
SMT	School Management Team
WPP	Workplace Project
WSE	Whole School Evaluation

Module 4: Leading and managing people and change

AdvDip (SLM) Course Modules

Module 1 Professional Portfolio and Workplace Project

Module 2 Leading and managing teaching and learning in the
school

Module 3 Leading and managing extra- and co-curricular
activities

Module 4 Leading and managing people and change ←

Module 5 Working with and for the wider community

Module 6 Leading and managing the school as an organisation

Module 7 Working within and for the school system

Overview

Welcome to *Module 4: Leading and managing people and change*. Working with and for people is a core leadership competence. In this module, you will explore the knowledge, skills and values that can help you, and therefore also the people you work with, to develop clear, purposeful, powerful and ethical ways of working. It is about building a strong profile as a trustworthy, principled leader in your school. This view of leadership is called relational leadership and is referred to by Gunter when she says:

> *Education leadership is concerned with productive social and socialising relationships where the approach is not so much about controlling relationships through team processes but more about how the agent is connected with others in their own and others' learning. Hence it is inclusive of all and integrated with teaching and learning.* (Gunter, 2005: 6)

The South African Standard for Principalship (SASP) (DBE, 2015b: 3, 10) has two areas that pertain specifically to leadership of self and others, and to working with people. These are: *Developing and empowering of self and others* and *Managing human resources (staff) in the school*. These two areas form the focus of this module.

If you try to explore what leadership means for you as a leader in a South African school context, you will have to think about many things that make the tasks of leadership and management quite complex and challenging. For example:

* Not everyone has the same idea about who can be, or should be a leader. What do you think?
* What distinguishes a *leader's* work from what a *manager* does?
* How do leaders and managers work effectively together and with others?
* How can you manage the many changes that seem to be required to make schools great places in which to teach and learn?

Purpose

This module emphasises people as the key resource of the school. It explores the need for both theoretical understanding and practical competences in leadership and management of people, to lead and manage oneself and others in both the school and the wider school community. In simple terms it's about the relationships that help people work well together. The module recognises that basic education in South Africa is discussed at many levels of the widely held view that it has not met the expectations of the new democracy and still needs significant change. The module also acknowledges that education is intrinsically about change and that change needs to be led and managed effectively to facilitate continuous improvement in and for the school. Ethics and ethical leadership provide a guiding set of standards that frame how the participant can and should work through these changes with the school and its community.

Module learning outcomes

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

1. Demonstrate sound understanding of the theories and models for ethically leading and managing self and others.
2. Demonstrate the ability to distinguish between change that is externally imposed on the school and change that is internally initiated.
3. Support and lead individuals through change processes.
4. Demonstrate the personal qualities necessary for effective leadership and management of people.
5. Demonstrate how to plan for and allocate staff; how to support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks, responsibilities and accountability.
6. Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.
7. Create an environment conducive to collective bargaining, collaboration and negotiation.
8. Understand schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school.

Units

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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│    Unit 1:      │ ───▶ │    Unit 2:      │ ───▶ │    Unit 3:      │
│ Ethical leadership│     │ Leadership and  │      │ Staff appointment,│
│ theories and models│    │ management qualities in│  │ induction, mentoring│
│                 │      │ the context of change│  │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                           │
                                                           ▼
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│    Unit 6:      │ ◀─── │    Unit 5:      │ ◀─── │    Unit 4:      │
│ Circles of connectedness│  │ Managing relationships│  │ Skills for improved│
│                 │      │ to create a conducive│   │ performance     │
│                 │      │ environment     │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
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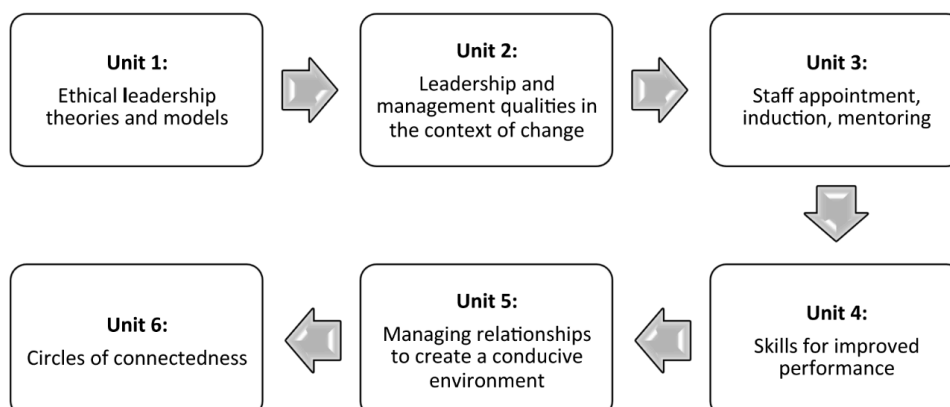
Figure 1: Units in Module 4: Leading and managing people and change

Unit 1: Ethical leadership theories and models: This unit looks at both the values and the ethics that inform professional school leadership, and the leadership behaviours that demonstrate an ethical and values-based leadership approach.

Unit 2: Leadership and management qualities in the context of change: In this unit, the role of leadership in dealing with the complex changes is examined. Distributed leadership theory as a central focus of effective and ethical leadership within schools is also discussed.

Unit 3: Staff appointment, induction, mentoring: This unit starts by examining the necessary pre-conditions for leaders to lead, i.e. self-care; care for others; and creating a conducive working environment in the school. The focus then shifts to staff appointment and integration and discussion of the knowledge and competences required to manage human resources effectively.

Unit 4: Skills for improved performance: This unit focuses on leadership practices that support staff to improve their performance. This is underpinned by a collaborative approach to problem solving and finding ways to resolve conflicts that may arise. In particular, practices related to communication, negotiation and knowledge of how to tackle conflict and manage change are covered.

Unit 5: Managing relationships to create a conducive environment: Aligned with the requirements of the South African Standard for Principalship (DBE, 2015:18), this unit focuses on the legislation, departmental procedures, grievance procedures and collective agreements related to staff appointment, conditions of service, misconduct and grievances that school principals are required to manage.

Unit 6: Circles of connectedness: The overall focus of this unit is on how legislation and policy, underpinned by a human rights and a values-based approach, serves to guide interactions between people within a school and with school stakeholders thus promoting 'circles of connectedness'. In other words, the focus is on how positive collegial and cordial relations are enabled within the school context.

Module credits and learning time

This module carries 18 credits. This is equivalent to 180 notional learning hours.

It is anticipated that you will take approximately 180 hours to complete the module successfully. The 180 hours will include contact time with your Higher Education Institution (HEI), reading time, research time and time required to write assignments. It is also expected that at least half of your learning time will be spent completing practice-based activities in your school. This will involve your individual work on the activity, and it will also require you to discuss these school-focussed activities with your colleagues. Each activity in this module indicates the suggested time for completion. All these reflective and formative activities will form part of the Professional Portfolio (PP) and Workplace Project (WPP) which is explained in detail in *Module 1: Professional Portfolio and Workplace Project.*

In addition, information and assessment requirements will be provided by your HEI.

Exit level outcomes

This module contributes to the following eight of the nine exit level outcomes (ELOs) of the AdvDip (SLM) qualification:

ELO 1

Demonstrate accountability and take full responsibility for managing school leadership, teaching and learning, whilst engaging in school activities, decision-making and projects, and ensuring the responsible use of school and community resources in performing workplace tasks and projects.

ELO 2

Reflect on and develop own personal leadership attributes and characteristics, collaboration, knowledge of systems and processes, and demonstrate the ability to work effectively with others in the school context and beyond.

ELO 3

Gather, validate, critically reflect on and evaluate information, and apply theories and knowledge around pedagogy, and leadership and management to address complex problems encountered within the school and educational context, in and outside the classroom.

ELO 4

Demonstrate the ability to manage people and teams empathetically and firmly, encourage collaboration and develop and maintain sound working relationships with different stakeholders over time, and within a range of contexts such as collective bargaining, negotiation and dispute resolution.

ELO 5

Select, and apply effective and innovative organisational systems and processes (such as HR, Finance, Safety, IT, etc.) to manage resources in a way that aligns with the school's vision and mission, as well as to ensure compliance with legislation, policy and best practice in addressing a range of organisational needs.

ELO 6

Plan for, select and manage staff and teams, assess and evaluate the performance of school stakeholders, and work together to improve performance whilst insisting on full accountability for performance.

ELO 7

Model ethical and values-driven leadership that adheres to professional standards of governance and Codes of Conduct for educators and articulate why certain decisions are taken and standards are applied.

ELO 8

Communicate effectively and clearly with all school stakeholders across a range of issues and circumstances by using arguments and rationale effectively.

Take Note

> In most of the module activities it is suggested that you work collaboratively with either your school-based or your HEI CoP. However, depending on when you are doing the activity, you may need to select which CoP you work with (it may not always be possible to work with the CoP that is specified in the activity). If it is not possible to work with a CoP, try to work with a colleague or work on your own.

Unit 1: Ethical leadership theories and models

Introduction

This unit addresses the South African Standard for Principalship (SASP) which is built upon four elements (DBE, 2015b: 9). In particular, it looks at two of the elements, the first of which emphasises the importance of educational ethics and social values which "underpin everything that happens in a school" (DBE, 2015b: 9). This is about *why* you do what you do as a principal and school leader. The final element discussed in this unit comprises the "necessary personal and professional qualities … personal quality traits that influence the way in which a principal fulfils his or her leadership and management role" (DBE, 2015b: 9). This will help you understand both the *how* of working with people and the *what* of relational leadership. Therefore, this unit looks at both the values and the ethics that inform professional school leadership, and the leadership behaviours that demonstrate an ethical and values-based leadership approach.

Given the social and political commentary that one comes across daily in the media, it is not difficult to imagine why values and ethics are so important for school principals and staff in school leadership positions (deputy principals and HODs). Many reports, from people in all walks of life, remind you that there is a very big difference between putting people first (the Batho Pele principles) and serving your own interests at the expense of others. When putting oneself first results in maladministration, misuse of public funds or more sinister corruption, democratic ideals are at risk.

Effective school leadership begins by being clear about values and ethics that inform and underpin practice. Of course, values can be institutional, therefore the personal values of school leaders should inform school leadership practices that align with the collective vision and values and, ultimately with the values of the Constitution.

The structure of this unit is depicted in Figure 2:
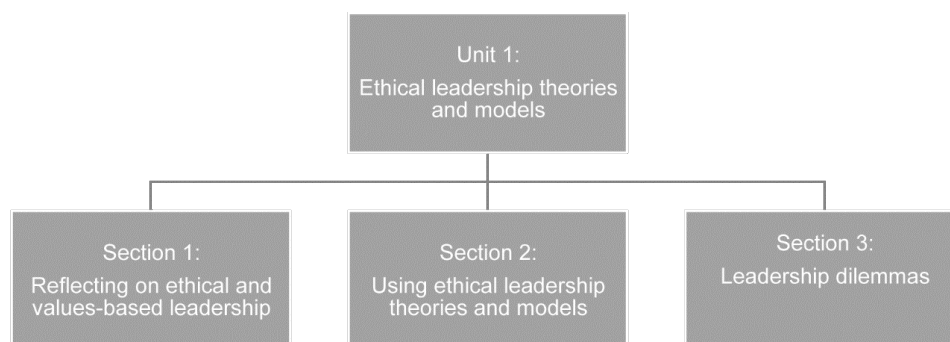
Figure 2: The structure of Unit 1

Unit 1 learning outcome

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

• Demonstrate sound understanding of the theories and models for ethically leading and managing self and others.

Unit 1 learning outcome

Section 1: Reflecting on ethical and values-based leadership

Introduction

Your understanding of ethical and values-based leadership should start with an understanding of yourself. It should then develop into a clear knowledge of the guiding policy frameworks and documents that set the standards for leading and managing in a school. You will see that the approach adopted by Starratt (2012: 15) is that ethical leadership is deeply context-bound. Ethical leadership is about a certain set of persons, in a specific place, at a particular time, operating within a unique and highly complex context in a very deliberate, purposeful manner. When you personalise this, as you must do throughout the module, you must always ask *why* you choose to behave in a particular way.

Linked to this is the argument that Block (2013: 79–85) makes, namely that a culture of good leadership, management and governance can only exist in organisations where the leadership *serves* its constituency and cultivates stewardship [to manage or take care of something]. This calls for an empowered partnership between staff and the leadership within an organisation, in this case, within your school. Block calls for a fundamental shift in organisational culture, that requires an ethical partnership between all stakeholders. If the school context you are familiar with doesn't reflect this kind of leadership, you can legitimately ask *why*? As early as 1997 South African public services were urged to adopt the Batho Pele principles of putting *people first* (Batho Pele means putting people first in Sesotho). One of the key principles of this belief set is *consultation* which should remind you that this module is all about the relationships that underpin ethical leadership and *why* you choose to lead. The Batho Pele principles were closely aligned to the *Tirisano* slogan (working together) chosen by democratic South Africa's second Minister of Education, Prof. Kader Asmal, to support his *Call to Action* campaign (2000–2004). Perhaps this is a good time to question yourself about why you choose to lead and what kind of organisational culture exists where you work.

The organisational culture of a school was discussed in *Module 1: Professional Portfolio and Workplace Project* and also in *Module 3: Leading and managing extra- and co-curricular activities.* In these modules, values and beliefs are conceptualised as key to organisational culture. You will soon see that the concepts of ethics, morals and values discussed below sit very closely alongside the concept of *culture.*

Here is a reminder:
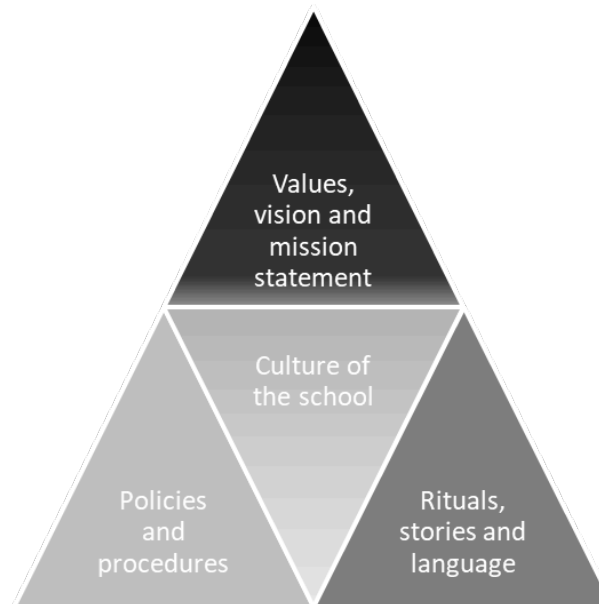
Figure 3: Culture, policies, rituals and values
(Source: AdvDip (SLM) *Module 3: Leading and managing extra- and co-curricular activities*: 63).

The four activities in this section deal with:

- Understanding concepts, terms and meaning.
- Legislative and compliance frameworks within which school-based educators operate.
- Critiquing Codes of Conduct (see *Module 6: Leading and managing the school as an organisation*).
- Examining your own values.

Understanding concepts, terms and meaning

Most people have a *common sense* understanding of the meaning of the words and terms they use, read or hear. However, there are many concepts, terms and words that have particular meanings depending on how they are used, who uses them and why. Carelessly using words that have a particular or contested meaning can be dangerous and cause tensions and disputes between people. This activity is therefore intended to clarify how particular terms frequently associated with ethical leadership within the context of schools are used in this and other modules in the AdvDip (SLM) programme.The terms which are of specific relevance are: *moral*, *moral purpose*, *ethics, ethical leadership*, *governance*, *social justice* and *values*.

Eusebius McKaiser, a well-known South African social and political analyst, commentator and writer, argues that one of the reasons South Africa is doing badly when it comes to ethics is "*the fact that people do not understand the difference between law and ethics … and that these two categories are often conflated [mixed up] in public discourse*" (McKaiser cited in Woermann, 2012: 88). He further argues that adhering to the strict letter of the law or a guiding handbook is quite different from taking an ethical stand. The practical example provided is of a Minister of Parliament purchasing a very expensive vehicle, arguing that this is not against the ministerial handbook, instead of setting an example and selecting a serviceable but more modest form of transport. (Note that the private sector also does not escape censure – recent debates about excessive executive salaries and benefits, 'creative' accounting and fraud attest to this.)

McKaiser's argument (Woermann, 2012: 88) is significant, as it reveals that meaning exists not only in words, but also in practices and symbolism. This will be further examined in the discussion section that follows the activity below.

<table>
<tr><td colspan="2" align="center">**Activity 1a: Defining terms**</td></tr>
<tr><td>**Suggested time:**
30 minutes</td></tr>
<tr><td>**Aim:**
To explore and understand some important concepts and terms associated with ethical leadership.</td></tr>
</table>

What you will do:

Individual activity

1. Carefully read through the questions below.What do you think are correct and useful explanations for each of the following terms in an educational leadership context:
    *   What is your understanding of *ethical behaviour*?
    *   How does this differ from *moral behaviour* and *moral purpose*?
2. Do you think that any of these terms are interchangeable? If so, which ones and in which context? If not, why not?
3. Are there any further terms relating to ethics and ethical leadership that you think should be clarified? What are these and why do you think they are important?
4. How are some of the concepts discussed in question 2, expressed in another language/languages you may know? Are there subtle differences in meaning? Are these differences important and meaningful?
5. Write your responses to the questions in your Learning Journal.

Discussion of the activity

You might have gone to a dictionary or some other source to check on the meanings of these terms. If so, you would have found that ethics is about distinguishing between good and evil, right or wrong human actions and the virtuous characteristics of persons. If you also made mention of ethics being about individuals having to make choices between right and wrong, even if it might be difficult to do so, then you are getting closer to understanding how ethical behaviour is important for school leaders.

The same sources might have explained morals or morality as a *system* of values and behaviour, also focussing on distinguishing between right or wrong but in a much wider social context – where you can speak of morals being imposed from the outside, while ethics are more internally defined. Consider something that all teachers should be familiar with – the South African Council for Educators (SACE) Code of Professional Ethics. This is a set of rules or guidelines for individual and organisational behaviour. These guidelines are intended to be based on socially acceptable morals. Do you agree that they are? Or not?

If you would like to refresh your memory, you can access the SACE Code of Professional Ethics at: https://tinyurl.com/ycx9uxqk

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When you try to decide if the terms *ethics* and *morals* are interchangeable, ask yourself if you would use the phrase *professional ethics* or *professional morals* to describe the way school leaders should be expected to behave. Starratt also discusses the terms *moral* and *ethical* when he writes:

> *Some scholars distinguish between ethical and moral, claiming that the term moral refers to a type of behavior (sic) that is pre-ethical; that is that being moral means behaving under the rules established by others, usually parents and adult authorities. In contrast, being ethical refers to behaving in ways consistent with internal, self-appropriated principles that one can articulate and that, at least sometimes, lead persons to go beyond self-interest.* (Starratt, 2012: 11)

Another word that seems to be closely associated with an understanding of ethics and morals is *values* – a word that is easy to understand and use in everyday conversations, especially in a leadership context. Can a set of values be used to make decisions about what is right or wrong? If so, then it might be said that values help provide rules for making moral and ethical decisions. Are you a conservative leader or do you think of yourself as progressive? The values you associate with each of these positions might be quite different, especially if you are faced with the challenge of leading and managing ongoing change in your school. Consequently, a resistance to change may impact upon a leader's ability to reflect deeply upon values and hold them up to scrutiny. Perhaps this is why is seems to be so difficult to change the *culture* of many schools that are performing badly. If school leaders truly understand and practice ethical, moral and value-driven leadership, they might be more positive about the changes that learners, parents and teachers want.

Stop and think

Our values stem from our beliefs.

We tend to accept the values and beliefs of those around us. It is those that critically look at themselves and society that then cause the push to change what society looks upon as normal for values and beliefs.

Your final task in the activity was to reflect on the meaning of words such as *ethics* and *morals* in other languages you might be familiar with. When you reflected on school culture earlier in this unit, Figure 3 reminded you of the importance of language as a carrier of important elements of organisational culture. You are encouraged to explore the issue of meanings of key concepts in other languages in your HEI community of practice (CoP) meetings.

To continue your exploration of ethical leadership, look at the case study below.

Activity 1b: A case study on ethics of leadership

Suggested time:
30 minutes

Aim:
To consider making practical decisions with ethical implications.

What you will do:

Individual activity

1. Read the case study below.
2. Decide what you think is missing from the thoughts and behaviours of the people described in the case study.
3. Write your response to this question in your Learning Journal.

Case study: School principals and conflict

Ordinarily, school principals must lead and manage their institutions in a transparent, democratic and participatory manner… . This view is derived from the understanding that the leader drives the life and direction the school takes… . The school principal remains the essential foundation of leadership and needs to create orderly conditions for effective teaching and learning. This is manifested in complex ways in our study, where for instance, principals created conflict among certain stakeholders in order to bring about a stable teaching and learning environment. Principals would identify silences in the policy, and exploit such silence to advance their own interest. For instance, they established what we call 'unholy alliances' with certain stakeholders for the sole purpose of isolating others. They would for example, ensure that teacher unions, the School Governing Body (SGB) and the Representative Council of Learners (RCL) did not gang up against them as the School Management Team (SMT). It must be noted that teacher unions in South Africa are very powerful and their conduct has paralyzed the proper functioning of certain schools, particularly in the townships. To undermine the unions' powerful influence, some principals created tensions between teacher unions and SGBs so that the latter made decisions that favored them and isolated the unions.

(Source: Bhengu & Mkhize, in press.)

Discussion of the activity

Consider what this extract is presenting to the reader. Do the principals who were interviewed in this study hope that observers of their leadership actions will understand that sometimes one has to bend the rules to achieve the best outcomes for the learners in the end? Perhaps what they are doing can't be considered moral because there is a clear acknowledgement that the 'silences' or gaps in policy don't make these actions legal, and they would not be acceptable to either the School Governing Bodies (SGBs) or the unions if they became aware of the 'unholy alliances'. The ethics of such behaviour also can't be said to represent personal rules, guidelines or standards that would be accepted by the profession in general. A real engagement by the principals seems to be missing, including the purpose of their actions – why they chose to act as they did. Is it possible to consider the need to 'create orderly conditions for effective teaching and learning' as a more moral purpose? The point of this discussion is not to make absolute judgements about a situation you are not very familiar with, but to point out that it can be difficult to unpack all the reasons people might have for their actions.

This leads you on to a further consideration of the *why* of leadership – specifically highlighting the crucial issue of moral purpose and the imperative of social justice.

Moral purpose

Moral purpose is a term used by Fullan to describe a higher-order approach. It is also about the *purpose*, the drive and focus that should characterise ethical educational leadership:

> *Moral purpose is about both ends and means. In education, an important end is to make a difference in the lives of students. But the means of getting to that end are also crucial – if you don't treat others (for example, teachers) well and fairly, you will be a leader without followers. …To strive to improve the quality of how we live together is a moral purpose of the highest order.* (Fullan, 2001: 4)

Fullan's view is reiterated by Tuana as follows:

> *Moral purpose is a state of commitment to ethical values and goals. Moral purpose therefore is about a standard of behaviour as well as actions planned and enacted to achieve a pre-determined goal.* (Tuana cited in Branson, 2014: 285).

Similarly, Fullan (1993: 12) insists that *"teaching at its core is a **moral** profession. Scratch a good teacher and you will find a **moral purpose**"*.

Social justice

Social justice is an underpinning concept in the South African Constitution and is a core constitutional value. Therefore, it is included as a term that needs to be understood properly when ethical leadership is explored. A recurring theme of social justice permeates this module as well as other modules in this programme (notably Module 5). Forde and Torrance (2017) state that an awareness of social justice is deeply personal.

It is based on private and professional leadership and managerial experiences, as well as positionality arising from experiences. Social justice is concerned with a response to power and status as experienced and enacted. In terms of ethical leadership in schools, a social justice response is essential as well as compelling. Simply put, social justice is a point of view that starts with a view of injustice and inequality. Following on from this is a pressing need to redress injustice, inequality and unfairness. Spaull (2012) states that "*the quality of education in most South African schools is far too low - this cannot continue without social consequences*." He supports this by providing statistics showing that 25% of South African learners have access to quality education while 75% do not.

Social justice, ethics and moral purpose do not exist in isolation. These interrelated concepts arise from a set of values that guide actions. You have explored how fundamental values (including social justice) underpin socially acceptable morals and how ethics become the personal and professional guidelines for school leaders' actions. Ethical leadership relies on a deep understanding of *why* certain behaviours and actions help create the special relationships amongst stakeholders that are necessary if schools want to flourish and benefit from what everyone needs to do to move towards a clear vision of the future.

Policy and laws are essential to ensure that socially just, ethically clear and morally strong principles show school leaders the way forward. This is not only in terms of what they need to do, or how they need to do it but most importantly, *why* they need to do it. Section 2 of this unit will deal with this in detail.

In South Africa there are key documents that set out a framework for ethical behaviour and leadership – the Constitution and the Bill of Rights, Batho Pele, the Public Finance Management Act (PFMA), the SACE Code of Professional Ethics, and the Manifesto on Values, Education and Democracy. You are required to read *Appendix 1: Key policy documents on ethical leadership* in preparation for the next activity.

Activity 2: Key South Africa policy documents dealing with ethical matters
Suggested time: 90 minutes
Aim: To build on the knowledge of key policy and guideline documents related to ethical leadership.

What you will do:

1. The following documents will be referenced:
   - South African Constitution and Bill of Rights https://tinyurl.com/yaqrgzww.
   - SACE Code of Professional Ethics https://tinyurl.com/ycx9uxqk.
2. Test yourself by addressing the statements in the table below. Highlight the correct in each case.

Table 1: Statements from key policy documents

No.	Statement	Response
1.	The Constitution of South Africa is dated.	1996 1994 1995
2.	All citizens are (a) entitled to the rights, privileges and benefits of citizenship; and (b) subject to the duties and responsibilities of citizenship.	Sometimes Equally Partially
3.	This Bill of Rights is a cornerstone of _____ in South Africa.	Autocracy Dictatorship Democracy
4.	_____ is equal before the law and has the right to equal protection and benefit of the law.	Some Everyone Nobody
5.	No one may be subjected to ___, servitude or forced labour.	Slavery Poverty Freeman
6.	Every adult citizen has the right to _____ in elections for any legislative body established in terms of the Constitution, and to do so in secret.	Stay away Strike Vote
7.	Everyone has the right to an _____ that is not harmful to their health or well-being.	Environment River City
8.	Everyone has the right to a basic education, including adult basic education; and to ____ education, which the state, through reasonable measures, must mak progressively available and accessible.	Lower Higher Further
9.	Everyone has the right to _____ action that is lawful, reasonable and procedurally fair.	Structural Administrative Strategic
10.	The rights in the Bill of Rights may be limited only in terms of the law of _____application.	Specific General Provincial

3. Now look at how your leadership role in the school is related to the Constitution of South Africa by indicating what statements in the table below apply to you and why:

Table 2: Statements from the Constitution of South Africa

No.	What I do	Y/N	Example
1.	As a leader in education, I work actively to foster human values and dignity.		
2.	I think getting things done efficiently is more important than worrying about the plight of others.		
3.	I do not think the Bill of Rights has any influence on my work as a leader in my school.		
4.	I treat all school stakeholders with respect and honour their dignity.		
5.	I do my work as a leader in my school, not only humanely but also effectively and efficiently.		

4. Decide which of the statements in the table below are *True* (T) or *False* (F). If true, explain your choice and where this refers to the SACE document. Write these explanations in your Learning Journal.

Table 3: Statements from the SACE Code of Professional Ethics

No.	Provisions of the SACE Code of Professional Ethics	T/F	Reference to the SACE Code of Professional Ethics
1.	An educator having business interests outside the school may consider these to be a personal and private matter.		
2.	Educators must embrace difference in the community surrounding the school.		
3.	An educator may plead ignorance of the provisions and stipulations of the SACE Code of Professional Ethics.		
4.	The Code specifically prohibits the educator from carrying weapons to the school.		
5.	Sexual harassment and 'courting' of learners, which is prohibited by the Code applies only to the school at which the educator is engaged.		
6.	The Code specifically requires on-going professional development by educators.		

No.	Provisions of the SACE Code of Professional Ethics	T/F	Reference to the SACE Code of Professional Ethics
7.	Educators may not receive any gifts from parents.		
8.	As 'educator' refers to classroom-based teachers; the Code excludes the SMT.		
9.	Learners may be punished physically, as long as this is performed with compassion.		
10.	An educator may refuse to assist with the induction of new colleagues as this is the sole responsibility of the SMT.		

5. Check your answers in Appendix 2 to assess yourself and discuss anything that requires further clarification with your fellow participants (HEI CoP). Was it easy or difficult for you to answer the questions? Were there areas where you were not sure exactly what the Code stipulates? Were there any parts of the Code where your practices or behaviours do not meet the standard required?
6. Finally read the *Discussion of the activity* to add to any gaps you have identified in your knowledge of these policies.

Discussion of the activity

The real test of this activity is whether you spent time reflecting on what you have covered so far in this unit. Did you honestly build on your understanding of values, morals, ethics, social justice and the purpose of leadership to answer the questions?

The SACE Code of Professional Ethics is a document that every teacher should understand. Knowing what behaviour and conduct is required is an essential starting point and the document is clear about what this entails. However, if you have only engaged with the *what* part of the Code, you have missed the point of what a code of ethics is designed for. To be a truly ethical leader, you must first of all *want* to be ethical and you must *want* to take others with you on the journey. In leadership, the South African Standard for Principalship (SASP) https://tinyurl.com/ydebt4yp is also a very important policy document in relation to professional ethics. It sets out not only what a school principal needs to do but it also describes the behaviours. Your own personal challenge will be to reflect on how you now read all policies and codes.

Having looked at the important documents that set the standard for ethical and moral behaviour. The next activity asks you to interact with the *Manifesto on Values, Education and Democracy*.

Activity 3: The Manifesto on Values, Education and Democracy

Suggested time:
30 minutes

Aim:
To reflect on and explore the *Manifesto on Values, Education and Democracy*.

What you will do:

Individual activity

1. Review the fundamental values in the Manifesto in the text box below.

Extract: Values in the Manifesto on Values, Education and Democracy

> Democracy; social justice and equity; equality; non-racism and non-sexism; Ubuntu (humanity to others); an open society; accountability (responsibility); the rule of law; respect; reconciliation.

(Source: https://tinyurl.com/y7uapegr)

2. Select three of the values from the text box above that have real meaning for you as a school leader and state why you selected them.
3. Give practical examples of the extent to which these three values are evident in your school and/or your leadership practices.
4. Explain how you would introduce a value that is not evident in your school at present. What changes might be necessary in the school leadership to introduce a new value?
5. Write your responses in your Learning Journal.

Discussion of the activity

It is more important for you to consider *why* you selected particular values, rather than *what* the values were. It may be because that particular value is obviously absent in your school – for example, there might be blatant discrimination against girls, or there may be teachers who use racist language in class. However, such incidents point to leadership actions that needs to be taken. Without fail, the school leaders need to talk about equity and non-racism and model them as well.

There may be values that are evident in your school and/or your practices, and there may be others that are not. Values are not just about what is stated, they are also about what is actually done.

This requires a process of helping people to understand *why* certain values are being promoted. In other words, it requires 'buy-in'. Most importantly, it means a change in behaviour, both in how people (teachers/ learners) behave, as well as how others are allowed to behave. For example, if a school allows a poster of a scantily dressed woman to hang in the change room for the boys' soccer team, is that school promoting respect for women?

When you consider how to introduce a value that is not evident in a school, reflect on the issue of the poster again and what it says about respect. A principal may face strong resistance from the soccer coach and the team, who say that they 'enjoy' looking at the poster and it does not mean that they lack respect for the girls in the school. What action would you recommend? Ethical school leaders will have to remember the importance of values, morals, equality and social justice when they consider why it is important to take further action, however difficult it might be. Consultation, inclusion, and negotiation are the ideal way forward. Could you address this kind of situation in this way in your school? What do you think the best outcome would be?

You might like to access the resource made available by the Department of Basic Education (DBE) through the auspices [sponsorship] of LeadSA, (LeadSA, 2010) entitled *Building a culture of responsibility and humanity in our schools*. It is available online at https://tinyurl.com/y8l95eog. The resource is designed for teachers but may assist you in collaboration with your School Management Team (SMT) to help build a culture of responsibility, humanity, respect and co-operation within the school. Making such a practical resource available to your teachers, especially if you structure ways to encourage its use, is an example of developmental and supportive leadership.

The next activity is about your own values. First you will reflect on the personal values of inspired leaders, and then you will be required to reflect on you own values. Being aware of your personal values can help you understand why you make certain decisions and choices and why you may choose to act the way you do in leadership and other situations.

Activity 4a: Reflect on the personal values of inspired leaders

Suggested time:
1 hour

Aim:
Reflect on the personal values of inspired leaders.

What you will do:

Personal values impact on the behaviour of leaders in various ways. Work through the tasks to see what values are important to inspired leaders.

Task 1

1. Access and watch the Simon Sinek talk entitled *How great leaders inspire action.* Accessed from: https://tinyurl.com/9k5gssr (Duration: 18.34 minutes).
2. While you are watching this video, keep your Learning Journal open and make notes about the key concepts and ideas that have relevance for school leaders. Pay particular attention to how Sinek uses the word *why*.

Task 2

Consider the following questions and write down any insights you gained from the video. Read these questions carefully, and if necessary replay the video to assist you in answering these questions:

1. The *Golden Circle* Sinek refers to is a key concept. What did you learn about leadership from the 'inside out' explanation?
2. How does the *Golden Circle* concept link to the idea of *circles of connectedness* you encounter in Unit 6 of this module, and other modules in this programme?
3. Sinek often makes the statement "people buy why you do it*"*. How does this idea apply to school leadership particularly?
4. Another key idea from the video is that inspiring people is more about dreams than plans. Why should this be an important concept for a SMT to really engage with? (Hint: think about Martin Luther King's, *I have a dream* speech.)
5. Explain the significance of the *tipping point* for school leaders and give an example from your school.

Discussion of the activity

If you found you were making lots of notes when you watched the video for the first time, you've probably got the idea about changing the way you think about inspiring leadership. If it's still not clear to you – go back and watch it again until you really grasp the idea that good leaders inspire because they want to. They start by asking *why* they lead before they ask *how* they should lead, or *what* they should do. That's Sinek's idea of 'inside out'.

Circles of connectedness

School leaders don't sell products in the same way that the companies Sinek used as examples do (Apple, etc.). However, schools also have a collective vision (a dream) for what they want to achieve, the quality of education they want to offer and the type of school leaver they want to produce.

Obviously, plans are important in schools, but you can't prepare a plan until you're sure about why you believe that what you plan to do is important for all the stakeholders in your school community. You also can't start making plans for the school, unless the majority of the stakeholders believe in the vision, as strongly as you do.

Stop and think

> Martin Luther King started his speech with *I have a dream,* not *I have a plan*.

The *Law of Diffusion of Innovation* sounds technical but it is basically about how people view and respond to change. So, if you want an idea to be accepted and followed enthusiastically, Sinek says you need to inspire the *innovators*, the *early adopters* and the *early majority* into believing – along with you – why they value the anticipated change, or why they should take the idea and make it their own.

Stop and think

> It would be a very powerful learning exercise to share examples of this from the different schools that make up your HEI CoP.

Possible Workplace Project

If you cannot identify a *tipping point* that has been experienced by your school, you should plan for this. This could be a part of your WPP. What could you apply from Sinek's talk to your WPP? As an example, you might consider working with the SMT to re-evaluate your school's vision, mission statement and school development plan, specifically looking at the priorities that have been set. Carefully reassess *why* these priorities were chosen. Could you re-imagine the school vision,(dream), working from the inside out, as Sinek suggests?

A good way to consolidate this information might be to listen to Martin Luther King's *I have a dream* speech. It can be found at: https://tinyurl.com/l5md66h (Duration 5:18 minutes).

Activity 4b: Reflect on your personal values

Suggested time:
1 hour

Aim:
a. Reflect on personal values.
b. Determine which values are most important to you.

What you will do:

Individual activity

It's important to take what you have learned from watching and reflecting on the video further.

1. Think more deeply about your personal values by reading through Appendix 3 and then following the steps below:
2. Select **25 values** that are *important to you*. Some values will be easy to categorise as important but some may more difficult to filter out. To assist you, consider these two examples where each value is clearly demonstrated:
   - You have to decide between violence or non-violence. Would you rather support a war to achieve peace, *or* would you rather tolerate an oppressive but non-violent government?
   - Would you rather become very rich through harming the environment, *or* would you rather help people and society but make only a little money?
3. You are now required to refine your choice even more and select **10** of the **25 values**. These ten should be your choice of the most important values as the *foundation of your leadership practice*. This then indicates the values on which you base your leadership practice and are the morals that you want to be known for and by which you live your life. Write these down:

Table 4: My top ten values are…

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

4. Narrow your list of ten down to **five values**. These are your *core values*. To decide on these *core* values consider constructing scenarios that relate to your own life, and the choices you have had to make. Think about times when you have felt fulfilled, happy, or excited. Can you relate values to these events? What about times you have felt discouraged, betrayed or disappointed? List these five remaining values:

Table 5: My top five core values are…

1.	
2.	
3.	
4.	
5.	

5. Now identify your **top** value, the one you cannot live without, no matter what.

My most important value is

6. Complete Table 6 in relation to your own and other's behaviours that are acceptable and unacceptable:

Table 6: Acceptable and unacceptable behaviour

Categorising behaviours

Acceptable	Unacceptable

(Source: Adapted from Senge et al., 1994).

Discussion of the activity

It is not always an easy task to think deeply about values. You may have found it very difficult to eliminate some values from your list, especially as the number got smaller and smaller. You probably had to think hard about each selection. Your experience of making these choices was hopefully influenced by your growing knowledge of concepts such as ethics and morals and above all, by the constant questioning about *why* you made the choices you did. If these considerations didn't cross your mind during the task, then you may need to remind yourself about what you have already covered in this unit.

If you have the opportunity to discuss your choice of values and behaviours with fellow participants (in your HEI CoP or colleagues in your school-based CoP, you might find some wide variations between the choices that others made. What does this tell you? Do you think that somebody *got it wrong* in your view, or can you accept that different people make different choices for different reasons? The purpose of the activity was

not to get everyone thinking the same way – but to get everyone questioning and exploring their *own* values or positionality.

Doing the activity individually was intended to assist you to reflect on your practice as a leader. Remember the importance of practicing to think 'inside out'. Hopefully, you did not start your reflections with questions about how you choose certain values and then why you choose them; but rather with questions about *why* you choose certain values, and then to considered *how* you might act and what your consequent practices will be.

Robinson and King (2017: 129) point out the need for the alignment of values and actual practice or leadership behaviours. They state that it is necessary to ensure values are in line with practices. This is about:

> *…an awareness of not only one's own personal values but also an awareness of how these intersect with the professional and political contexts of the leader and how they are viewed by others. The awareness of this positionality aligned with the power and authority they derived from their role-plays a pivotal part in leaders being able to enact social justice leadership.* (Robinson & King, 2017: 129)

This section of the unit started by suggesting that ethical leaders who are guided by values need to reflect on the values that are important to them. If you have engaged fully with the activities, there is every likelihood that you have started to question yourself. Are your values and beliefs liberating, inspiring and reflective? Can you adopt a problem-solving and consultative attitude? Do you understand and acknowledge your strengths and weaknesses and are you happy that you know why you want to be a leader? (Robinson & King, 2017).

You have spent some time thinking about your own values. Schools are guided by codes of conduct (such as the SACE Code of Professional Ethics and various codes of conduct for learners) which link values and behaviours. In the next section you will be required to take a critical stance as you think about using ethical theory and policy guidelines in your practice of leadership.

Section 2: Using ethical leadership theories and models

The gap between policy and practice

In the next activity you are required to examine the link between codes of conduct and actual behaviour and conduct. This relates to the 4a and 4b activity discussions. Just having documents that specify standards of behaviour is not sufficient on its own. Codes of conduct must become a part of ethical and moral behaviour in your school.

Activity 5: Consider behaviour in your workplace
Suggested time: 1 hour
Aim: To look at behaviour in a school context.

What you will do:

1. Read the case study below.

Case study: Tales of wrongdoing

The media constantly exposes the unethical practices of governments, state-owned enterprises, corporates, and the education sector.

In schools there have been cases of direct breaches of the SACE Code of Professional Ethics. Scandals reported have included financial misconduct, sexual harassment, rape and physical violence towards learners, and alcohol and drug abuse by learners and teachers.

An example of financial misconduct occurred when a school principal in KwaZulu-Natal negotiated sports sponsorships for his school, allegedly enriching himself to the extent of many thousands of rand.

Another school principal was accused of 'running the school like a spaza shop'. This included price collusion with suppliers and the irregular appointments of 'unprotected temporary educators'. The unresolved complaint has been on-going since 2008.

More broadly within the schooling system, there has been media coverage of the practice of 'selling' posts. Officials have allegedly been 'charging' job-applicants large fees, thousands of rand in some cases, to secure teaching and promotion posts. An investigation found evidence to this effect in six of the nine provinces.

At a leading Johannesburg school, a sports-coach allegedly assaulted and sexually abused a number of boys. They were too afraid to report the abuse, but video evidence was discovered which exposed the behaviour.

In September 2017 it was reported that in the Northern Cape, teachers and the principal at a school allegedly impregnated up to 30 girls in one year.

Another case, reported in 2015, involved an 18-year-old girl who was asked for sex in exchange for altering her marks 'to 78%'. In yet another case, a security guard at a school allegedly molested up to 70 girls.

Physical violence is also unfortunately a frequent occurrence. Recently, a teacher was filmed viciously sjambokking a school girl on the hands and legs, while learners laughed. When the video went viral, the teacher 'ran away' and has apparently not yet returned.

A disabled learner was assaulted on a bus by a school helper who, with the bus driver's assistance, left the learner lying curled up on the pavement.

A schoolboy called a group of teachers 'okes', following which a confrontation ensued where a teacher allegedly punched the learner and then throttled him. A case of assault has been laid with the local police station.

The events described occurred in a range of public schools across all quintiles. The alleged offences were carried out by educators and school support staff at all levels of responsibility. In some cases, the behaviour carried on for years.

2. Arrange a meeting with either your school staff or your school-based CoP to discuss a range of behaviours that are and are not acceptable. You can choose examples from the case study but should also ask participants to reflect on their own experiences. At the meeting, consider the following:

- Ask the CoP participants or other colleagues to share examples of both learner and educator behaviours that are problematic.
- Discuss whether having a code of conduct is sufficient to ensure behaviour and actions adhere to prescribed standards.
- Discuss what leadership behaviours would promote an adherence to the relevant codes of conduct.

Discussion of the activity

Although the events outlined in the cases (above) are anonymous, they are all based on real events that have occurred in schools. In your meetings you will hear about other cases. It may be that such behaviour has happened in a school close to you or even in your school.

Unfortunately, the more common such behaviour becomes, so the possibility exists of accepting the events as the 'new normal'. It would be surprising, however, if your colleagues believe there is nothing you can do to manage the behaviours more acceptably. It is a challenge that ethical leadership cannot run away from and which calls for courage to face the social injustice.

With this in mind, the next activity continues to look at codes of conduct in the school context.

Activity 6a: Ethical codes of conduct

Suggested time:
30 minutes

Aim:
a. To explore why having a code of conduct may not always be sufficient to ensure acceptable behaviour.
b. To consider what ethical leaders can do to align policy and practice.

What you will do:

Individual activity

1. Refer back to Activity 5, to the examples in the case study, or examples discussed during the meeting you organised to reflect on what you learned. Select two examples of unacceptable behaviour that are particularly relevant to your context.
2. Consider the implications of the lessons learned from the chosen examples for yourself, as a school leader:
   • What should you do to ensure that the SACE Code of Professional Ethics and your school's Code of Conduct are understood as *ethical* codes of conduct?
   • What should you do to ensure they are used responsibly?
   • What should you do to ensure that standards of professional behaviour are established and maintained?
3. Write down your responses to all the questions in your Learning Journal. In your responses , consider:
   • What this means for your ethical leadership within the school;
   • The relationship between words and actions (policy and practice);
   • How you can build an ethical culture within your school (ways of doing things);
   • What principles you think should be applied in building the kind of school culture that you envisage;
   • What challenges you are likely to face as you attempt to establish and maintain an ethical culture. How can you anticipate and work with and through these challenges?

4. Use a typical example of professional/unprofessional behaviour and write down the actions to be taken.
5. It is also a good idea to discuss the responses you have recorded in your Learning Journals with your HEI CoP during the next contact session. This may raise some additional points which you may need to add to your Learning Journal.

Discussion of the activity

A number of highly publicised breaches of ethics have occurred in schools where there have been codes of conduct. Having a code of conduct does not ensure compliance. Reflect on whether your responses considered differences between school rules and codes of conduct. You probably remember your own school days and how the *rules* often stated what behaviours *were not* acceptable (i.e. the *what* of the code). Does your schools' code of conduct for learners take time to establish what behaviours *are* considered ethical, moral and acceptable (i.e. the *why* of the code)? Does the SMT engage with learners and educators in exploring the ethics, morals and values built into the code? How else will learners come to an understanding of these principles?

Similarly, when a code of conduct is actually upheld, stakeholders know it is less likely to be breached. An example is a school near Vereeniging where a new principal and SGB chairperson worked together to enforce the learner code of conduct, especially with regard to disruptive and violent behaviour. Once perpetrators were sanctioned [disciplined] as set out in the code, incidents of violent behaviour lessened.

A school's code of conduct should set out its values and include these ethical standards. It is not only the content of the code of conduct that is important, but also communicating, monitoring and managing it so that the desired behaviours and practices become everyday practice. Remember that schools have codes of conduct for learners *and* for staff – monitored by the SGB – and that all teachers are governed by the SACE Code of Professional Ethics.

The SACE Code of Professional Ethics must be read and understood by all teachers. The provisions of this code apply only to teachers. The clause (SACE, n.d.: 3) entitled: *Conduct: the educator and his or her employer* applies even if the teacher is appointed and paid for by the SGB. Even in that case, the provisions apply to teachers and not to the SGB.

The following is a description of the SGB's role (King, 2009b: Chap. 1):

> *The SGB should also be monitoring and measuring that the school's policies and 'all aspects' of schooling are carried in the manner described in the Code of Conduct and with the envisaged ethical standards and intent.*

The Sinek video you watched earlier (Activity 4a) clearly sent the message that inspiring leadership must remember the *Golden Circle* and work from the 'inside out'. This seriously questions if the quote above is complete. It's appropriate that both the *how* and the *what* of codes of conduct need to be known and acknowledged, but where is the *why*? What is the moral and ethical purpose of a code of conduct? Do the educators, learners, parents and wider community at your school understand and support *why* you believe in and uphold the codes? How do they come to share your belief and passion for justice, equality and fairness?

Words are meaningless if they are not backed up by actions. SACE's and learners' codes of conduct must be known to all in the school, especially what they mean for living according to the ethical principles of the South African Bill of Rights. Only then can the codes' provisions be acted upon. Simply having a code of

conduct in your school does *not* mean everyone will behave accordingly.

Possible Workplace Project activity

Earlier it was suggested that you may consider a review of your school vision and its underpinning values as part of your Workplace Project.

Another possible activity to undertake as part of your WPP, is a review and critique of your school code of conduct framed by the types of questions which have been raised in the discussion of activity 6a above.

These two issues, i.e. the school vision and code of conduct are linked in the sense that the type of behaviours that are valued (in the code of conduct) should be a direct result of the school vision.

In the next activity, you are required to consider the (strong) critique presented in a political blog. .

In Module 1, blogging was introduced as a method of recording and sharing one's thoughts and views with many potential readers. The purpose of a blog may vary, but it is usually a platform for writers to express their opinion. When reading a blog, one should bear this in mind, i.e. that *personal* opinions and views are being expressed, so it's important for school leaders to be equipped with appropriate knowledge and to have developed skills, values and ethics to evaluate personal opinions, or to express their own opinions in the public space. As you reflect on the blog below, use what you have learned in this unit to test how you might respond to its content.

Activity 6b: Test yourself – SACE Code of Professional Ethics

Suggested time:
45 minutes

Aim:
To reflect critically on the implementation of the SACE Code of Professional Ethics.

What you will do:

Individual activity

1. Read the commentary and quotes in the van Onselen blog. To read the whole blog article access it at: https://tinyurl.com/y7pt9fcx.
2. Respond to the questions and record your responses in your Learning Journal.

Commentary: How SADTU and the SACE have damaged accountability in SA education

Van Onselen believes that the SACE Code of Professional Ethics is worthwhile – he characterises it as being "noteworthy" and "important". Furthermore, he states that "*the SACE is a cornerstone of accountability in the teaching profession: an overarching legislated body set up with the express purpose of upholding standards and ethics among educators.*"

He notes that the SACE has the powers to sanction breaches of the code. Sanctions range in severity from a caution to a fine and finally to removal of the name of the offender from the SACE register (either for a period, or indefinitely). This renders practice as a teacher impossible.

(Source: van Onselen, 2012)

Question 1

Van Onselen (2012) comments on *accountability, standards and sanctions* as being worthwhile and important. What critical element of a code of conduct does he *not* mention here?

Van Onselen (2012) argues that the implementation of the SACE Code is a failure. He provides the following figures to support this claim:

Table 7: Breaches of the SACE Code of Professional Ethics: 2000–2011

Span of years	Total complaints	Ethics-related hearings	Permanently struck from roll	Temporarily struck from roll	Fined
2000–2011	2470	472	97	85	43

(Source: van Onselen, 2012)

The reasons he cites (van Onselen, 2012) are that unions dominate the SACE council – in 2012, 11 out of 31 SACE council members were also union members. In 2012, half the representatives on the ethics committee itself were from unions. van Onselen concludes that it is not in the interest of the unions for findings to be made against members.

Based on the data in the table, van Onselen (2012) makes the point that there have been too few sanctions in the period mentioned.

Question 2

• Does he reference the source of the data? In other words, can it be trusted without question?
• Is the primary purpose of presenting the data to raise questions or to lay blame?

Question 3

Even if you agree with van Onselen's view that the implementation of the SACE Code of Ethics has been a failure, what might be at the heart of this perception?

Discussion of the activity

You will remember when you watched the Sinek video on inspiring leadership (Activity 4a), that the *Golden Circle* idea suggested that great leaders work 'inside out', starting with the question *why*? This seems to be missing from van Onselen's blog as he focuses on what SACE does and how it should do it. Perhaps if he had considered that educators should understand *why* SACE is important and then consider *how* they should behave, there would be far less need for sanctions.

Cynics sometimes say that you can present and interpret data to suit your own needs. Maybe this is the case here. Even though the source or accuracy of the data is not known, it has been used to make a case to *explain* that what happens is a result of union influence. Whether this is valid or not, there is no attempt to explain why there might be issues for SACE to deal with in the first place. Do teachers buy into the *why* of the Code of Ethics? What should school leaders do to foster this?

So far, it has been argued in this unit that it is not sufficient simply to state the value system and code of conduct of individuals and communities but that it is critical to first engage with *why* the principles and values are worthwhile. Thereafter, the next step is for school leaders to consider the *how* and *what* of ethical behaviour and practice.

Activity 7 to Activity 10 therefore explore ethical and collaborative leadership approaches and practices, including 'servant' leadership and Ubuntu.

Activity 7: Making sense of ethical leadership
Suggested time: 1 hour
Aim: To expand on an understanding of concepts associated with ethical leadership.

What you will do:

1. Read through the Northouse presentation on ethical leadership:

Northouse, P.G. 2016. *Leadership: theory and practice.*7th ed. (Chapter 13: Leadership ethics). Thousand Oaks, California: Sage. Appendix 4 has a selection of slides from the full PowerPoint presentation.

This selection is sufficient for your activities. However, if you want to see all the slides in the original presentation, you can find them at: https://tinyurl.com/ybsyk9vt

2. In your Learning Journal summarise the most important things you have now learned from reading this PowerPoint presentation about:
   • Ethics
   • Morals
   • Values
3. The notes you have made will also help you as you work further in this unit. There are probably some concepts and terms in the slides that are new to you but Northouse explains most of them, so your challenge is to see what makes sense to you. Try to understand as much as you can on your own before referring to the discussion below.
4. At your next school-based CoP meeting, discuss your summary and ideas with the other members.

Discussion of the activity

To assist you in making sense of the concepts and terms that might be new to you, here are some ideas to inform your CoP discussions:

• The explanation of *ethics* is a reminder that the concept focuses on individuals (and organisations) and how they take on, personalise and practise morals and values.
• Kohlberg's stages of morality (Kohlberg cited in Northouse, 2016) show a progression of meaning for individuals that develops through rules of authority, conforming to the expectations of others, maintaining social order and internalising universal principles of justice.
• Teleological theories (those that focus on actions and consequences) reflect on a balance between personal, self-interest and a consideration of the interests of others.
• The value of ethics for leaders lies in the responsibility that leaders take on when acknowledging the interest and needs of followers in establishing an ethical climate (or culture).
• Northouse also warns that leadership that is not ethical, can be extremely destructive so it is really important that we constantly remind ourselves of the ethical leadership principles which he summarises towards the end of the presentation.

In the remainder of this section, two approaches to leadership that put a particularly strong emphasis on ethics and values are identified. Both of which are relevant to the schooling context. They are: - Ethical leadership, and - Servant leadership.

Following your engagement with these two approaches to leadership, you will be required to explore the African philosophy of Ubuntu in terms of its relevance to school leadership.

To provide a context to these leadership approaches you need to briefly consider Educational Leadership Management (ELM). The field of ELM has been critiqued (Kajee, 2018) with regard to tensions and problems over what counts as valid knowledge in a field that is generally considered to be insufficiently studied or researched especially given the need to re-imagine teaching and learning for a widely diverse body of learners. In addition, there is the perception that research has not made a substantive or fundamental contribution with regard to the need for a transformative and strong social justice orientation in leadership and management of education in South Africa (Kajee, 2018).

Ethical and servant leadership and the philosophy of Ubuntu as discussed in this section arise from the view that social justice, human rights and morality are important in the education sector. In short, ELM should be about social change, transformation and empowerment (social justice) (Kajee, 2018: 30).

It is useful to begin a discussion on ethical leadership with a brief overview of the leadership of educational institutions in South Africa, as a frame for further discussions and to ensure a South African context. Jansen (2012: 92) states that "South African schools (particularly poor schools) have no ethics of work, as there is no active commitment to teaching." The answer, according to Jansen (2012: 92)is, *"that teachers should just do what they are supposed to do."* That is, leaders should lead, and teachers should teach. This statement talks to the fundamental purpose of both parties and their roles in the school. This is possible if the assumption is made that leaders know *why* they lead – what their purpose is – and that teachers acknowledge and question their own ethical and moral drivers in striving for professional excellence. This makes a strong case for ethical leadership, as it is explained below.

Ethical leadership

Fullan sets the moral purpose of leadership within a set of *conditions* as follows:

> *In summary, leadership, if it is to be effective, has to:*
> 1. *have an explicit making-a-difference sense of purpose;*
> 2. *use strategies that mobilize (sic) many people to tackle tough problems;*
> 3. *be held accountable by measured and debatable indicators of success;*
> 4. *be ultimately assessed by the extent to which it awakens people's intrinsic commitment, which is none other than the mobilizing (sic) of everyone's sense of moral purpose.* (Fullan, 1993: 12–17)

In a later book, Fullan (2008) distinguishes between utilitarian, moral and existential values as follows: utilitarian values are likes and dislikes; moral values are about fairness and justice, and existential values are about what gives significance to life.

The notion of ethical leadership is supported by Tuana (2014):

> *Effective and responsible educational leaders must also be ethical leaders. By this I mean not only that their leadership decisions and practices must be based on ethical values and principles, but also that they 'lead with ethics' in the sense of being committed to, and taking a leadership role in, ensuring the development of moral literacy throughout their communities. Effective ethical educational leadership, the focus of this handbook, is grounded in the recognition that ethical leadership, in the sense of putting ethics in the foreground of all activities, is essential for the entire educational community. It is not possible for one person, no matter how ethical or effective a leader, to make a community ethical. An ethical community exists because the commitment to ethical leadership permeates the entire community.* (Tuana, 2014: 264)

A set of linked concepts about ethical leadership in the quote above is summarised by Tuana (2014) as starting with the self (values and principles); concerned with talking about, sharing, developing, ethical leadership concepts amongst the community; and finally ensuring that *knowing about* ethical leadership becomes part of daily practice within the school community as a whole.

For Fullan and Tuana, moral purpose is about a greater, bigger purpose than the self. It is about a purposeful, focused and higher goal. It is about making that purpose known and holding oneself accountable. The *Golden Circle* that Sinek (2010) speaks about and the circles of connectedness you encounter elsewhere in

this module also refer to a greater purpose. Starting with *why* you lead empowers you to explore the purpose behind *how* and *what* you do as an ethical leader.

Activity 8: Qualities of an ethical person

Suggested time:
30 minutes

Aim:
To engage with a particular description of the qualities which are deemed to be those of an ethical person.

What you will do:

1. Ideally, this activity should be undertaken with you HEI CoP, however, if this is not possible, it would be useful to discuss the concepts dealt with in this activity with at least one other programme participant or a school colleague.
2. Read through the content of the text box and then discuss the points highlighted in the activity below.

> *The truly ethical person acts as an autonomous agent, acts within the supports and constraints of relationships, and acts in ways that transcend immediate self-interest. In other words, the ethical person has developed relatively mature qualities of autonomy, connectedness and transcendence.* (Starratt, 2014: 49)

Starratt makes the point that while ethical people possess the three qualities listed above, women and men express them differently. This does not make one way of expression better than another, just different. Note that all three qualities are present in both ethical men and women. These qualities are explained below.

Autonomy

"Autonomy implies a sense of personal choice, of taking personal responsibility for one's actions, of claiming ownership of one's actions" (Starratt, 2014: 51). An autonomous person does not act *automatically* or *blindly* but according to a sense of what is correct and appropriate in a certain situation at a certain time. This does not imply that their ethics are fluid, but that each situation is judged and acted on, not out of fear, but an intuitive response to what is right. Starratt (2014: 46) describes autonomy in a person as follows: "*It conveys a certain independence, a definition of one's self that is self-chosen, not imposed by anyone else.*"

According to Starratt, an autonomous person will:

- Stand out against the opinion of the crowd.
- Separate themselves from the *accepted* ways of thinking and work out for themselves what they believe.
- Have a sense of being different from the crowd.

Connectedness

The ethical person is connected through relationships with other people. Starratt (2014: 53) notes that "*every relationship is distinct and it offers unique possibilities because of the qualities that each person brings to the relationship*". It is also restricted by the limitations that each person brings to the exchange. What one might expect from one person might be unfair to expect from another. A woman brings certain qualities to a relationship; a man brings other qualities.

Starratt (2014: 55) explains further that *"ethical behaviour, while always involving interpersonal relationships, is shaped by the circumstances and status of the persons involved. Acting ethically requires one to be sensitive and responsive of the persons in the relationship, to the other person within the circumstances and the context."*

Of particular importance is the gendered nature of relationships, and the fact that care must be taken to pay attention to both *equity* and to *difference*. *Equity* means that girls and boys should have equal access to all opportunities and programmes offered in the school. *Difference* is about making opportunities available for same-sex discussions and programmes. This also allows for the exploration of, for example, *social expectations of each sex role*.

Starratt also notes (2014: 48) that connectedness is impacted by cultural norms and expectations, nuances, dress, behaviours.

Transcendence

For Starratt, (2014: 62) transcendence has three levels of meaning. These are: *the reach for excellence*; *the turning of one's life towards someone or something else* and *achieving something heroic*. Look at what he means by each of these in turn.

The reach for excellence:

This is about standards of excellence, going beyond the ordinary, beyond the average. It is about achieving the utmost for you yourself within the limits of your capabilities.

The turning of one's life towards someone or something else:

This means engaging with others, interacting, striving to make a difference in some way

beyond individual self-absorption. It is about interacting politely, but more than that, really being a part of a group, a collective and recognising that others' needs may intrude on one's own need at certain times. It is about a relational approach and an ethics of care. It is also about involving others in your life.

Achieving something heroic:

This is about being the very best you can be, in your context and circumstances, and also about striving to rise above oppressive circumstances where possible. Exposure to stories of heroism and great achievement, is, Starratt suggests, one way that schools can nurture this hope within learners.

3. Share the extract with fellow participants in your HEI CoP and together discuss Starratt's point of view.
   - Ask each other about the validity and usefulness of his thoughts on what makes an ethical person.
   - Consider how this relates to your leadership in your school context.

Discussion of the activity

Can you recall the examples of ethical and unethical behaviours in the schooling system you reflected on earlier? Branson and Gross state:

> *Unethical leadership has no boundaries. Indeed, the responsibility of leadership is a double-edged sword because it not only provides the opportunity for doing good but also simultaneously provides not only the opportunity and the temptation for advancing one's own needs most often at the expense of the needs of others.* (Branson & Gross, 2014: 15).

Activity 9: Is this ethical?

Suggested time:
30 minutes

Aim:
To reflect on the dilemma of making decisions that may not be ethical but prove to be effective.

What you will do:

1. Read the extract below.

This extract comes from the same article cited earlier in Activity 1b by Bhengu and Mkhize (In press) in which they reflect on the problems that township principals experience and some of the actions they resort to in attempting to manage their schools *effectively*. The ethical and moral implications of this principal's actions in this situation raise some important questions.

> *I deliberately created tension between the SGB and the RCL in the school so that the RCL will stop the SGB from dealing with classroom matters. I told the RCL that they must report any wrongdoing by the teacher to me and they must not allow the SGB to usurp their powers. Since I said that, they do not allow SGB members to roam around classes during teaching and learning time*. (Bhengu & Mkhize, in press)

2. Write your responses to these questions in your Learning Journal.
   • Reflect on the actions and behaviours of the principal, RCL and SGB and decide if they are demonstrating ethical and/or moral behaviour.
   • What alternative actions might the principal have taken?

Discussion of the activity

It is tempting to think the principal's actions are in order because it worked - he got the result he wanted. However, if you examine it from an ethical/moral perspective you must consider the following:

1. The principal's actions can't be called ethical because he deliberately and knowingly creates tensions between the SGB and the RCL. He knows *why* he chooses to do so, and he puts his interests above those of others - that's unethical.
2. Encouraging the RCL to take responsibility for reporting teachers' actions to himself and side-lining the SGB is immoral. It is not socially acceptable, nor is it lawfully justifiable to take advantage of learners in this way.

Examining the principal's behaviour, it is likely that there is a communication breakdown between the functions of professional management (the SMT) and governance (the SGB). Perhaps these functions, which are clearly spelled out in the South African Schools Act (Republic of South Africa, 1996), need to be discussed at a SGB meeting to remove doubt and establish a collective understanding.

While the full details behind this principal's actions are not known, it is possible that it might contribute to a case of misconduct being brought against the principal. Unethical and immoral practices are not only a reflection of a leader's professionalism but can have legal consequences as well.

Shields (2014: 26) is adamant that ethical leadership is NOT about slavishly applying rules and regulations. For her, this approach simply does not take account of the contextual realties and challenging circumstances of learners from very diverse backgrounds. An example she cites is a learner who uses swear words because they habitually hear them. This learner needs to be treated differently from a learner from an affluent background who swears to shock an audience (where swearing may occur, but language boundaries are known). A good leader will not condone the first learner's swearing but would probably set up some form of counselling to help the learner adjust to language use that is acceptable at a school. This type of response relates to Starratt's *autonomy* (explained in the text box above), where an ethical leader exercises a considered judgement about the appropriate action to take.

In terms of *connectedness*, the understanding is that leadership is relational [dependent on interpersonal relationships], and that a respectful and caring response should be the default position of an ethical leader. This is about taking care to allow for the expression of appropriate individual gender and cultural behaviours – an example is a girls' high school in Johannesburg where the code of conduct allows Muslim girls to select their preferred mode of dress.

The third concept, *transcendence*, requires the search for excellence not only from the self but from others as well.

Having spent some time reflecting on what is meant by ethical leadership and its application in schools, servant leadership and its relationship to ethical leadership will be investigate next.

Servant leadership

(Source: https://www.gettyimages.com/photos/)

Do you recognise the three people in the picture above? They are Mahatma Ghandi, Mother Theresa and Nelson Mandela.

Robert Greenleaf was the first person to formally write about the concept of *servant leadership* in the 1970s.

He explains servant leadership as follows:

> *The servant-leader is servant first… . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage (satisfy) an unusual power drive or to acquire material possessions. For such it will be a later choice to serve—after leadership is established.* (Greenleaf, 1977: 52)

Servant leaders have existed for many years. Many people consider Mahatma Ghandi, Mother Theresa and Nelson Mandela to be examples of *servant leaders*. Do you agree? Who else would you regard as servant leaders – within your own community, nationally and globally? Give some thought to these questions as you complete Activity 10 which provides an opportunity for you to explore what servant leadership is and is not. It also gives you the opportunity to think about the benefits of servant leadership.

See Table 8 for servant leadership qualities as described by Pritchard (2013):

Table 8: Servant leadership qualities

Servant leadership behaviour	Example of what this means
Values diverse opinions	This is about actively seeking out the opinions of others; running collaborative, consultative meetings.
Cultivates a culture of trust	Is not influenced by gossip and rumours. Always does what they say they will do.
Develops other leaders	Develops others, includes others, sees the leadership role as belonging to all.
Helps people with life issues	Has a strong relational orientation. Sees the whole person as important and will support where possible.
Encourages	Allows for growth through mistakes; finds ways to notice, acknowledge and encourage effort.
Sells instead of *tells*	Will present an idea, then state the benefits and then ask for buy-in. Will not insist on getting their own way.
Thinks *you*, not *me*	It is about the bigger picture, about others and not only about what is to their benefit. Asks what will benefit/assist others.
Thinks long-term	Actively plans for the future, not only right here and right now. Thinks of succession.
Acts with humility	Does not have to parade status. May step in and do a menial task.

You may have noticed that many of the qualities of servant leadership as described in Table 8 are very similar to ethical leadership qualities. One of the strong distinguishing features of servant leadership however, is the emphasis on *service* which is captured in the statement by Focht and Ponton (2015: 48) that, "I serve **because** I am the leader".

Activity 10: Exploring servant leadership

Suggested time:
1 hour

Aim:
  a. To explore aspects of servant leadership.
  b. To assess whether you possess certain servant leadership qualities.

What you will do:

1. You will accomplish this aim by recalling names of servant leaders, considering traits of servant leaders, and applying the information to scenarios about servant leadership.
2. Together with one or more colleagues in your school-based CoP, share examples of people you might think of as *servant leaders*. Mention characteristics of servant leadership in your discussion, drawing on the information provided in Table 8 above.
3. Use the information about servant leader qualities in Table 8 above to decide whether the behaviour described in each example below, is typical of servant leadership or not. Give reasons for your answer.

Are these examples of servant leadership?

1. A school principal is known for finishing off the tasks that no-one else wants to do. Therefore, staff members have become sloppy and lazy, knowing that the task will be completed in any case.
2. A principal notices that a staff member has become unusually quiet, withdrawn and distracted. On walking past the teacher's classroom, she hears a higher than usual noise level and sees the teacher sitting with her hands in her head, while learners seem to be chatting aimlessly. After school, she approaches the teacher and asks for a private chat.
3. A meeting is arranged to set up an action research project. When teachers make suggestions about areas needing investigation, their ideas are dismissed by the school leader, whose suggestion is the one that goes ahead.
4. Preparations are not quite completed for a parent's meeting when the school principal arrives. Instead of shouting at the organisers, they help with setting up the rows of chairs and encourages others who arrive to assist with the task.

Discussion of the activity

What other examples of servant leaders did you and your fellow participant/s think of? Did you think about the usual names? Or did you consider other possibilities, such as, Eunice Kennedy Shriver, the founder of the Special Olympics? She was born to immense privilege and power but used her position and devoted her energies to improving the lives of the disabled. Or Dr Imtiaz Sooliman, the founder of *Gift of the Givers* who, with his team, dedicates his life to supporting people in dire need across the world. You must have examples in your local community or your school of *unsung heroes* – those people who devote themselves to assisting and supporting others.

The examples offer an opportunity to think about what servant leadership is and is not. Have you known a person who frequently takes on the work of others? This is certainly not what servant leadership entails [involves]. Being someone who covers for others' laziness is not the idea. Servant leadership is about building a collaborative, responsible team, who are well supported, acknowledged and respected. It is NOT about doing the work of other people.

How did you react to the second example? What leadership behaviours did you notice? It seems as though the principal is attuned to the needs of others. She has noticed that the teacher is troubled and takes action. The meeting would almost certainly not be a disciplinary discussion but a gentle and respectful probing of the reasons for the teacher's state of mind. Then, appropriate support would be sought, with confidentiality in mind of course – that is, if this principal is truly a servant leader.

The third example sadly reveals a breakdown between the *plan* and the *result.* In this instance, the attempt at a collaborative and consultative meeting that *hears* all participants has failed dismally. Whereas it could be that the school leader's research idea is sound, the way in which the ideas of the other teachers are shut down, does not indicate that a collaborative ad communicative culture has been established at the school.

The fourth example describes behaviour opposite to that of an autocratic leader who would be annoyed that arrangements were not complete. The attitude is, *'Let's work together to make this happen'*. It is not about status or authority.

Servant leadership offers a different way of thinking about leadership – certainly very different from the leader as hero (or what is sometimes, referred to as charismatic leadership). To behave as a servant leader is not a simple task – it requires self-confidence, personal security and an immense faith in colleagues. There are many similarities between servant leadership and a collaborative (or distributive leadership which also places emphasis on collaboration rather than individual power and control), participative and transformative leadership approach. Working towards achieving a servant leadership approach starts with the small things, such as how meetings are run, how you talk to people, how you care for the well-being of all in your ambit or sphere of influence.

In Section 3 leadership dilemmas in the South African school context will be examined.

Section 3: Leadership dilemmas

This concluding section of Unit 1 brings together the definitions, theories and examples discussed earlier. Before engaging with the practicalities of understanding and resolving leadership dilemmas, you will start by exploring Ubuntu, the very powerful African philosophy of how people engage with each other.

Activity 11: Ubuntu and its relationship to leadership
Suggested time: 2 hours
Aim: To explore the meaning of Ubuntu and relate it to school leadership.

What you will do:

Individual activity

1. Watch the following YouTube video: Okeleke, Dozie. 2016. *I am because we are*. Accessed from: https://tinyurl.com/yagbt5n3 (Duration: 9.36 minutes). Okeleke is from Nigeria and takes the viewer through experiences in his life in order to teach his audience the meaning of Ubuntu.
2. Once you have watched the whole video, write an explanation of the concept or philosophy of Ubuntu in your Learning Journal. Write it as if you were explaining it to a 10 or 11-year-old child. Taking this approach will encourage you to explain simply and carefully. You might want to include an example too.

With your school-based CoP

1. Respond to the following items. Continue to make notes on each point in your Learning Journal.
   - Share your explanations of Ubuntu with each other. Did you all write for a 10 or 11-year- old? How many of you gave concrete examples? Note similarities and differences. How did you all come to learn about Ubuntu?
   - Early in the video, Okeleke says, "*In those ants I saw Ubuntu*." What did he mean by this and how can you relate this to your role as a school leader?
   - Okeleke's first *lesson* for his audience is that *less is more* and he uses the story of the children and the basket of oranges to show what he means by this. Consider how this message can be applied in any of your school contexts. Go back to the section of the video and watch it again if you need to.

- Okeleke later identifies Nelson Mandela, Jose Mujica (retired president of Uruguay) and Justin Trudeau (current president of Canada) for special mention as leaders in the context of his talk on Ubuntu. Google Mujica and Trudeau to find out why Okeleke admires these two leaders and puts them alongside Nelson Mandela as people who *embody* or *live* Ubuntu. Google more than one site to get different information and opinions on these two men.
- Okeleke describes his third lesson as *more like a call to action*, saying "you need to vote for Ubuntu. … We need to put our trust in people who believe in serving for the greater good of society." How can this same lesson be applied in your school and community to the benefit of everyone? Where are the opportunities for you, *as a school leader,* to make this same *call to action* when leadership positions (amongst the parent body, learners or teachers) can or need to be taken up?

Discussion of the activity

It is important to recognise that when one talks about Ubuntu, this is *not a direct reference to leadership* so it cannot be described as a *theory* or *model* or *style* of leadership. The word Ubuntu comes from the Nguni languages and has "several definitions, all of them difficult to translate into English. At the heart of each definition, though, is the connectedness that exists or should exist between people" (Thompsell, 2018). From this it is possible to see that Ubuntu is essentially about how one *behaves towards other people*, the extent of one's selflessness in helping others.

Archbishop Desmond Tutu (1999) described Ubuntu as meaning "My humanity is caught up, is inextricably bound up, in what is yours." Similarly, Khoza sees:

> *Ubuntu as the key to all African values, and involves collective personhood and collective morality. It is a social ethic, a unifying vision enshrined in the Nguni maxim, Umuntu ngumuntu ngabantu: a human being finds genuine human expression in human relationships with other humans – 'I am because we are'. Ubuntu is thus recognised as the African philosophy of humanism, linking the individual to the collective.* (Khoza, 2013, cited in Okeke et al., 2015: 29)

So, in your discussions with your school-based CoP members, if you came up with thoughts and words along the lines of what has been said above, then you have a good grasp of Ubuntu. You should also be able to see why, as a school leader, you can *have* Ubuntu which will contribute to you being a very caring, thoughtful and empathetic leader. It is the key humanist trait of a good leader.

What Okeleke (2016) saw in the ants was that they all worked together, consistently and tirelessly, to support the colony. In this he recognised the features of *interconnectedness* and *selflessness* that characterise Ubuntu and which help sustain all members of a community – not just the few. In a similar way, the *less is more* lesson teaches the same message. What the children understood was that if they each had one orange, they could *all* be happy – and most importantly, each one would have enough. So, the point Okeleke makes here is that when one has enough to be satisfied, it should be possible to share anything extra with others. Extreme poverty *is* terrible and creates desperate lives, so it is important that everyone should be given enough not to live in poverty. But research shows that being very rich does not make rich people happier than those who have enough. Perhaps the lesson to learn is to share when you can.

It is not difficult to see why Okeleke sees Nelson Mandela as the *embodiment* of Ubuntu. After spending 27 years in prison, 18 of those on Robben Island, Mandela came out with just one message – reconciliation. If you searched for information on Jose Mujica, you would have found out that in some ways he had a similar

past to Mandela. He came from a poor family in Uruguay, South America, joined a guerrilla group to fight a dictatorship in the 1970s and 1980s, but was caught and imprisoned in 1972 for 13 years. After a new amnesty law in 1985, he was released (with thousands of other prisoners) and began his own political party. In 1989 he founded the Movement of Popular Participation (MPP) and in 2010 he became President of Uruguay until 2015 when his term of office ended. In August 2018, he retired from the government senate at the age of 83. But Mujica was often called *the world's poorest president* because he gave 90% of his salary away to charity. Even today he lives very simply, dresses poorly and still drives his 1987 model car.

Justin Trudeau, on the other hand, is young, stylish and charming. It is relevant to note too, that Okeleke made this YouTube video in 2016, only one year after Trudeau became President of Canada. At that point, Trudeau was still sounding very *humanist* and in support of immigrants from Syria who had been rejected by the United States. He also said that he would set up a commission to investigate the missing and murdered indigenous women and children in Canada, amongst other *Ubuntu-like* actions. This is why Okeleke admired him so much. But by 2018, this commission is still waiting to get started and Canada is no longer accepting all immigrants who ask to come in. In many political circles in Canada, Trudeau's popularity is dropping. This could mean that if Okeleke was to make his YouTube video again, he might leave Trudeau out. This is something for you to consider. You can Google this article if you want to read more on Trudeau: Dawson, G. 2018. *Why Justin Trudeau is not the leader many believe he is.* Accessed from: https://tinyurl.com/y8t7wemh .

Finally, the idea of a *call to action* in terms of *voting for Ubuntu* is a very significant one for you as a school leader. Formal election processes such as those for the SGB (every three years) and the RCL (every year), together with others such as those where Subject Heads, Grade Heads, etc. are chosen, all constitute areas where Ubuntu should feature as a criterion in candidates. But it is possibly up to you to initiate this way of thinking if it is not already a part of your school ethos.

In the next activity, you are required to find out how elders in your community speak about Ubuntu. Thereafter, you are asked to examine how academics use language differently to speak about it.

Activity 12: The elders and the academics speak about Ubuntu

Suggested time:
a. 2–3 hours data gathering
b. 1 hour

Aim:
To provide an opportunity to gather information on Ubuntu from elders in the community.

What you will do:

Task 1

1. Individually, go into the community and ask three or four elders in the community about their understanding of Ubuntu. What does it mean? How is it practised?
2. Record their responses on your cell phone so that you can listen respectfully as they talk (if you do not have a cell phone with a recording function, you will need to take detailed notes).
3. Share your findings with your school-based CoP. What is similar? What is different?
4. Make notes in your Learning Journal.

Task 2

1. This task could be completed with either your school-based CoP or your HEI CoP in a contact session.
2. Read the two extracts on Ubuntu below.

Extract 1 from: *In defence of Ubuntu.*

Generally though, Ubuntu invokes a sense of humanness. In this regard I've also argued that Ubuntu is normative [reflects common rules of good behaviour] or has normative implications in that it encompasses a variety of normative values and principles such as, among others, 'caring', 'respect', 'concern for others', 'compassion', 'altruism'. Other commentators on Ubuntu, such for example Thaddeus Metz of the University of Johannesburg is unequivocal [leaving no room for doubt] that Ubuntu is a 'theory of right action', meaning it is a moral theory.
Threading all these considerations to conceptions of education suggests that educating young people with Ubuntu moral dispositions in mind implies we need to promote all the above-mentioned values and principles in our teaching, first by living those principles as role models, and second, by encouraging the young people to embrace them in the daily practices.
(Source: Letseka, M., 2012)

Extract 2 from: *The significance of the concept Ubuntu for Educational Management and Leadership.*

> *As a traditional society, South Africa depends on the statesmanship, generosity and charity of leadership. This can be gained by understanding, accepting and practising the implications of the dual worldviews that are prevalent in South Africa society – that is the Western view and Ubuntu. Ubuntu emphasizes the richness of people's cultural heritage and goes a long way in providing principles for application in practice, especially for whatever we engage in as participants in the world of work. At the same time, the philosophy of Ubuntu also challenges African societies to move away from the existing misunderstandings of different races and cultures. …African people need to discard a slave mentality and begin to develop a royal mind-set that has pride in its heritage of cultural diversity. Ubuntu is neither a narrow racial nor a trivial and sectional concept. It is both a uniquely African and a universal concept. [Mesengana's] study does not envisage the supremacy of Ubuntu over Westernized knowledge systems. Rather it points the way to a combination of these two knowledge systems as the best option … African leadership does not strive for challenges and excellence, but rather tends to conserve, stabilize and remain constant with the status quo. It does not strive for change or deliberately stimulate motivation or competition. Meanwhile leadership within a Western worldview actively promotes individualism rather than promoting team orientation. The main contention then, is that what is generally needed in South Africa is the transformational type of leadership that can occur when there is a marriage between these two worldviews.*

(Source: Msengana, N. W., 2012: 4–5)

3. Discuss the reflective questions that follow:

*   Compare the way in which the *elders* or the *neighbourhood* speak about Ubuntu (based on your own investigations) with the *academic* discussions (in Extracts 1 and 2) above. To what extent is there overlap, or difference? Did any new insights emerge from the wisdom of the elders?
*   Gather key points and principles about Ubuntu from the examples provided above.
*   Consider in what way the discussions relate to ethical and moral leadership and decision making.
*   What distinction is drawn between collectivism and individualism? (Look up the meaning of these terms if you are not sure what they mean.)
*   How do you think the information presented relates to schools, schooling and ethical leadership in schools?
*   What can, and should you do to change the way you lead in your school, because of studying the information above?

Discussion of the activity

You are sure to have gathered many interesting ideas after speaking to community members about Ubuntu. These probably included references to helping others; being *connected* because of being human; trust;

selflessness and its focus on *the collective* rather than the individual. If you were lucky enough to learn something new through the wisdom of your community members, share it with your school-based CoP. If it has further relevance for your teachers, parents and learners, share it with them too.

In terms of the questions posed to you following what the two academics said about Ubuntu, you would have noted that Letseka (2012) makes a case for Ubuntu as a model of behaviour that should be used to influence young people in schools. However, he makes the very relevant point that educators need to act as role models in this regard as well. In terms of school leadership, this is particularly relevant as it is clear that if one *has* Ubuntu, then one should without doubt lead *ethically* as if one did not, it would not be possible to claim Ubuntu.

One does have to remember, however, that many learners come from dysfunctional homes, experience emotional, physical and sexual abuse, hunger, and so on. It may not come naturally to them to show selflessness, to feel connected, to care easily for others, or to share and trust other people. So, school leaders and all responsible adults in the school contexts have to *teach* Ubuntu and *model* having Ubuntu in order to help these deeply wounded young people to change their views of the world.

Msengana (2012: iv) notes how Ubuntu highlights "the richness of people's cultural heritage" which, in the African context, is built on a profound sense of *the collective*. This collectivism she contrasts with Western individualism but suggests that transformative leadership could meld the two together (Msengana, 2012: 124). Msengana, therefore, sees Ubuntu as being a force for erasing barriers, a force for good and certainly operating in a collective, collaborative manner – in the pursuit of excellence and challenge.

If the points raised in this section were not discussed by you and your school-based CoP, make a note to yourself to include them in your reflections of this module, in your Learning Journal.

Having reflected on ethical and values-based leadership, ethical and servant leadership styles, and the philosophical relationships that are so important in Ubuntu, the focus of this unit shifts to the application of ethical leadership in the school context. This affords you, as a school leader, the opportunity to apply your thinking about ethical leadership and human relationships to practical and often complex and nuanced leadership dilemmas.

How to resolve ethical leadership dilemmas

By their very nature, ethical leadership dilemmas may present choices which are often conflicting. The response of the leader may require the careful consideration of many factors. Hoggett (2005: 13–25) has researched the very real dilemmas, emotional stressors and coping mechanisms required to deal with ethical decision making in a contested and challenging environment. A decision that counters a popular or expected outcome in a school community could have serious consequences for the school leader.

According to Paine (2007), organisations that seek to act in an ethical manner need to choose between two different strategies. The first, the *legal compliance strategy*, is about the *letter* of the law (see *Understanding concepts, terms and meaning* in this unit for discussion on the *letter of the law*). Often the motivating factor for such a strategy is a desire to avoid public outrage, loss of trust and a spoiled image. This happens when an educator who has allegedly breached [broken] the Code of Conduct is suspended. The second (and preferable) of the two is the *integrity strategy*. This is about the *spirit of the law* and not looking to exploit any loopholes that may exist. It is about integrating values into decisions. An example would be when an open discussion is held about why certain behaviours are not acceptable.

Of course, an integrity strategy links to the ethics and values espoused [stated] by an organisation. Take note, there may be a difference between espoused or stated values and enacted or actual values. The individual, in this case a school leader, making a decision, also needs to examine their values to check the level of agreement between their values and the decision taken.

The activity below provide an opportunity to ponder on certain situations and consider what decisions could and should be taken, as well as how and why.

Activity 13: Resolving ethical dilemmas

Suggested time:
90 minutes

Aim:
To explore the ethical complexities, options and dilemmas that are typically faced by a school leader.

What you will do:

Think of an ethical dilemma that you have faced in your career as an educator, or one faced by a colleague, then do the following three tasks:

Task 1

1. In no more than three sentences, write what the problem was and who the stakeholders were.
2. Describe in one paragraph what made the decision you had to take either simple or complex.
3. In no more than three sentences, name the main cause of the ethical issue you faced.
4. What choices/decisions did you make and why did you make them?
5. What were the consequences of the choices you made?
6. Looking back now, what should/could you have done differently and why?
7. In your HEI CoP, discuss your thoughts on ethical leadership dilemmas with a fellow participant. Are there commonalities in your experiences? Are you able to support one another with complex decision making?

Task 2

1. Access the YouTube video: Willis, J. 2013. *Learning leadership: ethical dilemmas - Daniel case study*. Accessed from: https://tinyurl.com/ybm8y9c2 (Duration 9:56 minutes).
2. In the video, the school principal is offered five choices in terms of a decision. Think about the following regarding the choices:
    • Do you think that the five choices are only options available to the school leader?
    • If this is not a complete list of choices, what further option(s) would you add and why?
    • Pinpoint the ethical dilemma for each option.
    • Which of the options do you think the principal should select and why?
    • What consequences do you think will result from the school leader's choice?
    • How do you think the principal should deal with the consequences of her choice and why?

Task 3

1. Carefully read the article written by Cranston, Ehrich and Kimber (2003) to complement the YouTube video you have just watched: Cranston, N., Ehrich, L. & Kimber, M. 2003. Towards an understanding of ethical dilemmas faced by school leaders. *Westminster Studies in Education*, 26(2): 135–148. Accessed from: https://tinyurl.com/yd2a9kpz.
2. What key points are made in the article that guide ethical decision making?

3. Do you find the model provided in the article for conceptualising ethical dilemmas helpful or not? Give reasons for your answer.
4. Does reading the article in any way alter the answers that you prepared in Task 2? If so, how? If not, why not?

Discussion of the activity

How easily were you able to complete the reflective part of the activity, where you referred to events and dilemmas that you may have encountered during your career as a teacher or school leader? The events could have been part of your direct experience, or something that you have read or heard about.

A decision that includes an ethical component is reasonably simple to make if you have no doubts and are clear about your values. An example might be if you find out that a teacher has become sexually involved with a learner. You know that this action is undoubtedly in conflict with the SACE Code of Professional Ethics. As an ethical leader, this would be against your own morals and standards. So in this case your point of view is clear and you will be certain of the actions you will take.

What makes ethical decision-making complex is when there are conflicting interests to be considered. In the example above, a dilemma will arise if another value, such as *quality of teaching,* will be impacted on by reporting the teacher for investigation – if, for example, that teacher is an excellent mathematics teacher. Which *value* is more important? Anything that violates the Code of Professional Ethics should prevail [succeed]. That does not mean the decision will be easy because often, doing the right thing is painful.

Ethical dilemmas are frequently caused by a clash of values and feelings. It is about behaviour, standards and consequences. Often the consequences are painful for all. It may be that you might act differently at a different time or given different circumstances. Remembering how you acted in the past, and whether you felt that you did the right thing, may assist you when facing a similar decision in the future.

Every decision has a consequence. It may involve anger for the person who faced the consequences of their actions, and the response may have been very difficult. Perhaps when you are stronger and more confident, you may be willing to make a decision that may be unpopular. Communication is a leadership quality that could stand you in good stead when you make a difficult or unpopular decision. Being able to state the result and to explain reasons is important. Additionally, if you are working in a collaborative and collegial manner, you may prefer to consult with colleagues and arrive at a decision together.

The video that you viewed in this activity was prepared for a programme run in Australia. It presents a fairly typical yet complex ethical dilemma. The principal has made a commitment to a certain set of values. A learner has broken the rules yet does not seem to be a bad person. The consequences for this learner if certain punishments are applied, will be very severe. What is the right decision that the principal should make? Hopefully, the complexity of the situation and the ethical dilemma are clear.

Cranston et al., (2003: 1) make the following points about ethical decision making by school leaders:

*   The choices that school leaders may have to make are often complex and not *clear-cut*.
*   Whatever the choice, there is likely to be something *unsatisfactory* about it.
*   A number of competing *principles, values, beliefs, and perspectives* may need to be considered when making a decision.

- Cranston et al. (2003: 3) also mention that the "personal attributes, own ethical position and her values and beliefs will play a major role in determining the type of decision [the principal] will make."

Eyal, Berkovich and Schwartz (2011) endorse the points made above saying that:

> *School principals face moral dilemmas and decisions daily and are often required to make difficult choices between competing ethical demands and values. They are expected to offer solutions tailored to each individual student and community while simultaneously embracing powerful government regulations and adhering to uniform standards"*. (Eyal et al., 2011)

Their study highlights the complex nature and often contradictory considerations such as being fair and considerate, being practical, as well as professional considerations. According to their study, principals tend to revert to a dominant preference when making decisions.

The consequence of the decision taken by the principal in the video will depend on the decision that is made. Whether the principal chooses to apply the *rules* without considering personal factors, or whether the principal chooses to be lenient because the learner concerned has some promise and his future will be affected by strong action, there will be objections from some side. And the consequences for the learner are of course quite different from the feedback the principal is likely to get from many quarters, no matter what the decision is. The main lesson for the principal is to be very clear about why the decision is made, and to be prepared to face the response.

With reference to making decisions, it is also important to reflect on your own dominant preference and whether this is informed by a social justice perspective. Take note that it is also acceptable to revisit a decision if you become aware of more information.

In this final section of Unit 1, an attempt has been made to resolve leadership dilemmas, by bringing together the definitions, theories and examples of the previous sections, and providing an opportunity for you as a school leader to practise applying ethical leadership when resolving or deciding upon an issue.

Key points

Unit 1 focussed on the following key point:

• Sound understanding of the theories, models and approaches for leading and managing self and others.

It covered the following areas:

• Ethical and values-based leadership;
• Leadership approaches;
• Resolving leadership dilemmas.

In Unit 2, the focus will be on leadership and management qualities and theories, in the context of change.

Unit 2: Leadership and management qualities in the context of change

Introduction

Unit 1 of this module dealt with the ethics and values of effective leadership. This second unit focuses on *one* of the four elements of *The South African Standard for Principalship* (DBE, 2015b: 9): "necessary personal and professional qualities… that influence the way in which a school leader fulfils his or her leadership and management role."

Bhengu and Mkhize (In press) highlight the importance of leadership in dealing with the complex changes and dynamics that accompany it. They refer to Uhl-Bien, Marion and McKelvey (2007) who suggest:

> *…that leadership should be seen not only as positions occupied by people called leaders and/or the authority they have. Instead, leadership should also be seen as a complex interaction from which a collective drive for action and change emerges when various agents interact in networks and in ways that produce new patterns of conduct or new models of operating.* (Uhl-Bien et al., 2007).

This unit will also introduce *distributed leadership theory* as a central focus of effective and ethical leadership within schools.

This unit comprises four sections, namely:

Figure 4: The structure of Unit 2

Unit 2 learning outcome

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

• Demonstrate the personal qualities necessary for effective leadership and management of people.

Section 1: Exploring leadership qualities

Introduction

In Unit 1 the primary emphasis was on establishing a strong knowledge and theoretical foundation of ethical leadership. This unit builds on that foundation by focusing on further leadership theories and leadership practices particularly in relation to the school leader (principal) as a change agent.

As in Section 1, Unit 1, the first section of this unit also commences with a key focus of the South African Standard for Principalship (2015: 10) namely, *developing and empowering self and others*. This is about the general perceptions of leaders with an exploration of their leadership qualities and an examination of what it means to be a school leader.

Refer to the table below to remind yourself of the relationship that exists between the concepts of leadership, management and principalship which were first introduced in *Module 1: Professional Portfolio and Workplace Project*. These concepts are closely interrelated but they do not mean the same thing. It is important to remember that as leadership qualities are further explored, that these are not referring only to the role of the principal, but to all staff in leadership positions.

Table 9: Concepts of leadership, management and principalship

Concept	Sphere of practice	Purpose	Power and authority	Ethics and morality
Leadership	Inside and outside the school. A social relationship rather than a position. Can operate from the centre rather than the top. Dispersed across people and function.	Goals, vision and values – both formal and informal.	May be traditional, charismatic or through appointment. Influence and consent rather than coercion. Through skill, knowledge and ability.	Must include ethical considerations. May not be moral. Can lead followers the wrong way.
Management	An organisational concept – confined to inside the school.	Maintenance of structures and purposes.	Formal positions rather than individuals. May be delegated.	Must follow ethical norms, policy and regulations.
Principalship	An organisational concept – confined to inside the school. Part of school leadership.	Achievement of goals and primary tasks. Should integrate functions of leadership and management.	A structural position. Carries responsibility and accountability. May use influence and consent but can also extend to compulsion.	Ethics embedded in policy but also personally developed in context. Can morally be held to account.

(Source: Christie, 2010: 694)

You are asked to focus your attention particularly on the intersection between power and authority and its relationship to leadership. While generally leaders are officially appointed, some people emerge in as leaders

as a result of their knowledge, skills and abilities in a particular context. This may result in such a person having significant influence in relation to others. This is an issue which will be examined later in this unit when the concept of *distributed leadership* in schools is discussed.

In preparation for *the* next activity, watch the video and reflect on the TEDTalk by Swanniker: *The leaders who ruined Africa, and the generation who can fix it.* Accessed from: https://tinyurl.com/poc5cwo (Duration: 13:50 minutes). It is important that you read the comments that follow the video showing viewers reactions.

You will notice that there are diverse reactions, ranging from those saying Swanniker is a visionary leader, to those saying he is a fool. What was your reaction to what he had to say? Whatever your reaction was, the main point is not to make a quick judgement about his views but rather to think about and reflect on what he presents and what value you might be able to take from this as a school leader.

For example, the point he makes about a single leader being powerful in a context of weak institutions, but conversely [equally], less powerful where there are strong institutions, is very interesting. The *generation four* leaders, as he calls them, are the new leaders who are tasked with transformation in the face of great need. This seems to resonate with the need of many schools in South Africa. It is also relevant to what is suggested in Unit 1, i.e. – that ethical leadership is relational and should be distributed beyond the role of the principal.

In Unit 1 it was acknowledged that while a leader might be effective in convincing followers, they may sometimes lead in the wrong direction (*toxic* leadership).

Having actively listened to the TEDTalk by Swanniker, the purpose of the next activity is to assess what constitutes good and bad leadership.

Activity 14a: Reflect on leaders you admire

Suggested time:
I hour

Aim:
To identify what characterises both good and bad leadership.

What you will do:

Individual activity

1. Reflect on what the TEDTalk by Swanniker suggests about both excellent and autocratic leaders, and make notes in your Learning Journal of important issues about leadership that emerge for you.
2. Consider the quotes below and write a brief reflection in your Learning Journal on which quote (or you can choose more than one) seems most appropriate for school principals.

Write down why you think this is so.

- *"Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence."* (Sandberg, 2013: 158)
- *"Leadership is motivating, mobilizing, resourcing, and directing people to pursue a shared vision that produces positive transformation.* (Barna, 2009: 12)
- *"Leaders go first. They set an example and build commitment through simple, daily acts that create progress and momentum. Leaders model the way through personal example and dedicated execution."* (Kouzes & Posner, in Williams, 2005: 7)
- *"A leader…is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realising that all along they are being directed from behind."* (Mandela, 1996)

Do this activity with your school-based CoP

1. Brainstorm a list of leaders you admire and state why.
   - Were any of the leaders chosen a surprise to other participants?
   - How many came from the education sector?
   - Were there any trends or patterns that emerged in the leaders you selected?

2. Select one leader from the list your community of practice (CoP) put together and answer the following questions. It might be difficult to get agreement on which leader to work with but do the best you can to get consensus.
   - What change processes did this leader initiate?
   - What difficulties/challenges were faced by this leader?
   - How were these difficulties/challenges overcome?
   - What impact/effect has this leader had on the context in which they led/lead?
   - What leadership qualities were demonstrated?
   - What three words would you use to describe this person?

Discussion of the activity

Your reflections and discussions should have drawn on what you covered in Unit 1 of this module – the place of values, ethics and morals in leadership. You might have reflected on the Northouse presentation or on the Sinek video and the concept of the *Golden Circle* and leading *from the inside out*. In both your personal reflections and CoP discussions, you would have gained from a consideration of the *why* of leadership before the *how* or *what*. And what about Ubuntu? Did this philosophy feature in the way you discussed leaders you admire or those whose actions you questioned? The main purpose of the activity was to get you thinking about how all these characteristics help inform you about being an admirable leader yourself.

One of the most common characteristics of questionable leadership is the *abuse of power*. It's a dynamic that comes into play in all relationships and particularly so in leadership. Berry and Bunting (2006) state that:

> *Effective leaders may be both liberators and oppressors of others. Usual assumptions of the good leader as the good person pervade almost all of the leadership literature. This assumption serves us badly, it seems, by turning us away from imperfections such as corruption and leading us away from real behaviour towards an ideal.* (Berry & Bunting, 2006: 1)

A leader may therefore be effective in accomplishing particular goals but may not be an ethical leader who treats others fairly. The recent study by Bhengu and Mkhize (In press) presents alarming data that provides evidence of school principals knowingly and deliberately flouting policy in their efforts to ensure that their schools succeed. This is what they say:

> *This study has shown that there are conflicting and competing interests amongst the SGBs and the SMTs of the four researched schools. Some of leadership and management strategies that school principals utilized were not lawful. The act of marginalizing SGBs or any stakeholder for that matter, is against the spirit and prescript of the Schools Act. However, they were effective under the circumstances, and consistent with some elements of Complexity Leadership Theory.* (Bhengu & Mkhize, In press)

The writers of the article might seem to be saying that as long as there is some sense of justification for the principals' actions, they could be considered acceptable. However, the key point they are making is that the temptation for principals to follow this route is simply *neither* ethical *nor* justifiable. Note that *complexity leadership theory* will be explained in detail in Unit 4 of this module.

Activity 14b: Ethics and effectiveness

Suggested time:
30 minutes

Aim:
To reflect further on the implications and consequences of making unethical decisions in pursuit of effectiveness.

What you will do:

Do this activity with your HEI CoP

1. Use the extract above from Bhengu and Mkhize as a stimulus and respond to the following question in a discussion with your higher education institute (HEI) CoP:
    *   Is it ever ethical to deliberately ignore policy in an attempt to ensure *effective* practices and outcomes in a school? If you believe there may be certain circumstances that could justify this – discuss them with your colleagues.

2. Use the knowledge you have gained in Unit 1 to reflect on the values and ethics that are challenged by this question.

Discussion of the activity

While it is beyond the scope of this Module to engage with the whole history of leadership theory, some important theoretical developments will be discussed in this unit. They serve as an interesting background to the current theoretical position that the Advanced Diploma School Leadership and Management (AdvDip (SLM)) adopts, and which by now, you will definitely have encountered, namely, a position, which views

leadership as being about socialising relationships rather than controlling others. About how leaders are connected with others in a collegial learning process.

The earliest thoughts about leadership (popularised by Thomas Carlyle, a Scottish philosopher, in the 1840s) identified the *great man* or *leader* as someone *born* to a position. This idea fits the notion of warrior kings or heroes. More recent research carried out on the qualities of leaders identifies traits [characteristics] such as *masculinity* and *dominance* (Lord, DeVader & Alliger, 1986), which contrast with *agreeableness* in others (Hogan, Curphy & Hogan, 1994). Consistently mentioned qualities of leaders include intelligence, energy, motivation, and persistence. Studies by Kouzes and Posner (2002), Starratt (2012) and Collins (2001) emphasise integrity and ethics. The next activity is designed to get you thinking about leadership traits or characteristics.

Activity 15: Consider leadership traits

Suggested time:
30 minutes

Aim:
a. To introduce the notion of leadership traits (characteristics).
b. To understand how leaderhip traits deemed to be ideal, may have changed over time.

What you will do:

Individual activity

1. Read the following and make notes in your Learning Journal in preparation for your school-based CoP discussions.

Leadership traits

> Berry and Bunting (2006: 2) define "*a leadership trait as the particular characteristics that differentiate leaders from non-leaders, to find out what it was about them that captured the admiration or following of others.*" Kalimbo (2018) similarly describes *traits* as being used to distinguish leaders from non-leaders and continues by critiquing [evaluating] the almost endless list of adjectives used to describe admirable leaders. The problem with identifying traits is that many are difficult to measure, and difficult to agree on. Also, the conceptual separation of people into *leaders* and *non-leaders* is reminiscent of the very limited *great man* theory of leadership which does not fit well with distributive leadership and relational approaches to leadership, "*as Trait Theory recognises a single leader in a school*" (Kalimbo, 2018: 10).

Kalimbo's analysis is interesting, but leadership Trait Theory has the value of making you think more carefully about *why* you believe good leaders consistently behave the way they do. Once you have a strong sense of this it becomes easier to understand how they act in ethical and effective ways.

2. Now go back to the list you created in Unit 1 Activity 4b and revisit the top five values you most admired. The task is to align these values with the leadership traits which are presented below.
3. Read Adair's (2004) summary of leadership traits below and compare them with your list of values.

1. Enthusiasm	• try naming a leader without it! Being positive, focused and determined is essential
2. Integrity	• meaning both personal wholeness and sticking to values outside yourself, primarily goodness and truth - this quality makes people trust a leader
3. Toughness	• demanding, with high standards, resilient, tenacious and with the aim of being respected (not necessarily popular), assertive and clear regarding expectations
4. Fairness	• impartial, rewarding/penalising performance without 'favourites', treating indivdiuals differently but equally, demonstrating consistency and humaneness
5. Warmth	• the heart as well as the mind being engaged, loving what is being done *and* caring for people - cold fish do not make good leaders, empathy
6. Humility	• the opposite of arrogance, being a listener and without an overwhelming ego
7. Confidence	• not over-confident, but with self-confidence, assured and assertive.

Figure 5: Adair's leadership traits
(Source: Adair, 2004: 121)

4. Write your responses in your Learning Journal.

Do this activity with your school-based CoP

1. Schedule 20 minutes for discussion of the following question: *What do you think are the essential qualities of a good leader?*
2. The outcomes of the discussion should be organised into a PowerPoint presentation which can be shared with the School Governing Body (SGB), as a useful set of ideas to consider when they are interviewing prospective candidates for promotion posts or thinking about their own development as parent leaders.

Discussion of the activity

It is relatively simple to think of traits or qualities demonstrated by leaders and to identify your own. The challenge is that what you have observed and modelled may not be *ideal* or desired behaviours. Once you start to link traits with values and ethics, you should begin to ask more difficult questions about *why* leaders demonstrate the traits they do. If you look at the list of supposedly positive traits of good leaders stated in the textbox below, there are certainly some that you should question.

Positive traits of good leaders

…honesty; intelligence; high level knowledge and skills; assertiveness; agreeableness; ability to delegate; communication skills; integrity; strong core values; sense of humour; confidence; certainty; focus; positive attitude; drive; energy; will and determination; creativity; adaptability; resilience; responsiveness; intuition/insight; strength; commitment; ability to inspire; sociability; influence; conscientiousness; enthusiasm.

(Source: Adapted form Berry & Bunting, 2006)

For example, consider *resilience* and *influence*. Certain recent political leaders, both locally and internationally have proved to be both resilient and influential but for all the wrong reasons – and with a host of negative consequences. This should remind you of the TEDTalk video in which Swanniker noted the damaging influence of leaders who proved highly resilient and influential yet demonstrated the very worst examples of unethical and immoral leadership.

This is one of the key reasons that the leadership Trait Theory has limitations – sometimes it is too easy to apply it simplistically, without reflecting more deeply. For example, a leader might make a decision that demonstrates strength and commitment (such as reserving places in the school for local children by blocking applications from foreign nationals). A more courageous stance that shows a sense of social justice would be to acknowledge these other children's right to education as well, even though the decision could possibly have met with much resistance or anger by local families.

Examine one more example of a leadership characteristic, i.e. accountability. This seems to be a fairly neutral word that most of people are likely to agree is a necessary quality of an effective leader. Now turn to the next activity and explore the concept of accountability a bit further.

Activity 16: Explore reciprocal accountability

Suggested time:
30 minutes

Aim:
To explore the links between leadership and accountability, especially with regard to teaching and learning.

What you will do:

Individual activity

1. Read the following extract about the challenges of accountability (Elmore, 2003: 6). As a professor in the Graduate School of Education at Harvard University, Elmore is writing in the context of the United States. The principle of *Internal accountability,* however, is one that applies equally in the South African context:

> *Internal accountability precedes external accountability.*
> *Educators are subject to draconian [strict] and dysfunctional [unworkable] external accountability policies largely because they have failed to develop strong and binding professional norms about what constitutes high-quality teaching practice and a supportive organisational environment. In our society, educators are usually people to whom things happen, not people who make things happen.*
>
> *Not surprisingly, schools and school systems that do well under external accountability systems are those that have consensus on norms of instructional practice, strong internal assessments of student learning, and sturdy processes for monitoring instructional practice and for providing feedback to students, teachers, and administrators about the quality of their work. Internal coherence around instructional practice is a prerequisite for strong performance, whatever the requirements of the external accountability system. High internal agreement is the best defence against uninformed external pressure.* (Elmore, 2003: 6)

2. Respond to the following three questions and record your answers in your Learning Journal.
    *   Who do you think leaders in schools are accountable to?
    *   Explain how you ensure others are accountable to you?
    *   What is it about accountability that you find most challenging?

Discussion of the activity

It is possible that you might have started by looking *upwards* when explaining who a school leader is accountable to, i.e. SGB, the circuit manager, the district director, and so on. There is obviously a *logical* reason for this if you are thinking about a *school leader* as *only* the principal, and of course this is part of the answer. However, in this module it has been argued that there should be many different leaders at many levels in a school environment, who are all accountable to each other *and* the people they are leading. This is what *relational leadership* implies. Accountability is multi-directional, and this is what Elmore is referring to when he uses the term *internal accountability*.

Elmore also described the principle of *reciprocal* accountability: "Teachers (and School Management Teams) are accountable for their performance – but they are accountable to the extent that they have been given the support to complete the tasks expected of them" (adapted from Elmore, 2003).

If you read between the lines of what Elmore is saying, with reference to the South African education system, teachers are accountable to heads of department (HODs) for the work they do in the classroom, but equally, they should be *supported* in their efforts by the same HODs. Similarly, school management teams (SMTs) are accountable to the principal and circuit manager, who then carry the reciprocal responsibility for supporting the work the SMT is expected to do.

This means that leadership, management and accountability need to be distributed at all levels throughout the school (Spillane, 2006). How competently these functions can be distributed and managed is a key focus of this module.

Elmore (2003: 6) says that schools have allowed the external accountabilities imposed from outside the school (such as policies), to hold more status and power than a much more important area of accountability, that of the core business of the school – teaching and learning. Discussions about how well or badly this is going, must be the primary conversation in the school between all stakeholders. Elmore is therefore placing accountability for learner progress and achievement (*why* you lead) above administrative accountability (*what* you manage). There are similarities between Elmore's scenario and Sinek's *Golden Circle*.

Section 2: Leadership theories

In *Module 1: Professional Portfolio and Workplace Project* you were introduced to different types of leadership and in Unit 1 of this module the focus was on ethical leadership, the philosophy of Ubuntu, and servant leadership. In this section, you are asked to consider further leadership approaches that are *relational* than *directive; more people-centred* than *task-oriented;* and more *collaborative* than *hierarchical*. Some of these conceptual ways of understanding leadership refer to invitational, transformational and transformative approaches. It is important, however, to recognise that these concepts or principles are not all full theories. In the following section you will be introduced to the *theories* that will provide you with the depth and rigor [thoroughness] necessary to explore your own leadership views.

Shields (2009), writing from the Canadian context, calls for a *new* way of thinking about educational leadership. She suggests:

> *…some ways in which we may act deliberately, and with moral purpose, as transformative educational leaders. I use the word transformative here to suggest that our role goes beyond the bounded organizational context and extends to the wider social context within which schools are located and from which our students come. … [E]ducational leadership …. must include attention to issues of equity, democracy and diversity*. (Shields, 2009: 64)

Shields goes on to ask several questions, the first and most important of which is "Why do we lead?" (2009: 66). In the next few activities you will focus on this question.

Activity 17: *Why* you lead

Suggested time:
20 minutes

Aim:
For you to think about *why* you lead.

What you will do:

1. Read the extract from Shields (2009) article in Appendix 5.
2. What are your thoughts on *why* you lead? Write notes in your Learning Journal on these thoughts.
3. Are your thoughts similar to, or different from Shields'? Think about why you do what you do and record your thoughts in your Learning Journal.

4. Do a quick survey amongst your school-based CoP members about the different reasons they might offer for *why* they lead in the way they do.
5. What did you discover?

Discussion of the activity

Your reading of the article by Shields (2009) should have reminded you of the issues raised in Unit I of this module regarding ethics, values and morals. Shields makes a strong call for school leaders to move beyond managerial and technical approaches to school leadership which rely on a narrow, rational set of behaviours, without taking into account the constantly changing social and moral purposes of education. In Unit 1 of this module, the Sinek video raised the importance of why we do what we do – the purpose. Shields' article picks up on that concept. Unless and until we understand our personal motivation, it seems, we cannot be really purposeful leader.

How did other participants react to your survey about *why* they do what they do? Did their responses refer to issues of ethics or values? Did you hear people talk about servant leadership, or ubuntu? Was there a sense that people were thinking beyond their school and including the wider community and issues important to democracy?

As you move further into an exploration of different approaches to school leadership it is important to continue to be a critical thinker and a scholar. For example, it is sometimes tempting to accept all theories of leadership as though they are the *right* way to go – after all important people speak about them, teach them in universities and publish their ideas in academic books. What you have to remember is that as society grows and changes, old ideas which have outlived their context are replaced by new ones. Remain alert, therefore, to new possibilities and opportunities to be even better leaders. In the next activity, you will have an opportunity to relate and critique invitational approaches to leadership in the current school context.

Activity 18: Invitational leadership

Suggested time:
45 minutes

Aim:
a. To identify the purposes and behaviours of invitational leadership in your school context.
b. To assess their application to you and your school context.

What you will do:

Invitational leadership is an approach that is relational, participative and collaborative. As such it builds on ethical leadership and *invites* others in the system to join school leaders. It is therefore about building and maintaining strong people relations.

1. Read Stoll and Fink's (1996) definition of invitational leadership:

> *Leadership is about communicating invitational messages to individuals and groups with whom leaders interact in order to build and act on a shared and evolving vision of enhanced educational experience for pupils. Invitational leadership is built on four basic premises … optimism … respect … trust … [which is] intentionally supportive, caring and encouraging.* (Stoll & Fink, 1996: 111)

2. **With your school-based CoP**, study the following four aspects of invitational leadership employed by a South African school leader.

Principles of invitational leadership as observed by Steyn

The four principles of invitational leadership as observed by Steyn (2016) were:

1. **Respect**
   - Teachers were seen as masters of their subjects.
   - Opportunities to share their expertise with other schools.
   - The principal viewed himself as a cog in a big machine.

2. **Trust**
   - The principal played a key role in the collaborative structure.
   - He removed islands of excellence for staff to share skills/knowledge through various structures.
   - A sense of camaraderie (togetherness) developed among staff.

3. **Optimism**
   - The worth of teachers was affirmed with a view of continuous growth.
   - The school took initiative to train themselves and others.

4. **Intentionality**
   - Collaboration does not happen by accident – it has a definite purpose and direction.
   - Appropriate structures and ample time were provided for sake of continuity and communication.

(Source: Steyn, 2016: 521)

3. **With your school-based CoP**, analyse what Steyn has to say by reflecting on what you have learned so far in this module. As a hint, think about the historical nature of leadership in South African schools (*big man* theories), roles of leaders and gender (*Women can't lead*) issues that are implicitly addressed in the text above.

4. **As an individual activity**, provide practical examples of what you could do in your school to encourage collaboration, build respect and trust, and convey an optimistic frame of mind. Because these examples relate directly to what you might do in your school, **reflect on how this activity can influence the way you approach your Workplace Project (WPP).** Record your thoughts in your Learning Journal.

Discussion of the activity

On the surface there are positive things you can take from the Steyn example, as it reflects values such as respect and trust which you might have listed among your own set of values in Unit 1. Optimism also presents a positive view of the future which is guided by intentionality – or goal orientation. However, on closer inspection you can question why *the principal* is positioned as *the* leader – where is the sense of many leaders? Secondly, the tacit [built-in] assumption that the principal must be male surely reminds you of the historical gender inequalities associated with school leadership. If intentionality [definite purpose] is suggested as a virtue of invitational leadership, the question you should be asking is whose intentions are foregrounded and whether they are the product of shared and collegial leadership and management? These are the questions that ethical leaders, at every level need to get used to asking themselves.

The exploration of different leadership principles continues in the next activity, as you read about transactional, transformational and transformative leadership.

Activity 19: Transactional, transformational and transformative leadership

Suggested time:
45 minutes

Aim:
a. To consider three distinct leadership approaches – transactional, transformational and transformative.
b. To assess what promise they hold for leading and managing complex change in South African schools.
c. To assess how they may be applied in your school to promote equity, justice and leadership for change.

What you will do:

Firstly, on your own and then with your school-based CoP do the following:

1. Shields (2009) presents a table that draws distinctions between transactional, transformational and transformative concepts and principles. This table provides a very useful explanation of the essence of each concept. Study Table 10:

Table 10: Differences between three leadership theories

	Transactional leadership	**Transformational leadership**	**Transformative leadership**
Starting point	A desired agreement or item	Need for the organisation to run smoothly and efficiently	Material realities and disparities outside the organisation that impinge on the success of individuals, groups, and organisations as a whole
Foundation	An exchange	Meet the needs of complex and diverse systems	Critique and promise
Emphasis	Means	Organisation	Deep and equitable change in social conditions
Processes	Immediate cooperation through mutual agreement and benefit	Understanding of organisational culture; setting directions, developing people, redesigning the organisation, and managing the instructional programme	Deconstruction and reconstruction of social/cultural knowledge frameworks that generate inequity, acknowledgement of power, and privilege; dialectic between individual and social
Key values	Honesty, responsibility, fairness, and honouring commitments	Liberty, justice and equality	Liberation, emancipation, democracy, equity, justice
Goal	Agreement; mutual goal advancement	Organisational change; effectiveness	Individual, organisational, and societal transformation
Power	Mostly ignored	Inspirational	Positional, hegemonic, tool for oppression as well as for action
Leader	Ensures smooth and efficient organisational operation through transactions	Looks for motive, develops common purpose, focuses on organisational goals	Lives with tension, and challenge; requires moral courage, activism
Related theories	Bureaucratic leadership, scientific management	School effectiveness, school reform, school improvement, instructional leadership	Critical theories (race, gender), cultural and social reproduction, leadership for social justice

(Source: Shields, 2009: 56)

2. Read the scenario below on information and communications technology (ICT) and give examples of how each type of leader would respond.

   Scenario: Transitioning to ICT

   A school in a province where ICT usage is a priority goal of the Member of the Executive Council (MEC), is required to submit plans to the District about steps they are going to take to extend and improve ICT usage.

   How might a *transactional* leader respond?

   How might a *transformational* leader respond?

   How might a *transformative* leader respond?

3. Discuss these three responses with your school-based CoP and relate them to the type of leadership you demonstrate.
4. Decide on what you think is the most appropriate leadership response in this context and why this is the case.

Discussion of the activity

> *Transactional leadership brings to mind the old distinctions of which we are all aware – of 'managing' and 'leading', where the 'manager' seeks to maintain the status quo. Whilst the transformational leader seeks to transform the organisation, there is also a tacit (built-in) promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the product of the transformation. Transformational leaders are often charismatic, but are not as narcissistic as pure charismatic leaders, who succeed through a belief in themselves.* (Bass, 1985 cited in Berry & Bunting, 2006: 4)

A transactional leader is likely to drive the process from the front, setting a change agenda and wanting increased ICT usage to cause as little disruption as possible. Staff will have tasks delegated to them in a transactional exchange and due care will be taken to recognise compliance with requirements. Similarly, those who do not meet deadlines or set standards of delivery will probably be censured. The main risk in this type of approach is that staff may feel *railroaded* or *compelled* and may not fully buy into the task.

A transaction is often an agreement between parties for a task to be performed for a perceived benefit of some kind.

A transformational leader will spend some time talking about the importance of the project and asking for ideas and input, within a carefully set framework. The tasks will be strongly linked to organisational goals. Tasks may be distributed amongst teams who will be encouraged to work together for group interests and the end values. There may be a broader inclusion of stakeholders in the consultation phase, but the

transformational leader will work from the front to change the organisational culture. The main issue with this type of approach is that the persuasiveness and charisma of the leader will affect the extent to which stakeholders may accept the project.

Transformational leadership is about the greater good and a higher purpose. The issue is that those resisting change may get left very far behind. An issue about transformational leadership, raised by Butler and Christie (2000), is the question of who decides what moral and ethical stance is correct and what radical social change is preferable or possible. It is about agency and power and who controls what is right and just. Moral stances may differ and radically so.

A transformative leader would open the issue to all school stakeholders and possibly ask what learners, parents and teachers envisage as the future role of ICT in the school. In the forefront should be issues of access to the new system forming part of a *social justice* and *equity* agenda. Ideas may be put forward, such as the flipped classroom remote access, closed Facebook pages and so on. The ICT project could include innovative ideas about communication and safety of learners, calls for a cell phone or Mobi app that protects learners against cyberbullying or other useful innovations suggested by learners and parents. Transformative leaders work in ways where "leadership explicitly attends to the moral and ethical issues related to power relationships of entire social systems that often perpetuate inequity and inequality in organisations" (Shields, 2010: 565). In the example used above, this is about considering the wider implications, beyond the boundaries of the school, but which affect the society of which the school is an integral part. The ability of a transformative leader to see beyond the narrower boundaries of the school and envisage how the school is part of a wider social context, and what can be done within the school to reflect a just society is what distinguishes them from a transformational leader.

You need to consider if there is there anything *wrong* with any of the three possible approaches. Essentially, it's not about right or wrong and there may be times when a leader chooses to use different approaches in different contexts or challenges. This is only possible if the leader has a deep knowledge of his or her purpose, a considered attitude to ethics and values, a commitment to equity and social justice, and offers "the promise of a better life lived in common with others" (Shields, 2009: 56). Without these underlying philosophical considerations, a leader will be unlikely to act consistently in ways that call for courage in the face of many complexities and the need for deep and fundamental change. This is a compelling reason for school leaders to view themselves as *transformative* leaders with something valuable to offer schools and society in South Africa.

Transformative leadership is particularly important in a society emerging from the injustices and exclusionary practices of apartheid because of its focus on the rights of every individual to be treated with dignity, respect and care at all levels of society (Shields, 2010: 571).

At the beginning of this unit you were introduced to the concept of *relational* leadership which was explained as meaning many different leaders in a school context, all being accountable to each other and the people they are leading. The next activity begins to explore what it means to be accountable to many people by looking specifically at the ethics of care.

Activity 20: Relational leadership and an ethic of care

Suggested time:
1 hour

Aim:
a. To extend your understanding of relational leadership.
b. To explore the concept of an ethic of care.

To understand what it means for school leaders who interact with and are accountable to many people on a daily basis.

What you will do:

Do this activity with your school-based CoP

1. Study the following quotes on relational leadership from Smit and Scherman (2016) and then read the case study that follows:

> *A firm, professional style that is purposeful and participative in nature is required for dealing with the everyday educational challenges in a school.*
> *We propose a relational leadership style that speaks to the quality of relationships that school leaders have with staff, learners, parents, and the community.*
>
> *A new 'language' that is relational is proposed, and which includes concepts such as care, vision, collaboration, courage and intuition, which are conceived of as relational aspects of leadership.*
>
> *Leadership is a matter of how to be, not how to do. How to do is the task of the manager.* (Smit & Scherman, 2016: 1)

Case study: Relational leadership in a rural secondary school

A new deputy principal has been appointed at a rural secondary school. She recently graduated with an honours degree in Educational Leadership and Management and is hoping to pursue her passion for transformative leadership that was sparked during her studies. After being at the school for several weeks and closely observing the relationships between various stakeholders in the school environment she is troubled by the apparent divisions that she has noticed.

She knows something is wrong in the school and despite spending a lot of time thinking about what she could do to improve relationships, she cannot think of how to use her knowledge and position in the school without causing a backlash from certain individuals or groups.

She makes an appointment with the lecturer who supervised her research on transformative leadership to ask him for advice. In her discussions with the lecturer, she makes the following observations:

1. The principal is an *old school* person who still uses corporal punishment and justifies it by saying that he has been a member of the community for many years and community members who are parents of learners at the school have given him their support. They claim that their culture demands that physical punishment be used on delinquent children because *that is all they understand*.
2. The three HODs at the school are all young and recently appointed and they do not approve of the principal's actions and want corporal punishment to stop but they are afraid of challenging the principal.
3. The teachers are divided, with some supporting the principal and some following the lead of the HODs in wanting change. This is causing tensions in the staffroom and the effect is that even at subject meetings, collegiality is being replaced by individual differences and silences.
4. The learners are aware of the tensions and are afraid of the teachers who support the principal. The learners are subjected to beatings in these teachers' classrooms and respond with sullen silence. In other classes, teachers treat them with respect and value their contributions but the tension between teachers causes the learners to be wary of trusting those who seem to have their interests at heart. The leaners do not easily open up or engage with these teachers for fear of consequences.
5. The school's matric results have declined over the past five years and the principal has insinuated that it is because of these young, liberal teachers who do not know how to discipline learners. The HODs feel that they could get far better results if corporal punishment was stopped as the learners would be able to trust their teachers and engage in discussions and classroom activities. The HODs feel this approach is essential to foster effective teaching and learning.

2. The new *language* of relational leadership refers to the concept of care. Noddings (2003: 69) maintains that caring should be rooted in receptivity (being open to others), relatedness and responsiveness. The case study presents a school where openness, caring and relationships are clearly not evident. Discuss with your school-based CoP what you might suggest to the new deputy principal if you were the person she was consulting.

Discussion of the activity

The final quote from Smit and Scherman above says something about the differences between leadership (how to *be*) and management (how to *do*). This could mean that while leaders need to practice being open to others in a caring and sensitive way, managers don't have to. However that is definitely not the view taken in the AdvDip (SLM). Leadership is seen as a collective responsibility and the principle of an ethic of care should be everywhere in schools.

Smit and Scherman (2016: 1) state that many people in schools experience a sense of powerlessness and a lack of agency. This has serious implications for school principals who need to find ways to work constructively and purposefully with school stakeholders. Relational leadership, which cuts across many leadership approaches, is about caring for, and responding to people within the school and beyond (especially in the case of transformative leadership).

An ethic of care arises from a deep concern for stakeholders in the school. It goes beyond a transactional engagement or exchange to one where the welfare of the *other* is of paramount importance. The terms used by Noddings (2003) describe being open to others (receptivity) which should start with observation and listening. 'Relatedness' is about the connection to people and being sensitive to issues of social justice. Noddings (2005) is firm about the notion that:

> *Caring relations … provide the foundation for successful pedagogical activity. First, as we listen to our students, we gain their trust and, in an on-going relation of care and trust, it is more likely that students will accept what we teach.* (Noddings, 2005: 4)

Leadership theories

So far in this module you have begun to build an understanding of effective leadership for South African schools. In Unit 1 you considered the importance of ethics, morals and values, and the embracing philosophy of Ubuntu. In this Unit you have worked from the historical perspective of the *Great Man* and *Trait Theories* of leadership towards the idea of *invitational* approaches to leadership. This exploration has led you to an understanding of school leadership as relational, embracing an ethic of care and a concern for social justice that underpins *transformative* leadership. You will also remember that at the beginning of this unit there was a reminder about the conceptual distinctions between leadership, management and principalship, where the key distinguishing features of leadership were that it is not necessarily related to a position, it can emerge at any level within an organisation, and it should be distributed among many people.

This cumulative understanding of school leadership points towards a theory of leadership that has increasingly become useful to South African school leaders and which has been the focus of serious academic scholarship in recent years, namely, *distributed leadership theory*. This is where you will now focus. Before starting you might like to refer back to *Module 2: Leading and managing teaching and learning in the school*, where both teacher leadership and distributed leadership were discussed (See Module 2: Unit 1, Section 2).

Distributed leadership

The definition of distributed leadership that was given in *Module 2: Leading and managing teaching and learning in the school* was:

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

You might think this is really just common sense and of course everybody should be doing it, but that's too simplistic and potentially a problem as you will see shortly. The idea of sharing leadership in a democratic and inclusive way is well aligned to policy (South African Schools Act, 1996; Report of the Task Team on Education Management Development, 1996) and the concept of the learning school (see *Module 2: Leading and managing teaching and learning in the school*). However, a person who is serious about being a leader who truly practises distributed leadership, will need to develop:

> *…a more nuanced and theoretically robust use of the concept, which speaks not only to 'who' is involved in the distribution of leadership and 'what' is distributed but also how the distribution happens and 'why' it happens in the manner it does.* (Grant, 2017: 2)

This view from Grant reflects the *Golden Circle* idea of leadership (see Unit 1 of this module) starting with the purpose, the *why* question. In the definition given earlier, distributed leadership assumes the high-level involvement of teachers and the notion of leadership being possible in every teacher. However, numerous writers have warned against a careless, loose understanding where anything that is not autocratic, top-down or imposed is described as distributed leadership. The next activity will look more closely at what distributed leadership is and is not.

Activity 21: Is this distributed leadership?

Suggested time:
30 minutes

Aim:
To clarify the concept of distributed leadership in schools.

What you will do:

1. In preparation for the activity, carefully read the entire article by Grant (Appendix 6) because its content is central to the whole module.

Grant, C. 2017. Distributed leadership in South Africa: yet another passing fad or a robust theoretical tool for investigating school leadership practice? *School Leadership & Management*, 37(5): 457–475. Accessed at: https://www.saide.org.za/documents/Grant_C_2017_Distributive_Leadership_in_South_Africa.pdf

2. Read through examples 1 and 2.
3. Respond to the questions after each example and write your responses in your Learning Journal. Refer to the Grant (2017) reading when making your responses.

Example 1

The Principal of Secondary School X, delegates responsibility to a senior teacher for managing the matric entries, invigilation of the matric exams and the security of exams papers, both before and after each exam is written. The principal claims that this teacher is highly organised, effective and able to lead other teachers in this very responsible role.

•   Do you think this is an example of distributed leadership? Explain your response.

Example 2

The Principal of School Y fully supports the notion of teachers being the designated leaders in the classroom situation, where they are able to lead and manage their goals and procedures while modelling appropriate behaviour and inspiring learners to achieve their full potential. She also encourages their participation as grade and subject heads who work collaboratively with colleagues to refine curriculum methods and report progress regularly to their HODs who authorise their decisions.

•   Is this an example of teacher leadership or distributed leadership, or both?
•   Are there any elements of the example that make you uncertain about your answer? What might they be?

Discussion of the activity

The first example might give the impression that the principal is practising distributed leadership by *handing over* the important function of running the matric examination process, but in your response you ought to

have looked deeper into some important issues, especially when you read that the task was *delegated* to the teacher. This suggests that the decision was made by the principal who exercised her power to hand over a very demanding, responsible and technical process to a teacher whose willingness has not been established. Secondly, there might be questions from other teachers in the school about the legitimacy of the teacher's authority to make decisions about invigilation and exam security, which is, after all, the responsibility of the principal. If the teacher is actually not as capable as the principal suggests, this might result in *the distribution of incompetence* (Timperley, 2005, cited in Grant, 2017) (emphasis added). Consequently, this example helps you understand that the act of *delegation* is not the same as distributing leadership.

The second example, if you approach it in the same way, sounds more convincing. The notion of the principal *supporting* the teachers' leadership roles in the classroom and the freedom they appear to have to exercise their authority seems legitimate and is pretty close to what you might call teacher leadership (see *Module 2: Leading and managing teaching and learning in the school*). Next, ask whether there are elements of distributed leadership in the example. When you read about the collaborative efforts of teachers to legitimately make certain curriculum decisions, it appears that there are elements of distributed leadership in this example. But the statement that refers to teachers reporting to HODs whose role is to *authorise* the teachers' actions tells you that the power is still firmly vested in the school management team and that teachers must accept the traditional hierarchy. Grant (2017) reveals that the example is something called *authorised distributed leadership* which is an encouraging starting point in the sequence or development of distributed leadership. It is a form of distributed leadership, but a *restricted* form. The figure below summarises the levels of distributed leadership discussed in this section.
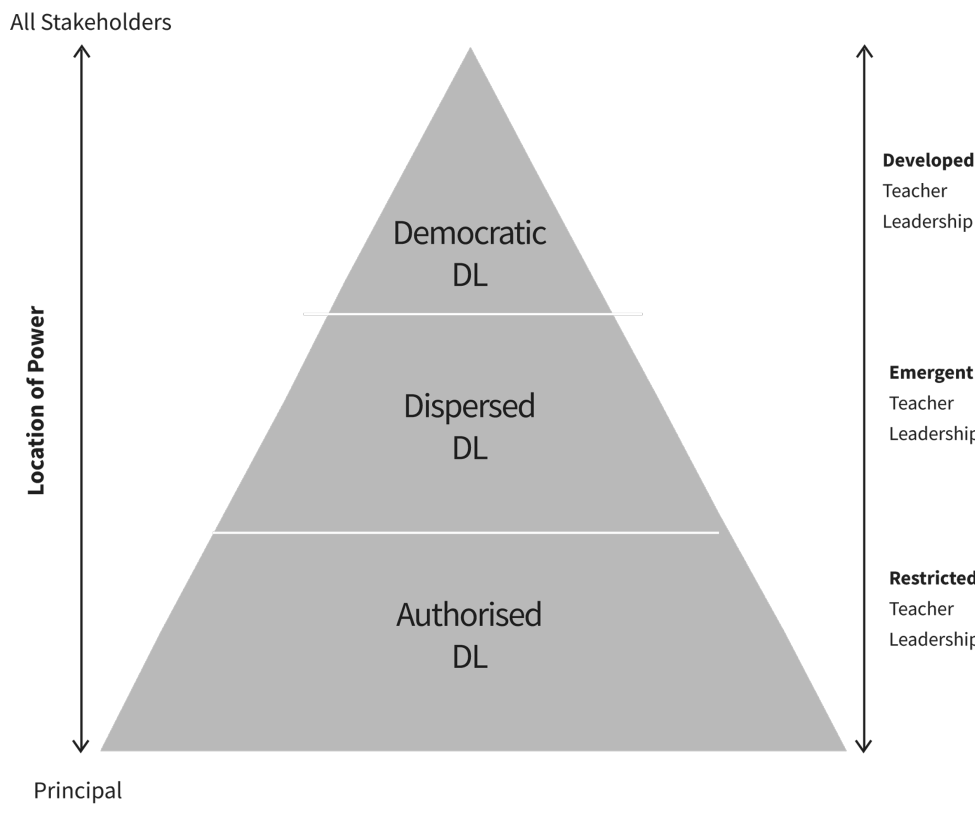
Figure 6: Distributed leadership: a sequential framing
(Source: Grant, 2017: 10)

Activity 22: Distributed leadership in a school

Suggested time:
10 minutes

Aim:
To consider how distributed leadership is practised in schools.

What you will do:

Watch the short video clip of Professor Alma Harris talking about what it means to practice distributed leadership in a school: Harris, A. 2016. *Distributed leadership*. Accessed from: https://tinyurl.com/y8mf5zuv (Duration: 9:26 minutes).

Discussion of the activity

Harris currently teaches at the University of Bath in the UK. She is a world-renowned authority on distributed leadership and in the video she spoke about the possibilities of distributed theory to improve learner outcomes. She also spoke about the dangers of looking at it as the answer to all questions about leadership.

She emphasised that delegation is *not* distributed leadership and that good leaders grow other leaders. As stated earlier, *authorised* distributed leadership (in Example 2 above) is a good starting point but to take your practice to the next level calls for *dispersed* distributed leadership (Grant, 2017). This can happen in schools that are not heavily bound by traditional hierarchies, and which have much flatter structures that support teacher leadership and multiple leaders. The ultimate level of distributed leadership, Grant suggests, is called *democratic* distributed leadership. The reading from Activity 21 (Grant, 2017) helps you understand how democratic distributed leadership is linked to social justice, transformative leadership and managing ongoing change (which schools in South Africa are experiencing). Democratic distributed leadership is about issues of inclusion and exclusion, where a school collectively asks questions about values, ethics and school culture in an open and critically reflective way.

The next activity will help you think about your understanding of distributed leadership in a more practical way.

Activity 22: Distributed leadership in a school

Activity 23: Distributed leadership in practice

Suggested time:
45 minutes

Aim:
To understand how leadership happens in schools.

What you will do:

Individual activity

1. Watch the following video: *Leadership is … distributed.* Accessed from: https://tinyurl.com/yazm89ka (Duration: 10:29). You might want to watch the clip a few times to make sure you have covered everything.
2. In your Learning Journal, summarise the key points that each example in the video is making.

Do this activity with your school-based CoP

1. Share your notes on the key points from each example used in the video.
2. Discuss the two questions below with the intention of building a greater level of distributed leadership in your schools.
   • Do you agree that distributed leadership happens, even if it is hidden?
   • What factors in your school might make it difficult to practice *democratic* distributed leadership?

3. Think about how distributed leadership can also be demonstrated in your WPP.
4. If you have time, you can repeat this activity with your HEI CoP.

Discussion of the activity

The examples provided in the video might have been a bit surprising, but they make the point clearly that leadership happens at many levels in a school, whether this is intended or not. So, if school leaders don't explicitly create an environment that practices the active involvement of all stakeholders in arriving at solutions to challenges, the positive energy created can be experienced as conflict and resistance. This is a compelling argument in favour of distributed leadership that is transparent, and which has been clearly understood, and been understood through all channels of communication. Most importantly, everyone should understand why leadership is distributed as a deliberate reflection of the collective values, ethics and goals of the school.

Section 3: Evaluate your leadership

This third section of Unit 2 turns from leadership theories to thinking about how this knowledge and insight can assist you actively in the school. The topics covered in this section are about gathering, reflecting upon, and opening yourself to feedback. This is so that you can shape your own and others behaviour, to bring about positive change and development in your school. It's important to reflect on the possibility that you will use different forms of leadership in different situations and contexts. This means that when you read about *leadership approach'* in this section, you should not apply this idea to one dominant or exclusive leadership position, e.g. that of a principal.

Activity 24: The value of feedback
Suggested time: 45 minutes
Aim: To analyse feedback on the ways in which you lead.

What you will do:

Feedback from those you lead and manage is critical information on how others view your performance.

Individual activity

1. Study the information on feedback provided in the text box below.
2. Write a short paragraph in your Learning Journal, on why it is important to know how your leadership is perceived by school stakeholders.

Feedback

> The correct and frequent provision of positive feedback is one of the most powerful learning tools available. It is also one of the most widely misunderstood, misused and underused tools. For leaders, receiving feedback on performance and approach can be a powerful way to grow. It can help to create a culture of openness in the school.
>
> Feedback can be either constructive, useless or destructive. A mature leader, on receiving feedback, should be able to filter what is useful and what is not. Feedback is a way of learning

more about oneself and the effect that your behaviour has on others. Constructive feedback increases self-awareness, offers options and encourages development. It is important to learn not only how to give it, but also how to receive it. Constructive feedback does not mean only positive feedback. What one might experience as *negative* feedback, if given skilfully and thoughtfully, can be very useful.

Destructive feedback is feedback which has been given in an unskilled manner which leaves the recipient discouraged, with nothing on which to build and/or no options for learning. Distinguish one from the other and act on useful feedback by changing your leadership behaviours where applicable. Also, do not immediately dismiss unwelcome or negative feedback on your leadership as there may be truth to what is said.

Do this activity with your school-based CoP

It's not easy to get honest feedback from people you work with, especially when some might already have experience of you as a leader. This activity provides you with one strategy for giving and receiving feedback. The ideal number of people for this activity is six or seven, so if you have a large CoP, divide it up so that each group has no more than six or seven members.

1. Before meeting with your CoP prepare separate sheets of paper which contain the names of three members of the CoP group until every person's name appears on three separate sheets. For example, if you have seven members in a group, you will need seven pieces of paper, each with three names on it. (See the figure below as an example.)

1	**Themba**		1	Thabisile	
2	Joyce		2	Phillios	
3	*Nonhlanhla*		**3**	**Themba**	

1	*Ayanda*		1	Michael	
2	**Themba**		2	Thabisile	
3	Joyce		*3*	*Ayanda*	

1	*Nonhlanhla*		1	Phillios	
2	Michael		2	Thabisile	
3	*Ayanda*		3	Michael	

1	*Nonhlanhla*
2	Joyce
3	Phillios

Figure 7: An example of how to draw up the sheets of paper with three names

2. When you meet with your school-based CoP, introduce the issue of useful feedback and randomly hand out the lists of names – one sheet to each CoP member, even if it includes their own name.
3. Ask everyone to respond (on the sheet) to the following two questions about each of the three people on their list:
    *   Write three words (or brief phrases) that best describe the *leadership strengths* of each person on the list.
    *   Write two words (or brief phrases) that represent *leadership behaviour challenges* for each person on the list.

4. Place all the completed response sheets on a table and allow each member of the group to read the responses about themselves, and other member of the CoP.
5. Allow each person in the group to make two comments that best sum up:
    *   What they learned from the exercise.
    *   How they felt about the feedback.

Discussion of the activity

Each member of the group will have made comments about the feedback, indicating what they learned from the activity and what feelings it evoked. Some might say it was really helpful as they didn't know that they were perceived in some particular way. Some might call the exercise a waste of time or an opportunity for certain individuals to be critical of others. There might be suggestions that the exercise was empowering or even embarrassing. The important thing to recognise through all of this is that even if the people involved in the exercise had not written down their feedback, they would still have held those views about the leadership of others. Once you start talking about leadership in an open and constructive manner, the opportunity to learn and develop collectively has been enabled. Go back to the comment you wrote in your Learning Journal in the individual activity at the start of Activity 24 and see if there is anything you might want to change or add.

As a school leader, asking for and receiving feedback on your leadership approach can be difficult to hear. It takes a courageous leader to be willing to do this but by doing so, you will also model the necessary humility to accept that sometimes you can be wrong about something – and perhaps even apologise. This will in turn promote a more relational and less autocratic and hierarchical relationship with others. This behaviour is consistent with the ethics and values of distributed leadership and the principles of transformative leadership.

The feedback exercise was also about understanding collaborative, relational and distributed leadership and how leadership develops over time as you grow professionally. You can relate this to determining a personal leadership change goal, as well as a goal for organisational change. This provides an ideal opportunity to think about your Personal, Professional and Organisational Development Plan that you address in Unit 4 of *Module 1: Professional Portfolio and Workplace Project.*

Section 4: Leaders as change agents and theories of change

Introduction

Fullan (1993) regards change as a constant law of nature that is inevitable. What this means for school principals is that change will always be present, whether they like it or not because the forces of change comes from many different sources, often beyond their direct control. There will be times when principals identify the need for specific, planned internal changes and there will be times when changes are unplanned and imposed on them by decisions taken at a higher level. Anyone who has worked in a school will recall being informed about new policies, curriculum changes, altered administrative requirements and a host of other changes that are required – without consultation.

Consequently, there will be times when planned changes are led by the collective talents and skills of the SMT or SGB (and other skilled individuals) and other times when unplanned, externally imposed changes must be managed by the same people. Theories of change have been researched and written about extensively and there are many models that may be used to lead and manage change processes. For the purposes of this module you will focus on one key theory in your attempt to strengthen both the conceptual understanding and skills needed by school principals and managers.

Complexity theory is an interdisciplinary theory that can contribute to the understanding of educational change. Complexity theory is concerned with whole systems and the relationships between the different elements that make up the system (Mason, 2011). In schools these *elements* include teachers, learners, parents, community leaders, the government, its relevant educational departments and policies and economic structures.

Morrison (2006: 1) writes that "complexity theory is a theory of change, transformation and adaptation and is often interested in survival by means of co-operation and competition." Senge *et al.* (1994), who is well known for his work on learning organisations (a topic which was covered in *Module 2: Leading and managing teaching and learning in the school*) suggests that no single person can possibly figure out all the interactions and predict the changes that may occur within an organisation. This view is strongly supported by the collaborative theories and models of leadership covered in the AdvDip (SLM).

Activity 25: Complexity theory in education

Suggested time:
30 minutes

Aim:
To provide a framework for thinking about the process of change in education.

What you will do:

1. Watch the following video on complexity theory. It is quite long but you should have a clear understanding of the theory if you watch it carefully: Mason, M. 2011. *Complexity theory and its relationship to educational change.* Accessed from: https://tinyurl.com/ya4suh8x (Duration: 14:28 minutes).
2. In your Learning Journal write down responses to the following statements, indicating whether you agree or disagree with them. Refer back to the video to justify your opinion.
   • Planning for change relies heavily on the leader constructing detailed and logical plans that everyone must follow in a disciplined and committed way.
   • An effective way to manage change in schools is to establish a collaborative leadership and involve many people. This allows different people to engage in different interventions and approach the change process from as many different angles as possible.

Discussion of the activity

In the video, Mason made an important observation about the link between complexity theory and a systems approach to educational change: the value of viewing change in this way is that it helps you to plan and lead the process more effectively (Mason, 2011).

Schools are dynamic and complex organisations that are integral parts of the larger system of basic education in South Africa and any intended change will not be simple, easily predictable or linear. For this reason, it is hard to make predictions about intended outcomes. However, in a school, *collaborative leadership* can plan interventions from every possible angle to ensure the success of the organisation. Therefore, leaders and managers can usefully consider a systems approach to ensure the successful implementation of organisational changes but recognise that all systems and processes of change are extremely complex.

It is evident from the history of South African schools that a top-down approach was widely accepted as an appropriate approach to leadership and management. Some will say it still is. Globalisation, the knowledge explosion, digital communication, technology and the constant influence of change make it clear that this approach is no longer appropriate.

This is a good moment to reflect on your WPP which involves change processes. Are you adopting a linear, rational approach that might not be giving consideration to every possible part of your school *system*? This is an approach that Mason suggests is *not* effective. Or, are you trying to come at the problem systemically (i.e. seeing your school as *part of a complex system*) and at many different levels? Reading further about this approach to leading and managing change in schools might help you think more carefully about your WPP.

Activity 26: A systems approach to leading and managing change

Suggested time:
15 minutes

Aim:
To understand how schools work as systems.

What you will do:

1. Read the example of *the school as a system* in the text box below.
2. While you are reading, think about what you already know about the complexity of change and the systems approach.
3. Identify what might be missing from this example. The discussion above will help you.

Example: The school as a system

The school leaders and managers are responsible for maintaining the school culture, ensuring that teachers comply with policy and enabling teachers with the necessary resources and guidance to ensure that quality teaching and learning takes place within the organisation. The teachers are responsible for maintaining discipline in the classroom and ensuring that they use effective pedagogic practices that facilitate the successful delivery of the curriculum. Learners are responsible for their own development, ensuring that they complete their tasks timeously and that they utilise their full potential to ensure that effective learning takes place. It is evident that each part has its own role to play. However, all the parts combined, function together as a system and contribute towards the overall performance and success of the school. The system cannot exist without one of those parts.

(Source: Kim, 1999)

Discussion of the activity

The example above describes the school as a system in itself, which is appropriate. However, it is also part of a bigger system that includes the district, provincial and national structures which determine many changes individual schools will have to manage. *Module 7: Working within and for the school system* explores this idea further. School leaders and managers collectively need to be mindful that a change to *one part* of the system impacts on all *other parts* and their role will be to limit the challenges and maximise the advantages. Perhaps an element that is missing from this example is how all the parts function together, i.e. *what* role school leaders play and *why* they choose these roles. The kind of leadership described by Kim (1999) above stresses compliance and levels of authority that are often associated with *authorised*

distributed leadership. A greater move towards *democratic distributed leadership* might offer the opportunity to make the change process more dynamic and successful. This means that every individual within a schooling system has a role to play and they all need to know what their roles are.

Put simply, the systems approach consists of a problem-solving process, involving many people at many levels. It aims to analyse the problems, generate solutions, select the best alternatives, implement solutions, and importantly, evaluate the effectiveness of the solutions. To do this properly, school leaders will need to understand and strengthen their researcher roles in order to collect and analyse a wide range of data for all parts of the system.

Bush and Middlewood (2005: 92) argue that educational organisations "*have by their very nature a moral imperative to lead change, since their task is helping with the formation of the next generation of effective schools and their leaders*". This is very much what Swanniker (2014) was pointing towards as his *generation four* school leaders. Therefore, if you see yourself as part of a new generation of school leaders, your leadership should reflect an attempt to offer signs of that improved future through the environment and ethos you create for your learners and teachers. Drawing on what you have learned from Swanniker (2014) and Bush and Middlewood (2005), the suggestion seems to be that an improved *future* calls for a more collaborative, distributive, relational and systems-based approach, rather than a managerial step-by-step, process. It is interesting to note that this is not really a new way of thinking about education leadership and change. Academics and researchers across the world have supported this approach for more than a decade (look at the dates of the references), and yet many South African schools appear to be stuck in old traditions. Perhaps this is your opportunity to bring theory and practice closer together?

Fullan (2008: 2) warns that school principals should be wary of starting a change process without an underpinning theory. He warns that *floating* change is nothing more than "a technique without a theory" (Fullan, 2008: 2). What he means is that a school should not initiate change simply to imitate a technique or idea used by another organisation. Change needs to emerge from the needs of the *particular* school, together with the vision of the principal and after careful analysis (see Unit 1 of *Module 1: Professional Portfolio and Workplace Project*). The first step to undertaking a change process is to develop an understanding of the readiness of your school. This knowledge should then enable you to plan strategically how to introduce and implement your change process.

Activity 27: Assess your school's readiness for change

Suggested time:
1 hour

Aim:
a. To help you think about what factors, attitudes and circumstances show that your school is ready for change.
b. Or, alternatively, to illustrate that you are likely to face resistance or obstruction to the dynamics and processes of change.

What you will do:

Slavin (2005) makes a point about schools' readiness for change by comparing them to well known objects (seeds, bricks and sand).

1. Read the extract from Slavin's article below:

Extract: Seeds, Bricks and Sand

'Seed' schools are ones that have extraordinary capacity to translate a vision into reality. Such schools are ones in which staff is cohesive; excited about teaching; led by a visionary leader willing to involve the entire staff in decisions; and broadly aware of research trends and ideas being implemented elsewhere.

The 'seeds' analogy refers to the idea that the soil is fertile and the seed has within it the capacity to grow and bear fruit; it only needs time, nurturing, and protection.

In contrast, 'brick' schools are ones in which school staff would like to do a better job and are willing and able to engage in a reform process if they are convinced it would work, but are unlikely to create their own path to reform, even with external assistance. These are schools with good relations among staff and leadership; a positive orientation toward change; and some degree of stability in the school and its district. Yet the teachers in the school do not perceive the need or the capability to develop new curricula; instructional methods; or organisational forms. Introducing reforms in such schools is like building a structure out of bricks. The bricks must be brought to the building site, and detailed, comprehensive blueprints are needed to put them together into a viable, functional structure.

Finally, there are schools in which even the most heroic attempts at reform are doomed to failure - 'sand' schools. Trying to implement change in such schools is like trying to build a structure out of sand. Even if something recognisable can be built, the least wave, windstorm, or even passage of time will reduce it to nothingness.

(Source: Slavin, 2005: 268–9)

2. Respond to the questions that follow in your Learning Journal:
    *   Using Slavin's metaphor [comparison] of sand, brick or seed schools, how would you describe your school and why?
    *   What take-away lessons about readiness for change can you apply to your school?
    *   Do you think that school leaders' tactics for a change process should change depending on the school's readiness for change? How? Why?

Discussion of the activity

The point about using a metaphor as a way of describing schools is that it assists in understanding more about how a school is performing; what openness there is in the school to change; and also, what inhibits [limits] or enables the change process. This module has presented many of the features of school leadership and management that are represented by Slavin's *seed* schools. It is evident that collaborative and distributed leadership is part of their make-up. However, if you noted the statement about a *visionary leader*, there is still room for the acknowledgement of collective leadership potential.

The *brick* schools he describes are likely to be representative of a large number of South African public schools. These schools are quite solid in many respects, but largely lacking in leaders who understand why they are leading and how they can engage all stakeholders in a collaborative and engaging journey into a future that holds the promise of change and development for all.

Slavin is careful to explain that *sand* schools may have an outward appearance of success. Whereas some *sand* schools may be meeting the needs of a fair number of learners, as well as complying with standards they are often complacent. Their complacency and their satisfaction with the *status quo* results in resistance to change. However, there is another group of *sand* schools – these schools are in turmoil and are not coping at all.

Having thought about these different ways to describe schools, you need to reflect on how you would describe yours. If you are developing a clear idea of what change is required as well as how you might go about the task, look at how you may realistically need to adjust your WPP to accommodate this new learning.

Take note

> In Unit 1 of *Module 1: Professional Portfolio and Workplace Project* you prepared a SWOT analysis for your WPP. This activity could provide further insights for your WPP when you start preparing for the implementation phase of your WPP.

As you now know, leading and managing change in a school is not a simple quick fix. It requires the highest degree of leadership skills and competencies, at a range of levels and from a range of people. It also calls for resilience, determination, a clear strategy, an ability to communicate, managing resistance, working productively with influencers and negotiating and engaging with conflict in a constructive manner. As a school leader and a change agent in a school you may find you are not the most popular person when you propose change. This reaction can be expected before the benefits of the proposed change are fully understood or before its benefits begin to be experienced. A critical way to overcome this is to get everyone on board, a process which you dealt with in Unit 3 of *Module 1: Professional Portfolio and Workplace Project.*

Take note

You might like to look more deeply into the complexity of managing change by reading:

- Fullan, M. 2007. *The new meaning of educational change*. San Francisco: Jossey-Bass.
- Kotter, John. 1996. *Leading change*. Harvard: Harvard Business School Press.

Activity 28: Diagnose resistance to change

Suggested time:
30 minutes

Aim:
a. To diagnose reasons for resistance to change.
b. To suggest leadership approaches to overcome resistance.

What you will do:

1. Mestry (2017) states that the South African government's legislative mandates are the driving force in organisational change at public schools. Resisting forces include established customs and practices, teacher union agreements and the organisation's culture. This raises questions that school leaders should consider, such as:
   - Does the SGB have a change agenda?
   - If so, what are these changes?
   - As a school leader, what is your purpose behind any changes you want/need to make?

2. Read the following three scenarios and in *each* case, apply the questions below and provide written responses in your Learning Journal:
   - What seem to be the reasons for the resistance to change?
   - How was, or should the resistance be overcome, and why?
   - What leadership practices (or their absence) enabled or hindered the change taking effect?

Scenario 1: Toilets first!

Elizabeth, a primary school principal, is reflecting on change in her school. She says: "When I went into the school, I spent a year observing, looking and learning. Then after that first year, I was ready to make changes. The first change I made was to ensure that the SGB raised money to improve the toilet facilities for learners, especially the Foundation Phase learners, as the toilets were ugly, dirty and unsafe. Some teachers and a few of the parents did not accept the idea at first, and said that we should be spending money differently. I was clear that clean, safe and attractive toilet facilities were essential to learner dignity. They finally accepted the idea."

Scenario 2: Collaborative work teams

A school principal and the HOD for Intermediate and Senior Phase (Intersen) decide to work together to improve learner achievement, with a focus on Mathematics and Home Language attainment. They start with analysing the results from standardised district assessment tasks for Grade 6 and identifying areas of poor attainment. The analysis indicates two areas in each subject that need attention. They also drill down to *per class* attainment and find that the results for one Mathematics teacher's classes are particularly weak. Together, they decide to form collaborative work teams, each with a targeted focus area. When they meet with the teachers as a group, the reaction to a planned, collaborative intervention receives a mixed response. Some teachers are eager to address areas of poor learner achievement; others (and strangely enough the teacher with weak results) begin arguing about *extra work* and *being targeted* and *feeling attacked*. The meeting ends inconclusively with no decision on how to proceed.

Scenario 3: Changes to the Code of Conduct

After a spate of bullying incidents at a school, the SGB determines that the Code of Conduct for learners needs to be tightened, with clear sanctions indicated for bullying behaviour as well as other breaches. The Representative Council of Learners (RCL) is eager to have their say, until one member of the RCL starts protesting strongly that the school is just trying to make the lives of learners difficult and that the RCL should not support the proposed revisions or make any suggestions.

Discussion of the activity

Change is generally not easy or simple within the education system, partly because it has been subjected to many changes over a relatively short period of time (since 1994) which has resulted in some distrust, weariness and cynicism amongst teachers. Leadership needs to effect necessary change despite this resistance and sometimes defiance. Knowledge of theories about change and strategies to assist with the implementation of change processes may help to overcome negativism in certain quarters in the school.

The scenarios above all have something in common as they record fairly thoughtless and careless leadership reflected in different forms of resistance. The people referred to in the examples tend to see themselves as *the* leader. There is no sense that good leaders grow and inspire other leaders. There are no examples of collaboration or democratic distributed leadership. The scenario that starts off optimistically with, presumably, the principal and the HOD working together to improve learner achievement soon fails because they did not include all the teachers in the process from the start.

The Code of Conduct scenario reminds you that you can't simply institute new *rules* and *sanctions* and believe you have engaged stakeholders in constructing mutually acknowledged and beneficial guidelines.

What was also missing in all the scenarios was any kind of change theory or understanding of the change process. The complexity theory of change you came across earlier in the unit points towards the *systemic* involvement of as many people as possible, as early as possible, in order to approach the issue from every angle and thus engage the reluctant ones in finding answers.

The scenarios will have been useful if they caused you to reflect on how you might have acted in the same circumstances, and what you might have done differently. They will have been *most* effective for those of you who asked *why* you might have wanted to lead differently. If you examine the purposes behind the leaders' behaviours in the scenarios, there seem to be many more questions than answers. The resistance they met seems to confirm this.

Having reviewed the issue of diagnosing reasons for resistance to change and leadership behaviours to overcome resistance, the next activity explores tips on actions you can take, and those you should avoid – to help others understand and possibly accept change.

Activity 29: Overcoming resistance to change

Suggested time:
One hour

Aim:
To identify ways to overcome resistance to change.

What you will do:

1. Study the information provided below on actions that you can take to effect change in your school and those you must avoid.

Extract: Actions to take to effect change

As you read what Eppler (2006) says below, think back to Sinek's *Golden Circle* (see Unit 1 Activity 4a) and how important it is to start with the *why* question.

Eppler (2006) gives five tips on actions that leaders can undertake, that should help others to understand and possibly accept a change initiative. These are:

1. Communicate well – do this early in the process, explaining *why*, *what*, *how*, *when*, *who* and *where*.
2. Give people a voice – get people involved and make sure that they give ideas and input; use as many ideas from the group as possible.
3. Explain the benefits – make sure that the benefits of the change are understood; make sure that some benefits accrue [go to] to the persons involved in the change.
4. Give people some control – if people have some degree of power and decision making, this will make the change process more acceptable.
5. Take the lead – lead the change process, but also take an active part in ensuring success.

(Source: Eppler, 2006: 80–82)

Extract: Behaviours a leader should avoid

Often, resistance to change will leave the leaders of a change process wondering what to do. More important, is what you should NOT do. This is explained further by Pennington (2013) who says do NOT:

1. Reason with those who are resisting change – resistors will find ways to disprove or discount whatever you say.
2. Bargain – this may get you the support you need in the short term, but it could backfire badly if the word gets out.
3. Manipulate – this is a dangerous move; you cannot gain more than a temporary show of support, and may lose all credibility as a leader; you may no longer be trusted.
4. Use power – if you force compliance, a backlash is inevitable; the resistance that results has been called *malicious obedience*.
5. Ignore – many resistors respond to being ignored by becoming more outspoken.

(Source: Pennington, 2013: 106)

2. Use this information to reflect on what you can apply to your WPP and why.
3. Record this in your Learning Journal to share with your WPP team in dealing with resistance to change.

Discussion of the activity

Writers on change management and change theory, do not underestimate the complexities of managing a change process. Practising ways to manage resistance to change – even in a small way – is a good idea, but it's not the place to start. It's far more important to understand the *why, how* and *what* of leadership and its influence on the working environment or culture within a school.

Earley (2013: 9) lists the main sources of resistance to change as follows: lack of trust; being unsure about motives for change; a belief that change is unnecessary or not feasible; economic threats; fear of failure or failure to understand the problem; loss of status and power; personal costs are too high; perceived low rewards; insufficient gains; threats to values and ideals; resentment of interference; and anxiety. What this list suggests, however, is that these are all the *result of a leader's practices and behaviours*, rather than an objective set of what causes resistance.

Earley (2013: 9–10) also suggests strategies to help overcome resistance to change that can include ensuring people are given sufficient information about the change and its desired effect; greater involvement in the design and implementation of the change; negotiating with staff if they feel they are going to lose out; being supportive; listening to any doubts and concerns people may have; and providing training as needed. In the same way, these suggestions are more about good leadership practices than strategies that might get poor leaders out of trouble.

Rogers, Gross and Ryan (1963) describe how new ideas and technologies spread. Essentially innovation is seen as an example of a change event and the curve below (Figure 8) shows how different individuals in a group will respond to new ideas, technologies, or processes. Sinek (Unit 1 Activity 4a) used this curve in his video on leadership. He called it the *law of diffusion of innovation.*

This curve depicts how at first a small group of people called *innovators* adopt a new idea immediately. They are followed by *early adopters* then an *early* and *late* majority. The last group to eventually adopt the new idea are called *laggards* (very slow to change). Roger's model also shows that support for a new idea gains momentum as it spreads. The model recognises how individuals' behaviours are influenced by their leaders and their colleagues. The success of a change process can be improved by identifying the innovators, early adopters and early majority in the organisation and working with them to spread the change, and to gather and increase enthusiasm for it. This aligns well with the principles of leadership you have covered so far in this module.
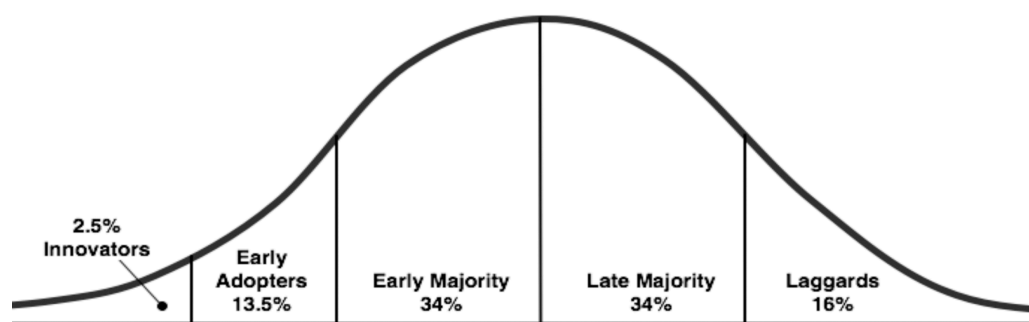
Figure 8: Model on adoption of change
(Source: Rogers et al., 1963)

The model above is still highly regarded and in use today by thought leaders to explain how leaders of change initiatives can expect change to be adopted. Reflect on your school situation in respect to this model, in relation to the staff you lead and manage.

Key points

Unit 2 focussed on the following key points:

*   Reflection on kinds of leaders; leaders to hold in high regard as well as providing examples of some that cannot be admired ; accountability of self and leadership trait identification.
*   Evaluating leadership – goal setting and feedback.
*   Various leadership approaches.
*   Two key leadership theories:
    *   Transformative leadership;
    *   Distributive leadership.

*   Leaders as change agents and change theories:
    *   Change readiness
    *   Resistance to change;
    *   How to get buy-in to change.

In Unit 3, the focus moves to the standards of care, staff selection and appointment, orientation, induction and mentoring.

Unit 3: Staff appointment, induction, mentoring

Introduction

The governing bodies of all public schools have the right to make recommendations to the appropriate provincial Head of Department regarding the appointment of educators to the schools for whose governance they are responsible. These recommendations are subject to certain stipulations in the relevant legislation, i.e. the Employment of Educators Act, 1998, and the Labour Relations Act, 1995.

The appointment of staff is one of the most important, yet frequently contested tasks for the School Governing Body (SGB) and the school principal. Vested interests, pressure, emotional decisions, interference and concerns other than the provision of excellent teaching and learning may hinder the process and impact on the result. Often, the required level of skill and commitment is not easy to find in the applicants.

A report entitled *Skills supply and demand in South Africa* (Reddy et al., 2016) provides observations about the weaknesses and scarcity of skills within the education sector. For example, the report notes that the teaching profession is ranked as high-demand for skills development (Reddy et al., 2016: 70, 76). However, there is a core weakness in the *growth* of skills within the South African education sector because, firstly, education students need to be eligible to pursue the required training – and low eligibility figures are problematic; and secondly, the quality of the training itself is considered to be of a lower than desired quality (Reddy et al., 2016: 9). Reddy et al. (2016: 54) also describe as problematic the number of enrolments in university education programmes compared to graduates. Less than 25% of students who enrol in Education at universities, go on to graduate. As a result, the lack of skilled, well-trained teachers will be exacerbated [worsen] in the future.

As staff appointment and integration is critically important, school leaders and the SGB need to be prepared, strategic, resolute, and especially, well informed about the process. The effective execution of functions like the ones mandated in the South African Schools Act, assumes that the SGBs of all South African schools are knowledgeable, competent and committed to do what is required of them. Indications are, however, that this is not always the case.

The SGB also needs to be aware of the consequences for the school, and for teaching and learning, if the wrong appointments are made and teachers are not well-integrated into the school.

This unit comprises four sections, namely:
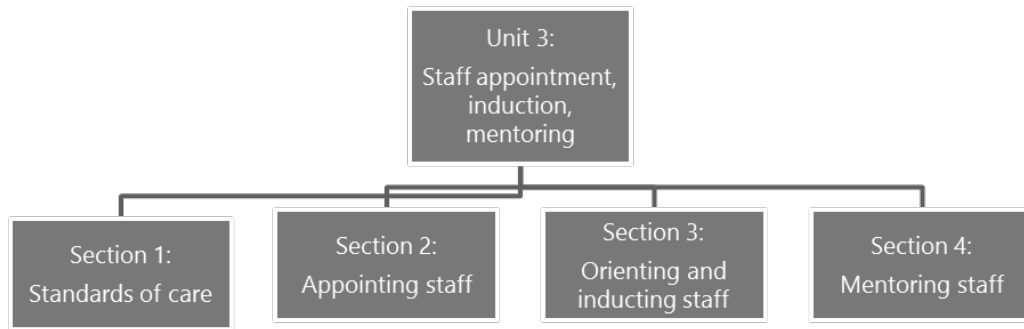
Figure 9: Arrangement of sections

Unit 3 learning outcomes

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

- How to plan for and allocate staff;
- How to support and evaluate work undertaken by groups, teams and individuals, ensuring clear guidance on when it is appropriate to delegate or distribute tasks, responsibilities and accountability.

These outcomes will be accomplished through supportive and collaborative staff appointment, induction and mentoring processes.

Section 1: Standards of care

The unit starts off with the necessary pre-conditions for leaders – which is about self-care.

The standards of care in any school need to be agreed on by all stakeholders; and expectations related to implementation of such standards within the school context, must be clearly articulated.

These standards create the culture of the school, its ways of working and expectations of behaviour and performance – not only from staff, but also from learners. Most importantly, the principal and the school management team (SMT) must model these standards and set an example. In summary, *standards of care* are about how the principal, the SMT, individuals and teams care for themselves and others in the school community.

This section consists of three inter-related parts:

1. Assessing yourself as a leader – understanding work-life balance and life stressors.
2. Accountability, responsibility and standards of care.
3. Setting high expectations for teams and individuals.

The first activity turns to you as a leader and how you can identify and manage stressors in your personal and professional life. This prepares and helps you to support the teams and individuals in your school.

Activity 30: Understanding stress in the life of a school leader
Suggested time: 1 hour
Aim: To think about stress so that you can take action to manage or reduce it.

What you will do:

1. Read the article: *Understanding stress* (Appendix 7).
   - Select and note (in your Learning Journal) at least three important points that you have learned about stress from the information in Appendix 7. Include in your notes a comment on the benefits of walking, as presented in Part 2 of the article.
   - In one or two sentences, write why it is important for you, as a leader, to be aware of stressors in your life.
   - State in one or two sentences why you need to be aware of stressors impacting on teams and individuals in your school.

2. Complete the teachers' workplace stress survey (Table 11) below:
   • Choose the response that best describes your own situation.
   • Add up your score and take note of the outcome (see *Discussion of the activity* below). It will indicate whether you seem to be managing your school-based stress *well*, *moderately well* or whether you need to *resolve stress-inducing problems*.
   • Discuss the results with your higher education institute (HEI) CoP. It may be too personal to share with your school-based CoP as it is sometimes better to have boundaries with colleagues about what you will and will not share.
3. As a separate activity, organise for staff at your school to complete the survey. This section is about self-care but also about caring for the rest of the staff in your school.
   • Use the results to help you understand the areas of stress amongst your colleagues.
4. If possible, get together with your colleagues and develop a staff care-programme.

Table 11: Teachers' workplace stress survey

Instructions: Enter a number from the sliding scale below, that best describes you.	Strongly disagree 1 2 3	Agree somewhat 4 5 6	Strongly agree 7 8 9 10
I can't honestly say what I really think or get things off my chest at school.			
My job has a lot of responsibility, but I don't have very much authority.			
I could usually do a much better job if I were given more time.			
I seldom receive adequate acknowledgement or appreciation when my work is good.			
In general, I am not particularly proud or satisfied with my job.			
I have the impression that I am repeatedly picked on or discriminated against at school.			
My school is not very pleasant or safe.			
My job often interferes with my family and social obligations, or personal needs.			
I tend to have frequent arguments with the district officials, SMT, teachers or parents.			
Most of the time I feel I have very little control over my life at school.			
SCORE			
TOTAL: ADD UP SCORE FROM ALL 3 COLUMNS			

(Source: Adapted from Bray, 2012: 211–212)

Discussion of the activity

Understanding the importance of stress management and care for self and others is a leadership behaviour. You would probably have learned something about your stress levels by doing the activity. You may also have gained some important insights. The issues will of course differ from person to person. You may have been surprised to learn that sustained, unmanaged stress can have a damaging impact on the body *and* on emotions and the mind.

Competent and effective leadership starts with self-care. Consider Pignatelli's (2015) argument that "the care of the self is an important aspect in the development of educational leaders." His argument is framed by Foucault's work on power. Foucault (1980, cited in Pignatelli, 2015) sees ethics "as a practice one cultivates

and takes on in the interests of leadership development." Of interest to Foucault is the constant tension between *selfhood* and the regulations and formal structures to which the individual must comply. The point of Pignatelli's article is a strong call to school leaders (amongst others) to "embrace educational leadership as an ethical enterprise encompassing both personal and professional development." Pignatelli emphasises the need for self-care as an essential component of leadership:

> *Foucault imagines ethics as care of oneself rooted in ongoing practices a person commits to and cultivates over time. I propose that care of the self provides a vital framework for the training and development of educational leaders.* (Pignatelli, 2015: 199)

Essentially, what Pignatelli is arguing for is that leadership responsibility is simultaneously a top-down *and* a bottom-up process. This applies to notions of self-care, responsibility and accountability.

Self-care should eventually translate to care for others. Relational, transformative and ethical leadership is primarily about the well-being and mental health of the whole school team and of individuals within the team. Whereas task completion, compliance and accountability are required, an empathetic leader understands that support and caring is a pre-requisite for excellent performance.

Comparing stress levels with your HEI CoP may have been interesting because all people experience stress differently. Acute and chronic stress have different effects on the mind and body. Acute stress (sometimes called *eustress*) can help you to perform, such as in an emergency. This is when you experience a sudden rush of adrenalin and act very fast. Chronic stress (ongoing and long-lasting stress) could result in health problems. If you scored between 10–30, you handle stress at your school *well*; between 40–60, *moderately well*; between 70–100 you are encountering *problems that need to be resolved*. In other words, it would be a good idea to seek assistance with stress management.

Discussing the results of the survey is a good way to start the process of sharing. A good informal way to manage stress is by sharing your feelings with a trusted colleague – perhaps from your CoP, or a school leader from a nearby school who understands the context and the school environment. Having good friends with whom you can speak honestly and openly is also a good idea. What you do need to be cautious about, is sharing information with people at your school, that is, information or worries that really should remain confidential. If your stress levels are consistently high, consider exploring more formal routes, such as counseling or therapy. Taking time to rest and take part in various activities, such as physical exercise or hobbies, is also beneficial.

The suggestions above could also be used to assist teachers in your school who may themselves be stressed.

The information on stress and a healthy work-life balance also refers to *Module 3: Leading and managing extra- and co-curricular activities*.

The next activity is related to the stress assessment task because it provides an opportunity to assess your work-life balance. The idea is to find which areas of your life need more attention than others, in a bid to manage stress effectively. Together with your school-based CoP, you could also use the stress and wellbeing activities with teachers in your school (perhaps in safe, smaller groups) as part of collegial caring and concern.

The next activity requires personal reflection on work-life balance, as part of self-care. This is an important step in self-care as a leader, which you can also implement as a leader with others in your school.

Activity 31: Assessing work-life balance

Suggested time:
1 hour

Aim:
To engage in a careful assessment of your work-life balance.

What you will do:

1. Score each part of the *Lifestyle evaluation* (Appendix 8a adapted from Kimsey-House et al., 2011) on a scale as indicated, to a maximum of 100 for each category, based on *where you see yourself at present*.
2. Now score what *you would have preferred to have achieved in each area*. This is about how you wish to bring more balance into your life.
3. Refer to the *Wheel of Life* (Appendix 8b). Plot your *actual* and *preferred* scores for each of the components on the *Wheel of Life*. Place the completed *Wheel of Life* in your Professional Portfolio (PP).
4. Consider what actions and ways of working you could encourage in your school to create a collaborative and supportive environment that allows for work-life balance.
5. Record your response in your Learning Journal.

Discussion of the activity

Looking at the actual scores plotted on the *Wheel of Life* can be quite a sobering experience. The metaphor of a wheel will alert you that if your *wheel* is an odd shape, you cannot operate effectively. The ideal would be to have almost equal scores in all areas of your life, that is, in balance. The same concept applies to your colleagues at school, and is a good reason why encouraging staff to work in supportive and collaborative teams can assist in reducing stress as people may feel more supported and nurtured. Is this an activity you might choose to undertake in your school?

The next part of Section 1 shifts attention from the self-care starting point to concern for delivery and accountability for actions. Once the foundations of self-care have been established, delivery can follow, and after that accountability.

Accountability

Activities 32 and 33 are about what accountability and how accountability is related to principals setting high expectations for staff. This important concept was first highlighted in Unit 1 of *Module 1: Professional Portfolio and Workplace Project*, in relation to quality. It is also in Unit 2 of this Module.

Accountability is both a personal and a professional requirement. The nature of one's personal actions, choices and decisions are important in how they contribute to personal accountability.

However, personal accountability fits into a broader school framework where all stakeholders are accountable for actions, behaviours, decisions, contributions, errors and how errors are dealt with. For example, at the highest level in the school, the SGB is responsible for providing oversight on how school funding (public money) is spent and for promoting the well-being and effectiveness of the school community and thereby enhancing learning and teaching.

The SGB is therefore responsible for reporting to all stakeholders (teachers, parents and learners) on the school plans, the progress of the school and any other matters that are important. It is also responsible for reporting upwards to the District.

The activity below refers to the overall oversight and accountability within the school. But remember that your daily accountability as a school leader, in leading and managing the school, feeds into the broader accountability of the SGB.

Understanding accountability in the school is important for the whole team, especially for newly appointed staff so that expectations are clear.

Activity 32: Areas of accountability

Suggested time:
30 minutes

Aim:
a. To consider the range of accountability tasks required in your school.
b. To consider the extent to which your school undertakes these tasks.

What you will do:

Do this activity with your school-based CoP

1. As part of your preparation for the activity, complete the questionnaire on accountability in your school, with your school-based CoP (see Appendix 9).
2. Study the reading on accountability and responsibility in the text box below, and discuss which aspects can assist you as school leaders.
3. Discuss the results of the questionnaire that you completed with your school-based CoP.
    • What areas did the task show need attention?
    • How will you each take these findings forward with your school-based CoP.

Reading: How the terms accountability and responsibility are used in this module

Accountability is about being liable or answerable to another for the outcome of a task. It flows upward in the school. It is about answering for the result of actions or omissions, accepting the consequences of actions, good or bad. Accountability establishes reasons, motives and importance for actions. It is the final act in the establishment of credibility. Accountability results in the advantage of *rewards for good performance*, as well as the disadvantage of *discipline for poor performance*.

Owen (2002: 116) states that *responsibility* means knowing what tasks need to be performed, by when and to what standard, within a budget. It is about compliance, process, organising and controlling. Responsibility can be individual – where actions are aligned with the responsibility for accomplishing the task. It can also be organisational – this is collective, organisational accountability, determining how well departments perform their work. The advantage of responsibility is knowing what is expected of you. Along with that advantage, is knowing that delivery will be required.

Taking responsibility

Owen (2002: 116–117) explains that there are five areas where the leader needs to take responsibility. These are:

1. Discipline and correct when necessary: Leaders take responsibility to correct an improper course of action taken by someone in the school. Some leaders are too afraid to discipline someone because they fear losing favour, but when incorrect or ineffective action calls for discipline and corrective measures, a leader must act immediately.
2. Lead by actions: *Actions speak louder than words*. When leaders have the opportunity to do something significant, they act with certainty. If leaders see a real need, they should assist.
3. Pay attention to criticism from staff: A great leader always listens to the criticism of others. Leaders should have a teachable spirit, and be willing to be influenced by feedback.
4. Take responsibility for the integrity of the organisation: Leaders must always take responsibility for ethical practices. Unfortunately, many leaders forget that people do not like to be deceived. The lies of the leader always reflect on the integrity of every person in the team. If actions have not been ethical, this must be set right. That means taking responsibility for actions.
5. Treat every person in a reasonable and even-handed manner: Leaders treat people fairly, and give them what is owed and promised. Do not promise what you cannot deliver. All leaders face a choice. Either they take responsibility for everything that happens under their leadership, or they blame someone else and lose the respect of their followers.

Discussion of the activity

The scores derived from completing the *accountability questionnaire* will reveal how your school meets its accountability requirements. Bear in mind that if you ask a variety of stakeholders how they perceive accountability within the school, you will increase the reliability of the feedback that you receive (it will be richer and less one-dimensional). It may also be true that there are areas where accountability is excellent, and other areas that are weaker. Thus, the questionnaire can assist you in identifying areas that need attention from you as a school leader and from the broader team.

The scores should assist you (together with colleagues in your sphere of influence) to make decisions about areas for attention and improvement. This also depends on your school's context and immediate priorities.

The principles of accountability apply to everybody – to school leaders (e.g. principal, head of department/ phase or a member of the SMT), teachers in the classroom, as well as to school administrators. Accountability covers various areas, all of which are important, with different members of the school community (SGB, SMT, parents, teachers) being responsible for different *areas* of accountability which need to be known and understood. The areas of accountability include:

- Communication – engaging in dialogue with parents, listening to their views and being unafraid of discussing issues (learner behaviour, achievement); seeking to inform parents at parent-teacher conferences; being innovative in establishing communication with stakeholders; and valuing consultation.
- Working effectively with stakeholders – valuing and respecting stakeholders' views and ideas; recognising that responsibilities to stakeholders exist; building a professional relationship with colleagues and all stakeholders.
- Owning results of actions or decision – owning outcomes whether positive or negative.
- Taking care to report outcomes/results – reporting (learner achievement, curriculum coverage, learning and teaching support materials (LTSM) retrieval, learner behaviour); contributing to school reporting.
- Being responsive to time and deadlines – taking care to backmap tasks [to plan tasks that need to be undertaken backwards from the due date] so that deadlines are met and to ensure necessary participation.
- Being responsive to feedback – addressing complaints fairly, quickly and appropriately, without defensiveness.
- Taking care to monitor the effectiveness of actions and tasks.

Elmore (2008) writes in a compelling way about accountability in the school. His focus on what happens in the classroom is a reminder that accountability is not only about documents prepared for the district, or internal control mechanisms. He argues that accountability should and must be centred on teaching and learning – the central focus of a school. Elmore argues that educators need to ensure that learners are doing what they need to do to get the desired learning results at the classroom and school level. It is essential that school leaders observe and analyse the teaching practice of the teachers in their schools and that they also observe learners. They must not just see what they are assigned to do, but what they are actually doing. (Elmore's work on accountability was introduced in *Module 2: Leading and managing teaching and learning in the school*.)

Stop and think

> When dealing with leadership, management and governance, the primary focus must always be on improving classroom practice.

The South African Schools Act of 1996 devolves [decentralises] the responsibility and authority for the governance (accountability) of public schools to the governing bodies of those schools (which include the school principal). This in itself is an acknowledgement by the State that it cannot control schools by itself. Rather, it acknowledges the existence of a partnership between the State and various bodies and stakeholders within the school community. The SGB, the SMT and the Representative Council of Learners (RCL) all have roles and responsibilities for which they are accountable.

National, provincial and district policies, regulations and guidelines are implemented at the school level with the opportunity to adapt these to the school context. To this extent, authority is devolved or decentralised, creating space for leadership autonomy within the context of the school.

What must be remembered is that while accountability within the overarching state policy and legislative framework is both necessary and important, it does imply a tension between school-based leadership autonomy and the requirement to be answerable to another authority.

In discussing what accountability means for a school leader, Bush and Middlewood (2005) highlight a number of dilemmas or tensions:

1. *The autonomy dilemma, where principals are expected to share power with professional colleagues.*
2. *The efficiency dilemma, where principals are expected to minimise the wastage of resources such as time, energy and commitment. This requirement conflicts with the pressures for participation.*
3. *The accountability dilemma, where the principal has to be answerable to the district [and to the SGB and parents (inserted by author)]. This requirement also limits the scope for autonomy and participation.* (Bush & Middlewood, 2005: 65)

The next part of the discussion moves to high expectations, the setting of standards of delivery that are rigorous and demanding. This is important with newly appointed teachers so that they know from the start what is expected of them.

The features of effective schools are related to what the school expects of applicants that they recommend for appointment.

Activity 33: Features of effective schools: setting high expectations

Suggested time:
20 minutes

Aim:
a.   To discuss and critically engage with features of effective schools.
b.   To examine whether these features are relevant to the current schooling context.
c.   To determine whether more features might be added.

What you will do:

Do this activity with your HEI CoP

With your HEI CoP, discuss the features of effective schools provided in the textbox below. Give careful thought to the following questions:

• Which of the features of effective schools as listed below, are relevant to your school?
• Which of the features below are relevant to your school and are actively worked towards?
• Are there any other features you would add?
• What are they?
• Provide reasons for adding these features.

Extract: Features of effective schools

Christie (2008: 181) states that:

Numerous research studies came up with a largely common set of features for 'effective schools':

• *strong leadership with a curriculum focus;*
• *clear goals and high expectations of staff and students;*
• *an emphasis on quality of teaching and learning;*
• *a supportive school environment;*
• *a culture of monitoring and evaluation;*
• *parental involvement and support.*

In promoting this set of features, Christie cautions that it is however important to find the best way to discuss high expectations in the school. It is not sufficient to simply list these features, all stakeholders need to understand their value. Strategies for implementation need to be agreed and buy-in secured.

Christie also raises the issue of the use of time and space in the school, stating that failing schools generally do not use time or space effectively (Christie 1998: 288). Issues related to time and space are also taken up by Molete of the Matthew Goniwe School of Leadership and Governance (2015):

> *Two of the most important aspects in ensuring that teachers cover the curriculum are Time on Task and Use of Space. What I mean by 'Time on Task' is how quickly do lessons start; are learners and teacher present at the school and in the classroom; are the activities covered in the lesson related to the curriculum. In other words, is what happens during the lesson meaningful? The second is the issue of Space. What do I mean by that? It is about having a space conducive to teaching and learning. Is the classroom and the school free from litter? It is clean? Are the desks arranged in an orderly way? Are they arranged in a way that facilitates learning? Are the walls free from graffiti? Are school books stored neatly? I am not saying that a school needs to be hi-tech or have the latest equipment. It is about the respect shown to the resources that are there.* (Molete, 2015)

Stop and think

> Think about the use of *time* and *space* in your school.
>
> Relate this to the idea of high expectations.
>
> What could be done in your school to enhance the use of both these features?

In conclusion, the focus in this first section was on preparing for effective human resources (HR) leadership and management in your school context. This includes creating a caring environment and thinking about the features of effective schools. In this section, the value of agreeing on expectations and communicating these was emphasised, as was the importance of understanding the role of accountability in school leadership and management.

The focus in the next section is on the appointment of staff.

Section 2: Appointing staff

Introduction

It is important for schools to have a clear, formalised recruitment procedure. The recruitment process to follow will need to be agreed on by your SMT, SGB and the Circuit Office. It must comply with the equity plans of the district and the school, and be in line with the Department of Basic Education (DBE) policies and procedures as set out in Personnel Administration Measures (PAM). The Employment of Educators Act, Act No. 76 of 1998, especially sections 6, 6A and 7 is important in this regard. The Act and the Collective Agreements as reached for each province guide the process of recruitment. As a school leader, you need to keep yourself informed and up to date.

Take note

The Department of Basic Education's PAM (2016b) determines and consolidates the terms and conditions of employment of educators.
It can be accessed from: https://tinyurl.com/ybug6eh3.

The revised PAM is a useful reference tool in that it encapsulates all the collective agreements of the Public Service Coordinating Bargaining Council (PSCBC) and the Education Labour Relations Council (ELRC) that have a bearing on the conditions of service of educators. All aspirant principals are encouraged to familiarise themselves with the PAM as the answers to many questions regarding filling of educator posts through to conditions of service of educators are contained therein.

Stop and think

- Guiding the ethics of appointments is a leadership practice.
- Ensuring that the process is run correctly is a management task.

The school's selection and staff appointment policy should provide the objectives of the process and provide clear guidelines. This policy is aimed at enabling the school to attract the most competent individuals for every task and to fill the job with the best-qualified candidate. Possible questions that arise in the formulation of the selection policy include:

- Can someone from within the school be promoted?
  Does the school have a policy of development for staff?
- Should family members of existing staff be eligible?
  If so, will the selection committee ensure that relatives recuse [excuse] themselves from the deliberations?
- Can disabled people be employed?
  Is the selection committee actively looking to appoint disabled persons?
- Should affirmative action/employment equity be applied?
  Is the selection committee bearing equity requirements in mind?

School staff appointment process

The DBE staff recruitment and selection process is depicted in Figure 10:
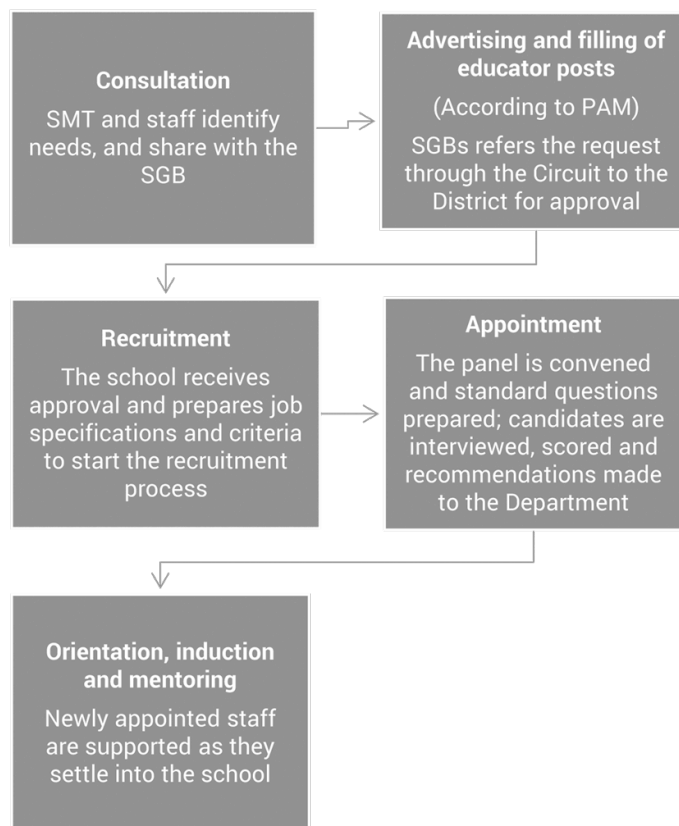
Figure 10: School staff appointment process
(Source: Adapted from DBE, 2016b)

The cycle illustrated in Figure 10 demonstrates that decisions made in the recruitment and selection phases have a long-term impact, beyond the initial appointment of an employee. It is important to plan, prepare and manage an effective recruitment system.

Stop and think

Consider the following at your school:

- Are vacancies aligned to the strategic direction (the vision and mission) of the school?
- Has approval been granted for the position/s?
- Are there recruitment policies and guidelines that need to be considered?

Validity of the process

For a selection procedure to be valid, the procedure should be:

- Fair;
- Be derived from school policy and procedures;
- Comply with legislation;
- Take government, and the DBE's equity and disability targets into consideration;
- Should be based on clear criteria.

What is meant by *fair* is that there should be no undue influence over a recommended appointment, or preference given to one candidate over another by, for example, revealing interview questions beforehand. Procedures are only as fair as the manner in which they are used – but following the same process for every candidate does help to make the process at least equitable [the same] for all.

Take note

Familiarise yourself with documents on the ELRC website such as the *Conversion of temporary appointment of post level 1 educators into permanent appointment*, as well as the *Procedure for principals displaced as a result of rationalization, merger and/or closure of schools*. You might like to discuss either or both documents with your school-based CoP to ensure that the provisions of these documents are understood.

The next activity guides the way a skills audit can be undertaken. This is a useful guide to establishing exactly what gaps your school currently has in terms of skills and helps to focus your appointment search. This is important in helping the school to make suitable appointments based on established needs instead of guess-work. It is the first step in the staff appointment process in Figure 10.

Activity 34: Conduct a skills audit

Suggested time:
1 hour

Aim:
To carry out a skills audit.

What you will do:

Do this activity with your school-based CoP

1. Study the sample skills audit provided below and follow the steps outlined (Steps 1–4) to complete it.

Skills audit

When analysing available skills, consider the following:

- Who does what tasks or holds what responsibilities?
- How much practice do they get at these?
- How consistent is their performance?
- Who can do tasks that are not routinely required?
- Who could do things they are not currently expected to do?
- How is the whole profile of skills covered during sickness – especially critical skills?
- How many crises have occurred recently because of the shortage or failure of human factors?

Step 1: Work together in your school-based CoP to list all the skills that your school currently has and which will be required in the future to achieve its vision and mission, in relation to your School Development Plan. For example, financial, curriculum, administrative, assessment, extra-curricular activities. Appendix 10 is a blank template for conducting a skills audit which you can use for this activity.

Step 2: Rate each skill on a scale of 1 to 10 according to its current relative strength and future strategic importance (i.e. how does this activity contribute to the school's vision and mission) and plot them onto the blank template (Appendix 10).

Step 3: The school-based CoP should outline how your school would be able to convert its key weaknesses into key strengths.

Step 4: If you have identified staff with strengths that are not being fully utilised, or are underutilised, consider how best to make use of these to benefit the school.

2. Use the information that you have just prepared to develop your staff vacancy list with your school-based CoP.

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The table below provides an example of how the current skills in a school can be established. The template used is the same as in Appendix 10.

Table 12: Analysis of available skills

Skill base	Person p	Person q	Person x	Person y	Total	Required	Deficit Surplus
Foundation phase educators	✓		✓		2	2	0
Intermediate phase educators				✓	1	2	−1
Administration		✓			1	3	−2
Head of Department: Foundation Phase					0	1	−1
Head of Department: Intermediate Phase				✓	1	1	0
TOTALS							−4

(Source: DBE, 2009)

Discussion of the activity

A detailed gap analysis must follow the identification of strategic human resource needs, to identify what you can do about the school's key weaknesses in terms of both upgrading them and reducing vulnerability. Gaps should be filled through mentoring, training or employment. This simple procedure helps to assess the adequacy of coverage, and the information can be achieved during appraisals or obtained separately by studying job descriptions and conducting informal interviews. If it is not possible to increase the staff complement, resources can be improved by helping the people already there to develop new skills through training, which is also a motivating factor.

The next activity affords an opportunity to interrogate the criteria for staff appointments.

In *Module 1: Professional Portfolio and Workplace Project*, you were required to examine the criteria required for your Workplace Project (WPP), your Professional Portfolio (PP) and for your organisational plan. Refer to Module 1 if you need to refresh your memory on criteria.

Activity 35: Refine criteria for staff appointments

Suggested time:
1 hour

Aim:
To refine criteria for appointment of staff.

What you will do

This activity will help you to ensure that appointments at your school are made thoughtfully and in line with the school's vision.

1. Start by reading the information on why selection criteria are necessary and important.

Reading: Selection criteria

Selection criteria identify and define the particular knowledge, attributes, qualifications and experience a person needs to successfully carry out the job; they form the *standards* by which you assess and select candidates during the recruitment process; they also provide a way for potential candidates to assess their own abilities against the organisation's requirements; they determine selection techniques; and, in the end, they match the right person to the position. Ideally, a position should have four to six selection criteria.

Establishing selection requirements is also a control procedure that ensures that all candidates are treated the same. To avoid partiality [favouritism] and ensure fairness, all candidates must be judged by the same minimum standards and required to provide the same evidence of suitability or competence.

Well thought-out selection criteria represent the critical aspects of the position; contribute to better quality applications; and provide a consistent standard that applicants can be assessed against. The description of the selection criteria should answer the question: "What knowledge, attributes, qualifications and experience are needed to effectively manage the most typical and most complex tasks and situations in this position?"

2. Depending on the timing of this activity, work together with either your HEI or school-based CoP to improve the advertisement for *one* of the three posts as given below (Advertisement 1–3). Do this by developing criteria for the post (using Appendix 11 as a basis).
3. Discuss changes you may make to your school's staff appointment process, especially in terms of developing criteria.

Take note

> The ELRC Policy Handbook for Educators, Chapter 3, Sections 6–8, may assist you. It can be accessed at: https://tinyurl.com/yc8hx7lw.

Advertisement 1

> EXPERIENCED EDUCATOR FOR COMPUTER APPLICATIONS TECHNOLOGY (CAT) FOR GRADE 10-12. SACE IS A REQUIREMENT - ONLY QUALIFIED TEACHERS TO APPLY.

Advertisement 2

> HIGH SCHOOL ENGLISH SPECIALIST
>
> The successful candidate will: Have suitable qualifications and hold a SACE registration certificate; be fully trained and conversant with the CAPS curriculum; be able to offer a second subject at GET / FET level; have knowledge and understanding of some of the latest innovative approaches to teaching and learning; have excellent organizational skills, and a creative passion for teaching the subject. Subject leadership experience would be advantageous. Be willing to participate in our extra-curricular programme.

(Source: https://tinyurl.com/y7g9yfop)

Advertisement 3

> Star Primary, Paulshof, is looking for a superstar Setswana teacher to teach Primary School (Grades 4-7) in 2019. This is an exciting opportunity for a dynamic teacher to empower learners.

Key responsibilities for the role include:

- To design impactful lessons;
- Infuse joy and passion for learning into lessons so that learners are excited about and invested in their academic excellence;
- Set and communicate rigorous and ambitious goals and provide feedback;
- Conduct ongoing assessment of learner progress;
- Use assessment data to adjust instructional content and delivery techniques accordingly;
- Participate in opportunities for professional growth;
- Communicate with parents;
- Contribute to and participate in co-curricular programming;
- Participate in a variety of collaborative teams.

About You

Skills and Qualifications required:

Must be proficient in speaking, reading and writing in Setswana.

(Source: https://tinyurl.com/yajl9wcq)

Discussion of the activity

You may have discovered that developing solid criteria for the selected advertisement is not always simple.

Section B5 *Advertising and filling of educator posts* (*ELRC Resolution 5 of 1998*) in PAM (DBE, 2016b: 85), is framed by the following criteria:

> *Clause B.5.1.1.*
> *In the making of any appointment or the filling of any post on any educator establishment due regard must be given to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the Constitution and which include the following factors, namely:*
> *B.5.1.1.1.*
> *The ability of the candidate.*
> *B.5.1.1.2.*
> *The need to redress the imbalances of the past in order to achieve broad representation.*

(Section 7, EEA, 199 8) (DBE, 2016b: 85)

With reference to, *the ability of the candidate,* the selection criteria should only include the knowledge that is essential for effective job performance, and which cannot be learnt on the job after appointment. By specifying knowledge in the selection criteria you are in fact saying that if a candidate does not have

expertise in the specific area, they would not be capable of doing the job. Be mindful that some specialised jobs require incumbents to have an in-depth knowledge of a narrow area whilst other jobs require less in-depth knowledge over a broader area.

Selection criteria should never be constructed to fit a particular candidate, nor should they be based on a stereotypical idea of the *right* person for the position. Be realistic in your expectations to avoid eliminating good candidates. At the same time, be specific enough that you attract suitable and qualified individuals. When developing selection criteria, try to be aware of any inherent biases or predetermined ideas you hold.

The more carefully considered the selection criteria are, the better the chance that the best candidate for the position will be identified, recommended and ultimately appointed. As a result of this activity, what aspects of your selection process and especially around the development of criteria, are you likely to change in your school?

The next activity explores the ethical and equity matters that can impact on school appointments.

Being alert to the challenges that may arise around appointments could assist you in making ethical and fair appointments in your school.

Activity 36: Ethical and fair staff appointments

Suggested time:
1 hour

Aim:
To discuss the issues that may prevent the appointment of the best candidate for an advertised position.

What you will do:

1. Share with your HEI/school-based CoP, your own experience of the appointment process. Discuss extraneous [irrelevant] factors that may influence appointments. Keep your shared stories in mind as you proceed through this activity.
2. Read the case study below (based on various news reports) and discuss in your HEI/school-based CoP. Your discussion should include the following:
    *   What ethical failures are described?
    *   What is the impact of unfair appointment practices?
    *   Discuss the factors that may make meeting equity requirements a challenge.

Case study: Staff appointment issues

Educating South Africa's youth is the core purpose of the South African school system. Things can however go badly wrong when education jobs are bought and sold for cash, when there is undue control over schools by unions, and when there are questionable staff appointments in schools.

An example is the jobs-for-cash scam purportedly run by officials from the Department of Education and a teacher union.

According to a principal's testimony, it was reported that the union had been involved in the scam of buying and selling jobs, with a going price of between R30 000 and R45 000. A former district official told reporters that he had previously been approached with a request for R25 000 to be guaranteed a teaching post. Similarly, it was reported that a union member arranged for a teacher to pay R30 000 for a school principal's post, while a governing body member at a Durban school tried to solicit a R50 000 bribe from a teacher for a principal's post.

Then there was the case of a principal who in 2015 allegedly sold a job at her school, for R1 000 per month… the cash was to be collected regularly by Grade 2 pupils, wrapped in the local newspaper *Isolezwe*. Interestingly, the Zulu word *Isolezwe* means *the eye of the country*.

When this scam was exposed, the union stepped in. The principal was suspended by the union and charges were apparently laid against her. Internal investigations showed that there was "a case for her to answer." The matter is now characterised by claims and counter-claims.

Having control, has allowed unscrupulous [dishonest/unprincipled] unions members to deploy senior positions, where individuals have reportedly been rewarded for service to the union with well-paid jobs in the department, whether or not there was a vacancy or whether the individual had appropriate skills and qualifications. This indicates that the union seems to reward loyalty with appointments. It seems that the union was able to take control in some cases due to weak leaders and managers, indicating the need for leadership and management development within the school system.

Questionable appointments arise not only with paid-for appointments, but also in racially volatile cases such as the appointment of a black principal at the 'coloured' Klipspruit-West Secondary School in 2017. In this case, the SGB, and the parents would have preferred a 'coloured' school principal in keeping with the nature of the school community, while a departmental spokesperson said that the appointment of educators should always be "on the basis of qualification and experience." However, a community organisation spokesperson said the particular appointment "was questioned based on irregularities that occurred during selection." While the consensus was that the appointment should not be made, the saga continued and days later the SGB was disbanded and the department condemned the widespread disruption of teaching and learning. With all parties being urged to "put the

interests of the children first and ensure schooling was not disrupted while a solution was being sought," an agreement was ultimately reached on solutions around the appointment of the principal, allegations of corruption, mismanagement of funds and racism. The SA Human Rights Commission then held public hearings into the allegations of racism at the school. Ernst & Young (auditing company) was appointed as forensic investigators into alleged financial irregularities and governance. MEC for Education in Gauteng, Mr B. Lesufi said, "I am advising all parties involved to resolve the impasse immediately. We must not get tired of building non-racialism."

Discussion of the activity

Remembering your own experiences in appointments is the start of interrogating practices that are taking place. Whereas many appointments are handled ethically and with equity in mind, there are instances where this is not so. If a school principal is to provide ethical leadership and a moral standard in the school, such practices are not acceptable.

What is clear from the cases reported is that self-interest, corruption, illegal and intimidatory tactics have been used in order to influence appointments. In response, an amendment to the SA Schools Act is underway, to limit undue union and political powers within schools and to ensure that the department is able to control and develop an effective education system.

The next activity provides guidance on interview questioning skills. The right kinds of questions provide a framework for a useful and focused discussion.

Activity 37: Questioning techniques for interviews

Suggested time:
1 hour

Aim:
To role-play and practise applying questioning techniques in an interview simulation.

What you need to do:

Skillful questioning could enable you to better understand and select applicants, in this activity you will:

1. Work in groups to practise using different types of questions in an interview simulation. The task could be set up as a small panel of two to three interviewers with a *candidate* and perhaps an observer of the process.

2. Refer to Appendix 12 on questioning techniques for information.
3. After questioning the *candidate,* consider the two questions below and review the role-play process.
    *   How did the role-play proceed?
    *   What did you learn about questioning techniques from participating in the process that you can apply in your school?
4. Now discuss the effectiveness of the interview simulation by applying the following criteria:
    *   A variety of questioning types was used;
    *   Probing questions were used when appropriate;
    *   The questions were appropriate to the context;
    *   The tone of the questioning was appropriate.

Discussion of the activity

Swanepoel et al. (2014) describe the aim of the interview as follows:

> *The aim of the interview is to meet and interact with top-rated applicants from the pool of received applications, and, specifically, to clarify and explore issues in order to try to assess further the likelihood of suitability for the job. The idea is to match information gained from the interview about the applicant, to the role requirements of the job in question.* (Swanepoel et al., 2014: 331)

Interviews, if not conducted very carefully, may have low reliability. It is therefore worth reflecting on the amount of time and consideration given to interviewing in your school in the past. The interview process may involve several interviews, including skills tests, to increase reliability and validity. In addition, the more senior the position being filled, the more time and effort should be devoted to this process.

In this section, staff appointment processes and procedures were discussed. This included an examination of selection criteria and consideration of what constitutes ethical leadership in relation to job appointments.

The next section deals with orientation and induction as the next step in the staff appointment process.

Section 3: Orienting and inducting staff

Introduction

Bush and Middlewood (2005: 141–142) make a strong case for induction programmes. They note (2005: 142) that in organisations *outside* of education, there is strong evidence of the benefits of induction, namely, a reduced rate of staff turnover and successful integration. It is not a great leap to consider the same benefits for schools. Lunenberg (2011) reports that in the United States of America:

Many potentially talented and creative teachers find teaching unrewarding and difficult, especially in inner-city schools; and nearly 50% of newly hired teachers leave the profession within five years. (Lunenberg, 2011: 1)

Lunenberg attributes this to the lack of proper induction programmes.

Orientation can be defined as an introduction to one's roles and responsibilities. It is about what to do, where to find things, and who can assist me. It should take place before the teacher's duties commence – so ideally before the school year or term begins.

Induction, though, is a longer-term process that takes place over time, even over the course of a year. During induction, ways of doing things are demonstrated and modelled. Therefore, mentoring can be considered a part of induction.

The DBE (2015a) has developed a document, the *National Framework on Induction of Newly Appointed School Leaders* which sets out the purpose, process, underpinning principles and proposed content of an induction programme for newly appointed school leaders, precisely because the importance of effective orientation and induction is recognised. The focus of this section is on the orientation and induction of *staff* rather than *school leaders*, as creating a supportive environment for teachers is a requirement of the South African Standard for Principalship (SASP) in which it is stated that a school leader should use "methods for building and developing a nurturing and supportive school environment for effective teaching and learning" (DBE, 2015b: 17).

Read Appendix 13: Lunenberg's principles for orientation and induction which provides further information on orientation principles. This is important information as orientation provides the first experience of what it is like to work in the school and how supportive and helpful colleagues are.

The next activity provides an opportunity for you to reflect on your experiences of orientation and induction in schools.

Activity 38: Orientation and induction experiences

Suggested time:
1 hour

Aim:
To reflect on personal experiences of orientation and induction in order to draw lessons from these to apply in your school.

What you will do:

1. Think back to your own experience as a newly qualified teacher or a newly appointed teacher/education professional at any school. Were you provided with a good and useful induction and orientation? What kept you at the school and helped you to cope? Or, what made you decide to move on?
2. *What have you witnessed with new teachers or persons entering promotion posts at your school? What do you think is done well? What is done poorly? What do you think should change? Why?*
3. Study the statement: *Orientation is a management task; induction has a stronger leadership component*. Do you agree or disagree? Argue for your point of view in your Learning Journal.
4. Now read the summary below, of a blog entry by teacher and blogger David Andrade (2011) and then answer the questions that follow. His blog can be accessed at: http://tinyurl.com/edtechguy, but this extract was adapted from: https://tinyurl.com/ycwny2cf.
5. Once you have read the summary, think about and answer the three questions below, for yourself.
   • Does David Andrade's blog entry suggest some useful additions for an orientation programme?
   • Which of his suggestions are particularly useful and why? Could these be applied in your school?
   • Which do you think do not apply in your context and why?

Blog summary: New teacher orientation

When I started, the new teacher orientation program was three days before the rest of the teachers came in. We had talks from each department, received the curriculum for our class, and had presentations on different topics. The current new teacher orientation program is similar, but also has the new teachers meeting together once a month throughout the year for more training and support.

Some of the things that myself and some of the new teachers from last year felt were lacking are:

1. Orientation to computer systems – making sure every teacher has a login for the computers, email, and the learner information system. Also, having training on how to use them all. It is very minimal right now.
2. More information about special education services and how the process works.

3. A list of "people to go to" for different issues, such as computer problems, supply needs, and so forth.
4. List of services available to learners and parents – special education, social work, health and medical, etc.
5. More on classroom management that specifically addresses the policies of the district rather than being general.
6. Instead of just handing out the curriculum, provide time to look over the curriculum and then have someone from that department to help you with any issues, especially with the material for the first month of school.
7. They currently get an afternoon to go to their building and start setting up their rooms, but it would be nice to have time with the Head of Department, to look over your classroom, get a tour of the building and get shown where resources and offices are. Currently, it is up to each school to try to fit in a tour when time permits and I think it should be a formal part of the orientation programme.
8. A new teacher orientation booklet with all resources, expectations, schedule, rules and procedures. Some of this is handed out now, but it is not combined into a comprehensive book. It probably wouldn't hurt to have this available for all teachers, especially when there have been changes made to policies and procedures from the previous year.
9. The realities of the school system – budget issues, learner behavior, buildings, etc. It can be a shock to many new teachers coming out of college with their idealistic views to suddenly run head on into the reality of run down schools, no supplies or resources, learner discipline issues, lack of parental support, and other realities of teaching.

(Source: Andrade, 2011)

Discussion of the activity

What happens when a teacher arrives at a school potentially sets the tone for the teacher's time at the school. The more thoughtful, purposeful and practical the *orientation* of the newly arrived teacher, the better. The ideal outcome is for the new teacher to have a clear sense of what they need to do; where things are; how things are done at the school; who they need to liaise with; who can offer them support and what the expectations are. Most important of all, if the newly arrived teacher gets a sense of leadership and direction, of organisation and purpose, and especially a culture of support, then the scene is set for a good start. This is what orientation is all about.

Linked to orientation, and flowing from the *first day* or *first week*, is the longer term period of *induction*, which ideally should extend over the first year of appointment. Bush and Middlewood (2005: 142) state that induction has been recognised by the Commonwealth Secretariat and the World Bank, as an important and necessary responsibility for school leaders, with the following components considered necessary:

Table 13: Essential components for orientation and induction

Socialisation	This is about the newly qualified or newly appointed teacher being integrated into the school, by developing sound working relationships with colleagues.
Achieving competent performance	The newly qualified or newly appointed teacher is enabled and supported in order to carry out responsibilities and tasks efficiently and effectively.
Understanding organisational culture	Assisting the newly qualified or newly appointed teacher to know, understand and appreciate the values and beliefs of the school. This goes beyond knowing the vision, mission and values statements of the school, to what these mean in practice.

(Source: Bush & Middlewood, 2005: 142)

Your own experience as a newly arrived teacher may have been welcoming and supported. If so, you are fortunate, and perhaps that is why you stayed in teaching. Or maybe the formal programme was lacking in some way, but your peers were supportive and helpful. In an attempt to change culture and practices, the errors of the past need not be repeated. You can rather improve on what you experienced. Some of the above suggestions by Andrade may help to improve your school's orientation and induction programmes.

Many teachers report that they had little or no support or guidance when they entered a school for the first time. Bush and Middlewood (2005: 141–142) cite research on teachers who had left schools in the UK after only one year. The research quotes the majority of these ex-teachers as saying that they did not feel either *welcome* or *welcomed* at the school, or supported in any way. So, an absent or ineffectual orientation and induction programme seems to have a demotivating and harmful effect on newly appointed and newly qualified teachers.

An experienced educationalist has this to say:

> *Each school has its own, idiosyncratic culture and practices. A new teacher at a school can be assisted by having a "teaching buddy" to help induct even experienced teachers into a new school. Such 'induction' is not patronising to an experienced colleague – it is the offer of support from someone who can help make sense (through their availability) of the essentials one needs to know and be aware of when starting out in a new school (in this school). It is also important to introduce and welcome the new colleague formally at assembly – to the whole school – and even to their new classes. I have been at schools where this normal, cordial, collegial convention has been ignored.* (Rogers, 2015: 287)

The suggestion by Rogers may be a useful addition to your school's induction programme if it is not something you already do.

The next activity explores teacher experiences of orientation and induction.

Activity 39: Analyse experiences of orientation and induction

Suggested time:
1 hour

Aim:
a. To consider the impact of different kinds of orientation and induction programmes, or the lack thereof on teachers.
b. To predict the future success of the teachers in each case.

What you will do:

1. Read through the list below of different approaches to teacher induction cited by Bush and Middlewood (2005: 145–146):
   • *Laissez-faire*: A loose, casual approach where events unfold organically.
   • Collegial: Peers working together and collaborating.
   • Formalised mentor-mentee: Structured, with clear goals, delineated roles and responsibilities, and a time line.
   • Statutory competency-based: Providing information about requirements, deadlines, policies.
   • Self-directing professional: Leaving the teacher to ask for what they require and need to know.
2. Read the three brief case studies below – all based on real experiences of teachers throughout the country – and in each case:
   • Identify the leadership approach in each case, giving reasons for your answer.
   • Predict responses from the teacher, again giving reasons.
   • Identify lessons that you learned from the case studies that can be applied in our school.

Case study 1: The book room is over there

At a particular school, most of the teachers in the English department were newly qualified and newly appointed. The Head of Department (HOD) was the only teacher remaining in the department. At the orientation meeting on the first day, he confirmed the classes assigned to each teacher, as they had been informed before schools closed. He then told teachers which classrooms they had been assigned, and handed out the keys. Then he said:

> *The book room is over there. You can each go and choose what books you want to use. Fill in the form indicating what you have taken and drop it on my desk. I would like your lesson plans for the next two weeks by Friday. If you have no questions, I'll see you when school starts tomorrow.*

Then he left. The group of new teachers looked at one another. One teacher decided to take charge and suggested that they did some planning together. The teachers readily agreed.

Case study 2: Coffee and muffins

A mixed group of newly appointed and newly qualified teachers is asked to attend an all-day orientation session, a day before the other teachers arrive for planning and preparation. They are greeted by a couple of HODs and senior teachers with freshly brewed coffee, a plate of muffins baked by one of the HODs, and folders with a programme for the day, class lists, and information about the school. The first item on the agenda is a fun introductory game, and then the newly appointed teachers and newly qualified teachers are asked to express their hopes and fears for the year. Thereafter, they settle into a busy programme of discussion and sharing, forming planning teams and working out how tasks could be shared with each other. Just before a simple finger lunch of sandwiches (prepared by another of the HODs), the school principal and deputy principal arrive and discussed their vision for the school year and hopes for the new staff members. By the end of the day, the new teachers feel confident that they have a clear idea of what is expected of them.

Case study 3: A cloud of red dust

A teacher was excited to have his first job, straight out of university. The school was in a rural area, far from his hometown, but he was fortunate to have found a place to stay within walking distance of the school. After an early breakfast, he made his way to the school, eager to be there on time for the pre-arranged meeting with the principal. As he approached, he noticed that the grass around the school was waist high; the gate was unlocked and swinging open; and there was a stray goat on the pathway. No one was in sight. Time passed: he waited, feeling unhappy. Finally, two hours after the appointed meeting time, he noticed a cloud of red dust in the distance and finally a car pulled up. The school principal got out, apologising, saying that he had been "delayed". The principal sighed when he saw the long, overgrown grass and said that the SGB was supposed to sort it out. When the teacher asked about his classes, the school leader said "The timetable is not ready. The deputy was preparing it but he fell ill. We will have to sort it out tomorrow." He then looked at his watch, and said that he had to leave. They would discuss matters further on the next day. The new teacher wandered back to his lodgings, feeling worried and dissatisfied.

Discussion of the activity

The experiences at the three schools could not be more starkly contrasted. Leadership approaches and levels of involvement in the orientation case studies are clearly very different which shows how different the kinds of experience that the teachers are likely to have in the future. Also evident is the culture of each school – the way things are done – and the impact of culture. One could even predict whether the teachers will settle or become disillusioned and leave. You may remember that school culture was discussed *in Module 2: Leading and managing teaching and learning in the school* (Module 2, Unit 1, Section 1). You may want to revisit this section to refresh your memory.

The first case study, *The book room is over there*, describes a fairly well-resourced school. But the HOD's level of interest and involvement appears to be minimal. Perhaps this is why almost all of the teachers are new. Their success or otherwise will be due to their team spirit and internal motivation, as little or no guidance or support is provided by the HOD and expectations are not made clear. The leadership approach that governs this school seems to be *lassaiz-faire* [casual] as the HOD does not seem to be too interested in spending time with the new teachers or in working collegially with them. There would be a very different scenario if distributed leadership was enacted in this school.

The orientation programme described in *Coffee and muffins* indicates that there is a high level of support for new teachers. Senior staff have *gone the extra mile* in being welcoming and constructing what appears to be a focused and worthwhile programme that attends to real issues and sets up a way of working that is collaborative and interactive. Distributed leadership is also apparent. More experienced teachers are interested, supportive and take responsibility for new teachers, and the HODs even prepared muffins and sandwiches for the staff.

In the third case study, *A cloud of red dust*, it is apparent that the school principal does not keep to his word; excuses are made about why things are not done; and little thought has gone into the very real needs of the new teacher and the school as a whole. The outcome as you can see already, is a very worried and dissatisfied young man. It is very possible that this complete lack of concern and leadership on the part of the principal will continue and result in a generally poorly run school.

Having examined various levels of interest or disinterest in the orientation and induction of newly appointed and newly inducted teachers, the focus in this section now shifts to the *principles* that underpin a good orientation and induction programme.

Orientation and induction principles

Recommendations made by Lunenberg (2011: 3) for effective orientation and induction place strong emphasis on the role of the school principal and the SMT who should take account of both newly qualified teacher and newly appointed teacher orientation, with new teachers attending both sessions. Think about whether there should be such a strong emphasis on the principal's role. Is there not space to share responsibilities more broadly?

Read through Appendix 13 once more to help you consolidate you understanding of Lunenberg's principles of orientation and induction. The aim is for induction activities to eventually move smoothly into regular professional development activities.

Take note

1. As you work through this section you may want to consider the topic of orientation and induction as the focus of research and development in your WPP.
2. Activity 40 will help you to start that process. However, even if you do not decide to explore this mater in your WPP, the results of Activity 40 should be included in your PP.
3. Your HEI programme provider may choose to apply this activity as a formal assignment towards summative assessment.

Activity 40: Design an effective orientation and induction programme

Suggested time:
1 hour: Reading preparation.
2 hours: Discussion and planning with school-based CoP.
30 minutes: Presentation to HEI CoP (with opportunity for discussion).
1 hour: Presentation to, and discussion on implementation with, your school SMT.

Aim:
a. To think deeply about what should be included in a standard orientation and induction programme at your school.
b. To think about and provide the reasons for the proposed orientation and induction programme's structure and content.

What you will do:

1. Gather relevant information available to you, making use of *at least* the following information:
   • Orientation and induction principles (Appendix 13).
   • Information provided earlier in this section, including Andrade's blog (Activity 38).
   • The following document: Department of Basic Education. 2016. *New teacher induction: guidelines for the orientation programme*. This is available online at: https://tinyurl.com/y96axhpu. - Reference to your own experience and observations as an education professional.
2. Consider the nature, structure and content of an orientation and induction programme for your school. Then prepare a draft programme (together with your school-based CoP) to present to your HEI CoP for discussion and refinement.
3. Once you have had time to finalise your programme, present it to your SMT. Your plan should explain what you have included and why.

4. Amend the plan once again according to suggestions from your SMT, and then together distribute responsibility for various parts of the process. Allocate overall responsibility for an oversight role. Also consider building in a reflection and review step that draws on the experience of teachers undergoing the orientation and induction process.
5. Keep evidence of all the documents you prepare, the data you collect and your reflections for submission as part of your PP.

Discussion of the activity

The process set out in this activity is intended to be interactive, collaborative and iterative [involving repetition and refinement]. In other words, the *process* for arriving at a decision or a desired result, in this case, an enhanced school orientation programme for new staff, by reflecting on and repeating rounds of analysis and reflection and getting feedback so as to arrive at an even better result. You were required to actively engage and collaborate with a range of stakeholders both in this AdvDip (SLM) programme as well as in your school. By so doing, you are modelling how, as a school leader in your sphere of influence (as HOD or deputy principal), you can implement a collaborative and potentially transformative approach to leadership.

The practice of collaboration and reflection is one of the desirable outputs of a good induction programme. This can only occur when teachers are not threatened or intimidated by the idea of sharing what is happening in their classrooms; working together with peers on all sorts of tasks ranging from lesson preparation to all phases of assessment and also the evaluation of results.

Stop and think

> For this kind of practice to become the norm, that is, accepted, standard practice, it needs to be introduced as standard practice during induction.

Elmore (2008) states that we learn by doing the work – not by telling other people to do the work; not by having done the work at some time in the past; and certainly not by hiring experts who can act as stand-ins for your knowledge about how to do the work. He advocates *instructional rounds* (which are introduced in *Module 2: Leading and managing teaching and learning in the school*) and depicted in Figure 11.
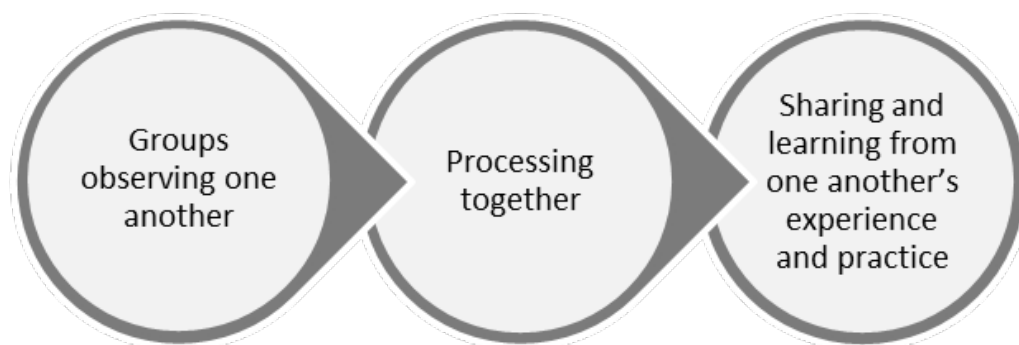
Figure 11: Instructional rounds

This is what reflective (iterative), collaborative practice looks like, and as such, is intended to be the primary aim of any school orientation and induction programme. The *instructional rounds* of observation, processing, sharing and learning are aimed at improving the core business of the school, which is teaching and learning. Many other cycles follow a similar pattern of preparation, planning, implementation, reflection and adjustment, some with more detail, some with less.

The process followed in an action research cycle (introduced in *Module 1: Professional Portfolio and Workplace Project*) is also relevant here.

To refresh your memory, read about the key processes in an action research cycle in the summary below.

Summary: Action research cycle

The first step in conducting action research is to identify and define the focus of your investigation. You'll want to develop some questions about the area of your focus. Thereafter, you'll need to plan to effectively study and answer the questions you've developed.

Action research typically will include an examination of the school programmes, e.g. the orientation programme, teachers, learners, and instructional practices. You'll need to consider what aspects of these areas you will need to study in your research.

Once you have identified the focus of your research, you will collect data on the current practices or situation in the selected area of focus. This will be used to *plan* your intervention – prepare your plan of action. The next step is to *take action* – implement the plan. Then to *observe* the outcome and *reflect* on the outcome in order to adjust and strengthen subsequent actions.

Action research typically follows a cycle as you move through each of the steps, see Figure 12. As you work through the sequence, you'll learn a bit more about the problem or research question. You'll use this information as a way to improve your focus, research, or action in subsequent steps through the cycle. This most likely will not be the end of the cycle.
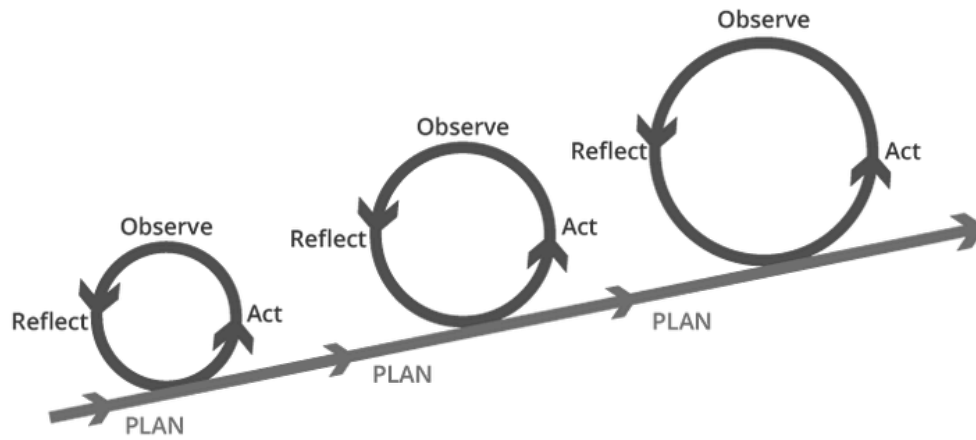
Figure 12: Four steps to conducting action research
(Source: Adapted from O' Bryne, W. I., 2016)

The last section of this unit offers an opportunity to consider the merits of a mentoring programme in your school. In the SA Standard for Principalship (SASP) policy document (DBE, 2015b: 3) it is explained that that the SASP itself is a response to the important national demand for "the provision of credible support to school principals as a key aspect towards improving effectiveness in the education system". Principals, in turn, are required to establish a supportive environment that promotes the interests of school stakeholders (DBE, 2015b: 12). This support will include mentoring. There are other reasons too, for focusing on mentoring which will be explored below.

Section 4: Mentoring staff

Introduction

In Module 1, Unit 4 you will have engaged with the concept of mentoring in relation to your own personal, professional and organisational development as a school leader. In this section, the focus is on the role of the principal and school management Team SMT in mentoring newly appointed staff.

Mentoring is set within a framework of motivation and what a principal and their team can do to enhance the experience of newly appointed staff.

South Africa has clear goals for its citizens that are rooted in the values that underpin the constitutional democracy. These goals are based on the premise of social justice and opportunities for all. Framed by these values, mentoring in the school context, whether for principals or staff, contributes to this desired supportive and developmental approach.

In this section, *motivation* is discussed as a precursor [as a starting point] of mentoring. As will be seen, it is an important aspect of mentoring.

Think back to the case study: *A cloud of red dust* and how that enthusiastic and eager newly qualified teacher felt after the brief meeting with the principal. Do you think he was motivated?

Activity 41: Understanding motivation

Suggested time:
20 minutes

Aim:
To explore your experience and expand your understanding of the role that *motivation* plays in the work context.

What you will do:

1. Individually, watch the YouTube video that summarises four motivation theories in a light-hearted way: Fletcher, M. 2012. *Motivation theorists, theories*. Accessed from: https://tinyurl.com/yccnykch (Duration: 5:05 minutes).
2. With your HEI CoP discuss what motivates you personally and what you have noticed motivates staff and colleagues you have worked with. Record your findings in your Learning Journal.
3. Compare and contrast the behaviour of school leaders who fit into McGregor's 'X' theory with those who fit into the 'Y' theory. Which is preferable and why?
4. How do you think that motivation and mentoring could be related?

Discussion of the activity

According to Chireshe and Makura (2014):

> *Among the factors affecting educator motivation are personal or social factors, classroom environment, socio-economic status, learner behaviour, examination stress, rewards/incentives, and the self-confidence and personality of the educator. These and other influences affect educators' participation at school level.* (Chireshe & Makura, 2014: 125)

Chireshe and Makura (2014: 127) also state that: "The declining status of the morale and motivation [of educators] has negatively affected the standard of professional conduct amongst educators." Thus you need to turn your attention to motivation, what it means and how motivation could be related to mentoring of newly qualified or newly appointed teachers.

There are many theories of motivation, including Maslow's (1970) Hierarchy of Needs; McGregor's (1960) X and Y Theory; and Herzberg's (1968) Two Factor Theory. Middlewood, Coleman and Lumby (1998) summarise and categorise the theories of motivation as follows: *needs theories*, *goal theories* and *equity theories*. Needs theories include Maslow, McGregor and Herzberg, as the basic needs or impulses within humans are the key motivators. Maslow's Hierarchy of Needs shows the sequential nature of motivation – from survival to security to self-fulfilment.

The X and Y Theory may be useful in analysing assumptions about the way employees operate – either seeking to avoid work or being self-directed and responsible. McGregor's X and Y Theory describes leadership approaches as based on a belief that people are either inherently lazy and externally motivated (X) or wanting to contribute, being self-motivated and looking for responsibility (Y).

Herzberg's (1960) two factors of ensuring employee satisfaction (recognition, self-fulfilment, sense of achievement) and avoiding their dissatisfaction (poor conditions at work or *hygiene* factors) may cause confusion between motivation and satisfaction.

Handy's (1993) Goal Theory relates to the personal calculation by employees of the costs and benefits of a job or task. This dictates how they perform. For example, if the effort required to perform a task is thought to be too high, then the employee will simply not try hard. Equity theories suggest that employees are primarily motivated by a sense of fair play and are demotivated by perceptions of being treated less fairly. An example would be if someone realises that a colleague gets opportunities that he or she does not, that will be deemed unfair and the person will become demotivated as a result.

Middlewood et al. (1998) argue that many of the motivation theories originating in the West lack attention to issues of race and culture, so some western notions of motivation may not be applicable in other cultures. In the South African context, this should be remembered. A way to find out what motivates staff (other than the obvious matter of money, which is not under the control of most school principals) is to ask staff to plan events and ways of recognising one another, that do not involve much money. Feeling supported through a well set-up mentoring programme could be a motivating factor for teachers.

The discussion above, helped to briefly unpack the role of *motivation* in the work place. In the following activity the idea that *mentoring* of new staff is an important motivating factor, that may contribute to better quality engagement of teachers, will be examined.

Activity 42: Introducing mentoring concepts

Suggested time:
20 minutes

Aim:
To explore your understanding of mentoring and why it is important in the school.

What you will do:

1. With your HEI CoP, discuss your understanding and experience of mentoring. This could relate to your own experience or to someone you know who has been mentored and discussed their experience with you.
2. Together, draft a definition of mentoring. Check your definition against the definition provided below in the discussion of the activity.
3. In your opinion, what are the benefits of mentoring in a school, and who should be mentored?
4. How does the DBE mentor school leaders? Give concrete examples if possible.
5. Use your Learning Journal to record your responses.

Discussion of the activity

Most definitions of mentoring will include an aspect of *support* and *guidance*. These aspects may well contribute to motivating the staff. Mentoring usually refers to an experienced or more senior person working with a less experienced person. Pont, Nusche and Moorman (2008: 137) explain that mentoring refers to "a process whereby a more experienced individual (mentor) seeks to assist someone less experienced (mentee)."

The SASP (DBE, 2015b: 5) specifically mentions the DBE's responsibility to mentor school principals. In this unit, however, the primary focus is on the principal leading and managing people in the school and therefore the focus in on the role played by the principal as a mentor. The primary beneficiary of mentoring in this context should, therefore, be the newly appointed teacher. This is however, not intended to suggest that the principal should not or could not also derive benefit from a mentoring programme designed for principals and other staff in leadership positions.

Applying Pont et al.'s definition, a mentor could be any suitable and experienced person. With this in mind, a mentoring programme should be included as a standard part of the staff appointment process.

Bush and Middlewood (2005: 164) argue that:

> *Mentoring has the potential to produce significant benefits for mentor, mentee and the education system. Mentoring needs to produce benefits for both mentor and mentee if it is to be a mutually rewarding experience and provide motivation for both partners. Ideally, these benefits should extend to the schools involved in the relationship.* (Bush and Middlewood, 1995: 7)

Moorosi (2012) cites a number of sources on the benefits of mentoring for the success of school leaders:

> *Mentoring is increasingly seen as an effective way of helping people develop in their professional careers. Mentoring has also been described as the support, assistance, advocacy or guidance given by one person to another in order to achieve an objective over a period of time. It also provides a process that allows leaders to initiate productive relationships, identity and concerns, determine effective responses to resistance and empower others through collaborative learning.* (Moorosi, 2012)

The next activity assumes that the benefits of mentoring are clear, and that as a school leader you would like to introduce a mentoring programme in your school.

Activity 43: Introduce or improve a mentoring programme

Suggested time:
1 hour

Aim:
To prepare a presentation for the SMT about the benefits of introducing or improving a mentoring programme at your school.

What you will do:

1. Do an online search to find information on the benefits of mentorship for newly qualified teachers. Start your search by accessing a presentation given by Jugmohan, a principal in KwaZulu-Natal, which can be accessed at: https://tinyurl.com/y9lubd58.
2. You may also refer to information on mentoring contained in Appendix 14: Mentoring planning.
3. Prepare a five minute presentation for the SMT meeting (see *criteria and guidance for the task* below). The focus should be on persuading the SMT of the benefits of introducing or improving the mentoring programme in your school. It is recommend that your presentation be done in PowerPoint. If this option is not available to you, prepare cue-cards (note cards) on which you have prepared the main points of your presentation. These will help to keep your presentation focused and to the point.
4. Your presentation should:
   - Explain what mentoring is;
   - Identify the proposed beneficiaries of the mentoring programme;
   - Provide benefits of mentoring;
   - Consider how training for potential mentees could be organised;
   - End with a call to action.

OR

- If your school already has a mentoring programme, identify and suggest ways that this could be improved or extended.

Criteria and guidance for the task

- Your five-minute talk needs to be short and to the point.
- After defining mentoring and who is eligible to be a mentor in the school, your talk should define the intended beneficiaries carefully, with reasons why newly qualified and newly appointed teachers should be selected. The mentoring programme can be presented as a natural follow on from *orientation* and *induction*.
- Your presentation should also cover the practicalities involved in setting up a mentoring programme. Issues such as how mentors will be trained to understand their mentoring roles and responsibilities, contracting, time period, confidentiality, and so on, need to discussed.
- End your presentation with a *call to action*. This should require a decision by the SMT to select the person that will lead the mentoring process.
- Allow time to discuss and answer questions.

Discussion of the activity

The first principle, that needs strong emphasis, is the importance of training for mentors. The second principle is a recommendation from Moorosi (2012) who examines mentoring from a broader perspective that includes gender and race. Her strong recommendation is that mentors and mentees should be as similar as possible – in terms of race and gender. This is a consideration of which school leaders should take note. The third principle is that both the mentor and the mentee need to be clear about their roles and responsibilities from the start, to prevent disappointment later in the process. Doing this also makes it clear what needs to happen, who should do what, including being fully prepared for meetings.

The *mentor* is responsible for providing guidance in a positive way; creating a positive counseling relationship and a climate of open communication; facilitating and leading problem solving processes; offering constructive feedback in a supportive way; and providing networking opportunities for the mentee. The mentor should also be able to welcome feedback from the *mentee* and identify topics of concern and interest to them both.

The *mentee* should be open and honest with the mentor at all times; co-create a climate of open communication; facilitate problem-solving; actively seek solutions to problems with the mentor; undertake the actions suggested by the mentor; be responsive to feedback, networking and other opportunities provided by the mentor; be open and honest about professional experiences; provide feedback to the mentor when necessary; and identify topics of concern and interest to them both.

Providing feedback to mentees

This section focuses on giving and receiving feedback. While the focus here is on providing feedback in the context of the mentoring process, the skill set is applicable in many leadership contexts. In particular, this section centers on providing feedback which requires 'a difficult conversation'. The information in Table 14 provides a useful guide for structuring a mentoring conversation. It will also be useful for Activity 44.

Table 14: Guide for structuring a mentoring conversation

What	Who is responsible	How
Action	Mentor	Explanation of the action/behaviour that is required.
Check implementation by observing	Mentor	This is based on direct observation, reports that have been submitted, results, or the analysis of data.
Suggest	Mentor	Raise a query or pose a problem.
Agree	Mentor and mentee	Set a definite plan of action in place. Agree on a time and an action.
Follow up	Mentor	Diarise the agreed upon action and the date of completion. Set an appointment in advance.

Activity 44: Conducting a difficult mentoring conversation

Suggested time:
20 minutes

Aim:
To provide practice in handling difficult mentoring conversations by applying useful techniques.

What you will do:

Individual activity

1. Read the following case study and identify the mentoring issues.
2. Record your responses in your Learning Journal.
3. What advice would you give the deputy principal on how to mentor the teacher in the following case study? Suggest how the deputy principal *should have* handled the discussion (use the approach provided in Table 14). Also suggest how *future mentoring* meetings with this teacher should be approached.

Case study: 1 year of experience, 29 times

The deputy principal in charge of staff development at a school in Alexandra told of mentoring an experienced, but ineffectual, teacher. The school was initially pleased to have found someone who had taught for 29 years and who, as a result, would not have to be spoon-fed. The assumption was that the teacher would have learned and grown as a professional during

her years of teaching. During the selection process, references had been sought but they were vague and unhelpful. The selection committee had dismissed these as a credible source of information, thinking that the people they consulted were simply too busy and pre-occupied to provide detailed references.

However, they soon discovered that the newly appointed teacher was disorganised, uninterested in most tasks and always late when required to meet a deadline. The deputy principal was assigned as her mentor, and a mentoring programme was agreed upon.

During one of the mentoring meetings, the deputy principal decided to discuss the topic of *accountability*. Unfortunately, the discussion did not go well. The teacher became defensive when asked about the agreed-upon tasks in preparation for the meeting, and even more annoyed when the deputy principal linked the failure to complete tasks as agreed, to accountability. The teacher blamed work pressure, unruly classes, a crowded curriculum and unsupportive colleagues as the reasons for her struggles. In fact, anyone and anything that could be blamed was named.

The tone of the meeting deteriorated when the deputy principal noticed that the teacher was yawning and using terms such as "you are picking on me" and "I have such big classes, I can't keep up". When the deputy principal mentioned that the HOD had reported very few tasks in learner workbooks, and suggested that this was a reflection on the teacher, she became angry and ended the discussion. She asked why she had to be mentored at all.

Discussion of the activity

An essential responsibility of the mentor is to give feedback to the mentee. This may be a challenging task because the mentor may have concerns that the mentee is not progressing in a satisfactory way. The mentee may be making excuses for inaction, or a lack of progress, or they may be blaming others for problems or difficulties, as exemplified in this case study. A meaningful way to have those difficult, but necessary, conversations needs to be found. It may therefore be helpful to use the approach in Table 14 which helps to provide a structure for the feedback session.

A sound mentor/mentee relationship means that the mentee should also be able to give feedback to the mentor. This could be about the impact and effectiveness of discussions and suggestions, the pace of change, or issues relating to the relationship. An important mentoring skill is giving and receiving feedback. Giving and receiving feedback should never be given in a blaming spirit. Issues should not be framed as a personal attack. Feedback must be supported by concrete examples to clarify what is meant, so that the person understands fully what the issues are. Giving feedback may require self-management on the part of the person providing feedback – for example, not expressing irritation or impatience. Feedback does not imply that corrective action cannot or should not be suggested or expected. It is important that the underlying causes for behaviour need to be sought. Finally, the feedback discussion should identify ways to do things differently next time.

Stop and think

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Providing constructive feedback during difficult conversations needs practice.

You could use this case study as an example and *role play* the *difficult conversation*, with a colleague from your school SMT.

Key points

Unit 3 focussed on the following key points:

- **Self-care, accountability and expectations of the school principal:** The concepts in this section build on the work on leadership covered in Units 1 and 2. In this case, the starting point for a school leader is the necessity of self-care. This is based on the idea that you cannot be responsible for looking after others, if you can't look after yourself in a responsible way. The importance of agreeing and communicating expectations clearly is discussed as is the issue of accountability.
- **Staff appointments:** This includes the required process as set out in PAM which must be followed when making appointments. Ethical dilemmas related to appointments are also discussed.
- **Orientation and induction; motivation and mentoring:** These related topics encourage aspirant school principals to plan and implement a thorough and well thought out process for settling newly appointed teachers into the school in a supportive manner. The role of school leaders as mentors is also examined and the importance of feedback in the mentoring process, even when conversations are *difficult* is discussed.

In Unit 4, the focus will be on skills for improved performance.

Unit 4: Skills for improved performance

Introduction

This unit concentrates on practices and policies required by school leaders when encouraging, monitoring and evaluating the performance of staff and the school. It is about working effectively alongside people to encourage them to continuously improve their performance in their different areas of expertise. The framing principles are collaboration, consultation, joint problem solving and finding ways to resolve conflicts that arise.

Various theories and approaches to leadership have been introduced in Modules 1, 2 and 3. Earlier in this module, leadership theories and models for leading and managing the self were also analysed and discussed. An examination of the personal qualities necessary for effective leadership and management of people was also undertaken and procedure related to planning for and allocation of staff was discussed.

This unit focuses on leadership practices that support staff, in order to improve staff performance. It also covers school leaders' communication practices, negotiation techniques, ability to tackle conflict and how to manage change.

The diagram below depicts the structure of this unit:
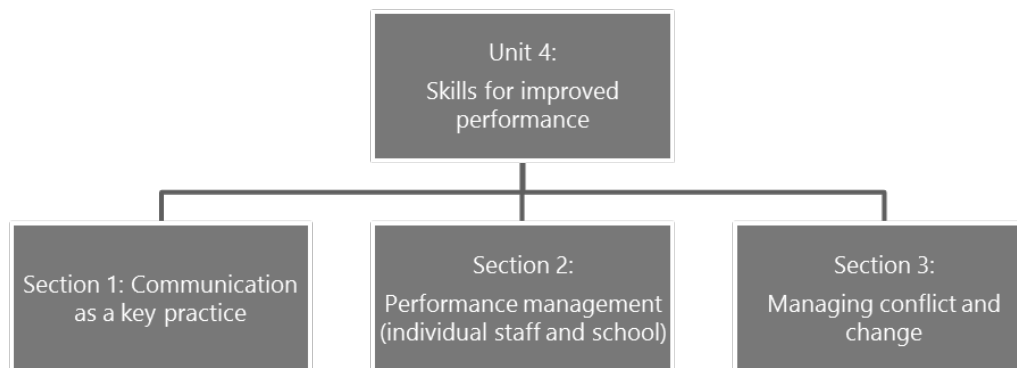
Figure 13: The structure of Unit 4

Unit 4 learning outcome

There is only one learning outcome for this unit. By the end of this unit, you should be able to:

- Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.

Section 1: Communication as a key practice

Introduction

This section starts with a discussion on both good and bad communication practices. Some key words used in the unit are defined before introducing the practice of negotiation. Thereafter, the focus is on the leadership and managerial practices of goal setting and planning. A leadership practice is defined by Inam (2011: 1) as "a leadership behavior or behaviors that you choose to practice consciously every day." A leadership practice is therefore about *doing* and *being*.

As with many leadership practices, the way you communicate with others is an outward manifestation of your inner points of view, values, leadership style and traits. Communication, if accomplished smoothly and with integrity and consistency, sets the tone for interactions, and enables a respectful and trusting collegial relationship. However, if there is *conflict* between people who work together, relationships can become stressful and difficult to manage. The online Oxford dictionary defines communication as "The imparting or exchanging of information by speaking, writing, or using some other medium" (Oxford English Dictionaries, 2019). In this programme, collaborative, collegial and respectful communication is seen as a core leadership practice.

The first activity starts with a communication conflict with an unhappy parent – a situation that most people would prefer to avoid.

Activity 45: Reflect on a lack of communication
Suggested time:
45 minutes
Aim
To analyse a school-based communication conflict.

What you will do:

1. With your higher education institute community of practice (HEI CoP), share your thoughts about an incident at your school when communication went wrong.
   - What happened?
   - Why do you think the communication went wrong?
   - Was it resolved?
   - If not, what happened ultimately?

2. *Read* through these questions before watching the video as they will inform your viewing. You will discuss them in more detail after watching the video:
   - At what point in the communication breakdown does the video clip start?
   - The mother is very emotional about her child's needs and the principal's perceived failure to act. Do you think that this informs some of her action?
   - The principal adopts a particular response. How does he feel about the situation?
   - Why do you think the communication breakdown has developed so far that the press is involved?
   - What actions could have calmed the situation before it got to the point of involving the press?
3. Access and watch the video which was broadcast on a television news channel in Guam (a United States island in the western Pacific Ocean): *Proper protocol in parent/principal conflict.* Accessed from: https://tinyurl.com/y85h253p. (Duration: 2:42 minutes).
4. With your HEI CoP, discuss the questions above.
5. With your HEI CoP, identify useful communication tips from the video that you could apply in your schools.

Discussion of the activity

The video, which is not set in South Africa, nevertheless provides an example of the heightened emotions that arise when a conflict is not resolved quickly. The cause of the conflict was the mother's unhappiness that her special needs child had to spend time in the school office because there was no teacher's aide available. It seems that the discussion with the principal quickly became very heated – the mother accused the Principal of wagging his finger at her, and he accused her of "trying to set him up for failure". The Principal called the police and the school superintendent. The mother was planning legal action and the department was investigating the situation. However, the root cause of the problem is that there is simply not enough money for aides to support special needs children in that community.

Most school leaders will have stories to share about communication going wrong. It is important to remember this so that you can to plan how to communicate better in future. The particular video clip was made after the conflict had been ongoing for some time. Did you wonder during your discussion, about why matters have progressed so far? What steps could have been taken to minimise the conflict? What you should have identified is that the mother has a child with special learning needs. In the US, there is a policy to provide teacher aides but resources are an issue and the appointment of the aides can take time. Perhaps the mother might have been happier if she had been fully informed of the situation? A further question to ask is: To what extent had emotion (on both sides) affected the discussions? A learning point is that once emotions are inflamed, it is much harder to contain and manage the conflict. For example, it appears that the ability of the mother and the principal to communicate in a calm and rational manner had broken down completely. The mother was angry and helpless and felt nobody 'heard' her. What were your suggestions for better handling of the conflict? How could the District have assisted? It must be pointed out that for a child with special needs to be isolated in the manner described, is simply not acceptable. That is why in South Africa, there is a policy of *inclusion*, not *separation* and *isolation*.

Although the video demonstrates a breakdown in communication, it still provides an opportunity for reflection and learning. In the next activity, more inspiring examples will be discussed.

Activity 46: Good communication strategies

Suggested time:
a.   45 minutes for an individual activity
b.   Two weeks for a mini research-task

Aim:
a.   To analyse information on effective communication and extract learning from it.
b.   To personally implement this learning as a school leader.

What you will do:

Individual activity

1. Study the extract (Tomlinson, 2015) in Appendix 15 on exemplary communication in the context of a school.
2. Consider the factors identified in the article in terms of:
    •   Usefulness to you as examples of good communication practices;
    •   The underlying leadership approaches inferred [suggested] by what the writer describes.
3. Evaluate whether there are any factors or practices that are not mentioned in the article that you would consider important for effective communication. Name them and explain why you think they are also important for effective communication.
4. Critically consider whether there are any communication tactics mentioned in the extract, or that you can call to mind, that are *undesirable* for any reason. State why.
5. Relate the information in the article to yourself as a leader and consider what strong learning you can/ should take away. What communication behaviours and practices do you need to improve?

Mini research-task

1. Select *two* out of the four communication characteristics (from the extract and from Figure 14 below) that most appeal to you. Write your two choices down in your Learning Journal.
2. For each, explain why you selected that characteristic.
3. For a period of two weeks, try (as naturally as possible) to use the two characteristics that you have selected, as you go about your daily business at school and in your family and day-to-day life.
4. In your Learning Journal, write down what you noticed about your interactions over this two week period.
    •   What shifts (if any) occurred in your interactions with others?
    •   If there was a shift, what was it and how do you know it happened?
    •   If there were no shifts in your interactions, how do you explain this?
5. Record in your Learning Journal what you learned about yourself, about communication, and about others from this task.

Discussion of the activity

You may find some of the communication strategies discussed above to be useful in your school.

The underlying leadership approaches described in the extract are based on *participative* and *relational* leadership. Collaboration, collegiality and good, clear communication are part of a suite of leadership competencies, practices and behaviours that work together in a reinforcing manner.

Research in mainstream South African schools has demonstrated the efficacy [effectiveness, usefulness] of the forms of communication and positive practices described below:

<table>
<tr>
<td>

"Good communication is a hallmark of effective schools. "

(Roberts & Roach, 2006: 48)

</td>
<td>

"As the SMT, we motivate teachers and learners. Discipline of teachers and learners in this school is good. There is a lot of commitment and dedication; we all make sacrifices."

(Christie, Butler & Potterton, 2007: 76)

</td>
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<tr>
<td>

"We work as a team – there's cooperation, common vision, open communication, mutual trust."

(Christie, Butler & Potterton, 2007: 76)

</td>
<td>

A school with a collaborative and collegial culture created opportunities: "These occasions were also used to forge relationships between parents and foster communication between school staff, parents and SGB members in a less formal setting."

(Roberts & Roach, 2006: 39)

</td>
</tr>
</table>

Figure 14: Examples of communication

More generally, writers on school leadership affirm the importance of effective communication and its impact on commitment and accountability. Bush and Middlewood (2005) confirm this:

> *In [the collegial] model, structures are flattened and communication tends to be lateral rather than vertical, reflecting the view that all teachers should be involved in decision-making and 'own' the outcome of the discussion*. (Bush & Middlewood, 2005: 66)

In contrast, dysfunctional schools are frequently characterised by poor communication both inside and outside the school, between people and also with regard to a lack of systems (Christie & Lingard: 2001).

A discussion on how to handle difficult communication in a conflict situation would have been useful to the principal in the video in Activity 45. When one or more of the parties is emotional, angry, defensive or in an attacking mode, specific skills are needed to diffuse the situation. As a school leader, having skills to handle difficult discussions is essential. This will be discussed further in Section 3 of this unit on conflict management.

If you identify a communication characteristic that you would like to change, note the characteristic in your

Learning Journal and then make an entry every day on your progress. For example, it could be that you perceive yourself to be impatient. You will need to write this down in your Learning Journal and then practise *really* listening to other people every day. Making an entry in your Learning Journal every day will help you to keep track of subtle changes in your communication such as reactions, or improved interactions. Note if there are any changes and if there is no discernible change, think about why. Asking you to make a note in your Learning Journal every day is to help you change a habit; in this case you could become less impatient.

The next activity places emphasis on negotiation as an important leadership practice.

Effective negotiation practices

There are many situations where school leaders need strong negotiation skills. An autocratic leader, of course, does not negotiate: they simply *tell* people what to do. And the people may comply – perhaps because they fear consequences if they do not. A collaborative and participative leader, however, chooses to negotiate a mutually acceptable outcome rather than impose their own decision on others. The definition of negotiation used in this unit is: *Conferring with the aim of reaching agreement.*

Think of the number of situations in your school where you are called upon to negotiate. Amongst these are: a meeting with parents; to support the adoption of a budget; to agree on recommendations for an appointment; around roles and responsibilities within school committees; teaching assignments and timetabling – especially complex in a secondary school; extra-curricular responsibilities; with district officials on any number of issues. The list is endless.

Being an effective and successful negotiator is a highly complex and delicate task. In this unit, only the most basic information about negotiation is offered. In summary, Fisher, Ury and Patton (1996) say that:

> *Negotiation is a basic means of getting what you want from others. It is back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and some that are opposed.* (Fisher *et al.,* 1996: xvii)

This kind of negotiation could be called day-to-day negotiation. It takes place within the school and is related to internal problems, performance and development. There is no discussion about collective bargaining or dispute resolution at this point. These are specialist skills. Below, you will be able to read about a skilled negotiator in action.

Activity 47: Negotiation practices

Suggested time:
45 minutes

Aim:
   a.   To analyse information on effective negotiation practices and extract learning from it.
   b.   To personally implement this learning as a school leader.

What you will do:

If possible, do this activity with both your HEI and school-based CoPs.

Negotiation is strongly linked to effective communication. Think of listening skills, the ability to read body language and formulating clear responses, as examples of effective communication.

1.   In your school-based CoP, discuss how the school leadership tends to handle negotiations. Make brief notes in your Learning Journal.
2.   Still in your school-based CoP, study the information about negotiation skills in the text box below.
3.   Read the case study on Daniel (also in a text box below), which is about a potentially difficult negotiation on self-evaluation conducted in the Integrated Quality Management System (IQMS).
4.   With your HEI CoP, apply the knowledge you gained from the reading to an evaluation of how Thandi and Daniel handled the performance discussion. Make brief notes in your Learning Journal on the key points that your HEI CoP discussed.

Negotiating skills

A. Golden rules when negotiating:

Trust is essential to a negotiation.
Start by establishing an agreed upon description of the facts.
Never allow the discussion to become heated, abusive or personal.
Do not end the discussion with an unresolved conflict if this can be avoided.

B. Readiness to negotiate

People must be ready to negotiate for dialogue to begin. When participants are not psychologically prepared to talk with the other parties, when adequate information is not available, or when a negotiation strategy has not been prepared, people may be reluctant to begin the process.

C. The stages of a negotiation:

1. **Preparation:** setting objectives, obtaining information and determining strategy.
2. **Opening:** revealing your bargaining position.
3. **Bargaining:** spotting weaknesses in the other person's case and convincing them of the need to 'move'.
4. **Closing:** recognising the impossibility of further compromise.

(Source: Fisher et al., 1996; Bush & Middlewood, 2005: 103–104)

Case study: Daniel's story

Today Daniel is meeting with his Head of Department (HOD) to discuss his IQMS self-assessment and complete his Personal Development Plan (PDP). He is extremely nervous about their meeting. He spent some time on the IQMS rating and feels happy with his self-assessment scores of 3s but mostly 4s. He had given it to Thandi, his HOD, the previous week.

Daniel enters Thandi's office and greets her, "Good morning Ma'am."

"Hello Daniel, let's get started right away," Thandi responds.

She explains that this process will be a consultative session to review his self-assessment (and her assessment, based on a classroom visit and examination of files and books). The purpose is to agree on ratings but also to improve areas of inadequate performance and to acknowledge good performance.

They begin their discussion on *Criterion 1: Creation of a positive learning environment*. Daniel reads out his rating of a 4 and supports this by saying that he is trying hard to improve discipline in his classroom.

"I disagree, Daniel," says Thandi. "I am afraid that I would rate you as a 2 in this area. You appear to be struggling to establish and maintain discipline in your classroom. Each time I walk past your classroom, several learners are out of their desks and many seem to be just chatting to each other. The noise levels are very high. I think your performance on this criterion should be rated *weak*. A 4 is for *excellent* performance, and this means that all parts of the criterion are met or exceeded with visible initiative and commitment."

The majority of the assessment continues in the same vein, with Daniel and Thandi disagreeing on most of the ratings. Thandi wants to salvage the situation as she sees the

obvious distress on Daniel's face.

"Daniel, let us pause here and schedule a follow-up meeting a week from today to allow you to think about your ratings again," says Thandi. "Remember that I see this as a developmental process. If you do not do so well on a rating, we will make a plan to help you do better."

"Ok, Ma'am, so in other words, you want me to rate myself not as I wish to perform, but as I honestly realise I am doing? It does not mean that I will be fired?" Daniel asks quietly.

"Yes please, Daniel," says Thandi. "Once we complete this assessment, we can compile a PDP to address any shortcomings. Remember Daniel, this process is meant to help you to be a better teacher."

Daniel leaves the meeting with the hope that next week he will be able to have a more productive session with his HOD, and complete his assessment. He is also looking forward to a solid plan to assist him to improve.

Discussion of the activity

Thandi could be seen as a reasonably capable negotiator when conducting a potentially difficult and emotional topic. Like most people, teachers can be sensitive about any kind of appraisal of performance. Sometimes *trying hard* is mistaken for *achievement*. And this is what Daniel tends to do. Bush and Middlewood (2005) advise that school leaders should remember four communication strategies, especially when dealing with challenging, difficult communications such as a negotiation. These are:

1. Take the views of all into account.
2. Make sure that the ideas are expressed clearly so that all understand.
3. Make sure that all people have the necessary information.
4. Work to get the group to decide rather than individuals.

In the case study, it seems as though Thandi uses a number of these strategies.

An important aspect of communication is the ability to negotiate. It requires careful thought, *on the spot* thinking as well as self-management in more challenging situations. The outcome of this unit is to "develop the professional skills of self, groups and individuals to enhance their performance and that of the school." Because the unit looks at development and the current performance management system, the IQMS, this involves assessment of self against a ratings scale. Discussions are held between an HOD and a teacher. It is at this point that conflict about self-ratings and the HOD's ratings could arise and negotiation skills may be required.

Conducting performance discussions and the submissions that follow, are management activities as a strong administrative component is required. School leaders will demonstrate their leadership ability in this situation by setting an example about quality, reflection and improvement.

Section 2: Performance management

Introduction

The focus in this section is on performance management for both individuals and for schools. The concepts covered are goal setting, empowerment, performance management, and the IQMS. The concepts covered include an understanding of empowerment and performance management in a development context; an examination of the current performance management system used in South African schools and an examination of whether or not it is working.

The first part of this section is on managing for improved performance and starts with setting up a particular approach to school leadership, collegial relations and the issues of appraisal, evaluation, management and judgement. The approach adopted is based on the types of leadership discussed earlier in this programme. The types of leadership include distributed leadership (also discussed in Unit 1, Module 2), ethical leadership, servant leadership, the philosophy of *Ubuntu* (all introduced and discussed in Unit 2 of this module). These types of leadership are values-based, relational and demonstrate strong humanism and humaneness. There is concern that these leadership approaches place people over tasks, relations over competition, and collaboration over power. In any situation, leadership sets the example but management tasks ensure that the process unfolds correctly and according to stipulated procedures.

The first part of this section revises and extends the concept of goal setting. Goal setting is an important aspect of the planning phase in the performance management process. Goal alignment between the school, school management team (SMT) and each individual teacher or support staff member is crucial to successful performance management. The alignment of goals allows for accountability of the individual and management as well as transparency in the school. It is important to remember that goal setting is not the remit [responsibility, task] of only the principal and other school leaders – for the goals to be truly *owned* by stakeholders, the process must be collaborative.

Goals need to be clearly stated and present a challenge to the individual. Thus goals need commitment from both the individual as well as the SMT member in charge of monitoring that the goals are achieved. It is your responsibility as a leader in the school to make sure that teachers are working towards the overall goal of the school and that their individual goals contribute towards that.

Stop and think

> Goals are the connector between the visionary leadership required during the visioning and strategic planning process and putting those ideas and ideals into operation.

Activity 48: Goal setting and planning with teachers

Suggested time:
30 minutes

Aim
To raise issues, as a school leader, with staff around goal setting and planning.

What you will do:

The plan is that goals should be discussed and agreed on collaboratively and the details negotiated and agreed together. When developing your WPP, you will be setting goals so that you can achieve your overall aim. You may already have covered that part of the process, but there is no harm in revisiting goal setting concepts as you may need to revise goals as your project develops.

This activity should be completed with your HEI CoP. Take notes during the discussions because the information from this activity will be referred to in the activities on performance management and the IQMS.

1. Refer to the information on SMART goals and planning introduced in *Module 1: Professional Portfolio and Workplace Project*.
2. With your HEI CoP, discuss why it is important to get teachers to prepare clear goals for their performance improvement.
3. With your HEI CoP, consider how and why a teacher's goals should relate to and align with the broader school objectives and recorded plans such as the School Improvement Plan (SIP) and Whole School Evaluation (WSE).
4. If you have experience of managing staff and developing clear and achievable goals, share this with your HEI CoP. What has worked and what has not? What is difficult for teachers in your school?

Discussion of the activity

The clearer and more accurate that goals are, the more likely they are to be achieved. It is also important to align personal development goals with organisational (school) goals. This is part of belonging to a collaborative culture where all stakeholders are working to achieve the same purpose. Alignment encourages efficiency because effort is focused. Goal setting provides a quick reminder that principals should be thinking broadly and long term.

Goal setting as a collaborative practice

Goal setting could be said to provide the link between leadership (vision) and management (operation), although this is a rather simplistic way of *separating* two interrelated concepts and functions. A call has been made for a more *integrative* or *coherent* approach to concepts of leadership and management than is frequently seen in the literature that sets out the differences between the two (Chapman, cited in Christie & Lingard, 2001: 4). Christie and Lingard (2001) state that:

Management, in contrast to leadership, relates to structures and processes by which organisations meet their goals and central purposes, and arguably, is more likely to be tied to formal positions than to persons. (Christie & Lingard, 2001: 3)

Having looked at goal setting as a first step in improved performance in the school context, the next activity looks at power and empowerment.

Power and empowerment

This information is to help school leaders empower team members (teachers that work together in a particular subject area of phase) to embrace tasks, rather than micro-manage them to ensure that tasks are accomplished. Empowerment is about recognising team members' strengths and utilising them; taking the time to understand what motivates individuals and teams; and encouraging creative thinking, innovation and participation in decision making.

Activity 49: Exploring power and empowerment

Suggested time:
a. 30 minutes for preparation
b. 30 minutes for discussion

Aim:
a. To engage with the concepts of *power* and *empowerment.*
b. To relate these to your role as a school leader.

What you will do:

1. Watch this video to identify what it says about power: *Trump's awkward handshakes with world leaders*. Accessed at: https://tinyurl.com/ycdrq2nq (Duration: 2:09 minutes).
2. Look out for:
    • Body language and facial expressions in particular.
    • How the handshake may relate to power.
3. People have different kinds of power (see Table 15 below), and they can choose to use it in different ways, for good or for bad. With your HEI CoP, discuss people you know who have power:
    • Try to identify the source of their power.
    • How they use their power.

Table 15: Types of power

Type of power	Description
Positional power	Authority/power by virtue of a senior post
Inherited power	Typical of a monarch, chief or Nkosi
Moral power	The person is a guru or priest or is known for high ethics
Legitimate power	Conferred by being a judge, a police person, a traffic officer
Knowledge/Specialist power	The person is an expert in their field
Physical power	The person is physically strong
Personal power	The person has an engaging, charming personality

4. With your HEI CoP, you might like to share the more personal questions below:
    *   Has anyone exerted power over you?
    *   Was the experience pleasant or not?
    *   Did they use their power for good or not?
    *   What kind of power do you have, and how do you exert your power?
    *   Or do you prefer not to? Why not?
    *   Record thoughts from your discussion in your Learning Journal.
5. Look at the YouTube video: *Leadership: Empowerment*. Accessed from: https://tinyurl.com/ydb8zjtv (Duration: 1:18 minutes).
    *   Use the video content to help you explain to a member of your HEI CoP what you understand empowerment to mean.
6. What insights that you have gained into leadership, power and empowerment do you think you should apply in your school? Make a Learning Journal entry in this regard.

Discussion of the activity

The *handshake* video is amusing, but on a serious level it provides an insight into how others experience Trump's handshake. You may have decided that Trump's handshake is an overt and deliberate display of power. In contrast, Bogotoch (2000, cited in Shields, 2006: 1) says that leadership is a "deliberate intervention that requires *the moral use of power*" (emphasis added). This concept is explained further by Shields (2009):

> *Leadership implies an understanding of power – the power one has as a leader, the power conferred by social status and position according to organizational norms and conventions, the power to act for good, to support or challenge the status quo, and to improve the conditions and enhance the opportunities for all members of the community. The key, as others have also noted, is to use power morally – towards an ethical purpose.* (Shields, 2009: 63)

This quotation from Shields links with the work covered in Units 1 and 2 of this module.

A belief in *empowerment* emerges from a thought process which generally embraces concepts and values such as inclusion, equity, redress, multiculturalism and diversity. It is not about a *should do* attitude but a *want to do* one. A description of a series of attitudes to empowerment can be found in Appendix 16.

The next activity provides an opportunity to reflect on your leadership – how you work with others and how

you exert your power. At the end of Unit 3, you were asked to complete a questionnaire on delegation in preparation for this activity. The questionnaire can be found as Appendix 17.

Activity 50: Identify your *dominant* approach to interactions with colleagues

Suggested time:
a. 30 minutes for individual completion of tasks and scoring of the form
b. 30 minutes for group discussion

Aim:
For you as a leader, to assess your *dominant* approach to interactions with colleagues.

What you will do:

Remember that a manager's role is primarily to see that tasks get done, whereas a leader is concerned about *how* tasks are accomplished and how they align to the vision of the organisation, in this instance the school.

1. The assessment of your approach to interactions with colleagues is based on the questionnaire in Appendix 17 which you have already completed previously. You will therefore have obtained your score.
2. Now do an honest self-assessment and then place yourself on the continuum below, according to whether you are an autocratic leader who relies on power and control; a delegator who involves staff but does not fully release the power hierarchy bonds; or an empowering leader who practices distributed leadership. Ideally, you are a leader who practises distributed leadership and you encourage staff to *find their own power*.

Autocratic   Delegatory   Empowering
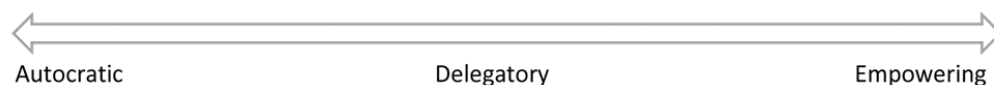
Figure 15: Leadership continuum

3. In your Learning Journal, make a note of insights that you gathered about yourself during this activity. (You can add to these notes after reading the discussion below.) Note areas on which you need to work on. Reflect on the approaches to leadership and power that you are demonstrating as you work on your WPP. Note if there are changes that you need to make.

Discussion of the activity

The task may have provided you with some interesting insights. For example, you may be a poor delegator – either because you do not trust anyone else to do a task, or because you prefer not to ask for assistance as you are not sure whether you will get a helpful response. If you are unsure of your position, you may simply be reluctant to ask. If you scored 20–25, you are on your way to becoming an empowering leader but you are

not quite there yet. You still see yourself as 'THE' delegator. An empowering leader works in a team whose members contribute equally – where team members take on tasks and deliver, asking for assistance when required. A score of 15–19 means that you do some delegating, but not effectively. You may be inconsistent in how you do this. Delegation is still hierarchical, based on positional power. A score below 15 indicates that you are not delegating properly at all, and there may be power, confidence and overwork issues that you need to address.

Remember that delegation of tasks arises from a hierarchical [or top down] view of positional power. An example would be when a teacher or an HOD is given a task, provided with the desired result or output, and then made accountable for delivering that task at a certain time, to a certain standard. If that does not happen, then quick, fair feedback is provided on performance so that the task can be accomplished better next time. What you can see from this is that while delegation is an acceptable management practice it does not go all the way to empowerment, where people perform because of their own sense of obligation and contribution. It also does not necessarily facilitate a collaborative, collegial culture. It is moving in the right direction, but not yet there.

Empowerment occurs when staff members work collegially and collaboratively because they *want* to and not because they are *told* to. One definition of empowerment is: "The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights" (Collins English Dictionary, 2014). Empowerment is most likely to occur when distributed and transformative leadership approaches are adopted. Empowered staff assume responsibilities without them having been delegated or assigned. *They* sign up for them, recognising the need. The process of empowerment can take place through recognising everyone's strengths and utilising them; by establishing what motivates people, individually and in the context of the team; and by encouraging creative thinking, innovation and participation in decision making. As a school principal, you are more assured of getting the support of staff and school stakeholders through adopting a distributed rather than a delegated approach. You would then delegate tasks that your staff have the competence and commitment to do and ensure that they know the performance criteria.

Placing yourself on the leadership continuum may have given you new insights about yourself. You may have discovered that your dominant approach to interactions with your colleagues is autocratic. This would be the case if you find yourself very often *telling* people what to do, with no clear directions or explanations. Perhaps you also like to control every aspect of what happens in the school, as far as you are able. Alternatively you may try to delegate tasks *and* the responsibility for them. Perhaps you are a good delegator – because you are empathetic, a good communicator and are clear about what is required. But even if you are a good delegator, you may not be empowering staff to act independently. You may need to work on how to trust staff and help then to find their own *agency*. In summary, all principals in South Africa need to work towards more distributed and transformative approaches if schools are to be more inclusive and democratic.

In the next topic basic information on performance management is discussed. This is followed by a discussion on the IQMS. When a person is being appraised or evaluated, power dynamics become evident. Thus, the manner in which the IQMS processes are undertaken should be respectful, collegial and collaborative.

Performance management

The idea and ideal behind performance management in schools is intrinsically linked to professional development, service delivery, standards of excellence and care. As an aspirant school principal, you have a significant role in ensuring that your school achieves not merely the *matter* of performance management (which is about its roll out) but also its *manner* (which is about the higher order, strategic aims of performance management). This includes consistent alignment with the strategic goals of the school within the context of excellence, standards and improvement, for people and the school as well. A problem arises when the good intentions of policy, and the reality of the implementation do not match. This is the case with the IQMS in many schools in South Africa at present.

Activity 51: IQMS: School-based implementation reality

Suggested time:
30 minutes

Aim:
a. To consider how the IQMS is currently implemented in schools.
b. To suggest ways that professional development processes could be improved.

What you will do:

Individual activity

1. What is your experience of the IQMS so far? In your Learning Journal, write down five points that reflect this experience.
2. What suggestions, if any, do you personally have for the improvement of the IQMS? Note your suggestions in your Learning Journal.
3. Now read what teachers said about the IQMS during a research project conducted in Mpumalanga (see text box below). To what extent do their opinions reflect the view of the IQMS that teachers in your school have? Why do you think the teachers are so negative about the IQMS? Are you as negative?

Opinions: This is what teachers had to say about the IQMS

A school leader asked to rate the IQMS said:

> From the beginning I did not know what the IQMS was about and did not understand that it had many challenges. I thought it was about money; and teacher development was not the core

issue. It is only now that I am beginning to have a clue of what is happening.

A teacher talking about scoring in the IQMS says:

People are not honest; no one wants to score himself/herself low, all of us we are looking at the prospect that we must get the 1%. We are afraid to give people low marks even if they deserve them because it will look as if you are disadvantaging them to get the money.

A teacher complains about the IQMS criteria:

Some of the criteria which are used to evaluate are not fair such as involvement in extramural activities. There are prescribed activities which teachers can engage in. I am in girl guides, but I cannot be credited.

A teacher commenting on attitudes to the IQMS:

I don't see any changes with regard to the attitudes of teachers towards IQMS. There are no changes.

A teacher complaining about IQMS scoring:

No, I was not fairly scored. The comments were negative; I was evaluated on things that I cannot change – contextual factors. Overcrowding is not my problem. I am there to teach, so if they comment and say the situation is not conducive for learning and they give you low marks – that is not fair.

A teacher complaining about the lack of feedback:

Which one, which feedback? Where do we get the feedback? Who must give us that feedback? I don't remember getting any feedback since I have been with this school. It is just the principal shouting at us saying we cannot do this and that.

(Source: Nozidumo & Mtapuri, 2014)

Discussion of the activity

Mestry, Hendricks and Bisschoff (2009) report the following on teacher attitudes to the IQMS:

> *It is also perturbing [worrying] to see that teachers have the perception that peer appraisal is not seen as furthering team work. Teachers thus probably see peer appraisal as a judgmental rather than a developmental activity.*
> *It is not surprising to hear from teachers that class visits by the principal are still not part of the normal leadership role of a principal.* (Mestry et al., 2009: 482)

Class Act (2007) reports that at the most personal level of support, teachers themselves and their self-selected Development Support Groups (DSGs) lack teacher performance analysis skills as well as the ability to prioritise needs effectively. Training for effective and targeted support is lacking. Targeted support should be decided on in consultation between a teacher and their HOD, based on the goals set by the teacher, feedback from class observations and learner records, and the results of the Annual National Assessment (ANA) where these apply. The idea is that development programmes should not be decided arbitrarily [without proper thought].

Professional development derives from the idea of life-long learning and the belief that professionals need to make a conscious and sustained effort to update their subject and teaching methodology expertise. The Ministerial Committee Report (Christie *et al.,* 2007: 17) states that the IQMS *assumes* that teachers recognise the need for professional development. In reality, this appears not to be the case for many teachers. The same report states that teacher attitudes to the IQMS are not overwhelmingly positive.

Think back to the complaint by the teacher who says that the IQMS ratings are unfair, as contextual issues, including overcrowding, adversely affected her performance. The teacher further complains that contextual challenges were not taken into account in her ratings. This complaint supports the recommendation of Mestry et al. (2009) that an effective IQMS policy should be flexible enough to take into account the different circumstances of South African schools.

Professional development, as an aspect of the IQMS, could be a powerful strategy to improve the knowledge and skills of teachers in order to enhance the quality of teaching and learning. Mestry et al., (2009) provide recommendations for the improvement of the IQMS:

> *In order for the IQMS policy to be effective it should be well communicated and understandable to teachers; flexible enough to take into account the different circumstances of South African schools; and support (internal and external) should be constructive to help schools improve. The Department of Education should provide appropriate training for all stakeholders in order for IQMS to be implemented effectively in schools. The school management team, responsible for teacher professional development in schools, must encourage teachers to attend development programmes that will assist them in improving their knowledge, skills, values, and attitudes in order for them to become better equipped in the management of their classrooms.* (Mestry *et al*., 2009: 488)

The recommendation made by Mestry *et al.* above is the ideal. As with many human interactions, evaluation and assessment is open to the abuse of power, *manipulation* of figures, and downright dishonesty. Performance management is a system to manage and develop clear targets and goals for teachers, that is

monitored and reviewed by the SMT. The performance management cycle is intended to allow everyone to understand what is expected, increase focus on achieving goals and objectives, and enable each person to accomplish their goals and achieve their full potential. Performance management is on-going and results-orientated. An environment of accountability develops with the successful implementation of a performance management system because teachers and the SMT management understand expectations, goals and obligations of their roles in the school. Performance management (*not* developmental appraisal) can be equated with Taylor's view of management of people, which you watched in the video on different motivation theories in Unit 3.

> *School leaders can play a key role in providing and promoting in-service professional development programmes for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs.* (Pont *et al*., 2008, 41)

The next part of this section the Integrated Quality Management System is examined.

The Integrated Quality Management System (IQMS)

The Centre for Development and Enterprise report on the IQMS (2015: 22) labels the IQMS a "failure". The same report expresses doubt about whether the planned replacement, the Quality Management System (QMS), will be an improvement. The reason given is that it is doubtful whether the QMS or the professional development system will lead to "greater teacher effectiveness and increased learner achievement" (CDE, 2015: 22).

Understanding the IQMS in practice

This section looks at how the IQMS it is *intended* to work and at how it *does* actually work within the school. Note what is being done correctly, and also what aspects of the IQMS are not being applied correctly in your particular school. Important terms are *performance* (the level at which a task or function is carried out) and *performance management* (the process of developing clear targets and goals for teachers, and then monitoring and reviewing progress). Performance management does not have a particularly good reputation in education in South Africa. This dates back to the days of Bantu Education and *inspectors,* where the approach was hierarchical, top-down and judgemental. The IQMS attempts to do what its name suggests, that is, to integrate or combine three systems, namely the Developmental Appraisal System (DAS), the Whole School Evaluation (WSE) and the Performance Management System (PMS). In the table below the differences between developmental appraisal and performance management are outlined.

Table 16: Comparison of developmental appraisal and performance measurement

Item	Developmental appraisal	Performance measurement
Purpose	Appraise individual educators.	Evaluate individual educators (judgement and ranking of performance against criteria).
Focus	Identify areas of strength and weakness.	Affirm/deny salary or grade progression. Decide on rewards and incentives.
Output	A programme for individual improvement.	Improved benefits or grade.
Definition	The appraisal of individual educators in a transparent manner with a view towards determining areas of individual strength and weakness, and to draw up programmes for individual development.	Performance management is the evaluation of individual educators for the purpose of salary progression, grade progression, affirmation of appointments, rewards and incentives.

(Source: ELRC, 2003a; DBE, 2013: 2)

Perceptions of the IQMS

The IQMS was developed with good intentions but the reality is that it is not having the desired impact that was originally planned. In this activity you give attention to the reality of how the IQMS is applied in the schools.

Activity 52: Examine the IQMS as it is applied in schools

Suggested time:
a.   1 hour for pre-reading and task
b.   1 hour for discussion with your HEI CoP

Aim:
a.   To review the roles and responsibilities of school-based staff in regard to the IQMS.
b.   To review the outputs expected by the school and the District in regard to the IQMS.

What you will do:

1. In preparation for this activity, you need to study the 2003 IQMS document (available in schools; on the DBE website at https://tinyurl.com/y6uq5ot9 ; or on the Education Labour Relations Council website https://tinyurl.com/yclc2o8z).
2. Having read the IQMS document, reflect on your current school practices in relation to the IQMS, and your experience of these.
3. Complete the table below accordingly. When you have completed your responses, see if there is a pattern to your responses. Are most of them to the right of the table, to the left or in the middle?

Table 17: IQMS evaluation

No.	IQMS point of view	1: very poor	2: poor	3: okay	4: good	5: very good
1.	Proper IQMS procedures are followed in my school					
2.	Staff know and understand how the IQMS works					
3.	I think that teachers give honest scores					
4.	Evaluation discussions are developmental					
5.	Staff have positive attitudes towards the IQMS					
6.	Teachers improve as a result of the IQMS					

1. With your HEI CoP, discuss:
   • To what extent, and how effectively does your school set up and respect the *roles* and *responsibilities* as required by the IQMS?
   • Share to what extent the IQMS *process* is followed effectively and efficiently in your school. You may choose to refer to the sets of information provided as Appendix 18.
   • Now share the challenges that the school experiences with regard to the entire IQMS process. During your discussion, consider challenges arising from: administrative issues; organisational circumstances; performance management; developmental appraisal; assessment/evaluation of performance; reporting of results; resolving of disputes; team work; and inter-personal relations.
   • Consider the root cause of each issue and tentatively share possible ways to handle the situation or circumstance in each case.

Stop and think

Point of contention

Knowing the process for performance measurement is one matter. It is another matter when the teacher being measured is not happy with the process or the ratings. The possibility of conflict arises when expectations are not met, or the teacher is disappointed that what they may consider to be a fair effort is not duly recognised with pay or grade progression.

Discussion of the activity

It is important to understand the role, purpose and functions of the IQMS as this is a process required by policy. Before areas of challenge can be considered, ensure that you have a clear understanding of what policy prescribes.

With regard to the IQMS, accountability is not only about completing the administrative requirements, but also about a deep commitment to the overall purpose of the IQMS. This is about values, a belief in excellence, standards and improvement. Unfortunately, as with many initiatives, it appears that the original purpose of the IQMS has been forgotten in many schools.

Most schools probably comply to *some* extent with the IQMS requirements as the policy was introduced in 2003. In other words, it has been around for a long time and so most schools make use of it in some way. But think again about the *spirit* vs. the *letter* of a policy. In your school, is the IQMS really used in a developmental way, to identify areas of weakness or areas where the teacher needs support and development? Is there a linkage made with the PDP? Or, is it just a case of following the procedures?

The IQMS is not a stand-alone activity: its findings feed into the SIP and the WSE. This has significant implications for implementing the IQMS properly and thoroughly and for the ratings that are accepted to be realistic and fair.

With regard to improving IQMS implementation and making it more effective, Mestry *et al*. (2009: 481, 488) make the following recommendations to the Department and schools:

- The Department of Education should provide "appropriate training for all stakeholders in order for the IQMS to be implemented effectively in schools".
- The Department should supply "constructive support with an improvement focus".
- Schools need to develop a "coherent and integrated professional development plan that grows out of the school vision for learner success to which teachers are committed". This must be well communicated and understandable to teachers.

   The SMT must encourage teachers to attend development programmes.

- There must be a strong focus on teaching and learning – for teachers to "become better equipped in the management of their classrooms".

Mestry *et al.'s* (2009: 481, 488) recommendations specifically for *teachers* are:

- Teachers must acquire a certain mindset and attitude, which includes positivity and self-directed teacher professional development.
- Teachers need to display a willingness to learn when they have a perceived need, and then immediately apply new skills and knowledge.
- Motivation should be intrinsic rather than extrinsic.

Unfortunately, while these recommendations for improvement of the effectiveness of the IQMS may be sound, changing attitudes and motivation of teachers is a challenge for principals that will require the utmost determination and rigour.

The challenges of implementing the IQMS could form a suitable WPP.

If you would like to check on IQMS information, refer to Information Set 3 in Appendix 18.

The last activity in this section introduces a phenomenon – the Dunning-Kruger effect – that describes a particular issue that arises, especially with self-assessment. Principals should know about and understand this phenomenon and be able to anticipate issues that arise when teachers have to self-assess their competence.

The Dunning-Kruger effect

The Dunning-Kruger effect explains how highly competent and less competent people tend to rate themselves. It is a paradoxical [surprising, unexpected] phenomenon. It was first described in 1999 by Dunning, and one of the first observations made was about poor debating teams that rated themselves as more competent than their results confirmed (see video in next activity). The Dunning-Kruger effect has implications for the IQMS self-assessment. The next activity will provide an opportunity to explore this effect.

Activity 53: The Dunning-Kruger effect on self-assessment

Suggested time:
30 minutes

Aim:
a. To explore the Dunning-Kruger effect.
b. To reflect on the challenges that arise when self-assessment is required.

What you will do:

1. Individually, watch the animated TED Talk: Dunning, D. 2017. *Why incompetent people think they are amazing*. Accessed from: https://tinyurl.com/yaeu7jh2 . (Duration: 5:07 minutes).
2. Answer the following questions in your HEI CoP:
   - Explain the Dunning-Kruger effect to the person sitting next to you. Check each other's understanding of it and write a final explanation in your Learning Journal.
   - What do you think the implications of the Dunning-Kruger phenomenon are for the IQMS self-ratings – for good performers *and* poor performers?
   - What challenges does this present for a school principal?
   - Are you able to explain from experience, the kind of issues that arise from the discrepancy in ratings between actual and perceived performance?
   - How could you as a leader in your school, work together with HODs and teachers to ensure that self-assessment ratings by teachers are supported by good, clear evidence of achievement?

Take note

If you would like to read more about the Dunning-Kruger effect and self-assessment, refer to the following references:

Kruger, J., & Dunning, D. 1999. Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology,* 77(6): 1121–1134.

Kruger, J., & Mueller, R. A. 2002. Unskilled, unaware, or both? The better-than-average heuristic and statistical regression predict errors in estimates of own performance. *Journal of Personality and Social Psychology,* 82(2): 180–8.

Burson, K. A., Larrick R. P. & Klayman, J. 2006. Skilled or unskilled, but still unaware of it: how perceptions of difficulty drive miscalibration in relative comparisons. *Journal of Personality and Social Psychology*, 90(1): 60–77.

A brief explanation of the Dunning-Kruger effect is: There is a very large discrepancy between the way incompetent people actually perform and the way they perceive their own performance. The discrepancy between actual and perceived performance is much smaller for highly competent individuals.

The Dunning-Kruger effect is often misrepresented as incompetent people rate themselves higher in performance than competent people do. The correct interpretations of the Dunning-Kruger effect is that incompetent people *think* they are much better than they actually are.

Comment: School principals on self-assessment scores

Principal 1: *We would expect most teachers to score between 2 and 3, with the average being 2.5.*

Principal 2: *Most or our teachers are scoring themselves 3s and 4s. This doesn't follow the usual pattern expected.*

The IQMS works on a rating system of 1 to 4. Realistically, performance should fit into a bell curve, as in the graph below. (The *normal distribution* of results is described as a bell curve because of its shape.) Principal 1's staff (see the text box above) have a normal distribution of scores while Principal 2's staff have a skewed distribution of scores with too many 3s and 4s (see Figure 16).
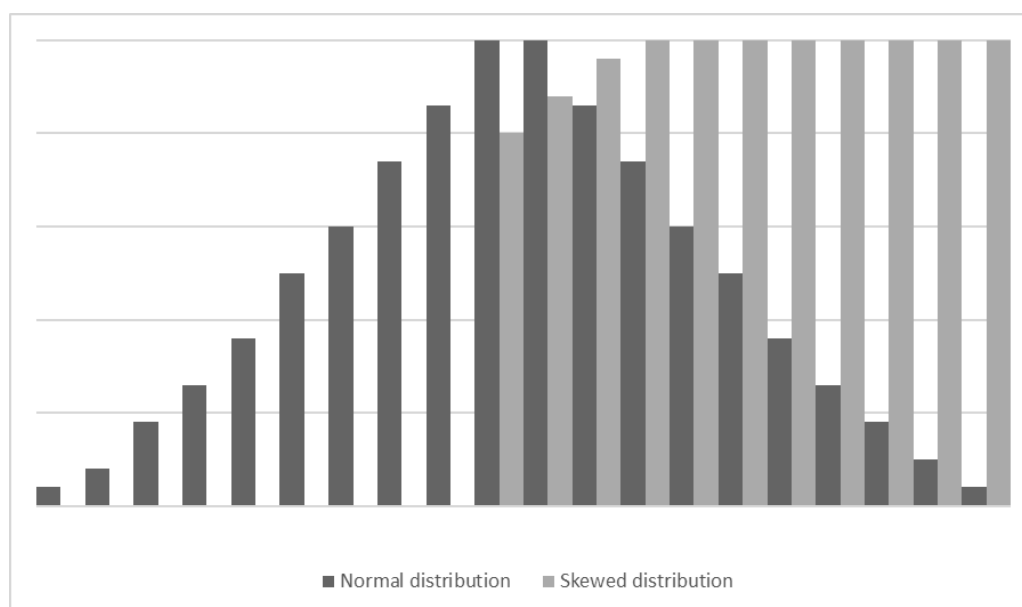
Figure 16: Normal and skewed distribution

Discussion of the activity

The bell curve describes a normal distribution of results. The idea is that there should be fewer *very poor* results (the four bars on the left in Figure 16) and fewer *excellent* results (the four bars on the right in the figure). The middle bars reflect the *passable*, *average*, *good* and *excellent* results. Self-ratings offer a minefield [danger] of potential conflict. They are purely subjective and even if there are discussions about what the difference between a rating of 1 or 2, or 3 or 4 means, it is highly unlikely that a teacher who has not been exposed to understanding the Dunning-Kruger effect will be easily able to award themselves a lower rating (Kruger & Dunning, 1999). This is true even if the teacher is aware of their own difficulties in an area. What you have to be alert to, is the possibility of conflict, especially if the assessments and discussions are taken too seriously by staff and HODs. There is too much at stake for teachers, such as pride, self-confidence, perceptions of what their peers will think, and so on. Research into the Dunning-Kruger effect shows that good performers will tend to be realistic about where they do well and where they are less competent. Their ratings may even be lower than that of a poorer performer.

An understanding of Dunning-Kruger may assist you as a school principal in working with self-assessment scores. It will depend on whether you and your SMT want to have real discussions about performance and standards, and engage in open, honest and transparent communication and negotiation. If these discussions take place in a developmental manner, with proper support and improvement goals, then that is the best direction to take. But if performance discussions become a means to attack staff without offering support, that would be demotivating for the staff members in question and against the spirit of ethical and participative and transformational leadership. This is where the issue of supporting documentation/evidence for ratings becomes important. For each criterion in the IQMS, the teacher would need to be able to show how well learners are performing, or how there are fewer disciplinary incidents because the classroom is being managed more effectively. The teacher would achieve this by collecting and offering supporting documentation/evidence. This gathering of evidence is a step towards the *researcher* role of a teacher and is in itself a valuable practice.

Ultimately, the question remains whether self- or peer-evaluation can result in a useful assessment of performance. That is why the Dunning-Kruger phenomenon has been introduced as it is perhaps one of the

reasons (although there are others, such as self-interest, idleness, pressure) why self- evaluation of performance remains problematic.

The next section is about the school leader managing both conflict and change. Appraisal, evaluation and performance management are matters that could potentially lead to conflict. Examples of teachers' perceptions and experiences of the IQMS already provided in this section confirm that. Also, it is possible that the IQMS (or other) processes may change in the future. School principals need to be able to lead and manage change in the school, whether this is from an external source (policy) or internal arrangements (perhaps team arrangements).

Section 3: Managing conflict and change

Introduction

This section picks up on key concepts already discussed, such as communication, negotiation and conflict, but takes these concepts further.

Recent reports from around the country concerning conflict and crisis in schools and communities provide examples of conflict within organisations and particularly, schools. In each case, a broader socio-political issue can be discerned beneath the surface. Schools and society are mirrors of each other. Some events to take note of are:

- Vuwani, near Thohoyandou, Limpopo province: Schools were burned down by citizens protesting about changing municipal boundaries. Part of the broader issue is about the lack of adequate consultation. Other influencing factors are about who will benefit and who will lose out on opportunities when, or if, boundaries change. You may choose to watch a video: SABC Digital News.
    1. *Violence erupts at Vuwani.* Accessed from: https://tinyurl.com/y8jxa75g (Duration 0:47 minutes).

- Klipspruit, Johannesburg: Schools closed over a dispute about the appointment of a Black principal in a Coloured school. The school is complaining about due process not having been followed in the appointment. The issue seems to be about representivity and being heard or not.

- St John's College, Johannesburg. Even though this is a private school, concerned parents from St John's College appealed to the Gauteng MEC for Education to intervene over the school's decision to retain a teacher accused of racist remarks to black, Indian and Greek learners, ostensibly as humour. Learners who complained felt *victimised*. The issue is about culture and who *belongs* in the school.

Figure 17: Conflict at St John's
(Source: ENCA, 17 January 2018)

The next activity provides an opportunity to explore different aspects of conflict.

Activity 54: Causes and types of conflict

Suggested time:
20 minutes

Aim:
To think about causes of and types of conflict.

What you will do:

You will consider different types of conflict and various conflict scenarios.

(However, for the purposes of this activity, IQMS tensions and conflicts are excluded).

Do this activity with your HEI CoP

1. Share examples of conflict that you have experienced in the school context. Together, offer reasons why you think the conflict may have occurred, and what you and your team could have done differently in the situation.
2. Read the information in the text boxes A–D below on types and causes of conflict.
3. Together, diagnose the cause of the conflict in each conflict scenario in text box E below. How could the conflict be avoided or minimised in each case?
4. Read the longer scenario in text box F below about conflict between two individuals of different personality types. Make suggestions that you could use with each individual that could possibly minimise the conflict between the two of them.

A: Intrapersonal conflict

This is a conflict that occurs *within the individual*, i.e. solely in the psychological dynamics of the person's own mind. It is a type of conflict that involves the individual's thoughts, values, principles and emotions. Intrapersonal conflict may come in different scales, from very ordinary ones like deciding which route to take to work to ones that can affect major decisions such as choosing a career path. Intrapersonal conflict can become severe and result in mood swings that become constantly present or even result in depression.

B: Interpersonal conflict

This refers to conflict *between individuals*. Conflict may arise when different personality types work together. In the workplace, interpersonal conflict can lead to counterproductive work behaviours. (Behaviour can be defined as the manner in which one interacts with others and reacts to a situation.)

For example, conflict between an HOD and a teacher can lead to disruptive [unhelpful] work behaviours such as defiance, undermining, and colluding with colleagues to engage in deviant behaviour. With peers this can lead to counterproductive work behaviours such as harassment, bullying, and physical altercations.

C: Conflict as a result of differences in personality

Type A and Type B personality (Friedman, 1996) operate in different ways and that can result in conflict in the workplace. Two doctors, Friedman and Rosenman, developed the description in the 1950s and the distinction was used for a while to indicate which people are more likely to suffer from heart disease. This idea is now largely discredited, but the descriptions of Type A and Type B personalities are still often used today. The characteristics of these personality types are:

A-type personality

Highly competitive
Strong personality
Restless when inactive
Seeks promotion
Punctual
Thrives on deadlines
May do many jobs at once

B-type personality

Works methodically
Rarely competitive
Enjoys leisure time
Does not anger easily
Does job well but does not need recognition
Easy-going

D: Relationship conflict

This occurs because of the presence of strong negative emotions, misperceptions, stereotypes, poor communication, or repetitive negative behaviours. Relationship problems often make disputes worse than they already are and lead to an unnecessary increase in damaging and destructive conflict. Supporting safe and balanced views and emotions (but not necessarily making everyone agree with them) is one effective approach to managing relational conflict.

E: Scenario - Examples of potentially conflict-inducing behaviour

1. A teacher is superstitious and dreads Friday the 13th, so never attends school on that day. Her colleagues become angry.
2. A community becomes angry about the lack of services in the area and turns their frustration to the schools in the township.
3. The appointments committee selects a close family member of the SGB chairperson, despite the person not meeting the minimum criteria for the advertised post.
4. A male teacher constantly makes sexist and suggestive remarks to female teachers. When confronted he says that he is *joking* and that the complainers *lack a sense of humour*.
5. A householder across the street from the school opens a shop in their living room. The shop sells alcohol and some learners have been seen entering the premises.
6. The deputy principal is an alcoholic who rarely attends school, never sets assessments for the few classes assigned to him, and does not attend to his pastoral duties.
7. A female teacher runs a *spaza* shop just outside the school gates and is often absent from class to *go and stock up*.
8. The acting principal seems to be overwhelmed as paperwork that crosses his desk seldom gets completed.

F: Scenario – An HOD and a teacher

A newly appointed teacher is very enthusiastic, driven and motivated. She is excited to hand her first week's lesson plans to her HOD and eagerly awaits feedback. She also prepares an assessment plan for the term, and submits a proposal for a reading club at the school. After a day, she asks her HOD eagerly if they can have a meeting to discuss the three submissions. The HOD looks at her blankly and replies that the three documents are at the bottom of the pile of documents on her desk and she will get to them. Both walk away from the encounter feeling rather frustrated: the new teacher *wants to get on with things* and thinks to herself "Why is the HOD so slow? Is she not interested?" The HOD feels the pressure and starts to get a bit anxious about all the work she has.

Discussion of the activity

In many South African schools, Prew (2007: 449) argues, there is a façade [a pretence] of transformational leadership, but the reality is rather different. He reports, there is even, a dangerous tendency to *divide and rule* (Brijraj 2004, cited in Prew, 2007: 450). An example is when principals use their position as a member of both the SGB and the SMT to promote their own agenda. Another example is when schools pay *lip service* to transformation by having a vision that indicates a belief in team work and cooperation, but in reality all decisions are made by the principal and tasks merely delegated to others. This means that leadership capabilities – especially transformational leadership capabilities – are required when conflict arises to resolve the conflict and to re-focus attention on the school's vision.

The quicker that you recognise a problem, the better, as this gives you a better chance of identifying the underlying causes, reaching a sustainable agreement and resolving the conflict. However, some signs of conflict are more visible than others. Very *visible* conflict is also referred to as *hot* conflict. For example, you might witness a heated exchange between colleagues or attend a meeting between the SMT and a union representative that turns into a standoff. Less visible conflict is often known as *cold* conflict and this is not so easy to see. Some individuals might hide their feelings as a way of coping with a problem, while a team might react to pressure by cutting itself off from the rest of the school.

Conflict that is *ignored* can often grow. Before conflict develops people may simply feel unhappy about colleagues or issues that are troubling them. You might notice the following symptoms (Project Management Institute, 2014: 10) that could suggest that conflict is beginning to develop:

- **Motivation** drops: Fewer people volunteer to take on new tasks and there is little employee input at team meetings or briefings.
- **Behaviour** changes: People start to make derogatory remarks towards each other and there are fewer social events organised; the tone of emails changes – instead of talking through differences of opinion, people communicate via email.
- **Productivity** falls: There are likely to be more queries and complaints if people are not cooperating with each other.

- **Sickness/absence** increases: Unhappiness may lead to depression or stress.
- **Responses** to staff attitude surveys or questionnaires indicate underlying dissatisfaction.

Some leaders find it easier than others to pick up signs of conflict. For some, there might be an element of doubt – they may worry that there is a deeper problem behind something like an argument between a school leader and a staff member. Or perhaps the two are just having an *off day* with each other?

As a school principal, you are more likely to be able to interpret the behaviour of your teachers if you have regular channels for open communication and consultation. By listening to the views of your teachers and other stakeholders at an early stage – before issues become potential problems – you can gauge future reactions to proposed changes. Feedback forms or questionnaires may also help you put preventative measures in place to stop future conflict arising.

A common cause of conflict is interpersonal conflict. Examples are personality clashes, where people have very different styles. This illustrates the need for principals to have understanding and maturity when dealing with people. For example, a Type A person requires instant results, a lot of praise and variety. A Type B person needs space and time to do tasks methodically and in an orderly fashion. Understanding how different people need to work can assist in planning and assigning tasks. What can you *take away* from this activity and use in your school?

Having looked at causes of conflict, in the next activity you will now look at some ways to resolve conflict.

Conflict resolution

Everyone deals with conflict in their own way. The techniques used by people are based on a number of variables, such as their basic underlying temperament, their personality, their environment and where they are in their professional careers. Kilmann and Thomas (1975) and Adkins (2006a, 2006b) have each identified five major styles of conflict management and developed a questionnaire to facilitate identification. The identified styles are: *collaborating, competing, avoiding, harmonising* and *compromising.* It is useful to remember that one strategy is not preferable to another – the context and circumstances need to be considered. Nevertheless, it is useful to gain an understanding of your preferred response.

Activity 55: Conflict style questionnaire

Suggested time:
a.   30 minutes for work at school
b.   15 minutes for discussion with your HEI CoP

Aim:
For principals to investigate and establish the way they manage conflict.

What you will do:

1. Prepare for this activity by completing the conflict style questionnaire (Appendix 19).
2. With your HEI CoP, share the conflict style that emerged for each member of the CoP. Then share what you have learned and how you can apply this in your school.

Discussion of the activity

Kilmann and Thomas (1975) and Adkins (2006a, 2006b) outline five common responses to conflict. The matrix below provides a framework for the types of behaviour that can be observed. The two axes of the diagram are about *Concern for self* or how assertive you are, and *Concern for others* or desire to co-operate. Each axis has a low and a high score. By plotting where you are on each axis, you are able to establish how you tend to act in a conflict situation. An explanation of the graph is provided in the table below.
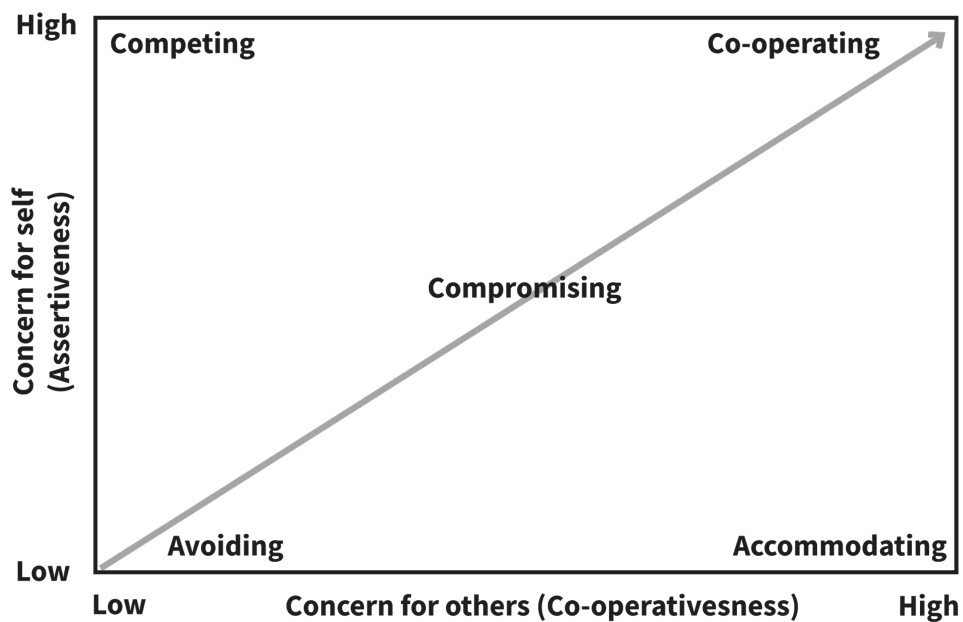
Figure 18: Styles of conflict

Table 18: An explanation of conflict styles

Avoidance	Lose, Lose	No-one's needs are satisfied.
Giving in/ Accommodate	Lose, Win	Your needs are satisfied at my expense.
Competition	Win, Lose	My needs are satisfied at your expense. This includes blaming.
Compromise	Part -win, Part-lose	I give up some of my needs to satisfy you and you give up some of your needs to satisfy me.
Cooperation/ Harmonising	Win, Win	We discover new ways to satisfy our important needs.

By learning about these modes of responding to conflict, as school leaders, principals and aspiring principals, you give yourself a wider choice of actions to use in a variety of school situations.

The final topic in this section covers change in the school. In Unit 2 of this module, *change* was discussed. You examined your school's readiness for change, and resistance to change. In this part of the programme you will look at how the school leader can implement change by being thoughtful and well prepared before introducing the change process that is envisaged.

Strategies for implementing change

The information and activities on change in Unit 2 of this module make the complexities of change in schools quite clear. The following words from Cuban (1988) highlight change as a leadership activity:

> *By leadership, I mean influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations and actions of others. Frequently they initiate change to reach existing and new goals.… Leadership takes much ingenuity, energy and skill.* (Cuba, 1988: xx)

In keeping with the reminder above that leaders are change agents, and that change is a complex process requiring skill and energy, the next activity focuses on your mental awareness and preparedness to initiate a change action.

Activity 56: Preparing to implement change

Suggested time:
30 minutes

Aim:
To utilise tools that could assist you in implementing change in your school.

What you will do:

This activity is in two parts. The first is a self-assessment checklist (Table 19) designed to probe your thinking about a change initiative before you introduce it in your school. This can, of course, be related to your WPP. The second part is a set of questions (Table 20) that you can use as you design the change and start to implement it in your school, working collaboratively with your team.

1. Study Table 19: Checklist A entitled *How can I make this change work?* (Fletcher-Wood, 2016: 141–142).
2. Apply the questions in the checklist to a change you are planning to initiate, and assess its usefulness. (If you are not currently planning a change, you have to ask yourself why?)
3. Study Table 20: Checklist B entitled *How can I make this behaviour change easy*? (Fletcher-Wood, 2016: 136–138).
4. Apply the questions in the checklist to a behaviour change you want to see. Assess its usefulness. (If you are not currently planning a change, you have to ask yourself why?)

Table 19: Checklist A – How can I make this change work?

No.	Question	I have asked myself this question
1.	Rationale: Why am I doing this and for whom?	
2.	Preparation: How has this been tested, consulted on and with whom?	
3.	Clarity: How have the procedures and expectations been simplified so that they are easy to follow?	
4.	Sweetener: If I am making a big demand, what existing tasks can I remove or fold into this request to maintain reasonableness and proportion?	
5.	Model: How will teachers see leaders putting this into practice?	
6.	Launch: When should everyone start? By when should they finish?	
7.	Accountability: How will teachers be held accountable?	

(Source: Fletcher-Wood, 2016: 141–142)

Table 20: Checklist B – How can I make this behavioural change easy?

No.	The action I could take	I can do this [x]
	How can I make the change easy?	
1.	I could shrink the change: How could I make it seem (and be) small and achievable?	
2.	I could script (set out) the critical moves: What is the first step of the change?	
	How can I make the change attractive?	
3.	I can find the bright spots: Where is it going well? How can I build on this?	
4.	I can find the feeling: What is the emotional appeal of the change?	
5.	I can provide goals: What is the long-term direction?	
	How can I make the change social?	
6.	How can I grow people?: How do the preferences of the school stakeholders push them towards the change?	
7.	How can I rally the herd?: How can I make it seem that the change is already dominant?	
	How can I make the change timely?	
8.	How can I tweak the environment?: How can I design the context of an individual's choice to promote the desired change?	
9.	How can I build the habit?: What actions could be used to trigger repetition of the change?	

(Source: Fletcher-Wood, 2016: 136–138)

Discussion of the activity

The first checklist is designed to provide prompting, thoughtful questions for you as a school leader initiating change. The questions follow the process of change and the answers should assist you and your school-based CoP in making the WPP clearer to all. The final question about accountability is designed to ensure that there is follow up on compliance with tasks assigned for the change process. The second checklist is designed to assist the school leader when they are leading a change process that requires people's behaviour to change. This is not only about tasks but also behavioural change, which should then become a habit. That is why there is a lot of emphasis on tapping into what motivates people. The checklists are about being very strategic when implementing a change process in your school.

Decide what you think you could learn from this task and use in your school. If you do complete the checklists, you could insert them in your PP, use them as a guide for change in your school, and as one of the tools to assist you in completing your WPP.

The final activity in this unit is a summative activity involving problem solving skills.

Activity 57: Applying problem solving skills

Suggested time:
a. 1 hour for study
b. Several school-based CoP meetings
c. Time to implement a solution

Aim:
a. To apply leadership skills by working through a problem related to your ongoing WPP.
b. To identify and implement a solution.
c. To reflect on how effective the solution is.

What you will do:

1. Study the information on the problem solving cycle in Appendix 20 and Appendix 21.
2. Together with your school-based CoP, identify a problem in your school (related to your WPP) and use the problem solving tools in these appendices to help you address this issue.
3. Show in your WPP where, why and how you have used the tools.

Discussion of the activity

Your WPP is intended to be designed and implemented during the course of the two year programme. It is unlikely that your WPP will run exactly as you envisaged at the start, when you selected a particular issue upon which to focus. This is because schools are complex organisations and many factors can have an impact on a planned project. Examples could include funds available to implement a planned project not being available; conflict amongst team members; circumstances changing such as key staff members being ill or leaving the school, or even other issues being discovered during project implementation that indicate a re-think of priorities. Of course, there are many other problems that could arise when planning or implementing a two-year project.

The tools provided for you – the "Problem Solving Cycle" – and the "Present Sate, Desired Future State" are designed to assist you to move ahead with the WPP. The "Problem Solving Cycle" guides you with steps to identify a problem with an aspect of your WPP and then work through the steps to find a way to resolve the problem or impasse (blockage) and move ahead with the project. The second tool, "Present State, Desired Future State" could assist you in identifying and plotting where your school is presently with regard to specific issues related to your WPP. Thereafter, the idea is to envisage where you would like your school to be with regard to each issue at a specified time in the future. The final step is to work out what has to happen to begin to effect the changes necessary to ensure that that goal is reached.

This summative assessment task should be placed in your professional Portfolio.

Take note

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Your HEI programme provider may choose to apply this activity as a formal assignment towards summative assessment.

Take note

Key points

Unit 4 focussed on the following key points:

- Developing the professional skills of self, groups and individuals to enhance their performance and that of the school.
- Leadership competencies such as communication, collaboration, and the ability to enable team work.
- Strategic leadership and managerial skills to manage people.
- Performance management and the IQMS in particular.
- Conflict management and managing change.

In Unit 5, the focus will be on how to manage relationships to create a conducive environment.

Unit 5: Managing relationships to create a conducive labour relations environment

Introduction

It is probably not an exaggeration to say that managing relationships within a school is one of the most important, but also one of the most challenging tasks for school leaders In a complex environment such as a school, there are many pressures and responsibilities and it is almost inevitable that at some point there will be staff conflict, grievances and disputes. *The South African Standard for Principalship* (DBE, 2015b: 18) requires school principals to follow legislation, departmental procedures, grievance procedures and collective agreements in matters relating to staff appointment, conditions of service, misconduct and grievances. Sensitive matters need to be handled correctly, with strong but open, relational and ethical leadership, and most especially with tact and care. That is the focus and intention of this unit, starting with the human rights approach that is required.

This unit focuses on the legal and interpersonal factors that result from necessary labour relations and collective bargaining matters. The aim is to handle matters in line with the law, and in a way that is as harmonious, respectful and dignified as possible. The ultimate purpose of understanding labour relations is to facilitate an environment in the school that is conducive to effective teaching and learning.

This unit comprises three sections, that can be seen in this figure:
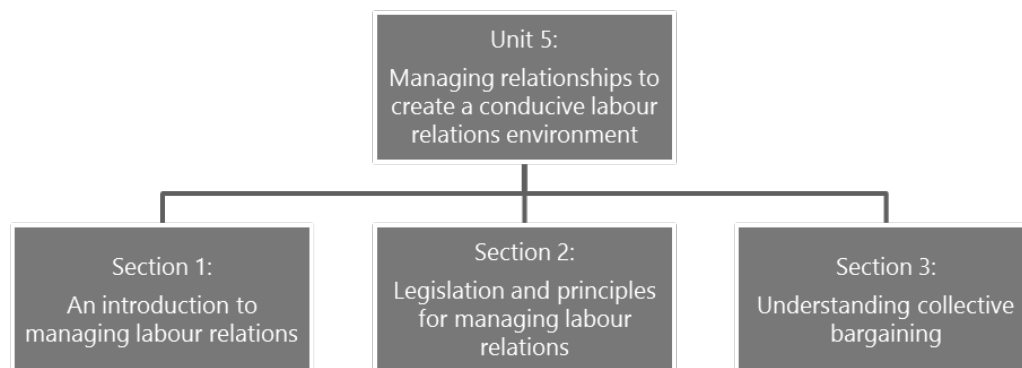
Figure 19: The structure of Unit 5

Unit 5 learning outcome

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

* Create an environment conducive to collective bargaining, collaboration and negotiation.

Section 1: An introduction to managing labour relations

This section looks at four areas:

1. The premise [principle/s] that underpins labour relations in South Africa;
2. The human rights approach that frames labour relations, education provision and teacher rights in South Africa;
3. Linking labour relations, rights, responsibilities and quality;
4. The standards of behaviour and care that are necessary in order to create and maintain harmonious relationships in a school.

Understanding rights informs both leadership (strategic) and management (operational) responsibilities.

Activity 58: The broad premises of labour legislation in South Africa

Suggested time:
15 minutes

Aim:
To introduce principals and other school leaders to the main premises of labour legislation in South Africa.

What you will do:

This activity will assist in setting the tone for labour relations interactions in your school.

1. Discuss the following labour relationship issues with your higher education institute community of practice (HEI CoP)
   • What is labour relations?
   • Why is labour relations important in South Africa?

2. Share your experience of labour relations in schools with your HEI CoP. Have you been part of a disciplinary process? If so, how did the process unfold? These matters are never pleasant, but did the process go smoothly or not? What would you do differently in retrospect?
3. Access and watch the following video: Law Society of South Africa. 2015. *Labour Law*. Accessed from: https://tinyurl.com/ycey46m6 . (Duration: 4.47 minutes). Take note that you only need to watch 1:06 minutes of the clip.
4. In the YouTube video, Moksha Naidoo explains the main premise and approach of labour law in South Africa. With your HEI CoP, discuss your understanding of what is considered *fair* according to labour law.
5. With your HEI CoP, also discuss the implications of the approach of labour law for you as school leaders.

Discussion of the activity

Labour relations can be defined as: The relations between the employee and the employer. This may be collective or individual (Swanepoel et al., 2014: 719). Swanepoel *et al.* note (2014: 719) that there is a world-wide trend to use the term *employment relations* to indicate a closer relationship between labour relations specialists and human resource practitioners.

Bendix (2015: 7–10) explains that labour relations arose with the emergence of the working class in a society that was becoming industrialised. Eventually unions arose to protect the rights of workers who had been exploited through long working hours, dangerous working conditions, lack of rights and poor pay. The history of oppression and exploitation forms the basis of why labour relations is so important in South Africa.

Within schools, the challenges of having to manage disciplinary processes are lessened if the correct way to approach the issue is known and understood. This starts with understanding the principle that underlies labour law in South Africa. In South Africa, labour law is not based on the principle of *legality* or *illegality* of actions. It is based on the principle of *fairness*. The definition of fairness that is used in this unit is: *Fairness is the quality of making judgments that are free from bias or discrimination*. It is also important to understand the difference between what is *substantively* fair and what is *procedurally* fair. The figure below explains this difference in a school context:

Substantively fair
- The teacher must be given a clear reason for the disciplinary action
- The treatment of the teacher must be consistent with that given previously for the same or similar offences
- There must be proof of misconduct
- The chairperon of the hearing must not show partiality
- The sanction should not be too severe for the offence

Procedurally fair
- The teacher must be aware of the charge of misconduct being brought against them
- The teacher must be given fair warning
- The teacher must be given an opportunity to state their case
- The teacher must be allowed representation
- The teacher mus be fully informed of reasons for whatever decision is made
- The union concerend must be informed

Figure 20: Substantively and procedurally fair
(Source: Joubert et al., 2016: 237–238)

Joubert et al. (2016) further explain that:

> *The Labour Relations Act stipulates two requirements for fair dismissal for misconduct: a dismissal is fair if there is a fair reason for the dismissal, and if it is exercised in accordance with fair procedure. In other words, to be fair, the employer's conduct must be substantively as well as procedurally fair*. (Joubert et al., 2016: 235)

Knowing that the principle of *fairness* operates as the basis of labour relations provides certainty that its provisions are sound and just. Knowing the importance of this principle means that principals must keep fairness in mind when dealing with issues of misconduct. Bendix (2015: 20) emphasises that ethics are the foundation for sound labour relations practices. Units 1 and 2 of this module focus on ethical and relational leadership approaches and theories. This should inform your understanding and application of labour relations.

Human rights approach

The South African Constitution, and especially Chapter 2, the Bill of Rights, sets out the human rights framework and enshrines the rights of South African citizens. This also applies to labour rights. You looked at the Constitution and the Bill of Rights in Unit 1 of this module, but in this unit it is in the context of labour rights and responsibilities. The spirit of the Constitution is captured in the preamble which is included as Appendix 22. To prepare for the next activity, review these extracts from the Constitution as found in Appendix 22.

The next activity refers to the preamble to the Constitution as you explore the human rights context that should inform labour relations practices.

Activity 59: Labour relations within a human rights context

Suggested time:
1 hour

Aim:
a. To refresh your memory on the human rights principles that underpin the Constitution and the Bill of Rights.
b. To understand the context within which labour relations should be applied in your school.

What you will do:

1. Fill in the table below, using relevant information from Appendix 22. Give a reason for your answer in each case. The reason *could* include a reference to a section from the Constitution, but *must* also include an explanation to indicate your understanding.
2. Discuss your responses with your school-based CoP.

Table 21: Assessing your understanding of the Constitution and the Bill of Rights

No.	Statement	Tick if correct	Reason
1.	A teacher in your school states that legislation, the Constitution, etc. are designed to control and manage you and to make your life more difficult.		
2.	A group of teachers is angry and states that it is illegal and unethical for teachers to strike.		
3.	The selection committee at your school does not want to recommend a candidate 'because trade union members are trouble makers'.		
4.	Teacher's rights are limited in the Bill of Rights because they are professionals.		

3. Together with your school-based CoP, develop a short activity that you can do during a staff meeting at your school. During the activity you are required to discuss the Bill of Rights and what it means for all teachers. The activity could consist of a series of questions for teachers to discuss. Present the activity and make notes in your Learning Journal about how it played out. Place a copy of the activity in your Professional Portfolio (PP).

Discussion of the activity

The preamble to the Constitution mentions *injustice* and *redress* for those who suffered under apartheid without justice and freedom. Other terms include *respect*; *believe that SA belongs to all who live in it*; *healing divisions of the past*; and *building a society based on democratic values, social justice and fundamental human rights*. The Constitution sets out the premise of human rights for all, which is not about control, but about freedom. However, rights **are** limited according to Section 36 (1) of the Constitution, but these limits are *based on what is reasonable and just in an open democratic society based on human dignity, equality and freedom*. Limiting the rights of professionals (e.g. teachers) is not specifically mentioned but the limitation of rights under Section 36 (1) applies to everyone.

The situations described in Table 21 fit two different points of view – those that oppose the principles enshrined in the Constitutional rights by arguing against them, and those that simply misunderstand the provisions of the Constitution. You may have experience in your school of how teachers respond to the rights in the Constitution. There may be teachers in your school who hold quite strong views about the right to strike and membership of trade unions. Point 17 of Chapter 2 of the Constitution specifies the right to strike. It is therefore not illegal. Also see Section 23 (2) (c). The opinion that striking is unethical may be debated by some, especially those who believe that the right of a child to basic education is more important than the right of a teacher to strike. Section 23 (2) and (4) specify the right to join or participate in trade union activities. Making an assumption that union members are troublesome is unfair, and may be based on stereotypes and prejudice. A union member may fulfil both professional and union tasks without prejudice.

A school principal must be able to get along, and work together harmoniously, with people who may have strongly opposing views to their own. They need to be able to manage a variety of attitudes to, and opinions on, labour relations in their school.

A principal needs to ensure that the School Management Team (SMT), School Governing Body (SGB) and all staff understand the human rights context in which they operate. Hopefully their leadership establishes or reinforces this.

Having reviewed the basic human rights premise of the Constitution and the Bill of Rights as it relates to the school and its staff, the next activity will focus on the equally important Labour Relations Act (LRA) and how it and the Department of Education's strategic vision and mission must align.

In preparation for Activity 60, you should read the first part of Appendix 23.

Activity 60: Labour relations, rights and responsibilities

Suggested time:
2 hours

Aim:
a. To link labour relations, rights and responsibilities.
b. To provide a balanced view of what principals and other members of the SMT can expect from their colleagues.

What you will do:

Understanding the balance between rights and responsibilities is critical.

1. In your Learning Journal, draw up a simple table of two columns. On the left hand side, make a list of the *rights* that you think you enjoy as a teacher, and in the right hand column, prepare a list of your *responsibilities* as a teacher.
2. Use the information from the extracts in Appendix 23 to answer the questions below in your Learning Journal.
   • Why do you think there is a focus on providing access to *quality* education? What is the reason?
   • In light of the information you have read, who do you think are the other role-players who impact the delivery of quality education and learners' performance? Compile a list of the important role-players.
3. Assume that you have been asked to do a brief presentation to school staff on The Recommendation and teachers' labour rights to commemorate Workers' Day. (The Recommendation was mentioned in the Beckmann and Füssel (2013) extract in Appendix 23. The Recommendation arose from a collaborative investigation of the United Nations Educational, Scientific and Cultural Organisation and the International Labour Organisation into the rights and status of teachers internationally.) The aim of your presentation is to introduce new teachers to their labour rights.

   Create a PowerPoint presentation that explains/answers the following points, in your own words:

   • What is The Recommendation?
   • What is the aim or purpose of The Recommendation?
   • What areas or fields does The Recommendation address?
   • What are the four categories of rights that South African teachers received after the 1994 democratic transition?
     (Answer: Labour rights, rights to suitable professional preparation, the right to be heard, and the right to professional development)
   • Do you have any critical comment of The Recommendation, perhaps based on the contextual

circumstances of your school? Is so, you may want to include these views in your presentation as well.

Your presentation should comprise five or six slides. Guidance on preparing a presentation can be found as Appendix 24. This task could be prepared collectively with your school-based CoP.

It should be placed in your PP. Think about your Workplace Project (WPP). What possible staff development or labour rights issues might you need to deal with? The information that you have just studied may assist you to refine your WPP.

Discussion of the activity

The article by Beckman and Füssel (2013) sets a very strong framework for quality education provision in the context of labour rights. What needs to be understood clearly is that the writers of the article set out to balance the *rights* of educators to fair labour practices with their *responsibility* to work hard in achieving the aims of quality provision to learners. These two concepts go together. It is therefore important that as a school leader, you spend time with colleagues developing and working on an understanding of rights balanced with responsibilities.

An important issue that may have arisen while completing the activity, is the linking of quality, labour relations and human rights. The reason is that the human rights of learners should be in the forefront of thinking about teaching and learning (In *Module 6: Leading and managing the school as an organisation*, the principle of 'the best interests of the child' will be discussed in more detail). The Department of Basic Education's *Five-year strategic plan* (DBE, 2014) emphasises the rights of learners to a quality education and states that it is the responsibility of teachers to work hard to enable this. The DBE's vision, mission and values (DBE, 2014: 7) have a strong emphasis on quality and improvement within the context of the protection of rights. Relevant phrases from this DBE document are: *quality of life; to provide relevant and cutting-edge quality education for the 21st century; excellence: maintaining high standards of performance and professionalism by aiming for excellence in everything we do; high-quality service.* These words send a very strong message to schools about what is envisaged by the DBE.

The promotion of quality education is the responsibility of a wide range of role players, including the DBE, all school stakeholders, unions, parents, the community, learners themselves and non-governmental organisations (NGOs). *Module 5: Working with and for the wider community* covers the importance of the school and the community of stakeholders working together collaboratively to benefit all. Christie, Sullivan, Duku and Gallie (2010: 29) argue for the importance of effective school leadership and the effect it has on the provision of quality education in a school.

Beckmann and Füssel (2013: 570) note that it is not only teachers who have an influence on learner performance. Other factors and role players also play a part. While not diminishing the role of teachers in learner performance, Beckmann and Füssel (2013: 572) highlight that broader factors (such as socio-economic, household circumstances) can also impact on learner performance. That is why the school is considered to be part of a broader community, as you will explore further in *Module 5: Working with and for the wider community*. The school principal should ensure that the rights of all stakeholders, most particularly learners and staff, are protected, and also encourage all concerned to accept and act on their responsibilities.

Beckmann and Füssel (2013: 564) link teachers' roles and responsibilities with their access to labour rights. They raise a controversial question, asking whether teachers who do not provide quality teaching should

forfeit certain labour rights. They also introduce the notion of teachers' having to *earn* rights but make the point that this is not the case in South Africa, where teachers automatically receive all rights (Beckmann & Füssel, 2013: 580). The questioning of automatic accession to rights is controversial particularly in South Africa with its history of inequality. Automatic access to rights is a fundamental provision of the Bill of Rights. But the issue of complacency with regard to performance, that is, rights without considering responsibilities, is one that should be considered.

The presentation that you are required to prepare for this activity must answer or explain the five bulleted points (under Point 3 of the activity). Essentially, the presentation should mention the importance of personal development for teachers, and the strong link between teacher performance and labour rights. Also emphasised in The Recommendation is quality education. Note that, unlike the international recommendation, South African teachers do not *earn* rights sequentially but receive them automatically. This privilege needs to be honoured.

Rights go together with development. Citizens have rights, and the State wants life for all its citizens to improve. A critique of The Recommendation could be that it is idealistic and that the actual reality of many South African schools makes its provisions unrealistic. A counter to this critique is that all learners in the country should have access to a good quality education, teaching and learning, and resource provision. Also problematic is the implication that teachers should earn rights sequentially rather than all at once because it contradicts the South African Constitution.

The next activity requires you to bring together the leadership approaches that you have encountered thus far on the programme in the context of labour relations.

Activity 61: Demonstrate leadership in labour relations contexts

Suggested time:
1 Hour

Aim:
To demonstrate leadership in labour relations contexts.

What you will do:

1. Reflect on or review the relevant leadership behaviours and practices (such as communication, negotiation, collaboration, etc.) that are required of a school principal.
2. Prepare a table (see below) that captures these practices, and provide a concrete example of each and reasons why it is important to behave or act in this way.
3. With your school-based CoP, discuss examples of behaviour that reflect the leadership approaches in the left-hand column of the table below, *within the context of labour relations*. These form the *standards* that are privileged or favoured in this programme. (*Standard* is used in the sense of *an exemplary practice*). Fill these in on the table as provided.

Table 22: Table of standards

Leadership approach	Concrete example of behaviour or practices	Why this is important
Ethical		
Distributive		
Transformative		

4. After discussing the standards with your school-based CoP, raise the following questions:
   • Why should principals be aware of standards for managing external and internal relationships?
   • What consequences could arise if standards for managing external and internal relationships are not upheld?
5. Adjust your table after the discussion, by adding ideas as discussed with your CoP.
6. What further understanding about leadership could you take from this task to apply in your school?

Discussion of the activity

This task is undertaken in the context of labour relations. Perhaps the most important factor to consider is that labour relations is often thought of as combative and about conflict and dispute. But this is not necessarily true. While conflict and dispute is sometimes unavoidable, the creation of an open, trusting, ethical and collaborative organisational culture is what good labour relations strive to achieve. An organisational culture that is conducive to having difficult conversations and perhaps even succeeding in resolving disputes before these become destructive.

The table below provides some suggestions or examples of the exemplary leadership practices that the AdvDip (SLM) seeks to promote. Think about the examples and see whether you agree or disagree with them.

Table 23: Completed table of standards

Leadership approach	Example of behaviour	Why this is important
Ethical leadership	Making ethical decisions, based on a clearly thought through moral standpoint, even when this is difficult.	A sure way to build trust in a school is to act ethically – where all stakeholders know the standard against which decisions will be made. It is about *doing what I am saying and doing*. It is leading by example.
Distributive	This approach utilised the leadership capabilities across and throughout the organisation, as opposed to understanding leadership to be the sole responsibility of the principal or the SMT.	Giving people the space to contribute ideas, run projects and committees, and share in decision making. It is about collaboration, accountability and team work. It is giving people space.
Transformative leadership	This is about developing and inviting school stakeholders to be a part of the process and the changes within the school. It about partnerships and relationships.	Having a collaborative and school-wide, consultative and developmental culture enables collective decision-making. It is working together.

The objective of sharing thoughts on leadership approaches and behaviours, as well as their importance,

with your school-based CoP, is to practise ethical, distributive, and transformative behaviours. These leadership behaviours are also participative and relational and in nature.

School leaders should be working to co-create the kind of school culture that they envisage. This means that thoughts, words and deeds must be consistent. And if an error in leadership behaviour occurs, such as being rude, abrupt or dismissive, a proper acknowledgement and apology is required. If there is a disjunction [disconnection] between leadership *words* and leadership *behaviours* or practices, there is likely to be a breakdown in trust.

Above all, remember that the employment relationship, the topic of this unit, is about *people*. Bendix (2016) comments that:

> *Labour/employment relations is concerned with people who, because of their mutual involvement in the work situation, have been placed in a specific relationship with one another. The relationship formed is a human one and, as such, will contain elements common to all other relationships – friendship, marriage, business partnership and social, religious and political liaisons. What makes these relationships work should also promote a sound employment relationship.*
> *Consequently, like all other relationships, the labour/employment relationship will be improved by: mutual interests; mutual support; understanding [and] trust; meaningful communication and shared goals and shared values.* (Bendix, 2016: 5)

These are all characteristics, qualities, values and behaviours that are expected of a relational, ethical, participative and transformative leader.

The first section has provided:

• A framework for labour relations supported by the Department of Education's human rights approach to managing school relationships.
• A reflection of leadership approaches, underpinned broadly by the Constitution, the Bill of Rights and the Labour Relations Act.

The following section looks deeper into applicable legislative rules, regulations and principles.

Section 2: Legislation and principles for managing labour relations

This section looks at four areas. These are:

1. An introduction to South African labour legislation;
2. Labour relations principles;
3. The importance of labour relations processes;
4. Labour relations processes and procedures.

This is the information and the required actions that are necessary for principals to manage labour relations effectively and efficiently.

Introduction to South African labour legislation

It is important for you to know the origin and background of the legislation that governs labour relations and to understand the roots of the legislation in human rights and social justice. The next activity provides information about the development and formulation of the Labour Relations Act (LRA).

<div>

Activity 62: Understanding the Labour Relations Act

Suggested time:
30 minutes

Aim:
To enable understanding of the basic approach of the Labour Relations Act.

</div>

What you will do:

1. Start by reading the information on the LRA in Appendix 25.
2. With your school-based CoP, do the *Hot Seat Quiz* provided in Appendix 26. Participants will take turns to be in the *hot seat* and answer questions on the purpose and broad provisions of the LRA.

Discussion of the activity

The quiz is intended to test your understanding of the political reasons for the LRA and the fundamental philosophy of human rights. The information emphasises the importance of rights, of both employees and employers. The answers to all the quiz questions are in the extract (Appendix 25).

What learnings from the LRS extract stood out as important for you as a principal or school leader? Was the collaborative and consultative nature of the process informative? The fact that teachers were included in the consultative process (through their representatives) indicates a regard for *teachers as workers*. The LRA indicates that teachers belong to a specific category of worker. (The debate about whether teaching is an essential service or not is raised later on). Was the emphasis on rights and streamlined dispute resolution processes of interest to you? Are there any provisions in the Act (right to strike, join a trade union, protection against victimisation, etc.) which resonate strongly with you? And what do you think of the employer's rights residing with the DBE (or provincial departments) and not the school?

So far in this section, you have reviewed the underpinning principles of labour relations legislation and how it applies in the context of school labour relationships. It is also necessary to align the LRA with the specifics of the Employment of Educators Act (EEA). You will do this in the next activity.

Activity 63: The LRA and the EEA

Suggested time:
1 hour

Aim:
To explore key aspects of the LRA and the EEA.

What you will do:

The LRA and the EEA provide critical insights on working with staff. These acts require both leadership and management application.

1. In preparation for the activity read the extracts from Beckman and Füssel in Appendix 23 which are indicated for this activity.
2. Discuss with your HEI or school-based CoP, how well you think you know the provisions of both the LRA and the EEA.
3. Share with the CoP why you think it may be important as a principal to be conversant with each of the acts.
4. Answer the following questions using the information from the Beckmann and Füssel extracts in Appendix 23. The questions seek to apply knowledge of the LRA and the EEA to a school context:
   • Sindiswa is the principal of an independent primary school. Does the EEA apply to her? Give a reason for your answer using evidence from the extracts.
   • Johan is an employee at a bank, and Sibusiso is a teacher employed by his province's Department of Education. Both think they have been unfairly dismissed. Who does the LRA apply to: Johan, Sibusiso or both of them?
   • As a teacher, what do you think about the critique of teacher performance in the extracts? Is it justified, or not?
   • Use the information in the extracts to make notes in the table below to summarise the differences between the LRA and the EEA.

Table 24: Summary of the LRA and EEA

The LRA deals with:	The EEA deals with:

Discussion of the activity

The first extract in the appendix sets out the purpose and aims of the LRA, especially the rights afforded to teachers. The next extract describes the provisions in the EEA within the framework of the rights and responsibilities of teachers. Beckman and Füssel (2013) take care to outline the rights afforded to South African teachers by these two acts. Bendix (2015: 576) notes that the rights as set out in the legislation and as discussed by Beckmann and Füssel, arise from an increased emphasis on social justice.

The activity looked at the different provisions of the LRA and the EEA. With regard to the questions in the activity regarding which act applies in which situation, the EEA does apply to teachers from independent schools – see Section 2 of the EEA. With regard to staff in differing employment sectors such as teaching and banking, the LRA applies to both Johan and to Sibusiso. Note the comment in the extract that "the LRA specifically protects employees against unfair dismissals" (Beckmann & Füssel, 2013: 8).

The critique of teachers' performance is an ongoing issue. You may agree with the criticism or you may think that it is unfair. As an example, consider the teacher who expressed dissatisfaction with her rating on the IQMS because of overcrowding in the classroom, a circumstance which is beyond her control. Do you think it is it fair to criticise her performance? What are the reasons for your opinion?

Table 25 makes the focus of each of the acts quite clear.

Table 25: Completed summary of the LRA and EEA

The LRA deals with:	The EEA deals with:
• Labour relations • Collective bargaining • Promotion of employee participation via workplace forums • Resolution of labour disputes • Protection of employees against unfair dismissals	Employment of educators, including: • Conditions of service • Discipline • Retirement • Discharge of educators

Beckmann and Füssel's article (2013: 570) is rather critical of teachers' standards of delivery. The *faint praise* that some teachers do offer quality teaching is counterbalanced by the harsh statements about teacher's *rights* not being balanced by a full and fair response to *responsibilities*. The main idea in the Beckmann and Füssel article is about *rights* being balanced with *responsibilities*. The extracts question the quality of education offered to the poorest of the poor. This raises the issue of social justice and how many South African learners do not enjoy the rights to which they are entitled. School leaders are responsible for ensuring that the quality of education offered in their schools is improved.

There is a school of thought that says that teachers are professional and should not be unionised or be governed by an act designed for workers. Furthermore, that the guiding provisions for all teachers/teaching professionals should be a professional code of conduct such as the code for medical professionals. However, this view is not generally accepted in South Africa. For example, the South African Council for Educators (SACE) has a code of conduct but strongly supports unions for teachers.

The next activity provides an opportunity to assess your understanding of labour relations principles.

Activity 64: Understanding labour relations principles

Suggested time:
1 hour

Aim:
To test labour relations principles in relation to selected scenarios.

What you will do:

1. Read the information on the labour relations principles presented in the following text boxes.

Principle 1: Education as a public service

Joubert *et al*. (2016) suggests that education forms part of the public service sector. This means that political decisions are implemented by bureaucrats, within a bureaucratic structure.

The governing legislation is the Personnel Administrative Measures Act (PAM) which contains the basic values and principles governing public administration. It applies to education as well as all public servants.

Principle 2: Human rights

Various rights in the Bill of Rights relating to labour issues form the basis for the labour rights of educators and other labour matters as they are applied in education. In terms of Section 23 of the Constitution, everyone has the right to fair labour practices (to be treated fairly in the workplace) and every worker has the right to form and join a trade union and participate in its activities, and to strike. To join a trade union forms part of one's freedom of association, which includes the right not to associate. In principle, this implies that no worker may be forced to join a trade union or to support its activities. Every employer has the right to form and join an employers' organisation and participate in its activities. These rights form the basis for all labour legislation, including the Employment of Education Act (No 76 of 1998). (Joubert et al., 2016: 66–67)

2. Use the information from the text boxes above to respond to each of the three scenarios presented below.
3. Record the most important takeaway point from this activity in your Learning Journal.

Scenarios: Various labour relations principles

Scenario 1

An HoD argues with you that only sections of the Constitution that specifically mention education, apply in schools. *What is your response and why?*

Scenario 2

You are planning a discussion with your SMT on the principles of behaviour and practice of all teachers. *Which provisions of the Constitution would you quote, and why?*

Scenario 3

A young, energetic teacher in your school is quite enthusiastic about labour rights and talks frequently about his union membership. Some teachers are annoyed about this and disagreement has resulted. *What is your response, as a school leader, and why?*

Discussion of the activity

Knowing what parts of legislation apply can be most helpful to you in your school. For example, Section 195 (1) of PAM (DBE, 2016b) is clear that its provisions [requirements, stipulations] apply to *all* public servants. Teachers are *not* excluded. Section 195 sets out principles of behaviour and conduct which are vitally important. The provisions cover representivity [having a voice, representation on a forum or body]; a developmental ethos; the provision of information; public participation in policy-making; fair provision of services; the judicious (careful) use of resources and the requirement for good ethics. Some of these provisions may be particularly applicable to school stakeholders and processes.

It may be useful for you to have discussions with teachers about what behaviours actually *mean* and what the behaviour [the way you interact with people as well as the way you undertake tasks] looks like. If you take the example of the efficient, economic and effective use of resources, this requires that the resources obtained with the use of public funds or through the efforts of parents, must be carefully selected and properly cared for.

Consider where you think you would start if you were having the discussion with the teacher mentioned in Scenario 1. You could select starting with Section 23 of the Bill of Rights. Or there may be another section of the Bill of Rights that is useful. Scenario 2 offers a wide choice: the starting point could well be Section 23, or the Preamble, or a number of other sections. It depends on precisely what you wish to achieve with the SMT. With regard to Scenario 3, salient advice might be that teachers who do not agree with the activism of the younger staff member should allow him his enthusiasm. However, the principal could also gently remind the young teacher that responsibilities go hand in hand with rights. As a leader in the school, you should be working to establish collegial and collaborative working relationships amongst the team.

It is essential to know and understand the key aspects of legislation and other guiding documents, to be in a position of strength as a school leader. Aligned to principles, are the processes that bring them into effect. The next review item, therefore, relates to labour relations processes.

Importance of labour relations processes

It is important to have documented labour relations processes – the actions or steps taken to achieve a particular end or to get to a particular point. These processes need to be monitored and adhered to and they must aligned with legislation and good practice. Applying labour relations processes is a management task.

The lifecycle of a teacher in a school involves many processes, as depicted in the table below. Each one of these has a procedure that needs to be followed. Knowing what these are is essential for school principals. The table below provides a context for labour relations processes. It is a more detailed expansion of the employment cycle discussed in Unit 3 of this module.

Table 26: Teacher's employment lifecycle processes and procedures

Process	Examples of procedural requirements
Recruitment	Provide CV, motivation, references, and other documents; participate in a formal interview/s.
Appointment	Review offer; sign contract of employment; confirm job requirements, expectations, standards, key performance areas; regulations.
Induction and orientation	Receive guiding documents and information about the place, people, processes, conduct and culture; receive equipment and tools of trade.
Delivery of service	According to the requirements – curriculum; school calendar; timetable.
Extramural requirements	As required and agreed – indemnity; rules; safety; responsibility for equipment.
Team development	Expectations; plans; permissions.
Probationary reviews	As required – assess progress, competency, areas for improvement, permanency.
Performance reviews	As required – assess performance: areas of excellence, areas for improvement.
Training and development	Ensure on-going internal and external training; identify and enable development opportunities.
Mentorship	Define expectations; agreement; monitoring; evaluation.
Succession planning	Modus operandi; guidelines; expectations.
Disciplinary matters	Disciplinary code; disciplinary procedures.
Exit	Termination or resignation documents; hand-over; exit interview; return of equipment and tools of trade; communication as required.

The next activity enables you to explore the consequences of what happens when the proper procedures are not followed. Failure to adhere to processes usually has dire consequences, as shown in the following case study about financial and disciplinary mismanagement in a school.

Activity 65: The importance of following disciplinary processes and procedures

Suggested time:
1 hour

Aim:
To illustrate what happens when due disciplinary processes and procedures are not followed.

What you will do:

Read the case study entitled *Don't disregard due diligence* in preparation for the activity that follow. This case study is based on real events.

Case study: Don't disregard due diligence

When the principal of a school failed to follow the school's financial protocols and was unable to provide evidence of monies spent, she was investigated by the DBE and her future seemed uncertain.

The principal had allowed work to be undertaken by service providers without the necessary quotations; permitted the administrator to make unauthorised internet payments; and had not supplied the SGB with financial information for signing off on an update on the school's financial status. She was alarmed at the prospect of a criminal case being opened against her, and the unexplained investigative activities also destabilised the staff.

After some time and with a great deal of effort, the principal eventually supplied some of the evidence to the investigating team. They found no evidence of fraud or embezzlement, but a clear case of lack of due diligence.

Her initial shock and embarrassment was followed by a long and difficult process. She was fined and received a final written warning. This was coupled with an evident lack of confidence from the SGB, *and* a perceived lack of support among her family and friends. All these issues took a toll on the principal. Counselling sessions with a non-judgmental listener were arranged and provided an opportunity for her to reflect on her abilities and state of mind. It became clear to her that the organisational aspects of her role as school principal were chaotic. Something needed to be done to ensure visible improvement, to regain her own confidence, that of others, and to take proper control of all aspects of her role. While it was also necessary for her to be stricter with the staff, it needed to be done in a collaborative rather than a punitive manner, to avoid further problems and to warrant renewed confidence in her leadership. She herself needed to be supported.

A few months later, while the principal was attending a conference, a learner reported to the deputy-in-charge that a teacher had beaten her across the legs. Hearing about the incident upon her return, the principal found that neither the deputy-in-charge nor the teacher had followed due process. She instructed them to correct this. However, to date neither of them has responded to her direct instruction to them. The principal has neither charged them with insubordination nor formally reported the case in accordance with corporal punishment protocol. This had happened despite the principal and her staff having had informative sessions with Childline on the protocols of dealing with corporal punishment .

This situation is clearly another example of the disregard by this principal for due diligence and adds to the risk of her dismissal.

1. Answer the following question on this case study in your Learning Journal:
   Have you experienced similar issues in your school? If so, provide a brief outline of the issues and how the matter was handled.

2. Debate the following questions with your school-based CoP:
   • What are the benefits of having and monitoring stringent financial management processes and procedures?
   • Do you think that there should be transparency [disclosure to the person concerned] when investigations into the conduct of individuals are carried out?
   • Do you think that the staff should have been informed about what was happening?
   • If so, what should they have been told?
   • Did the principal display *any* leadership qualities?
   • What could the principal have done differently, following the first serious incident?
   • How could the principal re-gain trust and confidence in her abilities?
   • Why do you think the principal did not learn the importance of due diligence after the first incident?
   • How could staff become familiar with processes?
   • Can due diligence be learnt?
3. Use your Learning Journal to record insights from this activity that you could apply in your school.

Discussion of the activity

This case, based on a real situation, represents the disciplinary consequences of the failure by an otherwise committed and capable school principal, to delegate effectively. When tasks are delegated by a principal to another person, all the necessary requirements in terms of processes, evidence, and a paper trail (essential when finances are involved) need to be communicated very carefully. This enables the person concerned to take responsibility for the task.

You may have experienced similar issues, or you may know about similar cases where processes and procedures were not followed correctly. The consequences can be very serious, even leading to dismissal.

Some principals may not enjoy having to follow procedures because they are seen as a nuisance, but in fact, they are a necessary safeguard. A benefit of processes and procedures is that they clearly set out the steps necessary for a task (e.g. when procuring goods and services, procedure stipulates how many quotes are required). By following the process, both the person to whom the task was delegated and the principal who delegated the task, are acting correctly. It is about accountability and responsibility, and the difference and distinction between them, which was discussed in Unit 2 of this module.

Related to accountability is the issue of transparency. You need to be clear about events taking place and also disclose any information about the investigation to the persons concerned. Transparency is also linked to confidentiality. Principals need to think carefully about who to inform, what information to provide and what should remain confidential. To minimise speculation and gossip, a principal may need to make a broad, carefully thought out statement that only provides necessary information.

In the case study, it is clear that the principal is good at assigning tasks, but very weak at explaining the actual compliance requirements. Reflection and learning on her part seem to be absent. The principal and administrator concerned were not engaged in fraudulent activities. But *negligence* was involved. The principal did not follow procedures and as a result, a disciplinary process was instituted against her. Disturbingly she seems to have continued in the same manner, without learning from the disciplinary sanction applied.

If the principal feels that the disciplinary process was not carried out in a proper manner, she can lodge a grievance. The grievance procedure is an important protective component of the labour relations process, and it must be discussed.

Grievances

School leaders must be familiar with legislation and other guiding documents. Amongst these is the Personnel Administrative Measures (PAM). The following figure provides PAM's grievance procedure for educators and provides a clear picture of the processes that should be followed in the event of a grievance. In each case, the person needs to decide which of the options presented applies to their particular situation. And then the steps to follow are clearly set out. The time frames are also provided. These are important because if, for example, responses are not lodged within the stipulated time frame, the chance to lodge a grievance expires. If a teacher is uncertain about the process, it may be wise to make contact with their union or the Education Labour Relations Council (ELRC) for guidance and clarification.
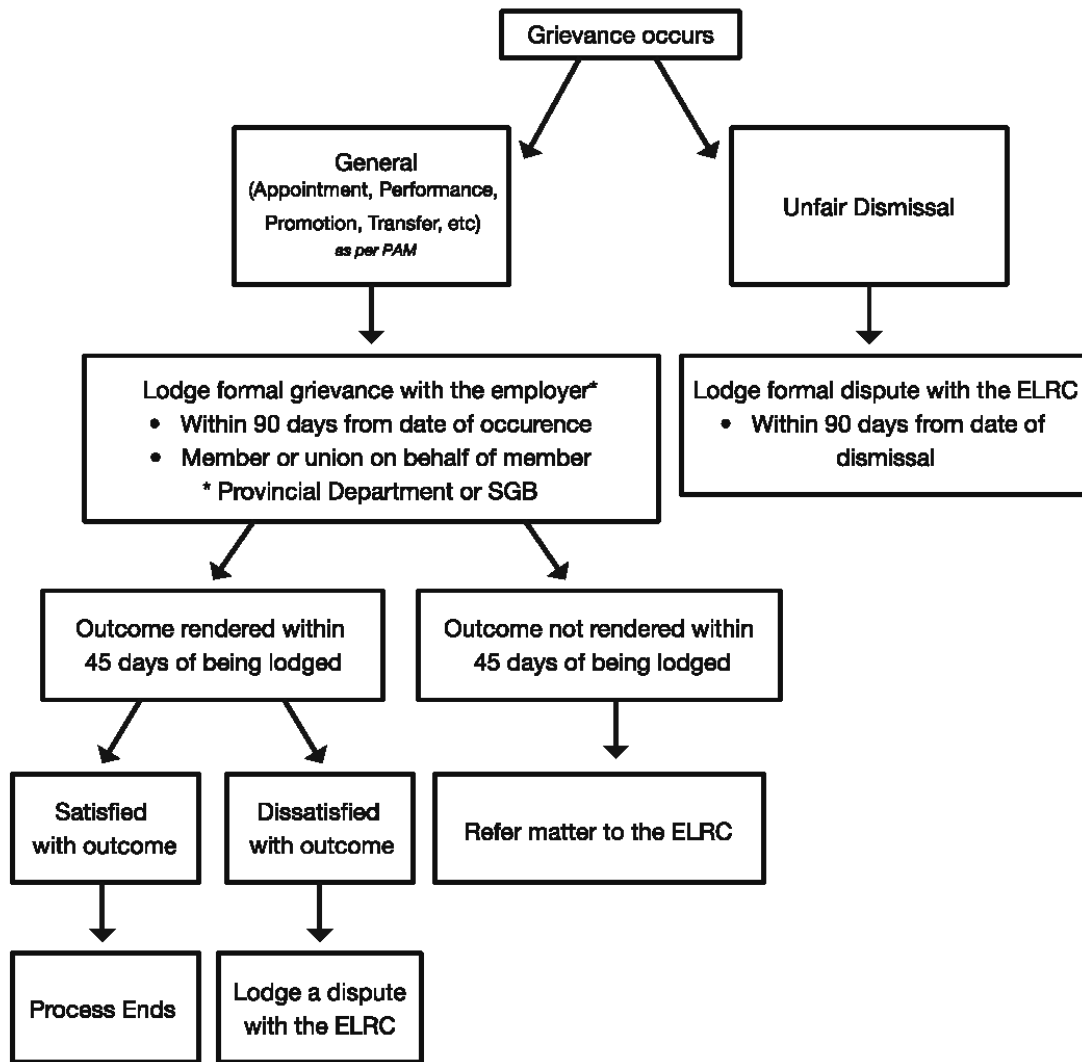
Figure 21: Grievance procedures for educators
(Source: DBE, 2016b: Chapter H)

The next activity explores handling a challenging disciplinary process. This type of situation has the potential to become very unpleasant if it is not handled correctly, with empathy and sensitivity.

Activity 66: Handling a difficult disciplinary process

Suggested time:
30 minutes

Aim:
To explore the human element that can interfere with implementing disciplinary processes.

What you will do:

1. Read the following case study which is based on real events.

Case study: From the mouth of a school principal

According to some school principals, there is a disjuncture between the *procedure* (which is very clearly set out) and the *reality* of what can be done.

Staff and learners reported to their principal that a teacher at school was under the influence of liquor. When the principal went to speak to the teacher he saw that the teacher was not intoxicated, but appeared to be suffering from a hangover. This is a *grey area* in the disciplinary process.

The principal knew that he would need the results of a blood test before he could tell the teacher to go home and then proceed to institute disciplinary processes.

The teacher knew his rights and would have, in the principals words, 'taken me on' if he had been told to go home. The best the principal could do was to tell him to take something to kill the smell of alcohol. The teacher was indignant, but the principal suggested he go to a trusted colleague and ask for confirmation that he indeed did smell of alcohol.

The principal noted the misconduct, but knew the teacher could have challenged him if he took the matter further as there was no proof (i.e. no blood test). There was only a smell to go on. The principal could have got back-up from colleagues and reported it to the SGB and the department, but the same department had said he needed *proof*. He was frustrated because he knew he could *request* a blood test, but the teacher could *refuse*. And then he would have nothing.

2. Discuss the following questions with your HEI CoP:
    •   Have you experienced a similar type of situation? If so, share your story and the dilemmas it may have raised for you.
    •   What advice would you give this principal and why?

Discussion of the activity

The story is a real one, told by a principal. The conflict which is set out presented a real dilemma, as the principal knew the procedure that had to be followed and the teacher knew his rights. What is clear from the story is that there was already a measure of distrust between the principal and the teacher concerned. The teacher used his rights to prevent the principal from disciplining him since he only smelled of alcohol and the principal had no proof of any alcohol in his blood. The principal was left feeling frustrated, helpless and unable to take any action. Bendix (2015: 244) makes the point that processes need to be followed, and this was the dilemma for the principal in the case study – he could not prove wrong doing on the part of the teacher and was therefore unable to act. This principal, for whatever reason, felt unable to insist upon asking for a blood test. He felt powerless to act and threatened by the teacher. Bendix (2015) states that:

> *Discipline cannot be meted out on an ad hoc basis …. Where the need arises to discipline particular employees, this must be done in terms of a consistent policy and procedure, taking account of relevant legislation.* (Bendix, 2015: 244)

The story indicates that a principal may find it challenging to address a behavioural or disciplinary issue for fear of the conflict that may arise as a result. Your HEI CoP may generate a number of useful suggestions about how the situation could have been handled. Possible suggestions could include peer counselling, consistency in approach, revising the code of conduct and then applying it.

You could also discuss the case study dilemma in your school-based CoP, and note lessons that you could apply in your school in your Learning Journal.

This section focussed on the practicalities of managing labour relationships in schools within a framework of legislation, guiding documents and the attendant processes and procedures. Labour relations also has a further component – collective bargaining – which affords further protection to teachers. This is discussed in the next section.

Section 3: Understanding collective bargaining

An important part of the labour relations process is collective bargaining. It is essential for you to understand broadly how collective bargaining works and the importance of smooth labour relations processes to enable a harmonious and well-functioning school.

Activity 67: Defining collective bargaining
Suggested time: 30 minutes
Aim: a.   To explore the concept of collective bargaining. b.   To establish who is involved. c.   To establish when it normally takes place.

What you will do:

With your HEI CoP, discuss the following:

1. What is your experience of collective bargaining? Was the process fluid and simple, or difficult and complex?
2. Work together on building a simple definition of collective bargaining. Your HEI CoP may well have members who are well versed in collective bargaining processes and its purpose. This may assist in building a meaningful, but simple, definition.
3. Who is involved in collective bargaining? Under what circumstances does it occur?

Discussion of the activity

The key parties involved in collective bargaining in South African education are:

•   The Department of Education (the employer);
•   Teachers;
•   Labour unions.

This tri-partite relationship is depicted in Figure 22:

Figure 22: The tri-partite labour relationship

The *employer* and the *labour union* segments in the diagram are coloured in to indicate that the result of a collective bargaining agreement is between two entities:

> *One or more registered trade unions and (a) one or more employers; (b) one or more registered employers'*
> *organisations; or (c) one or more employers and one or more registered employers' organisations.* (Rezandt,
> 2015: 28).

The teacher is included because they are union members.

Collective bargaining has become a valuable tool in the quest for agreement on negotiable issues of importance in the best interests of education stakeholders. It has also been used to avoid disruptions such as strike action.

Section 23 of the Constitution provides for the teacher's right to engage in collective bargaining (Rezandt, 2015: 8). The LRA balances the interests of the employer (the DBE) and the employee (the teacher). Rezandt (2015: 25) points out the seriousness with which the court takes the right to engage in collective bargaining.

The definition of collective bargaining used in this unit is:

Collective bargaining arises from a right enshrined in the Constitution, and refers to the teacher's right to fair labour practices, including the right to strike and to engage in negotiations regarding conditions of service.

One of the most prominent trade union activists in South African history, Anna Scheepers (1982), says the following about collective bargaining:

> *I have fought my whole life for workers to have the right to strike and I believe in it as firmly today as ever before.*

> *But I also believe that all other avenues should be explored before taking such drastic action. In my view it should be the last resort. If strike action should become the weapon to enforce agreements it will be a sad day for the workers, the employers and South Africa.* (Scheepers, 1982: 51)

The right for teachers to strike is supported by Rossouw (2012: 133). Section 27 (2018) recommends that the designation of teaching as an essential service should be partial and only in exceptional circumstances. Most unions support the right to strike. The main dissenters appear to be political parties (Smit, 2018).

Unions involved in collective bargaining

The primary unions that are active within the education sector are the South African Democratic Teachers' Union (SADTU) and the Suid Afrikaanse Onderwysers-Unie (SAOU). The National Professional Teachers' Organisation of South Africa (NAPTOSA) is a federation of 11 other unions (Prinsloo, 2016: 238). It is clear that there are structures in place to allow for collective bargaining within the education sector.

You have an opportunity in the following section to examine the background of collective bargaining and how it works in the school context; and the relationship between the Department of Education and the unions.

The next activity looks at the relationship between the Department of Education and the labour unions, and considers teachers' right to strike.

Activity 68: The right to strike: stakeholder roles and responsibilities

Suggested time:
30 minutes

Aim:
To explore the right to strike action by teachers in the context of roles and responsibilities of different stakeholders.

What you will do:

1. Prepare for a debate on the right to strike. Organise two groups from your HEI CoP, one to argue *for* and one *against* the motion. The motion is: *Teachers have a right to strike.*
2. Gather thoughts and information from the following sources:

Role players in collective bargaining (Table 27)

South African Govenment's responsibility for educators and learners (Figure 24)

Principal's comment on learners affected by a strike (Text box under *Tension of interests*)
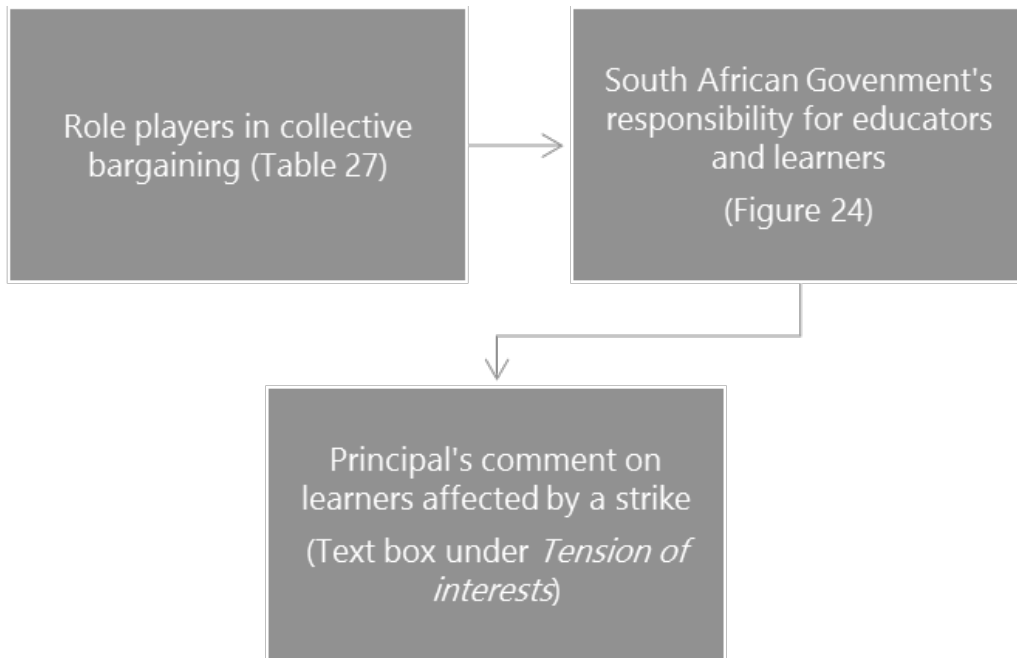
Figure 23: Sources of information on the right to strike

Table 27: Role players in collective bargaining

Entity	Roles and responsibilities
Government	To provide an appropriate statutory framework designed to regulate labour relations.
Department of Labour	Optional registration by unions with the Department of Labour provides rights and affords protection for union members (e.g. financial oversight).
Public Sector Bargaining Council	Serves the public sector as stipulated in Section 27 of the LRA.
Education Labour Relations Council	The official bargaining council for the education sector. (To broaden your knowledge on the ELRC, refer to appendix 5.6)
Bargaining councils of provincial administrations	Deal with the terms and conditions of service for non-educators
South African Council of Educators	*'Aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.'* (SACE,n.d.:1)

(Source: Adapted from Prinsloo, 2016: 239; Swanepoel *et al*., 2014: 721–724)
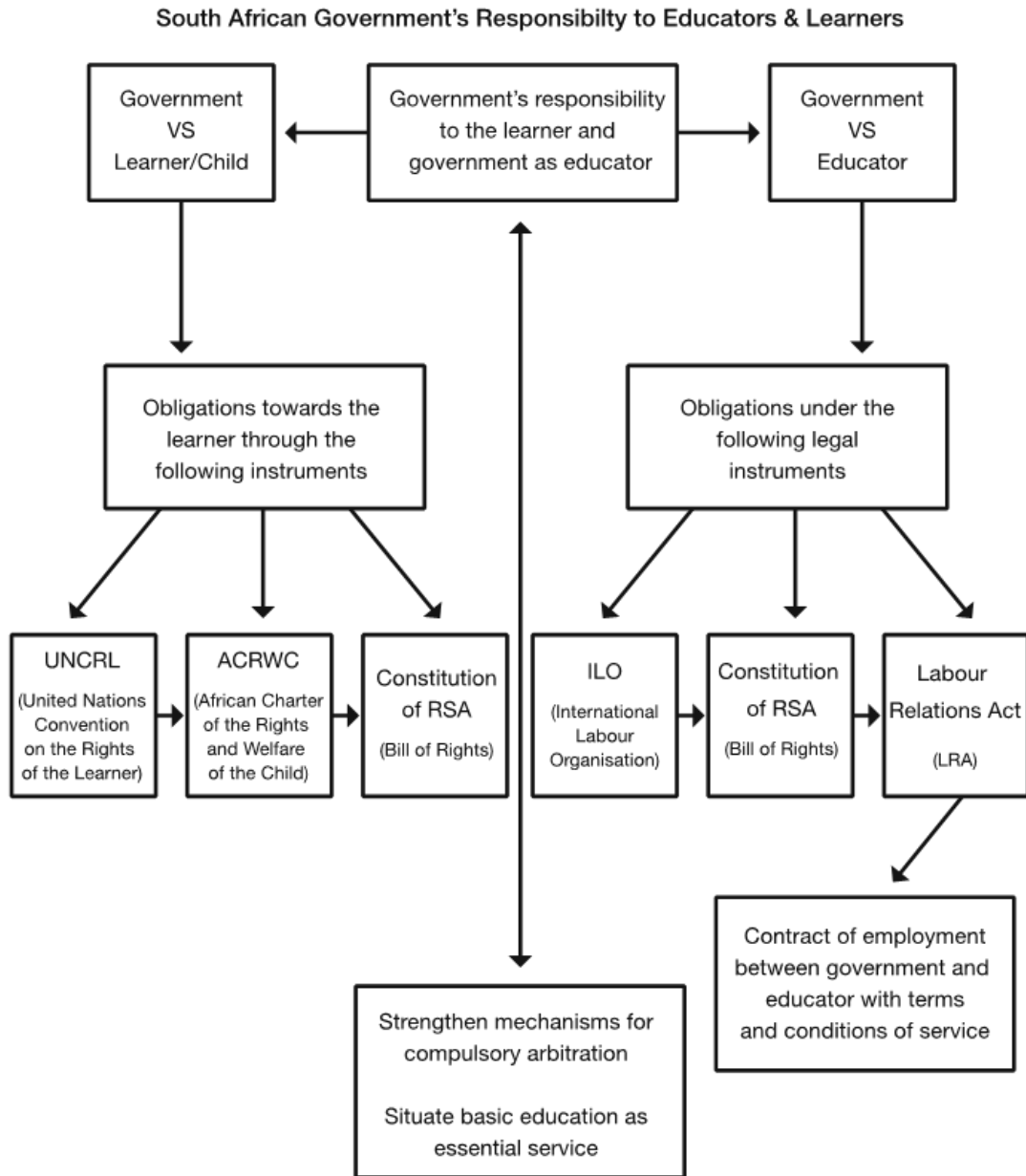
Figure 24: The South African Government's responsibility to educators and Learners
(Source: Rezandt, 2015: 2)

Tension of interests

The statement in the text box below is by a principal from a township school in Durban (Rezandt, 2015: 6). It captures the tension between a teacher's right to strike and protecting the learner's right to basic education. This tension is a result of failed negotiations between unions representing teachers (employees) and the state as the employer. It is a result of the failure of collective bargaining.

Statement: Principal's comment on learners affected by a strike

> *You see, sometimes there is a problem with your conscience. Here is a child I know. They are very poor at home. The child has gone as far as matric. He has become a hope in the family. If he finishes matric, we think our plight may be somewhat alleviated. We have plans. Here are teachers wanting their salary increase or whatever they want. The problem is, they are using wrong means [striking] to achieve what they want. You cannot use kids in order to achieve your salary increase. You are not fighting kids, but who becomes the victim is the child! That is morally wrong! … I will never accept that.* (Principal from a Durban school)

3. The two groups will present their arguments and rebuttals [contradictions or denials].
4. The whole HEI CoP will decide on the most effective argument.

Discussion of the activity

The debate may have been quite vigorous and heated. Views may have been strongly opposed or more homogenous [similar]. Remember that a debate is an intellectual exercise about being able to argue a certain position. You may end up having to argue a position which is different from what you actually believe. However, the debate will be a useful exercise in thinking.

Issues such as the *right to strike* and *learners' rights* may evoke quite different responses. Certainly, the matter is not a simple one. If the debate became heated, ask yourself why this was so. Remember being able to separate emotions from an argument and disprove another's point of view is best accomplished if you remain cool headed.

Adding more role players to the discussion, such as the government, bargaining councils, and SACE provides the opportunity for even more opinions. The topic becomes even more complex when the diagram on the government's responsibilities is added, and the fact that South Africa is a signatory to international agreements that have to be respected.

Hopefully, the debate revealed some empathy and understanding of the very real pain evident in the principal's concern about the struggles and aspirations of learners from an impoverished background (see text box above). The internal struggle voiced by the principal is a credit to her. The issue is complex because if teachers are not satisfied with their conditions of service, this is likely to impact on performance in any case.

Thinking broadly about strike action and the impact it has, leads to the consideration of various conflicting needs and interests of stakeholders. This is addressed in the following activity.

Activity 69: Conflicting needs and interests of principals and stakeholders

Suggested time:
1 hour

Aim:
To explore examples of conflicting needs and interests of principals and stakeholders.

What you will do:

1. With your school-based CoP, share what you understand is meant by needs? By interests? How do these overlap or differ?
2. Together, discuss the following questions:
   - Wanting to be the best school leader you can be, identify at least three of the school's *needs*, based on the school's vision, mission and goals?
   - Wanting to be the best school leader you can be, identify at least three of the school's *interests*, again based on the school's vision, mission and goals?
   - What do you consider to be areas of difference with other stakeholders in your school, and why might the *difference* be important? You may choose to identify and consider one stakeholder group – such as learners, or parents.
3. Refer to Appendix 28 which presents the rights of employers and employees in terms of the Labour Relations Act (No. 66 of 1995). The right to bargain collectively and to strike is evident. This information may be useful when completing point 4.
4. Read the case study *Performance agreements: playing the game of needs and interests*. The case study describes a situation where needs and interests of stakeholders differ.
   - In your Learning Journal, identify the needs and interests of the stakeholders in the case study.
   - Identify the areas of conflict and clashes.
   - Suggest ways in which the stakeholders can be brought together to reach consensus and agreement.

Case study: Performance agreements: playing the game of needs and interests

Performance agreements for school principals have been on the cards since 2011. "Has the hand not been revealed yet?" you might ask. Consider the shuffling that has been going on. The blame game. The hidden cards in the mix. The various needs and interests at play.

The DBE has blamed the delay in implementing performance agreements for principals on the union's failure to sign a collective agreement. The DBE announced that performance agreements were in the form of "work plans with clear targets and deliverables for their respective schools." These are to be developed by principals as part of the Quality Management System (QMS). The agreements are to be signed by the principal and the circuit manager. This QMS Collective Agreement has been signed by all but one union.

The union says that the agreement has never been ratified. They have placed a condition on embracing the agreement, that, if teachers performed satisfactorily, their annual salary progression should be 1.5% instead of 1%. However, the Minister of Basic Education said the union was using performance agreements as a bargaining tool to get the additional 0.5%. The union rubbished this claim. The union's general secretary said that since the QMS dealt with *all* teachers it has nothing to do with the *specific performance contracts of principals*, which [he said] was a new requirement by the department. They want the performance agreement policy to be tabled at the ELRC. The union's general secretary cited the National Education Policy Act, which compels the minister to consult with teacher unions, which he claims has not been done. Further, the union's general secretary said that broader aspects such as the conditions of a school and the basic tools should be investigated [and improved] and school principals' deliverables clarified before requiring performance agreements.

The DBE also blames the union's opposing stance for the lack of progress in implementing Competency Assessments for principals (first mooted in 2011), as one of the ways the department can overcome the challenges posed by improper appointments and jobs-for-sale scandals.

The union's general secretary agreed that procedures for the appointment of principals need to be reviewed, but mentioned the department's failure to consult unions before approving the Competency Assessments, stating that the department routinely pronounces on matters without consultation.

The department's Director for Education Management and Governance has now appealed to the director-general for his intervention in this matter.

The desired outcome is having the best, high performing principals, but the needs and interests of all parties' must to be taken into account.

(Source: Adapted from the Mail and Guardian, 23-06-2017)

Discussion of the activity

Consider how you understand needs and interests. Your understanding of the terms may be something like:

- Needs: A necessary function or result, something that the school cannot do without or where its lack would hinder curriculum delivery.
- Interests: A preferred result arising from self-interest, something that you would like.

Think about the differing needs and interests of stakeholders with regard to labour relations.

See Figure 25 for a summary of the concepts of conflict, control and power:

Conflict
- Between differing needs, interests of stakeholders
- Usually around working conditions, desicion making and control

Control
- Both parties seek to gain maximum benefit for themselves
- The Department seeks to control teacher's behaviour and performance
- Trade unions, on behalf of their members, challenge the employer's need to control and make decisions

Power
- Both the Department (as employer) and unions seek power (around conditions of service, rewards, etc.)
- Staff (teachers) seek to increase their influence by belonging to a union and its joint influence

Figure 25: Conflict, control and power
(Source: Swanepoel et al., 2014)

A way of thinking about the needs and interests of the three role players (the DBE, teachers and unions) is that there is no commonality of interest between them, and that the relationship is only about conflicting interests, needs, control and power. Another way of thinking is that the relationship is interdependent, with some overlapping areas of interest. Swanepoel et al. (2014) suggest, for example, that there is:

> *A commonality of interest in the continued successful functioning and existence of the [school], giving rise to the need to cooperate. Without the need for cooperation, labour relations and collective bargaining would not exist.* (Swanepoel, 2014: 725)

Swanepoel et al. (2014: 725) claim that because there are both commonalities and conflict, the relationship between the three parties is usually in a state of flux (change). You may or may not agree with this statement.

There may be insights that you have gained from the activity, that you can take to your school. Having considered different/conflicting needs and interests of stakeholders within the education sector, the next activity explores the tensions that can arise from the tripartite relationship of teacher, union, and employer (the DBE).

Activity 70: Relationships between the employee, employer and the union

Suggested time:
1 hour

Aim:
a. To explore the nature and tensions inherent in employee/employer/union relationships.
b. To understand that should help you to be more empathetic and aware.

Take note

The example of a labour union used in the extract you are going to read by Beckmann and Füssel (2013: 6) is the South African Democratic Teacher's Union (SADTU). The opinions expressed in the extract are those of Beckmann and Füssel and *not* of the AdvDip (SLM). However, the comments and principles are relevant and apply to the employer/school/union relationship, whatever the configuration of parties happens to be.

What you will do:

1. To prepare for this activity, you should read the relevant extracts from the Beckmann and Füssel article available in Appendix 23.
2. Do you agree with the article's assessment of SADTU? Using your own knowledge and experience, explain (in your Learning Journal) whether you think SADTU has a positive or negative impact, or both, on quality education in South Africa.
3. Prepare notes for a debate by:
   • Developing arguments and reasons that support your viewpoint.
   • Developing arguments and reasons that someone could use to oppose your viewpoint (counter arguments).
   • Providing answers to the counter arguments that support your viewpoint.
4. Prepare to present your viewpoints in a debate with your HEI CoP.

Discussion of the activity

As a participant to the discussions and the debate, you may have had a strong reaction to the statements made, depending on your affiliation and point of view. Remember that the article cited is merely an example, written for a particular publication, and represents only one point of view.

An interesting anomaly [inconsistency] in the first extract in the appendix is the dual role of unions. The unions are members of the government through the Congress of South African Trade Unions (COSATU) *and* an structure meant to protect worker's rights. Table 28 below provides information on the entities in the

labour relationship so that the requirements and extent of each entity can be properly understood. Such understanding may assist in preventing or minimising conflict.

Table 28: Roles of entities in labour relationship

Entity	Role
Government role	A strategic role to oversee the conduct of all parties to ensure that labour relations and collective bargaining does not have a negative impact on the nation.
Employer's duties (DBE)	Uphold the basic rights of teachers; fulfil their obligations as an employer such as payment of salaries and being committed to fair labour practices, by upholding labour law provisions.
Trade unions role	Protect and further the rights and interests of teachers and to represent them in collective bargaining.
Teachers' duties	To provide labour to perform work on behalf of the employer, and to further the interests of the employer. This means behaving in the required manner at work; performing work as required; remaining obedient and loyal to the employer (and management); complying with reasonable rules and instructions; and exercising the right to associate, bargain and strike in a responsible manner.
Teachers' rights	These include the right to work; strike; receive fair remuneration and service conditions; get training; associate with, and form and belong to trade unions; and the right to protection in the workplace (e.g. protection from health and safety hazards and from unfair labour practices).

(Source: Swanepoel et al., 2014: 734)

The following activity interrogates the viewpoint of education as an essential service, against a background of labour law; an understanding of the value of collective bargaining; a range of conflicting needs and interests of stakeholders; and the right to strike.

Activity 71: Is education an essential service?

Suggested time:
1 hour

Aim:
To consider whether education should be listed as an essential service or not.

What you will do:

The debate is currently one that has been raised at the highest level, so principals need to be aware of current thinking about education as an essential service.

1. Read the case study entitled *Is basic education an essential service?*
2. Prepare *for* and *against* arguments about whether basic education should or should not be classified as an essential service.
3. Be prepared to argue strongly for either viewpoint in your HEI CoP.

Case study: Is basic education an essential service?

Political will is essential when categorising basic education as an essential service in South Africa. This was demonstrated in the State of the Nation Address [by J. Zuma] on 15 February 2013: "By saying education is an essential service we are not taking away the constitutional rights of teachers as workers such as the right to strike. "This sentiment was endorsed by G. Mantashe when he was the Secretary-General of the ANC. He declared that education would be an "essential service". The Minister of Basic Education, A. Motshekga said: "We may need to look at making education an essential service [in future]. For now we must cease hostilities and make it a priority. So I don't know what will happen in the future, for now we are using the word 'essential' to show it is critical and must be worked on accordingly."

(Source: Rezandt, 2015: 68)

Discussion of the activity

It is sometimes challenging to distance yourself from your personal point of view. Being able to refrain from turning an academic debate into an emotional argument is not always easy. But it is important to be able to remain objective and to qualify your argument by using information from a reliable source.

Your *for* arguments may have focussed on teachers' rights – to free association, to join a union, to participate in strikes. Or they may have focussed on the need to protect your rights (and teachers' rights). Perhaps you are afraid that teachers' rights will be eroded or diminished. Or perhaps the key point for you was that education is an essential service. If that is so, essential services are not permitted to strike. But the ex-President indicated that both provisions should apply – that education is an essential service *and* that teachers should still have the right to strike. Perhaps there is a way that a compromise could work.

There is strong support (Rezandt, 2015: 69) for the viewpoint that the International Labour Convention, the Constitution of the Republic of South Africa and the LRA interpretations of freedom to associate, *do not support limiting the right to strike for basic education as an essential service.*

Amongst the legal and labour rights sector there are a variety of differing opinions on whether teaching should be designated as an essential service or not, and thus whether teachers should have the right to strike.

The Minister for Basic Education, recognises the strategic use of strikes in the negotiation process. She said that a minimum service should be performed by some teachers while others continue with negotiations to resolve a dispute. The conclusion is that the Minister "admits that the law does not recognise education as essential service" (Rezandt: 2015: 69). Another proposal (Rezandt, 2013: 69) is for the right for teachers to strike to be limited. What is your position on the matter? Should learners' right to education (under section 28 (2) of the Constitution) be designated (named) as the most important right? Is the right for teachers to strike equally important as learners' rights?

It is clear from the discussions presented above, that the matter of teaching as an essential service' and thus teachers' right to strike, is a contested area with many differing opinions. And differing rights. Whose rights, in your opinion, should prevail in the end?

The next activity serves as a reflection on what has been reviewed and learnt in this unit about managing relationships to create a conducive school environment.

Activity 72: Reflect on your experience

Suggested time:
1 hour

Aim:
To reflect on your experience, and the outcome, when handling one of the following: a collective bargaining, labour relations collaboration *or* a negotiation process.

What you will do:

1. In your Learning Journal, explain how you have played a leading and managing role when handling one of the following: *either* a collective bargaining, labour relations collaboration *or* a negotiation process. If applicable, be sure to mention how you were guided by collective agreements made available on the ELRC website.
2. Analyse the impact/effect of your actions and the outcomes. Be sure to discuss what you would/might have done differently, given what you now know about the legalities and practicalities of managing relationships.
3. The intention is for you to be able to use 'your story' as a discussion and training tool for use with senior staff at your school. You should include this information in your PP and link it to your WPP.

Discussion of the activity

Labour disputes and disagreements are almost inevitable given the nature of human relationships in the workplace. This arises from the common interest that exists between an employee and the employer. No dispute should be allowed to get to the stage where relationships are permanently damaged and trust is irretrievably broken down. If you are fully aware of collective agreements, these will guide your choices appropriately and hopefully prevent permanent damage.

Take note

> Your HEI programme provider may choose to apply this activity as a formal assignment towards summative assessment.

Key points

Unit 5 focussed on the following key points:

An introduction to managing labour relations

- Your labour rights.
- Framing labour relations within a human rights context.
- Linking labour relations, rights and responsibilities.
- Standards for managing internal and external relationships.

Legislation and principles for managing labour relations

- South African labour legislation.
- Labour relations principles.
- Importance of labour relations processes.
- Labour relations processes and procedures.

Understanding collective bargaining

- Defining collective bargaining.
- Collective bargaining in the South African school context.
- Relationship between the Department of Education and the labour unions.

In Unit 6, the focus will be on circles of connectedness.

Unit 6: Circles of connectedness

Introduction

The overall focus of this unit is on how legislation and policy guide interactions (primarily between people within a school and school stakeholders), and how, together with strong values, they enable collegial and good relationships between all school stakeholders. In this unit, this way of interrelating with all stakeholders has been characterised as *circles of connectedness*.

The South African Standard for Principalship (SASP) (2015: 5) specifies "educational and social values that the principal needs to uphold." All five of the values listed in the Standard (2015: 6) are of relevance to this final unit of this module. The values are:

1. All learners have the right to have access to relevant and meaningful learning experiences and opportunities.
2. The school community has the right to active participation in the life of the school.
3. All members of the school community must be treated with respect and dignity and with recognition of their diverse natures.
4. The school community has the right to a safe and secure learning environment.
5. The well-being of all learners must be fostered within the school and the wider community.

This unit looks at close inter-relations of the school and stakeholders, and how policy governs these. *Module 5: Working with and for the wider community* is about understanding the community around the school and how long term co-operative relationships can be built. So this unit prepares you for the next module where connections extend through and beyond the school into the community it serves.

The values articulated above are about respect and connections between people within the school and beyond. This is the essence of this unit – it is about the different types of connections between people. These connections can be relational connections, connections through place and position, and connections required by stipulated processes.

Values take priority and are at the start of ethical behaviour. Starratt (2012) states that:

> *Acting ethically means being sensitively connected to the values expressed by the sign and symbol system of that culture, for they make up the foreground and the background of the relationships as they unfold.* (Starratt, 2012: 57–58)

Legislation and policy follow as they frame how role-players and stakeholders in the school need to relate to one another, with regard to their own roles and responsibilities and school property. It was discussed in the overall introduction to this unit that there is a strong connection between legislation and policy, and the values that they espouse and manifest.

This unit comprises three sections, namely:
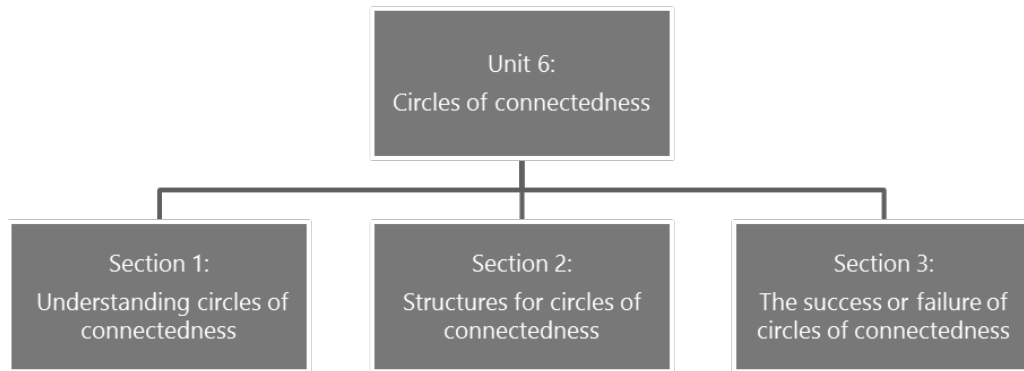
Figure 26: Structure of Unit 6

Unit 6 learning outcomes

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

• Understand schools as communities and apply relevant content knowledge in leading and managing people both inside and outside the school.

Section 1: Understanding the school as a community: Circles of connectedness

This section looks at what is meant by *circles of connectedness*. It also covers underpinning values because of their importance in framing ethical behaviour and how people interact; and provides a broad look at legislation and policy and how this guides and frames interactions. Compulsory and optional school policies are explored as these also govern how people are required to behave in order to maintain and build relationships and *connectedness.* These policies include how to deal with disputes properly. Finally, linkages between legislation, national policies, guidelines and school policies are examined. They work together to enable connectedness between people and practice.

Activity 73: Identify circles of connectedness in your school

Suggested time:
I hour

Aim:
To identify the ways in which people and processes are connected within the school, ultimately to create circles of connectedness.

What you will do:

1. With your school-based CoP, develop a simple diagram that you think represent the circles of connectedness in the school.
    *   To provide inspiration or to spark ideas, two examples are offered. The one shows different school stakeholders and how their interests intersect; the other looks at circles of connectedness based around hierarchical roles and responsibilities as described in Personnel Administrative Measures (PAM). See below.
    *   Draw your diagram on a sheet of paper so that you can share it with others.
    *   Try to make your diagram as interesting and creative as possible.
    *   Give your diagram an interesting name that captures your thinking on circles of connectedness.
2. You will then share your diagram with your fellow participants and explain your thinking.
3. As an individual activity, write out your explanation of your circle of connectedness diagram.
4. The diagram and your explanation should be placed in your Professional Portfolio (PP).
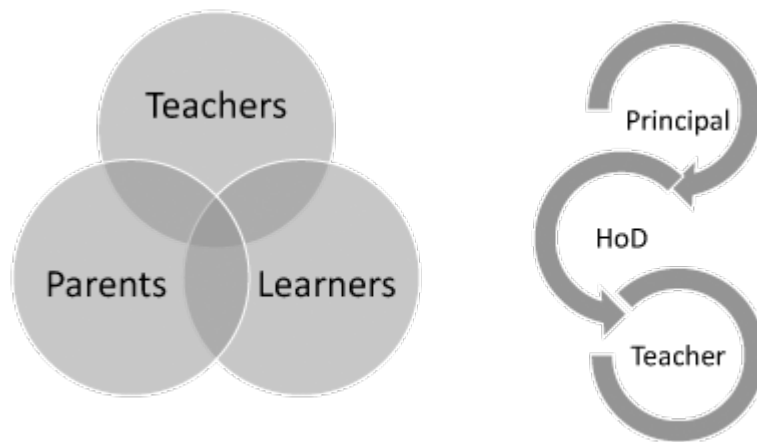
Figure 27: Examples of circle of connectedness

Discussion of the activity

Your diagrams may have indicated different ideas about circles of connectedness within the school. One option may combine the *soft* aspects such as values and relationships, as well as the *hard* aspects such as legislation that governs what you do and how you do it. Another option may indicate the values that foster circles of connectedness.

In reality, the hierarchical and autocratic approach common in the apartheid era still continues in many schools today, despite the change in policy. How people interact and relate is not usually the focus of leadership activities and behaviours in an organisation such as a school. But the Department of Basic Education (DBE) has set as the standard for leadership, distributed, collaborative and ethical leadership. This style of leadership is less about the leader and more about the way people within the school interrelate and cooperate with one another, while fulfilling the mandate of the school to deliver quality teaching.

The next activity revisits constitutional values and then explores the values of the principal as school leader, as well as those that the school has selected and captured in the school's vision and mission statement. Selected values should guide behaviours and enable people to connect and interact productively.

Activity 74: Revisit constitutional, personal and school values

Suggested time:
30 minutes

Aim:
a.   To revisit constitutional values.
b.   To consider your personal values.
c.   To think about the values of the school.

What you will do:

Individual activity

Record your responses to the questions below, in your Learning Journal.

1.   Does your school have an agreed set of values by which it operates? If so, what are they? How are these values known to all learners and staff in your school? Write them down in your Learning Journal.
2.   You completed a values task in Unit 2 of this module. What five values did you select as your *most important*? Write them down in your Learning Journal. The idea is to compare your personal values with those of the school.
3.   Together with your school-based community of practice (CoP), organise a meeting with key stakeholders in your school. For the meeting, plan a short presentation where you discuss constitutional values, the key values for school principals listed in the South African Standard for Principalship (2015), and the need for a set of clearly articulated values for the school.
4.   The output of the meeting should be a revision of the school's values or the generation of a new list of values (no more than five). These values should then inform future revisions of policy and, of course, should be reflected in the school vision and mission.

Discussion of the activity

The SASP (2015) is very clear about the values that the DBE expects all principals, school management teams (SMTs), school governing bodies (SGBs), and teachers to adopt and promote. The SASP (2015: 20) links these values to the type of leadership that is required – which is described as *shared*, *participatory*, and about *development* and is influenced by the philosophy of Ubuntu. In short, leadership that is distributed and transformative. The emphasis is on empowerment and especially the professional development of staff, through effective, strong interpersonal relationships.

The matter of values and ethics is complex and nuanced. Values and ethics were discussed in both Unit 1 and Unit 2 of this module. In this unit, which is about doing the right thing by following processes and about building connections, ethical behaviour, based on strong core values, is essential. Nancy Tuana is a North American academic and philosopher who researches issues of feminism and ethics across a number of disciplines. She talks about the need for a commitment to ethics and values that extends beyond the school leaders: "An ethical community exists because the commitment to ethical leadership permeates the entire community" (Tuana, 2015: 264). This immediately raises concern because the reality is that many

communities in South Africa are in crisis, with numerous social issues affecting their cohesion. Although Tuana works and writes in the United States, the overwhelming social inequities within our communities makes her research equally applicable to the South African context. Tuana (2015: 262) however asks, whose ethical values are the ones that should predominate? Values can be ethical but still compete – for example, *compassion* over *fairness*, or *justice* over *empathy*. There is also the issue of having moral courage to act on values. As discussed in Units 1 and 2, it is no use having values and then standing by and allowing behaviour that breaks or violates those values. School leaders must be challenged, not only to manage and administer – but also to *lead* by doing something towards reducing the social inequities in their school communities. They need to promote positive social change within their school communities, no matter how small it is at the start of the process. In this way, school leaders begin to operate as transformative leaders, as discussed in Unit 2 of this module.

If you have identified any deep social issues in your school community, you may want to thinks about how you could bring about positive change. This could become the focus of your **Workplace Project (WPP).** Think about what kinds of interventions you could implement as part of your WPP that have the potential to bring about a level of change? Of course, tackling social inequities will not be simple and will require courage on your part.

In terms of values, Weissbourd and Jones (2014) argue that schools should make a special effort to create:

> *…a culture in which everyone is included and where putting others down is frowned upon. Such efforts often start with students, most of whom want a more caring environment and are better able to influence classmates than adults are. Adults in schools must set a good example by examining their own attitudes and actions toward students they find difficult to like.* (Weissbourd & Jones, 2014: 42)

This plea resonates with the main theme of this unit which is the idea that school communities need to function as *circles of connectedness*. These circles are about a commonality of purpose amongst school stakeholders, as discussed above in Activity 73. However, creating an inclusive, caring environment is not a simple task. It will require a school-wide change programme, and the desired attitudes, values and behaviours must be practised and modelled first of all by all those in leadership positions in a school. Later on in this unit, you will watch a TEDTalk by Rita Pierson, who mentions how teachers need to treat even unlikable learners fairly.

Next, the importance of the Constitution, legislation, national and provincial policies and guidelines is clarified. As discussed in various other modules and particularly in *Module 7: Working within and for the school system*, school-level policies fall under national and provincial policies and guidelines. Policy implicitly and explicitly supports positional and hierarchical power in the form of the principal. Within the school as a system, often the hierarchical nature of *position* and *rank (of school leaders)* is foregrounded. This is still a very common approach to leadership in South Africa. The leader, who wishes to develop an ethical and distributed leadership approach and culture in the school, will need to work hard on emphasising personal and collective agency amongst all school stakeholders to change this mind set. Then legislation and policy becomes a *means*, not an *end*.

The link between legislation, guidelines, and policies

The specific link discussed here is the link between legislation, national policy guidelines, and school-level policies. This section also looks at what happens if, at times disputes arise (see the case study below for an example) and how the Constitution remains the primary reference point for resolving any policy disputes. Refer to the figure below:
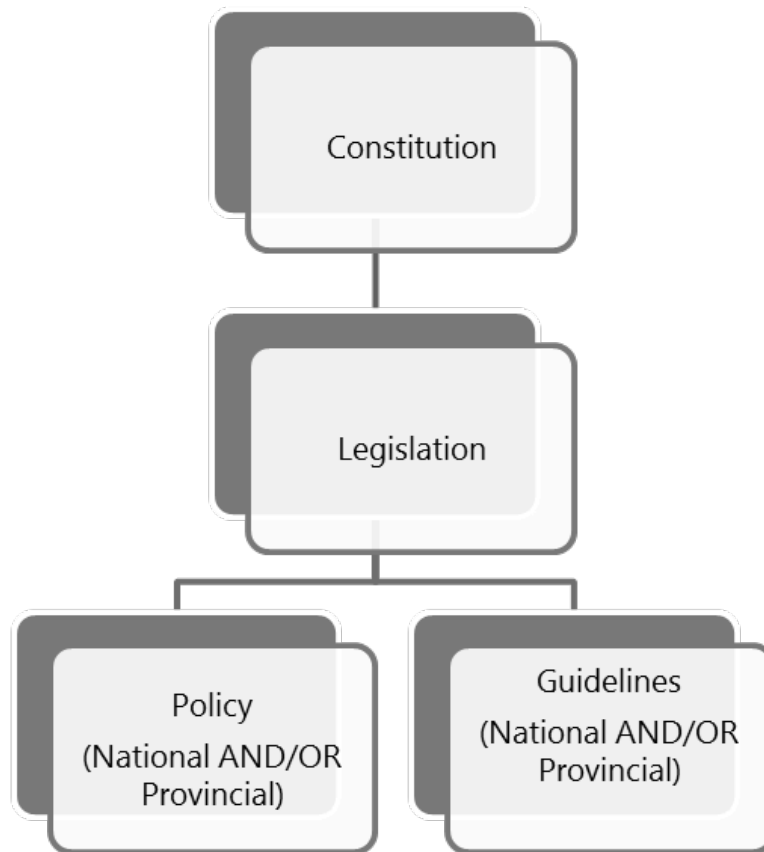
Figure 28: The importance of the Constitution

Stipulated and optional school policies

School-specific policies are developed by the school for itself, based on the context and circumstances of the school, under the auspices and direction of the SGB. The Correction Notice: Governing Body Amendment Regulations for Public Schools (DBE, 2012) states SGB functions as per SASA, and oversight of school-specific policies is one of these functions.

The next activity explores school policies which are stipulated by SASA or other legislation, and those that are optional, as well as why optional policies may be useful for a school. A school principal uses school policies as a way of ensuring that all stakeholders understand their responsibility to act and behave in acceptable ways, to reinforce the connections between all.

Activity 75: Stipulated and optional school policies

Suggested time:
1 hour

Aim:
a. To review your school's policies against criteria for a good policy.
b. To plan to address gaps or shortcomings in your school's policies, with the assistance of relevant stakeholders such as the SGB.

What you will do:

The policy that is most relevant to the theme of this unit is the learner Code of Conduct (already discussed in *Module 3: Leading and managing extra- and co-curricular activities*) as this regulates how people need to behave towards one another. The learner Code of Conduct is a compulsory school policy.

1. There are many stipulated, compulsory school-based policies (see Appendix 29). Use the information from Appendix 29 to choose which policy, relevant to your WPP, you are going to use for the task that follows.
2. There are also many possible optional policies that could be formulated by the school under the guidance of the SGB (see Table 29 below). Scan the list of optional policies and then complete the checklist in the table.
3. How does the learner Code of Conduct have relevance to your WPP?
4. Access your school's policies. Together with your school-based CoP, select ONE policy, the one most closely related to the topic of your WPP. Scan the selected policy to assess whether it meets the broad requirements for a good policy as given in Table 30.

Table 29: Checklist for optional policies

Sample of optional policies	Tick if developed	Tick if implemented
Assessment policy*		
Bullying policy		
Cell phone policy		
Employment policy for staff employed by the SGB		
Extra-curricular and sports policy		
Facilities and resources use policy		
Finance and controls policy		
Fund raising policy		
Homework policy		
Information communication technology (ICT) acceptable use policy		
Leave policy (SGB employed staff)		

Sample of optional policies	Tick if developed	Tick if implemented
Policy on school reports*		
Records policy (staff and learners)*		
Safety policy (guided by safety regulations)		
School teaching hours policy*		
Sexual harassment policy		
Subject choice policy		
Textbook policy		
Tours policy (underpinned by the compulsory safety regulations)		
* In order to assist schools and SGBs with the development of policies, the DBE has supplied guidelines for some of these policies, currently the ones indicated by a *, on the DBE website.		

Table 30: Criteria for a good policy

No.	Criteria	Tick if applicable
1.	The relevant policy title is clearly indicated.	
2.	Dates: The date indicates when the policy was first developed and the 'Last Updated' is the date when the policy was reviewed or changed.	
3.	'Target Group' indicates who the policy is for, i.e. for learners, staff, school operations, SGB, etc.	
4.	The 'Purpose of Policy' is to ensure clarity about WHAT the policy is about and WHY the policy exists. This may or may not be written into the policy document itself, but it will help in writing the policy.	
5.	The objectives or goals of the policy are WHAT needs to be achieved through the policy. This may or may not be written into the policy document itself, but will help to check - once the policy is written - that it covers the relevant areas.	
6.	The 'Legislative Framework' is included to make sure that the relevant laws and regulations (and circulars) have been consulted in drafting or reviewing the policy. It serves as a reminder that policy is developed and framed by a context.	
7.	The policy is written in simple, plain language.	
8.	The policy has been presented to relevant stakeholders and accepted by them.	
9.	The date of ratification of the policy is indicated.	

5. What other policies are relevant and useful for your school context and circumstances? Why?
6. Together with relevant stakeholders, develop a plan to revise out dated policies where necessary. For example, ICT resources date quite quickly and so a policy on ICT fair use would need frequent updating.

Discussion of the activity

The purpose of having policies is to regulate behaviour. Policies should be easy to read and understand. They should be clearly written, helpful documents that clearly state what is expected and what is not acceptable. Policies are part of what makes communities function. The school policies required by SASA

and other legislation do not cover the full range of what may be useful within a school. Further policies that respond to the specific context and reality of individual schools will also be necessary. Provincial Departments of Education may also issue guidelines from time to time, or they may supply useful templates for policies that can be adapted for a school's use.

Unfortunately, policies are only useful insofar as they are current, circulated, understood by relevant stakeholders, and applied in practice. A school policy whose provisions are ignored is as unhelpful as one that is poorly written or out dated. It may happen that a school has a perfectly useful policy that is not implemented because of a lack of will, or for some other reason. This was the case with a township school in the Vaal Triangle. The school was plagued with gangsterism and gang-related violence, so much so that a learner at the school who was stabbed outside the school premises, died of his wounds. After this incident, the principal and the SGB chairperson together vowed to implement the consequences stipulated in the Code of Conduct. The result was a reduction in violence on the school premises. The leaders in the school worked together to change the school's way of handling gangsterism from a passive stance to active engagement. This is an example of connectedness that impacted in a positive way on the school – and no doubt on the community.

The next activity looks at the application of policies and procedures, and especially at what goes wrong when these procedures are not followed as set out. This is an example where the circle of connectedness is broken.

Activity 76: The value of following guidelines and procedures
Suggested time: I hour
Aim: To emphasise the importance of following a policy's stated processes and the consequences of not doing so.

What you will do:

1. Read about Layla Cassim's experience at her school and the information about the learner Code of Conduct provided in the boxes below it.

Case study: The story of Layla Cassim

> When fourteen-year-old Layla Cassim wrote a response to a one-sided article about the Israel/ Palestine land issue that was posted on the notice board at her school, she did not expect to be suspended and banned from the campus immediately and without warning.

She had, after all, written the article on the advice and with the support of a teacher, in response to what she felt was an issue that should receive equal representation. Although her suspension and banning were pending disciplinary action, no disciplinary hearing was held and her suspension was set aside to enable her to participate in the year-end examinations.

Layla's complaint to the Human Rights Commission led to a meeting between the Cassim family and representatives from the school. But this was inconclusive due to a failure to reach agreement on certain aspects. The outcome then depended on the letter of the law, and determination by the legal department of the Human Rights Council. The Bill of Rights espouses the right to administrative action (Section 33) and the right to freedom of expression (Section 16), both of which were violated in Layla's case. She was not given the right to test the action against her by the school. Neither was she given the right to defend or support her version of the matter, since the intended disciplinary action did not take place. In addition, while the school asserted that Layla was suspended for her own safety and not as a form of punishment, this was not supported by the school's immediate actions, the tone of the letter of suspension, or the school's failure to follow procedure, in dealing with dispute. Their actions further violated her right to basic education as provided for in Section 29 of the Constitution, and did not respect her right to freedom of expression, or acknowledge that she too had the right to an opinion and that she had not acted without first seeking advice and tacit approval from a person of authority (the teacher) at the school.

(Source: Joubert et al., 2016: 62–66)

Information: Working with the provisions of the learner Code of Conduct

One of the functions of SGB members is to play a role in disciplinary processes for learners and school-employed staff. The processes they have to follow will be set out in the Code of Conduct.

The Code of Conduct will usually list *misconduct*. Regulations that should be incorporated into school codes of conduct define serious misconduct on two levels:

Schedule 1: serious misconduct that could lead to suspension.
Schedule 2: serious misconduct that could lead to expulsion.

2. Carefully look at the misconduct process flow chart that follows (Figure 29).

```
                          ┌──────────────────────┐
                          │     Misconduct       │
                          └──────────────────────┘
                                     │
                                     ▼
┌─────────────────────────────────────────────────────────────────┐
│            Principal begins disciplinary action                   │
│  -   Enough evidence                                              │
│  -   Best interest of school and its community                    │
└─────────────────────────────────────────────────────────────────┘
```

Principal begins disciplinary action

- Enough evidence
- Best interest of school and its community

SGB

- Appoints Disciplinary Committee (DC)
- DC is made up of 3 people

Precautionary suspension

SGB **MUST** hold disciplinary hearing within 7 days

NOTICE OF HEARING

- Notice of at least **five** (5) school days is given
- Parent and learner **must** sign receipt of notice
- Notice **must**:
    o State what the alleged misconduct is, date and place
    o State the time, place and venue of the hearing
    o Give information on rights of learner

DISCIPLINARY HEARING

- Interpreter must be present if needed
- DC must keep full and accurate records
- Prosecutor says what the charge is and presents case against learner
- Chairperson of DC asks learner to plead guilty or not guilty

If pleads **GUILTY**

- Chair questions learner to make sure the learner is guilty
- If learner's version very different from prosecutors, or Chair not satisfied that learner is guilty, the Chair must enter a plea of not guilty
- If satisfied learner is guilty, DC must find learner guilty

If pleads **NOT GUILTY**

- Prosecutor leads evidence & calls witnesses
- Questioning of witnesses by learner (or representative)
- Prosecutor questions witnesses or looks at evidence
- DC questions witnesses or looks at evidence
- Prosecutor and learner/representative say to DC whether guilty or not

FINDINGS OF DC

- Finds learner guilty or not guilty of misconduct
- Informs learner of findings and reasons
- Hears about the circumstances that could soften or harden the penalty
- Decides on penalty
- If decision is expulsion, then must recommend to HOD
- May suspend learner while waiting for decision from HOD
- HOD must make decision known within fourteen days

NOT GUILTY

GUILTY

Lift suspension (if had one)

NO APPEAL

APPEAL

- Learner can appeal **finding** or **sanction (penalty)**
- Appeal within **fourteen** days of finding
- Direct appeal to MEC (or delegate)
- MEC decides on appeal
  - o Uphold
  - o Change penalty
  - o Dismiss

IMPLEMENT

- Decision of disciplinary hearing OR
- Decision of appeal authority

Figure 29: Process flow chart for handling misconduct
(Source: Employment of Educators Act, 1998b: Sections 18–25 & Schedule 2)

3. Finally, complete these tasks with your Higher Education Institute (HEI) CoP:
    *   Share an example where the *circle of connectedness* in your school was broken. Give the circumstances of the event. Reflect on how the situation should have been handled, if it was badly handled. Or, if it was well handled, reflect on how the leadership actions resulted in the circles of connectedness being re-connected.
    *   Use the process flow chart (Figure 29) to determine where the disciplinary process applied to Layla went wrong. Suggest the steps that the principal should have followed instead. Finally, note the lessons that you can draw from the incident.

Discussion of the activity

There are other ways that the school principal could have handled this matter, instead of immediately stepping into a punitive (punishment) mode. The school principal clearly did not follow the correct process. He immediately decided to suspend Layla, without a hearing. It may be (although this is not stated) that he was responding to pressure from parents who supported the *other side* of the story. His ha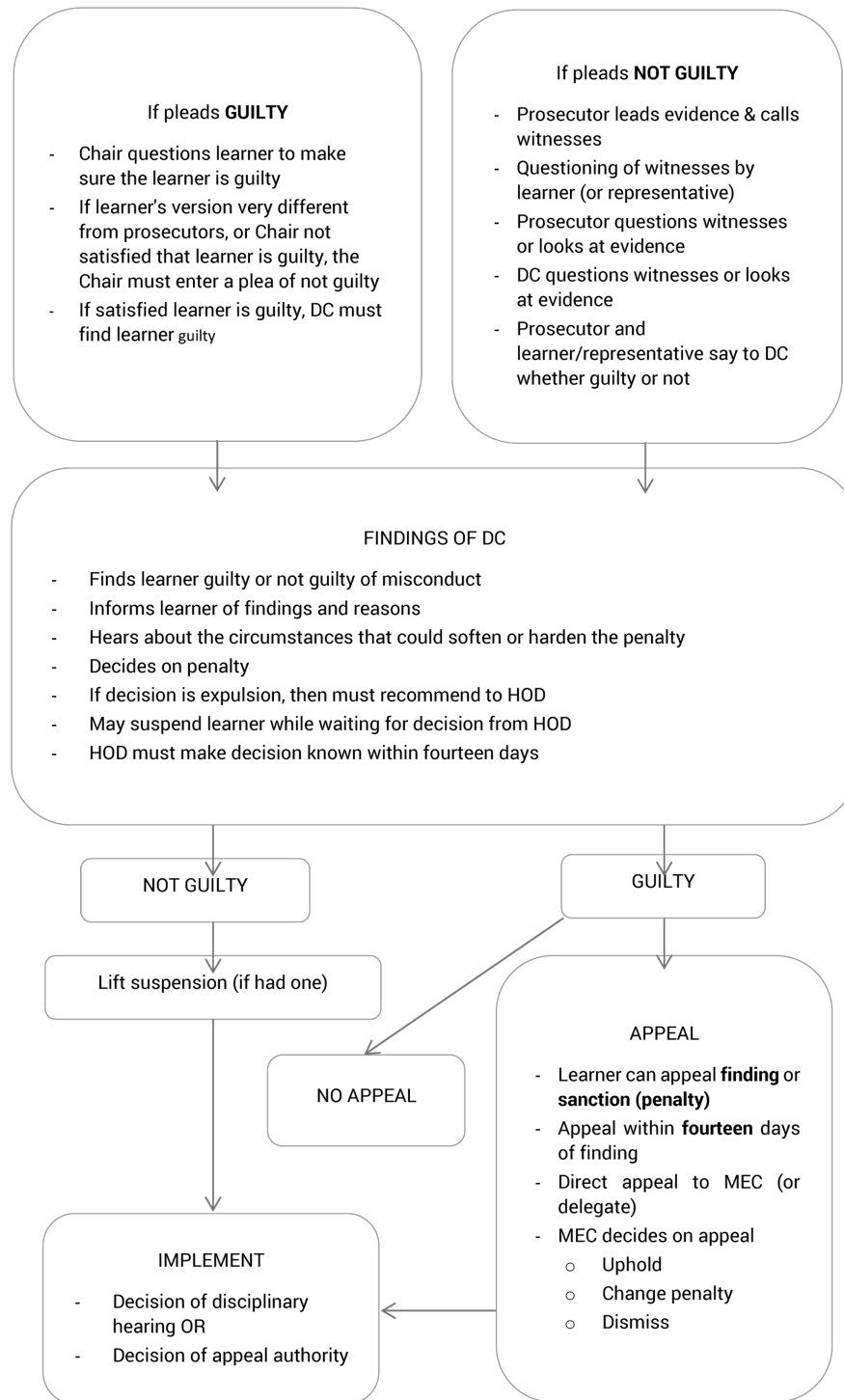sty action meant that Layla was not given a chance to defend or explain her point of view in an open discussion or debate. One side of the argument was allowed to state a point of view, while her side was seen as an aggressive response. A diversity of opinion was clearly not encouraged by the principal. He failed as a leader (vision, school ethos) and as a manager (process). Violation of her human right to free speech originated in the reaction and response to her story.

This is an example of how circles of connectedness can be broken – processes were ignored, relational leadership and values were forgotten and instead, a hierarchical and autocratic response surfaced. A more acceptable way of responding would have emerged from a relational leadership approach, where the principal would have considered all points of view and why the matter was so important to Layla. Instead he immediately judged her behaviour. He did not demonstrate a *connectedness* between different sectors of the school community, but instead displayed divisive tendencies.

What should have happened is that an open forum for discussion and debate should have been set up, perhaps in the staff room and in assembly. This would have given staff and learners an opportunity to voice their concerns and viewpoints and would have reflected a more inclusive, collaborative way to deal with the issue.

The next activity is *in contrast* to the story of Layla Cassim. You will read about a school that took a firm stance on a disciplinary process, with a different outcome for the school. This action describes how the correct application of a policy had an acceptable outcome for the school.

Activity 77: The benefits of following due process

Suggested time:
30 minutes

Aim:
To demonstrate the outcome for a school when the correct process, as required by school policy, is followed.

What you will do:

1. Read the summary of the following case as described by Deacon (2016):

Case study: Parow Secondary School – forfeiting your rights

Parow Secondary School took the view that, in the light of disciplinary problems and lack of respect for authority, a learner may forfeit their right to attend a school function. This resulted in a learner at the school forfeiting her right to attend a school function because of misconduct. The Western Cape Residents Association, a welfare organisation, approached the court, seeking to enforce the alleged right of a member's daughter, the learner in question, to attend the school function to which she had not been invited.

It appeared that all Grade 12 learners had been informed at the beginning of the school year, that attendance at the function was a *privilege* and would be accorded only to those learners whose conduct – both academic and otherwise – merited it.

The findings

The judge found that a school must teach its learners discipline and respect for authority. The granting of a privilege as a reward for good behaviour was one of the tools that could be used to teach such a lesson. The withholding of such a privilege could therefore not be claimed as an infringement of a right to equality or to dignity. In fact, granting a privilege to learners who had not earned it, might constitute an infringement of the rights to equality and dignity of those learners who had earned it.

Obviously, the right to freedom of expression does not entitle a learner to be ill-disciplined or rude. The system of rewards for good behaviour permeates all walks of life and to learn the system at an early age can only benefit the learner later on in life.
(Source: Deacon, 2016: 131–133)

2. Pull out the key factors that led to the success of the school's defence of its position. Note these in your Learning Journal.
3. Make notes on the lessons for yourself. For example: What message was sent to learners about behaviour and consequence? What message would have been sent to learners if the misbehaving learner had been invited to the function? What did the school do that was correct or what could it have improved on? What impact do you think the entire incident would have had on learners and parents at your school if you had a similar disciplinary measure in place?
4. In terms of following *due process*, the school was correct. Therefore, this contributed to the school winning the case. However, from a relational point of view, do you have suggestions about how the school could approach discipline in a different way? What are these suggestions and how could a different approach reflect a different, more collaborative leadership style? (The policy may well have been developed collaboratively, but the approach to discipline seems rather punitive.)

Discussion of the activity

The case study as presented is interesting. The school has a very clear policy, and had communicated that policy to all learners at an early stage in the year. The consequences for bad behaviour were made clear. This is what the judge responded to – finding that the school's sanction in not allowing the ill-disciplined learner to attend the function, was not an infringement of the learner's human rights. In terms of policy and procedure, all is well.

A further issue does however need to be raised about why the school assumed that such a sanction was necessary. There may be another, more constructive way, to work with a learner who is behaving badly. For example, this particular learner's circumstances may create mitigating factors (circumstances that make the behaviour less severe). The approach described in the case study seems more like a *stick* than a *carrot* approach. Another more positive approach to discipline requires learners to *earn* a right rather than have one *taken away*.

Note down in your Learning Journal insights that you have perhaps gained as a result of this activity and the one that precedes it. It may be a good idea to include an example of a disciplinary process (keep it anonymous) in your PP.

This section of the unit on circles of connectedness has unpacked the base issues of values, ethics, and leadership in the school context, as well as the importance (and value) of the legislation, policies and guidelines that assist in the management of the school. Leading on from this is an explanation of the teacher's *Conditions of Service* and what is required of them by the policy set out in PAM. The necessary values of care, connectedness and support form a framework within which the Conditions of Service and PAM need to be applied. Without the *care* and the *connection* they may simply become policing documents.

Section 2: Structures for circles of connectedness

In this section the Conditions of Service and Personnel Administrative Measures (PAM) and the impact of legislation on leading and managing people and change will be discussed. First, you will be required to spend some time considering educator's responsibilities, in line with extracts from PAM (in Appendix 30) and applying these to the school situation.

Conditions of service and PAM requirements

The revised PAM https://tinyurl.com/ycxqryo7, applicable to educators in the public service, was published on 12 February 2016. PAM covers Conditions of Service, as well as employment matters pertaining to educators. The revised PAM is a good reference tool because it includes all the collective agreements of the Public Service Coordinating Bargaining Council (PSCBC) and the Education Labour Relations Council (ELRC) that have a bearing on the Conditions of Service of educators.

The next activity provides an opportunity for you to practise holding a discussion with a Head of Department (HOD) about responsibilities set out in the PAM. The activity drills down to the specific tasks required of an HOD. It is about accountability, within a context of support. Activity 79, the *primary* focus is on the School Management Team (SMT) as the *management team*. A suggestion is made later on about a school-based activity with HODs and teachers in order to discuss roles fully and in collaborative groups.

Activity 78: PAM and HOD performance role play
Suggested time: 90 minutes
Aim: a. To reflect on what you know about PAM.   b. To practise holding a structured discussion with an HOD about PAM responsibilities in order to balance *compliance* and *support* needs in an appropriate manner.

What you will do:

Knowing how to manage *compliance* and *support*, which are sometimes in conflict with each other, is something that all school leaders need to master.

1. In your Learning Journal, write a reflection on how well or otherwise, you know the PAM roles and responsibilities. Your response could indicate whether you are familiar with all PAM requirements or only those you have explicitly studied. Think about why it is important, as a school leader, to be well acquainted with the provisions of PAM.
2. Review the HOD Performance Monitoring Record (Appendix 31) and adjust it to suit your school.
3. Practice holding a performance discussion. To do this, role play a discussion with an HOD, using the form as a basis. Talk about accountability, responsibility, delivery, quality, etc. Another issue for discussion could well be how to balance the workload and range of responsibilities that an HOD has.
4. After the discussion, reflect on what went well and what went badly in terms of the discussion as a developmental and supportive process.
5. Think about how a principal can balance the necessary pressure to perform with a sense of caring and support that is not just *friendly* or too *dominating* but just the *right balance* of constructive help and thoughtfulness.
6. Share your insights from the process with a fellow participant on the programme, and record your insights in your Learning Journal.
7. You may be able to use some of the information in this activity to refine or further develop your WPP, if it is about staff development.

Discussion of the activity

It is important for a school principal to know what their roles and responsibilities are. The same applies to knowing what the staff in the school are expected to be able to do. Principals need to study PAM and especially areas that they are not familiar with. The same approach as used in this activity could be used in subject, phase or grade groups with HODs and teachers working through the relevant sections of PAM.

A way to improve knowledge on roles and deliverables could be to hold a discussion. This should be sufficiently supportive, developmental and based on clear communication, clearly defined expectations, unhurried and calm. It is unhelpful to allow the discussion to be hurried and disorganised. In a rushed situation, the outcome is not likely to be satisfactory. This activity should be about how principals and other school leaders should care for and respect teachers in the school by really listening and guiding them in an appropriate manner. As the workload (including teaching duties) of HODs, is quite considerable, it may be that they have little time for authentic leadership as management aspects take precedence over leadership. HODs may appreciate supportive discussions that help to develop useful suggestions on how to manage their workload effectively and thus give them the opportunity to take on a leadership role as well as the management role.

Any discussion on roles and deliverables should start by acknowledging *what has been accomplished*; then hear about the areas that are less than satisfactory; and finally, decide on an achievable plan to work towards improving areas of relative weakness. Focusing a discussion about the achievement or accomplishment of tasks around a *known and agreed-upon* form, provides some guidance and certainty and has the potential to reduce conflict. It also means that expectations are clear and the HOD in this case, once the form and content of the discussion meeting is known and used consistently across meetings, is able to prepare and work towards achieving specific tasks and being able to report against achievements. Bush and Middlewood (2005): 71–73) discuss the tensions that can arise within the school about role uncertainty and ambiguity. They note (2005: 71) that "the need to respond to differing expectations often leads to role strain, conflict or ambiguity. Role strain occurs when individual expectations are either contradicted or not shared with others." They note further that, due to the complexities of the education system, *role strain* and therefore stress, is almost inevitable. The role of the school leader is to manage the delicate balance between insisting on

quality delivery and performance, while being well aware that senior staff members also need a degree of understanding and support to help them to fulfil their complex roles as part of the leadership team. Principals must think about the consequence of HODs being so busy with administrative tasks that they slip into a *doing* mode only, instead of enacting leadership as well.

The balance between the technical compliance and accountability requirements of teachers' or HODs' roles and responsibilities as explained in PAM needs to be accepted and striven for. Together with compliance, should come the necessary support when needed, the recognition for tasks well done, acknowledgement and a sense of nurturing and caring.

Strengthening your school's processes and procedures related to the implementation of the *Conditions of Service and Personnel Administrative Measures* (PAM) could be a component of your WPP.

Activity 79: PAM roles and responsibilities for the SMT

Suggested time:
2 hours

Aim:
To investigate PAM roles and responsibilities thoroughly by referring directly to extracts from the document itself.

What you will do:

1. Read the extract on information on SMT members by Maja (2016) in the text box below. It is about three different SMT's understanding of their roles and responsibilities.
2. Refer to Appendix 30, which is an extract from PAM. In each case, find the section in PAM that clarifies the particular role or responsibility about which there is confusion in the extract.
3. Devise a way that you as a school leader, or potential school leader, can discuss and clarify roles and responsibilities, starting with your SMT or your school-based COP. The discussion should be collaborative, developmental and inclusive. It should look at specifics about what a particular item *actually* means in practice. Explain how you have planned the discussion and the outcome thereof.

Extract: SMT members' understanding of their duties according to PAM

The following information on specific themes arises from Maja's 2016 study of three secondary schools in the Lebowakgoma District in Limpopo Province.

Teaching

Most principals did not see themselves getting involved in daily teaching. Deputy Principals consider their role as that of support and service to the Principal and the HODs, regarding curriculum coverage and implementation rather than teaching. They did not seem to understand the differences between a Principal and a Deputy Principal, apart from being on different positional levels. Most HODs saw their role as a teacher and overseer, while some saw their role as that of only monitoring and moderating teachers' work rather than teaching themselves.

Administration

Most Principals believe that their major role is to ensure that teaching and learning take place. Some perceive that their role is to allocate duties, and Deputy Principals considered their administrative duties to be the same as the Principal's. The HODs believed that administratively, they needed to ensure that effective teaching and learning take place through monitoring and support, and that good teaching standards are maintained. Some HODs rightly perceived their role to include general school administration duties. One respondent said that the SMT also played a role in the "drafting and implementation of policies on discipline, on uniform and on culture." Maja notes that there was "no uniform interpretation or understanding as to what the SMT administrative duties are."

Personnel

Most principals felt that their responsibility for personnel was "to enhance the culture of learning and teaching", while Deputy Principals felt that their responsibility was to guide and supervise staff members' performance "to ensure quality teaching." HODs considered their role to be the management, monitoring and support of teachers' school activities, particularly curriculum delivery.

Knowledge of duties

While most participants agreed that PAM is the guide for SMT duties, not every SMT had easy access to it. One HOD referred to a 'duty list' that did not seem to be an official DBE document, common to all. While most participating principals and HODs claim to know exactly what is expected of them as SMT members, it seems as though no clear, official guiding document is available, "giving the Principal the opportunity to give instructions to subordinates" as they wish.

Allocation of duties

It was felt that duties were largely allocated according to participants' capabilities and expertise, although one participant believed that SMT members were being overloaded with work.

Relations

Among the words describing relations among the SMTs were *trust*, *healthy*, *good*, *sound* and *satisfactorily mutual*, although one Principal believed that the total welfare of the entire school rested solely on his shoulders, as the accounting officer. In addition, one SMT respondent admitted that "there is not always mutual respect" at their institution.

Understanding of PAM

Although many participants seemed to be puzzled about it, they were aware of the PAM document. But only three knew that it "outlines the roles and responsibilities of the SMT." Others understood that PAM "indicates that the SMT members must help in the planning and organisation of school policies that will ensure the smooth running of the institution."

(Source: Maja, 2016: 48–59)

Discussion of the activity

This activity is important as knowing PAM roles and responsibilities is essential for SMT members to use as a planning, implementation, monitoring and evaluation tool with staff.

It is a cause of concern, that according to the research conducted by Maja (2016), it seems that many teachers and SMT members are only vaguely aware of PAM, and they are unaware of their duties according to it. The language used by respondents is also very hierarchical – using terms such as *subordinates*. In response to the topics in the excerpts from Maja's (2016) report, a summary of PAM roles and requirements for SMT members is provided in Figure 30 below.

Task	Principal	Deputy Principal	HOD
TEACHING	Engaging in teaching as per workload, is a core duty for all members.	Engaging in teaching as per workload, is a core duty for all members.	Engaging in teaching as per workload, is a core duty for all members.
ADMINISTRATION	Management of their school. Wide range of duties.	Assist the Principal. Tasked with a range of specific duties.	Non-teaching administrative matters and those linked to teaching and learning.
PERSONNEL	Provide professional leadership, guidance and supervision.	Guide and supervise staff work and performance.	Oversee departmental curriculum implementation.

Figure 30: PAM roles and requirements for the SMT

Principals and SMT members are duty-bound to familiarise themselves with the PAM document, and to bring into effect its requirements of each of them. This is with regard to knowledge of duties, allocation of duties, relations, and an understanding of PAM. Maja contends that not having access to or an understanding of an important (and long-standing) legal document such as PAM, is severely detrimental to the South African education system.

Having reviewed the *legislation*, *policies* and *guiding documents* applicable to the South African school context, the next section considers the impact of these on leading and managing people and change, within the school and the community.

Section 3: The success or failure of circles of connectedness

In this final section of Unit 6, the emphasis is on legislation and policy relevant to a broader school and community context. The focus is on how policy impacts on the school and the community, within the context of expressed values. Legislation and policy provide a framework within which principals and the SMT need to build and foster a collaborative and communal school climate, where the community and the school work together for common goals and in a mutually supportive manner – circles of connectedness. Leadership qualities that foster success and harmonious relationships are key to this process.

The activity below examines what happens when a school's policies are challenged – whether by members of the community, the parents or the Department.

Activity 80: When school policy and community needs clash

Suggested time:
1 hour

Aim:
To explore tensions that arise when a school's policy is challenged.

What you will do:

The activity is important as it alerts you to the fact that communities are more and more likely, and well within their rights, to challenge the school.

1. Think about the following question:
   - What challenges do schools face when preparing school policies?
   - How can policies be misused by schools?
2. Then study the case study before answering the questions that follow.

Case study: What would you do?

> Fair procedure and a spirit of cooperative governance should have underpinned the management of the Achievement Secondary School. However, a problem arose when 55 English-speaking learners sought late admission to a fully subscribed Afrikaans medium

school.

The school maintained that they did not have the human or the physical resources to accommodate the language and teaching demands of the extra learners. Thrusting them into the school when no planning or discussion with teachers, the SGB and parents had taken place was a recipe for disaster. Most importantly, the teachers were not briefed, or ready for what would need to become a dual-medium environment. The school acknowledged that the move to multilingualism was inevitable but this needed time and could not be accomplished in three months (straddling the December summer holiday period) which was the Provincial Department of Education's brief to the school.

The school had sought legal advice and was now following a court decision that the school was within its rights not to allow dual-medium instruction, and that the SGB should decide which language would be the language of teaching and learning. The court ruled that it was not a decision to be taken by the Member of the Executive Council (MEC) for Education or his colleagues. The news was not well received by the Provincial Department and many parents. The MEC for Education, who pushed for the 55 learners to be taken into the school, was seen to be interfering in an area where constitutionally he had no say. His approach had done nothing to serve the needs of the registered learners who needed to get on with the business of their new school year, or those who still needed to get back into the system.

Violence broke out with political parties protesting outside the school, throwing bricks and making it difficult for any learner to attend classes. The school was labeled as racist and targeted by a local group of youths who wanted to see greater access to the school. The school had traditionally maintained medium-sized classes, with a good reputation for teaching and learning. Teachers were nervous because of constant threats and abuse. Parents of the Afrikaans-speaking learners had formed themselves into groups to enter the school *en masse* (in large groups), with their children, and not as individuals. Safety in numbers was the thought behind this approach.

District officials were not sure what to do. One group said that Afrikaans-medium schools were not needed, as the language of instruction for all schools is now English – after the Foundation Phase where everyone learnt in their mother tongue. African children learnt in English from Grade 4 so why should Afrikaans-speaking children be different? "A hangover from Apartheid days" was the common belief in the District Office.

The Minister of Education reiterated in a press statement that children's access to education should not be interfered with. Battles such as those around Achievement Secondary School should be managed within the court system, and not fought over violently at the school, creating unnecessary tension and animosity.

(Source: This case study was compiled, based on actual events reported in various South African news reports).

3. Answer the following questions on the case study:
   - Was the school right in its approach *not* to allow the 55 learners into the school? Or could this situation have been solved differently?
   - What does SASA say about language and the role of the SGB? Who should decide on the language medium of a school and how is that decision taken?
   - Should all schools now be English-medium schools where the Home Language of the majority is taught as a subject, in the same way as say, history or maths?
   - What role does the MEC for Education have in such a situation and how should the principal be involved in solving this dilemma? In short, where does leadership of the school lie?
   - The case study does not mention the race of learners at the school, neither does it mention the race of the learners wishing to be admitted to the school. Did you make assumptions in either or both cases? What impact and nuance does the issue of race have?
   - The final key question is: What connection had broken down between the community and the school?

Discussion of the activity

The case study provides the legal opinion following a court decision. This was that the school was within its rights not to allow dual-medium instruction, and that the SGB should decide which language was to be the language of instruction. It was not a decision to be taken by the MEC or his colleagues. But the case also makes it quite clear that the legal opinion was viewed differently by different stakeholders. The school saw the legal opinion as a framework for their work, and a justification for the exclusion of the 55 learners, but in fact, other stakeholders saw the court judgment as racist. It seemed to exclude children of colour.

When aspects of race and access to education emerge, it is difficult for many people to be rational. This is especially true against the background of segregated schools in South Africa and where social justice remains an issue. There is a lot of emotion attached to this case. The language of instruction in the school in the case study is Afrikaans, and this reminds many people of apartheid and how Afrikaans as the medium of instruction was compulsory. Indigenous languages were seen as inferior. All children had to learn Afrikaans, regardless of race. The language represented the dominance of the minority White group and was connected with the cruelty and inhumanity of apartheid.

Currently the SGB selects the language of instruction in a school and is protected by SASA – this gives the SGB a lot of power. However, many now believe that only English should be the language of instruction in schools and SGBs are often seen protesting against this. Presently, the government is trying to reduce the power of the SGBs, believing they are using their legal power in many cases to maintain unfair practices and racial discrimination. The issue described in the case study is one example of this kind of practice.

The school was perceived as having a good standard of education, otherwise parents would not want their children to attend. The relatively small classes were viewed positively, especially when compared to many schools where the class size is 50 plus. This school represented, to many families, what they see as excellent education. They wanted entry to the school for their children, and were prepared to fight for it. While reading the case study you may have made assumptions about the race of the children currently at the school, as well as those wanting to gain entry to the school. Perhaps the real issue is about race, not language?

Often an answer to perceived racial action is violence and the group outside the school was demonstrating this. Afrikaans families then formed themselves into protective groups, thereby exaserbating the potential for ongoing violence and racial division.

This case study is about what happens when there is division between parties. The opposite of *connectedness* is what took place. The issue now is how this disconnectedness can be resolved. Trust needs to be built between the school and the community; the school and the broad community need to be brought together. Perhaps a series of dialogues and seeking to understand the motivation, needs and interests of different parties is necessary. The community mapping process discussed in *Module 5: Working with and for the wider community* may help to extend understanding and uncover ways that various stakeholders can work together for the mutual benefit of the community. The ultimate aim is for mutual cooperation, support and benefit for all. The path to building trust, respect and mutual interconnectedness is neither short nor easy. A first small step could be a meeting to discuss mutual interests.

The next activity presents a number of inspiring stories told by learners who were, sometimes most unexpectedly, supported by people (teachers, community members, business people) to achieve remarkable goals. Their stories shows that care and connection, based on values and ethics, can have a great effect. It is also about understanding the positive impact that support and community ties can have.

Activity 81: Inspiring stories of school/community interactions

Suggested time:
I hour

Aim:
To engage with an inspiring series of stories that demonstrate what can be achieved by recognising the value of circles of connectedness.

What you will do:

1. Before reading the extracts below, reflect on stories from your school and your community that show the importance of connections between people, and the power of community ties and support.
2. The extracts come from a book *Dikakapa everyday heroes: African journeys to success.* Read the extracts from the book in the boxes below and when you have done so, respond to the questions that follow.

Extract: Thobela Bixa

Growing up in Khayelitsha in a small home that was filled to capacity with his family and others, Thobela Bixa learnt early on that it was everyone's responsibility to bring food to the table. He used to go from street to street selling chickens' feet. Knowing that he did not want to sell chicken's feet for the rest of his life, he sought education. Wanting to break the cycle of poverty gave him the incentive to carry on when he was weary. A free tutoring programme called IkamvaYouth (IY) provided academic and life mentorship to this young man who admits that he was not the smartest kid, but that he worked harder than most. He had a break through moment when he realised that working is just as important as reaping the fruits – and he went

on to become a volunteer tutor at IkamvaYouth while studying Chemistry at the University of Cape Town. A strong work ethic ensured that he succeeded at his studies, receiving several prestigious scholarships. A guiding principle for Thobela is that what you become depends on you more than on your starting point … but some starting points require more hard work than others.

You can read more about what IkamvaYouth does to support learners by going to their website: http://www.ikamvayouthzone.org.

Extract: Ziningi Madonsela

During her early years her family was nomadic, moving from place to place for employment and educational opportunities. This helped her develop entrepreneurial skills as she sought ways to create a better life for her family and the community. She thinks that people's dreams are often limited by their realities, since working at a local supermarket or retail store was the norm for most of her peers. Ziningi proved her academic mettle and was fortunate to receive scholarships to pursue her tertiary education to Master's level in Chemical Engineering. As a role model, she has been involved in a coaching programme for disadvantaged children. Zingini's message is that you are the only person who can drive your destiny – you have the power to pave your own path.

Extract: Peter Malatji

Peter was from rural Seabe in Mpumalanga and it was a science teacher who turned his life around. The teacher told Peter that he had potential, but would succeed only if he concentrated on his books. This was despite the poor home and school conditions, scant encouragement and the negative impact of teachers' strikes. He began to work hard with early-morning and after-school peer groups and attended free Saturday classes offered by dedicated and supportive teachers. He received a bursary from Eskom, and then several notable awards and scholarships on his way to achieving a Doctorate in Chemistry. Malatji now describes himself as a scientist, social entrepreneur, and an agent of quality science education. He is inspired by his own success and looks towards a time when poverty no longer exists and quality education is accessible to all.

Extract: Yajna Ramdass

Yajna's curiosity led her to study medicine. Her humble public school in Durban maintained a high level of education due to the dedication and perseverance of the staff. This encouraged Yajna to achieve academic excellence and to be eligible for medical studies at the University of Pretoria. While she was previously active in community projects, there was not much activity at university, so she co-founded a student outreach society called *Project Jerseys and Jeans*. Being selected as one of the Brightest Young Minds of South Africa in 2011 was an accolade and has spurred her on to make a difference in the world. Yajna says "Every day you have the potential to make a difference in someone's life. Sometimes it's a small difference, like smiling or holding someone's hand. At other times it's far more substantial, but both play a significant role in enriching our society."

Extract: Nathan Roberts and Randy McKnight

Although the two young men's backgrounds were poles apart, a great friendship developed between them. Nathan Roberts (white, middle class) and Randy McKnight from a poor rural context met when they were digging a baptismal pool for a local church. Randy's ready smile was as disarming as was his deep desire to become a chef. In line with Nathan's entrepreneurial aspirations, his mom provided Randy with cooking and literacy lessons; others gave donations; the Hout Bay community assisted; and business people mentored the team, enabling the two young men to open Sibanye Township Restaurant in 2008 – in rent-free premises provided by Terra and Nosamkelo Ntonjane. This couple shared the young men's dream of bringing people of different cultures together, *sibanye* being the isiXhosa word for *together we are one*. Nathan was diagnosed with attention deficit disorder and had been labelled a *stupid idiot* by a Grade 1 teacher. But, on the wise advice of someone he admires, he did not let this stop him from finishing school and studying further. Nathan believes that *Ubuntu* is the only way for South Africans to live, saying "If you are not helping people to realise their goals, you are going to struggle to reach your own."

3. Now answer the following questions:
    - On your own, identify experiences common to all the lives of the people in these stories. How do they compare with your own life experiences? Make a note of your observations and comparisons in your Learning Journal and then share these with your fellow participants. What is similar and what is different?
    - How can you, as a leader in your school and your community, tell inspiring stories (such as those you have just read or from your own experience) to strengthen school/community ties and connections between people?

Discussion of the activity

Inspiring stories enable you to have hope for the future. Those whose stories are told were assisted in many ways, some of them in unexpected ways. Perhaps what the stories reveal most of all is that small actions can make a considerable difference to a person's life. As you read the stories, you would have discovered that the subjects of the stories drew their strength and support from a variety of people and values. Examples include: family, the example of others, determination, organisations, strangers, relatives, the broader community, and especially teachers who believed in them. The stories describe assistance and support across race, age and gender. This is what circles of connectedness are about. It is about caring and nurturing others without hope of reward or recognition; ties in and across the community; a need that is recognised and assistance offered; the assistance being honoured through hard work. It is about belief in others.

At the heart of learners succeeding despite all odds, is often an underlying determination – a need to do whatever one can and to pursue all opportunities that arise. But the real breakthroughs often come from the basic recognition by others (school and teachers) of the learner's potential and determination. You read how some learners' families, friends and communities provided support and valuable life-lessons such as needing to make an effort, and placing emphasis on reading and continuous learning early on. You also read how many dedicated teachers recognised, nurtured, encouraged and mentored learners, above and beyond basic requirements. How many organisations are able to provide basic tutorial support, financial assistance and highly motivational and developmental opportunities for youth who show potential. Wise advice, extra help and golden opportunities can do so much to help a learner to strive for and reach their potential and in turn to share their story and to keep the wheels of learning going.

The next activity is a reminder that schools do not have to be well resourced in order to do well. With the right leadership and levels of connectedness amongst and between stakeholders, much can be accomplished with few resources.

Activity 82: Every child needs a champion

Suggested time:
30 minutes

Aim:
a. To recognise the value of every learner *needing a champion.*
b. To see value-based and ethical leadership in action.

What you will do:

1. Watch the TEDTalk by Rita Pierson: *Every kid needs a champion*. Accessed from: https://tinyurl.com/oeknw3m. (Duration: 7:25).
2. What in particular can you learn about values and ethical leadership from Rita Pearson's talk? What is she saying about connectedness?

Discussion of the activity

The title of the talk is *Every child needs a champion* and it has a powerful lesson about *connections* and *caring*. Rita Pierson makes every child feel worthwhile, important, valued. She makes an effort to improve the dignity of the children she teaches. She demonstrates her values not only through words but also through actions. For example, when a learner gets two answers correct out of 20, she starts by congratulating them on what they got correct instead of what they still do not understand. She is an example of ethical leadership in action.

However, she does not idealise teaching. She is frank about teaching being hard, exhausting, having to follow policies that make no sense, and not liking all your learners. So her humour and perceptiveness of shared experiences in teaching is profound. She is able to have every member of the audience recognise what she is saying – and not be offended or outraged. Her message is not only that every child needs a champion but that whatever negative feelings you might have about any of your learners, you must *never, ever* show it.

Activity 83: Lessons from impoverished schools

Suggested time:
1 hour

Aim:
To show, once again, how schools in impoverished circumstances can function well despite challenges.

What you will do:

1. Study the edited blog by Morris (2018) entitled: *This is what we can all learn from our best township schools. You can access it from:* https://tinyurl.com/y88k3oek and it is based on a report prepared by the Institute of Race Relations.
2. From the blog entry, extract *three* practical and doable *actions* or *attitudes* that can make a difference to schooling even in difficult circumstances.
3. What actions described by Morris suggest ways that school/community relations can be improved?
4. Now select ONE lesson from this blog entry that you could apply in your school. State what this is and why you have chosen it.

Extract: This is what we can all learn from our best township schools.

Poverty, in the conventional view, explains why township schools often seem to struggle to achieve – but the exceptions prove otherwise.

One secondary school in Tshepisong, west of Johannesburg, is typical of the 88% of South Africa's almost 24,000 public schools classified by the Department of Education as too poor to be fee-paying schools. Some 40% of the 1,300 pupils live in shacks; for many, the meal the school provides is their only meal of the day; and many of the parents are domestic workers or work in the mines. These pupils are told to "send their parents off to bed by 9pm," so that they can do their homework at the kitchen table – by candle light if necessary. The school library doubles as a staff room; the computer lab has no computers and is used as a normal classroom; and the dusty playground doubles as a sports field. Yet, in 2016, the school achieved a matric pass rate of 100%, with 54% bachelor passes – double the national average of 27% – and 95% in Accounting (national figure of 69%). The head of this school says "The community is proud of the school, and it knows about our discipline and good results. Last year we turned away up to 200 applicants."

If the school is typical in its setting, its achievements single it out as one of a handful of township schools that are showing what's possible, and insisting that *education for the poor does not have to mean poor education.* Common factors in schools located in poor

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communities that achieve, are the presence of committed, competent school leaders who manage staff and resources with skill and care. Devoted, hard-working teachers willing to take on extra tuition and give their all for the benefit of pupils is another factor, as is strong parental involvement to support the efforts of the school. An emphasis on discipline – including punctuality, and on instilling positive values in learners is important.

Even though no-fee township schools have so much less in terms of human and other resources than suburban schools, their school leaders made no complaints. These admirable men and women displayed pride in their schools and determination to overcome whatever difficulties they face. As one school leader said [in praise of excellent teachers] "With or without proper facilities, teachers can be successful."

(Source: Morris, 2018)

Discussion of the activity

The action chosen for a particular school obviously depends on context. Principals who do not settle for less, who have a vision of quality, and who drive school stakeholders to achieve success, however small the goal may be, is what is critical. The point is that leadership, and the attitude, will and drive, of the leaders appears to be what makes the difference. What the examples given in the article make clear is that all role players are committed and involved – learners in the school, the teachers, the school leaders, and also of course, the parents and the community. It is almost as though there is a *web* of connections and pride. Everyone works towards the same goals and hears the same message. This is an example of a circle of connectedness.

The key issue in managing and leading people – how well is the school being led? How well are people managed? Is the focus of efforts on the provision of quality education? Is the leadership of the school ethical? Are values made clear and often talked about? Is there a culture of caring? Do school stakeholders, whoever they are, feel *connected* to the school? Are the needs of the learners, the parents and the community being met? This is especially so for schools in impoverished areas. What is being done to provide a quality education for learners in the community despite constraints? How is the principal marshalling stakeholders to build on and enhance the circles of connectedness?

Key points

Unit 6 focussed on the following key points:

Understanding circles of connectedness: values, legislation and policy

- Values as they inform relationships;
- How legislation and policy frame the way role players and stakeholders relate to one another;
- Compulsory and optional school policies;
- Linkages between legislation, policies, guidelines and school policies.

Structures for circles of connectedness: conditions of service and PAM

- Conditions of service and PAM;
- Impact of legislation on leading and managing people and change.

The success or failure of circles of connectedness: the impact of values, legislation and policy on the school and community

- Legislation and policy and the broader school and community;
- Building a collaborative, participative and communal school climate – circles of connectedness.

The content in this unit will have helped you to engage with *Module 5: Working with and for the wider community*.

Reflective Commentary Report on Module 4

The Reflective Commentary Report is used to record your reflections, thoughts and ideas related to your own learning and professional development journey as you work through this module (and later, the other modules of the AdvDip (SLM) programme). As discussed in *Module 1: Professional Portfolio and Workplace Project* Unit 4*,* this information will also be useful when you prepare your Personal, Professional and Organisational Development Plan (PPODP).

Take note

> The reflective commentary that you prepare for this module is important as it has to be included in your Professional Portfolio which will be submitted for summative assessment.

Suggested time:
One and a half hours

What you will do:

Step 1: If you have made any notes in your Learning Journal about this module, refer back to these notes now.
Step 2: Reflect on your experience of working through this module. Make brief notes on what you think are the most important learning points.
Step 3: Read the guidelines below, to assist you to structure the writing of your Reflective Commentary Report.

Guidelines for writing a Reflective Commentary Report

1. Write a short introduction which explains *what* the focus of the reflection is.
2. Write the *story of your learning*. Differently put, explain what you have learnt from studying this module.
3. The application of your learnings to your school context: Explain *how you have applied* what you have learnt in this module to your own school.
4. The result of your attempts to use these new learnings from this module in your context: Write up positive outcomes achieved as a result of you applying your new skills and knowledge related to working with and for the wider community.
5. Prepare and write up the conclusions that you can draw about these learnings and their

application.

6. End your reflection by stating what you believe you *still need to learn* about working with and for the wider community in which your school is located.

Step 4: Write your Reflective Commentary Report and make sure you have addressed each of the points above.

Step 5: Read aloud what you have written, and make revisions as necessary.

Step 6: Share your Reflective Commentary Report with your HEI CoP partner.

Ask your partner to give you constructive feedback. Carefully consider the input received from your HEI CoP partner and incorporate relevant feedback that you have received into your report.

Step 7: Ensure that you include your Module 4 Reflective Commentary Report in your Professional Portfolio.

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Appendix 1: Key policy documents on ethical leadership

Source: http://www.treasury.gov.za/legislation/pfma/act.pdf

These are the documents that inform the public service:

Document	Purpose	Key provisions on ethics
Constitution and the Bill of Rights	The Constitution, and especially the Bill of Rights, sets out the rights that citizens enjoy.	Affirms the democratic values of human dignity, equality and freedom.
Batho Pele	The *Batho Pele* (People First) principles are aligned to the Constitution. They are about treating all citizens fairly and respectfully. All Public Servants are expected to follow the *Batho Pele* principles which require public servants to be polite, open and transparent and to deliver good service to the public.	The 8 principles are: Consultation; Service standards; Access; Courtesy; Information; Openness and transparency; Redress; Value for money.
Public Finance Management Act	The object of this Act is to secure transparency, accountability, and sound management of the revenue, expenditure, assets and liabilities of the institutions to which this Act applies.	The five pillars are: Value for money; Open and effective competition; Ethics and fair dealing; Accountability and reporting; Equity.

Take note:

In the Public Service Sector, implementation of the widely mooted Batho Pele policy on citizen-centred service delivery is generally perceived to be weak. A report to the parliamentary committee on Public Service and Administration (Public Service Commission, 2007) states that: There is a "failure to implement the Batho Pele principles. This lack of compliance was caused to a large extent by a lack of skills, the absence of service standards and a general failure to link Batho Pele with organisational strategy."

Appendix 2: Answers to Activity 2 questions

Answers to yes/no questions are provided below.

Task A

No.	Statement	Correct answer in bold
1.	The Constitution of South Africa is dated _____	**1996** 1994 1995
2.	All citizens are - (a) __ **entitled to the rights, privileges and benefits of citizenship; and (b) __** subject to the duties and responsibilities of citizenship.	Sometimes **Equally** Partially
3.	This Bill of Rights is a cornerstone of _____ in South Africa.	Autocracy Dictatorship **Democracy**
4.	_____ is equal before the law and has the right to equal protection and benefit of the law.	Some **Everyone** Nobody
5.	No one may be subjected to ___, servitude or forced labour.	**Slavery** Poverty Freeman
6.	Every adult citizen has the right - (a) to _____ in elections for any legislative body established in terms of the Constitution, and to do so in secret.	Stay away Strike **Vote**
7.	Everyone has the right - (a) to an _____ that is not harmful to their health or wellbeing.	**Environment** River City
8.	Everyone has the right - (a) to a basic education, including adult basic education; and (b) to ____ education, which the state, through reasonable measures, must make progressively available and accessible.	Lower Higher **Further**
9.	Everyone has the right to _____ action that is lawful, reasonable and procedurally fair.	Structural **Administrative** Strategic
10.	The rights in the Bill of Rights may be limited only in terms of law of ____application.	Specific **General** Provincial
11.	The National Assembly is elected to represent the people and to ensure government by the _____ under the Constitution.	People Minority **Majority**

Task B

The answers provided need to be discussed with your peers. It is important to think about the reason why you would or would not act in a certain manner. This helps in understanding whether your actions (and therefore your underpinning values) are aligned to the core values and principles of the SACE Code of Professional Conduct.

No.	What I do	Yes/No	Reason for answer
1.	As a leader in education, I work actively to foster human values and dignity.	Yes	This comment is not an example of the kind of school leader envisaged in the *Standards for Principalship*. Accomplishing tasks IS important, but people are AS, if not MORE, important. Learners from many of our schools are from challenging backgrounds.
2.	I think getting things done efficiently is more important than worrying about the plight of others.		This is not an acceptable attitude. The Bill of Rights and its precepts are fundamentally important to how we need to operate in our schools.
3.	I do not think the Bill of Rights has any influence on my work as a leader in my school.		This statement represents the required attitude to others, and is an example of the leadership qualities required by the Standards of Principalship.
4.	I treat all school stakeholders with respect and honour their dignity.	Yes	
5.	I do my work as a leader in my school, not only humanely but also effectively and efficiently.	Yes	This statement reflects a balance between 'people orientation' or relational leadership, and efficiency, which reflects a concern for accountability. The preferred leadership style or range of styles in this programme is relational, collaborative, and consultative. Work is achieved with other people.

Task C

No.	Statement about provisions of the SACE Code of Professional Conduct	Yes/ No	Explanation/rationale Please indicate the section of the SACE Code of Professional Conduct that applies
1.	An educator who has business interests outside the school may consider these to be a personal and private matter entirely.	No	See: Conduct: the educator and his or her employer, point 4.
2.	Educators must embrace difference in the community surrounding the school.	Yes	See: Conduct: the educator and the community, points 1 & 2.
3.	An educator may plead ignorance of the provisions and stipulations of the SACE Code of Professional Conduct.	No	See: Conduct: the educator and the council, points 1, 2, 6.
4.	The Code specifically prohibits the educator from carrying weapons to the school.	Yes	Conduct: the educator and the profession, no. 8.
5.	Sexual harassment and 'courting' of learners, which is prohibited by the Code, applies only to the school at which the educator is engaged.	No	A teacher may not 'court' any learner in any school; may not have 'any form of sexual relationship with learners from any school'. See Conduct: the educator and the learner, provisions 6, 8, 9, 10.
6.	The Code specifically requires on-going professional development by educators.	Yes	See: Conduct: the educator and the profession, points 3, 4.
7.	Educators may not receive any gifts from parents.	N/A	The Code of Conduct is silent on teachers receiving gifts from parents. The teacher may not offer a bribe to a parent. See Conduct: the educator and the parent, point 2.
8.	As 'educator' refers to classroom-based teachers; the Code excludes the SMT.	No	The definitions make it clear that 'educator' includes all registered with SACE.
9.	Learners may be punished physically, as long as this is performed with compassion.	No	See Conduct: the educator and the learner, point 5.
10.	An educator may refuse to assist with the induction of new colleagues as this is the sole responsibility of the SMT.	No	See Conduct: the educator and the profession, point 5.

Appendix 3: List of values

Source: Adapted from: https://www.mindtools.com/pages/article/newTED_85.htm

Accountability	Empathy	Kindness	Safety
Accuracy	Empowerment	Leadership	Self- respect
Adaptability	Enthusiasm	Learning	Self-belief
Assertiveness	**Equality**	Loyalty	Self-control
Balance	Excellence	Making a difference	Selflessness
Belonging	Excitement	**Non-racism and non-sexism**	Self-reliance
Calmness	Expertise	Non-violence	Sensitivity
Carefulness	Expertise	**Open society**	Service
Caring	Exploration	Order	Sharing
Commitment	Fairness	Peace	**Social justice and equity**
Communication	Family	Personal growth	Spirituality
Community	Fitness	Positive attitude	Stability
Compassion	Friendship	Possibility	Success
Courtesy	Goodness	Practicality	Support
Creativity	Hard work	Preparedness	Teamwork
Curiosity	Health	Professionalism	Thoroughness
Decisiveness	Honesty	**Reconciliation**	Thoughtfulness
Democracy	Honour	Reliability	Timeliness
Dependability	Humility	Resourcefulness	Tolerance
Determination	Innovation	**Respect**	Trustworthiness
Diligence	Inquisitiveness	Results-oriented	Truth
Discipline	Insightfulness	Rigour	**Ubuntu**
Discretion	Integrity	**Rule of law**	Understanding
Diversity	Justice		Vision

Appendix 4: Northouse presentation on ethical leadership

PowerPoint presentation

Peter G. Northouse, *Leadership: Theory and Practice*, Chapter 13: *Leadership ethics* can be accessed at: https://tinyurl.com/y9u6d3u6

Source: Peter G. Northouse, 2016 *Leadership: Theory and Practice*, Seventh Edition. SAGE Publications, Inc.

Appendix 5: Extract from Shields (2009: 66-67)

Extract: Why Do We Lead?

To deliberately intervene in any kind of human, social, or environmental situation, educators need to have a clear vision of what are sometimes also referred to as purposes or goals. Why, for example, do nations support compulsory education for their citizens? Why has the United Nations set the goal of universal, free, and compulsory education for all children, an accomplishment now targeted for 2015? And on a more individual and personal level, why does anyone want to be an educational leader?

Our responses to questions of why we expend so much time, energy, and extensive resources on education are primarily ideological, grounded in personal belief systems. We cannot answer fundamental questions about why - about the purposes of educational leadership - unless we are willing to reveal what principles, values, and assumptions ground and guide us. They form our fundamental belief systems about the ways in which we understand ourselves and society and determine our hopes for the future. Csikszentmihalyi (2003, p. 169) cites businessman Max DePree who states that the first question for a leader is not "what are we going to do?" but that it always is: "who do we intend to be?" Some would argue that we want others to "be like us" and that the primary purpose of public schooling is socialization. A second purpose is often framed in terms of providing training for the workforce and in terms of preparing contributing citizens. A third goal of formal education and one that the current accountability moment seems to place front and center is academic preparation - ensuring that all children have the academic skills to go on to higher education and to succeed in their chosen profession. Here again the focus is individual growth and development, but with a more specific concentration on academic growth (albeit one that is generally very narrowly conceptualized). It is important to be clear here. Schools do have an explicit and incontrovertible academic purpose. Indeed, they are the only institution in society formally charged with the intellectual development of our youth. Other institutions (like religious organizations or athletic clubs) have fundamentally different missions. If schools abrogate their responsibility for academic and intellectual formation, who will take it up? That said, neither does a narrow focus on academics fulfil the educative mandate. Still others would identify a fourth purpose of schooling, one that undergirds the other three: education's role in the creation of a just society. Such a society, Minnich (1995) says, helps us to "acknowledge, affirm, and find strength in our singularities while at the same time maintaining connections with others in intersecting circles of community, large and small" (p. xxi).

For some the purpose of education, while still individual in orientation, is less instrumental. Fairholm (2000) states that education "is a bringing forth and perfecting of all the inherent powers of the individual ... Education is the full and uniform development of the mental, physical, moral and spiritual faculties" (p. 124). Others believe education provides access to knowledge,

while Fullan (1999) emphasizes knowledge creation - "not the acquisition of best practices as products. It is the ability to generate and learn new ideas" (p.15). Some identify both an individual and a collective moral purpose. Fullan, for example,writes that "At the macro level, moral purpose is education's contribution to societal development and democracy" (p. 1). Further, he asserts that "A strong public school system … is the key to social, political and economic renewal in society" (1999, p. 1). Here we see the long-standing notion that education is a public good and the basis for a strong society.

Although the foregoing concepts and quotations have merely scratched the surface, one can clearly recognize that, for the most part, the tensions reflect different conceptions of society. On the one hand, are ways of thinking about society that emphasize individuality. Here education is often considered a positional good - conferring on those who are educated the ability to pursue various careers, to make choices among the myriad of programs and opportunities presented through further education and training and to enjoy the fruits of their education through higher income levels and better standards of living throughout their life. Research demonstrates, for example, that median incomes are twice as high for high *school graduates than for people with less than a high school certificate; and depending on the university degree, from two to five times higher than for those who have only graduated from high school (Coelen, 1993).

On the other hand are those purposes associated with the collective or public good. These conceptions imply that it is not only the educated individual who benefits, but society as a whole. One part of this argument is economic. Not only does a more educated citizenry provide more social and cultural capital for the economy; but a more educated citizenry makes fewer demands on the social welfare state. The public good argument goes much further. It forms the basis for believing that an educated population holds the key to the creation of a socially just, tolerant, and respectful society.

Reflecting on such issues will help the school leader to clarify his or her goals and approaches to education and to determine appropriate interventions. The leader who believes education to be a positional good may allocate more resources to the introduction of new programs to address the multiple needs and interests of a diverse student body and to ensure that each student has an opportunity to experience "success." The leader who firmly believes in education as a public good may well determine that instead of more programs, teachers and students alike need to be involved in more intense and in-depth exploration about social responsibility, multiculturalism, and so forth. What one believes about the moral purposes of education will determine how one enacts leadership, to what one devotes energy and resources, and will shape one's answers to the other fundamental questions. Given that education is the one compulsory activity in which all citizens engage for approximately a decade, it is important to reflect on why we compel attendance, what we hope to accomplish, and how best to accomplish our goals. It is also necessary to reflect on the nature of this captive audience - our students. Who are they and who are the adults charged with the awesome task of helping them learn what we deem to be important; and, of course, who are the leaders of this obligatory endeavor?

Appendix 6: Distributed leadership in South Africa

Grant, C. 2017. Distributed leadership in South Africa: yet another passing fad or a robust theoretical tool for investigating school leadership practice? *School Leadership & Management*, 37(5): 457–475.

https://www.saide.org.za/documents/Grant_C_2017_Distributive_Leadership_in_South_Africa.pdf

Appendix 7: Understanding stress

Source: Adapted from Viljoen, 2018.

Part 1: Stress

The topic of stress and stress management has become a major field of research, in line with a perception that our lives have become more stressful, or at least more complex in the modern age. For many, the aim of understanding stress is to learn how to deal effectively with the demands of work, family and society and promote mental and emotional wellbeing. However, the importance of effective stress management becomes apparent when we understand the physical effects of stress.

Stress is commonly used to refer to pressure, anxiety, traumatic events, minor but unwanted or uncomfortable situations, or work demands. In some cases, it refers to external factors that impact on our daily lives (stressful situations), and in other cases, it refers to an internal state we feel as a result of external events (being stressed out). There is a lot of information on the topic, the definition is often ambiguous and some of this information may be misleading, or simply myth.

Pioneering stress researcher Bruce McEwen (2007: 874) offers a succinct definition: "Stress is a word used to describe experiences that are challenging emotionally and physiologically."

McEwen goes on to explain that stress involves two-way communication between the brain and other parts of the body through the neural (nerve) and hormonal pathways. He emphasises that, in the short-term, the body's stress response is actually protective. Essentially, the stress response is designed to ensure survival when faced with a physical threat or danger. McEwen (2007:874) explains that when the body functions in this 'normal' way in response to daily activities, it is called *allostasis*, which means 'the process of maintaining stability by active means'.

Recent clinical studies have found that a stress hormone released by the adrenal gland breaks down antibodies (white blood cells), which leads to a weakened immune system. Ultimately, chronic stress affects the body's ability to maintain balance and stability (homeostasis), as well as to regenerate and recover from the impact of daily functioning. Over a long period of time, or coupled with other illnesses, chronic stress can impact on cognitive function as well as physical wellbeing. Untreated chronic stress can be debilitating, or potentially fatal.

Part 2: Wellness

Six reasons why taking a walk every day is good for you

Studies show that walking is a good way to tackle burgeoning rates of obesity and other lifestyle diseases. And this is a good place to start, with South Africa at the highest obesity levels in Africa, with more than 8 million people diagnosed as obese.

Since movement is essential for wellbeing, the general guidelines are that 30 minutes or more of walking every day at a speed of between five and eight kilometer per hour can improve health.

Reason # 1: Walking doesn't cost a thing

Walking outdoors is ideal when resources are limited: A low-income community study in SA showed how physical activity that promoted the participation of rural communities is feasible and accessible.

Walking in groups adds an important element of safety, and it helps with motivation: An analysis of 42 studies found that when people walk in groups outdoors, they are less likely to give up too easily.

Reason # 2: Walking prevents (or delays) Type 2 diabetes

This is an important motivation, since about 7%, or 3.85 million South Africans between the ages of 21 and 79, have been *diagnosed* with diabetes, and many more are undiagnosed.

The American Diabetes Association provides strong evidence on the benefits of walking for people who have pre-diabetes and Type 2 Diabetes (these two types are the most common and are related to lifestyle habits), and even Type 1 Diabetes (not necessarily related to lifestyle habits).

Reason # 3: Walking decreases blood pressure

Walking demonstrably reduces systolic *and* diastolic blood pressure. This is a great motivator, since high blood pressure is a direct risk for stroke and heart-related illnesses and threats. And current statistics show that one in three South African adults have high blood pressure and ten South Africans suffer a stroke every hour.

Systolic blood pressure is the 'first number' obtained when blood pressure is measured, and represents the pressure in the arteries at the moment the heart is actively pumping blood into the system. Diastolic, the 'second number', represents pressure in the arteries during the heart's rest period. In other words, it stands to reason that this pressure should be considerably lower than systolic and if it isn't, it represents certain risk for cardiovascular event.

Reason # 4: Walking decreases body fat

Humans were designed to move for optimal functioning, and were designed to handle walking great distances over many hours, but our lifestyle has changed this significantly. Walking can contribute to statistically significant reductions in body fat, which, when combined with a change in diet, can produce even greater changes to body composition.

Reason # 5: Walking reduces symptoms of depression

Depression is one of the leading causes of disability worldwide, since rates of depression have risen 20% globally in a decade. Walking has long been recommended for managing symptoms of depression, particularly when combined with the positive effects of sunshine and fresh air, as well as the social cohesion experienced when in a group.

Reason # 6: No adverse side effects

When individuals around the world participated in various walking programmes based on the review of these studies, no notable adverse side effects were reported. Walking is safe for children, adults and older adults alike.

Appendix 8a: Work-life balance questionnaire

Source: Kimsey-House, et al., 2011.

LIFESTYLE EVALUATION		
1 **Self-development** **Score each item out of 25**		
	Am I pursuing activities such as workshops, courses or seminars that develop me as an educationalist?	
	Am I reading professional journals and/or books (which are current) on a weekly basis in order to keep up with developments in education?	
	Am I networking with other educationalists in order to solicit feedback?	
	Do I need to pursue another formal qualification in order to better prepare me for my professional future as a leader in education?	
	Total (maximum 100)	

	2 **Spirituality** **Score each item out of 20**	
	Am I aware of my spiritual needs?	
	Do I pursue my spiritual needs?	
	Do I listen to my inner voice?	
	Am I ignoring my inner voice?	
	Do I know my life purpose and am I living it?	
	Total (maximum 100)	

	3 **Finances** **Score each item out of 10**	
	Do I prepare a monthly budget?	
	Do I remain within my monthly budget?	
	Am I saving on a monthly basis?	
	Will I be able to look after myself in my retirement?	
	Can I provide for my family on a day-to-day basis?	
	Is my net worth improving each year?	
	Do I give myself pocket money to do with as I wish and for which I account to no one?	
	Do I have a credit card for consumable items that add no value to my assets?	

3   Finances

Score each item out of 10

Do I pay my credit card (or store accounts) in full every month?	
Do I check my credit score annually?	
Total (maximum 100)	

4   Work

Score each item out of 20

Have I achieved what I set out to achieve in terms of my career?	
Do I know where my career will take me in five years?	
Do I have goals and do I deliver the required results?	
Do I make a difference to the performance of my school?	
Do I use all my skills and strengths and is my work fulfilling?	
Total (maximum 100)	

5   Fun and leisure

Score each item out of 20

Do I do things that I enjoy?	
Do I have hobbies?	
Are my hobbies keeping me from honouring my responsibility to my family?	
Is my partner/significant other included in my fun and leisure activities?	
Do I need to find new hobbies or interests?	
Total (maximum 100)	

6   Relationships and communication

Score each item out of 20

Do I engage with at least 7 people each week (other than family and work colleagues) on a meaningful basis?	
Do I have meaningful relationships with friends of the same sex, or do I only have acquaintances?	
Is my relationship with my significant other/partner inter-dependent?	
Do I maintain contact with people who I care about?	
Do I engage with people who I care about honestly and openly?	
Total (maximum 100)	

APPENDIX 8A: WORK-LIFE BALANCE QUESTIONNAIRE

7	**Health and fitness**	
	Score each item out of 10	
	Is my Body Mass Index rating within the acceptable range for my age group?	
	Do I monitor my blood pressure on a quarterly basis?	
	Do I monitor my cholesterol level on a bi-annual basis?	
	Do I eat a balanced diet?	
	Is breakfast the main meal of my day or do I skip it?	
	Am I aware of my stress levels?	
	Do I do regular exercise (at least 3 times a week) that includes cardio-vascular exercise for 30 minutes at least?	
	Am I satisfied with my level of fitness?	
	Do I know my HIV status?	
	Do I get enough sleep each night?	
	Total (maximum 100)	

8	**Home and family**	
	Score each item out of 20	
	Am I satisfied with my home life?	
	Does my home provide me with a refuge from the stress of daily living?	
	Do I spend exclusive time with my family every day, away from the distractions of a radio or television set?	
	Do I share events of the day with my family?	
	Do I play an active role in and contribute to the maintenance and systems of the home? (Do I share in the household chores with my family?)	
	Total (maximum 100)	

Appendix 8b: Wheel of Life

Source: Kimsey-House, et al., 2011.
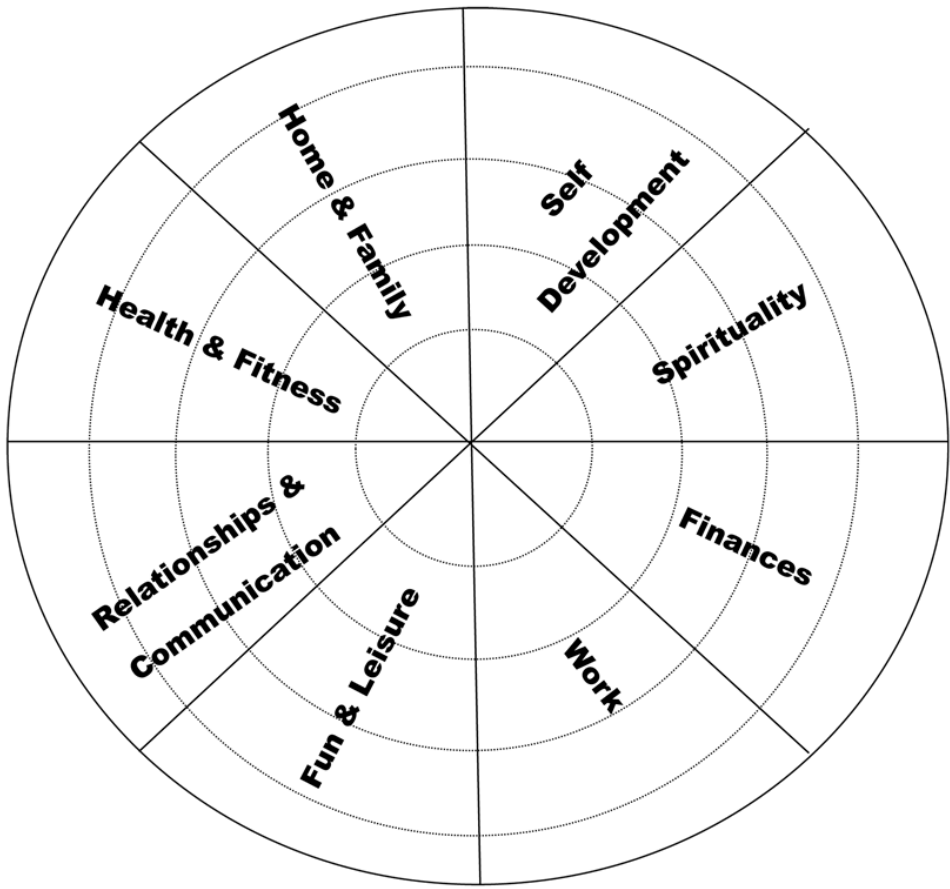
Appendix 9: Accountability questionnaire

Source: Adapted from www.thegrid.org.uk/leadership/sse/documents/sr03account.doc

With the school-based CoP, answer the following questions on a 1–4 scale, with 1 being *Fully agree* and 4 being *Completely disagree*.

Accountability questionnaire				
Being accountable	**1**	**2**	**3**	**4**
We publish full information about what we do				
We are aware to whom we are accountable				
We are aware who is accountable to us				
We actively seek opportunities to explain the school's plans and progress to stakeholders				
We welcome challenging input				
We take into account the views of stakeholders				
We actively canvass the opinions of learners, parents, staff and other stakeholders				
We know what information we have to submit to the Department and ensure that we provide it				
We inform the Department if we have any concerns about the school				
We celebrate and publicise achievement				
Total score for the section				
Accountability structures	**1**	**2**	**3**	**4**
We have well attended SMT, SGB, parent and committee meetings				
Committee discussions, analysis of achievement/attainment data and outcomes always form an agenda item each term				
Total score for the section				
School Development/Improvement Plans	**1**	**2**	**3**	**4**
We know our responsibilities in monitoring these plans				
We use our committee to monitor these plans				
We ask about progress and discuss any changes that need to be made				
Total score for the section				
The staff	**1**	**2**	**3**	**4**
We consult and discuss our plans with the staff (teachers and administrators)				
We have an effective performance management policy in place				
Staff appointments relate to our vision for the school				
We are appropriately involved in teacher recruitment and retention				

Accountability questionnaire				
We value our staff and support them				
Total score for the section				
The budget	**1**	**2**	**3**	**4**
We regularly monitor the budget reports and ensure that any variations are approved				
We ask for explanations as necessary				
Our agreed budget is directly linked to the School Development Plan				
Total score for the section				
The curriculum	**1**	**2**	**3**	**4**
We have a planned programme for monitoring curriculum areas				
We report on classroom monitoring visits and use the information gathered				
We ask challenging questions of the HoDs and curriculum co-ordinators				
We know how the curriculum is planned and delivered in our school				
Total score for the section				
Learner achievement	**1**	**2**	**3**	**4**
We receive learner achievement data and analyse it				
We monitor learner progress in all areas				
We analyse our learner data against benchmark information				
We ask questions about learner achievement (the principal, teachers, one another)				
We set and ask for progress on learner achievement targets				
Total score for the section				
The premises	**1**	**2**	**3**	**4**
We have a premises plan				
We monitor health and safety matters regularly				
We monitor the premises budget thoroughly				
We know the state of our buildings and our premises				
Total score for the section				
Information requirements	**1**	**2**	**3**	**4**
The SGB and SMT know what information is legally required by the District and provide this, complete, accurate and on time, as required				
The SGB holds an Annual Parents' Meeting				
The SGB informs parents regularly that minutes of meetings are available				
Total score for the section				

Score sheet

Area of accountability	Your total score	Highest possible score	Comment/Issues to note
Being accountable		40	
Accountability structures		8	
School Development/ Improvement Plans		12	
The staff		20	
The budget		12	
The curriculum		12	
Learner achievement		20	
The premises		16	
Information requirements		12	

Appendix 10: Template for conducting a skills audit

Analysis of available skills							
SKILLS BASE	Person P	Person Q	Person X	Person Y	TOTAL	REQUIRED	DEFICIT or SURPLUS
TOTALS							

Appendix 11: Template for staff appointments

Source: Information originally prepared by Intelesi for the Project Management Institute, Generic Management Qualification.

Knowledge The accumulation of understanding acquired via formal education or through on-the-job experience that the candidate would need to meet the requirements of the position. The knowledge required may relate to:	
Examples	**Specific requirements for the post**
Systems, practices, concepts or theories in the area of teaching expertise. May include financial, legal, ICT, policy or equity practices and principles.	
Knowing the school's context, knowledge of educational processes, programmes and initiatives.	
An understanding of human behaviour and relationships and those factors which influence school environments (team-based work groups; communication styles; cultural differences and work style preferences; identifying and coping with change; understanding and ability to implement flexible approaches; awareness and ability to operate within team structures and school boundaries).	
Attributes Attributes are the skills, qualities or characteristics that a candidate should possess in order to perform the job effectively and can be broadly grouped into the following categories:	
Example	**Specific requirements for the post**
Generic attributes - interpersonal skills, communication skills and the ability to plan and organise, etc. - are applicable to most jobs.	
Professional/technical attributes relate to the particular specialisation of the job or the area of responsibility, such as having a sufficient level of understanding or ability in the relevant field, applying such skills in a flexible manner and keeping abreast of relevant developments, etc.	
Personal attributes incorporate particular values, characteristics and orientations such as personal integrity, valuing diversity in approach, adaptability to change, ability to be innovative	
Leadership attributes - characteristics that people in leadership roles must demonstrate that enable them to shape a school's future and motivate others - such as developing a shared vision, challenging and supporting people to achieve excellence, fostering and sustaining a productive environment for staff, etc.	
Qualifications	
Example	**Specific requirements for the post**
What subject area qualification is required, and at what level? What professional qualification is required? What specialist qualification is required and at what level? What registration is required?	

Appendix 12: Types of questions

Open, non-directive questions

Non-directive questions do not give the applicant any indication of the desired answer. Structurally, the questions are in the news reporter's style of who, what, when, where and how. Often they begin with the words "describe" or "explain".

Examples of non-directive questions include:

- What do you consider to be the most important responsibilities of a principal?
- Why does this principal's position at our school interest you?
- Give an example of an interactive teaching methodology.
- How would you manage a teacher who is not performing well?

You may need to ask follow-up questions if the responses to your questions are unclear or incomplete. Clarify and verify any piece of information you do not understand by asking the candidate to explain his or her answer again or to elaborate on the given answer. Ask:

- Can you tell me more about that?
- Could you give me an example of what you mean?
- What makes you feel that way?

Closed, directive questions

Directive questions are useful for drawing out specific information. In direct questioning, the interviewer asks, directs, or guides the applicant to specifics. Often, these questions result in a "yes"; or "no" response. Examples of directive questions include:

- Do you have experience as a sports coach?
- Can you use ICT to pull assessment reports?

Situation-problem questions

Situation-problem questions are a good technique to learn about an applicant's problem-solving skills and judgment. Create a scenario that is common in teaching, and ask the applicant how they would handle it. As a follow up, ask if they ever faced this situation before.

Self-evaluation questions

Self-evaluation questions ask about the applicant's likes and dislikes. They are also a good way to learn about an applicant's perception of their strengths and weaknesses. Keep in mind, however, that the answers are highly subjective and susceptible to different interpretations. Examples of self-evaluation questions include:

- What did you like best about that job?
- What do you see as your strengths? Weaknesses?
- Why were you the one promoted to lead a team on that job?

Behavioural-based questions

Behavioural-based questions ask the applicant to describe as closely as possible the actual behaviour that went on in a particular situation. The use of superlative adjectives (i.e., most, least, best, worst, toughest, etc.) tends to stimulate specific events in the mind of the interviewee and therefore makes it easier to respond. As with other types of questions, these should be based on essential functions of the job you are filling. An example of a behavioural-based question would be:

> *Tell me about your best accomplishment in your last job. Start with where you got the idea, how you implemented the plan, and how you dealt with any obstacles to your idea.*

Take note

It is imperative to evaluate the same criteria for each of the candidates. However, this does not mean that you have to use the same control questions. Some applicants may be forthcoming with information but you may need to ask follow-up or directive questions of others. Other candidates may provide (or withhold) information that raises concerns or issues that should be investigated more fully in your questioning.

Appendix 13: Lunenberg's principles of orientation and induction

Source: Lunenberg, 2011.

Orientation and induction principles	
Individual support	Appoint someone to help newly appointed or newly qualified teachers set up their classrooms.
	'Star' teachers should be paired with newly appointed or newly qualified teachers to identify problems and take corrective action early.
Group support	Peer groups and collaborative problem-solving groups should be organised.
	Plan special and continuing in-service activities with topics related to the needs and interests of newly qualified teachers.
Collaborative ways of working	Establish joint planning, team teaching, committee assignments, and other cooperative arrangements between newly qualified and experienced teachers.
Workload	Develop a carefully considered workload, perhaps a bit lighter in the first year.
	Extra- and co-curricular loads need to be assigned sparingly to new teachers.
Recognition	Use newsletters to report on the accomplishments of all teachers, not forgetting newly appointed and newly qualified teachers.
	Schedule pleasant, reinforcing events that could include simple lunches, or teas.
Monitoring and evaluation	Arrange regular (monthly) meetings between the newly qualified teacher and supervisor (mentor) to identify problems as soon as possible, and to make recommendations for improvement.
	Carry out regular evaluations of newly qualified teachers that are designed to evaluate strengths and weaknesses; present new ways of doing things; demonstrate new skills; and provide opportunities for practice and feedback.

Appendix 14: Mentoring planning

Mentoring is not meant to be an open-ended relationship without a clear exit for the mentor and mentee. A clearly defined and well-articulated exit point allows for focus from both parties wherein the mentor and mentee can plan goals that are achievable within the time frame; excessive commitment is not required from the mentor in terms of time requirements; and there is not time for the relationship to become 'stale'. A recommended process is described in the figure: Mentorship roadmap.
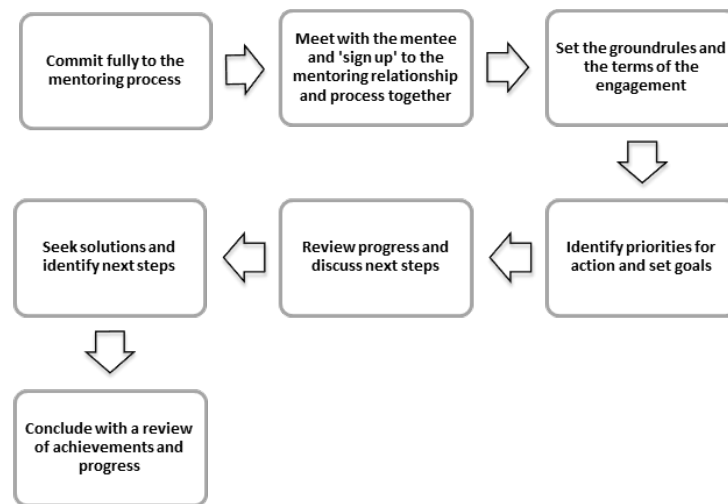
Figure: Mentorship roadmap

Mentor/mentee contract

It is very important that mentors and mentees should enter into contracts to ensure that expected performance deliverables are specified, understood and agreed upon. In addition, that each party to the contract is clear on what is expected and required and that there are no surprises regarding expectations, timing or outputs. The mentorship agreement process is described in the figure: Mentorship agreement process.

Figure: Mentorship agreement process

The mentor and mentee should set clear objectives and agree to be honest and meet on a regular basis - whether fortnightly, monthly, quarterly etc. The mentor should be relied on for guidance, not answers, and is not a dumping ground.

Appendix 15: Exemplary communication

Source: Tomlinson, 2015: 1.

Extract: How leaders empower teachers

Some portion of leadership is silent. As we watch people in leadership positions, we see that they live out (or don't) what they ask of colleagues: hard work, principled convictions, trustworthiness, courage, and so on. Such modeling (sic) is revealing, potent, and instructive. But verbal communications are also central to real leadership. As I think back on the communication patterns of the effective leaders I've worked with, I see seven shared characteristics in how they interacted with me and with my peers.

They spoke and acted from deep conviction. They saw our common work as a mission to extend young people's prospects. They were well informed about this mission, and their depth of understanding stretched my understanding of my work as well. Their passion, knowledge, and personal commitment made us feel that our work was more than 'a job'.

They always remembered the humanity of the people with whom they spoke. I had the sense that these educators (*sic*) valued people more than directives or mandates. Their communications consistently demonstrated that they cared about the wholeness of co-workers' lives. They took time to know us as people who lived beyond the classroom as well as in it, celebrating, laughing, and sharing sorrows with us. In that way, they made us feel whole.

They listened more than they talked and asked more than they told. These leaders used silence for mutual reflection. They made disagreement feel safe and fruitful – both their disagreements with us and ours with them. They gave us voice.

Their communications and actions cultivated trust. My colleagues and I rarely felt let down by what the real leaders we worked with said, asked, or did. *What – and how – they communicated helped others develop a sense of agency and competence*. More often than not, these leaders seemed to ask, "How can I help you do the things you're inspired to do?" or "How can I help you do your best work?"

They asked a great deal from fellow educators – but always provided support so people could reach those high expectations.

They remembered to express gratitude. They knew they were not "lone rangers of change" and took care to acknowledge the large and small contributions of their partners in change.

Appendix 16: Responses to empowerment

Rejection:	A refusal to acknowledge the need for empowerment. Rejecting an empowerment approach means maintaining the *status quo* – what Prew (2007) names as a 'Botha-esque' management style, autocratic and authoritarian.
Tolerance:	An attitude of tolerance is reflected when the need for empowerment is acknowledged, but there is no real engagement. It means simply recognising the need. Although tolerance might seem to be a positive response to empowerment, it really indicates no more than lip-service. Nothing much that is helpful and positive is likely to occur.
Compliance:	This means dealing with empowerment only on the level of adhering to external laws and rules – requirements to offer development opportunities. Schools that aim for compliance deal with empowerment through policy and procedure, but may not effect changes in school culture that really enhance and support empowerment activities in the deepest manner. Compliance often involves maintaining the *status quo* without outwardly or openly countering the principles of empowerment.
Embracing empowerment:	Embracing empowerment is reflected in an attitude that not only acknowledges and accepts a development agenda, but that also sees people as individuals and values their different needs, pace of learning and need for support. On a school level, this involves actively engaging with needs and interests of staff and adopting an holistic and strategic approach to enabling and fostering empowerment and development of staff – according to their expressed needs.

Appendix 17: Questionnaire on delegation

Source: http://faculty.css.edu/dswenson/web/DELEGTST.HTM

For each of the following questions, answer *Yes* or *No* regarding the way you usually deal with delegation. Don't think too long about a question; go with your first reaction.

Work out the score according to the instructions provided.

Bring the result to the contact session.

Delegation self-assessment

	Yes	No
1. I spend more time than I should doing work others could do.		
2. I often find myself working while others are idle.		
3. I believe I should be able to personally answer any question about any project in my area.		
4. My "in box" mail is usually full.		
5. Staff often take initiative to solve problems without my direction.		
6. My operation functions smoothly when I am absent.		
7. I spend more time working on details than I do planning or supervising.		
8. Staff feel they have sufficient authority over personnel, finances, facilities, and other resources for which they are responsible.		
9. I have bypassed staff by making decisions that were part of their jobs.		
10. If I were incapacitated for an extended period of time, there is someone who could take my place.		
11. There is usually a big pile of work requiring my action when I return from an absence.		
12. I have assigned a job to a staff member primarily because it was distasteful to me.		
13. I know the interests and goals of every person reporting to me.		
14. I make it a habit to follow up on jobs I delegate.		
15. I delegate complete projects as opposed to individual tasks whenever possible.		
16. My staff are trained to maximum potential.		
17. I find it difficult to ask others to do things.		
18. I trust my staff to do their best in my absence.		
19. My staff are performing below their capacities.		
20. I nearly always give credit for a job well done.		
21. Staff refer more work to me than I delegate to them.		
22. I support my staff when their authority is questioned.		

	Yes	No
23. I personally do those assignments only I can or should do.	▨	
24. Work piles up at some point in my operation.		▨
25. All staff know what is expected of them in order of priority.	▨	
Grey block score		
Total grey block score		

Scoring

Give one point for each *Yes* in a grey block (numbers 5, 6, 8, 10, 13, 14, 15, 16, 18, 20, 22, 23, and 25); and one point for each *No* in a grey block (numbers 1, 2, 3, 4, 7, 9, 11, 12, 17, 19, 21, and 24).

Interpretation

Scores 20–25: You follow excellent delegation practices that help the efficiency and morale of your work group. These practices maximise your effectiveness as a leader and help develop the full potential of your staff.

Scores 15–19: Your score is adequate, but nothing special if you are striving for excellence in leadership. To correct the deficiency, review the questions you missed and take appropriate steps so that you will not repeat these delegation mistakes.

Scores 14 and below: Delegation weakness is reducing your effectiveness as a leader. The overall performance of your work group is lower than it should be because either you are unable or unwilling to relinquish power to others. In addition, delegation mistakes may cause dissatisfaction among staff. At the least, they will not develop job interest and important skills unless you improve in this area.

Appendix 18: Information on IQMS

Information set 1

Staff Development Team (SDT) composition, roles and responsibilities

The IQMS stipulates the composition and responsibilities of the SDT very clearly. The IQMS required that the SDT should consist of members from across the school, as follows:

Staff Development Team (SDT)		
Who? (6 in total): • Principal (ex officio) • Whole School Evaluation coordinator • Elected SMT member(s) • Elected teaching staff	What are their tasks? • Staff training • Coordinating all IQMS activities • Completes documents • Monitors effectiveness	Links with, and coordinates the following: • Developmental Appraisal and SIP • Liaises with Department re training needs, external WSE team • Develops SIP • Resolves differences around ratings • Prepares IQMS management plan • Ensures that IQMS records are completed and correct

(Source: IQMS, 2003; IQMS Q&A, 2013)

Information set 2

Understanding the Staff Development Team (SDT) and IQMS implementation

The SDT has further responsibilities with regard to the Development Support Group (DSG) as follows:

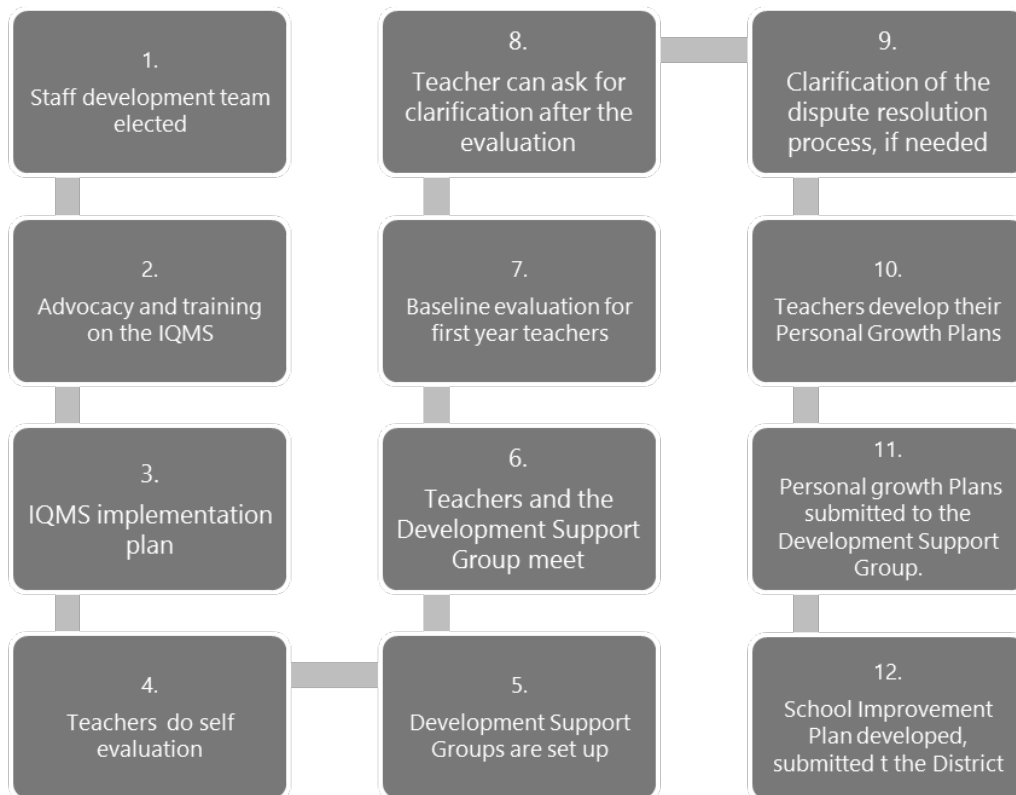|	
Facilitates its establishment according to recommendations	Ensures that a schedule of Development Support Group members is prepared
Oversees that the DSG offers mentoring and support to educators	The DSG assists the teacher in finalising the Personal Growth Plan

(Source: IQMS, 2003; ELRC, 2003.)

Information set 3

The stipulated IQMS process and requirements

One of the areas where issues may arise with the implementation of the IQMS is if the steps as set out are not carried out, or if done, not handled with due care. See below for information on the required steps. The IQMS document is very clear about not only roles and responsibilities and the relationship of one document with another, but also about the process to be followed. This is as follows:

1. Staff development team elected	8. Teacher can ask for clarification after the evaluation	9. Clarification of the dispute resolution process, if needed
2. Advocacy and training on the IQMS	7. Baseline evaluation for first year teachers	10. Teachers develop their Personal Growth Plans
3. IQMS implementation plan	6. Teachers and the Development Support Group meet	11. Personal growth Plans submitted to the Development Support Group.
4. Teachers do self evaluation	5. Development Support Groups are set up	12. School Improvement Plan developed, submitted t the District

(Source: IQMS, 2003; IQMS Q&A, 2013.)

Information set 4

The link between IQMS and School Planning

What is the difference between institutional, subject and individual plans?

	Institutional plans, Strategic plan, Whole School Evaluation (WSE), School Improvement Plan (SIP)	Subject Improvement Plan (SIP), Personal Growth Plan (PGP)
Purpose	Strategic plan: States how the school will interact with its environment in order to achieve its goals. WSE: Links to the strategic plan but is developed from the SIP. School SIP: A combination of all the improvement plans for the year.	Subject SIP: Sets out how a subject or phase will achieve its goals for the coming year. PGP: Sets out how a teacher will achieve their goals for the coming year.
Time frame	At the very least, a strategic plan should be medium term (3–5 years).	The SIP is for a period of a year. The detail of a plan could stipulate annual, quarterly, half yearly, monthly, weekly and daily goals.
Goals	Long term, related to the Vision and Mission of the organisation.	Short and occasionally medium term goals.
Detail	Broad	Detailed, thorough.
Originator	The SMT, spearheaded by the Principal. The SGB would give input.	Each subject head will do a SIP and each teacher will compile their own PGP. Naturally, the HOD will need to approve the plans for efficient use of resources.

Appendix 19: Conflict style questionnaire and scoring rubric

Conflict management styles questionnaire

	Rarely	Sometimes	Often	Always
1. I explore issues with others so as to find solutions that meet everyone's needs.	1	2	3	4
2. I try to negotiate and adopt a give-and-take approach to problem situations.	1	2	3	4
3. I try to meet the expectations of others.	1	2	3	4
4. I would argue my case and insist on the merits of my point of view.	1	2	3	4
5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open.	1	2	3	4
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible.	1	2	3	4
7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?	1	2	3	4
8. I prefer to compromise when solving problems and just move on.	1	2	3	4
9. I find conflicts challenging and exhilarating; I enjoy the battle of wits that usually follows.	1	2	3	4
10. Being at odds with other people makes me feel uncomfortable and anxious.	1	2	3	4
11. I try to accommodate the wishes of my friends and family.	1	2	3	4
12. I can figure out what needs to be done and I am usually right.	1	2	3	4
13. To break deadlocks, I would meet people halfway.	1	2	3	4
14. I may not get what I want but it's a small price to pay for keeping the peace.	1	2	3	4
15. I avoid hard feelings by keeping my disagreements with others to myself.	1	2	3	4

How to score the Conflict Management Quiz

As stated, the 15 statements correspond to the five conflict resolution styles. To find your most preferred style, add together the points in the respective categories (add your score for the questions in each category). The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, if you are a leader who must deal with conflict on a regular basis, you may find your style to be a blend of styles.

Style	Corresponding statements	Total
Collaborating	1.	
	5.	
	7.	
Competing	4.	
	9.	
	12.	
Avoiding	6.	
	10.	
	15.	
Harmonising	3.	
	11.	
	14.	
Compromising	2.	
	8.	
	13.	

Brief descriptions of the five conflict management styles

Collaborating style

Problems are solved in ways in which an optimum result is provided for all involved. Both sides get what they want and negative feelings are minimized.
Pros: Creates mutual trust; maintains positive relationships; builds commitments.
Cons: Time consuming; energy consuming.

Competing style

Authoritarian approach.
Pros: Goal oriented; quick.
Cons: May breed hostility.

Avoiding style

The non-confrontational approach.
Pros: Does not escalate conflict; postpones difficulty.
Cons: Unaddressed problems; unresolved problems.

Harmonizing style

Giving in to maintain relationships.
Pros: Minimizes injury when we are outmatched; relationships are maintained.
Cons: Breeds resentment; exploits the weak.

Compromising style

The middle ground approach.
Pros: Useful in complex issues without simple solutions; all parties are equal in power.
**Cons**: No one is ever really satisfied; less than optimal solutions get implemented.

(Source: http://elementaltruths.blogspot.com/2006/11/conflict-management-quiz.html)

Rubric

1 = Rarely	2 = Sometimes	3 = Often	4 = Always

1. Each statement in the questionnaire provides a strategy for dealing with a conflict. 2. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.
2. Be sure to answer the questions indicating how you would behave rather than how you think you should behave.
3. Once you have completed the questionnaire, score yourself according to the rubric provided. Have the completed questionnaire to discuss in class with a fellow participant.

Appendix 20: Problem solving cycle
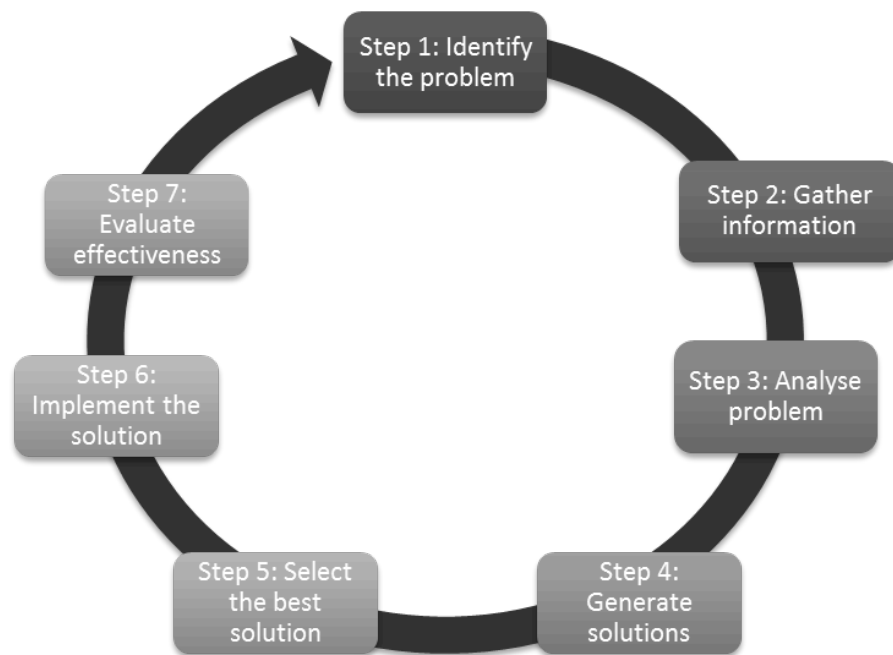
How to apply the problem solving cycle

Step 1: *Identify the problem:* Ask questions and talk to others.

Step 2: *Gather information:* Ask probing questions relevant to the problem.

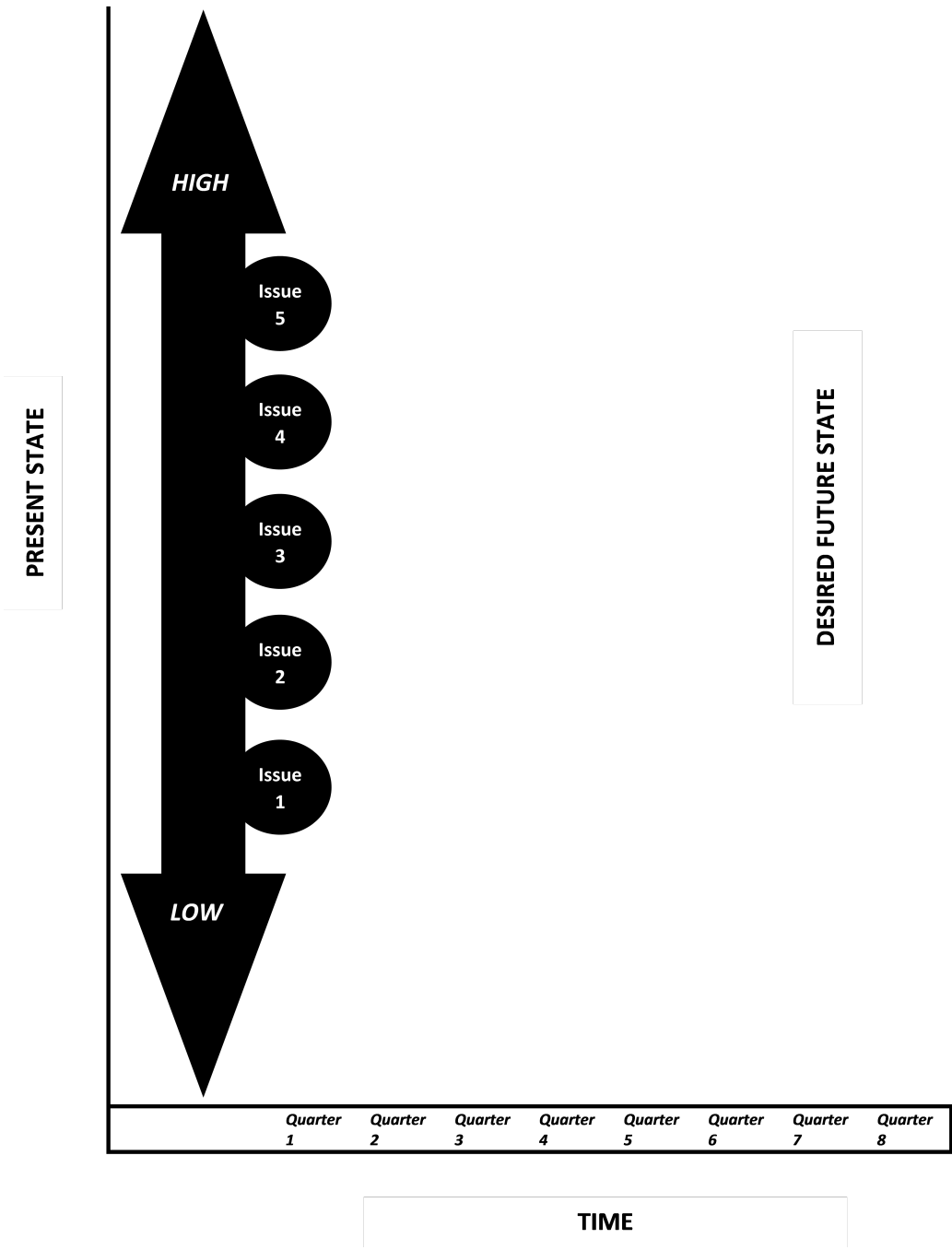Step 3: *Analyse problem:* See the problem in different ways to help you find an effective solution.

Step 4: *Generate solutions:* Brainstorm any solutions that could achieve the outcomes.

Step 5: *Select the best solution:* Consider the solutions in terms of relevancy, and being realistic, manageable and achievable.

Step 6: *Implement the solution:* Put the solution into action.

Step 7: *Evaluate effectiveness:* Assess whether the solution has achieved the outcomes.

Appendix 21: Present state, desired future state

HIGH

Issue 5

Issue 4

Issue 3

Issue 2

Issue 1

LOW

PRESENT STATE

DESIRED FUTURE STATE

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5	Quarter 6	Quarter 7	Quarter 8

TIME

Appendix 22: Extracts from Chapter 2 of the Constitution

Source: Republic of South Africa. 1995b. *Constitution of the Republic of South Africa, Act No. 108 of 1996.* Accessed from: https://tinyurl.com/yauzpnqt .

Extract: Preamble to the Constitution

We, the people of South Africa, Recognise the injustices of our past;
Honour those who suffered for justice and freedom in our land;
Respect those who have worked to build and develop our country; and
Believe that South Africa belongs to all who live in it, united in our diversity.
We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to -

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
Improve the quality of life of all citizens and free the potential of each person; and
Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.
Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.
God seën Suid-Afrika. God bless South Africa.
Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

Extract: Chapter 2 of the Constitution (1995)

Assembly, demonstration, picket and petition

1. Everyone has the right, peacefully and unarmed, to assemble, to demonstrate, to picket and to present petitions.

Freedom of association

1. Everyone has the right to freedom of association.

Labour relations

1. (1) Everyone has the right to fair labour practices. (2) Every worker has the right— (a) to form and join a trade union; (b) to participate in the activities and programmes of a trade union; and (c) to strike. (3) Every employer has the right— (a) to form and join an employers' organisation; and (b) to participate in the activities and programmes of an employers' organisation. (4) Every trade union and every employers' organisation has the right— (a) to determine its own administration, programmes and activities; (b) to organise; and (c) to form and join a federation. (5) Every trade union, employers' organisation and employer has the right to engage in collective bargaining. National legislation may be enacted to regulate collective bargaining. To the extent that the legislation may limit a right in this Chapter, the limitation must comply with section 36(1). (6) National legislation may recognise union security arrangements contained in collective agreements. To the extent that the legislation may limit a right in this Chapter, the limitation must comply with section 36(1).

Appendix 23: Extracts from Beckmann and Füssel (2013)

For Activity 60

1. Read the following extract from the Beckman and Füssel (2013: 1) article.

> *Howie [2011] says that, after decades of deprivation in many contexts, it is important to not only discuss and reflect on how achievable quality education for all is, but also, what the cost is of not doing so. The concern about the quality of education has overtaken concerns about access to education and can be accompanied by questions about the status, rights, responsibilities and behaviour of teachers.*
>
> *Teachers are very important actors in regard to the quality and results of school education and one has to observe their role very carefully.*
>
> *Because many role-players impact the quality of education, one should guard against assuming a very direct causal relationship between the work of educators and the performance of learners.*

2. Read the following extract from the Beckman and Füssel article (2013: 4-5):

> *…the UNESCO /ILO Recommendation on the Status of Teachers (henceforth the Recommendation) which was the first multi-national reflection on and articulation of the rights and status of teachers, and which remains an important entry point into the debate on these two issues.*
>
> *Clause 5 of the Recommendation provides that "[w]orking conditions for teachers should be such as will best promote effective learning and enable teachers to concentrate on their profession" while clause 79 provides that the participation of teachers in social and public life should be encouraged in the interests of the teacher´s personal development, of the education service and of society as a whole.*
>
> *These clauses would seem to suggest that the drafters of the Recommendation *linked teacher*

performance and their labour rights. … [there is] increasing international insistence on the provision of quality education to all. …. Teachers are assumed to play a vital role in the provision of education and that they seem to require access to certain labour rights in order to perform their task satisfactorily. The question then arose as to whether the nature of educators' work is such that it could justify measures to curtail or even withdraw some or all of their labour rights should they not contribute adequately to the provision of quality education or should they abuse their labour rights.'

3. Read the following extract from the Beckmann and Füssel (2013: 3):article:

The Recommendation consists of 146 clauses that set standards particularly in the following fields: Preparation for the profession, further education for teachers, employment and career, entry into the teaching profession, advancement and promotion, security of tenure, disciplinary procedures related to breaches of professional conduct, the rights and responsibilities of teachers, conditions for effective teaching and learning, teachers' salaries, and teacher shortages.

…. In South Africa all teachers (including those that had been disadvantaged before) received the full array of labour rights referred to in the Recommendation in a single package in the wake of the 1994 transformation: Labour rights, rights to suitable professional preparation, the right to be heard, and the right to professional development. The question arises as to whether such allocation has contributed to the delivery of quality education or whether the absence of some links in a chain has not negatively affected their service delivery.

For Activity 63

1. Read the following extract from the Beckmann and Füssel (2013:8) article:

The Labour Relations Act (LRA) was promulgated among others to give effect to the public international law obligations of the Republic relating to labour relations, to give effect to section 23 of the Constitution; to promote and facilitate collective bargaining at the workplace and at sectoral level; to promote employee participation in decision-making through the establishment of workplace forums; and to provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration (for which purpose the Commission for

Conciliation, Mediation and Arbitration (CCMA) is established), and through independent alternative dispute resolution services accredited for that purpose. The LRA specifically protects employees against unfair dismissals.

Teachers therefore have access to collective bargaining, to participation in decision-making and to conciliation, mediation and arbitration for the resolution of labour disputes. In terms of Item 3(2) of Schedule 1 to the LRA the Education Labour Relations Council (ELRC) (established by section 6(1) of the Education Labour Relations Act) is deemed to be a bargaining council established in terms of section 37(3)(b) of the LRA. The agreements adopted by this council are binding on employers and employees.

The Employment of Educators Act (EEA) provides for the employment of educators by the State, for the regulation of their conditions of service, for discipline, for retirement and for the discharge of educators. The EEA defines who educators and employers are and it thus very clear to whom the rights contained in this law accrue.

Section 2 of the EEA provides that the EEA applies to the employment of educators at (a) public schools. Section 3 spells out who the employers of specific categories of employees are, for all purposes of employment as well as for the purposes of determining the salaries and other conditions of service of educators and for the purposes of creating posts.

2. Read the following extract from the Beckmann & Füssel, (2013: 10) article:

Although we [Beckmann & Füssel] explore, in this article, the possibility that South African educators' full array of labour and other rights may not be justified and may be counterproductive in regard to quality education because of their abuse by educators, some of them do positively contribute to quality education and need to be applauded.

3. Read the following extract from the Beckmann & Füssel, (2013: 11) article wherein Spaull concludes:

While the constitution promises equal access to education, it cannot promise an equal quality of education. Until such a time as the primary education system in South Africa is able to offer a quality education to all students, not only the wealthy, the existing levels of educational inequality will remain.

Taylor poses a question embedded in a statement that echoes Spaull's assessment of the quality of education:

Inequity in the quality of education has proved a more enduring problem. For many poor children, who are predominantly located in the historically disadvantaged part of the school system, this low quality of education acts as a poverty trap by precluding them from achieving the level of educational outcomes necessary to be competitive in the labour market. An important question is the extent to which this low quality of education is attributable to poverty itself as opposed to other features of teaching and management that characterise these schools.

The substantial increase in resources invested in the historically disadvantaged parts of the school system has unfortunately not produced a commensurate improvement in education quality. This is clearly evident in the test scores of South African students in numerous surveys of educational achievement that have been carried out in recent years These surveys have unequivocally shown that the overall level of achievement amongst South African children is extremely low.

Taylor's question leads to other questions. Among these are: If the status and rights of teachers do not seem to be contributing to providing quality education to all the learners, should such rights and status be examined with a view to an adaptation that could facilitate the improvement of the quality of education?

Despite the significant number of rights which teachers have gained since 1994, no significant advances in education quality (especially for the poorer parts of the population concentrated in rural areas) since then can be indicated. Spaull points out that, given the racial dimension of poverty, and that the poor are more likely to be black, it appears that, on average, black students receive an inferior quality of education to their white peers. He comments that the fact that this "is the reality 17 years on from apartheid is particularly disconcerting." Especially for black children in rural areas, 17 years of comprehensive teacher rights have not changed their plight.

For Activity 70

Read the following extracts from the article (Beckman & Füssel, 2013: 6)

SADTU is a member of the Confederation of South African Trade Unions (COSATU) which is the largest union grouping in the country. Furthermore, COSATU is a member of the tripartite alliance which has united to form one group at the ballot box and it is, therefore, with the South African Communist Party (SACP) an alliance which rules the country with the African National Congress (ANC) as ruling party. This situation where a trade union is part of government is unique and

contradicts in many ways the notion that trade unions should primarily guard and promote their members' rights and interests.

……

There is compelling anecdotal and other evidence that SADTU in particular is playing a disruptive role in schools predominantly serving poor communities. … Among the accusations levelled at SADTU [in the Beckmann article] are the following:

1. *They place principals under enormous pressure and intimidation when they try to enforce normal learner and educator discipline.*
2. *They purport to be able to forbid principals to inspect teachers' work planning and to enter their classes.*
3. *It does not honour agreements to which it was a party.*
4. *They exert such pressure on principals that oppose them that such principals sometimes resign from education.*
5. *They divide schools along party-political and union alliance lines and non-ANC and non-SADTU members are victimised. This includes fabricating rumours, and charges of nepotism, financial and other mismanagement, racism and corruption.*
6. *They organise protests and force teachers and learners to participate in union activities which are sometime unauthorised and infringe on teaching time.*
7. *They close ranks when members are accused and found guilty of misconduct so that neither the principal nor the education authorities can or want to act against them.*

If all of these allegations are true, it is clear that teachers' labour rights, if abused, may have an adverse effect on the quality of education and also on the management of educational institutions. The situation is compounded by the fact that teachers chose not to get education declared as an essential service, which would have curtailed their labour rights to some degree.

Appendix 24: Presentation skills

Preparing your Presentation

The following issues should guide your preparation process:

- Purpose
- Audience analysis
- Organising presentation
- Material
- Introductions
- Conclusions
- Words
- Visual aids
- Practice.

Purpose

The purpose of a presentation falls into two categories:

- to inform
- to persuade.

Issues to consider

- Ascertain the purpose - why do you have to do this presentation?
- Set objectives - what are you trying to achieve?
- Pick a powerful title.

Audience analysis

Information to consider:

- Demographic information: age, sex, education, religion, occupation, race/ethnicity, politics, cultural influences.
- Attitudes, values, and beliefs: about the subject, towards you, stereotypes, hidden agendas, important values for audience, is there a shared value system, their beliefs and attitudes.
- What do they know.
- What is in it for them.
- What do they expect – highlight the benefits.
- Cross-cultural audiences: be careful of stereotypes, be careful of humour, be humble, don't greet the audience in their language if you don't speak it.
- Creating relationships: acknowledge their feelings and fears, share something personal, don't whine about your problems, address sub-groups, identify influential members, express your emotions, focus on their needs and not yours.

Organising the presentation

Issues to consider:

- Selecting material: anecdotes, statistics, examples, quotes, keep your audience in mind.
- Patterns of organisation: problem/solution, chronological, metaphor/analogy, cause/effect, divide a word, catch phrase, theory/practice, topic.
- Outline: what the audience need to know, don't put too much information, no more than seven points.
- Time: it is better short than long, make an adjustment for humour, be prepared to cut but not the conclusion, communicate your awareness of time.

Material

Issues to consider:

- Logical and emotional appeals.
- Stories: about people, success stories, personal stories, current stories.
- Quotations: relate to a point, acknowledge source, paraphrase long quotes, unusual quotes.
- Statistics: use credible source, startling statistics, create a picture, visual aid.
- Analogies, definitions, examples.
- Making your presentation unforgettable: say something memorable, stories, insightful observations, practical advice.

Introduction

This is the most important part of your presentation.

Issues to consider:

- Expectations: gain attention, establish relationship, show your credentials, provide reasons for listening, describe what you will talk about.
- Perfect introduction: answer audience questions (who, why, when, what, where, how), background, greetings and acknowledgements, strong opening.
- Introductions to avoid: the apology, the cliché, the con-man, the nerd, the space-case, the travelogue, the ignoramus.
- Ways to begin: quotation, rhetorical question, joke, story or anecdote, statistic, fact, historic event, today, definition, magic trick, example, provoking title, song.

Conclusion

A conclusion must:

- Summarise your presentation
- Provide closure
- Make a great final impression.

Issues to consider:

- Conclusions to avoid: non-existent conclusion, surprise conclusion, unrelated to topic conclusion, whining conclusion, great conclusion-wrong speech, endless conclusion, saying that's it conclusion.
- Draw the main ideas together into a summary.
- Thank the audience.

Words

Issues to consider:

- Words that create a powerful message: tone and style, power words, avoid jargon, catch phrases, exaggeration, allusion, metaphor, rhetorical question, rile of three, antithesis.
- Editing: read it out loud, simple language, avoid long sentences, active voice, be specific, use exciting verbs, get rid of clichés, vary the pace, avoid foreign words, put it aside and come back.

Visual aids

- Ask yourself if the visual aid is really a visual and an aid
- Know the pros and cons of visual aids
- Do leave enough time for preparing slides
- Check spelling
- Don't use all-upper or all lower case text
- Number your slides
- Too much text
- Rehearse
- Make sure that you know how to use the aid and that they are in working condition
- Do not obscure the aid.

Delivering your Presentation

The following factors should guide your delivery process:

- Room
- Communicating with confidence
- Handling audience
- Handling questions
- Gestures.

Room

Issues to consider:

- Arranging the room to your benefit: the psychology of seating.
- Anticipating equipment problems: "trust no one but yourself", sound system, audio-visual equipment, lighting, podium, electricity, other people operating equipment.
- Eliminating distractions: views, noise, temperature, ventilation.
- Arrive early: fear of unknown, visualise success, meet and speak with audience.

Communicating with confidence

Issues to consider:

- Causes of stage fright: common fears, analyse your fears, nervous about being nervous, a little nervousness is good.
- Reducing anxiety: self-image fulfilling prophecy, the audience wants you to succeed, you have knowledge the audience wants, they don't know you are afraid, audience as an individual, talking to yourself, personal affirmations, worst case scenario.
- Physical symptoms of stress: breathing, stretching, self-massage, moving around, water.
- Handling stage fright: write your own introduction and conclusion, anticipate problems and have solutions, arrive early, divide and conquer, move, don't apologise for nervousness, food.
- Traditional cures: alcohol, tranquilliser, imagine the audience naked.

Handling the audience

Issues to consider:

- Reading an audience's reaction: energy level, body language, questions, permission to laugh, write, and learn.
- Tough audiences: captive audience, more educated or experienced, hostile to your position, didn't come to see you, distracted audience, mirror image audience, angry at previous speaker, already heard it before audience.
- Dealing with hostile individuals: attention seekers, the attacker, person under the influence of alcohol or drugs, etc. Don't get angry, identify with them, be emphatic, suggest to speak with you after the presentation, don't argue, look for help, discontinue.
- Loosing audience: psychological involvement, use all the senses, icebreakers, ask question, ask for question, game, experiment, magic trick.
- Involvement.

Handling questions

- Anticipating questions: answer at the end, avoid individual domination and speech-question, listen to the question, repeat question, don't guess.
- Preparing answer:
i. Treating the questioner: don't embarrass, assist nervous people, recognise by name, avoid a negative non-verbal message, compliment question, don't attack.
ii. Designing your answer: don't assume you know the question, keep it brief, refer back to your presentation, don't make promises you won't keep, refer to your experience.
- Responding to confused questions: reverse, redirect, rephrase, expose the hidden agenda, put the question in context, build a bridge.
- Common types of questions: yes/no, hypothetical question (what if), the top question, false assumption, implied question/comment, multipart question.
- Special situations: interruption question, already covered question, already asked, irrelevant question, disorganised question, self-promoting question, rathole question, multiple question, rambling questions.
- Handling hostile questions: inoculation, admission, revelation, empathise with the questioner, establish common ground, put the question in neutral, be very specific, ask why they are asking, offer to take question privately, refer to the question jokingly, solicit questions in writing.

Appendix 25: The Labour Relations Act No.66 of 1995

Parliament passed the new Labour Relations Act No.66 of 1995 (the Act) after it had been drafted by joint social partners including the democratically elected government, employers and the broad labour movement. Further negotiations occurred between stakeholders in the National Economic Development and Labour Council (NEDLAC) and finally public comment was taken into account to fine-tune it. Being included in the labour movement and in the negotiations regarding the new Act was a victory for the progressive teacher organisations, based on the logic of teachers being workers and therefore what is good for workers is good for teachers.

The need for a new labour law

The Labour Relations Act No. 66 of 1995: 7 ensures that South African employers and workers are more certain of their rights, and almost all workers (including teachers) are covered by this one Act. The only exceptions are members of the National Defence Force, Intelligence Service and Intelligence Agency, and the South African Police Service.

The main principles of the Act

Underlying the Labour Relations Act No.66 of 1995 are the principles of promoting the right of workers to fair labour practices; to form and join a union or an employer's organisation; to organise and bargain collectively; and to strike and lockout. This in itself reflects workers' and employers' rights espoused by the Constitution.

The Act prohibits unfair discrimination and victimisation for the exercise of labour rights, and promotes self-governance and voluntarism in labour relations. It also favours conciliation and negotiation as a way of settling labour disputes and tries to reduce unnecessary technicalities in addressing disputes by way of streamlined processes and ensuring that adequately trained conciliators and arbitrators are readily available. Furthermore, the Act seeks to strengthen workplace democracy through the establishment of workplace forums that involve all workers.

What will the Act mean for workers?

Workers will benefit from the Act by having the right to join trade unions and participate in their activities; to strike and picket in support of a protected strike or against a lockout; to be consulted by employers if there is a workplace forum; to receive information on workplace matters that affect them; to fair dismissals; and protection against victimisation for exercising any rights in terms of the Act (LRA No.66 of 1995: 8-9).

What will the Act mean for employers?

Employers will benefit from the Act through the right to join and participate in the activities of employers' organisations; being able to lock out workers; the possibility of successful restructuring at the workplace through information sharing and consultation; the joint solution of problems, training and development; and quick, inexpensive and non-legalistic procedures for the adjudication of dismissal cases (LRA No.66 of 1995: 9-10).

Appendix 26: Hot seat questions

1. True or false: The Labour Relations Act was drafted solely by labour lawyers.

2. True or false: Teachers are not regarded as workers by the Labour Relations Act.

3. True or false: The Labour Relations Act covers ALL workers in South Africa.

4. True or false: The guiding document for the Labour Relations Act is the Constitution.

5 & 6. Name 2 actions that are prohibited by the Labour Relations Act.

7 & 8: Name 2 rights afforded to workers by the Labour Relations Act.

9. True or false: The Labour Relations Act offers no protection for employers.

All of the answers to the hot seat questions as provided above are found in the extract: *The Labour Relations Act No. 66 of 1995,* as reading for the relevant activity.

Appendix 27: Understanding the collective bargaining context

Prinsloo (2016: 239) states that while employers' organisations and unions are not obliged to register with the Department of Labour , it is advisable to do so. Firstly, registration with the Department of Labour serves to assure union members that there is a proper constitution and control over finances, and secondly, registered unions have more rights than unregistered ones, under the LRA (1997:13-14). These include organisational rights awarded by the Commission for Conciliation, Mediation and Arbitration (CCMA); the right to be a member of a bargaining or statutory council (subject to the admission requirements of the council); and the right to conclude collective agreements as defined under the LRA. And, a union that is sufficiently representative of the employees within the education sector has additional rights. Briefly, these are the right to: reasonable access to premises and personnel for the purpose of recruitment and communication (LRA section 12); the payment of members' union fees by way of agreed salary deductions by the employer (LRA section 13); and the granting of reasonable paid leave to union office bearers by the employer (LRA section 13).

Prinsloo (2016: 241) further explains that Section 27 of the LRA (1995) promotes centralised collective bargaining by providing for sectoral bargaining councils. The Public Service Co-ordinating Bargaining Council (PSCBC) serves the entire public sector, dealing with matters concerning all state employees, such as salaries. Within the education sector, the bargaining council is the Education Labour Relations Council (ELRC) and the ELRC provincial bargaining chambers, broadly fostering collective communication between the employer (the state) and its unionised educators or all those to whom the Employment of Educators Act applies. The bargaining councils of each of the provincial administrations deal with the terms and conditions of the employment of non-educators employed by the provincial departments of education. Among the powers and functions of the ELRC is to negotiate, to bargain collectively [in relation to all matters of mutual interest between the employer and the employee], and to refer or delegate matters to the Provincial Chamber.

Rezandt (2015: 45) posits that the ELRC has juristic personality and is registered in terms of section 37 of the LRA. The Council is governed by its own Constitution and one of its main functions is to interpret and apply the provisions of the Employment of Educator's Act (EEA). In addition, the ELRC Constitution gives it the mandate to conclude and enforce collective agreements. It provides for the employment of educators by the State, for the regulation of the conditions of service, discipline, retirement and discharge of educators and for matters connected therewith. However, the ELRC's jurisdiction does not extend to issues bordering on the law arising from the employer and educator relationship.

In addition, Rezandt (2015: 46) presents the following summary of the aims for the ELRC, to:

• maintain and promote labour peace in education;
• prevent and resolve labour disputes in education;
• provide and regulate collective bargaining;
• perform the dispute resolution functions in terms of section 51 of the LRA;
• negotiate, to bargain collectively, and to consult on matters of mutual interest and issues that affect or may affect the relationship between parties to the Council or the Chamber;

- conclude collective agreements;
- enforce collective agreements between the parties and their members;
- confer in workplace forums additional on additional matters for consultation; and
- determine by collective agreements the matters that may be an issue in a dispute, a strike, or a lock-out at the workplace.

Appendix 28: The rights of employers and employees

Source: Joubert, 2016: 240.

The rights of employees and employers in terms of the Labour Relations Act (No. 66 of 1995)	
Employee	**Employer**
• To establish an employee organisation or not to establish it, to join it or not to join it. • To bargain collectively with the employer on matters arising from the normal employer-employee relationship. • To protect the interests of the employee by suitable legal action and, among others, strikes. • To have access to conflict or dispute resolution procedures for disputes on rights and interests. • To be protected against unfair labour practices.	• To establish an employer organisation or not to establish it, to join it or not to join it. • To bargain collectively with the employee on matters arising from the normal employer-employee relationship. • To conclude collective agreements with employees. • To protect the interests of the employer by suitable legal action, among others 'lockouts'. • To have access to conflict or dispute resolution procedures for disputes on rights and interests. • To be protected against unfair labour practises. • To engage employees according to their needs and to use them while taking into account the qualifications, suitability, level of training and the competence of each employee and to demand adequate performance of duties from employees.

Appendix 29: Compulsory school-based policies

Compulsory school-based policies

Finance Policy: *SASA 84/1996; Schools Education Act 6/1995; Correction Notice: Governing Body Amendment Regulations for Public Schools, 2012*
Requirements: The governing body shall determine a finance policy for the school

Admissions Policy: *SASA section 5/ 1996*
The laws (and regulations) say:
- The SGB may not use language competence testing as an admission requirement
- The SGB may not administer any tests related to the admission of a learner
- The SGB may not direct or allow the principal of the school or anyone else to administer an admission test
- The MEC may make regulations around the admission of learners to public schools
- The admission requirements may not unfairly discriminate on the grounds of race, ethnic or social origin, colour, gender, sex, disability, sexual orientation, religion, conscience, belief, culture or language.
- No learner may be refused admission because:
  ◦ Their parent(s) can't pay or haven't paid the schools fees (as determined by the governing body)
  ◦ They do not support the mission statement of the school
  ◦ The parent refuses to sign a contract that waives any claim for damages arising out of the education of the learner

NB: Refer to the DBE website for guidelines for the development of an Admissions Policy

Religion in Education Policy: *SASA 7/ 1996: Correction Notice: Governing Body Amendment Regulations for Public Schools 2012, National Policy on Religion and Education, 2003*
The law says the SGB:
- Must develop a religious policy
- Must do this in consultation with the department
- Must get approval from the MEC
- Must bear the following principles in mind:
  ◦ Developing a culture of respect for diverse cultural and religious traditions
  ◦ Freedom of conscience and religion

The policy says the SGB:
- May make their facilities available for religious observances
- Must determine the nature and content of religious observances (or no religious observances)

Compulsory school-based policies

Language Policy: *SASA section 6/ 1996*
The SGB should ensure that the language policy of the school reflects the current needs of the community it serves.
The law says the SGB:
- Must develop a language policy
- Must do this in consultation with the department
- Must get approval from the MEC
- Must bear the following principles in mind:
  ◦ Develop the country's diverse language communities
  ◦ Where practically possible allow the learner to choose their language of education
  ◦ Facilitate maximum participation of learners in the learning process
- May appeal a directive of the MEC related to language
- May not use language competence testing as an admission requirement

Code of Conduct (for learners): *SASA section 8/ 1996*
The law and regulations say the SGB must:
- Adopt a code of conduct for learners
- Remember that the code of conduct is about establishing a disciplined and purposeful school environment that is focused on improving and maintaining the quality of the learning process
- Consult with learners, parents and educators in developing the Code of Conduct
- Refer to guidelines developed by the MEC of the province (if available)
- Contain the process for safeguarding the interest of the learner and any other party involved in disciplinary proceedings
- Not include the administration of corporal punishment
- Decide on school rules. This may include issues such as dress code and learner attendance
- The Code of Conduct should also state Rights and Responsibilities for all sectors within the school

Health and Safety: *Regulations – Safety Measures at Public Schools – Amendment*
Occupational Health and Safety Act, No 85 of 1993; National Policy on HIV/AIDS for Learners and Educators in Public Schools, 1926 of 1999
This sets out the steps to be taken and procedures to be followed.

Drug abuse: *SASA, Section 8A/ 1996*
Promulgation of National Policy on the Management of Drug Abuse by Learners in Public and Independent Schools and Further Education and Training Institutions, Notice 3427 of 2002
The environment should be safe for teaching and learning.
Safety regulations must be followed.

HIV/AIDS: *National Policy on HIV/AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions, No. 20372 of 1999*
This applies to learners and teachers.

Appendix 30: Extracts from Personnel Administrative Measures (PAM) 2016

6.2.1 Senior teacher

1. SENIOR TEACHER (ELRC Collective Agreement No.5 of 2006)

JOB TITLE: Educator – public school

RANK: Senior Teacher

POST LEVEL: 1 (notch code 103)

2. THE AIM OF THE JOB

To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner and act as mentor to less experienced teachers, students and intern (if and when applicable).

3. CORE DUTIES AND RESPONSIBILITIES OF THE JOB

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

3.1 Teaching

3.1.1 To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.

3.1.2 To be a class teacher.

3.1.3 To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

3.1.4 To take on a leadership role in respect of the subject, learning area or phase, if required.

3.1.5 To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.

3.1.6 To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

3.1.7 To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

3.1.8 To consider and utilise the learners' own experiences as a fundamental and valuable resource.

3.2 Extra & co-curricular

3.2.1 To assist the departmental head to identify aspects which require special attention and to assist in addressing them.

3.2.2 To cater for the educational and general welfare of all learners in his/her care.

3.2.3 To assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

3.2.4 To share in the responsibilities of organising and conducting extra co-curricular activities.

3.3 Administrative

3.3.1 To co-ordinate and control all the academic activities of each subject taught.

3.3.2 To control and co-ordinate stock and equipment which is used and required.

3.3.3 To perform or assist with one or more of other non-teaching administrative duties such as:

3.3.3.1 Secretary to general staff meeting and/or others.

3.3.3.2 Fire drill and first aid.

3.3.3.3 Timetabling.

3.3.3.4 Collection of fees and other monies.

3.3.3.5 Staff welfare.

3.3.3.6 Accidents.

3.4 Interaction with stakeholders

3.4.1 To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

3.4.2 To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

3.4.3 To remain informed of current developments in educational thinking and curriculum development.

3.4.4 To participate in the school's governing body if elected to do so.

3.5 Communication

3.5.1 To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.

3.5.2 To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

3.5.3 To meet parents and discuss with them the conduct and progress of their children.

3.5.4 To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

3.5.5 To maintain contact with sporting, social, cultural and community organisations.

3.5.6 To have contacts with the public on behalf of the principal.

3.6 Mentoring

3.6.1 To act as mentor and coach for less experienced teachers.

3.6.2 When, and if required, to act a head of a subject, phase or grade as support to the relevant departmental head.

6.2.2 Master teacher

1. MASTER TEACHER (ELRC Collective Agreement No. 5 of 2006)

JOB TITLE: Educator - public school

RANK: Master Teacher

POST LEVEL: 1 (notch code 120)

2. THE AIM OF THE JOB

To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner and act as mentor to less experienced teachers, students and intern (if and when applicable), to participate in and facilitate professional development activities and to provide management support to the management team of the school when and if required.

3. CORE DUTIES AND RESPONSIBILITIES OF THE JOB

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

3.1 Teaching

3.1.1 To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.

3.1.2 To be a class teacher.

3.1.3 To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

3.1.4 To take on a leadership role in respect of the subject, learning area or phase, if required.

3.1.5 To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.

3.1.6 To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

3.1.7 To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

3.1.8 To consider and utilise the learners' own experiences as a fundamental and valuable resource.

3.2 Extra- & co-curricular

3.2.1 To assist the departmental head to identify aspects which require special attention and to assist in addressing them.

3.2.2 To cater for the educational and general welfare of all learners in his/her care.

3.2.3 To assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

3.2.4 To share in the responsibilities of organising and conducting extra co-curricular activities.

3.3 Administrative

3.3.1 To co-ordinate and control all the academic activities of each subject taught.

3.3.2 To control and co-ordinate stock and equipment which is used and required.

3.3.3 To perform or assist with one or more of other non-teaching administrative duties such as:

3.3.3.1 Secretary to general staff meeting and/or others.

3.3.3.2 Fire drill and first aid.

3.3.3.3 Timetabling.

3.3.3.4 Collection of fees and other monies.

3.3.3.5 Staff welfare.

3.3.3.6 Accidents.

3.3.4 To engage in management tasks in support of the school management team.

3.4 Interaction with stakeholders

3.4.1 To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

3.4.2 To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

3.4.3 To remain informed of current developments in educational thinking and curriculum development.

3.4.4 To participate in the school's governing body if elected to do so.

3.5 Communication

3.5.1 To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.

3.5.2 To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

3.5.3 To meet parents and discuss with them the conduct and progress of their children.

3.5.4 To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

3.5.5 To maintain contact with sporting, social, cultural and community organisations.

3.5.6 To have contacts with the public on behalf of the principal.

3.6 Mentoring

3.6.1 To act as mentor and coach for less experienced teachers.

3.6.2 When, and if required, to act a head of a subject, phase or grade as support to the relevant departmental head.

3.6.3 To collaborate with and support teachers regarding instructional procedures and personal growth.

6.2.3. Departmental head

1. DEPARTMENTAL HEAD

JOB TITLE: Educator - public school

RANK: Departmental Head

POST LEVEL: 2

2. THE AIM OF THE JOB

To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

3. CORE DUTIES AND RESPONSIBILITIES OF THE JOB

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

3.1 Teaching

3.1.1 To engage in class teaching as per workload of the relevant post level and the needs of the school.

3.1.2 To be a class teacher if required.

3.1.3 To assess and to record the attainment of learners taught.

3.2 Extra- & co-curricular

3.2.1 To be in charge of a subject, learning area or phase.

3.2.2 To jointly develop the policy for that department.

3.2.3 To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.

3.2.4 To provide and co-ordinate guidance:

3.2.4.1 On the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned.

3.2.4.2 On syllabi, schemes of work, homework, practical work, remedial work, etc.

3.2.4.3 To inexperienced staff members.

3.2.4.4 On the educational welfare of learners in the department.

3.2.5 To control:

3.2.5.1 The work of educators and learners in the department.

3.2.5.2 Reports submitted to the principal as require.

3.2.5.3 Mark sheet.

3.2.5.4 Test and examination papers as well as memoranda.

3.2.5.5 The administrative responsibilities of staff members.

3.2.5.6 To share in the responsibilities of organising and conducting extra and cocurricular

activities.

3.3 Personnel

3.3.1 To advise the principal regarding the division of work among the staff in that department.

3.3.2 To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

3.4 General/administrative

3.4.1 To assist with the planning and management of:

3.4.1.1 School stock, text books and equipment for the department.

3.4.1.2 The budget for the department.

3.4.1.3 Subject work schemes.

3.4.2 To perform or assist with one or more non-teaching administrative duties, such as:

3.4.2.1 Secretary to general staff meeting and/or others.

3.4.3.2 Fire drill and first aid.

3.4.2.3 Timetabling.

3.4.2.4 Collection of fees and other monies.

3.4.3.5 Staff welfare.

3.4.2.6 Accidents.

3.4.3 To act on behalf of the principal during her/his absence from school if the school does not qualify for a deputy principal or in the event both of them are absent.

3.5 Communication

3.5.1 To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.

3.5.2 To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.

3.5.3 To meet parents and discuss with them the progress and conduct of their children.

3.5.4 To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

3.5.5 To co-operate with further and higher education institutions in relation to learners' records and performance and career opportunities.

3.5.6 To maintain contact with sporting, social, cultural and community organisations.

3.5.7 To have contacts with the public on behalf of the principal.

6.2.4: Deputy principal

1. DEPUTY PRINCIPAL

JOB TITLE: Educator - public school

RANK: Deputy Principal

POST LEVEL: 3

2. THE AIM OF THE JOB

2.1 To assist the principal in managing the school and promoting the education of learners in a proper manner.

2.2 To maintain a total awareness of the administrative procedures across the total range of school activities and functions.

3. CORE DUTIES AND RESPONSIBILITIES OF THE JOB

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

3.1 General/administrative

3.1.1 To assist the principal in his/her duties and to deputise for the principal during his/her absence from school.

3.1.2 To assist the principal, or, if instructed to be responsible for:

3.1.2.1 School administration e.g. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or

3.1.2.2 School finance and maintenance of services and buildings e.g. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises.

3.2 Teaching

3.2.1 To engage in class teaching as per workload of the relevant post level and needs of the school.

3.2.2 To assess and to record the attainment of learners taught.

3.3 Extra- & co-curricular

3.3.1 To be responsible for school curriculum and pedagogy eg. choice of textbooks, coordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.

3.3.2 To assist the principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.

3.3.3 To assist the principal to play an active role in promoting extra and co-curricular activities in school and in the participation in sports and cultural activities organised by community bodies.

3.3.4 To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

3.4 Personnel

3.4.1 To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.

3.4.2 To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

3.5 Interaction with stake-holders

3.5.1 To supervise/advise the Representative Council of Learners.

3.6 Communication

3.6.1 To meet with parents concerning learners' progress and conduct.

3.6.2 To liaise on behalf of the principal with relevant government departments.

3.6.3 To maintain contact with sporting, social, cultural and community organisations.

3.6.4 To assist the principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.

6.2.5 Principal

1. PRINCIPAL

JOB TITLE: Educator - public school

RANK: Principal

POST LEVEL: 4

2. THE AIM OF THE JOB

2.1 To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.

2.2 To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

3. CORE DUTIES AND RESPONSIBILITIES OF THE JOB

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

3.1 General/administrative

3.1.1 To be responsible for the professional management of a public school as contemplated in section 16A(3) of SASA, and to carry out duties which include, but are not limited to –

3.1.1.1 The implementation of all the educational programmes and curriculum activities;

3.1.1.2 The management of all educators and support staff;

3.1.1.3 The management of the use of learning support material and other equipment;

3.1.1.4 The performance of functions delegated to him of her by the HoD in terms of SASA;

3.1.1.5 The safekeeping of all school records; and

3.1.1.6 The implementation of policy and legislation. (SASA, section 16A(2)(a)(i) – (vi))

3.1.2 To give proper instructions and guidelines for timetabling, admission and placement of learners.

3.1.3 To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures.

3.1.4 To ensure a school journal containing a record of all-important events connected with the school is kept.

3.1.5 To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.

3.1.6 To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.

3.1.7 To ensure that departmental circulars and other information received which affect members of the staff are brought to their attention as soon as possible and are stored in an accessible manner.

3.1.8 To handle all correspondence received at the school.

3.2 Personnel

3.2.1 To provide professional leadership within the school.

3.2.2 To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.

3.2.3 To ensure that workloads are equitably distributed among the staff.

3.2.4 To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

3.2.5 To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

3.2.6 To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.

3.2.7 To assist the HoD in handling disciplinary matters pertaining to educators and support staff employed by the HoD. (SASA, section 16A(2)(e)).

3.3 Academic performance of the school (SASA, section 16A(1) (b)(i) – (iv))

3.3.1 To prepare and submit to the HoD an annual report in respect of –

3.3.1.1 The academic performance of that school in relation to minimum outcomes and standards and procedures for assessment determined by the Minister in terms of section 6A of SASA; and.

3.3.1.2 The effective use of available resources.

3.3.2 The principal of a public school identified by the HoD in terms of section 58B of SASA must annually, at the beginning of the year, prepare a plan setting out how academic performance at the school will be improved. The academic performance improvement plan must be –

3.3.2.1 Presented to the HoD on a date determined by him/her; and

3.3.2.2 Tabled at an SGB meeting.

3.3.3 The HoD may approve the academic performance improvement plan or return it to the principal with such recommendations as may be necessary in the circumstances.

3.3.4 If the HoD approves the academic performance improvement plan the principal must, by 30 June, report to the HoD and the governing body on progress made in implementing the plan. The HoD may extend the date on good cause shown.

3.4 Teaching

3.4.1 To engage in class teaching as per the workload of the relevant post level and the needs of the school.

3.4.2 To be a class teacher if required.

3.4.3 To assess and to record the attainment of learners taught.

3.5 Extra- & co-curricular

3.5.1 To serve on recruitment, promotion, advisory and other committees as required.

3.5.2 To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.

3.6 Interaction with stakeholders

3.6.1 School governing body

3.6.1.1 To serve on the governing body of the school and render all necessary assistance to the SGB in the performance of their functions in terms of SASA.

3.6.1.2 To represent the HoD in the governing body when acting in an official capacity. (SASA, section 16A(1)(a)).

3.6.1.3 The principal must – (SASA, section 16A(2)(b, c, d, f and (3))

- Attend and participate in all meetings of the governing body.
- Provide the governing body with a report about the professional management relating to the public school;
- Assist the governing body in handling disciplinary matters pertaining to learners; and
- Inform the governing body about policy and legislation.
- Assist the governing body in the performance of its functions and responsibilities, but such assistance or participation may not be in conflict with – (i) Instructions of the HoD; (ii) Legislation or policy; (iii) An obligation that he/she has towards the HoD, the MEC or the Minister; and (iv) Provisions of the EEA and the PAM, determined in terms of the EEA.

3.6.2 To participate in community activities in connection with educational matters and community building.

3.7 Communication

3.7.1 To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth-running school.

3.7.2 To liaise with the circuit/regional office, supplies section, personnel section, finance section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.

3.7.3 To liaise with relevant structures regarding school curricula and curriculum development.

3.7.4 To meet parents concerning learners' progress and conduct.

3.7.5 To co-operate with the school governing body with regard to all aspects as specified in SASA.

3.7.6 To liaise with other relevant government departments, eg. Department of Health, Public Works, etc., as required.

3.7.7 To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.

3.7.8 To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.

3.7.9 To maintain contacts with sports, social, cultural and community organisations.

(Source: http://www.naptosa.org.za)

Appendix 31: HOD performance monitoring record

Name of HOD and Department:

ACTIVITY	DUE DATE	SUBMITTED ON TIME		REASON ADVANCED
		YES	NO	
Term planner				
Pace setters				
Assessment policy				
Assessment plan				
Department subject file				
File for educators in department				
Class assessment lists				
Moderation programme				
Book moderation reports				
Assessment moderation reports				
Subject meeting programme				
Meeting agendas				
Subject meeting minutes				
Subject assessment marks				
Analysis of results				
Classroom observation report				
Plan for underperforming staff				
List of struggling learners				
Quarterly learner progress reports				
Department development programme				
Mentoring plan for inductees				
Curriculum adviser reports				
Notices of District visits to staff				
List of resources in department				

COMMENTS:

PRINCIPAL/DEPUTY PRINCIPAL: