



Advanced Diploma School Leadership and Management

Professional Portfolio and Workplace Project

Module 1

Part 2

Department of Basic Education



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Professional Portfolio and Workplace Project

A module of the Advanced Diploma: School Leadership and Management

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Acronyms and Abbreviations

AC	Assessment Criteria
ADvDip(SLM)	Advanced Diploma School Leadership and Management
CCFO	Critical Cross Field Outcome
CoP	Community of Practice
DBE	Department of Basic Education
ELO	Exit Level Outcome
HEI	Higher Education Institution
HOD	Head of Department
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
NQF	National Qualifications Framework
PAM	Personal Administration Measure
PP	Professional Portfolio
PPODP	Personal, Professional and Organisational Development Plan
QMS	Quality Management System
SO	Specific Outcome
SAQA	South African Quality Authority
SASP	South African Standard for Principalship
SGB	School Governing Body
SIP	School Improvement Plan
SMART	Specific, Measurable, Attainable, Relevant, Time-bound
SMT	School Management Team
WPP	Workplace Project

Glossary

Blog	A regularly updated website or web page, one run by an individual (Blogger) or a small group that is written in an informal manner.
Community of Practice	A group of people who share a concern, interest or passion for something they do, and learn how to do it better as they interact regularly.
Learning Journal	A collection of thoughts and observations built-up over time, such as a period of study or relevant workplace experience that enhances learning through the process of writing and thinking about learning experiences.
Personal, Professional and Organisational Development	Builds individual and organisational capacity through the development of specific skills and strategies to engage competently with the complexity of workplace conflict and change.
Professional Portfolio	A tool carefully developed to appropriately showcase the work of a professional person while providing evidence of growth in the workplace.
Reflective Practice	The ability of an individual to reflect on their actions and from it engage in a process of continuous learning.
Reflective Practitioner	Someone who regularly looks back [reflects] on their practice by examining what they do and makes relevant adjustments to improve on performance.
Theory of Change	Defines long-term goals (of a project) and then maps backward to identify the actions necessary to achieve them.
Workplace Project	A project of tasks that must be completed in a real work environment.

Module 1: Professional Portfolio and Workplace Project (Part 2)

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

As previously indicated in the introduction to the AdvDip (SLM) programme, **Part Two** comprises Units 2, 3 and 4. They need to be addressed concurrently [at the same time] throughout the implementation timeframe. The focus of the three units is about you in your school context, and relates to the compilation of a Professional Portfolio (PP) which contains the evidence you provide for assessment on your Workplace Project (WPP) and on your Personal, Professional and Organisational Development. The three units relate to the final assessment of your applied competence in school leadership and management and form the practical aspect of the programme. They are addressed *simultaneously and continuously*, and offer support and guidance as well as providing a *constant source of reference* for you.

Part 2: Units

Part 2 comprises three units. These three units relate directly to your growth and development as a school leader.

Unit 2: The Professional Portfolio (PP) focuses on how to prepare your PP. You will compile your PP systematically over the entire duration of the AdvDip (SLM) programme. It will include examples of various tasks that you have been required to complete and will serve as evidence of your systematic engagement in this programme.

Unit 3: The Workplace Project (WPP) focuses mainly on your WPP. In this unit you will be guided to develop your understanding of how to plan and implement a school-based project that addresses an identified need or problem area in your school context.

Unit 4: Personal, Professional and Organisational Development. In this unit you will be required to work on strengthening your professional role by developing your ability to engage critically and to self-reflect on your leadership and management practices in the workplace. This unit is about learning to do things differently, you will be challenged both personally and professionally to think about how you, as a school leader, can help to bring about organisational change in areas in your school where change is needed. To achieve this, you will be guided to evaluate current practices in your school against given criteria. This will help you to make appropriate decisions on areas in which further development or adjustment is necessary.

You will also be provided with support to develop a Personal, Professional and Organisational Development Plan (PPODP), which will form part of your PP and which is a key activity and output of Unit 4.

How you are required to work through these three units

The way you are required to work with these three units is different from the way you will engage with the units in the other modules. In the other modules, you will work through each unit one-by-one [consecutively]. In the introduction to the programme in this module a suggested timeline is given on expected completion of the other modules.

In this module, you are required to work with all three units at the same time. *You are required to start the three units together and work through them simultaneously and at the same rate.* It is critical [very important] that you adhere to this requirement to ensure that you progress steadily through the programme in the scheduled timeframe. These units are specially designed to be studied together, in step with each other. It is therefore important to follow the recommended approach. This will help you to avoid the situation in which you might miss some important information addressed in one unit that relates to another unit at the same stage.

The units are not sequential therefore some information may be supplied, for example, in a unit with related information that could have been supplied earlier in another unit. This means, for example, if you choose to cover Activities 1–5 in Unit 2, you should allocate equivalent *time* to cover activities in the other units. It is similar to the way you would progressively work through the school curriculum. Much like that, you need to plan to ensure you move through the material at a steady pace. Your programme provider will give you further support to make sure you achieve this.

To assist you to keep track of when specific activities and documents from each of the three units should be completed for inclusion in your PP, suggested timelines are given below on content coverage (Table 1) and collection of evidence for the PP (Table 2). What is important to note here is that Unit 2 is the development of your portfolio and that Units 3 and 4 supply the evidence for portfolio inclusion that reflects your growing competence in leadership and management. Hence these timelines refer to the points in the programme where you would be expected to have covered certain activities (Table 1) as well as generated relevant evidence (Table 2) as you work through the modules. *Refer to these tables as you work steadily and progressively through the three units together.*

Table 1: Suggested timeline for content coverage – Part 2: Units 2, 3 and 4

Year 1	Unit	Content coverage
January–March	Unit 2	Activities 1–5
	Unit 4	Activities 1–5
April– June	Unit 2	Activities 6–10
	Unit 3	Activities 1–11
	Unit 4	Activities 6–10
July–September	Unit 2	Activities 11–16
	Unit 3	Activities 12–15
	Unit 4	Activities 11–15
October–December	Unit 2	Activities 17–18
	Unit 3	Activities 16–17
	Unit 4	Activities 16–17
Year 2	Unit	Content coverage
January–March	Unit 2	Activity 19
	Unit 3	Continued implementation of WPP and collection of evidence.
	Unit 4	Continued implementation of PPODP and collection of evidence.
April–September	Unit 2	Activity 20
	Unit 3	Continued implementation of WPP and collection of evidence.
	Unit 4	Continued implementation of PPODP and collection of evidence.

HOW YOU ARE REQUIRED TO WORK THROUGH THESE THREE UNITS

Year 1	Unit	Content coverage
October–December	Unit 2	Activity 20 cont.
	Unit 3	Activities 18-20
	Unit 4	Activities 18-20

Table 2: Suggested timeline for the collection of evidence for the Professional Portfolio

Year 1	Unit	Professional Portfolio evidence
January–March	Unit 1 Introduction to the AdvDip (SLM) programme	<ol style="list-style-type: none"> 1. Situational analysis. 2. Analysis of results. 3. Confirmation on needs related to your school context with respect to learner performance. 4. Reflection on Unit 1.
	Unit 1 & 4	<ol style="list-style-type: none"> 5. Starting a Learning Journal.
April–June	Unit 3	<ol style="list-style-type: none"> 1. Draft WPP proposal. 2. WPP proposal incorporating recommendations. 3. Final signed off WPP proposal. 4. Evidence of getting all stakeholders on board, e.g. presentations. 5. Creating a school-based community of practice; the team to implement the WPP. 6. Other forms of relevant evidence relating to module assignments, the WPP, etc. (ongoing evidence).
	Unit 4	<ol style="list-style-type: none"> 7. Relevant Learning Journal entries and Reflective Commentaries (ongoing evidence of reflection on completed modules). 8. Evidence of a school-based community of practice (ongoing). 9. PPODP (ongoing evidence).
July–September	Unit 3	<ol style="list-style-type: none"> 1. Action plan. 2. Gantt chart (ongoing updates). 3. Project meeting reports (ongoing evidence). 4. Evidence of communication to all stakeholders (ongoing).
October–December	Unit 3	<ol style="list-style-type: none"> 1. Evidence related to monitoring the implementation of the WPP. 2. Progress report on the WPP. 3. Project team review on the WPP.
Year 2	Unit	Portfolio documentation
January–March	Unit 3	<ol style="list-style-type: none"> 1. Revisions made to WPP action plan and Gantt chart based on project team reflection. 2. Changes communicated to stakeholders. 3. Evidence related to monitoring the implementation of the WPP.
April–September	Unit 3	<ol style="list-style-type: none"> 1. Evidence related to monitoring the implementation of the WPP.

OVERVIEW

Year 1	Unit	Professional Portfolio evidence
October–December	Unit 3	1. Final WPP report in findings/recommendations. 2. Final WPP Reflective Commentary. 3. Conceptualisation of further project emanating from project findings/recommendations in final report.
	Unit 4	4. PPODP beyond the AdvDip (SLM).

NB: Relevant evidence comprises documents generated specifically for, and from, the project, module assignments and current participant generated applicable school documentation. The PP and WPP should be available at contact sessions, community of practice sessions and school site-visits.

Communities of practice

It is expected that you will become a member of two communities of practice (CoPs) – one with your fellow participants on this programme, namely your higher education institute community of practice (HEI CoP); and the other comprising of the members of the team that will assist you in your school and in the implementation of your WPP. This is your school-based CoP.

Unit 2: The Professional Portfolio

Introduction

The purpose of this unit is to provide information on why you are required to prepare a Professional Portfolio (PP) as part of the AdvDip (SLM) programme; and to enhance your understanding of what is entailed in preparing a PP. The PP is a key requirement of the programme and is based on the principle that compiling, reviewing, and evaluating the participant's work over time can provide a richer, deeper, and more accurate picture of what you have learned and are able to do than the more traditional measures such as standardised tests and exams that only measure what is known at a specific point in time. The purpose of the PP in the case of this qualification is to stimulate and encourage *personal reflection, self-assessment and professional dialogue* with your fellow participants, in pursuit of self-improvement that then leads to improvement in the workplace.

The compilation of academic work and other forms of educational evidence assembled in the form of a PP serve as a way of:

- Evaluating your learning progress, academic achievement and personal/professional development.
- Determining if you have met the learning outcomes or other academic requirements of the programme.
- Helping you to reflect on your academic and professional progress.
- Creating a lasting archive of academic work products, accomplishments, and other documentation.

The PP plays a critical role in contributing to the exit requirement of the programme, i.e. your leadership and management applied competence. Applied competence, the South African Quality Authority (SAQA) refers to as “the application of knowledge, skills and values in a specific context to a defined standard of performance” (2000: 16).

Applied competence therefore must be demonstrated. The defined standard of performance can be found in the National Qualifications Framework (NQF) Level 7 descriptors (Appendix 1), the exit level outcomes of this programme (Template 1) and in the specific outcomes of each module (Template 2).

In summary, this unit covers PP development, evidence and assessment of this development, as well as suggestions relating to the structure and recording of your competence over the period of the programme. These are addressed under the following headings:



Figure 1: Content covered in Unit 2

Unit 2 learning outcome

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

- Develop a professional portfolio that will demonstrate your applied competence in leadership and management.
- Understand how a professional portfolio can be used as a flexible assessment instrument within the context of a South African professional development qualification in leadership and management.
- Compile a professional portfolio which includes relevant evidence of professional development in school leadership and management with links between the evidence and the exit level outcomes, reflective commentaries, workplace project and the personal, professional and organisational development plan.

Unit 2 preparation

Readings

In preparation for this unit, you should become familiar with the prescribed readings listed below. The first three documents are available for you in the appendices found at the end of this module and the fourth document is available online.

1. South African Qualifications Authority NQF Level 7 Descriptors (Appendix 1).
2. AdvDip (SLM) exit level outcomes (Template 1).
3. Illustrative portfolio assessment matrix (Template 2).
4. Mestry, R. & Schmidt, M. 2010. Portfolio assessment as a tool for promoting professional development of school principals: a South African perspective. *Education and Urban Society*, 42(3): 352–373. This article is readily available online: <https://tinyurl.com/y7ulcfhl>

Resources

For this unit you are also required to provide the following resource from your school:

- Your school situational analysis (from Unit 1). This will be used in some of the activities to show how evidence is provided for your PP.

A number of important readings are referred to, both in the activities and in the reference list. You are encouraged to source these and other further relevant readings to broaden your content knowledge. You are also encouraged to share and discuss what you have read with your fellow participants in your HEI CoP and with colleagues in your school-based CoP.

Take note

Remember that when you start the activities for this unit, you also need to begin the activities in the other two units (Units 3 and 4) as the three units of Module 1 Part 2 must be undertaken concurrently [together]. Get into the practice of referring to the timelines that are provided in the overview of Part 2 of this module (above). This will help to ensure that you are on track with the completion of activities and the preparation of the evidence that you are required to produce and include in your PP.

It is also recommended that you familiarise yourself with the overall content of the three units that comprise Part 2. This will allow you to access relevant sections when you need to, either during the programme or afterwards.

Unit 2 - Section 1: Professional Portfolio development in the AdvDip (SLM)

Background and rationale for the Professional Portfolio

The purpose of this section is to provide a rationale for portfolio development as the main assessment instrument in this professional development qualification. Your role as a researcher is critical in this process as you will be observing, collecting, selecting and evaluating evidence from your workplace. The Department of Basic Education (DBE) states that the Professional Portfolio (PP) will provide the “record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together” (DBE, 2015b: 9).

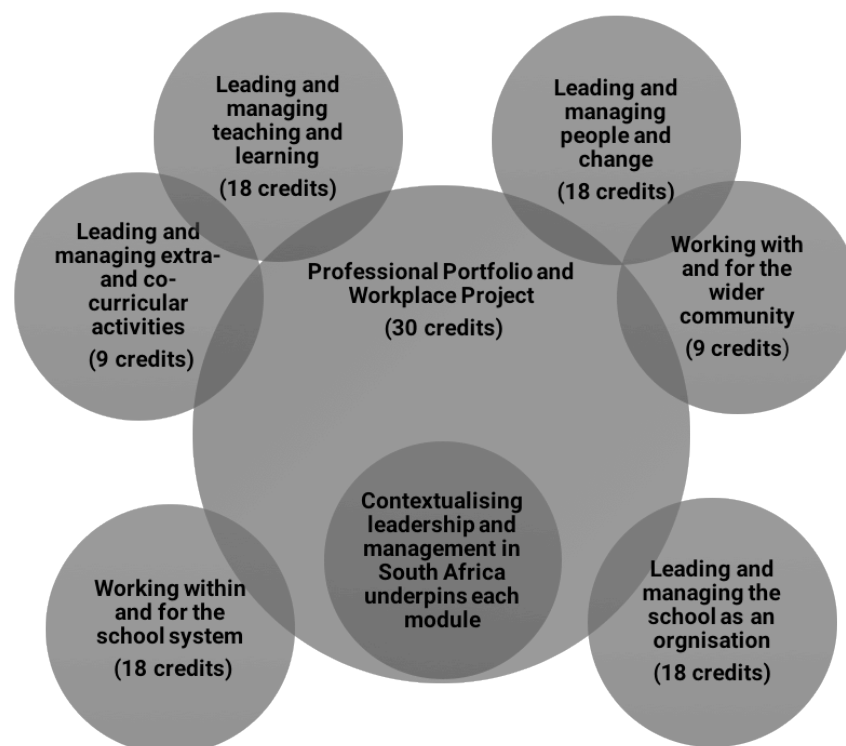


Figure 2: Components of the AdvDip (SLM) programme

(Source: DBE, 2015b: 7–8)

In the introduction to the AdvDip (SLM) programme (Module 1: Unit 1), *integration* of the modules is highlighted as a key principle. Additionally, there are three *golden threads* [three themes] which help to ensure coherence and linkages occur across all seven modules. They are:

1. reflective practice;
2. evidence-informed decision making; and
3. effective use of information communication technology (ICT) to promote school management efficiencies.

These are carefully woven [integrated] into the programme and also help to promote improved learning in this programme.

The South African Qualification Authority (SAQA) defines *integrated assessment* as “assessment which involves all the differing types of assessment tasks for a particular qualification” (SAQA, 2015: 6). Your engagement with the activities and assignments in all the modules of the Adv Dip(SLM) programme and your research work on your Workplace Project (WPP) create the opportunity for you to provide evidence of how your leadership and management practices have changed and strengthened as a result of your participation in this programme. This will be achieved by systematically collecting the results (evidence) of the various reflective and other tasks that you have completed (both on your own and in discussion with your HEI and School-based CoPs) and inserting them into your Professional Portfolio. Your Professional Portfolio is expected to provide evidence of how you have *integrated* the knowledge, values and attitudes that you gain through this programme, into a demonstration of a standard of performance that can be measured and assessed in your workplace.

The challenge for professional leadership and management programmes such as this, is to bridge [close] the gap between curriculum content and workplace practices. This is why an integrated model is advocated, one that combines *professional* and *academic* teaching of leadership and management (Rowland, 2010). This is something the Adv Dip (SLM) especially sets out to achieve. Your challenge, in this programme, will therefore be to manage the tension created by, on the one hand, your effort to achieve the standard required to be successful in this qualification, while on the other hand, being tasked with demonstrating how you have improved the standard of delivery in your school context (DBE, 2009: 198).

To be successful in this programme, it is expected that the effect or impact of what you have learnt by working through the theoretical content of the programme, will be evident in your workplace practices. Differently put, success in this programme is about your ability to demonstrate how you have been able to apply what you have learnt. Given that the PP and WPP will form the main body of evidence on which your progress and success in this programme will be judged, it is strongly recommended that you plan sufficient time to reflect and report on the status of your Professional Portfolio (PP) and Workplace Project (WPP), as you work through and complete of each of the programme modules.

Another key principle that underpins the AdvDip (SLM) programme is the recognition and emphasis that *context* is key to an understanding of your leadership and management practices. Whenever you try to implement something that you have learnt from this programme in the context of your school (e.g. a new approach to managing a school based issue) it is important to realise that what you implement will be affected by the context itself. Maxwell states that, “*the meanings, beliefs, values and intentions held by participants in that setting are its essential operating parts*” (Maxwell, 2004: 6-7). This means that as your progress through this programme you will need to constantly reflect and think about how your school-based interventions are being received. You will need to ask yourself if they are working in your school context. And if not, why not? You will need to think about ways in which you may need to adjust your approach to make it more suitable to your context.

The meaningful *record* of your practices becomes the PP. It is the instrument you will use to *integrate* (i.e. collect, select and collate) evidence of your ability to undertake evidence-based inquiry, and based on this evidence, make appropriate decisions. In this you will be expected to make use of data and ICT, implement changed practices based on your decisions, monitor and evaluate the impact of these decisions, as well as make appropriate changes or amendments indicated by your findings, through an action-research cycle approach (DBE, 2015b: 9). At the end of the programme you will present your PP for an assessment of your

competence. SAQA (2015: 7) defines a portfolio as “an accumulation of the collection of the multiple forms of evidence that is seen to represent a candidate’s learning”.

Paulson, Paulson and Meyer (in Fourie & van Niekerk, 1999: 333) broaden this definition to specify a portfolio as a:

...purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. A portfolio.... provides a complex and comprehensive view of student performance in context. It is a portfolio when the student is a participant in, rather than the object of assessment...it provides a forum that encourages students to develop the abilities needed to be independent, self-directed learners. (Paulson et al., in Fourie & van Niekerk, 199: 333)

The type and forms of evidence you will need to provide will be addressed in this unit. What is important to remember is that you need to keep track of your learning. You need to ensure that you have an *evidence trail*. This is a critical factor, as it will reflect your commitment and ability to shape the direction of your development, and that of your school.

The standard of participant performance expected on completion of the programme is explained in the exit level outcomes (ELOs) of the programme. You should go back to these often (see Unit 1) as your PP will show your achievement of them. Use them as a checklist to make sure you are always on the right track. In the following activity you will explore how the use of a portfolio will represent your learning, self-development and contribution to improvement in your workplace context.

Activity 1: Discuss the value of a Professional Portfolio as an assessment instrument

Suggested time:

One hour

Aim:

To help you understand the reason for using a PP as the assessment instrument in this programme.

What you will do:

Portfolios, although contested [questioned, challenged], are generally considered one of the better means to measure the competence of an individual (Mestry & Schmidt, 2010). As you develop your portfolio, you may find it helpful to learn more about the way it will be used in this programme.

Individual activity

Prepare for a discussion with your fellow participants by re-reading the following: Mestry, R. & Schmidt, M. 2010. Portfolio assessment as a tool for promoting professional development of school principals: a South African perspective. *Education and Urban Society*, 42(3): 352–373. While doing so:

1. Refresh yourself on the main points contained in the reading regarding the principals' perceptions of portfolios as a tool for promoting their professional development.
2. Highlight the positive aspects of portfolio development and portfolio assessment. Record these aspects in your Learning Journal.
3. Identify the authors' areas of concern of the use of the portfolio as an instrument for assessment.

With your HEI CoP

1. Share your findings on the value of portfolio development .
2. Suggest how the challenges mentioned in the reading could be overcome.

Discussion of the activity

Through your deliberations [discussions and reflections], you should have identified that portfolios promote reflective practice and improved learning (i.e. active, self-directed, collaborative forms of learning). These practices occur when relevant and meaningful activities are undertaken, together with an opportunity for discussions about context, with an assessor. As Mestry and Schmidt say:

... by virtue of its existence, the portfolio and its contents become valid and reliable... and it becomes possible to not only respect the integrity of the author but also the contents of the portfolio. (Mestry & Schmidt, 2010: 360)

Knoeppel and Logan view the purpose of a portfolio as providing the following:

... continuous learner progress assessment from programme entry to exit, evaluation of each learner's understanding and application of standards and a linkage of theoretical knowledge to workplace projects. (Knoeppel & Logan, 2011: 337)

Knoeppel and Logan (2011: 339) also say that the theoretical frame for portfolio design and analysis comes from the recognition by researchers of three themes essential for the learning and development of effective principals. These are:

1. Knowledge of theory and its application to practice.
2. Reflective practice that identifies new knowledge based on relevant experiences.
3. Continuous professional growth and development.

Knoeppel and Logan expect the portfolio to reflect a link from module *theory* to *practice* in ways that demonstrate your acquisition of new knowledge and continuous development over the timeframe of the programme . Mestry and Schmidt's expectation is that portfolio contents will be an authentic representation of your work that shows an ethical practice.

The portfolio as a form of assessment in South Africa

The use of the portfolio, as a formal assessment instrument was introduced in South Africa following the establishment of the National Qualifications Framework (NQF) in 1995. The NQF is a comprehensive system,

approved by the minister of Higher Education and Training, for the classification, registration, publication and articulation of quality-assured national qualifications (SAQA, 2015: 7). All qualifications include generic critical cross-field outcomes (CCFOs) which are considered essential for developing lifelong learning and competence in all learning, work and life situations. The SAQA CCFOs are as follows:

1. Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organisation, community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

These CCFOs are integrated into the curriculum design of the AdvDip (SLM) qualification which is designated an NQF Level 7 qualification, with related level descriptors (See Appendix 1). Look again at these descriptors. SAQA identify, name and determine the meaning of these descriptors as a set of competences.

Stop and think

In your opinion, are these descriptors applicable to all forms of competence at this level, such as playing a sport, achieving high examination results, passing a driving test, etc.? What are the implications for this specific qualification?

Activity 2: Understand the expectations of an NQF Level 7 qualification

Suggested time:

45 minutes

Aim:

To understand how each Level 7 qualification descriptor can be directly linked to the ELOs of this programme. To do this, you need to be familiar with what this means for your performance. A level descriptor is the achievement of cognitive (mental/reasoning) competence. Cognitive competence is reached when you achieve a designated outcome that confirms your performance has met the expected standard. It is the contextually demonstrated end-product of a learning process.

What you will do:**With your HEI CoP**

1. Refer again to the Level 7 descriptors (Appendix 1).
2. Examine the ELOs of the programme listed in the table below.
3. Complete the table below by linking a Level 7 descriptor to the relevant ELO. The first one is done for you as an example. Check if you agree with this, before moving on.

Table 3: Articulation of exit level outcomes to NQF descriptors

Exit level outcome	NQF descriptor
1. Demonstrate a sound knowledge of policy and legislation that frames best practice in school leadership and management in SA, whilst locating, arguing for and contesting bodies of knowledge.	a, b
2. 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.	
3. 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.	
4. Gather, validate, critically reflect 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.	
5. 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.	
6. 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; ensure compliance with legislation, policy and best practice in addressing a range of organisational needs.	
7. 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.	
8. 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.	
9. Communicate effectively and clearly with all school stakeholders across a range of issues and circumstances by using arguments and rationale effectively.	

Check your result on this activity by referring to the relevant column in Template 1 before moving on. Correct your results if necessary.

Discussion of the activity

The NQF Level 7 descriptors provide a clear indication of the level of knowledge you are required to achieve to successfully complete this qualification. These descriptors are linked to the exit level outcomes of the programme, which means they are integrated into the content of the programme modules, the assessment

tasks and the WPP. You will cover this in more detail in Section 4.

The types of evidence that you choose to include in your PP to showcase your leadership and management practices, must be directly aligned with the exit level outcomes (ELOs) of the programme.

Up to the completion of your PP, which provides the final summative assessment, you need to continuously present evidence that demonstrates your achievement of the programme’s learning outcomes. This is an ongoing process, it is therefore very important that you keep a careful record of your progress. The table below is a useful way of keeping track of what you select to include in you PP as evidence of your progress towards the achievement of the programme ELOs.

Table 4: Extract from the illustrative portfolio assessment matrix (Template 2)

Learning outcome	Candidate's evidence from assignments	Verified: Candidate's evidence from portfolio activities	Verified: Candidate's evidence from Workplace Project
Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world.	Module assignments/ or relevant parts thereof. For example, situational analysis (Module 1)	Relevant evidence from your PPODP and/ or school of achieving an outcome, that may not be directly related to assignments or WPP.	Evidence directly related to your WPP

The outcome given above is the first one for this module. The table has been completed to provide an example of how to complete the illustrative portfolio assessment matrix (Template 2).

After you have presented your evidence related to the prescribed programme outcomes, the evidence will be verified by an assessor. The matrix used is specifically recommended by the DBE. It is recommend that you study the requirements set out in this matrix carefully. You will notice that it reflects the outcomes of *all* the modules of the programme (not just the outcomes of *this* module). It will help you to keep an ongoing and systematic record of evidence of your applied competences throughout the two years of this programme.

Activity 3: Align a specific learning outcome to an assessment criteria

Suggested time:
30 minutes

Aim:
To understand the necessary alignment between a specific outcome and its assessment criteria.

Each of the programme modules have their own set of specific outcomes (SOs). By the end of each module, you will be required to demonstrate or provide evidence of having successfully achieved the specific outcomes (SO) associated with that module. Each SO has its own related assessment criteria (AC). The AC specify the standard of performance that you must demonstrate to show that you have achieved the outcome. Differently put, the criteria list the kind of skills and knowledge that you are required to provide evidence of (it is what the assessor will be looking at).

What you will do:

Individual activity

Look at the example of an outcome and its related AC below (Table 5). This is the first outcome of this module, and is the same one you engaged with in the previous activity.

Table 5: Specific outcome and related assessment criteria

Specific outcome:	Assessment criteria:
SO1 Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world. <i>The outcome that is introduced here should be elaborated further in the introduction to each subsequent module of the programme.</i>	AC1 Demonstrate understanding of the principles and values informing educational transformation in South Africa and how these create challenges for the leadership, management and governance of schools.
	AC2 Demonstrate a sound understanding of the nature and purpose of educational leadership, management and governance both generally and in the context of a changing South Africa with reference to appropriate policy and theory.
	AC3 Practice evidence-based decision-making informed by evidence-based inquiry.

Familiarise yourself with the SOs and AC in each module as they relate to what you are tasked to do, how you respond to it, and the evidence you need to supply to meet the outcome. Note that while outcomes are numbered, they do not need to be achieved in a hierarchical [first, second, third, etc.] order. In a developmental approach to improving practice, which this programme aims to do, it is accepted that participants progress at different rates. Achieving learning outcomes at your own pace is, therefore, in line with this approach.

In Unit 1 you conducted a situational analysis in your school. Use that analysis as an example to do the following:

1. Examine Template 3: Assessment of evidence presented for Professional Portfolio and Workplace Project.
2. Find the SOs and AC that relate to your school situational analysis.
3. Insert the evidence you can supply to achieve this outcome into the template.

With your HEI CoP

Share your responses as to how you can make use of this template.

Discussion of the activity

In the template, the evidence you supplied for the first specific outcome (SO1), and its assessment criteria (AC1-AC3), should have related directly to the steps you took in your school situational analysis to determine the present situation in your school (results, questionnaires, analysis, presentation of recommendations etc.). Look now on the rest of the template, at the outcomes you must achieve for this module, and the other modules that make up the programme. It is expected you will supply and record evidence in much the same way you have just done for SO1.

The *quality* of the evidence you present to achieve a particular outcome will be determined by your assessor. It is expected your assessor will be appointed by your programme provider. Specific information regarding the practical aspect of the process relevant to your situation will therefore come from that source.

The assessment will be considered by your assessor in terms of your leadership and management competence. The first step in this assessment process is to benchmark your performance. A self-assessment will set up a productive engagement with your assessor regarding your level of *competence*. Before having this conversation with your assessor, however, you do need to have a clear understanding of what is meant by *competence* in terms of the particular outcome under discussion.

Support, in pursuit of these outcomes, is offered through the delivery of the programme. In this instance it is provided by an assessor. Support may also be available, for example, via lecturers, facilitators, mentors, fellow participants and your school-based CoP.

The next activity aims to make the meaning of *competence* clear to you.

Activity 4: Understand what is meant by competence

Suggested time:

45 minutes

Aim:

To understand what is meant by *competence* and to become an active participant in the assessment of your performance.

In this programme you are required to demonstrate your growing competence (through the achievement of ELOs and SOs) in relation to the areas you select for improvement in your school context. To do this you must offer a *practical demonstration of competence* (SAQA, 2015: 6).

What you will do:

Individual activity

Think about:

1. What is meant by a *practical demonstration of competence*?
2. How you could demonstrate this?

Discussion of the activity

A *practical demonstration of competence* is your ability to perform a set of tasks with understanding. It falls under an overarching term you will often hear, that of *applied competence*. Applied competence is used, in this situation, to describe three kinds of competence – practical, foundational and reflexive. These can be explained as follows:

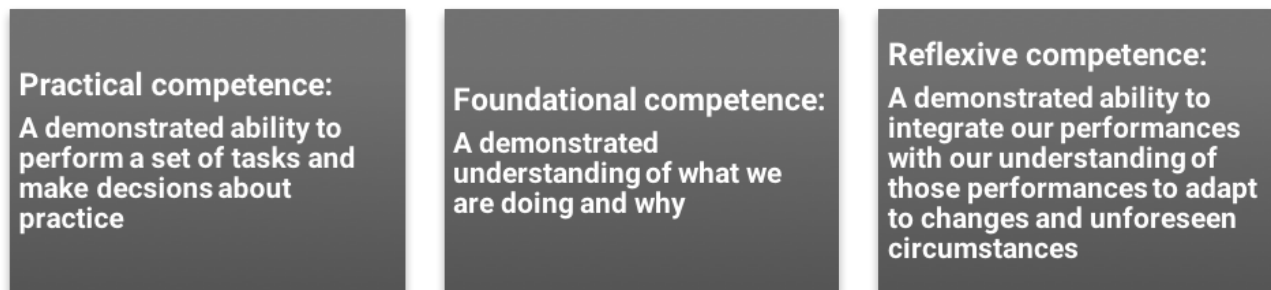


Figure 3: Kinds of competence

(Source: Adapted from SAQA, 2001: 20)

The three kinds of competence need to be demonstrated in three specific areas. The three areas refer to learning about:

- The self.
- New knowledge.
- The application of both in practice.

This is beginning to sound quite complicated but it need not be. Your response to the questions below under *Self*, *Knowledge* and *Application* will help you to understand:



Figure 4: Questions relating to areas of competence

These three questions are useful for you to use when you reflect on, and respond to, your performance over the course of the programme:

Areas of competence

1. Self: Your self-development during the programme:

- *What have I learnt about myself and how have I changed from this learning?*
Through your personal and professional development goals, you reflect on your learning and present evidence in support of change.

2. Knowledge: Your knowledge gained from the programme, from other sources, and from personal experience:

- *What have I learnt about school leadership and management?*
This is through module content and related assessment tasks, your WPP and the reflection and application of your learnings.

3. Application: Applied to the school setting.

- *How have I applied my new learnings to transform my school?*
The situational analysis of your school forms the basis from which you consider your WPP as the key provider of evidence of your competence.

You need to provide evidence in these three key areas. As you are situated in your own unique workplace, this means you collect evidence of what you experience. The PP forms your attempt to demonstrate to your assessor how this new learning impacts on your development and that of your school. Look again at the integration of the module components of the programme from your perspective in *your* school context (Figure 2). This becomes a relationship between yourself, the content of the modules and the workplace that together, provides an answer to the key question you need to ask yourself right at the start: *What do I want to learn, to develop myself and my school through this programme?*

To do this you will reflect on your *personal, professional and organisational* needs. These will become your areas for improvement in the workplace. You need to select areas where you can exert a positive leadership and management influence. This would be through the position you hold in the school as this is where you presently can make the most impact. At this point, it is useful to think about improvement in your school in terms of the expectations of the programme. Look again at your prescribed readings (Template 1 and Template 2) this time with a specific focus on your development. Do you think your development will meet the requirements of the ELOs and the SOs?

You engaged with the meaning of *principalship* in a South African school in Unit 1 and explored the contextual tensions found in leadership and management which have a transformative agenda. You also looked at your school improvement plan (SIP). The task of how you can exert a transformative influence means you need to reflect on what is meant by school improvement, and how that relates to your PP.

Activity 5: Reflect on school improvement for your professional portfolio

Suggested time:

45 minutes

Aim:

To clarify what *school improvement* means in relation to the development of your professional portfolio.

You are expected to produce evidence of improvement in your school context, particularly in relation to what constitutes a *benefit to your learners*. You started this process by undertaking an analysis of your school situation, and reflecting on your role as a leader in this setting (Unit 1). You will address this further in Unit 3 when you identify the focal area of a WPP.

What you will do:

Individual activity

To assist you to generate evidence, to be used in your PP, of your leadership and management practices that will result in school improvement, read the text below and highlight the main points that refer to school improvement.

In the mid-1990s a shift occurred in the school education landscape from a focus on school effectiveness (what an effective school looks like) to school improvement (how to achieve effectiveness), and this provided the frame and climate for transformation to receive serious consideration (Barber in Hargreaves & Fullan, 2009: 71). This shift in emphasis had an impact on school leadership and management where the transformation of schools into continuous improvement was seen to be brought about, in line with most theories of social change,

through the individual. The question of how this transformation moves from the individual to schools in a sustainable way is what presents the real transformational challenge. This cannot be brought about by the individual but rather through the collective. It is the types of leadership in action at the different levels in a particular setting that exert an influence upon it (Grant, 2008: 85; Hallinger, 2003: 331–332).

Any implementation model for improvement in a school needs to address its specific culture and environment which combine with the internal mechanisms that bring about change (Sayed, Kanjee & Nkomo, 2013: 143,153; Fullan, 2006: 7). Without this contextualised analysis of workplace learning in a specific location there will be a limited understanding of the factors that influence the learning environment and insights that brings about the sorts of changes which may lead to its improvement (Fuller, Munro & Rainbird, 2004: 4).

With your HEI CoP

1. Discuss how this text relates to leadership and management practices.
2. You worked with theories of leadership in Unit 1, Appendix 1. To remind yourself of these theories, refer to this appendix again and complete the table below (Table 6). An example of staff submission dates of term papers for internal assessments is given below, because it is a practice you should be familiar with in your school.

Table 6: Evidence of types of leadership

Moderation		
Type of leadership	Evidence	Result
Instructional	Written reminder to staff of deadline dates	Signed electronic register
	Follow-up procedures undertaken for staff member's non-compliance	Progressive discipline set in place
Transformative		
Distributive		

Discussion of the activity

There must be evidence to substantiate [prove] claims of improvement in the school context. This means that your *choice* of evidence and *how much* you collect is critical. You need to ensure any evidence you provide both demonstrates your growth in leadership and management practices *and* translates as improvement in your school. The text you read above, referred to evidence provision by informing you that:

1. You are placed in a setting that has its unique external and internal context, one that exerts influence. You cannot change things for the better alone, therefore involving others in leadership is essential.
2. Your understanding of the context is necessary to determine what needs to be put in place to realistically

provide you with evidence of success.

3. It is the different types of leadership (instructional, transformative, distributive), and leadership at different levels, *in combination*, that will influence school improvement.

What is required is that you produce evidence from your context that shows that it was *your* leadership and management that mobilised and sustained improvement. The types of leadership you show in *your* situation will impact on this process in different ways. You may not be in the position to exert or have a leadership influence over the entire school community, but you do exert an influence within the team you lead and manage. Your learning and its application to what is your *sphere of influence* is where you need to channel your energy for improvement. The implementation of relevant strategies will allow you, through your learning and information from your context, to adjust and enhance your leadership and management practices.

School improvement in a broader sense will be examined as you engage with your other modules.

Unit 2 - Section 2: Evidence of professional portfolio development

You have completed Section 1: Professional Portfolio Development in the AdvDip (SLM). Section 2 expands on this by examining the types of evidence you will collect, and how you will organise it in your portfolio. This moves you into the role of researcher – one which you have already started on in Unit 1 by completing your school situational analysis and working with data.

You will start by identifying and collecting evidence that you can put forward for assessment from your WPP that will demonstrate your involvement and development in leading and managing the process from conceptualisation to completion.

Activity 6: Collect relevant evidence

Suggested time:

45 minutes

Aim:

To identify evidence that complies with the rules of evidence – that it is valid, reliable, and fair (also see Appendix 3).

What you will do:

1. Carefully read the rules of evidence below:

Rules of evidence

Reliable Reliability in assessment is about consistency. Every time the assessment is conducted or the assessment instrument is used, it assesses the same outcomes at the same level.

Valid The assessment must measure what it is supposed to assess. This means that the competence demonstration must *test* what it is supposed to test.

Fair The assessment must provide all participants with an equal and fair opportunity to demonstrate their competence.

2. Decide how you are going to collect and organise evidence that meets these requirements. Start by asking: *What evidence do I have?*
3. With your HEI CoP, look at the example below (Table 7), and particularly the assessment instrument for the Professional Portfolio (PP) and the Workplace Project (WPP) module (Template 3):

Table 7: Example of a section of an assessment instrument

Specific outcomes	Assessment criteria	Evidence presented	Comment on quality of evidence
SO1 Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and other parts of the world.	AC1 Demonstrate understanding of the principles and values informing educational transformation in South Africa and how these create challenges for the leadership, management and governance of schools.		
	AC2 Demonstrate a sound understanding of the nature and purpose of educational leadership, management and governance both generally and in the context of a changing South Africa, with reference to appropriate policy and theory.		
	AC3 Practice evidence-based decision-making informed by evidence-based inquiry.		

4. Select any specific outcome (SO) and related assessment criteria (AC) in Template 3 and suggest an *example of evidence* you could supply:
 - Is this piece of evidence valid, sufficient, authentic and current?
 - Does it address the specific outcome?

Discussion of the activity

Your evidence must meet specific criteria as indicated above. Selecting relevant evidence therefore requires you spend time and care doing this important task. So does making sure that you have sufficient evidence although you might need to consult your assessor on how much is *enough*. Providing *authentic* and *current* evidence is important too as anything that is not directly from your own work or out of date will be rejected by your assessor. Some evidence may even be sensitive in nature and require confidentiality, such as disciplinary procedures, videos of learners, etc. You may find, for example, you must remove names or faces from photographs, as evidence elicited from others must have their permission, in keeping with the ethics of research. (see <https://tinyurl.com/y8o6xtea> to read about what this means).

Direct evidence of your leadership and management performance can be in the form of testimonials, evaluations and questionnaires, and should relate to *quality*. The quality of your evidence will be carefully examined by an assessor. Look again at the instrument (Template 3) to see where the assessor, and you,

insert comments relating to the evidence and to the quality of the experience of assessment. A growing awareness of how your evidence will be assessed will assist you when collecting and selecting meaningful evidence, for the organisation of your portfolio.

Activity 7: Organise your evidence

Suggested time:

45 minutes

Aim:

To think about how to organise evidence to meet the AdvDip (SLM) assessment requirements.

Remember that evidence must link to the SOs of each module, as well as to the exit level outcomes (ELOs) of the programme.

What you will do:

With your HEI CoP

1. Look at the evidence you selected in the previous activity, Activity 6.
2. Refer to the assessment instrument (Template 3) and insert this evidence next to the relevant SO and AC.
3. Keep what you have in front of you and read the *Discussion of the activity* below.

Discussion of the activity

You have identified evidence related to the assessment instrument for this module. The other modules have assessment instruments that follow the same format in terms of their respective SOs and AC. When you have selected evidence, insert information about it against the relevant SO and AC in the correct place in the assessment instrument. Immediately label the actual evidence with the module number, SO number and AC number. You need to organise your evidence in this way for assessment purposes.

Your aim is to reflect on your status at a specific stage of your development. The connection of a SO and AC to the evidence that you present, must be easy for your appointed assessor to access and understand. Your assessor, from this evidence should then know about: your context, your role in producing the evidence, as well as how the evidence links to the outcomes of the qualification. You must *not* assume your assessor will make these links or work out how your evidence indicates your competence in your role. It is *your* job to provide excellent evidence and to make the links to outcomes absolutely clear.

As this is not a simple, straightforward process, you must pay careful attention to each aspect. The next step in the process calls for a reference system:

1. Label your evidence in the manner suggested above, i.e. with the module name and number, SO number and AC number.
2. File your evidence under the relevant module.
3. Cross-reference your evidence if it applies to more than one module and/or specific outcome, *only* if no

other evidence was available.

4. You want to show as many varieties of evidence as possible for assessment and should avoid using the same evidence.
5. Evidence can be replaced if you have produced a better example to achieve the specific outcome. Please note: If you produced *new* evidence following a formal assessment, you would have to request that this specific outcome be re-assessed.

You need to include the following information for an assessor in your PP:

1. A brief description about your school context.
2. The relationship of the evidence to the exit level outcomes of the programme.
3. A self-assessment of how the evidence reflects your improvement in leadership and management.
4. Your role in the situation that relates to the evidence (it may be input only, partial role, delegated accountability, etc.) with supportive evidence.

The important point here is that evidence cannot stand alone and therefore you must contextualise and provide reasons for your evidence. The more your evidence comes from your context, the stronger it is. This is a vital point to remember which you will examine in more detail in the next activity.

Activity 8: Strengthen your evidence

Suggested time:

45 minutes

Aim:

To strengthen your evidence with further supportive evidence from your context.

It is not enough to insert evidence, with no explanation of your direct involvement. To understand this a bit more read the brief scenario below to think about how evidence could have been better supported.

What you will do:

Individual activity

Read the following case study:

Mondli inserted evidence of a learner's misconduct in his portfolio. This comprised, a letter from the learner claiming there wasn't any misconduct, and a record of the subsequent steps that were followed by the disciplinary committee of the school. He referenced these documents against the relevant module number, SO, AC and ELO, but he did not include anything to determine his contribution to the process or to his level of competence.

With your HEI CoP

Consult and offer suggestions on how Mondli could support this evidence further to enable it to meet the assessor's requirements.

Discussion of the activity

In this scenario, you were not involved in reporting the learner's misconduct but it is possible that you could be in a similar situation and want to use the same kind of evidence. The process followed, complied with the steps set out in the code of conduct for learners. If it were you, you would, in your leadership and management role, need to engage with the role-players in this scenario (e.g. speak to the parents, confirm the correct steps in the school policy were followed, counsel the learner, arrange for the school social worker to assist, etc.). Your *inputs* in the process of addressing the issue are what you need to provide as *evidence* to support your claim that the incident of misconduct, and your role in it, actually took place. For example, a record of your meeting with the parents as well as your engagement with the learner that led to some form of support, would show your role in the incident and the manner in which it was handled.

The critical learning from this scenario about Mondli, relates to your reflection on an experience (see Unit 4 for more detail on this) before embarking on the steps that follow it. Reflection and experiential learning have often been cited as unreliable sources of valid information. This is making sense of our subjective world by incorporating rules and strategies in an intentional, creative and purposeful manner whilst monitoring our performance and reflecting upon our activities (Cohen, Manion & Morrison, 2000: 22). The focus therefore must move from what we immediately do in a situation, *to the steps we choose to follow* from our reflections. How you do this, and the result of it, is what informs your future practice (Schön, 1996: 30).

Reflection, as a key methodology in the programme (you have already looked at this in Unit 1 but for a more detailed discussion see Unit 4 which is running at the same time as this unit), provides the rationale for the suggested inclusion in your PP of a Reflective Commentary. It is suggested this follow the completion of each of the modules as a final summative assessment strategy. Your steps to this point in recording reflections should be in the form of a Learning Journal (formative assessment) which you should have already covered in Activities 43-48 in Unit 4.

The Reflective Commentary

You have been keeping a record of your reflections in your Learning Journal. It is suggested that the *formal* aspect of these reflections for the AdvDip (SLM) programme takes the form of a *Reflective Commentary*. The Reflective Commentary (Unit 4, Activity 48) will establish that you can reflect on, and improve on, your engagement in appropriate practices, as outlined in the South African Standard of Principalship (SASP) and the NQF Level 7 Descriptors (see Unit 1). This commentary promotes critical engagement, reasoning and the reflective thinking that are found in the ELOs of the programme. A Reflective Commentary's focus is on the learning achievements that are relevant and specific to each of your modules, your school, yourself and others (see the SOs and AC in Template 3). Your Reflective Commentary needs to explain what your evidence reveals, how and why you used it, and how you can enhance it. The combined Reflective Commentaries will be contained in your PP.

Reflection will usually start on a *personal* level, and move to the *professional* role of a school leader and manager. From that base, you will continuously reflect on your learning as you progress through the units and

modules of the programme. You need an in-depth self-examination of what is required of a competent leader and manager in your specific school context. You are expected, if you have not already done so, to make reflection part of your many leadership practices. Reflection is an activity that cannot only be undertaken at the end of the programme. There must be consistent evidence that flows logically into your Personal, Professional and Organisational Development Plan (PPODP) that you interact with in Unit 4 of this module. The PPODP firstly, outlines your intent in respect of the development areas you identify; secondly, it forms a record of your progress; and lastly, it shapes your plans for improvement beyond the scope of the programme. You will now examine these aspects of your development in more detail.

Activity 9: Reflect on your leadership and management practices

Suggested time:
30 minutes

Aim:
To use reflection as a tool in your learning to evaluate your present performance and plan for your future performance.

What you will do:

As just said, you need to provide a Reflective Commentary on completion of each module and insert it into your PP. This commentary is presented for assessment and is derived from your Learning Journal entries relating to the particular module.

Individual activity

To engage with this process, you can pretend that Unit 1 was a complete module. Use the table below (Table 8) to:

1. Reflect on where you stand at present, in relation to your personal and professional development.
2. Consider the areas in which you need to develop.

Table 8: Summary of your Unit 1 reflection

In relation to...	You have learned...	You need to know...
Knowledge, practices, values, attitudes		
Leadership and management		
Abilities		
Successes		
Areas for improvement		
Challenges		

Discussion of the activity

The table may provide some practice in writing a Reflective Commentary. You may decide to use the table again, to jot down notes as you work through, or complete a module. You may want to add to the areas you comment on – such as ideas you want to share with your HEI and school-based CoP or your management team and staff and how you engage with them; or strategies you use to improve the school. At the end of the programme, you can review the seven Reflective Commentaries (one on each module) you have compiled (referring to your formative assessments), to inform your PPODP. Reflective Commentaries also provide you with the basis, to reflect and record your inputs into the quality assurance systems in operation in your school, such as the Quality Management System (QMS), school self-evaluation and the school improvement plan (SIP).

Your School Governing Body (SGB), School Management Team (SMT), professional and support staff, as well as other stakeholders, all have roles in supporting school-change initiatives that are introduced. Reflection in its broader sense cannot provide for the purposes of the programme only, but should be directly related to the ongoing improvement strategies outlined in your SIP.

Your fellow participants, lecturers, facilitators, mentors and assessors can become useful sounding boards for your reflections on, for example, your challenges and contingency [alternative] plans in your WPP. They can also be critical commentators, should you be willing to share your Reflective Commentary. For example, before an assessment, as constructive comments regarding your written work can be of real value to your development. Places and spaces where participants get together, such as a HEI CoP or a school-based CoP, can assist when you reflect on common trends, individual concerns, barriers, plans, strengths, challenges and successes, etc.

Activity 10: Structure your Reflective Commentary

Suggested time:

One and a half hours

Aim:

To use your reflection from the previous activity, and translate it into a more formal Reflective Commentary. It is one you can use as evidence of your learning from a module of the programme.

What you will do:

Individual activity

1. First read the short notes provided in Appendix 2, which offer you a guideline to reflective writing.
2. Use the table from the activity above to form the basis of what you write, in more detail, about your learning from engaging with Unit 1 of this module.
3. If you are willing, share with your fellow participants on this experience of reflective writing.

With your HEI CoP

See Unit 4 for more information. Share and discuss your PP information. Check your progress. Remember you are working through Units 2, 3 and 4 progressively together. You have completed Activity 10 of this unit. In relation to the other units please check the timelines in the overview of this module to ensure you are on track.

Discussion of the activity

In collaborating with other participants, you should have gained some further insights into writing a Reflective Commentary. The most important point is that your commentary must be an honest, authentic, interpretation of your learning and its application in your school context. Remember, this is a developmental process with formative and summative assessments you can reflect on to gauge your progress. The more you engage with the process, the more proficient you will become at writing your Reflective Commentaries.

In this section, you have looked at the provision of evidence for your portfolio. You will, in the next section, address how this evidence will be assessed.

Unit 2 - Section 3: Assessment of evidence

In Section 2, your focus was on the collection and organisation of evidence for your PP. The purpose of Section 3, in relation to evidence, is to develop your understanding of how it will be assessed.

As you are now aware, applied competence refers to how well you put into practice, in your school context, the learning outcomes of the programme. You are expected to demonstrate your knowledge and understanding of these outcomes, through their application, and provide current and relevant evidence from your workplace. This evidence will be assessed and you will be required to engage with an assessor about this. To make this a meaningful encounter for you, it is valuable to have knowledge about what this assessment entails, as a judgement is made on your leadership and management competence.

Activity 11: Understand the principles of assessment

Suggested time:

45 minutes

Aim:

To confirm your understanding of the principles that promote quality assessment.

What you will do:

Individual activity

Siebörger (2012: 11) writes that assessment has little value if the learner has no faith in the assessor or the methods of assessment; and that fairness is the basis to all assessment. Fairness here is dependent on the candidate being assessed on what is known, which is determined from what has been taught with the purpose to enhance learning.

If you accept this to be the case, then ask yourself the question: *What is meant by fairness in terms of assessment on this programme?*

With your HEI CoP

Listed below are the principles of assessment (adapted from SAQA, 2015: 11).

1. Complete the table below to provide an explanation of what you think is meant by each assessment principle and supply an example of each in practice.

Table 9: Core principles and assumptions of assessment

Assessment principle	Explanation	Example
Fairness		
Validity		
Reliability		
Integrity		
Transparency		
Accountability		
Absence of bias		
Sensitivity to language		
Credibility in the form of supportive administrative procedures		
Assessment range		

(Source: SAQA, 2015: 11)

2. Confirm your understanding of these principles by reading the discussion on the activity below.
3. Continue this discussion with members of your HEI CoP.

Discussion of the activity

Assessments relating to teaching and learning are integral to the curriculum of any qualification. The assumptions and principles underlying any assessment (how it is used, assessment criteria, etc.) must be established before this takes place. Your understanding of these principles in this programme will allow you to engage meaningfully with your *own* assessment process. Check your understanding of these principles against the summary provided (Appendix 3).

Site-based assessment (i.e. assessment tasks administered at your school) is recommended to be conducted by assessors. Others involved in this professional developmental programme have specific roles to play, such as, lecture, facilitate, guide, mentor, and support your development – both in sessions with your fellow participants and on an individual basis. Different assessors can be involved in the process, in various ways, as this contributes to the value and benefits of assessment.

Activity 12: Understand the methods of assessment

Suggested time:

45 minutes

Aim:

To understand the methods of assessment.

It is assumed you are already familiar with the methods of assessment in operation in a school context therefore the main methods of assessment for your portfolio should not be new to you. The main methods of assessment on the programme are: formative assessment, summative assessment, diagnostic assessment and integrated assessment. As already indicated the purpose of *integrated assessment*, is to assess your ability to integrate different parts of the modules that make up the programme, and to demonstrate your understanding of these interrelationships. This is not a separate type of assessment, but rather a way in which assessment should be conducted to enable you to demonstrate applied competence. However, you need to be aware of all the methods used to assess your leadership and management competence, to ensure you collect, select and collate appropriate evidence that accurately reflects your development (SAQA, 2000: 44).

What you will do:

Individual activity

Remind yourself about the main methods of assessment, by responding to the following questions in the table below (Table 10). Use your situational analysis as an example of a baseline assessment to assist you.

1. What is my understanding of each assessment method?
2. What example of an assessment task could I apply to each method?

Table 10: Assessment methods

Assessment method	Definition	Example of assessment task
Baseline	To determine the level at which/within which the learner is able to function; to be able to pitch the learning at the correct level for the learner	School situational analysis
Formative		
Summative		
Diagnostic		

With your HEI CoP

After reading the discussion on the activity below, share what you know from your research on the SAQA website regarding assessment with the members of your HEI CoP.

Discussion of the activity

Check your responses against the definitions provided for methods of assessment (Appendix 3). Make sure you are comfortable with these definitions and clear up any areas of confusion before moving on by asking for assistance. As you already know, a baseline assessment offers the starting point for the improvement strategies you propose to put in place in your school. This should identify strengths and weaknesses to enable you to use the information for the purpose of creating a more conducive learning environment. From this baseline assessment, you will demonstrate your growing competence through a range of formative and summative assessments as your work through the programme modules. You are encouraged to read more on assessment on www.sqa.org.za and in the SAQA guidelines for integrated assessment (SAQA, 2005). These readings will equip you for, and you will benefit from, a constructive engagement with your assessment process and progress. Being knowledgeable about assessment makes a great difference to teaching and learning in all contexts so what you learn here will benefit your teachers and learners too.

The record of your formative and summative assessments in your PP will include: Reflective Commentaries, module-related assessments and assessments related to your WPP. Assessors mainly use observation, evaluation of evidence and questioning as the methods of assessing your level of competence (SAQA, 2001: 27–28.) For this reason, it is a good idea to know more about the methods of assessment.

Activity 13: Understand methods of assessment used by assessors

Suggested time:

45 minutes

Aim:

To further develop your understanding of the methods of assessment mainly employed by assessors. As previously indicated, these are observation, evaluation and questioning.

What you will do:**Individual activity**

To become more familiar with these methods of assessment, do the following:

1. Read the definition of each of the three methods listed in the table below.
2. Give an example for each method in relation to your situational analysis.
3. Link your responses to the SOs for this module (Appendix 3).

Table 11: Assessor methods

Assessor method	Example
Observation: Observing tasks in action (real or simulated) in relation to the learning outcomes.	...of an activity:
Evaluation: Evaluating the product resulting from the completion of a task.	...of a product:
Questioning: Questions posed (oral/written) that are answered (in oral/written form) to determine knowledge, understanding and ability to work within contexts required in the assessment criteria.	...of a question to get the necessary information:

(Source: Adapted from DoE, 2007a: 22)

With your HEI CoP

After reading *Discussion of the activity* below, discuss your understanding of what an assessor will examine.

Discussion of the activity

The important thing to remember in assessment is that the person being assessed is central to the process. The assessor’s focus is on what *you* present, and will therefore use the assessment method best suited for the evidence. What you put forward for assessment, i.e. the different pieces of evidence you want assessed, are referred to by Potgieter and van der Merwe (2002: 65) as an “assessment battery” which is what the assessor will use to determine your competence. The nature of this evidence will include, for example, assignments, presentations, demonstrations and qualified responses to questions about the WPP, etc. You are encouraged to present a variety of different sources of evidence for assessment. Look at the assessment battery depicted in Figure 5:

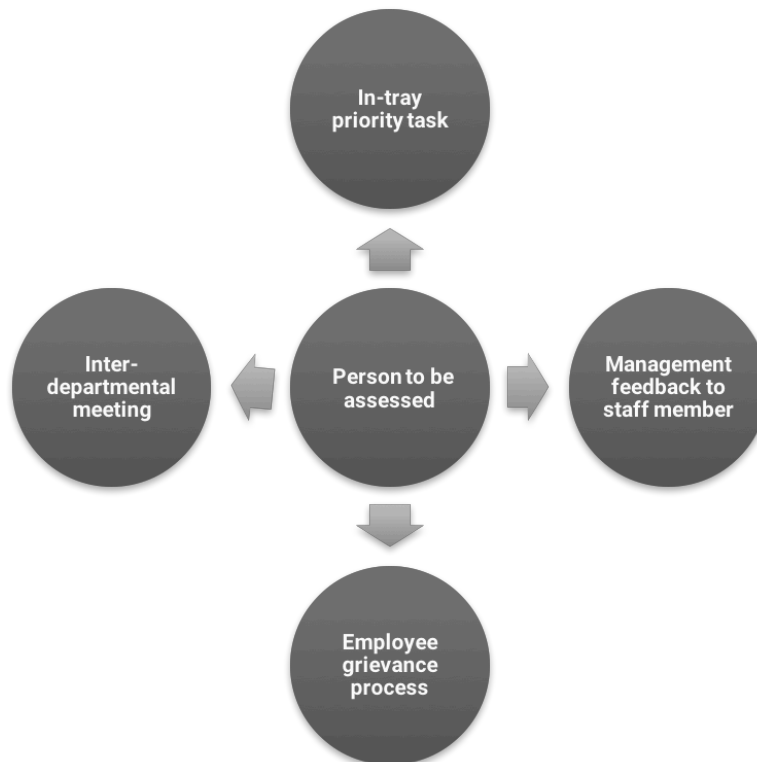


Figure 5: Example of an assessment battery

(Adapted from Potgieter & van der Merwe, 2002: 65)

To develop a variety of types of evidence that you can put forward to demonstrate your applied competence over the programme timeframe, start with what you consider would reflect *good practice* of your present status.

Your PP is an on-going work-in-progress over the two-year period of the programme, which means the evidence you initially submit for assessment can be strengthened by later additional evidence if you think that it better reflects your growing leadership and management status. *Remember this will require your evidence to be re-assessed in relation to the SOs.*

An assessor will offer guidance and recommendations to support your journey of continuous development. Workplace evidence is, as the name suggests, evidence that results from an intervention from a leader in a workplace, in this case, a school context. In this way, you are expected to work within your *sphere of influence* and relate this to your designated roles and responsibilities as outlined by the Personnel Administrative Measures (PAM) (DBE, 2016). Should you not be clear on what this entails, this is the time to read the relevant sections in the Personnel Administrative Measures (PAM) document. Over a range of activities, you interact with your school community and gather two types of evidence that will address the outcomes of the programme. One kind of evidence is termed *direct evidence* (that which is generated by the self) and the other is called *indirect evidence* (third party evidence). Direct evidence is authentic evidence *you* produce and is your *primary* source of evidence. Indirect evidence is evidence *about* you, produced by a third party (i.e. a witness) who is familiar with the standard required and can comment on it with authority. The types of evidence you supply need to relate to your leadership and management role in your school. Now distinguish between both types of evidence using examples you could select from your workplace.

Activity 14: Distinguish between direct and indirect evidence

Suggested time:

One hour

Aim:

To distinguish between direct and indirect evidence in relation to the position you hold in the school.

What you will do:

Individual activity

Think of the types of evidence you could collect from the different groups of stakeholders listed below (Table 12). Insert examples of direct and indirect evidence in the relevant column:

Table 12: Direct and indirect evidence

Stakeholder	Direct evidence	Indirect
SGB		
SMT		
Professional staff		

Stakeholder	Direct evidence	Indirect
Support staff		
Learners		
Parents		
District		

Discussion of the activity

In the activity, the evidence you referred to is known as *historical evidence* because it is based on evidence that has already been generated. Going forward, you need to apply the same process to *newly generated evidence*. This evidence is generated from the time you *started on the programme*. The primary source of this new evidence will come from your WPP and module assessment tasks. You will examine these in more detail in Unit 3 of this module. These sources will provide you with authentic, current and relevant evidence from your school context, such as minutes, project operational plans, results, reports, moderation schedules, learners' work, photographs, videos, etc. This is not *additional work*, but *your work*, necessary work to improve yourself and your context, that is subject to assessment, reflection and evaluation, both from yourself, and from your assessor. To ensure this, you will select (in collaboration with your school-based CoP and relevant stakeholders) a project that requires your intervention. Here you exercise control over what you decide to showcase as evidence of your *good practices* in leadership and management. When you select evidence for presentation to an assessor, think of the assessment instrument used and the specific outcome you want the evidence assessed against. To do this, remember to ask yourself this fundamental question: *Is my evidence valid, sufficient, authentic, current and practical?* (Potgieter & van Der Merwe, 2002: 60).

An assessor will also look beyond what you present in your PP and address, for example, the *beneficiaries* of your WPP. The assessor may attend a meeting you chair, observe a presentation you make, or verify your claims of success regarding school improvement strategies you put in place. An assessor's primary role is to make an accurate judgement of your level of competence.

You need to assist the assessor as much as possible by providing evidence that is *valid*, i.e. it must measure what it claims to be measuring. As previously stated, evidence must relate to the specific outcome through its assessment criteria. These are provided for you to check against. Your valid evidence needs to be *sufficient* to allow for an accurate judgement that the stipulated standard has been met at a specific level of competence. The evidence must show your influence either by generating it *or* contributing to it with this distinction made clear – it should have ownership vested in *you* and be *authentic*. The evidence should depict your present standing in leadership and management competence, therefore it should be *current*.

It may be useful to keep the question posed above by Potgieter & van Der Merwe (2002: 60) on hand in your PP, as a reminder when you select evidence for assessment. You may also take evidence generated from, for example, a discussion in a collaborative forum such as a group contact session or a community of practice. It is also always a helpful exercise to share the status of your portfolio with your fellow participants. While the developmental challenge is about yourself in your school context, it is also about a work situation and their insights and advice can be productive and supportive. Should you be members of a SMT from the same school, while you will have different professional portfolios, you will have a shared understanding of your context which opens-up opportunities for collaboration and a sharing of knowledge. Supportive mechanisms such as these allow for the types of constructive engagement and dialogue that become valuable contributors to your development.

Activity 15: Understand a range of competencies

Suggested time:

One hour

Aim:

To understand what is meant by a *range of competencies*, as you will be assessed on this.

What you will do:

Individual activity

Read what authorities say about competence on the following page:

Competence is essentially an abstract concept that can only be measured by performance (Potgieter & van der Merwe, 2002: 60). Assessment of this requires a range of competencies which need to be considered over time (SAQA, 2015: 12). These include the following:

- The reproduction of knowledge, skills and values.
- Application of knowledge, skills, values and attitudes in known settings.
- Application of knowledge, skills, values and attitudes in new contexts.
- New ways of doing based on application and development of knowledge and skills.
- Evidence of deep analysis, synthesis and understanding that enables making new connections.

Competency is described by Potgieter and van der Merwe (2002: 61) as “behaviour patterns the incumbent needs to bring to a position, to perform its tasks and functions with competence, that make the incumbent valuable to the organisation and ultimately to the client.” Taking the example of a school setting, this would refer to how you perform in your role as a leader and manager that ultimately benefits the learner.

Competency-based assessment and norm-referenced assessment are sharply contrasted in their methods of evaluation. Competency-based assessment determines the level of performance against a pre-determined standard and is a process that is directly job related, while norm-referenced assessment compares the performance of the individual against the performance of a selected group and levels of competency within the range (Potgieter & van der Merwe, 2002: 63).

There can be a problem if a competency-based programme is assessed through the norm-referencing method. If you find yourself in such a situation, it is your responsibility to get clarity from your provider on how your assessment is to be addressed. An example of this would be

in a higher-level institution where assessment is marks related and 50% is considered a pass. In such a (familiar) situation the levels of competency would have to be translated to accommodate the system employed by the programme provider.

With your fellow participants

1. Make a list of the questions you would like answered after having read this text.
2. Flag any concerns to address with your programme provider.

With your HEI CoP

After reading *Discussion of the activity* below, table any remaining concerns you have to take to your programme provider.

Discussion of the activity

You are expected to perform a range of competencies. Within a range of competencies, you will perform at a certain *level*, at a given time. It is anticipated this level will not remain static because as you gain in knowledge and improve in your practices, your level of performance is likely to change – in a positive way – as a result.

Levels are depicted on a scale ranging from the minimum to the maximum level of achievement. Look at the example below (see the full rubric in Appendix 4) of an analytic rubric developed by the DBE (2009: 81–85) for assessing the level of competency of a participant for this module. As you can see, there are no *marks* indicated, only descriptions of each level of achievement.

Table 13: Extract from the DBE analytic rubric for assessing competence

Competence	Level 1: Minimal achievement	Level 2: Rudimentary achievement	Level 3: Commendable achievement	Level 4: Superior achievement	Level 5: Exceptional achievement
Critical thinking This entails being aware of your thinking as you perform tasks and using that awareness to monitor and direct what you are doing.	Demonstrates little understanding and only limited comprehension of scope of problem or issues.	Demonstrates only a very general understanding of the scope of the problem.	Demonstrates a general understanding of the scope of the problem and more than one of the issues involved.	Demonstrates a clear understanding of the scope of the problem and at least two central issues.	Demonstrates a clear, accurate understanding of the scope of the problem and the ramifications of the issues involved.

Competence	Level 1: Minimal achievement	Level 2: Rudimentary achievement	Level 3: Commendable achievement	Level 4: Superior achievement	Level 5: Exceptional achievement
It involves making critical choices concerning what to believe or what to do	Employs only the most basic parts of information provided.	Focuses on a single issue.	Employs the main points of information from the documents and at least one general idea from personal knowledge to develop a position.	Uses the main points of information from the documents and personal knowledge that is relevant and consistent in developing a position.	Employs all information from the documents and extensive personal knowledge that is factually relevant, accurate and consistent in the development of a position.
This also refers to such basic mental tasks as comparing, classifying, predicting, problem solving and decision making.	Mixes fact and opinion in developing a viewpoint.	Employs only the information provided.	Builds conclusion on examination of information and some considerations of consequences.	Builds conclusion on examination of the major evidence.	Bases conclusion on a thorough examination of the evidence, and exploration of reasonable alternatives, and an evaluation of consequences.
	States conclusion after hasty or cursory look at only one or two pieces of information.	May include opinion as well as fact in developing a position.		Considers at least one alternative action and the possible consequences.	
	Does not consider consequences.	States conclusion after limited examination of evidence with little concern for consequences.			

(Source: Adapted from DBE, 2009: 81; see Appendix 4)

You may have entered the programme thinking you are already competent, and have a high level of competency gained over a period of experience in the field. This cannot be denied, discounted or dismissed as no longer valuable. However, it is also true to say that we all need to be open to *learning what is not yet there*. This notion of expansive learning (Engeström, 2016), relates to formative interventions and workplace learning, where we cannot predict the outcome because it is not prescribed, it is open-ended. You will encounter this concept again as you engage with your WPP.

Activity 16: Determine your level of competency

Suggested time:

One hour

Aim:

The purpose of this activity is to familiarise yourself with the assessment instruments that determine your levels of competency.

What you will do:

Individual activity

1. Look at the explanation given for each of the assessment levels (Appendix 4).
2. Examine the extract from the rubric above (Table 15) about critical thinking and answer the following:
 - What level do you think reflects your present competence in critical thinking?
 - Why do you say this?
 - How will being on this programme assist you to improve this level?
3. Write down any further questions this activity poses for you.

With your fellow participants

1. Share your experience in engaging with the levels of competency.
2. Examine the levels in the complete rubric (Appendix 4 and 5) and discuss how an understanding of this can assist in your assessment process.

With your HEI CoP

After reading *Discussion of the activity* below, continue this discussion to ensure you are confident before moving forward.

Discussion of the activity

Your self-assessment in the assessment process is a critical activity. Obviously, you want to offer the *best* evidence of your leadership and management ability, but you can only offer where you presently are in this growth journey. Developing a reflective practice, will assist you in determining a realistic estimation of the level of your competence while also providing you with information where you can still develop. The analytic rubric (Appendix 4) is recommended for use by your service provider to assess this *level* of competence. Remember you need to demonstrate and achieve the specific outcomes of the programme (in other words the specific outcomes of each module) to comply with the exit requirements of the programme (Template 2). It is always useful to know, and to be prepared for, how you are to be assessed. In this way, you can engage in a meaningful dialogue regarding the levels you are awarded (Appendix 5).

The formative and summative assessment of your portfolio at periodic intervals will reflect your level of

competency at the time of the assessment. As this relates to your development over the timeframe of the programme it is an ongoing process. The *final* summative assessment of your PP (your complete and final submission for assessment) becomes a judgement of your applied competence, in terms of the exit level outcomes.

Activity 17: Record your portfolio development

Suggested time:

One hour

Aim:

To share with your peers what you already know that will assist you in continuously developing your portfolio, as well as what you consider to be the present status of your development.

What you will do:

With your HEI COP

Discuss how you would record information in your portfolio. Include reference to:

- Your interaction with others.
- Reflective practice.
- Assessment, particularly self-assessment.
- Selection of relevant evidence.
- Readings on portfolio development.

Discussion of the activity

You have assessed where you think you are at this specific point in time. As you continue to reflect on this, consider the value of capturing information in your Learning Journal (which you should already be busy with as you have progressed through Unit 4) and in your Reflective Commentaries, to use as a reference from which to make decisions on the way forward. You can also keep a checklist of your assignment results and notes on what you learned (Template 4). Table 14 is an extract from this template:

Table 14: Extract from assignment summary per module

Module title	Assignment title	Assignment result	Course result
Leading and managing teaching and learning in the school	For example, The culture of teaching and learning in my school		

It is wise to keep a record of the progress of your WPP both as a reminder and an opportunity for reflection (Template 5). Critically engage with this template and ask yourself:

- Is this a useful document to keep me on track?
- How could I adapt it for my use?

A well-kept record also affords you the opportunity to decide about your future development. You can also use the template to record your comments on the quality of your assessment experience.

Templates such as those you have just examined (Templates 4 and 5), allow for a summary on points of reference regarding your *future* progress, in preparation for interaction with others (your programme provider, mentor, assessor or fellow participants). In short, all three templates (Template 3, 4 and 5) will prove very useful to you.

Activity 18: Present on your portfolio development

Suggested time:

Five hours as follows:

- One hour skimming and scanning time (individual activity).
- Two hours selection of reading and detailed reading time (individual activity).
- One hour preparation time.
- One hour presentation and discussion time (with no more than five pairs of your fellow participants).

Aim:

To demonstrate the value of reading what others in the field say, for the development of your PP.

What you will do:

Individual activity

You need to select and engage with a reading that will give you a better understanding about portfolio development. Start by finding and selecting a reading you find interesting and think you will understand. To make a quick choice, follow these steps (in this order) for what is called *previewing* a reading:

1. Read the *Abstract* (if there is one).
2. If there is no *Abstract*, read the *Introduction*.
3. Read each *subheading* (if subheadings are used).
4. If no subheadings are used, read only the *first sentence of each paragraph*.
5. Read the whole of the *Conclusion*.

By previewing readings, you will very quickly get an idea of which ones interest you without having to read all of them to find out.

If you find you struggle with the length or the specific terminology used in your selected reading, now is the time to make use of the support available to you, perhaps in the form of a lecturer, mentor or your fellow participants. They can advise, for example, on how to find a reading on the internet or specific sections to concentrate on or more accessible language to use in your presentation. You can use the internet for

definitions and meanings of words that you do not understand. One cannot assume that everyone finds it easy to engage with academic text as academic discourse is *no one's* mother tongue. So, it is difficult for everyone *but* can be more so if you have not studied in a while and/or English is not your home language. Remember though, that like anything worthwhile, this kind of reading will improve with practice.

You may have been given a recommended reading by your programme provider but if you are selecting your own, three useful portfolio articles relating to the South African context you can access are:

- Chikoko, V., Naicker, I. and Mthiyane, S. 2011. Leadership development: school principals' portfolios as an instrument for change. *Education as Change*, 15: 2: 317–329.
- Fourie, I. and van Niekerk, D. 1999. Using portfolio assessment in a module in research information skills. *Education for Information*, 17: 333–352.
- Lumina, C. 2005. Giving students greater responsibility for their own learning: portfolio assessment and peer marking as tools for promoting self-directed learning in a second-year law course. *South African Journal of Higher Education*, 19: 73–88.

Articles from other sources are also beneficial. Some suggestions are:

- Darling, L. F. 2001. Portfolio as practice: the narrative of emerging teachers. *Teaching and Teacher Education*, 17: 107–121.
- Johnston, B. 2004. Summative assessment of portfolios: an examination of different approaches to agreement about outcomes. *Studies in Higher Education*, 29: 395–412.
- Knoepfel, R. and Logan, J. 2011. Linking theory with practice: a longitudinal analysis of student portfolios in principal preparation. *International Journal of Leadership in Education*, 14(3): 337–349.
- Kock, H. and Ellstrom, P. 2011. Formal and integrated strategies for competence development in SMEs. *Journal of European Industrial Training*, 35(1): 71–88.
- Zeichner, K. and Wray, S. 2001. The teaching portfolio in US education programmes: what we know and what we need to know. *Teaching and Teacher Education*, 17: 613–621.

With your HEI CoP

1. Once you are confident that you fully understand the content of the reading you chose, reflect on your learning and prepare a five-minute talk. Prepare for your presentation by responding to these questions:
 - What was the reading about?
 - What did you find particularly interesting about what the writer/s said?
 - What did you learn from it?
2. Participate in a brief discussion following each presentation.
3. What from these discussions can you add to/integrate into what you have already learned from working through this unit?
4. Discuss how you intend to apply this new learning to preparing your portfolio for assessment.

Discussion of the activity

The literature on PP for principals, whilst limited, highlights that portfolio assessment is considered an ideal strategy to evaluate professional development. It does however present challenges in practice. These challenges include: a tension between this type of assessment and the type of evaluations that rely on examinations, for example, that are still prevalent in HEIs in South Africa; the necessity of the skills that reflect the individual's full potential for assessment purposes; the requisite time allocated to continuous development; as well as the need for appropriate assessors in the education leadership and management field. You will no doubt have discussed and debated these challenges and more in this programme. But there are many positive aspects to portfolio assessment. Those who favour it see it as a fair, sensitive, diverse and effective way of documenting progress and ascertaining the knowledge, understanding and skills of the individual. You may have already had experience of portfolio development and be well placed to assist your peers. If this is your first experience, hopefully it will prove a new and exciting way of exploring and embracing your assessment process.

Unit 2 - Section 4: Structure the Professional Portfolio

You have looked thus far at the *process* underpinning your portfolio development. The purpose of Section 4 is to consider the *form* your Professional Portfolio (PP) will take. The first step is to develop a plan on how you are going to go about this, to ensure your PP meets the requirements of the programme.

Activity 19: Plan how to put your Professional Portfolio together

Suggested time:

One hour

Aim:

This activity aims to support you in planning how you will put your PP together.

You need to feel secure and confident about the way you are going about doing this and this is where an agreed guideline can be extremely useful.

What you will do:**With your HEI CoP**

1. Based on the knowledge you have gained in portfolio development, discuss and debate what a portfolio plan should include. Think again about the purpose of the portfolio. Now consider the following points:
 - The format.
 - The content (to include evidence of AdvDip (SLM) coverage of modules).
 - Timelines.
 - Location of evidence (from Workplace Project (WPP), Personal, Professional and Organisational Development Plan (PPODP) and module assignments).
 - Preparation for assessment (instruments).
 - Exit requirements.
2. From your deliberations, develop a plan.
3. Present your proposed portfolio plan for discussion with, and advice from, your programme provider and/or your HEI community of practice (CoP).

Discussion of the activity

Your programme provider or your CoP may provide a structure which you collectively decide to use to assist in your portfolio compilation and development. The important thing is that your PP needs to provide information about your competence in an organised manner. The following pictures show parts of the PP of participants who graduated between 2009–2016 after completing the Advanced Certificate in Education in

School Leadership. These pictures are just to give you an idea of what a PP looks like. These participants developed a PP using a lever arch file but an electronic portfolio is also an option for you to consider.

Below you will see some examples of Professional Portfolios prepared by previous course participants.



Professional portfolios

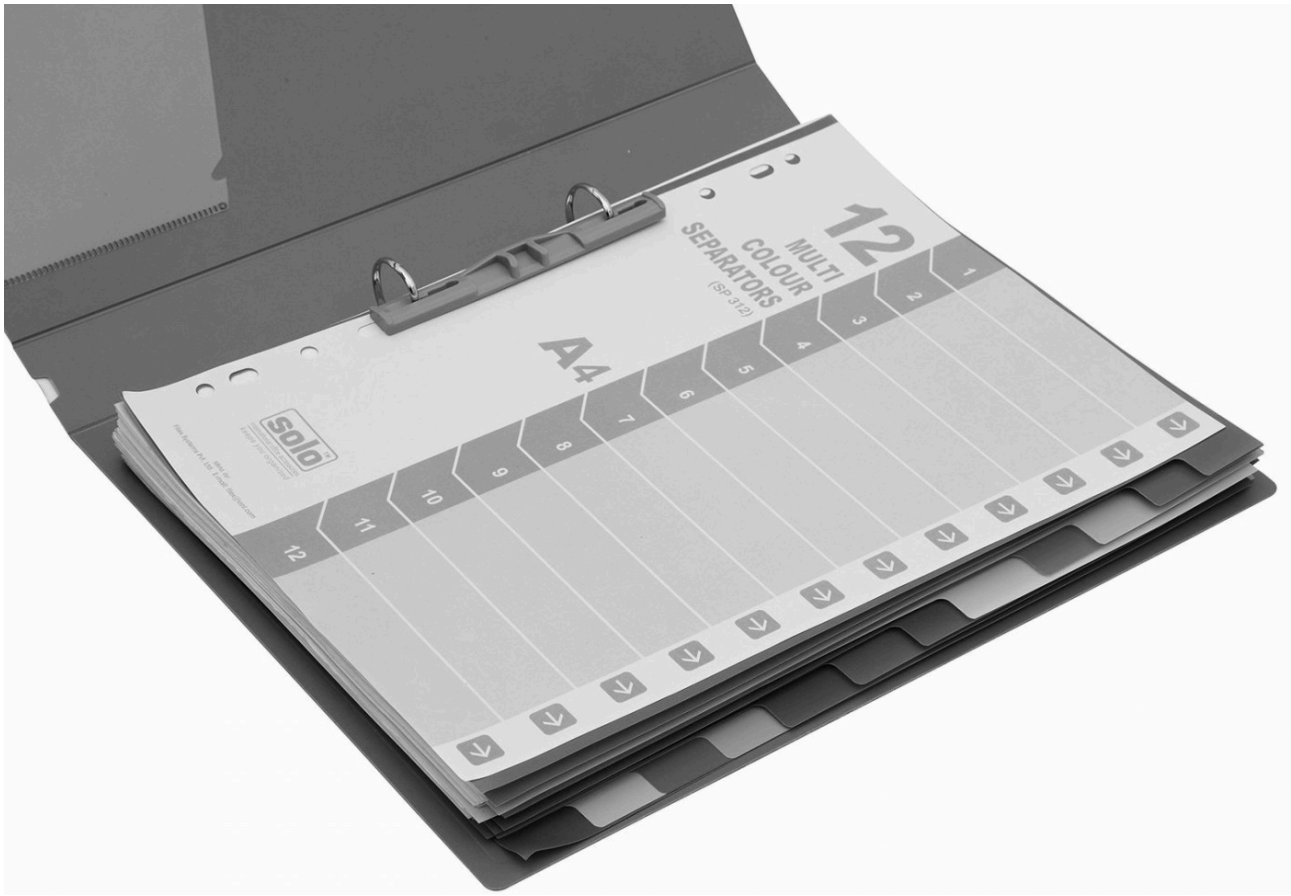
The Professional Portfolio should have a *Table of Contents*.

TABLE OF CONTENTS	
	Section 1: The Baseline - 'Where am I' 'Where am I going'
1	Personal and Professional Development Plan
2	Self-reflection: EDN4160W Assignment 1
3	School reflection: EDN4160W Assignment 2: including the Situational Analysis
4	Organisational Development Plan
5	Site Visit Report
	Section2: Work based project - 'What will I do' 'what have I done?' 'what have I learned'
6	WBP proposal (both versions), Action plan & Gantt Chart
7	WBP Status report
8	Mentors report sheet and verification
9	Reflective commentary
	Work – based project: 2015
10	Revised Project action Plan and Gantt Chart
11	Report on project
12	Mentor 's report sheet and verification
13	Reflective commentary
	Section 3: Applied competence: 'What have I learned?'
	Evidence of self-development
14	Evidence Instrument based on personal and professional development plan (PPDP)
15	Evidence of competence
	Evidence of Knowledge gained
16	Evidence Instrument for results of course assignments
17	Fundamental course competency certificates (EDN4161 & EDN4162)
	Evidence of applied Competence
	EDN4165W: Lead and manage people
18	Evidence Instrument based on core course outcomes
19	Evidence of competence
20	Reflective commentary
	EDN4166W: Manage Organisational Systems, Physical and Financial Resources
21	Evidence Instrument based on core course outcomes
22	Evidence of competence
23	Reflective Commentary
	EDN4167W: Manage policy, planning, school development and governance
24	Evidence Instrument based on core course outcomes
25	Evidence of competence
26	Reflective Commentary
	EDN4168W: Manage Teaching and Learning
27	Evidence Instrument based on core course outcomes
28	Evidence of competence
29	Reflective Commentary
	Section 4: Overall reflective Commentary, Personal & Professional Development Plan, Organisational development Plan 2016. 'Where have I been?' 'Where am I going'
30	Learner reflection on own learning goals that formed the original PPDP and ODP in February 2014
31	PPDP & ODP 2016

Professional portfolio table of contents

The Professional Portfolio should have relevant sections separated by dividers for filing evidence in the

correct place.



Professional portfolio file with dividers and sections

It is important to have a checklist that informs where everything is located in the Professional Portfolio.

Management Portfolio of Evidence Checklist 2014-2015

Initial pages in Portfolio:	↓ Tick box if item is in PoE
1. Portfolio cover sheet	<input checked="" type="checkbox"/>
2. Declaration of own work	<input checked="" type="checkbox"/>
3. Table of Contents	<input checked="" type="checkbox"/>
4. Assessor Report with recommendations	<input checked="" type="checkbox"/>

Section 1: The Baseline - 'Where am I' and 'Where am I going'

	↓ Tick box if item is in PoE
1. Personal, Professional & Organisational Development Plan	<input checked="" type="checkbox"/>
2. Self-reflection: Assignment 1	<input checked="" type="checkbox"/>
3. School-reflection: Assignment 2: Situational Analysis	<input checked="" type="checkbox"/>
4. School Visit Report	<input checked="" type="checkbox"/>

Section 2: Work-Based Project: 'What will I do', 'What have I done?' and 'What have I learned?'

	↓ Tick box if item is in PoE
1. Work-based project proposal	<input checked="" type="checkbox"/>
2. Report on project	<input checked="" type="checkbox"/>
3. Mentor's report sheet and verification	<input checked="" type="checkbox"/>
4. Reflective commentary	<input checked="" type="checkbox"/>

Section 3: Applied Competence: 'What have I learned?'

Evidence of self-development

	↓ Tick box if item is in PoE
1. Evidence Instrument based on own development plan (PPODP)	<input checked="" type="checkbox"/>
2. Evidence of competence	<input checked="" type="checkbox"/>

Evidence of Knowledge gained

	↓ Tick box if item is in PoE
1. Evidence Instrument for results of course assignments	<input checked="" type="checkbox"/>
2. Fundamental course competency certificates	<input checked="" type="checkbox"/>

Professional portfolio check list of evidence submitted

A suggested table of contents is provided below (Table 15) and Template 6 is a suggested checklist. These will help you keep track of the items in your PP.

Table 15: Table of contents for a Professional Portfolio

TABLE OF CONTENTS
Initial pages in Professional Portfolio
1. Portfolio cover sheet
2. Declaration of own work
3. Table of contents
4. Assessor final report (with recommendations)
Section 1: Baseline - Module 1 <i>Where am I? Where am I going?</i>
5. Personal, Professional and Organisational Development Plan (PPODP)
6. Self-reflection
7. School-reflection (including situational analysis)
8. Assessor verification of school situation
Section 2: Workplace Project (WPP) - Module 1 <i>What will I do? What have I done? What have I learned?</i>
9. Workplace Project proposal
10. Report on project
11. Assessor report on site-visit
12. Reflective Commentary
Section 3: Evidence of applied competence <i>What have I learned?</i>
Self-development - Module 1
13. Evidence instrument based on own PPODP
14. Evidence of competence
Knowledge gained
15. Evidence instrument for results of module assignments
Module 2
16. Evidence instrument based on specific outcomes
17. Evidence of competence
18. Reflective Commentary
Module 3
19. Evidence Instrument based on specific outcomes
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Section 4: Final reflection Overall Reflective Commentary: PPODP *Where have I been? Where am I going?*

34. Reflection on my learning goals that formed my original PPODP

35. PPODP for myself and my school after completion of the AdvDip (SLM)

You can use Table 15 as it is, amend it or come up with your own format. The important thing is to remember the PP may go to an assessor who has no knowledge of you or your situation; nor does the assessor have unlimited time to search for evidence on your competency against an outcome. This is why the structure and organisation of your PP is so important. You are encouraged to consistently interact with your portfolio in sessions with your fellow participants as that offers a support mechanism, and a way of ensuring you are continually updating your portfolio content to reflect your level of competence.

It is important to adhere to agreed deadline dates between yourself and your programme provider as it is a means of keeping you on track (Table 16 and Template 6). Table 16 below gives you space to fill in these dates.

Table 16: Professional Portfolio deadline dates

Item	Dates
Reflective writing	Every week
Personal, Professional and Organisational Development Plan	
Proposal for Workplace Project	
Workplace Project progress report	
Workplace Project report	
Professional Portfolio submission	

Take your PP with you to all your contact sessions so that you can update it if necessary and to discuss and share your progress with your fellow participants. It is essential that you also take the time to engage meaningfully with your assessment instruments, to familiarise yourself with what they measure.

The final assessment of your PP provides the exit level requirement (ELO) of the programme which is your achievement of competence (in the ELOs) in school leadership and management. As you work through the programme you will have an ongoing record of the specific outcomes (SOs) and the ELOs you have achieved. You will also engage with your programme provider and assessor as to your level of competence. This

means that in your preparation for *the final submission* of your PP, you both will have reached agreement about your level of competence. As a result, your final PP is expected to deliver an authentic assessment of your ability to lead and manage a school.

Portfolio work could and should be an enjoyable experience. Whilst it is important to provide you with as many guidelines as possible on how to go about compiling a portfolio, there cannot be an assumption that your level is the same as other members of your group. It is your responsibility to identify the areas in which you require further guidance in portfolio development, so that “the result is a delightful one” (Fourie and van Niekerk, 1999: 340)!

Activity 20: Reflect on the key points of this unit

Suggested time:

30 minutes

Aim:

To reflect on your learning in this unit and provide a Reflective Commentary (Appendix 15) for your PP.

What you will do:

Individual activity

Consider the key points of the unit listed below and write up what you think about each point in your Learning Journal.

Key points

Unit 2 focussed on the following key points:

- The purpose of the Professional Portfolio.
- Reflection as a fundamental learning strategy in portfolio development.
- Self-assessment in the portfolio development process.
- The portfolio as an assessment tool.

Use your Learning Journal as a source to assist you in writing your Reflective Commentary (Appendix 15)

Discussion of the activity

As already stated, the purpose of the PP is to stimulate and encourage *personal reflection, self-assessment and professional dialogue* with your fellow participants, in pursuit of self-improvement that results in improvement in the workplace. Reflection is a key learning strategy, as it assists in shaping your evidence into a meaningful whole that reveals your learning journey. In this you play the central role in the process. Further information on the Reflective Commentary is found in Unit 4 Activity 6.

Self-reflection that leads to self-knowledge and self-assessment are promoted as the motivation to bring about personal and professional change. Responsibility for, and accountability to yourself and others stems from these practices. This it is hoped, will enable you to confirm what you know and to discover what you need to learn for your continued professional growth. Your portfolio can be used beyond the scope of the programme to identify further strengths you have, and the strengths of others, for development from evidence available in your school context.

You have learned to identify evidence from your activities, assignments and your WPP on the programme and align these to the module-related SOs and the ELOs of the qualification.

In Unit 3 the focus is on how to formalise, design, deliver and evaluate your WPP which will provide the main source of evidence for this PP.

Unit 3: The Workplace Project

Introduction

The primary focus of this unit is your Workplace Project (WPP). It sets out to develop your understanding on how to initiate and implement a project suitable for your school context. It is intended that your project should address the need for improvement in an area where you can most exert a leadership and management influence. It is anticipated that you will bring your unique experience of your school context to the project, while at the same time improving your own practice.

The Department of Basic Education (DBE) places significant importance on the WPP, stating that:

Central to the portfolio will be a workplace project that will provide evidence, in an integrated way, of candidates' ability to undertake evidence-based inquiry, making appropriate use of data and ICT, make evidence-based decisions, implement changed practices, as a result of these decisions, evaluate the impact thereof and make changes or amendments as indicated by the findings through an action-research cycle. (DBE, 2015b: 9)

In the light of the above, this unit sets out to develop your understanding on how to initiate and implement a project in your school that responds to an identified area for improvement in learner performance.

Unit 3 learning outcomes

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

- Understand and apply project management practices in a school context.
- Propose, plan, implement, monitor, evaluate and document a WPP.

To achieve these outcomes, this unit is divided into two sections as shown in Figure 6:

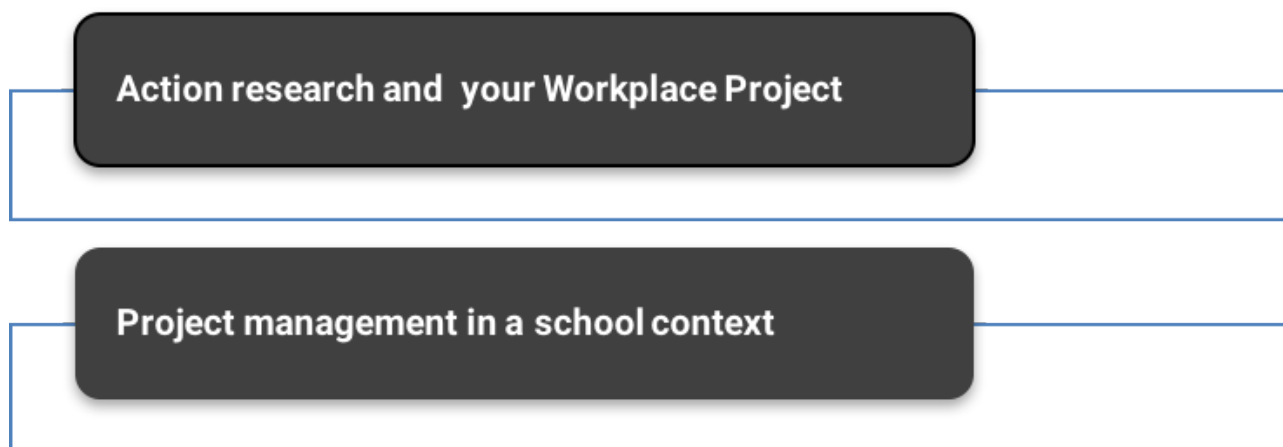


Figure 6: Content covered in Unit 3

The first section is about your WPP. It offers guidance on how to define a relevant project for improvement in learner performance in your school, draft a realistic and viable [worth while] project proposal, and design a project using an *action research* cycle. Support for the implementation, monitoring, evaluation of, and reflection on, your Workplace Project is provided in this unit.

The second section focuses on project management. It examines the need for project management in a school a context. It covers the principles of project management and the stages all projects are expected to go through. Both sections offer useful information and tools.

Please note

It is anticipated that these tools will also be made available to you in electronic format by your HEI so that they are available for ongoing use in your school.

Unit 3 preparation

Readings

For background reading on project management, refer to the following readings in your appendices:

- Project planning to project completion (Appendix 6)
- Winning support for your Workplace Project (Appendix 7)
- The Workplace Project steps explained (Appendix 8)

Another reading referred to in this unit is:

Khupe, C., Balkwill, K., Ruksana, O. and Cameron, A. 2013. A needle in a haystack: a search for value for money in turn-around strategies for schools in difficult circumstances. *Educational Research*, 55 (2): 165–179. Accessed from: <https://tinyurl.com/ya72ywu9>

This reading has information on the types of projects most commonly implemented in South African schools. It is recommended you access the full reading as this is a very useful source of information.

Before you move on to engage with Section 1, you need to refer to:

- The situational analysis undertaken in your school (Completed in Unit 1).
- Results from your school that you related to this situational analysis (In Unit 1).

Please note

Remember when you start the activities for this unit you also need to begin the activities in the other two units as the three units must run concurrently. Get into the practice of referring to the timelines in the introduction to Part 2 of this module to ensure you are on track with the completion of activities and the evidence you must generate. It is also recommended you have an overall awareness of the content of Part 2 Units 2–4 to access relevant sections over the period of the programme and beyond.

Unit 3 - Section 1: Action research and your Workplace Project

Activity 21: Project-based learning in a professional development qualification

Suggested time:

One hour

Aim:

To understand the value of project-based learning as part of a professional development qualification.

As a course participant in pursuit of an academic qualification in school leadership and management it would be good for you understand how a project management approach, used to determine competency, is viewed by programme providers.

What you will do:**Individual activity**

Read what different authors say about project-based learning. See text box below.

Project-based learning is a way of changing the traditional approach to assessment in higher education institutions (HEIs) to a more relevant approach which is based on evidence of applied knowledge. In this approach the HEI sets school-based projects for the programme participants that are assessed as part of the academic programme assessment requirements for successful completion. Cooper, *et al*, note that, “project-based learning in the context of an academic programme is the sustained way in which a student undertakes a project that is usually built around a problem” (Cooper, Deyi, McMillan & Ngubo, 2000: 1).

Reports from project-based models of learning show how the principles of teaching and learning can shift from a traditional abstract, theoretical curriculum to a more relevant, participatory, democratic approach that involve the *demonstration of learning in a particular context*. It is evident that in this manner students are able to draw on background knowledge, built on experience gained at the sites of practice and learning, and are able to construct new knowledge that is action-oriented and socially relevant, while at the same time gaining

academic recognition and accreditation (Cooper et al., 2000; Von Kotze & Cooper, 2009).

Work-based studies need to discuss exactly what is envisioned by a project-based learning approach (Askeland, 1999). Of particular caution here, are the assumptions made by a programme that the development of students, while in pursuit of an academic qualification, will be realised in school improvement outcomes over a period of time.

Within a project-based approach there also has to be an awareness of the ways in which adults workers learn (Weil, 1986). The model of project-based learning moves the site of learning from the institution to that of the workplace, and this is where knowledge production involves “agency, activity and the world which mutually constitute each other” (Cooper et al., 2000: 7, Lave & Wenger, 1991: 33). Therefore this means that an assessment is challenged by the interaction of these three factors which are; the level of your input and influence (agency), the relevance and quality of project activities (activity), and the enabling and constraining influences exerted by the operational context (the world).

This type of adult (work-based) learning has a particular reference to *situated* learning. It identifies critical incidents within the processes and patterns of the management of the project in the site of work (Cooper et al., 2000: 6). The view of this type of learning is that the participation in, and engagement with work-based projects, will enhance the quality of learning and lead to higher-level development by addressing complex issues (Council for Higher Education, 2011: 36).

With your HEI CoP

- Discuss what a project-based approach means to you in relation to the pursuit of this qualification.
- What challenges/concerns/issues does this raise for you?

Please note

As explained in Unit 2, in this module, you will be working alongside your fellow participants and with those you lead and manage in your school context. This means that you will be engaging with two distinct *communities of practice* (CoP): one that is *programme based*, i.e. a higher education institution (HEI) CoP and one that is *school based*. See Unit 4 of this module for a detailed discussion on communities of practice. Your school-base CoP is very important as you will need to interact with colleagues in your workplace who will assist you in thinking about, and implementing identified areas for improvement in your WPP.

Discussion of the activity

As you are aware, a tension can exist between a participant's personal goal of attaining a qualification, and the expectation that this will happen in conjunction with school improvement (DBE, 2009: 198). A way of addressing this tension, could be through the project-based learning approach where assessment is conducted in, and/or related to, the workplace setting. What this brings to the fore, is that the focus in this programme is not only on passing assignments, but on applying the learning derived from these various learning and assessment tasks, as well as from your WPP which is aimed at improving on how you work as a leader and manager. It is therefore envisioned that the programme content and module assignments should contribute to, and enhance these practices.

Von Kotze and Cooper (2009: 212) say that, "Project work is a way of preparing students to take on their professional role in the world of work". Project work also provides a means of understanding and measuring how well you undertake this role. In the reading in the text box above, Askeland (1999) gave some worthwhile advice about having clear expectations of what your project-based learning entails. As this centres on your leadership and management of a project, you need to look into what project management means in a context. This will further prepare you for discussions and debates with your programme provider and peers on the topic.

Activity 22: Define project management

Suggested time:

One hour

Aim:

To enable you to focus on exactly what is meant by project management in respect to your leadership and management of your WPP.

What you will do:**Individual activity**

1. Read the definitions on project management provided below (adapted from Atkinson, 1999) and decide which you identify with the most:

- Project management is the application of a collection of tools and techniques to direct the use of diverse resources toward the accomplishment of a unique, complex, one-time task within time, cost and quality constraints. Each task requires a specific combination of tools and techniques structured to fit the task environment and life cycle (from conception to completion) of the task.
- If a project is a human activity that achieves a clear objective against a time scale, then

project management is a combination of management and planning, and the management of change.

- Project management means to plan, co-ordinate and control the complex and diverse activities of projects.
- Project management is a specialised management technique, to plan and control projects under a strong single point of responsibility.

2. Highlight the commonalities in these definitions and then write your own definition of project management.
3. **With your HEI CoP**
 - Share and discuss your definitions of project management.
 - Select one or combine your definitions to decide on one that represents your collective view and understanding of project management.

Discussion of the activity

While you may have contributed different suggestions on a definition of project management, the criteria for success however remain the same. These are *cost*, *time* and *quality* and should have been included in your description.

Does it seem that the first example given of a definition above, (which came from the 1950s), was the right one? Does this mean a definition of project management has not really changed or developed its criteria for success since then?

What is not made fully explicit in the definitions, is that undertaking a *project involves the leadership and management of people* in the location where the project activities take place. Where this is managed is important and raises unique challenges of context that must be taken into consideration by programme providers (Wylie, 2011). Barry (in Sayed, Kanjee & Nkomo, 2013: 328) further confirms the challenge of context by saying that “working toward quality in education cannot be dealt with in isolation from its context ... just as the context cannot be used as an excuse for not achieving quality”. Context therefore is something you must not lose sight of as you engage in the leadership and management of your project. Think a little more on this point and unpack it. So for example, in a particular school context you may have teachers, parents or union members, etc. who might be opposed to a particular school-based project because it does not meet their different goals/wants, etc. Think about how best you could manage a situation like this. You need to start by focussing on what you can do within your sphere of influence [area of responsibility where you can effect change]. Don’t try to do everything at once, concentrate on what you can do. Slowly, but surely, as you work through this AdvDip (SLM) programme, you will develop knowledge and skills (practices) that equip you better manage such challenges. In any context, there are always likely to be a number of challenges, so it is important that you learn how to manage them.

Deciding and embarking on a school-based project like the WPP planned as part of the AdvDip (SLM) programme involves action research. This is something that you will learn more about in the next activities.

Activity 23: What is action research? A free writing task

Suggested time:

45 minutes

Aim:

To explore what you already know about action research. You will need to draw on all the ideas and understandings you already have about action research.

What you will do:

Individual activity

1. Read the topic below and then follow the rules for *free writing*. If you are doing this alone, time yourself and stop after seven minutes.
2. Read *Discussion of the activity* to see how well you understand action research at this point.

Topic: I think action research can be described as ...

Rules for free writing

Step 1: Free write on the topic for seven minutes. Do not lift your pen/pencil/ fingers if you get stuck for words. Repeat the last word until another word comes up. Write in any language or mix of languages you like. Do *not* correct your grammar or edit your work. *This writing is for your eyes only!* When the seven minutes are over, finish your last sentence, stop, and breathe.

Step 2: Discuss your free writing output with a peer if you can. What was the experience like for you? Did you feel trapped/liberated/surprised by what ideas came to you?

Step 3: Critically read your piece of writing again, thinking about what, if anything, you would change in terms of the content.

Step 4: Pick up a pen and make the actual changes, adding more if you want to be sure that you do not lose any sudden new thoughts.

Step 5: Read the piece over again and make any small editorial changes to grammar, punctuation, spelling, etc. that are needed.

If possible, discuss and share your *ideas* on action research with your HEI CoP. Listen to everyone's understanding of action research and try and build up a picture of what is involved in action research.

Discussion of the activity

Check to see whether what you wrote and discussed about action research links to the ideas presented here.

Action research involves a researcher (in this case, you) and practitioners (your school-based CoP) acting together to implement a specific cycle of activities that include: Identifying (diagnosing) the need for improvement or change in a particular; checking to make sure that your diagnosis of the problem or need is valid; planning a relevant intervention; implementing the planned intervention; reflecting on the results of the intervention; and using the results of the reflection to inform the next cycle of your intervention.

In action research, the emphasis is on what the practitioners *do*, rather than on what they *say* they do. This type of research encourages some experimentation as the intervention is implemented. It may be necessary to first try out one approach to promoting change in the identified area, checking the results and then possibly changing or adapting the approach to improve it.

In the case of the WPP, you will need to play two roles – that of a school leader overseeing and working with a project team in the workplace, and you will also have to play the role of a researcher collecting and evaluating evidence. As you implement your WPP you will need to regularly reflect on the aspect [facet or component] of the (positive) change that you can see in the school-based practices that your WPP is intended to address. Your WPP intervention may have a range of aspects/components that make up to the whole. Each reflection needs to be on a different action or practice, not a repetition of the previous one. Each new reflection may result in a modification or adjustment of the WPP intervention implementation that better addresses the situation (Avison, Lau, Myers & Nielsen, 1999). In this way action research is an on-going process.

Action research is viewed as an iterative process [a process involving repetition] as it repeats a cycle of operations, with the objective to bring about a result closer to the outcome in each repetition. Typically, action researchers follow a process such as the one depicted in Figure 7:

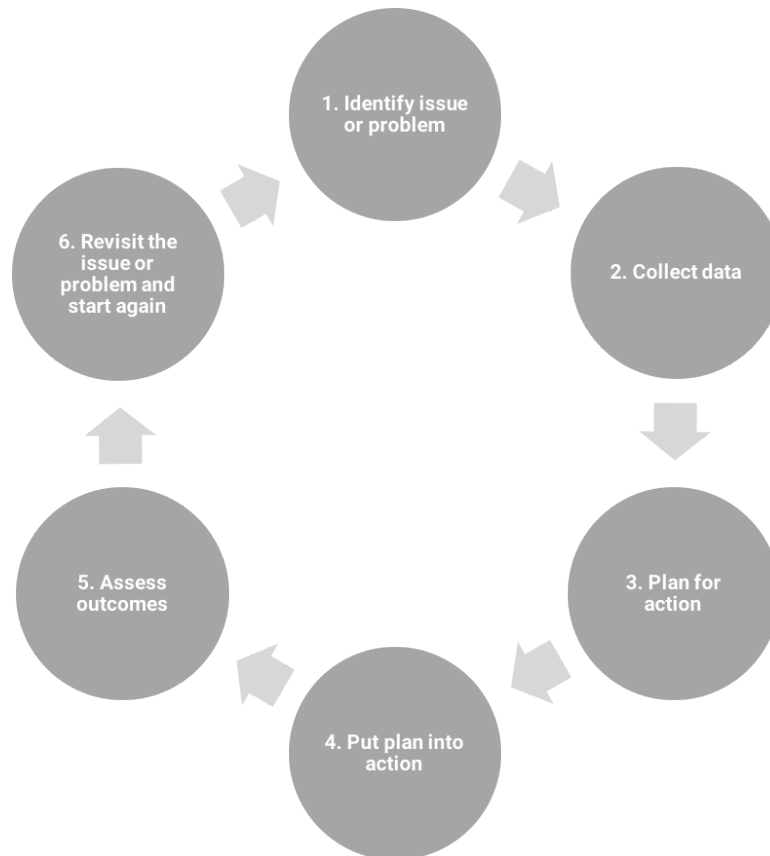


Figure 7: Action research cycle

(Adapted from Pelton, 2010: 8)

In very simple terms, an action research cycle is about:

- identifying a problem or need for a change in an existing process or procedure;
- collecting data to verify this (i.e. collecting data that supports your view that a problem exists or that a change in procedure is necessary);
- planning an action or intervention;
- implementing the plan of action (or intervention);
- reflecting on the outcomes of the action; and
- starting the process again.

There are always consequences [implications] to every action you incorporate into what might happen in this process of change and these will inform the activities in leading and managing your action research cycle.

A few very important points to always keep in mind are:

1. Monitoring and data collection start as soon as the intervention begins.
2. *Reflective learning occurs continuously*, and covers all aspects of the action research. This includes times when it is more formalised, for example, in a designated project meeting or a reflective (evaluation) session which necessitates the keeping of a record.
3. Consequences of the project intervention can be intended or unintended (life happens!).

Activity 24: Align the action research cycle to your Workplace Project

Suggested time:

One hour

Aim:

To align the action research cycle to the steps in Figure 8 below to implement your WPP.

What you will do:

- Identify the problem that you want to address with your school-based WPP (Step 1 of the action research cycle, see Figure 7 above) and conceptualise the focus or purpose of your WPP intervention (the WHY and the WHAT of the WPP).
- Then apply the steps and process of the WPP cycle – the HOW of the WPP (Figure 8, below). This cycle shows you that you need to: identify and retain relevant people (stakeholders) to work with you; assess your situation, plan, implement, monitor, evaluate and revise your project.

In each of these steps you need to collect and analyse information (data) generated from the various activities that you and your school-based team have implemented as part of your WPP practices (actions or intervention).

Remember that the end goal is for these *practices* to benefit your learners directly. In this way, you are researching your project as it unfolds to effect necessary changes. The steps that you need to take are illustrated below (Figure 8).

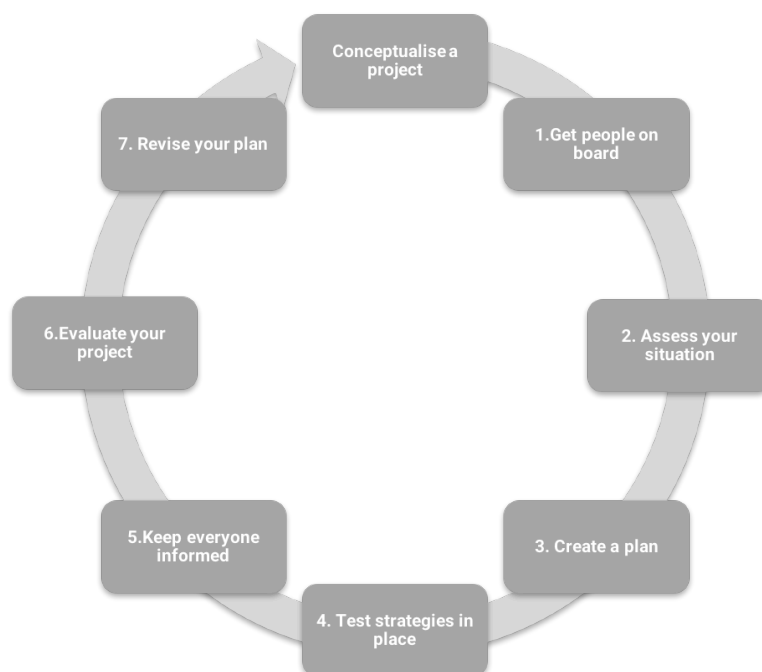


Figure 8: The seven steps of the Workplace Project cycle

(Source: Adapted from Save the Children Sweden & Management of Schools Training Programme, 2009)

Getting your school-based team (stakeholders) on board means that you need, in the first place to get their buy-in. You need to communicate to them why your planned WPP is important. Next, you need to ensure that you fully understand this seven-step implementation process so that you can communicate it confidently to the rest of the team/stakeholders.

Individual activity

Look at the steps above in Figure 8 and insert bullet points beside each step which give a brief description of what you think you need to do to implement your WPP. For example, for Step 1 (*Get people on board*), make a list of the people you think you need to get on board, i.e. get involved in your project. For Step 2 (*Assess your situation*), revisit your analysis (completed in Unit 1) to confirm if everything remains the same or if there have been any changes.

Do this for **all** seven the steps, so that you end up with a basic plan of action.

Discussion of the activity

Make sure you have written down all the necessary information next to each of the seven steps of the Workplace Project cycle.

Implementing the process which is guided by the use of these seven practical steps of the WPP cycle, will serve to produce the evidence of the WPP implementation which you are required to produce and submit as part of the formal assessment requirements of this programme.

You will engage in more detail with these steps in Section 2, this is just the beginning!

Keep the following important points in mind as you commence this process:

- In Unit 1 you worked with data from your school to identify the area/s of concern that need to be addressed and improved in your school context.
- Now you need to re-assess your present situation to see if anything has changed before preparing a WPP action plan comprising of activities that are designed to target the identified need for improvement.
- Once you and your team start to implement these activities (that make up the planned intervention) you need to constantly monitor the process by gathering information and about each activity. Collect the information systematically and continuously for the duration of the WPP as you will need this as evidence for evaluation purposes.

Please note

Refer back to your timeline in Unit 2 to keep on track.

Activity 25: Think about a Workplace Project that will benefit your school

Suggested time:

One hour

Aim:

To think about something in your school that you believe needs improvement in the area that you lead and manage. Something that will produce a direct benefit to the learners.

What you will do:

As someone in a school leadership position (HOD/SMT member etc.) it is vitally important that you respond positively to any identified need that directly benefits learners.

- Start thinking about this in relation to your sphere of influence. Write down a few ideas in your Learning Journal. You should have started your Learning Journal as you worked through in Unit 1. You will also find more detailed information on how to use it in Unit 4. By now, you should have added information on your first activity in both Unit 2 and Unit 4 into your Learning Journal.
- Think about what you already know about your School Improvement Plan (SIP) and the learner results from the situational analysis you did as part of your work in Unit 1. (Refer back to Unit 1 to refresh your memory).

With your HEI CoP

Justify and discuss what is really needed to benefit the learners in your care. The constructive questions and comments from the members of your HEI CoP will assist you to narrow your options down.

With your school-based CoP

Together prepare to share your ideas with your school management team (SMT), using evidence in support of what you are saying. To prepare for this critical discussion:

1. Re-examine your situational analysis, your learners' results and your SIP. You should already have received feedback about this in Unit 1 that incorporated insights and recommendations. Summarise what this information revealed to be important for your school.
2. From this summary, make a short list on the areas that were highlighted as requiring improvement in your context.
3. Justify the order you select, based on the importance in improving learner performance:
 - Why do you consider a certain area to be most important?
 - What did your analysis reveal that contributed to this situation?
 - What do you suggest could be done?

Discussion of the activity

Firstly, it is important to remember that improving learner performance in this context refers to *any* aspects that impact on it. Secondly, as a school leader and manager, your role is to make a positive contribution to improvement in the context of your workplace. This means you not only want what you propose as an improvement strategy to be successful, but also to be sustainable. In this programme, you are expected to initiate this type of intervention as a WPP. It is anticipated this will provide a rich source of evidence of your leadership and management development, as well as a reflection of your willingness to collaborate and negotiate with those you work for, and with. Your WPP will require a project team (school-based CoP) to implement it. This may, depending on the nature of the project, be comprised of all those you lead and manage, or relate to only a few of them. Your school-based CoP may form this group or it may include other members from the school community.

A principal, from a township school, shared her ideas about her WPP with her school-based CoP in the following way:

My situational analysis turned out to be an eye-opener for me! When I shared my findings with staff, and we looked more into our results, it brought home that we need to do something about discipline at our school. We discovered we lose lesson time, for various reasons, such as, teachers not at line-up, unruly and disruptive learners, lessons starting late, poor attendance, etc. We decided to add up the time lost in a single week, and boy did we get a shock! This was a good thing, as we all agreed that accumulatively this must be impacting negatively on curriculum delivery. When teachers are complaining that they can't get through the work, we now know a few of the reasons why!

We think a discipline policy review is long overdue, and we need a fresh and focussed approach to tackle this problem. To do it properly we should involve the whole school community to enact the school vision, if we are going to improve the situation. I've also been toying with the idea of a language or maths project as a viable option because we presented an analysis of last year's results, but we've done this every year with no discernible improvement. We always end up resorting to extra classes, which is unfair to staff and learners. Surely, if we made up on lost time during the school day, this would not be necessary! A meaningful discipline policy, actively monitored, may be a step in the right direction. We obviously need to go into this in more detail before coming to a final decision, but I think we are on the right track as it is a challenge we need to face. What do you think?

As a first practice step in refining your ideas about WHAT you want to do, talk to all staff members at your school. Share ideas about what could be a potential WPP, this is a great way to assist and provide you with *food for thought*. It is an opportunity to get others' insights and informed knowledge. It is also very important to include learners' views about what they think would help them learn more effectively.

In Unit 1, you investigated and reported on the present situation in your school. Your analysis should have revealed specific areas of concern in your school. Before going any further, it would be useful for you to look at your situational analysis again. Also see what is said in Activity 6 (below) about the quality and value of project interventions that have been implemented in South Africa.

Activity 26: Reflect on school improvement projects

Suggested time:

One hour

Aim:

To think about school improvement projects in South Africa. This knowledge should help you to reflect on a WPP that will be of real benefit to your school. The activity will provide you with information on what makes a school improvement project successful.

What you will do:

In their research, Khupe, Balkwill, Osman and Cameron (2013: 165–179) reviewed 125 South African school improvement projects and questioned:

1. What form do school improvements take?
2. To what extent would the interventions be considered effective in terms of local conditions?

With your HEI CoP

Look at the pie chart (Figure 9) below in which Khupe *et al.* provide a visual overview of various types of project interventions. Thereafter, answer the following questions:

- What form do school improvements take? (Khupe *et al.*'s first question above.)
- Why do you think, as Khupe *et al.* show in the pie chart, there is a greater interest in teacher development?
- What conclusions can you draw from the grouping of the other areas?
- What is your experience, if any, of the targeted areas for school improvement projects?
- What have you learned about interventions in your school?
- What has worked well and what has been problematic?
- What were the contributing factors to the successes and the problems?

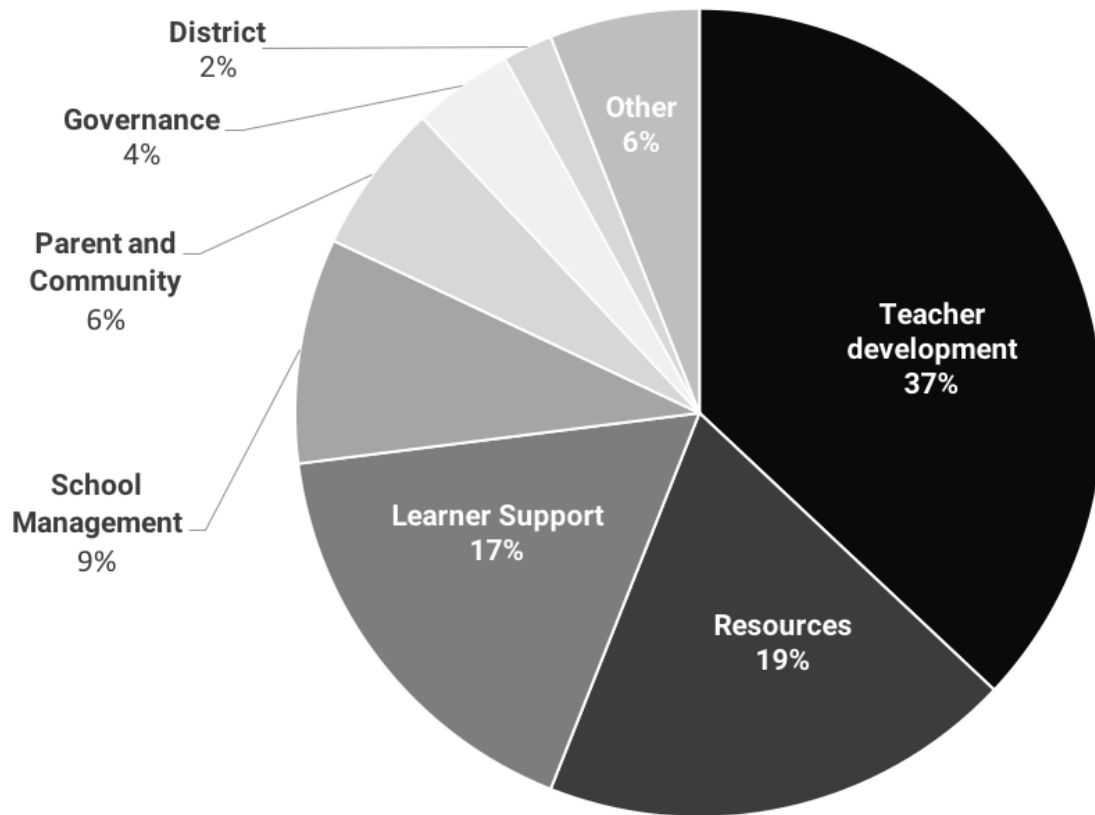


Figure 9: Relative proportion of school improvement efforts

Discussion of the activity

It is critical to consider what makes a project successful. This is relevant knowledge *before* you put forward a proposal for your school improvement intervention. Let us start this process by reading what Khupe et al. (2013) report in response to their two research questions. Compare their findings to your discussion points.

What form do school improvements take?

As you no doubt noted, most school improvement projects focus on continued teacher professional development (37%). As research findings point to the fact that many teachers have poor subject content knowledge and pedagogical knowledge, this is clearly a very important improvement area. But the *form* in which this kind of professional development takes place is critical. Many projects reported workshops as the major strategy used, but usually, these did not address teachers' context-specific concerns. The workshop method of professional development is often too short to address these problems in a sustained way and workshops also do not provide a way of holding teachers accountable to long-term school change. For these reason workshop-based interventions are often found to yield poor results.

Learner support (17%), was found to come mostly in the form of extra classes, in specific subjects (mainly maths), directed at Grades 10–12 and, in line with the literature, these classes were not shown to improve results. Most of the interventions viewed academic achievement as the only indicator of school functioning, one which is strongly contested by local and

international research, as it often does not refer to the *quality* of results.

Resource provision (19%) was found to be effective without measures of accountability and training in the efficient use factored in.

The study found that some attention was paid to leadership development, focusing on teachers, principals and curriculum advisors (10%). However, a broader scope of the projects studies was often found to be too narrow to impact positively on teaching and learning. It was found that contact with as many different groups as possible needs to be include as success does not depend only on results, but on what happens in the classroom.

When considered collectively, the school improvement interventions focus on a wide range of aspects – resource provision, learner support, teacher development, leadership support and parental and community support. This indicates that a similar range of issues could be found in your school context. However, Khupe et al. show that in the ten-year period reviewed, only a few projects targeted the necessity of these areas *collectively* for school development. The aspect of local takes us to the second question.

To what extent would the interventions be considered effective in terms of local conditions?

The research showed interventions yield better results if they shift focus from learner performance *only* to include the quality of teaching and learning. Improving instructional content and practices is strengthened by mentoring teachers and encouraging them to work collaboratively. This indicates a project must address the cause of the problem, to make sure that the interventions are employed where they are most required.

School improvement must focus on the school's structure, stakeholders, processes, values and culture. Improving the learning environment, with the promotion of good relationships amongst teachers, learners, families, school and community, is a vital component. Parental involvement can be challenging, but has been observed to be critical in promoting long-term school improvement.

Interventions that are sensitive to local contexts, and that address the causes of the failure of individual schools, are more successful in overcoming barriers to learning and improving teaching and learning. Few interventions used strategies to include external factors such as poverty, poor health and lack of parental support, all of which significantly contribute to high drop-out rates in less privileged communities. For a meaningful project, it is important to go beyond the classroom and target the external factors that negatively affect learning. Where such links are missing, improvement strategies have short-lived benefits. Long-term benefits can only be achieved when school improvement includes commitment from the whole school community.

(Summarised from Khupe et al., 2013: 165–179).

This information should help to confirm your correct selection of a project. Your next step is to formalise what your project will set out to improve.

Activity 27: Understand how a Workplace Project can add value to your school

Suggested time:

One and a half hours

Aim:

To determine the value of a WPP in addressing areas for improvement in your school and why.

What you will do:

Implementing a change that will lead to school improvement is complex and unpredictable. It is likely that while implementing the change process, you are likely to come up against challenges, both in the external and internal context.

Activities 21 and 22 of this unit (above) will have helped you to see that the action research cycle is an useful approach when attempting to bring about change in a complex environment that may have a number of internal and external challenges that need to be considered.

Individual activity

A good question to start off with and respond to is:

What factors will assist a project to work well in my workplace setting and add value to it?

With your HEI CoP

In relation to this question, share and discuss your responses to the question with your fellow participants. In particular, discuss the impact of the enabling factors [factors that will assist] and constraining factors [factors that may limit or restrict] that are inherent in all your school contexts.

Discussion of the activity

According to Fullan (2006: 8–11) there are seven core premises that underpin what we know to bring about change. A *premise* in this sense refers to factors that, if in place, would promote change. Based on the result of a decade of reflection and research by others on how projects can bring about school change, Fullan's view is that the following seven premises or factors are very important in promoting positive change:

1. **A focus on motivation.** If your potential WPP does not motivate people to put in the effort that is necessary to get results (both individually and collectively), improvement is just not possible. This is an overarching premise but it is not achieved quickly. It is also the beginning of the road to project success which you cannot expect to be a smooth ride but a ride with bumps on the road! This means your project will gain momentum and get better over time as motivation slowly increases.
2. **Capacity building, with a focus on results.** Capacity building increases the collective effectiveness of those undertaking the project with you, and involves developing their individual and collective knowledge, competencies, resources and motivation to achieve results. In this you need to develop a collaborative and participative approach where all are recognised as leaders. Many projects fail because they do not do this. Internal accountability is necessary to get results, but counter this by an awareness of everyone's needs in achieving this.
3. **Learning in context.** Your project must be relevant to its context. A project is disruptive because it involves change, which means there is risk-taking involved. This requires courage, with modelling of new values and behaviours to replace ones that do not work and, in doing so, improve the context.
4. **Changing context.** Change in a school context also needs to be able to change the larger context. When schools, districts and communities learn from each other, the best ideas flow and those involved welcome the success of other schools in their network. The development of relationships with those in similar circumstances is key here.
5. **A bias for reflective action.** All the *premises* in this list need reflection to move forward. Getting everyone on board brings ownership of the project and a change in behaviour. A caution here is to remember that *behaviour* changes before *beliefs*. Reflection is critical to create the space for learning by thinking about what we are doing. You can develop this self-reflective process by writing in your Learning Journal, blogging, etc. as well as in collaboration with others (see activities in Unit 4).
6. **Tri-level engagement: district, school, community.** The district, school and community need to connect within and across the three levels through agreed active communication and interaction strategies that can promote change.
7. **Persistence and flexibility in staying the course.** Resilience is needed in leading and managing a WPP. Resilience is about persistence [the determination to keep going] plus flexibility which you know from when you looked at resilient schools in Unit 1. However, too much persistence can result in resistance. Flexibility is needed to keep a project going and as action research is reflective and inquiry-based, this creates opportunities for self-correction and refinement.
(Adapted from Fullan, 2006: 8–11)

The seven premises above capture the underlying thinking of effective action. This thinking is more than knowing what activities you are going to put in place in a WPP. If you understand the thinking behind this, you will be able to design relevant project activities that can be adjusted and refined by all involved as they experience them in action. It is very important to stress that, even if you use the best strategies, they will not bear fruit unless they are rooted in a deep understanding of the logic that underpins the seven points highlighted in Fullan's approach to bringing about change.

Discuss any concerns you have about a project with your programme provider (HEI) and both CoPs, before you move on to think about what could be a possible, worthwhile project for your school.

Activity 28: Identify change that the Workplace Project will effect in your school

Suggested time:

45 minutes

Aim:

To think about how you can effect positive change in your school through a WPP.

What you will do:

The previous activities should have assisted you to identify the need for an intervention or project what will facilitate positive change in the context of your school. You also need to think about how you will prepare a good proposal that will convince all stakeholders of the value of the proposed project/intervention. You need to think more about what you *want to achieve* (aim of the project) and *how you intend to do this* (project activities).

Read the extract below which is from the proposal of a project that aims to bring about behavioural change in the youth of a school community to protect them from future exploitation. Then, working individually, think about the questions below.

Project aims and how to achieve them

Youth development project

Aim of the project:

To prevent school learners and young people from the deprived socio-economic community of the school from falling victim to the exploitative and abusive practices of child trafficking, labour and sex work. This will be done by their participation in personal and life skills development activities, within the community they reside in so that they acquire the necessary information, awareness and practices to allow them to make viable and sustainable life choices and reduce their vulnerability.

To do this the project team will:

- Develop close, empathic *relationships* with targeted potential beneficiaries in the community.
- Provide and implement activities that are *planned* and *designed* in line with identified needs of the targeted vulnerable learners and young people, through consultation and

collaboration with all stakeholders.

- Put sufficient and qualified *staff* in place in the school to ensure the effective delivery of the project activities.
- Ensure partnerships with strategic stakeholders in the community are in place.

This example states the aim of the project and the methods that will be put in place to try to achieve this.

Individual activity

1. Can you apply this *way of doing* to your project? Try it!
2. Complete the following in your Learning Journal:
 - The aim of the project is to... . (What we want to achieve.)
 - We will (How we intend to go about it; the steps we intend to take.)
 - We think these steps will result in the following changes

With your HEI CoP

Share your Learning Journal entry and critique [constructively criticise] each other's possible projects.

Discussion of the activity

In a project, looking at what you want to achieve and how you intend to go about it is called a *theory of change*. Relevant and current literature on a theory of change is discussed in detail in Module 4. Your WPP's aim should provide a clear goal which clearly communicates what the project purpose is and what it is setting out to change and improve. Differently put, this can be termed the project's *theory of change*.

Fullan (2006) says a theory of change:

...assumes that, by aligning key components and driving them forward with lots of pressure and support, good things happen. What is missing from this strategy, is that it does not take into consideration the local school or district culture. If theories of action do not include the conditions and culture that exist in the school, they will fail.(Fullan, 2006: 4)

What is common is that *backward mapping* [starting with the project's end goal and working backwards] is key to developing a theory of change. A theory of change goes through six stages:

1. Identifying long-term goals.
2. Backward mapping and connecting the requirements necessary to achieve the project goal as well as explaining why these requirements are necessary and sufficient.
3. Identifying your basic assumptions about the context.
4. Identifying the interventions that your project will perform to create the necessary change.

5. Developing indicators that will measure your project outcomes to assess the performance of your project.
6. Writing a narrative or a proposal to explain the logic of your initiative.

(Source: Adapted from Centre for Theory of Change, 2018)

Fullan strongly supports Richard Elmore's (2004) emphasis on teachers learning to do new things in *the setting in which they work* which a theory of change should address. Critical to change is that it must be directly related to, and suitable for, its context. Some contexts are more amenable to change than others. However, there are challenges to be faced in any context which your WPP needs to take into consideration and then focus on what can be done in that setting. A WPP does not try for the impossible. Instead, as Gramsci said (in Marais, 2011: 398) "change happens within the *limits of the possible*".

The most important parts of your WPP are the activities designed to effect improvement. They must be realistic to be achievable. The learning here might be that it is better to start small and achieve success to build on, rather than do too many activities and aim for a target that cannot be reached. You must also try ideas that are applicable to your setting.

Critiquing [constructively engaging with] each other's proposed projects prepares you for the presentation necessary to get the go-ahead for the project in your school. Doing this should have made you focus on what you want to achieve in a project. Your project is not confirmed until it has been approved by the stakeholders of your school. You must be sure you have selected a necessary and achievable project to be able to *sell it* to them and be able to respond knowledgeably to any concerns they may have.

Activity 29: Present your proposed project

Suggested time:

One and a half hours

- a. Reflection time: 30 minutes;
- b. Prepare PowerPoint slides for a practice run: 30 minutes;
- c. Presentation and question time: 30 minutes.

Aim:

To make presentations to your CoPs and then your SMT on the focus area of your proposed WPP.

What you will do:

Engaging with your CoPs before presenting to your SMT gives you the opportunity to get asked critical questions and receive constructive feedback. By doing this, you will be in a better position to begin your project proposal.

Prepare for this engagement by:

1. Reflecting on the process you have followed thus far, as well as on the information and evidence you have gathered.
2. Designing a PowerPoint presentation of three slides that covers:
 - The proposed project and what it seeks to achieve.
 - The evidence that justifies this choice of WPP.
 - How you intend to go about it.
3. Tips on how to give a good presentation are available online at the following sites:
 - <https://support.office.com/.../Tips-for-creating-and-delivering-an-effective-presentation>
 - <https://blog.ted.com/10-tips-for-better-slide-decks/>

Individual activity

1. Present your proposed project to your HEI CoP. In presenting your proposed WPP, use the information provided on the websites above. Pay attention to the font size and the amount of information you require on each slide. Be prepared to explain your choices carefully.
2. Take notes on comments and suggestions that are of value that you can report to your school-based CoP to incorporate into your final proposal.

With your school-based CoP

1. Present your proposed project to your SMT.
2. Accommodate all valuable comments and suggestions in a follow-up discussion with your CoP.

Discussion of the activity

If you struggle to respond to questions, this may indicate, for example, that you need to sharpen your project focus, collect more information, make necessary adjustments to your proposal, etc. In other words, you have some more work to do!

This type of interaction with your colleagues in the school and your HEI CoP is useful as it allows you to stop and think, make changes to your proposal if necessary, and be in a better position to get started on it.

Activity 30: Write your project proposal

Suggested time:
One hour

Aim:
To enable you to write a project proposal.

What you will do:

First prepare your proposal in a draft form. Then share the draft and discuss it with your CoPs for their inputs, comments and recommendations.

You may like to try the following in your HEI CoP:

1. The group sits in a circle.
2. The proposal is passed around and each group member gets the chance to write their constructive comments onto the draft proposal.
3. Incorporate relevant feedback that you have received from this or any other feedback process into your draft proposal before finalising and submitting it for approval to your designated authority (e.g. a lecturer or mentor).

Carefully study the format of the following draft proposal exemplar. This may assist you in the process.

Table 17: The format of a draft proposal

Proposed project:	Comments/Recommendations (from your programme provider and/or your CoPs)
State what your project seeks to achieve with respect to improving learner performance.	
Describe what and how you collected evidence that supports this choice. Refer to your situational analysis and school results.	
Explain how you are going to achieve your aim, i.e. the steps you are going to take to improve learner performance in the area you exert the most influence in your school.	
Describe how you intend to select, develop, support and monitor your team to implement and complete the project.	

Individual activity

Before writing your draft proposal, use the format above, and do the following:

1. Highlight the key words in Table 17 that indicate what you are being asked to do. Each section is making a different point and this should give you a good idea of how to respond.
2. Respond by writing a few bullet points in each section. A practice that can help is to elaborate on these points aloud. You can even record yourself. If you do this, it will become clear to you if what you are saying makes sense. If not try again. Remember, your proposal will have a reader who needs to understand clearly what your WPP is about.
3. Use either the available format (Template 7) or an alternative, and complete your draft proposal.
4. After submitting your draft, use the feedback, comments and recommendations that you receive by implementing the necessary changes to your final proposal. An example of a final proposal template is available (Template 8).

Discussion of the activity

You can see from the draft and the proposal formats (Templates 7 and 8) that you are not expected to write a lot. Here is an example of a draft proposal that was submitted by a deputy principal and the comments he received from his mentor. The feedback assisted him in completing his final proposal.

Table 18: A deputy principal’s draft proposal with his mentor’s comments

Draft proposal from a primary school in Delft, Western Cape	Mentor comments
State what your project intervention seeks to achieve with respect to improving learner performance.	
<i>My focus area is Maths Grade 6, because the scores in systemic testing continue to be below 50%. We attain lower scores than the other schools in our cluster.</i>	<i>It is advisable to take on a project that can be controlled, therefore your choice of one grade only is a good one.</i>
Describe how you collected evidence that supports this choice. Refer to your situational analysis and school results.	
<i>We (being the SMT) utilised our SIP, the situational analysis, the systemic testing report from the province and our internal results (over 3 years) which all contributed to and supported the choice of a necessary and viable project that addresses SMART [see Activity 31] criteria to put forward to the relevant staff.</i>	<i>I have examined your results and substantiate them as to the value of this intervention, but think you need to look more into the source of the problem in lower grades.</i>
Explain how you are going to achieve your aim, i.e. the steps you are going to take to improve learner performance in the area you exert influence in.	
<i>Buy-in of SMT and staff in Grade 6 by: Reflecting on data above, with special focus on learner achievement levels.</i>	<i>Would consider broadening your buy-in to include Grades 4 and 5 and Grade 6 parents and learners?</i>
Brainstorming strategies.	
<i>Staff development: Analysis points to weakness in teaching of specific maths concepts. Teachers to attend workshops from School Development Unit (SDU). Meeting with SDU maths specialist to arrange these to be conducted at school.</i>	<i>Add in how you intend to maintain this.</i>
<i>Align the planning in all classes of the grade to ensure concepts are being addressed across the grades at the same time. These to include mental maths, weekly tests, use of exemplars and templates that focus on cognitive levels.</i>	<i>Acceptable strategies but need more information on how you intend to implement them</i>
<i>Create opportunities for teacher reflection on progress. HOD to schedule these sessions.</i>	
<i>HOD to do more supportive class visits and check on pacing by systematic moderating of learners’ workbooks.</i>	
<i>Incorporate feedback from learners on their progress.</i>	
<i>Evaluate assessment strategies and present data to staff to consolidate and support learners where necessary.</i>	

Draft proposal from a primary school in Delft, Western Cape	Mentor comments
You need to develop, support and monitor your team to implement the project. Describe how you intend to do this.	<i>Yes, the involvement of all your teachers is crucial.</i>
<i>More grade teacher sessions to reflect on quality of teaching and learning (marking, moderation, data analysis) and celebrate successes (share these with learners).</i>	<i>Might it not be more viable to start this now with Grade 4 and/or 5 if the slump occurs in Grade 6?</i>
<i>Encourage teacher input and leadership in promoting strategies, etc. to sustain buy-in.</i>	
<i>Distribute leadership and accountability to all role players.</i>	
<i>Pilot this project with the aim of introducing it to Grades 4 and 5 to minimise problems in Grade 6.</i>	

Is there any further advice or comment you have for the deputy?

As you can see, the deputy principal presented his information in a clear and logical manner. The feedback he was given indicated where his proposal needed to be strengthened. The feedback you receive from the submission of a draft should do the same, and refer to how well you are doing and/or how much you still need to do or revise. You can then approach your proposal submission with confidence that it will be received and accepted as a viable project. Your programme provider may request you to submit your draft proposal and final proposal electronically. If so, this gives you the start of an electronic record of your WPP. It also means you can easily incorporate any necessary changes into your text.

Activity 31: Test your project's chance of success

Suggested time:

One hour

Aim:

The aim of this activity is to test your vision of what your proposed WPP sets out to achieve.

What you will do:

Individual activity

In your Learning Journal address the following questions in relation to your WPP:

1. *Where are we now?* Your present project challenge.
2. *Where do we want to be?* Your future project result.
3. *How are we going to get there?* The steps needed to achieve the result.

The answers are to be found in your needs analysis and, once a project has been determined it can be subjected to criteria to test if it has a chance of success or not. For a project, or a stage of a project, to be successful it must be *SMART*, that is, it must be:

- S** = specific
- M** = measurable
- A** = attainable
- R** = relevant
- T** = time-bound

With your school-based CoP

Test the SMART criteria against the examples of some project aims given below (Table 19) and ask: *Do these projects meet the SMART criteria or not?*

The first one is done for you. Take some time to do the two others, as it presents an opportunity for a valuable discussion. Also do the final one related to your project with your project team.

Table 19: Subjecting a project to the SMART criteria

By the end of November this year, the Grade 9 language results would have improved by 20%.
S - YES: it is specific as to date, grade and target.
M - YES: it is measurable. The present results are available to be measured against.
A - NO: it may not be attainable. The target percentage may be too high. An achievable percentage is recommended.
R - YES: it is relevant as the learner performance is too low compared to schools in the district.
T - NO: the timeframe is too short to achieve the result.
By the end of November 20, the Grade 9 language results would have improved by 20%.
S
M
A
R
T
More learners will succeed in Life Sciences in 20..... .
S
M
A
R
T
Your project

Discussion of the activity

Remember to ask, *Is it SMART?* when you reach specific stages of your project to ensure you keep the project aim in mind, do not lose focus and remain on track.

You have conceptualised your WPP project. In Section 2 you now look at getting it underway.

Unit 3 - Section 2: Project management in a school context

In Section 1 you engaged with activities related to your Workplace Project (WPP). This section offers practical support in the steps (Step 1 – Step 7 of the WPP) you should follow in the implementation of your project.

Activity 32: Get people on board (Step 1)

Suggested time:

One hour

Aim:

To make sure all stakeholders are informed of the need for the potential project and support its implementation.

What you will do:

Refresh yourself on the WPP steps referred to in Activity 4. These seven steps start with the premise that a successful WPP relies on building and maintaining good relationships. It is essential that you take the time required to get relevant people on board. From this initial step, you need to select your project team. This team should be the team you lead and manage and is therefore most likely to comprise of members of your school-based CoP.

Fullan considers getting people on board as a process and not something that can be taken for granted:

Shared vision and ownership is more an outcome of a quality process than it is a precondition. This is important to know because it causes one to act differently, in order to create ownership. (Fullan, 2006: 10)

It means you need to have project activities allocated for this process.

The best way to ensure the success of a WPP at your school is to get everyone involved. If everyone takes part in deciding on the new approach, they will be much more committed to making it work. The first step in the process is to get the *buy in* of everyone who has a vested interest or a stake in your school project, by presenting them with valid and important information.

School stakeholders often include:

- The school governing body;
- The principal and school management team;
- Teachers;
- Non-teaching staff;
- Learners;
- Parents or care-givers of learners;
- Relevant members of the community;
- Relevant members of the above that make up the project team.

Individual activity

1. List the stakeholders you need to inform about your project and why. An ethical clearance^[^1] may be necessary for any research undertaken in a school, or by an institution. Make sure you have the relevant information from your programme provider relating to ethical clearance before going forward. ^[^1]: Ethical clearance is required for research involving human and animal subjects. It refers to integrity, good research practice and conduct for the protection of the researcher and the subjects.
2. Consider how you are going to inform each stakeholder group. It is essential that each group understands and accepts the need for the project. Plan how best to convince them that this is critical. Consider issues such as time, language, transport, literacy levels, age, distance from school, and so on.
3. Think about how you will keep the stakeholder groups interested and informed about what happens in the project. Spend some time thinking and planning this because you need to be completely sure that you have included all relevant parties.
4. It would be useful to capture the information on how you intend to get people on board (Table 22). A good idea would be to attach this to your project proposal as it provides additional and valuable information (Template 9).

Table 20: Getting people on board

List the school community members/groups that need to buy-in to your project, i.e. everyone who needs information.
Explain why you need buy-in from each individual and/or group you have just listed.
Describe how you will do this and how you will keep them informed.

Discussion of the activity

From the extract by Khupe et al. (2013) used in Activity 3 of this section, you will be aware of the importance of including all stakeholders in your project. The time it takes to do this is crucial as you want to generate and sustain your stakeholders’ interest, understanding and enthusiasm, as well as create an opportunity for

them to engage with you. Your discussion should have elicited ways of going about this and the questions, opinions and insights that should emerge from this process will greatly enhance getting your project off to a good start.

Activity 33: Assess your current situation (Step 2)

Suggested time:

45 minutes

Aim:

To re-visit your project situation to assess its present status.

What you will do:

You need to pay attention to the team members that are going to deliver the WPP. It may be easier and more effective to work with the team you directly lead and manage in your school or you may need to incorporate others with the expertise required, e.g. a sports or community related project. Whatever the case may be, you need to carefully reflect on the roles required in your team as well as the individuals best able to fulfil them.

Individual activity

Ask yourself the following questions:

1. Is my starting point for the project the same as when I submitted my proposal or have there been any recent changes that may impact on what I need to do?
2. Who are going to be members of my project team (school-based CoP) and why?
3. How am I going to inform them?
4. What are my expectations of the project team?
5. What might the expectations of the team members be of me?
6. How many, and what roles are needed for the project?
7. Who is best suited to do each and why?
8. How will I know if the team members can do what is expected of them?
9. How will I make each member accountable to the team?
10. How will I show my accountability to the team?

Discussion of the activity

If anything about your WPP has changed since you submitted your proposal, consider if this is going to affect what you have put in place so far, or if it will make any impact in what you intend to do. If so, this may mean meeting with your team and your stakeholders for updates and discussion.

In a project team, you must be able to draw on individual abilities effectively to ensure the project targets are met. In other words, each team member should do what they do best. This requires more than just your knowledge of the professional practices of the people you lead and manage. It also entails a more in-depth awareness of them as individuals and how they function as a team. You need to have a good understanding

of their strengths and weaknesses. Let's find out a little more about teams and how they operate.

Teams are complex because people are involved. You encountered Adair's model in Unit 1 that illustrates the interlocking needs of the team with that of the needs of the individual. Revisit Adair's model again (Figure 10). Notice that the arrows point both ways, from each of the three domains, showing how fully integrated team needs are. The emphasis is on the leader recognising and carefully leading and managing this integration as the project unfolds (DoE, 2008b: 65).

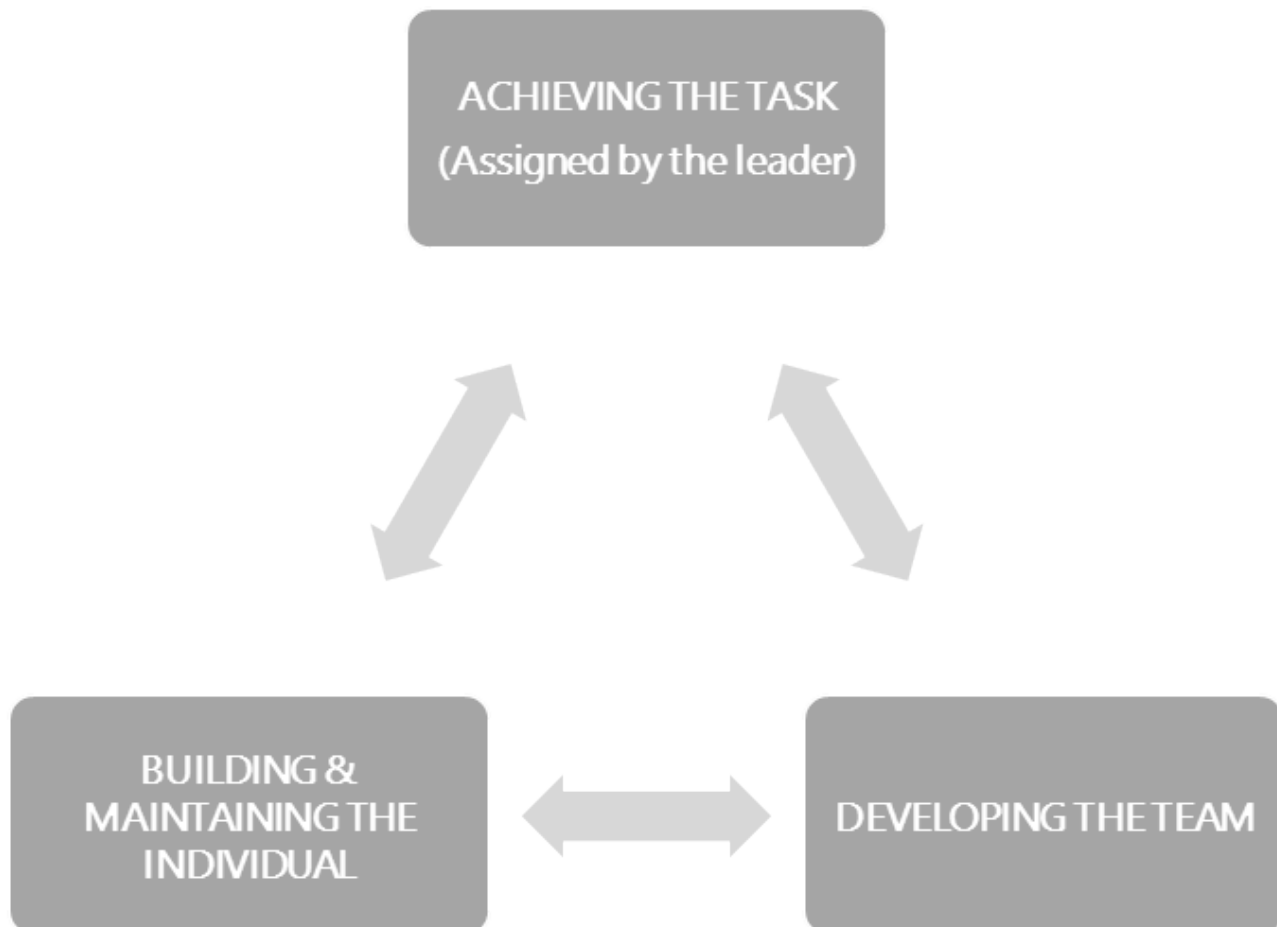


Figure 10: Adair's model of team needs

(Source: DoE, 2008b: 65)

A way of finding out more about the individuals who make up a team is to make use of an available and well-tested skills audit, or a team-role inventory. One of the most well-known is the Belbin self-perception inventory which you may want to try with your team as a collective exercise (do not forget to include yourself). This is a team-role analysis that can be fun to do and you are encouraged find out more about it before moving on (DoE, 2008b: 72–79; http://www.leadershipsolutions.co.nz/belbin_benefits.cfm).

Team members first complete the inventory to find out which team role best suits them, such as plant, teamworker or implementer. The roles are then categorised into three groups: *thinking*, *action* and *people* (Figure 11 below).

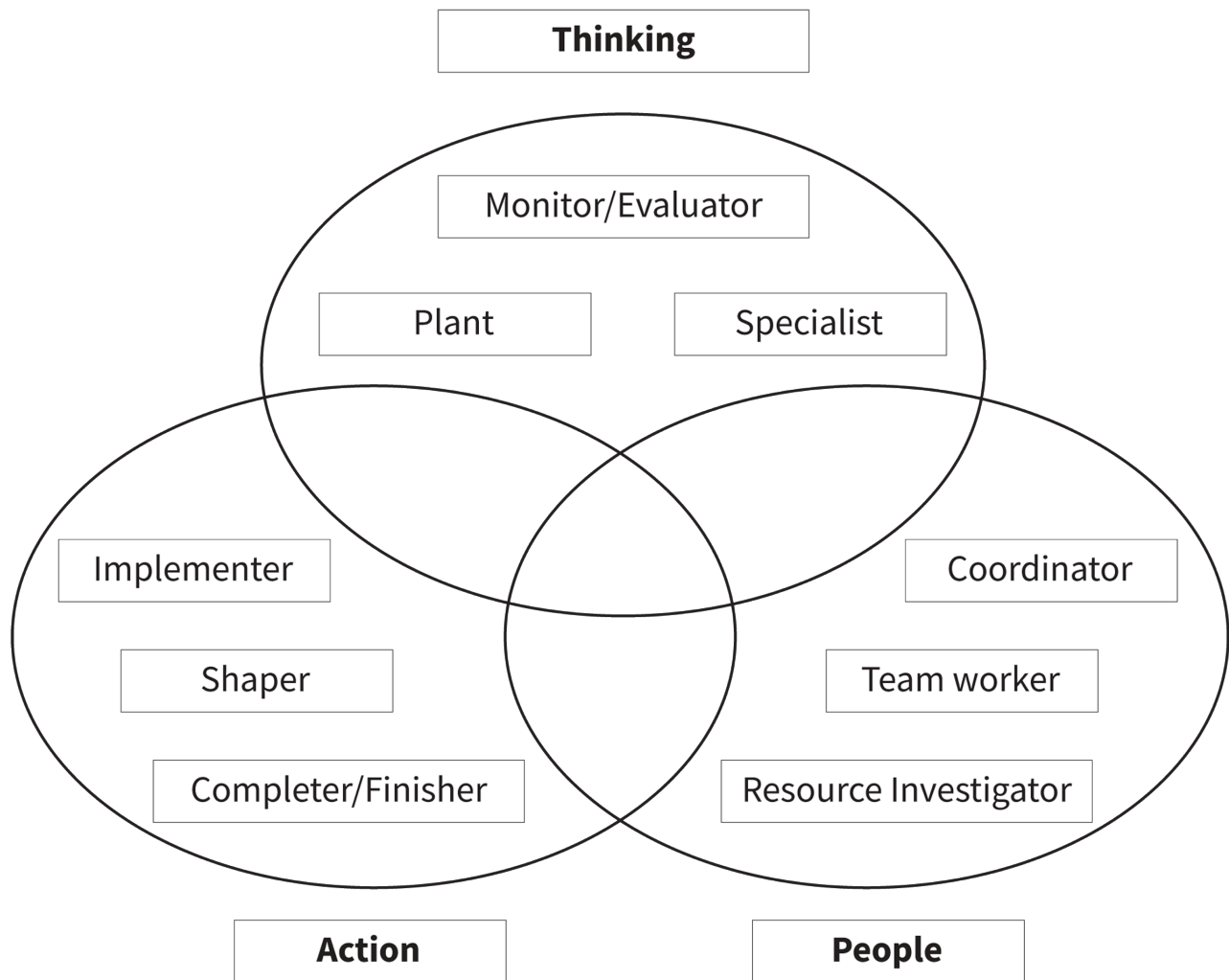


Figure 11: Belbin's team categories

(Source: http://www.leadershipsolutions.co.nz/belbin_benefits.cfm)

High performance teams aim for the right balance of these roles which translates to an increase in team productivity and performance. Try out this inventory with your school-based CoP.

Probably the most famous teamwork theory is Tuckman's, *forming, storming, norming, performing* model (DoE, 2008b: 70) depicting the stages teams go through (Figure 12). Tuckman developed this model as long ago as 1965, but the model remains significant because it shows that a group does not start off fully-formed and functioning but goes through clearly defined stages, from a group of individuals, to a cohesive and focused working unit.

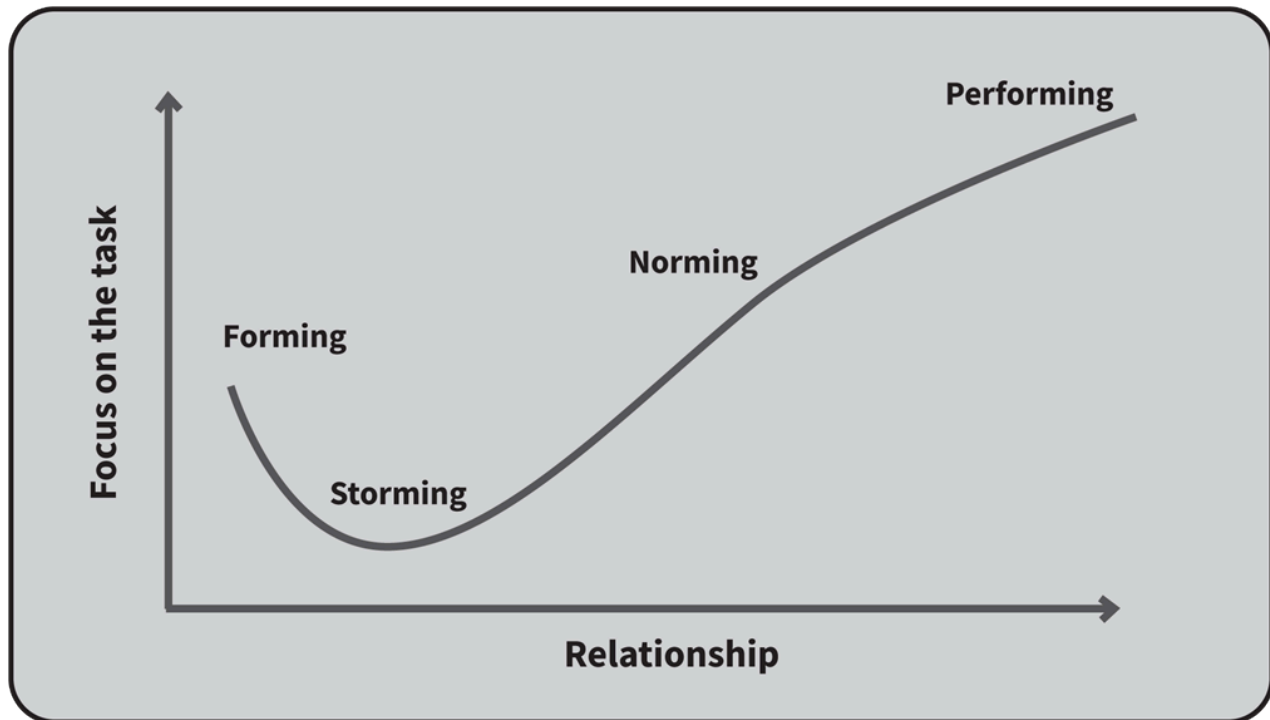


Figure 12: Tuckman's team stages model

(Source: DoE, 2008b: 70)

The value of Tuckman's model is that it helps us understand that teams evolve. It also helps us to consider how they may encounter different problems at different stages of their development (DoE, 2008b: 70–72). The stages are summarised below:

Stage 1: Forming

This is the initial stage of team development during which individuals are finding their place in the team and sizing each other up. This is where the group is just beginning to *form*.

Stage 2: Storming

In Stage 2, people begin to see themselves as part of a team, but this is the stage where they challenge the project leader and each other about how things should be done. Expect conflict and confrontation (a *storm*) as this stage is marked by individual differences of opinion. It is possible here to experience a dip in performance or focus.

Stage 3: Norming

This is the stage where things seem to go back to *normal*, where team members start to come together; where they develop processes, establish ground rules and clarify their roles. The growing sense of cohesion is evident.

Stage 4: Performing

This stage is where there is a positive synergy between the project activities and the team relationships. Targets are met through people working effectively together and they *perform* in positive ways.

Teams can fluctuate between stages as each project cycle unfolds and this should be expected. There is also a final stage termed *adjourning* when a project draws to its logical conclusion. It is possible another project may emanate following the final project review and report.

These stages can be linked to other situations that involve membership, such as a study group, a professional learning community, or a community of practice. You examine these kinds of memberships in more detail in Unit 4. When you have confirmed your project team members, get them together to outline and discuss the needs of the project. Including team members from the very start of the project means they develop an interest for, and a commitment to, the project. You must remember to equally distribute the workload and allow others to lead and manage in their assigned roles. Do not lose sight of your over-arching role which is to lead and manage the entire project. Imagine yourself in a helicopter looking down on the traffic moving on the freeways of a city. From that vantage point, you can see where the traffic is flowing smoothly, where there are hold-ups, and where there is the potential for trouble. As soon as you land, you are in the traffic and your overview of the situation is no longer possible. A project manager is constantly aware of all the aspects of the project and their role to keep it on track.

Activity 34: Create your action plan (Step 3)

Suggested time:

One hour and thirty minutes

Aim:

To plan effectively for your project.

What you will do:

A good way to start the planning process is to collaborate with your WPP team to develop a project *action plan*. Sharing information with the team and inviting contributions ensures their participation which forms a vital component of this stage of the project. The action plan should reflect the steps in your project cycle. An example of this is outlined below (Table 21). This type of format is useful as it condenses the project activities and the persons accountable to deliver and report on them into one document.

Individual activity

Before meeting with your team, familiarise yourself with this type of plan. A good place to start, as you already have the information, is to complete the section under the heading *Conceptualising the project*.

Table 21: A Workplace Project action plan format

WPP ACTION PLAN		Aim of Project:	
Project activities	Start/ Finish	Person/s responsible/ accountable	Notes
Conceptualising the project			
A rationale for the project based on situational analysis and results			
The scope of the project			
Draft proposal			
Refining proposal			
Acceptance of proposal			
1. Getting people on board			
2. Assessing the current situation			
3. Planning			
4. Implementing			
5. Monitoring			
6. Evaluation			
7. Reporting			
The way forward (into the following year)			

With your school-based CoP

1. Share your action plan with your team and invite contributions from them. However, you may want to share this first with your HEI CoP for a *practice run* before you get together with the project team. Doing a practice run provides an opportunity to try something out. Encourage your fellow participants to ask questions, make comments and give constructive ideas. All this will help you to think more deeply about what needs to be done under the next steps: planning, implementation, monitoring, evaluation and reporting.
2. When you meet with your team, you must have clarity and a confidence in the process you are proposing you collectively undertake. Note the team will also come forward with ideas and in this way, you should be getting used to the idea of constructive criticism in the interests of a shared goal.
3. When you and your team are ready, go on to complete the other project stages under items 3–7 (Table 21). Suggestions under these items are available in more detail (Template 10). You can also adapt this, or any, of the templates, to be more in line with your project.

Discussion of the activity

As you and your team complete your *action plan*, it may seem a challenging task, as you must consider and incorporate (some but not necessarily all) differing viewpoints. The sharing of ideas, and the discussions and

debates that follow, however, are likely to be very productive as they ensure everyone becomes part of the process. Working together to plan a project allows for creative inputs and develops a co-operative team spirit. If this process goes well, it will create anticipation for the project to get underway, along with an expectation of a successful delivery.

It is accepted that working with a team can often be challenging (you are reminded of Tuckman's model of team stages above). Leading and managing people is not always easy and there will be disagreements, crisis, etc. to contend with. This is where leadership needs to create the space for open communication and a place where all voices involved in the project can be heard. This involves courage and an element of risk but if the leadership qualities such as commitment, consistency, caring and fairness are evident, there is a strong chance you will weather such storms. Some of these leadership qualities are more fully explored in *Module 4: Leading and managing people and change*.

It is important that you are clear on how you are going to address each section of your action plan when your project is in operation in your school situation (Table 21). The following sections will provide more information on this topic.

Planning a project

Project planning is defined as the “systematic sequencing and scheduling of the tasks comprising a project” (www.businessdictionary.com/definition/project-planning). A project must be driven towards its target. A project manager needs an action plan to co-ordinate the various stages and activities, to include all the things that need to be put in place, and to ensure they are completed. Activities must be outlined for the duration of the project with responsibility and accountability factored in for the project team. The activities need to address the reason for the project, as well as look at issues of capacity and the ability of the staff to implement and report on the project.

Monitoring the implementation of a project

Implementation of a project is when the project plan is put into action (Figure 13). “It's here that the project manager will coordinate and direct project resources to meet the objectives of the project plan. As the project unfolds, it's your job, as the project leader to direct and manage each activity, every step of the way” (Amended from Payne & Watt, 2018).

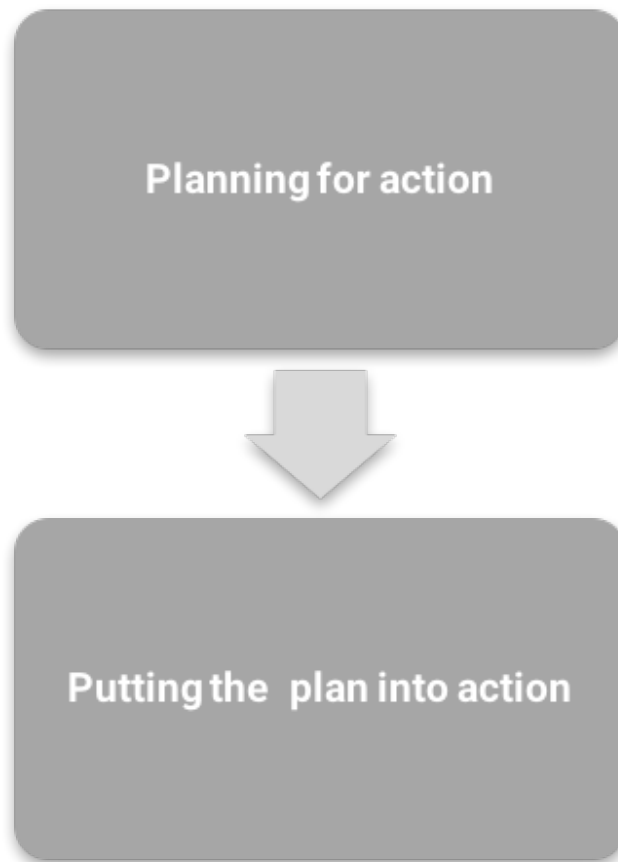


Figure 13: Planning and implementing a project

To manage each activity effectively, the project manager must monitor it. Monitoring needs to begin as soon as the project activities are underway. This is a vital step sometimes neglected, or undertaken as a follow-up task. Leaving this too late can mean that information vital to the smooth delivery of the project is missed.

Monitoring is the systematic process of collecting, analyzing and using information to track a programme or project's progress toward reaching its objectives and to guide management decisions. It focuses on processes such as when and where activities occur, who delivers them, and how many people they reach. Monitoring is conducted when the programme or project has begun and continues throughout the period of delivery. (Adapted from Gage & Dunn, 2009; Frankel & Gage, 2007).

Monitoring is therefore at *the centre of a project*. This is where data collection takes place about the implementation activities of the project. This can be done in many ways: observations, interviews, questionnaires, focus group discussions, analysis, feedback in project meetings, reviews, etc. At the *start* of the project we predict what should happen (SMART Results and Planning). In *monitoring* we record what really happened and report on it.

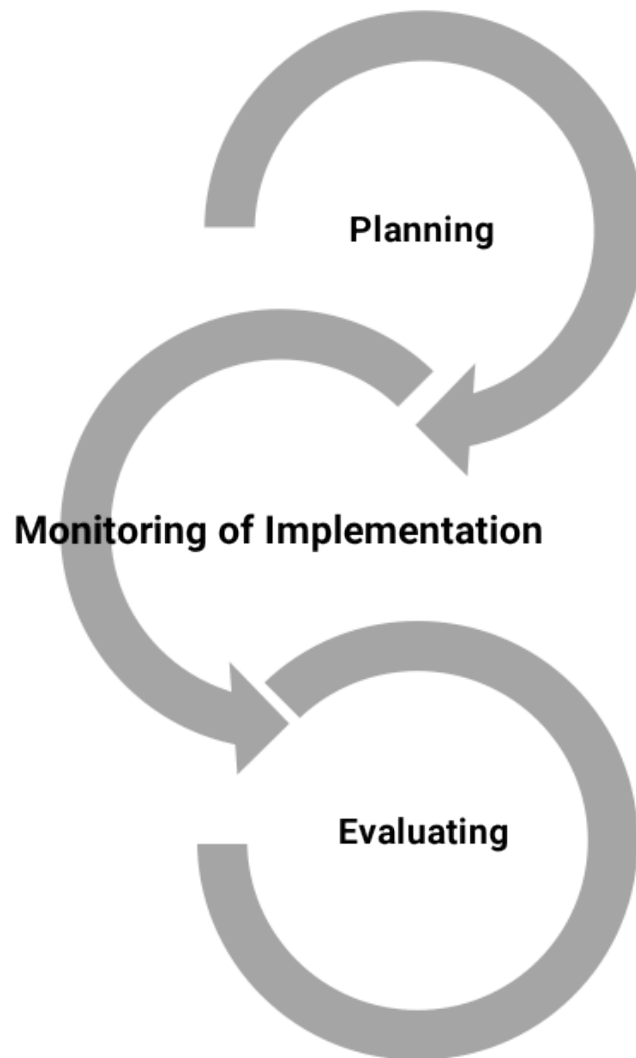


Figure 14: Project planning to evaluation

As the project leader, you must be aware early in the project what will be monitored, how it will be monitored, and how often it will be monitored.

Evaluating a project

Evaluation is the systematic assessment of a programme or project's performance. Evaluation focuses on expected and achieved accomplishments, examining the results (inputs, activities, outputs, outcomes and impacts), processes, contextual factors and causality, to understand achievements or the lack of them.

Evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the interventions to the results achieved. (Adapted from Gage & Dunn, 2009; Frankel & Gage, 2007).

An evaluation looks at the impact a project has made in a specific context. It is expected to provide evidence-based information that is credible, reliable and useful. The findings, recommendations and lessons of an evaluation are used to inform the future decision-making processes relating to the project.

When, as a team, you are satisfied with your action plan, share this information with your stakeholders, and let them know when you intend to put it into action.

Activity 35: Prepare a project tool

Suggested time:

One hour

Aim:

To prepare a useful WPP tool to keep a record of vital project information such as meetings, feedback and updates.

What you will do:

You need to select the project tools you will use. One of the most useful to use in conjunction with your plan of action, is a *Gantt chart* (it is named after Henry Gantt who formulated the design somewhere between 1910–1915). A Gantt chart is a popular graphic tool used in project management. It is used to show activities or tasks performed against the project timeline. It is a visual representation of a project, providing the detail of the project activities on a chart and showing what activities need to be completed and by when.

With an HEI CoP partner

Refer to your reading in preparation for this unit (Appendix 6) then examine this Gantt chart from a project that took place in the Eastern Cape.

Table 22: A project Gantt chart

Activity	Start	Finish	ACC/ Respons.	Feb	Mar	Apr	May	Jun	Jul
Preparation and planning	01/06	02/06	JW/KN						
Implementation strategies in schools	01/02	30/04	KN						
Collection & collation of information	01/03	30/04	JW/KN						
School information sharing sessions	01/04	31/10	KN						
Support to schools from SMT/SGB/ RCL & District	01/03	05/12	JW/KN						
Continued information collection & Q.A.	01/05	30/09	JW/KN						
Analysis of data	01/08	30/10	NN/JW						
School findings and evaluation	01/10	30/11	NN/JW						
Development of model	01/11	15/11	JW						
Reports and recommendation to Dept.	01/12	15/12	JW/GC						
Working with NGOs	01/08	15/12	NN/JW						
Advocacy campaign/partnerships with NGOs			JW						
Donor reports			JW						

As you can see from the Gantt chart, it provides a *picture* of the project from start to finish in one document. It can therefore be used to:

- Accommodate changes to project activities when the project is underway.
- Insert dates on actual, not projected completion of activities.
- Monitor that the project is on track.
- Ensure accountability and feedback from the project team.
- Guide project meetings.
- Evaluate the project.

With these points in mind, go to the complete Gantt chart from the Eastern Cape project (Appendix 9).

Individual activity

When you are confident you understand the chart, do the following:

1. Examine the example of a section of a Gantt chart below (Table 23).
2. Now transfer your WPP team’s action plan to this chart. Insert the information about your project activities under the first four column headings of the chart below: activity, start date, finish date, and accountable person.
3. Directly in line with each activity you must decide how long (weeks or months) each activity will take. Complete this by filling in the appropriate number of cells in colour (see how this is done in Appendix 9).

Table 23: Section of a Gantt chart

Project Outcome	Dates							
Activity	Start	Finish	Accountable Person/s					
Get people on board	W1	W2	W3	W4	W1	W2	W3	W4
Presentation to relevant stakeholders								
Meeting SMT to discuss way forward								
Selection of Project Team								
Briefing of Project Team								
Presentation to project beneficiaries								

4. Insert the names of your WPP team members and the roles they will play in the project in the section of the Gantt chart below (Table 24):

Table 24: Workplace Project team members and their roles

Team members	Roles
1	
2	
3	
4	
5	
6	
7	

5. There may be some risks on the way to a successful delivery of your project. Describe possible risks in the section below (Table 25). Insert possible solutions, with input from your team, in case any of these risks should occur. This is called making a *contingency plan* [a plan that takes account of a possible future event].

Table 25: Workplace Project risks and possible solutions

Risks	
Description	Solution

6. Just as in life, in a project the expected and the unexpected happens. These are referred to as the intended and the unintended consequences of the WPP. As such they can impact on the project in positive or negative ways, both of which you can learn from. When these consequences happen, record them in your Gantt chart (Table 26).

Table 26: Intended and unintended consequences

Consequences/Milestones	
Intended	Unintended

Discussion of the activity

A Gantt chart is project management tool [instrument] that you need to become comfortable working with because you will need to explain the purpose of using a Gantt chart to the full team, and encourage its use as a means of record-keeping. The best way to do this is to be actively familiar with the tool yourself.

Preparing your WPP Gantt chart in a digital format (using a digital programme such as an Excel spread sheet) will help you to develop the confidence you need to use technology appropriately to promote greater efficiencies in your school leadership and management work. Relevant and competent use of information and communication technologies (ICTs) in school management and leadership is an important outcome of the AdvDip (SLM) programme.

The following website offers good tips on how to prepare a Gantt chart using an Excel spread sheet: <https://www.smartsheet.com/blog/gantt-chart-excel> . It is expected you will use a Gantt chart over the entire period of your WPP and hopefully adopt it for future use in your school.

Activity 36: Record your Workplace Project in action (Steps 4 & 5)

Suggested time:

One hour

Aim:

To ensure your WPP is underway and that you have an up-to-date record of its progress.

What you will do:

To bring about the change you wish to see through the WPP activities you have planned, you must *continuously monitor* and *record the progress*. In other words, you *monitor the implementation* of your WPP to test if what you have put in place is working.

With your fellow participants

Discuss how you will do this, in response to the following question: *How am I going to monitor my WPP?*

1. Suggest what you need to do to make sure you know exactly *what* is happening in your WPP, and *how* well it is happening.
2. How will you ensure feedback to your stakeholders on what is underway and how will you keep a record?
3. Look at the Gantt chart below (Table 27) as to what has been inserted in the shaded cells. Why?

Table 27: Activity completion dates

Activity	Start	Finish	Acc Persons(s)	Mar	Apr	May
Get people on board						
Presentation to relevant stakeholders				03-Mar		
Meeting SMT to discuss way forward				07-Mar		
Selection of Project Team				10-Mar		
Briefing Project Team				11-Mar		
Presentation to project Beneficiaries					03-Apr	

Discussion of the activity

In your discussion of the different ways of monitoring activities, you may have talked about the importance of *observing* what is happening and *asking* teachers and/or learners what they are doing and why? Looking at how the learners' progress is another useful way of monitoring and checking progress. Monitoring can be done by class teachers, yourself and your project team members.

Reporting to you, as the WPP manager, is critical as you must always have a clear picture of what is happening in the project. A way to make sure of this is to hold regular WPP meetings. The verbal reports from the accountable team members, as well as their constructive inputs, means all members are updated on the status or progress of the WPP. This also allows for necessary adjustments to be made in relation to the activities and implementation dates. A record of meetings is essential, therefore an agenda (Template 12) needs to be sent to the WPP team prior to the meeting, and action minutes following the meeting, should be kept (Template 13). Action minutes are a way of making sure team members are accountable to report back at the next meeting on what they have been designated to do.

To monitor a *real* situation, agreed changes to activities and dates need to be captured on your Gantt chart. Then share the updated record with your team and save a copy to keep on file. As the action plan unfolds, it is critical to keep all stakeholders interested and informed. It is important to remember to keep everyone updated to maintain everyone's commitment to the project process. With a well-organised monitoring process, you will be able to confidently reflect on your progress and report on it. It is a good idea to also record the details of your project progress and your critical thoughts about the project process in your Learning Journal, before transferring them to a more formal project record or report.

In the following activity, you will start exploring ways in which you can begin to keep a formal record that will generate evidence about your project.

Activity 37: Think and reflect on your Workplace Project (Steps 6 & 7)

Suggested time:

One hour

Aim: To evaluate the impact or results of your WPP.

What you will do:

It is extremely important to reflect on your project at periodic intervals. Good times to do this are, for example, at the end of each of the stages of your WPP or at the beginning or end of a school term. Get together with your WPP team for a quality session to talk about how well your project has been doing, what you have learned, and if there are changes that need to be made in taking the WPP forward. To make optimum use of allocated time, prepare a programme for the session (Template 14). The programme needs to inform your team what is expected to be covered in the session timeframe.

Individual activity

Prepare for this by jotting down your thoughts for a programme for this reflection session (Table 28 and Template 14) before completing the tasks that follow below the table.

Table 28: Programme for WPP team reflection session

Time	Activity/Item	Facilitator
	Welcome	Project Leader
	Break	
	Closure	

1. Decide on the items necessary for discussion during an in-depth project evaluation session.
2. Add any other items to the programme you feel the team need time to reflect on.
3. Consider when this reflection should take place to make sure of active team participation with no distractions.
4. Consider the time required for each session and the person/s designated to respond/facilitate/lead that part of the programme discussion.

Discussion of the activity

A reflection or stock-taking session is different from a WPP meeting. It examines the quality of what is happening in the WPP, and sufficient time must be allocated to allow the team to examine the value of what

they are doing and why. Having an open discussion and reflection at periodic intervals builds team cohesion and keeps the bigger picture of the outcome of the WPP in mind. If there are any tensions building, it is also better to deal with them quickly so meeting regularly is good for this reason too. Time allocated to these sessions should be indicated in your WPP action plan and in your Gantt chart.

In the periodic reflection on the status of your WPP (which will eventually include the impact of the WPP upon its completion, as well as what came out of the WPP that needs to be taken forward into another WPP) you may find that your plan did not bring the results you initially hoped for. In looking back, you identify the reasons why this was the case. In reflecting on what you have learned, hard questions can be asked about the realities of tackling this challenge at your school. Always consider the following:

- Your project team's contribution.
- Your stakeholders' participation and commitment.
- The correct selection of activities. Too few or too many? Did you prioritise these correctly?
- How well you achieved your WPP goals.
- Why you were able or unable to meet WPP targets or deadlines.
- Evaluate your strategies. Even if you had the right priorities and goals, you might have chosen poor strategies to achieve change. Explore why some things worked and other did not.

When people work together on a WPP they soon realise that no project remains static. Because of this, every project benefits from being reviewed on a regular basis. In this way, your WPP can evolve, often into a new project. The key insight of this step is that it is an on-going activity. As you know, there is no end to the process of school improvement and the WPP may continue, in another form, based on what everyone has learned. There is no need to change your WPP significantly during each reflection, but a meaningful reflection will certainly bring about adjustments, amendments and the installation of new processes and structures that can be revisited in the next action research cycle.

On completion of this reflection, you should be ready to report on your WPP's progress to your stakeholders. Remember, however, when you looked at evaluation earlier in this unit it was stated that *the findings, recommendations and lessons of an evaluation should be used to inform the future decision-making processes relating to the project.*

You need to keep these points in mind as you engage in reflection, and when you report to stakeholders about your project.

Activity 38: Report on your Workplace Project in progress (Step 7)

Suggested time:

One hour

Aim:

To report to all stakeholders on the present status of your WPP.

What you will do:

There are different levels of reporting on your WPP and you have already looked at some of them, such as WPP updates to your team and stakeholders, WPP meetings, and WPP reflection sessions. Together, these form a very useful record of the on-going progress. However, you also want to keep a more detailed record of the progress of your WPP – more detailed than your Gantt chart, for example. A WPP progress report (Template 14) needs to be undertaken at reasonable intervals, say the end of a term, or every six months or a year. This also provides an ongoing and useful means of keeping your stakeholders informed and ensures they do not get a final report only when the WPP is completed.

Individual activity

At this point, you should have already undertaken the first two stages of your project, that is, conceptualisation and planning. Use this information to complete the table below (Table 29) to present to your fellow participants and your WPP team to let them know how things are going.

Table 29: Progress update on the Workplace Project

Project stage	Process undertaken	Present status of project	Comments
Conceptualisation:			
	Rationale for the project		
	Buy-in to the project		
	Project team		
Planning:			
	From.....to.....		

Discussion of the activity

Preparing a progress report and sharing it with stakeholders keeps them informed as to the WPP's progress. Being open and honest in your reporting allows for feedback and for trust to develop. Some things will go well and others will not be as successful. That is to be expected and from that adjustments are made that are better suited to the reality of the situation.

Presenting this progress report to your fellow participants creates an opportunity to celebrate your successes and discuss your concerns. You will also hear how their WPP's are going. This is a learning opportunity as it will give you insights and ideas you might wish to incorporate into your WPP. It will also enable you to benchmark yourself, to determine what you are doing well, and where you may need some additional support. This form of engagement is one you may want to continue into the next stages of your WPP.

It is also extremely important to report on the *completion* of your WPP to motivate for either a continuation of this WPP, or the need for a new one. This means the WPP must be reported on from inception or it's beginning, through to its conclusion.

Activity 39: Report on the completion of your Workplace Project (Step 7)

Suggested time:

One hour

Aim:

To enable you to write a *final report* to stakeholders on the completion of your WPP. This report differs from the status report, as a more formal and detailed response is expected.

What you will do:

With your HEI CoP

To prepare for this final report, you need to do the following:

1. Discuss and list the ways you think a progress report differs from a final project report.
2. Read the document *Writing your Workplace Project report* (Appendix 10). Confirm if the points you listed are included. What other points are there?
3. Jot down any questions/concerns you wish to table with your service provider, lecturer or mentor.
4. The document (Appendix 10) refers to an introduction and conclusion. What is their purpose?

Discussion of the activity

The final report should tell the *full story* from beginning to end of your WPP. In other words, it should provide a summary overview of your project including the project results or impact. The report should commence with an introduction that clearly sets the scene by giving information on *what* the report is about, and *how* you intend to go about it. Appendix 11 provides advice on writing introductions.

The main body of the report should provide information under each relevant heading. The report must include what was learned in working on the project and recommendations for the next stage of the project (or what is required in a new project).

A conclusion rounds off the report by pulling all the threads together in a manner that indicates a logical ending to the reader. Appendix 12 gives advice on how to write a conclusion. The WPP, as well as what came out of the project should be reflected in your school improvement plan (SIP).

Activity 40: Align evidence to your Professional Portfolio and Workplace Project

Suggested time:

45 minutes

Aim:

To give you an understanding of how your PP, WPP and module assessments work together; as well as to provide examples of the evidence you can supply that will show your growth as a leader and manager. (Once again refer to the suggested timeframe set out in Unit 2).

What you will do:

At this point you should have completed your situational analysis and had it verified. This means you already have evidence for your portfolio. This is illustrated in the example given in the table below (Table 30).

Individual activity

Complete this table:

1. Insert evidence (you have/intend to have) in the relevant section of the table. Can you see how the pieces fit together?
2. Look at examples of evidence in the other phases (see Appendix 13). Use this as a guide when you reach these stages of your project. Refine/amend/ improve on this as you see fit.

Table 30: Articulation of the Workplace Project process to evidence in the Professional Portfolio

Workplace Project	Examples of Workplace Project evidence moving into the Professional Portfolio
Conceptualisation	Situational analysis and/or marked assignment, assessor verification
	Analysis of learner results and/or marked assignment, assessor verification
	Discussion around project proposal (minutes of project meeting)
	Draft proposal with proposal comments/recommendations
	Final proposal approval
	Discussion with project team around <i>buy-in</i> (minutes of project meeting)
Getting people on board	

Discussion of the activity

As you can see, your WPP provides a rich source of evidence for your portfolio. Remember to collect evidence continuously as you work on your project. You can enrich this by adding further evidence from Unit 4 on your personal, professional and organisational development. This section has concentrated on action research and your WPP. The next section offers a look at project management from the perspective of

adding any information relevant to addressing school improvement in your context. As such it is a resource for you to access if, and when, necessary.

Activity 41: Take stock of your knowledge of project management in a school context

Suggested time:

45 minutes

Aim:

- a. To think carefully about and reflect critically on your knowledge of project management as it applies to your project and school context.
- b. To clarify anything you are unsure about regarding your WPP and to briefly assess what you have covered in your project thus far.

What you will do:

To effectively lead and manage your project you need to have a *good* understanding of what a project is, and what it sets out to achieve and how to go about achieving it.

With your school-based CoP

1. Refer to Figure 15 below and check that your project has a clear aim and an outcome. Do the following:
 - Outline the aim or purpose – a need to be addressed that culminates in a benefit to your learners.
 - List the steps and activities that have been planned.
 - Assess your capacity and support – check that you have the means to address the need, i.e. that you have sufficient human (stakeholders) and other resources.

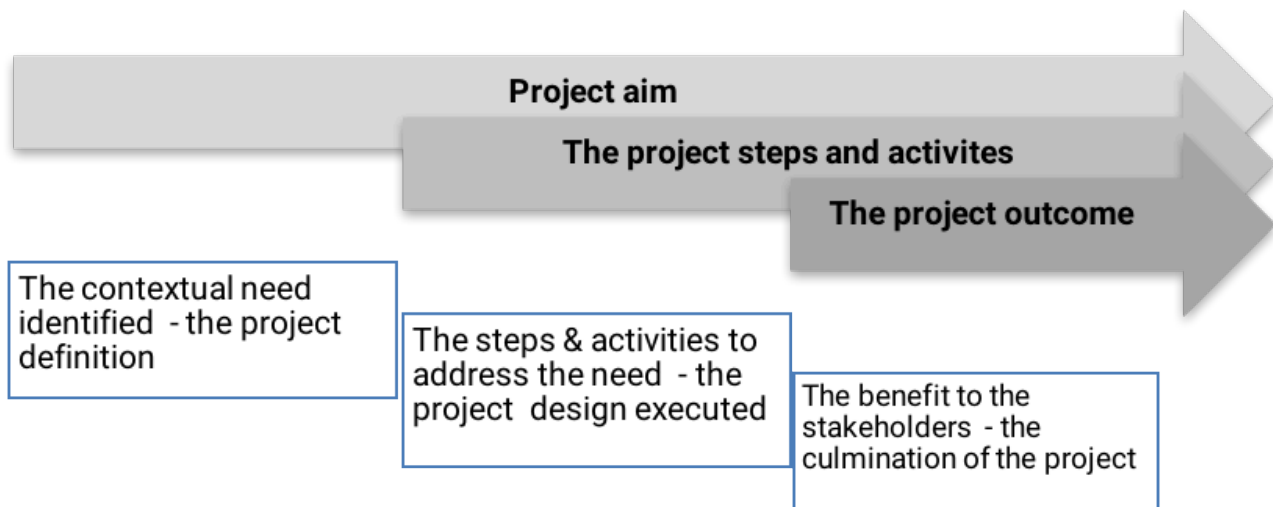


Figure 15: Representation of a project

2. Highlight any issues you would like to discuss with your fellow participants or programme provider.

Discussion of the activity

Project management first became popular in the early 1960s when businesses realised there were benefits to be gained from organising work into separate, definable units and co-ordinating different people skills, across the departments in a workplace. With time, the benefits of applying project management approaches and strategies in contexts other than business were realised. Project management revolves around these three areas:

1. Support of the core business – in this case, the learners in your school.
2. People – management of the project team and stakeholders (e.g. teachers, learners. Parents, community members etc.)
3. Control – by the project leader of all aspects of the project (you).

Education is taking from business, project management models that help to present the change process as rational and linear. However, as we have already seen, this is not always the case. You therefore need to critique the assumptions here to show how, due to the complexity that exists in a school context, the *real* situation must be considered.

As you continue to work in your project, with the aim, or outcome, to improve on an identified area of concern, and to change it for the better, you need to keep asking yourself: *What else should I be considering as the project goes forward?* In other words, you need to be constantly vigilant [attentive and observant] and constantly be reflecting in a critical manner on the way in which your project is going ahead.

Activity 42: Reflect on this unit

Suggested time:

30 minutes

Aim:

To reflect on your learning in this unit.

What you will do:

Individual activity

Give some consideration to the key points that are covered in this unit:

Key points

1. The purpose of the WPP.
2. Your understanding and application of project management practices in your school context.

3. The proposed project plan and how it will be documented.
4. The qualification of decisions and actions through the provision of relevant evidence from practice.

Discussion of the activity

The purpose of the WPP is to stimulate, encourage and improve on your leadership and management practices through its application in the workplace. As such your project provides the main source of evidence for your PP. You will also provide evidence of your *personal, professional and organisational development* which is the focus of Unit 4.

Unit 4: Personal, professional and organisational development

Introduction

Units 2 and 3 focussed on the development of your Professional Portfolio (PP) and Workplace Project (WPP). The primary focus in Unit 4 is on your *personal, professional and organisational development*. This links to the other units as it sets out to strengthen your professional role by developing your ability for critical engagement and self-reflection on your workplace leadership and management practices. You will be challenged to make personal, professional changes as well as organisational changes in your school context.

This unit offers guidance on how to evaluate your practices against given criteria, to enable you to make appropriate decisions on areas in which your further development is necessary. In this unit, support is also provided on how to develop a Personal, Professional and Organisational Development Plan (PPODP), which will form part of your PP.

This unit is divided into two sections. See below:

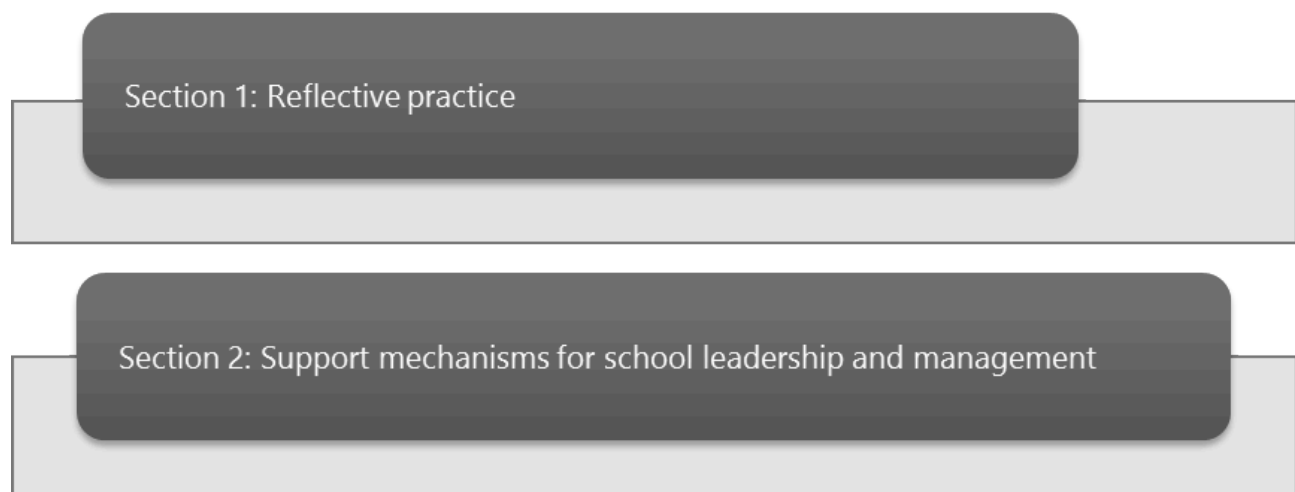


Figure 16: Content covered in Unit 4

The *first section* centres on reflective practice, and addresses how you self-reflect, critically evaluate, and use writing as a reflective tool to improve your practice. The *second section* looks at supportive mechanisms that promote school leadership and management. In this second section you will examine the support presently available to you in your school, as well as explore external mechanisms, such as mentorship and communities of practice (CoPs). You will also be asked to examine the impact of your own agency on your own development process. *Both sections* offer guidance on your journey of personal, professional and organisational development.

Unit 4 learning outcomes

By the end of this unit you should be able to assess your abilities in leadership and management in terms of current notions of competence and relevance in South Africa by:

- Describing your current school management and leadership practices in terms of a transformative and contextualised understanding of management, leadership and governance.
- Evaluating your management and leadership practices against given criteria.
- Reflecting on your school results and your workplace project outcomes, and taking appropriate decisions on areas in which further development or adjustment is necessary, to effect further school improvement.
- Developing a Personal, Professional and Organisational Development Plan.

Unit 4 preparation

Readings

As you work through the activities in this unit, you will be referred to relevant readings and websites.

Please note

When you start the activities for this unit you also need to begin the activities in Units 2 and 3 of this module as the three units must be implemented concurrently [simultaneously]. Get into the practice of referring to the timelines in the overview of Unit 2 (Part 2) of this module to ensure you are on track with the completion of activities and the evidence you must generate. It is also recommended you have an overall awareness of the content of Part 2 Units 2-4 to access relevant sections over the period of the programme and beyond.

Unit 4 - Section 1: Reflective practice

Activity 43: Reflect on your leadership and development practice

Suggested time:

One hour

Aim:

To further develop your understanding of reflective practice. A central goal of this programme is the development of the school leader as a *reflective practitioner*. You will find that *reflection* is often referred to in the other units of this module, as well as in the other modules. This practice is integral to the programme.

What you will do:

Activity 1 builds on your knowledge and awareness of reflection. As you develop into a more critical reflective practitioner, it is hoped that the value of using reflection as a tool to improve your own practice will become increasingly evident to you. But using reflection as a tool to bring about change and improvement is something that can only come about through *experiencing* reflection or the reflective process, especially as it relates to your work.

Individual activity

Think about the most recent example of an approach or method that you used in your school to achieve a specific objective. In other words, what leadership and management *practice* did you use?

1. Briefly describe the issue and what method you used to address it. Differently put, provide an example of your leadership and management practice.
2. What did you think about the way you approached the issue? Was the approach or method you used effective or not?
3. If it was not effective, what did you do about it?
4. What would you do differently if you had a similar situation again?
5. When this situation occurred, did you do any of the following things?
 - Consciously realise or think about what was happening.
 - Decide if there was anything you should have done.
 - Take any action based on the decision you made from your reflection.

Discussion of the activity

In Unit 1, you worked with *reflection* and the *experiential learning sequence* referred to by theorists such as Argyris (1993), Schön (1983, 1996) and Kolb (2014). Reflection is a key learning strategy in the AdvDip

(SLM). As such, this unit seeks to support and develop your ability to use reflective practice as a tool in your school leadership and management role.

In the following activities you will learn about ways of recording your reflections.

Activity 44: Consider others' perspectives on reflective journaling

Suggested time:

One hour

Aim:

To understand the value in recording your reflections and explore the experience of journaling, as a form of record keeping.

What you will do:

Below, is a picture of the Learning Journals of a student who has adopted this practice. Read below about the first-time experience of journaling from both a student and her lecturer.



Figure 21: Photograph of a student's Learning Journals

Individual activity

1. Read about the first time experience of journalising by both a student and her lecturer. See what each of them had to say about it.
2. Answer the questions below.

A student's reflections on journaling

I really cannot believe that my first experience with journaling occurred during my graduate class, at the age of 48. Being from the old school of instruction, put me at a complete disadvantage as I was accustomed to very formal writing in response to definite questions. Even when asked my opinions on issues, my writing was very formal and analytical. I didn't want to look stupid. In the course, the description of the expectations for the Learning Journal were very clear, but when it came time to write my first journal response, I found myself reverting to my old-school ways. I procrastinated [postponed] all week not seeing any benefits of this new-fangled facet [different way] of teaching. I just wanted to answer some questions at the end of the chapter or take a multiple-choice test on the chapter because I did not want to reveal any personal information. On the assignment due date, I reluctantly began my first journal entry by listing interesting and important facts from the chapters and attempting to add a few choppy connections to my life. My first journal entry still looked like several short summaries of the first two chapters we were assigned. Yes, I was following my old-school format: intake information, regurgitate information, forget information, and repeat the process for the next class. What I didn't realise was that keeping a Learning Journal would change all of that.

Knowing I would have to share my reflections, my questions about the text, and my connections to my personal experiences made me much more careful when I read the text for the first time. I found myself reading for meaning in my personal life, and I tried to find connections to my professional position in adult education. As a result, what would have normally been a pattern of memorising learning theorists and their theories, I found myself remembering concepts and theories from our text at the strangest times. While teaching in my classroom, much of the terminology from my textbook seemed to come to life. I remember being nervous and self-conscious and even writing in my journal that I felt like I was rambling [confused]. What I appreciated is that my lecturer replied, "Journals are for rambling", making me feel totally comfortable to analyse our text without harsh criticism and red marks all over my writing.

The care I was taking in reading, as well as being accountable for sharing my reflections in a Learning Journal, meant the learning was much more valuable to me personally. I was no longer regurgitating facts, but processing and reacting to new information and applying it in my everyday life, thus truly internalising the learning. The amazing thing about this class is that, unlike most classes where information is forgotten or forever stored, by reflecting and writing about my learning, I found myself remembering and using what I learned even a year later. Learning Journals are an effective teaching strategy as this reluctant student discovered.

The lecturer's reflection

I too, kept a reflective journal along with my students. The entries were full of my comments and responses to student entries, my amazement with their perseverance in the face of struggles, my appreciation of their humour and my understandings of their perspectives. When I conducted a reflective synthesis of my own entries, I found an unwritten theme: the great honour it was to be able to hear the students' authentic voices. When I combined this self-reflection with the information in the students' papers, I came to a clear and unsettling conclusion – the students had learned much more than I had imagined or expected. In fact, through their own patterns, preferences, ways of knowing, and ways of being, they had learned much more than I had taught. (Amended from Boden, Cook, Lasker-Scott, Moore & Shelton, 2006:11–15)

Now that you have read what both the student and the lecturer had to say, think about and answer the following questions. Write your responses in your Learning Journal.

1. In what ways did both parties benefit from their engagement with the journaling process?
2. Do you think journaling should be an informal, confidential practice, and if so why?
3. In what other ways could your reflections be recorded in a more formal manner?

Discussion of the activity

There are some important aspects that come through in the case study above. The student took a conscious decision to try something new and persevere with it. She realised her learning and growth came from sharing parts of her journal with her peers and lecturer. The lecturer learnt unexpected things about her students which shifted her views of them. The realisation for this lecturer was that the experience had broadened the scope of the students' learning *beyond the classroom*.

Like the student above, getting started may not be an easy task, especially if writing in this way is unfamiliar for you. However, writing in a journal does not need a reader, and can be a *safe* first step to recording your thoughts. You can select the parts of your writing you are willing to share with others. To get started *just write!* About what? Such things as your personal thoughts, daily experiences, opinions, frustrations, evolving insights, ideas, struggles and successes. This may involve a conversation with yourself, another person or even an imaginary person. You may find yourself surprised by just how much you can, and will, write about! Examples of reflections that you expect others to read and/or engage with, could take the form of relevant parts of your Learning Journal and assignments, oral presentations and your final reflections in the form of Reflective Commentaries, etc.

Activity 45: Reflective journaling for yourself

Suggested time:

One and a half hours

Aim:

To further highlight the benefits of keeping a Learning Journal.

What you will do:

If reflective journaling is a new practice for you, it is easier to do if you see the benefits of it for your leadership and management practices. Hiemstra (2001) writes extensively about the process of writing. Read what he says about the benefits of journaling for his adult learners, in the extract below.

There are a good number of potential benefits in maintaining some type of journal. For example, most students show intellectual growth and development, especially as they gain experience with the writing or recording procedures. As a teacher, I have been pleased with how these learning tools can help adult learners in their personal development and ability to examine new knowledge in critical ways.

Personal growth and development

Perhaps most important of all the benefits for the adult learner is the enhancement of personal growth and development. Journaling can help with such learning goals or expected outcomes as integrating life experiences with learning endeavors, allowing for a freedom of expression that may be inhibited in a group setting, stimulating mental development, enhancing breakthroughs in terms of new insights, and even planting seeds of ambition in terms of future study or research. Journal writing is an investment in self through a growing awareness of personal thoughts and feelings.

Intuition and self-expression

Another outcome, and one that is not always expected, is an enhanced ability at self-discovery. Learning to trust that inner voice and interpret new thoughts or even dreams can increase self-confidence not only in the classroom but in many other settings. I am immensely satisfied when I see learners tackle new topics because of their growing ability to reflect personally on changes taking place and to integrate such new knowledge into what they already know.

Problem solving

Using a journaling technique often helps in the solution of problems. Writing down and

imagining your way through a problem using personal insights and reflections on life experiences can be rewarding. Often an epiphany [realisation] emerges that might not have been possible with some other problem-solving technique. I recommend to my students who are engaged in one of the journaling procedures that they allow adequate time in their reflecting processes for new perspectives to emerge.

Stress reduction and health benefits

There is considerable evidence that journaling can improve personal health. Bruce (1998) describes research with subjects who wrote thoughtfully and emotionally about traumatic experiences, and most of them generally experienced improved physical health. Adams (1998) also talks about journaling as therapy for psychological healing and growth. Most adult education students may not need psychotherapy or medical recovery assistance, but some can use whatever helps them to release pent-up emotions, counter anger or frustration, and overcome or reduce the stress so typical in today's busy work world and lifestyle.

Reflection and critical thinking

Journaling helps adult learners increase their ability to reflect critically on what they are studying or learning. The resulting outcomes from values clarification, that is, finding meaning in what is being examined, and developing wholeness as a professional through critical judgments, enhance not only the professional but also the profession.

Overcoming writing blocks

During the journaling process, students typically face an obstacle in not knowing what to do next. They reach an impasse [block] that can even inhibit their continuing with the writing process. As an instructor, I keep alert for such circumstances through questions I ask in class and in individual advising sessions where I surface potential problems. Hiemstra and Brier (1994: 59) note that there are various types of blocks with some "internal, that is, they reside within the writer. Other blocks are outside the writer and are external in nature".

In addition to an obstacle's impact on the journal writing process, it can produce varying

degrees of frustration and anxiety. Although such writing inhibitors can be unsettling, they are part of the process of sorting through new learnings or probing how personal feelings are changing. Progoff (1975) developed a number of techniques to help a person move beyond some blocking issues. Techniques such as imagery work, daily logs, period logs, stepping-stone identification, and even dialogue with fellow learners often help a person to move forward with new insights, reflections, and ideas ①. Those using an electronic recording mechanism can accomplish the same thing through a chatroom or some form of asynchronous [differing timeframe] discussion.

Cartright (2000) also describes various approaches to help students move forward with the

writing process. These include such techniques as writing quickly, allowing words to fall freely from the subconscious, dating journal entries, using different writing or recording techniques to enhance a feeling of creativity, and setting aside time that is devoted only to the journal or diary writing. (Amended from: Hiemstra, 2001: 24–25)

Individual activity

1. Having thought about and reflected on the extract from Hiemstra, underline anything that you have read that you think you can apply to yourself, from the perspective of being both an adult learner and a school leader.
2. From what you underlined in your reflection, write a Learning Journal entry of a few lines. Start with:
I think I could use journaling

With your HEI CoP

1. Share aspects of your Learning Journal entry to ascertain [learn or discover] the views of your HEI CoP members. In the CoP discussion, you may find yourself becoming an advocate [a supporter or promoter] of some ideas while needing to defend other ideas. This kind of open and honest discussion can you help you to clarify your position on various issues.
2. Jot down in your Learning Journal what you have learnt from this experience, about your opinions and about those of your group members.
3. Share Appendix 14 in the CoP and discuss the value of adopting this practice over the period of the WPP.

Discussion of the activity

Apart from the points highlighted by Hiemstra, there is a body of research-based evidence that points to the value of journaling. This includes, but is not limited to, making connections between new knowledge and previous knowledge; examining the relationships between what is being learned and the rest of the world; sorting out experiences; enhancing reflective thinking/reflecting on personal goals; facilitating self-exploration; personal growth; and clarifying our values; synthesizing ideas; experiences; and opinions after instruction (King & La Rocco, 2006: 2).

In making your Learning Journal part of your professional practice, you need to factor in time in your busy schedule of being both a professional person and a student. This can be done by setting aside a specific time in a specific place, one that allows for quiet reflection.

This can, for example, be before the rest of your household wakes up and starts making a noise or making demands on you, or when you have a break for lunch, or before going to bed at night, etc. Whatever suits you best? Journaling requires time, but you should not view it as a time-consuming exercise. It is not an additional task, rather it is in the *doing* of it, that it becomes a welcome form of relaxation and support.

Another way of journaling, especially for busy people, is e-journaling using a digital device.

Activity 46: Using a digital device to do your journaling

Suggested time:

45 minutes

Aim:

To explore the use of a digital device to do your journaling.

What you will do:

With your HEI CoP

- Discuss and share information on the benefits and challenges of using a computer (desktop or laptop) or a tablet for journaling.
- Try and determine what support is available to you to learn how to use this kind of technology?
- Reflect, while you are doing this activity, on your own level of computer/digital literacy. Is this an area in which you might still need to develop your skills base?

Discussion of the activity

The use of information and communication technology (ICT) in your development is central to this programme. It is expected that participants will have different levels of competence in the use of computers and devices such as tablets and smart phones in their professional environment. Similarly, participants will have different levels of experience in writing and journaling. However, it is hoped that working collaboratively with your institutional and schools-based CoPs, that you will be able to support each other and learn from each other's experience of using ICT in the work environment.

If you need assistance on how to maximise the use of a laptop, tablet or smart phone in the process of working through the AdvDip (SLM) programme, or even in your school environment, you should approach the programme coordinator and request that you are directed to the appropriate assistance at your institution. The success of your personal and professional development in this programme depends on you. You need to be proactive and take responsibility for your own learning. Be generous and share your knowledge and skills with others, and ask for support when you need it.

The use of technology provides the opportunity to approach journaling in many different forms. For example, e-mail, websites, apps and electronic discussion boards such as blogging. The use of a laptop or personal device like a tablet can make keeping a Learning Journal much easier. King and La Rocco (2006: 1) state that using an electronic means of transmitting or sharing Learning Journal entries have advantages, including that a digital device helps to:

- Simplify the entire procedure.
- Is easier and quicker than using paper.
- Provides more opportune [suitable] feedback.

Based on their research, King and La Rocco (2006) reported that:

The deliberate practice of journaling is, perhaps, the best instructional strategy for promoting student and instructor reflectivity. The use of journaling can provide the opportunity, for both novice and experienced practitioners, to reflect on their practice and in doing so better understand what motivates their ways of working.
(King & La Rocco, 2006: 3)

In the next activity, you will specifically explore how to use blogging as an effective approach to reflection.

Activity 47: Blogging and reflection

Suggested time:

One and a half hours

Aim:

To expose you to the use of blogging as an interactive online tool.

What you will do:

Individual activity

Before you start this activity, quickly jot down any thoughts or feelings you currently have about blogging.

As blogging is an online activity that takes place on website, you must have internet access and be online to blog. If you do not have access to the internet, do this when you attend a block session at your HEI.

Once you have internet access and can go online, do the following:

1. Read *What is a blog*. This is a useful beginner's guide that tells you what blogging is about. Access the following site: <https://tinyurl.com/ycehqfta>
2. Once you have read through the site, summarise the key points in your Learning Journal. Then also read the online post which outlines the benefits of blogging, *Using blogging as a learning tool*. Accessed from: <https://tinyurl.com/yb8qne9x>
3. Start your own blog, the following website will provide you with guidelines on the basics of blogging: <https://tinyurl.com/yauys5lw>

With our HEI CoP

1. Share any experiences you have about blogging. Explore other people's willingness to blog and discuss the possibility of partnering, or other means of support, to set up a blog. Discuss any concerns/resistance you have about blogging.
2. Try out blogging for yourself. Register on *Blogger*.
3. Reflect on the experience.

4. Once you have completed this activity write a blog on your views.
5. Share your blogs.

Discussion of the activity

Blogging, or any other internet activity, requires you to be online [to have access to the internet]. You may find yourself not always able to have reliable internet access. While this may be a challenge, you do need to think of ways in which you can overcome this problem. In the same way that you were required to in your project management practice (Unit 2) to find alternative solution to challenges that you experienced, so , here too, you may need to develop an alternative or contingency [emergency] plan. In this instance, you would need to investigate places where you can experience blogging, such as a library, internet café or at your HEI during your contact sessions. You may need to plan for this, as it is important that you experience every aspect of your development programme.

The term blogging is an abbreviated form of the word *weblog*. Blogs are usually comprise of short paragraphs with embedded web links. These paragraphs are designated as blogspots after users post them on the websites. People often put weblogs into the same category as online journals, but there are differences between these two forms of publishing information. Firstly, an online journal does not make use of website links [hyperlinks], and secondly, the difference is in the type of *voice* that is used. By this is meant that online journals look and read like public diaries, while weblogs are more about reporting on personal views and experiences. An weblog (blog) is a website that contains a log comprising specific topics or opinions and therefore offers a useful platform or site for journaling.

Blogger is an example of a widely used journaling weblog that encourages reflective practice due to its user-friendly structure (Figure 17).

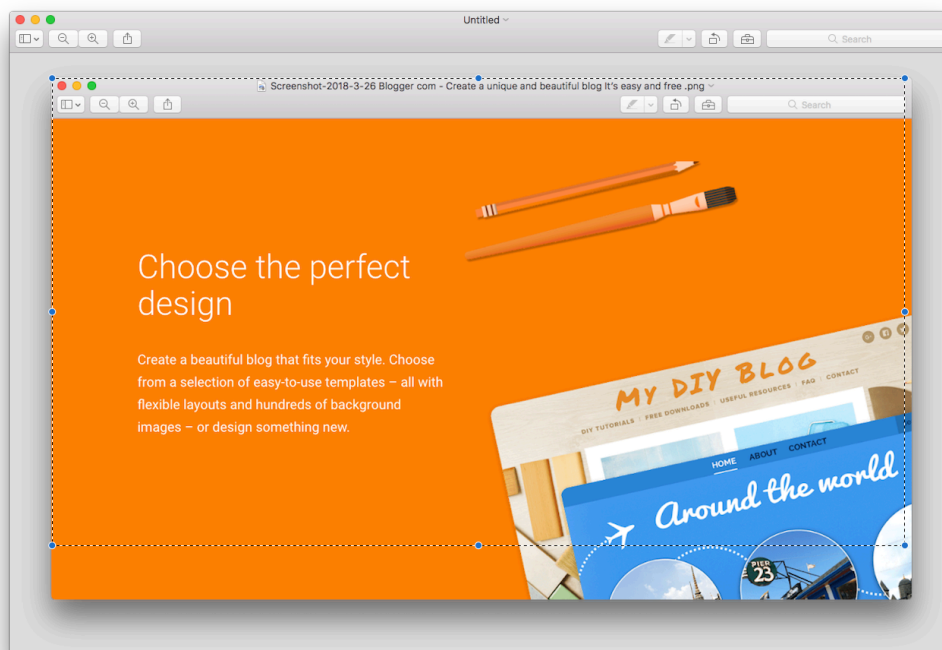


Figure 17: A screenshot of the *blogger* website

Try *Blogger* out on https://www.blogger.com/about/?r=1-null_user .

Online journaling offers the potential to increase an enthusiasm for writing in your Learning Journal, an increase in both the quality and quantity of outputs, an increased potential for mediated input [intervention by a teacher], and the potential for future extensions to include the addition of links to illustrative websites and other options offered by web-based learning (Stiler & Philleo, 2003: 797).

Curtis, Axford, Blair, Gibson, Huggins and Sherrington (2009) researched the use of blogging to support experiential learning activities off-campus. They were initially sceptical, stating, “we did not anticipate that blogging would make a significant difference to students’ reflections” (Curtis et al., 2009: 2). But blogging seemed to unlock something in most of their students. It freed up their writing – they were found to be exhibiting talent, creativity and humour due to an awareness they were writing for an audience. The public nature of blogs also discouraged them from focusing on their feelings, and they made the difficult, but necessary, shift to reflecting on their practice. Some students kept a personal paper journal to address more private thoughts.

Because others were likely to be reading the blogs, the student’s reflective journals were more up to date and they were producing a better record of what they experienced. They also used their blogs to work through and develop ideas for their assessments and reports. Something to consider is Moon’s concern regarding the assessment of Learning Journals:

The reflective writing in a learning journal may be considered as an assessment method, but often it is really, more of an aid to learning. For example, often when it is used, reflective writing is the ‘raw’ material of learning. It can be at the equivalent stage to the notes that are taken before an essay is written, or lecture notes. You could almost say that the reflective writing of some learners is their ‘personal curriculum’ in a written form. We do not expect to assess learners’ notes. We ask them to reprocess their notes into an essay or report In this sense, if we assess the reflective writing directly, we are assessing only the relatively unprocessed (raw) material. (Moon (2004) in Curtis et al., 2009: 6)

In line with Moon’s concern, it is not anticipated that Learning Journals will be formally assessed in this programme. The journaling process, however, can be effectively and thoughtfully used to help you with your formal and/or formative assessment. In other words, your journal can, for example, be the part of a process of reflection, and a source of stored information, that flows naturally into the production of an assessed Reflective Commentary (see below and Unit 2 Activity 9), or a project progress report (Unit 3 Activity 38). As you will be aware, you are expected to complete a Reflective Commentary at the end of each of your modules. This forms part of your PP. Read more on this in Appendix 15.

Curtis et al. (2009) found the reflections and material most students recorded in their blogs were extensive. This notion of thinking of online journals as raw material for assignments and reports, rather than as forms of assessment, is a strong argument that is important to recognise. Blogs enabled communication among the students as they could read what the other students were doing in their work context and they could compare it to their own experiences. To this extent, blogs can be powerful tools for collaboration.

Please note

Remember to keep working through the activities in Units 2 and 3 and to keep track of your progress by referring to the timelines in the overview of Part 2 (Unit 2).

Activity 48: Record your reflections: Reflective Commentary

Suggested time:

One and a half hours

Aim:

To record your reflections for assessment purposes.

What you will do:

As previously indicated, it is suggested that your Learning Journal be a confidential resource. A place in which you write your private thoughts and reflections relate to your own participation and progress through the AdvDip(SLM) programme. You will write about what you have learnt and mastered as well as recording, the areas of personal and professional development that you are still finding challenging. You won't share it directly with anyone else. However, you will be expected to *refer* to these reflections when you write a more *formal* reflection on completion of each of your modules. This will take the form of a Reflective Commentary. This is a report which you will need to include in your PP.

The concept of Reflective Commentary was first introduced and discussed in Unit 2 (Activity 9) where you were required to complete a Reflective Summary on Part 1 Unit 1 of this module. This activity will assist you to develop this further into a Reflective Commentary.

Individual activity

Read the Reflective Commentary (Appendix 15) again before responding to the following:

1. Appendix 15 provides guidelines on writing a Reflective Commentary and uses the example of a WPP and a PPODP. You can apply the same process to other reflections, such as reflections on your learnings from assignments, modules, contact sessions, WPP, evaluation of learner results, etc.
2. The best way to get started with writing a Reflective Commentary is by just trying your hand at it.
3. Follow these steps:

Step 1: If you have made any notes in your Learning Journal about your learning in Unit 1 (which you have already completed) refer to this source.

Step 2: Reflect on your experience of working through Unit 1. Make brief notes on what stood out for you. What were the most important learning points for you?

Step 3: Read the guidelines below to assist you to structure your writing of your Reflective Commentary

report).

Guidelines for writing a Reflective Commentary

1. Write a short introduction that explains *what* you are reflecting on. (In this case, the focus of your reflection is on what you covered in Unit 1 of Module 1.
2. Write the *story of your learning*. In other words, explain what you have learnt from studying and working through all the activities in Unit 1.
3. The application of your learnings to your school context: Explain *how you have applied* what you have learnt in Unit 1 to your own school.
4. The result of your attempts to use these new learnings from Unit 1 in your context: Write up the positive outcomes achieved as a result you applying your new skills and knowledge related to *school leadership and management in the South African context*, which you have learnt about in Unit 1.
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 *school leadership and management in the South African context*, as it applies to *your* school context.

Step 4: Write your Reflective Commentary Report, 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 include your Module 2 Reflective Commentary Report in our Professional Portfolio.

Discussion of the activity

As stated before, Reflective Commentaries are used to record your reflections at the end of each module of the programme. The process of reflection is also integral [essential] to helping you to select the areas of the AdvDip (SLM) programme that you want to focus on and use to track your personal and professional development over the timeframe of the programme.

It is likely that there may be areas or aspects of the programme that you feel inhibit your ability to perform optimally as a leader and manager. The next activities in this section aim to assist you in identifying these focal areas to include in your Personal, Professional and Organisation Development Plan (PPODP). The PPODP is intended to provide a record of the specific areas that you identify for leadership and management development during the course of the programme.

Before starting these activities, read more about the PPODP (Appendix 16).

Activity 49: Plan a Personal, Professional and Organisational Development Plan

Suggested time:

45 minutes

Aim:

To use an exemplar of a PPODP to assist you to develop your own PPODP.

What you will do:

Your PPODP is unique. It is about *your* development. It is not comparable to anyone else's plan. It specifically looks at where *you* are now, and where *you* would like to be.

Individual activity

1. Read about the three areas – personal, professional and organisational – in Appendix 16.
2. Highlight any concerns and questions you may have for a conversation with your HEI programme lecturer/s related to developing this plan. It would be useful to use this opportunity to discuss the kind of support you may think you require to plan your PPODP.

Discussion of the activity

You need to reflect on anything that may inhibit you from performing optimally as a leader and manager. This is critical as you will be assessed on three areas during, and at the end, of the programme. A brief summary on the three areas is provided below:

Personal development

Personal development directly relates to the *self*. You may be aware of areas such as a lack of patience or listening skills, which you know require improvement. There are strategies you can explore to overcome these aspects of your personality.

Professional development

An example is given below of a school leader who felt there was a need to develop in the professional area of chairing and managing meetings. The status, i.e. the level of her competence, on the day of assessment, could be recorded by an assessor in the relevant column as indicated below as achieved (A), partially achieved (PA), or not achieved (NA). As there could be an improvement in competence over time, an updated assessment would need to record this. When an outcome has been achieved, the level of this competence can be recorded. Do you remember this from Unit 2? If not go back to Unit 2 and refresh your memory..

Table 31: Professional development outcome and related assessment criteria

Outcome	Assessment criteria	Status
Professional development Effectively chair and manage meetings	Ability to construct clear and ordered agendas to guide meetings	Achieved
	Ability to chair meetings in a way that facilitates discussion and achieves goal of meetings	Partially achieved
	Ability to resolve issues and conflicts in meetings	Not achieved
	Ability to develop staff to write clear and accurate minutes	Partially achieved

Look at the school leader’s status. She has *achieved* Assessment Criteria 1, *partially achieved* Assessment Criteria 2 and Assessment Criteria 4, and *not achieved* Assessment Criteria 3. This shows her where she stands and what she still needs to do. Development is not uniform and it is to be expected you will achieve assessment criteria (AC) at different stages over time.

Organisational development

This area looks specifically at the school, with respect to your ability to lead and manage it to develop. Using an example of developing a school policy:

- Understanding the language or discourse of policy could be a personal hurdle for you to overcome.
- The translation of this into the development of a specific school policy involving staff could be a professional challenge for you.
- The implementation and monitoring of policy within the school could be an organisational challenge. This challenge is outside of the self and is a broader, more holistic framing of your development.



Figure 18: The three areas of development

Examine these areas again in the next activity where you look at an example of how a principal realised an area for his PPODP.

Activity 50: Develop your Personal, Professional and Organisational Development Plan

Suggested time:

One hour

Aim:

The aim of this activity is for you to start on the process of developing your PPODP.

What you will do:

The submission of this plan is a requirement of the programme. However, selecting the areas in which you have identified the need for personal and professional improvement, is not necessarily a simple task.

Individual activity

To assist you in thinking about your own development, read the conversation in the short case study below. It is about a principal from a small West Coast school in the Cape Province who experienced great difficulty in an area of their *personal* development (note this is only referring to the areas of *personal development*, not *professional* or *organisational* development). The following is the conversation that took place in his office during a visit by his mentor.

Case study: A conversation between a principal and their mentor related to personal development

M: Mentor

P: Principal

M: How are things going with the staff?

P: Things are going well I must say and I have no complaints about any of them. They are a small, dedicated, hardworking bunch of people and we work well together. However, when I look at my relationship with them, there is one area in which I do feel quite uncomfortable. When someone has an emotional crisis in their personal life, one that impacts on their work, I know I need to deal with it. This happened recently when Mrs A's husband passed away and she is obviously still struggling to come to terms with that loss. She is depressed and prone to crying. I just don't know what to say to her, or anyone on the staff for that matter, when this more pastoral role is called for. I am fine when I deal directly with more definite work-related issues, but I feel out of my depth in this area. It is not something I can ignore as she is a member of my staff and deserves better from me.

M: You have obviously thought about this and it bothers you. Tell me how did you react to Mrs A

when she was upset?

P: I immediately gave her to my deputy to deal with! But I didn't feel good about it.

M: *Why do you think your deputy is better suited to this role than you are?*

P: She's a woman, and women seem to know about these things!

M: *So, it's because she's a woman?*

P: Well, it's possible I am more at ease with a male. I don't think so, but I don't really know. These days also, one can't be too careful because things can be misinterpreted. For example, do you use words only, or are you allowed a sympathetic gesture? What is appropriate and acceptable behaviour? I don't know. All I know is that I need to learn to handle this kind of thing, be it male or female.

M: *Did you have this as a specific outcome on your PPODP?*

P: No I had timetabling listed. (laughs)

M: *You possibly chose that because you saw it as achievable. (smiles)*

That area can still be used for your professional development, but what you are talking about appears to be a personal inhibitor, something that lies within yourself, and can be an area for your personal development. Remember development takes time and is about making progress not scoring 100%. Shall we look at ways of supporting you in this? And incorporate it in your plan?

P: Yes, let's do that. I think I have been avoiding where I probably need to go the most! It will be a challenge for me, but if I want to grow, I'll have to take it on board.

Individual activity

Reflect on your *personal development*:

1. What does the above scenario suggest is necessary about the process for you to select relevant areas of development for your own *personal development*?
2. Are there any areas *within yourself* that you feel inhibit you and prevent you from performing optimally, and that you would like to develop?
3. Jot these down in your Learning Journal and state why it would benefit *you* to improve.

In the case study (above) the principal had a mentor who asked relevant questions that led the principal to understand where he required *personal development*. If you struggle to select a focus for your development

(in any of the three areas) you may wish to use others such as your fellow participants, a mentor, a lecturer, a work colleague, etc. as a sounding board. The process in steps 1–3 above, can be applied to your professional and organisational development. You are not required to make definite choices at this point, rather, view this as the beginning of a process of reflection on your leadership and management practice.

With your HEI CoP

1. Discuss the distinctions between *personal*, *professional* and *organisational* development.
2. Table any concerns/questions you have about this process with your programme provider.

Discussion of the activity

In the case study above, the principal had obviously given some thought to the situation with his staff member and his reflection-on-action brought with it the realisation that this was an area for *personal* improvement. In the discussion with his mentor he voiced how this inhibition was affecting his behaviour and what initially was an instinctive area of avoidance was one he needed the courage to face. What is significant is that he was selecting a *real* area for his *personal development*. His choice in rising to the challenge, and through follow-up strategies such as selecting questions and trying them out, he gained in confidence. He reported that his interaction with female staff members had improved, not only in this area but in general.

This principal experienced both kinds of *reflection* Schön's (1996) i.e. *reflection-in-action* and *reflection-on-action*. Ghaye and Ghaye (1998: 6) take this a step further, and refer to *reflection-on-practice*, which has a direct relation to making sense of our teaching and learning in a broader sense. It is about becoming more aware of the interaction between ourselves and the context in which we work. Context affects how we act, or how we are expected to act, much like the principal in the exchange above. Knowing what to do, or not to do, often comes from talking to others and sharing experiences. It is an on-going process of "noticing what is going on in your professional world" (Ghaye & Ghaye, 1998: 6) and what we notice we try to make sense of.

In making sense, we look at what we do which differs from what we think and feel. This is action learning or learning from reflection-on-practice. To decide on your areas for development you need to reflect on your practice.

Activity 51: Reflect on the Personal, Professional and Organisational Development Plan

Suggested time:

One hour

Aim:

To focus on the *personal* aspects of the Personal Professional and Organisational Development Plan to identify an area for your *personal development*.

What you will do:

With your HEI CoP

Reflect on the mentor’s conversation with the West Coast principal in the case study above.

1. What do you think the principal’s personal development outcome would be in relation to his pastoral role? Is this a similar role to that played out in other positions held by leaders in a school?
2. What would be the *indicators* or assessment criteria that the West Coast principal could put in place to achieve this?
3. Complete the table below. Insert the assessment criteria you think are applicable. Aim to identify say, two or three that, despite being challenging, are achievable. If you face similar difficulties as the West Coast principal, try and imagine how you would feel if you met these criteria.

Table 32: Personal development outcome and assessment criteria

Outcome	Assessment criteria
Personal development	
Focus: pastoral role in relation to staff	

Individual activity

1. Before starting the process of looking at your personal development, ask yourself the five questions in the self-evaluation cycle depicted below:

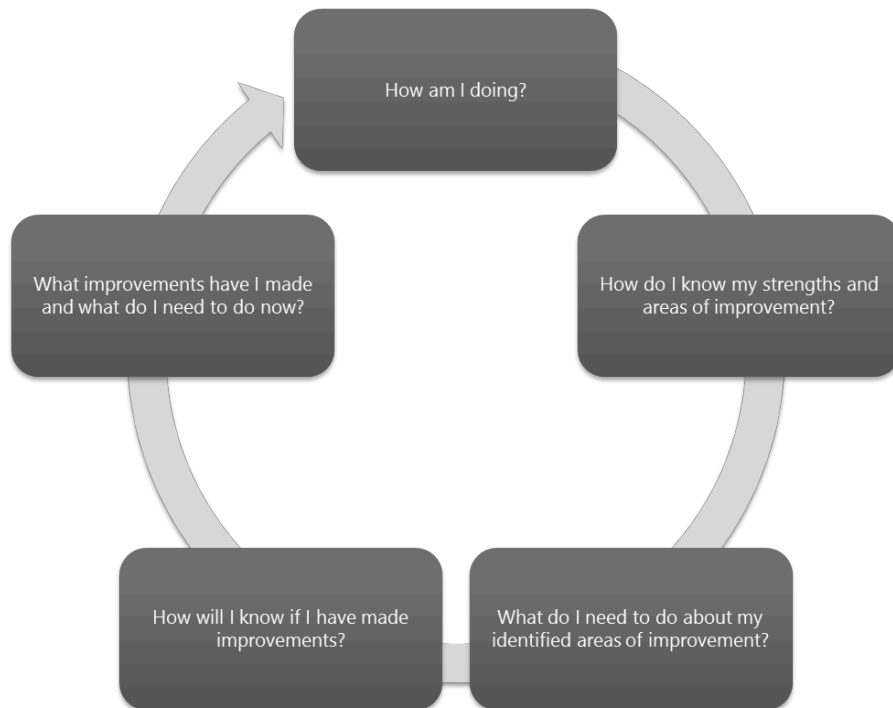


Figure 19: A self-evaluation cycle

(Source: Education and Training Inspectorate, 2005: 5)

2. Use the information to consider an area for your personal development.
3. Insert this focus in Table 33 under the column heading *Outcome*.
4. Under the heading *Assessment criteria* insert what you would need to demonstrate to achieve the outcome.

Table 33: My personal development outcome and assessment criteria

Outcome	Assessment criteria
Personal development	
Focus:	

If you are willing, compare your table to what the members of your HEI CoP have come up with. What did you learn from the experience of:

- Doing this self-evaluation?
- Listening to others?

Discussion of the activity

In looking at what others have come up with, you may have noted similarities and differences in the outcome, as well as its related assessment criteria (Appendix 17). The important point to remember is that the outcome should be *needs related and achievable*, with assessment criteria directly aligned to it. By this we mean that it should be an area where improvement would not only enhance your work performance but would also achieve success.

Deciding on an area for development requires reflection and discussion. Perhaps, like the principal in Activity 50, you could talk to your mentor, lecturer, or an assessor – someone who is involved in your development and wants you to benefit from it. When you decide on an area for personal development, *you then determine your outcome*. Look in the list of specific outcomes in the programme outline (DBE, 2015b) and the *Illustrative Portfolio Assessment Matrix* (Unit 2 and Template 2). This is an extremely worthwhile exercise as it will supply you with specific assessment criteria to be measured against.

To be certain you have selected the outcomes that will be of most benefit to you in the three areas, you need to take time to reflect on your choices, and have discussions with your HEI CoP and those involved in the programme, as well as other supportive parties you engage with. When you have your outcome and assessment criteria for personal development, follow the same steps as above to determine your professional and organisational outcomes and assessment criteria. This is a first attempt so don't worry if you feel it is not quite right. It's an exercise to get you thinking of questions or concerns that occur to you that you can address with your programme provider.

Table 34: Professional and organisational development outcomes and assessment criteria

Outcome	Assessment criteria
Professional development	
Organisational development	

You can use these tables as the basis for preliminary discussions around your selection. Following these sessions, you should feel ready to complete a draft PPODP for a final discussion (Template 15). When you refine the final document, it will form part of your portfolio. You can also use this process to reflect on quality management systems (QMS) to ensure there is an alignment to your PPODP.

Activity 52: Supply evidence for your Personal, Professional and Organisational

Suggested time:
One hour

Aim:
To understand that the evidence presented for your PPODP assessment must relate directly to the specific outcomes (SOs) and the assessment criteria (AC) in the Illustrative Portfolio Assessment Matrix (Template 2).

What you will do:

You are expected to provide evidence in support of your development in each of the three areas, of *personal*, *professional* and *organisational* development. As you prepare to be assessed, you need to be sure that your evidence is a true indicator of your present standard. Consider the assessment criteria and supporting evidence offered below, for the outcome *Effectively chair and manage meetings* that a student selected for development. Is there anything you would change or add to strengthen this evidence?

Table 35: Evidence related to the assessment criteria

Outcome: Effectively chair and manage meetings	
Assessment criteria	Evidence

Outcome: Effectively chair and manage meetings

1. Ability to construct clear and ordered agendas to guide meetings	SMT meeting agendas x 3 Internal email to members
2. Ability to chair meetings in a way that facilitates discussion and achieves goal of meetings	Mentor report of meeting
3. Ability to resolve issues and conflicts in meetings	Mentor report of meeting (see highlighted section)
4. Ability to develop staff to write clear and accurate minutes	Allocation schedule Design of action minute template Edit of minutes (x 3) to compare against final

With your fellow participants

Discuss the comments made by the assessor in the table below on the *quality* of the evidence that was presented.

Table 36: Assessor comments on quality of evidence

Assessment criteria	Evidence	Comment
Ability to construct clear and ordered agendas to guide meetings	SMT meeting agendas x 3	Clear logical agendas with timeframes included
	Internal email to members	Mail sent timeously with previous minutes included
Ability to chair meetings in a way that facilitates discussion and achieves goal of meetings	Mentor report of meeting	Meeting started on time, but some SMT members straggle in late with no apology
		Report indicates there is still a tendency to be instructional and not allow managers opportunity to voice qualified opinions
		Adherence to timeframes
Ability to resolve issues and conflicts in meetings	Mentor report of meeting	Issues are not resolved in a manner that indicates participation
		There has been improvement, but this professional relationship building is one for serious reflection to work on for optimum SMT participation and team cohesion
Ability to develop staff to write clear and accurate minutes	Allocation schedule	SMT member appointed per quarter to take minutes
	Design of action minute template	

Assessment criteria	Evidence	Comment
		Principal reads draft minutes (on template), suggests edits, and signs off final copy
	Edit of minutes (x 3) to compare against final	

Individual activity

Assume you are an assessor:

1. Look at the evidence supplied in the table above.
2. Record the level of achievement of the participant, based on the quality of the evidence, against each assessment criteria (AC).

Table 37: Assessment of evidence

Level of achievement	Assessment criteria
	Ability to construct clear and ordered agendas to guide meetings
	Ability to chair meetings in a way that facilitates discussion and achieves goal of meetings
	Ability to resolve issues and conflicts in meetings
	Ability to develop staff to write clear and accurate minutes

A - Achieved; PA - Partially achieved; NA - Not achieved.

1. In your view, was the evidence of a sufficient standard to achieve the outcome?
2. What advice and support would you offer to assist this school leader?

Discussion of the activity

It is the quality, not the quantity of the evidence presented for assessment that is critical. Your evidence should be good enough to indicate you have achieved the outcome. If you achieve some, but not all, of the assessment criteria, *you are only required to present future evidence on the areas in which you have not been declared competent*, to achieve the outcome. Even if you have achieved an outcome, you can present future evidence, should you wish your level to be upgraded due to your development in that area. What must be remembered is that this is about self-improvement. It is about your progress from an agreed starting point, and cannot be done effectively without some support. In the next section, you look at different types of support that you could use to assist you to develop in school leadership and management.

End note

1. For a useful explanation of Progovoff's techniques go to

Unit 4 - Section 2: Support structures for school leadership and management

Section 1 focussed on the development of reflective practice. Learning Journals, blogs and Reflective Commentaries were discussed and opportunities created for you to record your thoughts and reflections using these various formats.

In the same way that one may generally seek and receive support from various sources in one's personal and working life in this section, you will reflect on and explore and consider various sources of support that will further assist your development in leadership and management.

Activity 53: Support your leadership and management development

Suggested time:

30 minutes

Aim:

To explore different ways of supporting and developing your leadership and management practice. This activity is intended to encourage you to reflect on how the support of individuals or groups can enhance your leadership and management practice.

What you will do:

Individual activity

Think about the support of others and respond to the following:

- Who have you found to be supportive and in what way?
- What have you found to be supportive and in what way?
- Are there any other means of support you feel you would benefit from?

With an HEI CoP partner

Share your ideas.

- What is similar?
- What is different?
- What can you learn from each other?

Individual activity

Write freely on the following topic:

Support for my leadership and management practice comes from....

Check your responses against the *Discussion of the activity* below and see if there is anything you would like to add.

Discussion of the activity

Support can come from *what* we engage with, and *who* we engage with. We can get support from what we read (module material, articles, books, online journals, websites, etc.) and feedback on what we write (for ourselves or for others in the form of journals, blogs, assessment tasks, sharing of extracts from portfolios, etc.).

People who support your development can, for example, be your family members, work colleagues, lecturers, mentors, peer-study groups, or CoP participants.

Activity 54: Identify available leadership and management support

Suggested time:

One hour

Aim:

To identify and explore the kinds of support available in your school community.

What you will do:

Fulfilling the aim above is intended to let you draw on the ideas and understandings you already have about the individuals and groups from your workplace context who you interact with constantly. You already know and think a lot about them, even if you are not constantly aware of it.

With your school-based CoP

Brainstorm around the topic:

The kinds of support (individuals and formal groups, e.g. the school governing body) that should be available in a school community are ...

1. Discuss and list the types of support that you think should be available in a school community for staff development as well as the ways in which they should address this?
2. Read *Discussion of the activity* to check if there is anything further you would like to add.

Discussion of the activity

The term *support structure*, or *support mechanism*, can be defined as “any formal system or method of providing support or assistance” <https://tinyurl.com/ycatz6rl>

Support available within the school should be provided by your school governing body (SGB), school management team (SMT), CoP, committees, etc. However, in practice, as support structures they can enable or constrain dependent on their composition and the dynamics that operate within them. Focus on the ones that can help you in different ways. It is beneficial to reflect on this and to identify and acknowledge the role they play in assisting you in the school. For you, the recognition of present and potentially future support and advice that is beneficial to you, is important. It can support you, for example, in planning, distributing leadership tasks, delegation, etc. Support is also provided by external mechanisms, such as the parent body and officials in the education district. If you have not explored this avenue fully, think about it and record your ideas in your journal, including the problems you think you might experience in getting support from these structures. Then do the next activity.

Activity 55: Explore other means of support

Suggested time:

45 minutes

Aim:

To consider other avenues or options of getting support.

What you will do:

You have looked at support available in your school community. Now look at the figure below (Figure 20), which suggests other means of support (in addition to your school community).

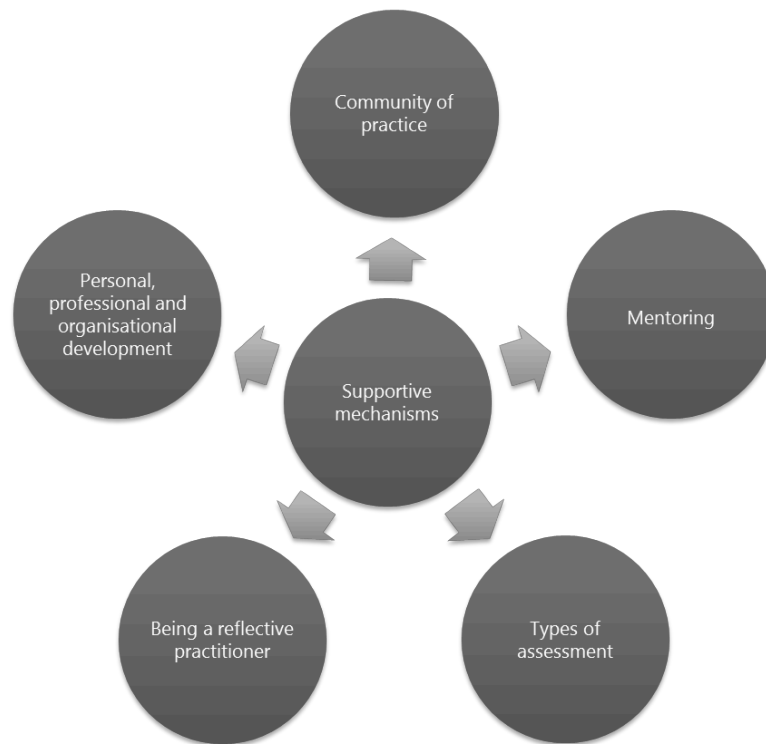


Figure 20: Supportive mechanisms

With your school-based CoP

Complete the following steps:

- Step 1: Discuss how each *item* in the circles can provide you with support.
- Step 2: Describe each *item* in a few key words.
- Step 3: Take brief notes of what others say that perhaps you didn't know.

Discussion of the activity

Some of the means of support available to you may not require further explanation as you have covered them earlier in this module. Other support, such as CoPs, mentoring, and types of assessment, are explained in the activities which follow. Mentoring and CoPs are also covered in greater detail in your other modules.

Activity 56a: Explore the experience of mentorship

Suggested time:

One hour

Aim:

To explore mentorship from two perspectives: that of having a mentor (*receiving* support as a mentee) and being a mentor (*giving* specialised support to a mentee).

What you will do:

With your HEI CoP

Find and share definitions of *mentor* and *mentee* (using Google is a good option for an online search). Have a discussion and try to reach an agreed understanding of what these terms refer to before moving on.

Individual activity

Read the following:

Mentoring support within a leadership and management programme design has been promoted as potentially a key contributor to positive change in the school (DoE, 2007b). Many studies (Chapman & Allen, 2006; Katz & Earl, 2010) attest to this type of intervention having the potential to enhance school development with evidence of improved practice emanating from the professional relationship between principals and their mentors.

This brief reading shows the benefits of having a mentor. But what is your experience of mentoring and how much do you know about this area of support? Start by responding to the following questions:

1. If you have ever been guided by a mentor, how was that experience for you?
2. What qualities (if any) did the mentor exhibit that you considered were beneficial to your growth and development?
3. Do you consider you have qualities that would make you a good mentor? Use the table below to assist you (DoE, 2007b: 44). Try to assess yourself fairly. Score 10 on the rating scale if you totally agree with the statement and 1 if you totally disagree.

Table 38: Qualities of a mentor

	Disagree	Agree
I am a good listener	1 2 3 4 5 6 7 8 9 10	
I am approachable	1 2 3 4 5 6 7 8 9 10	
I am honest	1 2 3 4 5 6 7 8 9 10	
I am consistent	1 2 3 4 5 6 7 8 9 10	
I am tactful but truthful	1 2 3 4 5 6 7 8 9 10	
I am good at my job	1 2 3 4 5 6 7 8 9 10	
I understand how my organisation works	1 2 3 4 5 6 7 8 9 10	
I think that people matter	1 2 3 4 5 6 7 8 9 10	
I think that we all need support at times	1 2 3 4 5 6 7 8 9 10	
I think that we can all succeed with the right support	1 2 3 4 5 6 7 8 9 10	
I like helping people to make progress	1 2 3 4 5 6 7 8 9 10	

Add anything which you consider to be essential but which does not seem to be addressed by the above statements.

Disagree

Agree

Result: If you scored 6–7 or higher, you are on your way to having the attributes of a successful mentor.

4. Is mentoring, in your opinion, an individual's experience with a mentor, or can groups be mentored?

With your HEI CoP

How did you score on the rating scale for a *good mentor*? Share your views of doing this exercise with others. You do not have to share your results with them of course, unless you want to. But ensure you discuss your experiences of being mentored and/or mentoring if you have had any. Make a point of finding out how mentoring as *support* is going to be given to you in this programme. Speak to your lecturer/s about this. Mentoring may be undertaken by specific people appointed to do this work. If this is the case, it is part of the operational design planned by your HEI provider. Much will depend, therefore, on where the site of your provider is situated and the practical and logistical issues they face as to who mentors you and how often you will meet.

Discussion of the activity

Mentoring is productive when it involves being in a relationship with a person you get on well with and with whom you identify. This relationship should involve:

- Listening on the part of both parties.
- Trust and confidentiality which often means it is best on a one-on-one basis.

It is possible you will find yourself in the situation of being a *mentee* in your role as a participant in the programme, and being a *mentor* in your role as a school leader. The former, as the recipient, is where you reap the benefit of having a mentor, whilst also having the opportunity to hopefully observe a role-model.

Activity 56b: What makes a *good mentor*?

Suggested time:

One and a half hours

Aim:

To identify the qualities that make a good mentor.

What you will do:

Individual activity

1. Rowley (1999: 20–22) identified the qualities of a good mentor. Tick the list below, if your qualities tie in

with this view. Note any additional information you feel you could incorporate into this list that relates to your own development. According to Rowley a good mentor is:

- Committed to the role of mentoring.
- Accepting of the other person.
- Effective in different interpersonal contexts.
- Good at providing instructional support.
- A model of continuous learning.
- Communicates hope and optimism.

2. What relationship is there from Rowley's indicators to your self-assessment above (Table 38)?

Mentoring requires that a mentor meets with you on a regular basis. Integrated into these meetings should perhaps be what Daresh (2003: 46–47) says mentors should do:

- Identify realistic achievable goals.
- Promote self-directed learning by:
 - Listening actively;
 - Helping mentees to understand the consequences of their actions;
 - Share experiences, especially mistakes to learn from;
 - Establish rules for engagement.
- Assist, guide and empower by offering relevant support, until it is not required.
- Summarise agreements.

Discussion of the activity

So far, you have covered the *good* points of mentoring. Unfortunately, not all mentors have the qualities that make for a good mentoring experience for a mentee. You might experience the opposite qualities of those you have just read about. This is where exercising your own agency [acting independently with confidence] is vital. If you find yourself in a situation where you have been assigned a mentor and, for whatever reasons, the relationship is not working for you, *you must discuss this with your service provider*. It also requires reflection on your part to identify exactly what aspects of the mentoring relationship are problematic. You may be fortunate and find the problems are easily put right.

Clutterbuck, writes extensively on mentoring and gives a light-hearted approach to these pitfalls by listing how to *not* to be a good mentor or a good mentee. <https://tinyurl.com/y72aye6j>

In this fun way, Clutterbuck shows us how *not to behave* in these roles. See if you recognise yourself in any of the habits he identifies.

With your HEI CoP

Look at the mentor's bad habits (according to Clutterbuck, 2013) and construct a list of positive behaviours you would hope to demonstrate as a mentor.

Twelve Habits of the Toxic Mentor

1. *Start from the point of view that you - from your vast experience and broader perspective - know better than the mentee what's in his or her interest.*
2. *Be determined to share your wisdom with them - whether they want it or not; remind them frequently how much they still have to learn.*
3. *Decide what you and the mentee will talk about and when; change dates and themes frequently to prevent complacency sneaking in.*
4. *Do most of the talking; check frequently that they are paying attention.*
5. *Make sure they understand how trivial their concerns are compared to the weighty issues you have to deal with.*
6. *Remind the mentee how fortunate they are to have your undivided attention.*
7. *Neither show nor admit any personal weaknesses; expect to be their role model in all aspects of career development and personal values.*
8. *Never ask them what they should expect of you - how would they know anyway?*
9. *Demonstrate how important and well connected you are by sharing confidential information they don't need (or want) to know.*
10. *Discourage any signs of levity or humour - this is a serious business and should be treated as such.*
11. *Take them to task when they don't follow your advice.*
12. *Never, never admit that this could be a learning experience for you, too.*

Now do the same activity as above with the bad mentee's habits and design a list reflecting good mentee's habits.

Twelve Habits of the Toxic Mentee

1. *Bring to the first formal meeting a long shopping list of things you want the mentor to do for you*
2. *Expect the mentor to be available for you, whenever you want them (heroes never need sleep!).*
3. *Regard the mentor as your prime source of gossip to pass on.*
4. *Expect the mentor always to have the answer - that's why they are more senior.*
5. *Expect the mentor to decide when to meet and what to talk about.*
6. *Boast about the relationship to your colleagues at every opportunity.*
7. *Never challenge what the mentor says - they are paid to know best.*
8. *Blame the mentor whenever advice doesn't work out - they should have known better.*
9. *Treat mentoring sessions as mobile - the easiest item in the diary to move at the last minute.*
10. *Enjoy the opportunity to have a good moan or whinge, whenever you meet - especially if no-*

one else will listen to you.

11. *Make it clear to the mentor that you want to be just like them - adopt their style of speaking, dress and posture.*
12. *Never commit to doing anything as a result of the mentoring session. If, by accident, you do, simply forget to follow the commitment up. (Why spoil the fun of discussion with outcomes?)*

Discussion of the activity

Discuss the list of positive habits you have compiled for a mentor and a mentee. You will at times find yourself in both positions and it is useful to consider what is a professional way of behaving in both situations.

In respect to the AdvDip (SLM), it may be difficult to find a mentor, or find the right mentor for you. The reality of the delivery of an off-campus part-time qualification is that distance may impact on the ability to provide sufficient one-on-one mentorship. This is where you need to be pro-active and locate someone experienced and wise that you respect from your school community or school district. E-mentoring is one way of overcoming barriers by using Skype or other media platforms. Having a safe sounding board is a very strong supportive mechanism to aid your growth and development. However, you may find you need other forms of support, for example, in more collaborative forums like a CoP. It is hoped, whatever your experience of mentoring as a *mentee*, it will enable you to make it part of your leadership and management practice as a *mentor*, in the staff development programme of your school.

Activity 57: Establish a Community of Practice

Suggested time:

30 minutes

Aim:

To understand how a collaborative forum can support your professional development.

What you will do:

Collaborative support can be in the form of like-minded groupings (such as student study groups) or CoPs. The former may formulate informally or formally, be of short or long-term duration to fulfil a function such as an assignment task, whilst the latter in this programme is a longer-term engagement and more formally related to your professional development. The AdvDip (SLM) promotes the formation of CoPs, however it is accepted participants may need additional forms of interaction with other types of support for other purposes.

Individual activity

You may already have decided with friends you have made on the programme, to get together expressly to address a collaborative assignment task or to discuss an assigned reading, etc. What have you considered to be the pros and cons in formulating this type of group? Think about:

- Who comprises this group and why?
- The logistics involved in organising it – travel, time, sessions, venue, catering, etc.
- Ask them their opinions when you next get together on the programme.

Discussion of the activity

Groups such as this typically involve a small number of members who meet to share information, knowledge, and expertise about a common interest. This type of environment offers an opportunity to engage in non-threatening discussion. It is an effective means of communication as it assists members' learning in a meaningful way because they generate energy, active participation, discipline, and commitment from the group members. All dynamics that are important criteria for learning.

It is well documented that learning occurs when peers get together to share experiences. Study groups for example, often get together to achieve a mutual goal, or provide a means of support that can be formally or informally constituted to fulfil an aim. They may form a group due to home or work proximity, or comprise of members occupying the same role. Groups can be led by a co-ordinator, can perhaps be on a rotational basis, and meet to discuss specific tasks, but they may also exist with no clearly defined leadership role.

The formation of COPs is an expectation of this programme (DBE, 2015b: 7), therefore they must be formally constituted. CoPs share a set of shared beliefs, values, goals and vision and are premised on collaboration, reflection and critical engagement for the purpose of professional development (Hord & Sommers, 2008, in Wylie & Silbert, 2018). Through participation members become competent in, and confident with, a shared knowledge base, using it to make and justify decisions, and becoming more autonomous and accountable at the same time (Brodie & Borko, 2016: 5).

Activity 58: The value of your membership in a community of practice

Suggested time:

One hour and thirty minutes

Aim:

The aim is to consider the value of a community of practice as a forum of support for school leaders and managers both as a participant on a development programme and in your school role in implementing a WPP.

What you will do:**Individual activity**

You have already come across CoPs in Units 1 and 3 of this module and should already be involved in interacting in an HEI and a school-based CoP, but perhaps it would be beneficial to think more about CoPs in terms of the support they offer as well as what you contribute to them. Read the extract below on the value of a CoP:

The role and contribution played by 'communities of practice' is relevant as they, according to Wenger (1998), 'give structure and meaning to their work, strengthen collective values as well as provide a safe environment to stimulate lateral thinking and creativity'. This means of communal learning differs from that of team work, which has rules and norms, is less dynamic, but more efficient with the project centre stage.

The CoP is contingent upon the simultaneous engagement of both a facilitator and peers with varying levels of experience. The role of the facilitator within the community of practice delineates the community of practice from that of a professional learning community (PLC). It is through this role that the facilitator's relevant expertise, knowledge and insights into good practices are imported into the community of practice (Probst & Borzillo, 2008).

A CoP needs to be understood with respect to the support systems it offers (Wenger, 1998: 46), how learning is translated into the workplace and why it is more effective than a hierarchy (Hargreaves & Fullan, 2009: 244). Hargreaves and Shirley (2009: 92) state it is in the using of quantifiable evidence and shared experience, to discuss issues and pronounce judgments on them, that relates to improvement. A CoP offers the opportunity of 'an indirect, lateral capacity-building powerful learning from peers' (Hargreaves & Fullan, 2009: 283), aspects of which may manifest via the group member in a particular manner specific to a context. (Adapted from Wylie & Silbert, 2018)

With your HEI CoP

1. Discuss:

- The uses and differences between the HEI and school-based CoP.
- The contribution to the development of others in both CoPs.
- Improvements to the CoPs. Think about the co-ordinator/facilitator, the number of members, the logistics and rules of engagement, etc.
- The types of agenda items in your school-based CoP.

2. Note any meaningful points to share in your school forum, e.g. with your school-based CoP.

Discussion of the activity

A CoP is recommended as a supportive mechanism for this programme, therefore it is hoped you are receptive to the experience of being a CoP member within two different communities: one an HEI community and the other a school-based community.

This will give you a more in-depth reflection on both your leadership and management practice, and that of others. In the references cited in the extract above, the CoP requires a facilitator. One could argue that that should not be a pre-requisite. In your situation, the CoP is mandatory and therefore requires co-ordination as to meeting times and dates, agenda, etc. which can involve leadership on a rotational basis or be guided by a facilitator designated by your programme provider.

Wylie and Silbert (2018), in looking at the purpose of a CoP, found that principals spoke of their experience of stress, exhaustion and isolation. This structural loneliness refers directly to the importance of *belonging* and conversely, to the negative impact of isolation for school leaders. Added to this were the socio-economic challenges of the communities in which their schools were located.

The purpose of the CoP in this instance became two-fold. First it provided a confidential and trusting forum for developing principals' leadership capacity. Second, the exchanges generated by participants with different levels of experience and expertise offered the opportunity to disrupt traditional practices by generating new practices. The idea that knowledge is co-constructed, situated within a specific context, and exists in multiple forms, suggests that processes of knowledge production take place by bringing together different perspectives, within the space created by the CoP.

You looked at setting up a CoP in Units 1 and 3 of this module. How did your HEI CoP and school-based CoP respond to the notion *before* setting up a CoP? You may have had differing views on the choice of (or necessity for) a facilitator, the maximum number of members (e.g. not too large, not too small for maximum participation), where it should be held (e.g. hosting at members' schools on rota system, etc.) and when (e.g. once a month after school, etc). Whatever the case, the logistics and rules of engagement should be agreed and workable for all the CoP members.

A CoP can provide the forum for sharing the trials and successes of the workplace projects, assignments, work challenges, etc. Significant is the focus on listening and learning from others' inputs on what can be done in a context. As the forum is confidential it leads to more open engagement. Evidence of what was initiated through a CoP, can give a record of change in a report or minute (See Template 16). If some CoP-generated advice is implemented, it can form part of the evidence from your WPP located in your PP.

Activity 59: The contribution of assessment to improved leadership and development

Suggested time:

45 minutes

Aim:

To demonstrate that assessment contributes to your leadership and management practice.

What you will do:

By the time you have reached this activity, you should have submitted an assignment for Unit 1 of this module and received feedback from a marker. Refer to the timeline in the overview of Part 2 of this module to make sure you are on track. You may also have had a school visit from an assessor, to verify, for example, your proposal for a workplace project. Both types of submissions should have resulted in feedback

containing comments/recommendations to support your development on perhaps, an assignment, your proposal, a site visit, etc.

Individual activity

Use an actual assessment of your work that was returned to you and consider:

- What were your initial feelings about the comments/recommendations that were made? Why did you feel this way?
- Do you consider the response to have been a fair one? Why or why not?
- Re-read the comments noting what you did well, and where you need to develop. Write down what you have already done, what you aim to do. Also write down areas in which you may need some assistance.
- What is your plan of action? What do you plan to do next?

Discussion of the activity

In a professional development qualification, the purpose of formative assessment is to support your continuous improvement over the duration of the programme. To do this you will be assessed mainly through the evidence you present on your WPP and your module assignments. You probably read the feedback you received immediately. However, if the feedback was not as good as you had expected and you were upset about it, it is often useful to put the assignment aside and go back to it after a week or two. If you wait a bit, you will then see the feedback from a more objective perspective and not react so emotionally, and accept that the aim of feedback from an assessor is developmental, which means its purpose is to support your learning.

Taking note of the assessor's comments and implementing their recommendations into your practice provides a benchmark on your present status. It offers you information on what you should do to reach the next level. As you work through the programme, and reflect on your journey, you will be able to determine the progress you have made in your leadership and management practices. The record of this should also be in your Learning Journal and Reflective Commentaries.

Activity 60: Consider your development beyond the AdvDip (SLM) Programme.

Suggested time:

One hour

Aim:

As you near the end of the programme the aim of this activity is to draw up a plan for your future personal, professional and organisational development.

What you will do:

Do you think you have developed into a reflective practitioner? Did you write in your Learning Journal, blog and complete Reflective Commentaries throughout the duration of the programme?

As you near the end of this part of your learning journey, you need to think about your ongoing development. Reflect on your original learning goals and describe what you have learnt as well as how that learning has been directly applied to your school context. This should include your learning from both a theoretical and practical perspective, and a reflection on your personal, professional and school's organisational development.

Individual activity

In the table below:

1. Set down your original learning goals for your PPODP.
2. Reflect on these goals and write some brief notes on what you have achieved this far.
3. Consider what the next steps in your learning journey will be and why.

Table 39: Reflection on the Personal, Professional and Organisational Development Plan

My original Personal, Professional and Organisational Development Plan
Personal development goal:
Professional development goal:
Organisational development goal:
Reflection on these goals – <i>Where am I?</i>
Reflection on my new goals – <i>Where to next?</i>

4. Use this reflection to create a new PPODP for *after* you have completed the AdvDip (SLM) programme (Template 17)

Discussion of the activity

Your future PPODP provides the final entry in your PP and you are now ready to submit your exit requirement of the programme. The PPODP should also be reflective of your QMS.

Activity 61: Reflection on this unit

Suggested time:
45 minutes

Aim:
To reflect on your learning in this unit and the module.

What you will do:

Individual activity

Think about and reflect on the keys points below.

Key points

1. Your current school management and leadership practices in terms of a transformative and contextualised understanding of management, leadership and governance.
2. An evaluation of your management and leadership practices against given criteria for personal, professional and organisation development (using the tool of a Personal, Professional and Organisational Development Plan).
3. A reflection on school improvement and your WPP outcomes, as to making appropriate decisions on areas in which further development was necessary to effect further school improvement.

In conclusion

In reaching this point you have come to the end of your time as a participant on the programme.

It is hoped that you enjoyed your AdvDip (SLM) journey of professional development, and that you will continue to reap the rewards of your learning in your career in leadership and management.

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Appendices

Appendix 1: SAQA NQF Level 7 descriptors

(Source: http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf)

- a. Scope of knowledge, in respect of which a learner is able to demonstrate, integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.
- c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.
- d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.
- e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.
- f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.
- g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.
- h. Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system bound, and does not occur in isolation.
- i. Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.
- j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.

Appendix 2: Writing a Reflective Commentary

(Source: Amended from Saddington, T. & Wylie, J. 2014. Writing a Reflective Commentary. ACE SL course handout. School of Education, University of Cape Town)

Note: You are reminded that Units 2, 3 and 4 of Module 1: Professional Portfolio and Workplace Project are undertaken simultaneously. This means the process of reflection and reflective writing is covered in Unit 1 and Unit 4 before you reach the stage of writing a Reflective Commentary in Unit 2.

One of the key pieces of work for your Professional Portfolio (PP) is the Reflective Commentary. You are required to write a Reflective Commentary on completion of each of your modules and your Workplace Project (WPP).

Reflective writing is the first step in this process. As you read and reflect on your Learning Journal entries, you gain insights on your learning and its application to your school context. Your Reflective Commentary describes your learning journey. It integrates with the theoretical underpinnings of the programme that link your module readings to your personal, professional and organisational insights and their application to the school context.

1. A Reflective Commentary offers a means of supplying evidence of your achievement by:
 - Identifying and solving problems in which your responses display that responsible decisions using critical and creative thinking have been made.
 - Collecting, analysing, organising and critically evaluating information.
 - Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
 - Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
 - Contributing to the full personal development of yourself and the social and economic development of the society at large as well as your school community.
 - Providing a valuable resource for assessment.
 - Affording a unique opportunity to follow your own learning and growth during the timeframe of the programme.
 - Assisting an assessor in determining your development.
2. Write your Reflective Commentary by providing:
 - A short introduction which informs the reader what you are reflecting on.
 - A story of your learning.
 - Information on the application of your learnings in the school context.
 - Results of your attempts to implement your learnings into your context.
 - Conclusions you can draw on about these learnings in your context.
 - Insights into areas for both your, and your school's development.

Appendix 3: Principles and methods of assessment

(Source: Amended from SAQA, 2015: 14–15; Siebörger, 2004: 21–23)

Principles of assessment

Assessments must be *fair*: The assessment must provide all learners with an equal and fair opportunity to demonstrate their competence. It should not favour any learner, nor should it be biased against any learner. Examples: The description of the assessment process is clear, transparent and available to all learners. Appeal mechanisms are available to learners who feel that the assessments were not fair. It may be necessary to use different assessment strategies for different learners, for example, a learner who is blind or dyslexic or unable to write.

Assessments must be *reliable*: Reliability in assessment is about consistency. Every time the assessment is conducted or the assessment instrument is used, it must assess the same outcomes at the same level. Examples: The same or similar conditions prevail each time the assessment is administered, and the same or similar procedures, methods and instruments are used.

Assessments must be *valid*: The assessment must measure what it purports to assess. This means that the exam or competence demonstration must *test* what it is supposed to test. Examples: Assessment procedures, methods, instruments and materials are appropriate for what is being assessed. The outcomes being assessed are clearly stated and the assessment remains focused on assessing those outcomes.

Assessments must be *relevant*: Assessments must take into consideration, the available financial resources, facilities, equipment and time and must be designed to accommodate these. Examples: Assessment procedures are manageable and time-efficient. The cost of the assessment is realistic in terms of the scope of the assessment, for example the assessor doesn't take a full day to assess a two-day programme.

Methods of assessment

Baseline assessment: The purpose is to determine the level at which the participant can function to be able to pitch the learning at the correct level for the participant to progress from.

Diagnostic assessment: Diagnostic assessment is usually conducted before teaching or training starts, for the purposes of identifying participants' strengths and weaknesses, in order to use the associated information for the purposes of creating suitable learning environments.

Formative assessment: The purpose is to determine the progress the participant has made towards the outcomes. It is assessment designed to feed into further learning and is very important for the learning process. A range of formal, non-formal, and informal *formative* assessment procedures are used to focus teaching and learning to improve success. When formative assessment is formal, results are recorded and count towards promotion marks. Formative assessment includes, amongst other aspects:

- Verbal educator-learner interaction with individual learners, groups of learners or whole classes – noting that in some contexts learners feel more comfortable interacting with educators when in small groups; in other contexts, participants can handle one-on-one interaction with educators.
- Demonstrations with or without commentary.
- Feedback on partly or fully completed work.
- Elaboration of assessment criteria through verbal, visual (seen), aural (heard) or demonstration/ simulation means.
- Dynamic assessment, the kind of assessment which consciously seeks to consolidate existing learning to build further learning. It can take the form of test-teach-test methods with the giving of feedback, and other forms. The giving of feedback based on learning observed is central. Dynamic assessment seeks to assess change in amount or quality of learning after mediated instruction has taken place. It needs an intensive interactive relationship between educators and learners, and respectful educator-learner relationships.

Summative assessment: The purpose is to determine whether the learner has achieved the outcomes specified for the whole programme or parts thereof. Assessment is conducted at the end of sections of learning or whole learning programmes, to evaluate learning related to a specific qualification, part-qualification, or professional designation. Summative assessment of learning usually has as its aim the evaluation and/or the certification of learning that has already taken place, and the extent to which this learning has been successful. Summative assessment is usually formal.

Continuous assessment: Assessment which takes place throughout the period of learning. The continuous updating of assessments of the performance of a participant; learning with frequent pauses for assessment.

Integrated assessment: This is not really a type of assessment, but a way of conducting assessment. Integrated assessments are deliberately structured to assess the ability of the participant, to integrate different parts of a module or programme and to demonstrate understanding of the interrelationships. Integrated assessment is particularly valuable for enabling participants to demonstrate applied competence. Both formative and summative assessments can be conducted in an integrated way. Integrated assessment is a holistic set of assessment tasks needed for a qualification, part-qualification or professional designation. Integrated assessment could consist of written assessment of theory together with a practical demonstration of competence; where a participant's conceptual understanding of something is evaluated through the approach in applying it practically. The intention is to assess participants in the modes in which they are expected to display specific competencies.

Appendix 4: Analytic rubric for assessing the Professional Portfolio

Critical Thinking

This entails being aware of one's thinking as you perform tasks and using that awareness to monitor and direct what you are doing. It involves making critical choices concerning what to believe or what to do. This also refers to such basic mental tasks as comparing, classifying, predicting, problem solving and decision-making that involves a variable but predictable sequence of thinking skills underpinned by constant critique of what is.

Level 1: Minimal Achievement	Level 2: Rudimentary Achievement	Level 3: Commendable Achievement	Level 4: Superior Achievement	Level 5: Exceptional Achievement
<ul style="list-style-type: none"> • Demonstrates little understanding and only limited comprehension of scope of problem or issues. • Employs only the most basic parts of information provided. • Mixes fact and opinion in developing a viewpoint. • States conclusion after hasty or cursory look at only one or two pieces of information. • Does not consider consequences. 	<ul style="list-style-type: none"> • Demonstrates only a very general understanding of scope of problem. • Focuses on a single issue. • Employs only the information provided. • May include opinion as well as fact in developing a position. • States conclusion after limited examination of evidence with little concern for consequences. 	<ul style="list-style-type: none"> • Demonstrates a general understanding of scope of problem and more than one of the issues involved. • Employs the main points of information from the documents and at least one general idea from personal knowledge to develop a position. • Builds conclusion on examination of information and some considerations of consequences. 	<ul style="list-style-type: none"> • Demonstrates clear understanding of scope of problem and at least two central issues. • Uses the main points of information from the documents and personal knowledge that is relevant and consistent in developing a position. • Builds conclusion on examination of the major evidence. • Considers at least one alternative action and the possible consequences. 	<ul style="list-style-type: none"> • Demonstrates a clear, accurate understanding of the scope of the problem and the ramifications of the issues involved. • Employs all information from the documents and extensive personal knowledge that is factually relevant, accurate and consistent in the development of a position. • Bases conclusion on a thorough examination of the evidence, and exploration of reasonable alternatives, and an evaluation of consequences.

Communication of ideas

This describes how effectively the learner can communicate (represent using any of a variety of media) his or her solution and the thinking and the processes behind it.

Level 1: Minimal Achievement	Level 2: Rudimentary Achievement	Level 3: Commendable Achievement	Level 4: Superior Achievement	Level 5: Exceptional Achievement
<ul style="list-style-type: none"> • Position is vague. • Presentation is brief and includes unrelated general statements. • Overall view of their development is not clear. • Statements tend to wander or ramble. 	<ul style="list-style-type: none"> • Presents general and indefinite position. Only minimal organisation in presentation. • Uses generalities to support position. • Emphasises only one issue. • Considers only one aspect of their development. 	<ul style="list-style-type: none"> • Takes a definite but general position. • Presents a somewhat organised argument. • Uses general terms with limited evidence that may not be totally accurate. • Deals with a limited number of issues. • Views their development within a somewhat limited range. 	<ul style="list-style-type: none"> • Takes a clear position. • Presents an organised argument with perhaps only minor errors in the supporting evidence. • Deals with the major issues and shows some understanding of relationships. • Gives consideration to examination of more than one aspect of their development. 	<ul style="list-style-type: none"> • Takes a strong, well-defined position. • Presents a well-organised, persuasive argument with accurate supporting evidence. • Deals with all significant issues and demonstrates a depth of understanding of important relationships. • Examines their development from several positions.

Knowledge of portfolio development

This describes the extent to which the learner has sufficient knowledge and the ability to find appropriate information.

Level 1: Minimal Achievement	Level 2: Rudimentary Achievement	Level 3: Commendable Achievement	Level 4: Superior Achievement	Level 5: Exceptional Achievement
<ul style="list-style-type: none"> Reiterates one or two facts without complete accuracy. Deals only briefly and vaguely with concepts or the issues concerning demonstrating understanding of the portfolio as a flexible assessment instrument in SA. Barely indicates any previous IQMS knowledge. Relies heavily on the information provided. 	<ul style="list-style-type: none"> Provides only basic facts with only some degree of accuracy. Refers to information to explain at least one issue or concept concerning the portfolio as a flexible assessment instrument in SA in general terms. Limited use of previous IQMS knowledge without complete accuracy. Major reliance on the information provided. 	<ul style="list-style-type: none"> Relates only major facts to the basic issues with a fair degree of accuracy. Analyses information to explain at least one issue or concept concerning the portfolio as a flexible assessment instrument in SA with substantive support. Uses general ideas from previous IQMS knowledge with fair degree of accuracy. 	<ul style="list-style-type: none"> Offers accurate analysis of the documents. Provides facts to relate to the major issues involved in demonstrating understanding of the portfolio as a flexible assessment instrument in S.A. Uses previous general IQMS knowledge to examine issues involved. 	<ul style="list-style-type: none"> Offers accurate analysis of the information and issues. Provides a variety of facts to explore major and minor issues and concepts involved in demonstrating understanding of the portfolio as a flexible assessment instrument in SA. Extensively uses previous IQMS knowledge to provide an in-depth understanding of the developmental appraisal strategy and to relate it to past and possible future situations.

Observation

This describes the extent to which the learner identifies something as a problem and becomes engaged in solving it

Level 1: Minimal Achievement	Level 2: Rudimentary Achievement	Level 3: Commendable Achievement	Level 4: Superior Achievement	Level 5: Exceptional Achievement
<ul style="list-style-type: none"> Observational procedures and reporting do not follow prescribed method. One inference/ conclusion is reported and supported by data. Recording of observational reflections have been largely ignored. Portfolios are undeveloped and unorganised. 	<ul style="list-style-type: none"> Observational procedures and reporting show some evidence that prescribed method was followed. Some of the reported inferences/ conclusions are supported by data. The learner seems unsure about what to look for. Includes minimal, if any, reflections. Does not develop or organise their portfolios completely. Presents incomplete information with few or no supporting details. 	<ul style="list-style-type: none"> Most observational procedures and reporting show evidence that prescribed method was followed. About half of the inferences/ conclusions reported are supported by data. Includes general reflections. Develops and organises their observations in a basic way. Presents sufficient information supported by basic details. 	<ul style="list-style-type: none"> Almost all observational procedures and reporting show evidence that prescribed method was followed. Most of the inferences/ conclusions reported are supported by data. Includes reflections that are specific and generally relevant. Develops and organises their observations in a generally focused and complete manner. Presents complete information supported by basic details. 	<ul style="list-style-type: none"> All observational procedures and reporting show evidence that prescribed method was followed. Observational criticism is clearly stated and is based on supportive examples. Observations are insightful and based on careful analysis and observation. Includes reflections that are specific (who, what, where, when, why, how) and consistently relevant. Develops and organises their observations in a clearly focused, complete and creative manner. Presents complete information that is enhanced by precise and appropriate details.

Reflection

This refers to any reflexive thinking i.e. thinking before, during and after any process, performance, product or presentation.

Level 1: Minimal Achievement	Level 2: Rudimentary Achievement	Level 3: Commendable Achievement	Level 4: Superior Achievement	Level 5: Exceptional Achievement
<ul style="list-style-type: none"> • Self-reflective statements, if present, add little to clarify organisation or explain learning achievements. • Simply a container of work or assessments, without an attempt on the part of the learner to provide organisation. • There is no attempt by the learner to make a coherent statement about what learning has taken place. • The learner's understanding of the task is minimal. • The portfolio is about "collecting what the assessor asks for". 	<ul style="list-style-type: none"> • Includes minimal reflections on learning achievements. • At this point in the development of the portfolio there is insufficient information or organisation to characterise the portfolio as either a story of learning or a portrait of the learner as manager leader. • Learners may not be able to verbalize the reasons, even as they reflect on their choices, but the reviewer may be able to recognize a relationship between some exhibits or infer the reasons. • For the learner, the portfolio was built by following instructions. • There may be evidence that the learner had some insight into the assessor's purposes. 	<ul style="list-style-type: none"> • Includes general reflections on learning achievements. • In the process of becoming a story of the learner as manager and leader. • There is evidence of ownership as the learner displays a personal investment in selecting and explaining the content. • There is a sense of intentionality controlling some of the learner's choices. It is possible to distinguish other stakeholders' goals from the learner's or to recognise instances when they overlap. • The portfolio may be created for others to assess, but there is also evidence of self-assessment. 	<ul style="list-style-type: none"> • Includes reflections on learning achievements that are specific and generally relevant. • The learner's authorial voice is always present. • Tells a coherent story of the learner as a reflective manager and leader. • There are relationships between one part of the portfolio and another. • There is an awareness of the perspectives of other stakeholders and the learner's self-assessment has been enhanced by this knowledge. • Evidence of self-reflection adds information to the presentation. 	<ul style="list-style-type: none"> • Includes reflections on learning achievement that are specific (who, what, where, when, why, how) and consistently relevant. • When reviewing the portfolio, outsiders get the feeling they really know the person whose achievement is depicted there, and have a fair understanding of how the learning came about. • All the parts of the portfolio bear a clear relationship to each other and to a central purpose. • A reviewer can look at the portfolio and easily understand how the judgments about the learner came to be made and the degree to which different stakeholders would agree.

Application

This describes the extent to which the learner knows and uses appropriate problem solving strategies

Level 1: Minimal Achievement	Level 2: Rudimentary Achievement	Level 3: Commendable Achievement	Level 4: Superior Achievement	Level 5: Exceptional Achievement
<ul style="list-style-type: none"> No evidence of planning personal and organisational growth OR Evidence of a very limited ability to plan personal and organisational growth. Evidence of a very limited ability to record observations, experiences, ideas, information and insights that are relevant to the task. Little evidence of the needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management. Writing is not original; copies the ideas of others. 	<ul style="list-style-type: none"> Does not develop or organise a personal and organisational growth plan completely. Presents incomplete information with few or no supporting details. Evidence of a basic ability to record some of the following: observations, experiences, ideas, information and insights that are relevant to the task. The learner includes a few needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management. Shows little or no awareness of the audience. 	<ul style="list-style-type: none"> Develops and organises a simple personal and organisational growth plan in a basic way. Evidence of a competent ability to record observations, experiences, ideas, information and insights that are relevant to the task. The learner includes many of the needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management. Work is accurate, neat, and complete. Ideas have been organised. 	<ul style="list-style-type: none"> Develops and organises the development of a personal and organisational growth plan in a generally focused and complete manner. Evidence of a confident ability to record observations, experiences, ideas, information and insights that are relevant to the task. The learner includes most of the needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management. Effectively presents self and ideas to outside reviewer. 	<ul style="list-style-type: none"> Develops and organises the development of a personal and organisational growth plan in a clearly focused, complete and creative manner. Evidence of innovative choices and divergent approaches, and an outstanding ability to record observations, experiences, ideas, information and insights that are relevant to the task. The learner includes a wealth of the needed techniques (CVs, SWOT Analyses, historical content, self-reflective diary, samples of course activities, interviews, observations, reports and situation analysis) for ensuring effective development of a portfolio to reflect own management.

APPLICATION

Level 1: Minimal Achievement	Level 2: Rudimentary Achievement	Level 3: Commendable Achievement	Level 4: Superior Achievement	Level 5: Exceptional Achievement
<ul style="list-style-type: none"> • OR Writing contains so many errors in language use that reading is difficult to understand. • Minimally completes the task with fragmented results– may need redirection in the future. 	<ul style="list-style-type: none"> • Ideas are presented in a disorganised way. • Work lacks accuracy and completeness; appearance interferes with communication of ideas. • Partially completes the task with minimal or perfunctory effort. 	<ul style="list-style-type: none"> • Writing contains few language errors; ideas are not difficult to understand. • Substantially completes the task, with some ideas or concepts missing. 	<ul style="list-style-type: none"> • Writing is original. • Writing is clear and organised. • Work is accurate and complete: appearance helps the communication of ideas. • Completes the task in an incisive and thorough manner. 	<ul style="list-style-type: none"> • Self and ideas “come alive” to outside reviewer. • Writing is original and may be creative. • Writing is clear and well organised throughout portfolio. • Writing is almost free of language errors and is easy to understand. • Makes fulfilment of the task a creative expression.

(Source: DBE, 2009: 81–85)

Appendix 5: Rating scale for levels of competence

(Source: Amended from Wylie, J. 2014. ACE SL Portfolio of Evidence course handout. School of Education, University of Cape Town)

The analytic rubric for assessing the Professional Portfolio (PP) relates to the NQF level of the programme and a 5-point rating scale determines the level of competence. An assessor will assess evidence against the specific outcomes (SOs) and the assessment criteria (ACs) of the programme. These reflect the knowledge, skills, values and attitudes expected to be demonstrated in the assignments and the implementation of the Workplace Project (WPP). An agreement should be reached between the assessor and the learner on the level of competence. This serves as a benchmark for continuing development. Re-assessment is based on improvement of a level by submitting supportive evidence. Below is an example of how competency levels may be allocated.

Level of competence	Descriptor
1	Minimal: The level of achievement still does not meet the minimum expectation. Supportive intervention is required.
2	Rudimentary: The level of achievement is generally below par. Development is required.
3	Commendable: There is evidence that approximately half the maximum expectation has been met. Acceptable achievement but there is still room for further development and improvement.
4	Superior: Achievement is higher than average but is yet to achieve excellence.
5	Exceptional: Achievement is exceptional and exceeds all expectations. On-going development remains the goal.

Appendix 6: Project planning to project completion

(Source: See end of appendix for resources)

A project requires a clear project focus and target, with a project manager to oversee its various stages and activities. Practical advice is given below, on the stages from project planning to project completion, to assist you in implementing your Workplace Project (WPP).

Planning your Workplace Project

In planning your WPP, work backwards from the WPP aim, to identify all the things that need to be put in place and completed. Start by brainstorming ideas with your WPP team to identify most of the points and issues. Put these in order of WPP roll-out for the duration of the project with responsibility/accountability factored in for the project team. The activities must address the reason for the WPP and look at issues of capacity of staff, their knowledge, types of feedback and follow up on agreements reached, etc.

Timing is important as you must be realistic and undertake the WPP at the right time in the right place. Think about short-term crisis management over long-term sustainability in your WPP. Most projects come in late, so don't plan for over-ambitious deadlines and account for lateness in each stage of the project. If you have been given a fixed deadline, plan to meet it earlier, and work back from that earlier date.

To plan effectively you need an Action Plan, which will indicate the order and relative importance of the WPP activities. Some activities may appear insignificant, yet exert influence over the progress of more focal activities so be alert to this.

A Gantt chart is a useful tool in the management of the WPP as it depicts blocks of activities over time in one document. You can construct a Gantt chart using Excel or a similar spreadsheet. Every activity has a separate line and time-line. This time-line covers the duration of the WPP. The example below shows minutes, but normally you would use weeks, or for longer projects, months. You can colour code the time blocks to denote type of activity (e.g. intense, directly managed, delegated and left to run, etc.). You can schedule review and break points. At the end of each line you can show as many cost columns for the activities as you need.

Activity	Time – minutes	Cost	
		Cap	Rev
Prepare ingredients			8
Prepare equipment			5
Assemble crockery, utensils			8
Warm plates			5
Grill bacon		3	8
Grill tomatoes		2	7
Lay table			3
Fry sausages		4	6
Toast bread		2	3
Fry eggs		3	2
Serve			3
Total costs		14	58

Figure 1: Example of a Gantt chart

(Source: Khulisa Management Services, 2004)

A Gantt chart like the one above can be used to keep track of progress for each activity, and how the costs of the project are running. You can move the time blocks around to report on actuals versus planned, to re-schedule, and to create new plan updates. Cost columns can show planned, actuals and variances, as well as calculate whatever totals, averages, ratios, etc. you need. Gantt charts are the most flexible and useful of all project management tools, but remember they do not show the importance and inter-dependence of related parallel activities, and they won't show the necessity to complete one task before another can begin.

Uses of a Gantt chart are:

- To visualise planning (one-stop-shop);
- To document and monitor progress;
- To establish whether *on track*;
- To review project phases and make changes, where necessary colour in blocks for projection and insert date when activity completes;
- Constant data collection; methods of gathering information;
- Learner opinion/performance; link to assessment;
- Checking assumptions;
- Quality of intervention;
- Monitoring tools;
- Team efficacy, e.g. delegation, quality assurance;
- Communication with stakeholders.

Project planning and reporting

Financial planning

For any projects involving financial transactions, you need a spreadsheet to plan and report planned and actual expenditure. Use Excel to put together a basic financial plan. This is a key function of project management, and if you can't manage the financial processes yourself, you need to be able to rely on a member of your team to do so. The spreadsheet should enable you to plan, administer and report on the detailed finances of your project. This requires a record of income and expenditure. Projects develop problems if there is non- or late payment, and becomes a primary cause of dissatisfaction. Remember to set an amount aside for 'contingencies', as you will need it.

The project team

Another important part of the planning stage is the selection of a WPP team. Take great care, especially if you have team-members imposed on you by the project brief. Selecting and gaining commitment from the best team members, is crucial to the quality of the WPP and the ease with which you manage it. Generally, try to establish your team as soon as possible, to maximise their ownership, buy-in and contribution to the WPP. Be wary of appointing people before you are sure how good they are, or until they clearly understand and accept what the project is setting out to do. Some of the most valuable team members are advisors, mentors and helpers, who want nothing more than to be involved and a few words of thanks. Project management can be a lonely business so get some help from good people you can trust. The table below shows some of the people who might be stakeholders in your project:

Table 1: Stakeholders of a project

School governing body	District	Government
School management team	Community forums	Trade unions
Staff members	Parent	Media
Your team members	Faith-based organisations	Interest groups
Learners	Civic organisations	The public

Someone's position on the grid below is an indicator of the actions you should take with them. Insert their names in the relevant box to determine for yourself how much effort/engagement from your side will be required to keep your project on track.

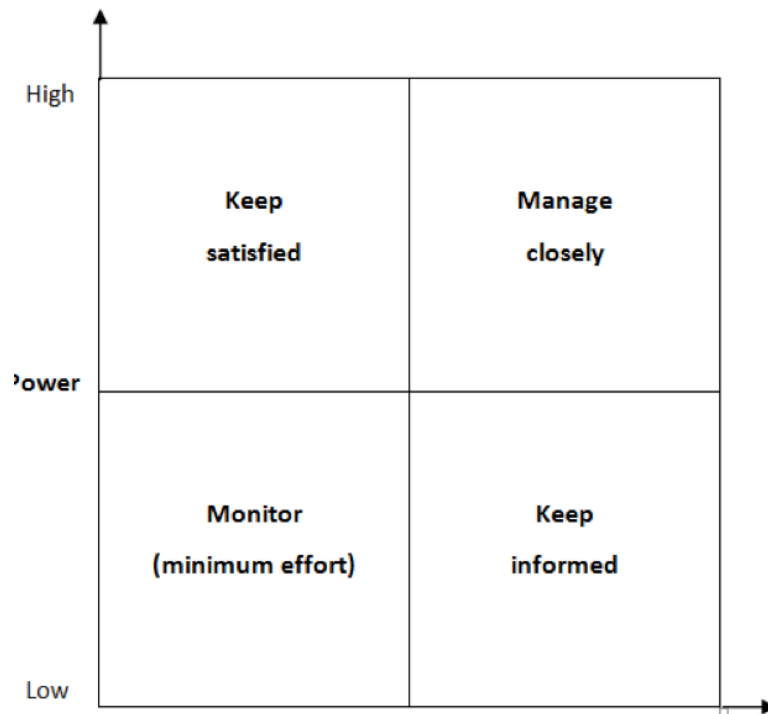


Figure 2: Power/interest grid

(Source: Khulisa Management Services, 2004)

1. *High power, interested people:* People you must fully engage with, and make the greatest efforts to satisfy.
2. *High power, less interested people:* Put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.
3. *Low power, interested people:* Keep these people adequately informed, and talk to them to ensure that no major issues are arising. These people can often be very helpful with the detail of your project.
4. *Low power, less interested people:* Again, monitor these people, but do not bore them with excessive communication.

Communicate the project plan to your team

This serves two purposes: it informs people what's happening, and it obtains essential support, agreement and commitment. If your WPP is complex, involve the team in the planning process to ensure buy-in, ownership, and accountability. Your project will also benefit from input and consultation from relevant people at an early stage.

Agree and delegate project actions

The WPP plan will have identified those responsible for each activity. Activities need to be very clearly described, including all relevant timescales, costs, and deliverables. Use the SMART acronym to help you delegate tasks properly. When delegated tasks fail this is typically because they have not been explained clearly, agreed with the other person, or supported and checked while in progress. Share the full plan with the team, but don't issue all the tasks unless the recipients are capable of their own forward-planning. Longer projects need to be planned in more detail, and great care must be taken in delegating and supporting them. Don't delegate anything unless it passes the SMART test.

Manage, motivate, inform, encourage, enable the WPP team

Manage the team and activities by meeting, communicating, supporting, and helping with decisions (but not making them for people who can make them for themselves). One of the challenges for a project manager is deciding how much freedom to give each delegated activity. Tight parameters and lots of checking are necessary for inexperienced people who like clear instructions, but this approach does not work with experienced, entrepreneurial and creative people. They need a wider brief, more freedom, and less checking. Manage these people by the results they get. Look out for differences in personality and working styles in your team. They can get in the way of understanding and co-operation. Your role here is to enable and translate. Face to face meetings, when you bring team members together, are generally the best way to avoid issues with relationships. Communicate progress and successes regularly to everyone. Give the people in your team the plaudits, particularly when someone high up expresses satisfaction.

Monitoring the implementation of a project

Implementation of a project is when the project plan is put into action. This is when your WPP gets fully operational. It is the time when the WPP activities take place with the recipients of the project. As soon as this stage is underway, the activities must be monitored:

Monitoring is the systematic process of collecting, analyzing and using information to track a programme or project's progress toward reaching its objectives and to guide management decisions. It focuses on processes, such as, when and where activities occur, who delivers them, and how many people they reach. Monitoring is conducted when the programme or project has begun and continues throughout the period of delivery. (Adapted from Gage & Dunn, 2009; Frankel & Gage, 2007).

Monitoring is at the centre of a project. This is where data collection takes place about the implementation activities of the project. This can be done in many ways: observations, interviews, questionnaires, focus group discussions, analysis, feedback in project meetings, reviews, etc. At the start of the project we predict what should happen (SMART Results & Planning). In monitoring we record what really happened and report on it. Be aware early on in the project what will be monitored, how it will be monitored and how often it will be monitored.

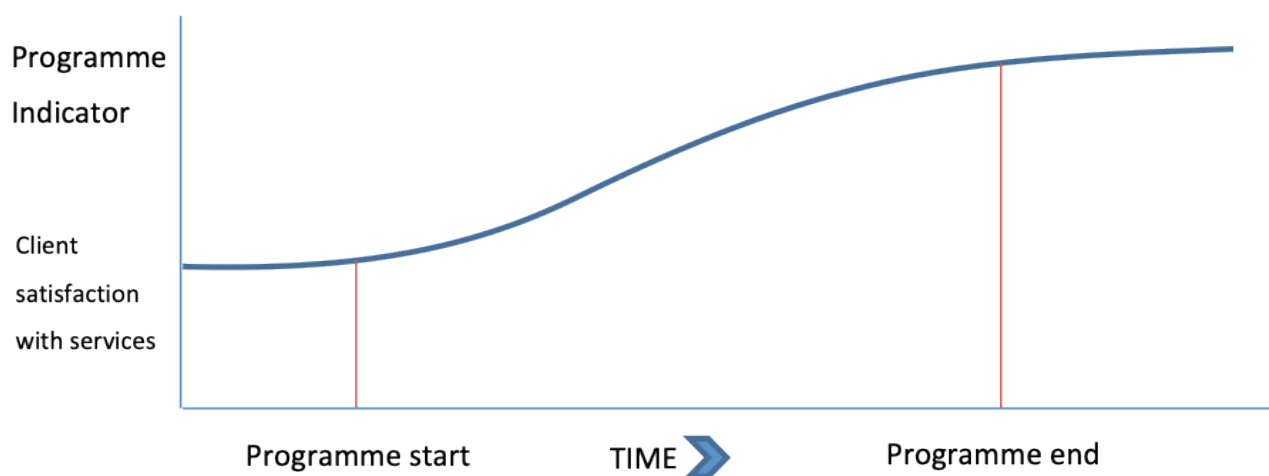


Figure 3: Illustration of programme monitoring

(Adapted from Gage and Dunn, 2009; Frankel and Gage, 2007)

Evaluating a project

Evaluation is the systematic assessment of a programme or project's performance. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes and impacts), processes, contextual factors and causality, to understand achievements or the lack of them. Evaluation aims to determine the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the interventions to the results achieved. (Adapted from Gage & Dunn, 2009; Frankel & Gage, 2007).

An evaluation looks at the impact a project has made in a specific context. It is expected to provide evidence-based information that is credible, reliable and useful. The findings, recommendations and lessons of an evaluation should be used to inform the future decision-making processes relating to the project.

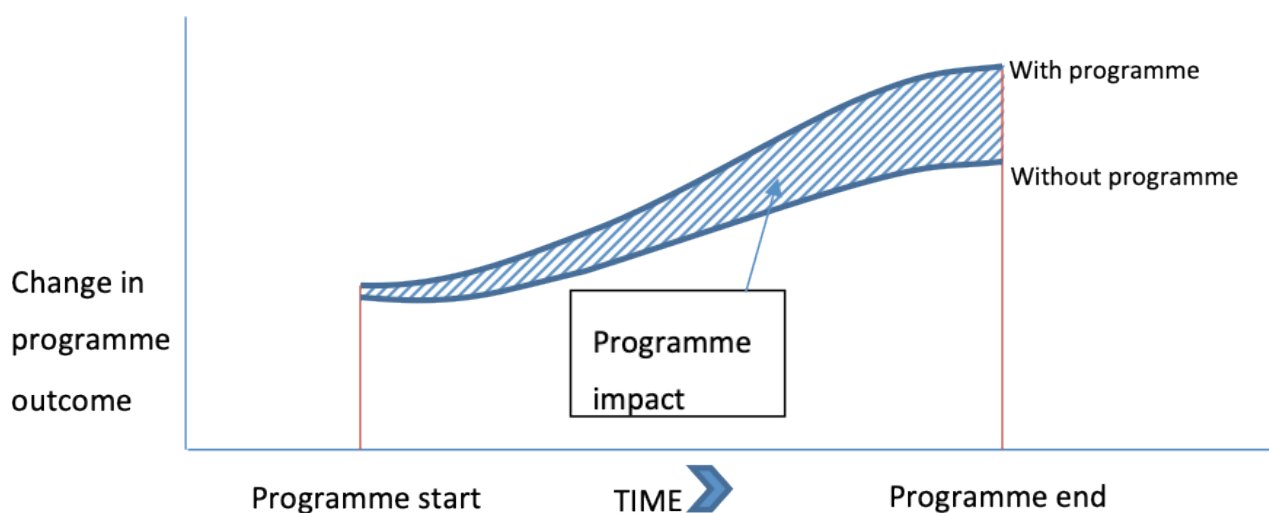


Figure 4: Illustration of programme impact

(Adapted from Gage and Dunn, 2009; Frankel and Gage, 2007)

Monitoring the delivery of a project, and the evaluation that follows, takes place on many different levels. This depends on the goals and objectives of the project, the scope of activities and the activities being designed or implemented. Report on your evaluation results using your monitoring instruments as reference. For example:

- Compare progress by reviewing plans (the normative) against the results (the actual).
- Review changes made to the original plans.
- Brainstorm next steps and make recommendations.

Check the progress of activities against the plan. Review performance regularly and at the stipulated review points, and confirm the validity and relevance of the remainder of the plan. Adjust the plan if necessary, due to performance, changing circumstances, and new information, but remain on track and within the original terms of reference. Be sure to use transparent, pre-agreed measurements when judging performance, which shows how essential it is to have these measures in place and clearly agreed *before* the task begins. Identify, agree and delegate new actions as appropriate. Inform team members and those in authority about developments, clearly, concisely and in writing. Plan team review meetings. Stick to the monitoring systems you established. Probe the apparent situations to get at the real facts and figures. Examine causes and learn

from mistakes. Identify reliable advisors and experts in the team and use them. Keep talking to people, and make yourself available to all. At the end of your successful project hold a review with the team. Ensure you understand what happened and why. Reflect on any failures and mistakes positively, objectively, and without allocating personal blame. Reflect on successes gratefully and realistically. Write a review report, and make observations and recommendations about follow up issues and priorities – there will be plenty.

Resources

This appendix has been adapted from the following resources:

Frankel, N. & Gage, A. 2007. *M&E fundamentals: a self-guided minicourse*. Chapel Hill, NC.: MEASURE Evaluation.

Gage, A. & Dunn, M. 2009. *Monitoring and evaluating gender-based violence prevention and mitigation programs*. Washington DC: U.S. Agency for International Development, MEASURE Evaluation, Interagency Gender Working Group.

Khulisa Management Services. 2004. Project management. Course reading 3. Project management course. Cape Town, Johannesburg: Khulisa Management Services.

Appendix 7: Winning support for your Workplace Project

(Source: Khulisa Management Services. 2004. Stakeholder analysis. Course reading 3. Project management course. Cape Town, Johannesburg)

Stakeholder management is an important discipline that successful people use to win support from others. It will help you ensure that your project succeeds where others fail. There are two major elements to stakeholder management: stakeholder analysis and stakeholder planning. Stakeholder analysis is the technique used to identify the key people who must be won over. Stakeholder planning then builds the support that helps you succeed.

The benefits of using a stakeholder-based approach are that you:

- Use the opinions of the most powerful stakeholders to shape your project at an early stage. Not only does this make it more likely that they will support you, their input can also improve the quality of your project.
- Gain the support of powerful stakeholders – this can be in the form of resource provision which may give your project a better chance of success.
- Communicate with stakeholders early, and often, to ensure they know what you are doing and fully understand the benefits of your Workplace Project (WPP). This means they can support you actively and periodically when necessary.
- Anticipate what people's reaction to your WPP may be, and build into your plan the actions that will win their support.

Stakeholder analysis

Identify your stakeholders

The first step in your stakeholder analysis is to brainstorm who your stakeholders are. As part of this, think of all the people who are affected by your work, who have influence or power over it, or have an interest in its successful or unsuccessful conclusion. Remember stakeholders may be both organisations and people and you must make sure you identify the correct individual stakeholders within a stakeholder organisation.

Prioritise your stakeholders

You may have a long list of people and organisations that are affected by your work. Some of these may have the power either to block or advance it. Some may be interested in what you are doing, while others may not care. For example, your line manager is likely to have high power and influence over your WPP and high interest. Your family may have high interest, but are unlikely to have power over it.

Understand your key stakeholders

You need to know more about your key stakeholders – how they are likely to feel about, and react to, your project, how best to engage them in your project, and how best to communicate with them. Key questions that can help you understand your stakeholders are:

- What interest do they have in the outcome of your work? Is it positive or negative?
- What motivates them most of all?
- What information do they want from you?
- How do they want to receive information from you? What is the best way of communicating your message to them?
- What is their current opinion of your work? Is it based on good information?
- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders?
- If they are not likely to be positive, what will win them around to support your project?
- If you don't think you will be able to win them around, how will you manage their opposition?
- Who else might be influenced by their opinions? Do these people become stakeholders?

A good way of answering these questions is to talk to your stakeholders directly. People are often quite open about their views, and asking people's opinions is often the first step in building a successful relationship with them. Your understanding of the stakeholders expected to be blockers or critics, and those likely to be advocates and supporters of your project is important. As your WPP gets underway it will affect these people. Stakeholder management is the process by which you identify your key stakeholders and win their support.

Appendix 8: The Workplace Project steps explained

(Source: Wylie, J. 2014. The project steps explained. UCT ACE SL course handout. School of Education, University of Cape Town)

Under each of the seven steps of the project action plan outlined below, you need to indicate all your project activities.

Step 1: Getting people on board

The best way to ensure the success of a project at your school is to get everyone involved. If everyone takes part in deciding on the new approach, they will be much more committed to making it work. The first step in the process is to get the *buy-in* of everyone who has a vested interest or a stake in your school project by presenting them with valid information. School stakeholders often include:

- The school governing body;
- The principal and school management team;
- Teachers;
- Non-teaching staff;
- Learners;
- Parents or care-givers of learners;
- The community.

Some, or even all, of these groups will make up your project team.

Step 2: Assessing your current situation

The second step before progressing with the project is to re-examine the present status of the situation that requires the intervention. You may need to incorporate changes or progress that has been made since you developed your proposal. Information is the key to this step in the process and it is important to communicate it in a way that makes it easy for all stakeholders to understand and discuss. Here you also need to consider those who will be working with you to deliver the project (the project team) and how to make best use of their abilities to ensure success.

Step 3: Creating an implementation plan

Step 3 in the process is to collaborate with your project team in how you collectively intend to implement the project. This planning can seem a challenging task as there will be differing views to consider, but the sharing and communication will ensure everyone is clear on the process. Working together to plan a project can create a momentum that contributes to a spirit of cooperation. If this planning process goes well it will create your expectations for the successful delivery of your project.

Step 4: Testing your project interventions in practice

Now you need to start to bring about the change you wish to see so that these expectations can be met. The strategies contained in your implementation plan should relate to your project proposal and focus on addressing the real needs you have already identified. In this phase of the project you must remember to monitor and record progress continuously.

Step 5: Keeping everyone informed

As the implementation plan unfolds at your school it is critical you keep all your stakeholders interested, informed and committed to the process. With proper planning and co-ordination, you should be able to report confidently on progress.

Step 6: Evaluating your impact

In evaluating the impact of your project, you may find that your plan did not bring the results you hoped for. It is critical to look back and identify what you have learned by asking the hard questions related to tackling this challenge at your school. The value here lies in having as open a discussion and reflection as often as possible. You could consider:

- Project team contribution.
- Stakeholder participation and commitment.
- Reconsider of priorities: Correct selection/too few or too many?
- How well you achieved your goals.
- Goals you were unable to achieve, discuss the obstacles you came up against.
- Evaluate your strategies: even if you had the right priorities and goals, you might have chosen poor strategies to achieve change. Explore why some things worked and other did not.

Step 7: Revising your plan

When people have worked together on a project they need to realise that no project remains static and that every project benefits from being reviewed and improved. In this way the project can evolve, often into a new project. The key insight of this step is that it is an on-going activity as there is no end to the process of school improvement. You do not need to revise your entire approach every year but may only need to adjust or amend it. The 7-step process allows you to install processes and structures that can be revisited in a cycle.

Remember not to lose sight of what it is you are setting out to achieve. Keep reflecting on your project with your team to justify that you are addressing *exactly* what is required to eliminate the problem you have identified requiring attention in your school.

Appendix 9: Exemplar of a Gantt chart

(Source: Wylie, J. 2005. Human Rights project report. Management of Schools Training Programmes. Cape Town: MSTP)

Human Rights Project: Phase 3 Action Research: GANTT CHART 3

Activity	Start	Finish	Account Responsible	Dates														
				F	M	A	M	J	J	A	S	O	N	D				
1 Preparation and Planning	01/06	02/06	JW/KN															
2 Implementation strategies (2005) in schools	01/06	30/04	KN															
3 Collection an collation of information	01/13	30/04	JW/KN															
4 School information sharing sessions	01/04	31/10	KN															
5 Support to schools from SGB/SMT/RCL/District	01/14	05/12	JW/KN															
6 Continued information collection and QA	01/05	30/09	JW/KN															
7 Analysis of data	01/08	30/10	NN/JW															
8 School findings and evaluation	01/10	30/11	NN/JW															
9 Development of model	01/11	15/11	JW															
10 Reports and recommendation to Department	01/12	15/12	JW/GC															
11 Working with NGOs	01/08	15/12	NN/JW															
12 Advocacy campaign/ Working with NGOs	01/08	15/12	JW															
13 Donor reports	01/12	15/12	JW															

Team members

Project manager: JW

Field worker: KN

Researcher: NN

Research Co-ordinator: EN

Finances: GC

Admin: KJ

Risk Description	Risk Solution
District support to schools	Letter from District Manager to EDOs and schools
DoE support to project	Monthly feedback at DoE monthly management meetings
District training in membership	Institution for Education leadership commitment
Principals leadership & management in schools	Dept. to provide funding for the programme
Implementation in schools	Documentation and sharing of findings
Accountability	Designated feedback role of staff in schools

Appendix 10: Writing your Workplace Project report

(Source: Amended from Wylie, J. & Saddington, T. 2014. Writing your Workplace Project report. ACE SL course handout. School of Education, University of Cape Town)

A project report is expected to detail the process undertaken from the start of your Workplace Project (WPP) to its present status. It is a critical reflection on the highs and lows experienced in initiating, implementing, monitoring the implementation of, and evaluating on, your project.

Length of the Workplace Project report

In *telling the story* of your project, the length of the report could be around 8–10 pages. You need to write this in a clear and logical way always remembering your reader may not know anything about your project. It should detail what has been achieved using tables, diagrams and other means to make it interesting and informative. Your report needs to describe your leadership and management of the project in your school.

Format of the Workplace Project report

Start with an introduction that explains to the reader what the WPP report is about and how you went about it. Next write a paragraph on each of the project stages that details the steps you followed. Each stage could be about half a page in length. Do not forget a conclusion that indicates the report has come to an end (See Unit 1 appendices on writing assignments to assist you with this).

Workplace Project report headings

Remember to use headings in your report as it will assist you to focus on each section. It is a good idea to use the headings in your action plan and/or Gantt Chart. You could add challenges, successes and recommendations to take the project forward to a new stage. The headings could look something like this:

- Introduction
- Rationale for the project
- Buy-in to the project
- Design of the project
- The project team
- Planning the project
- Monitoring the implementation of the project
- Impact of the project (Evaluation)
- Challenges and successes
- Recommendations
- Conclusion

You should write about what you did, why you did it and what happened, as a result. Comment on what you found useful in leading and managing the project and what if anything you could take forward into a new phase. Describe the changes that occurred in your school as well as the lessons learnt and adjustments you will make either in the next cycle of this project or in another one you initiate.

Appendix 11: Introductions

(Source: The Writing Centre. 2016. Introductions and conclusions: what needs to be in them. Handout. The Writing Centre: University of Cape Town)

What needs to be in them?

There is no simple recipe for writing introductions to assignments or reports. But here are some guidelines. You can use your introduction to:

- Set the context – give some history or background (let the reader know who, what, when, where, why).
- Define some important terms. This works especially for new terms that are relevant to the topic, that the reader may not understand.
- Raise a question that you will answer in the report.
- Briefly state the main headings to be covered in your report.
- Attract your reader's attention by telling them what will follow.
- State your approach or position (theory of change) on the project.

You can make your introduction more interesting by including:

- A quotation.
- An anecdote.
- An interesting fact (a statistic for instance).
- A definition.

Appendix 12: Conclusions

(Source: The Writing Centre. 2016. Introductions and conclusions: what needs to be in them. Handout. The Writing Centre: University of Cape Town)

What needs to be in them?

In your conclusion, you can:

- Refer to the project title and/or the introduction, to outline the project's theory of change.
- Explain the importance of what the project set out to achieve.
- Point out the project's limitations – what you have not been able to cover in the project.
- Look to the future and suggest a good step to take next.
- End with a suggestion that involves the readers in the next move (stakeholders).
- End with a quotation that neatly sums up your argument.
- If adopting any of these suggestions, do so quietly. The aim is not to write a grand finale, but to complete or round out your report in a satisfactory way.

Avoid:

- Just writing a summary of your work.
- Saying *In conclusion...*
- Introducing a new idea.
- Apologising.

Appendix 13: Examples of possible Workplace Project evidence for the Professional Portfolio

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence seminar. ACE SL course handout. School of Education, University of Cape Town)

Workplace Project	Workplace Project evidence into the Professional Portfolio
Conceptualisation	Situational analysis and/or marked assignment, assessor verification
	Analysis of results and/or marked assignment, assessor verification
	Discussion around project proposal (minutes of project meeting)
	Draft proposal with proposal comments/recommendations
	Final proposal approval
Get people on board	Discussion with project team around <i>buy-in</i> (minutes of project meeting)
	Minutes of meeting with project team
Assess your current situation (check still in line with proposal)	Presentation to stakeholders
	Record of changes to situational analysis and/or results
Create an implementation plan	Action plan
	Gantt chart
Keep everyone informed	Updated Gantt chart
	Status reports
Test your strategies (Interventions) in practice	Monitoring reports
	Moderation reports
Evaluate your impact	Quality assurance session report
	Project findings/recommendations to project team, stakeholders
Revise your plan/Reflection	Workplace Project report
	Workplace Project Reflective Commentary
	Organisation development plan/link to School Improvement Plan
	Conceptualisation of further project/s emanating from project findings/recommendations in final Workplace Project report

Appendix 14: Learning Journals

(Source: Kerka, S. 2002. Journal writing as an adult learning tool. *Practice Application Brief*, 22: 1–5; Saddington, T. 2007. ACE SL course handout. School of Education, University of Cape Town)

A journal is a crucible for processing the raw material of experience, in order to integrate it with existing knowledge and create new meaning (Kerka, 1996). The journal holds experience as a puzzle frame holds its pieces. The writer begins to recognise the pieces that fit together and, like the detective, sees the picture evolve (Williamson, 1997 in Saddington, T. 2007).

What is a Learning Journal?

A Learning Journal is a written record of your observations, reflections and learnings about some teaching/ learning focus. The word *journal* comes from the French word for *journey*; a journal is a record of your journey of learning and discovery as you study.

A Learning Journal consists of the writer's personal thoughts, opinions and feelings – reflections on what you have done, how you have done it and how you feel about it. At the heart of learning through journal writing is reflection, the process of exploring events or issues and accompanying thoughts and emotions. Reflection is a strategy for *thinking about your thinking*, to build self-awareness. Reflection can help you better understand your taken-for-granted life experiences, including your studies. For journals to succeed as a learning tool, participants must make a commitment to sustained engagement in the reflective learning process.

What is the purpose of a Learning Journal?

There are many good reasons for keeping a Learning Journal. Among the many purposes for journal writing are the following:

- To break habitual ways of thinking.
- To enhance the development of reflective judgment and metacognition.
- To increase awareness of knowledge.
- To increase awareness of how you learn – what helps you and what does not.
- To facilitate self-exploration and personal growth.
- To work out solutions to problems.

Another reason is that you will understand new information and ideas better when you think and write about it in such a way that you connect it to what you already know, and to your life experience. Reflecting and writing about new ideas will also help you to clarify your thoughts and make the work more meaningful to you. Journal writing can also help you to develop your thoughts and arguments, as well as your observation and critical thinking skills. By practising writing in your journal, in a freer, less formal and less stressful way, you can improve your writing skills and become a more confident writer. This will help you to perform better

in writing tasks you might need to do (e.g. your assignments and the portfolio). Finally, your Learning Journal can act as a resource you can refer to when writing.

What do I write in a Learning Journal?

Keep a Learning Journal during your studies. You will need it as a way of reflecting on your situation and for assisting you with your assignments, developing your portfolio, your mentoring sessions, etc. Some things to record are:

- Honest and thoughtful comments which reflect your individual observations and responses. You are the main audience of your journal writings, so think of it as a way of talking to yourself.
- Observations about your learning – anything you notice about the way you learn things.
- Questions, concerns, comments or criticisms about your studies – anything you are confused about, fascinated with, or want to challenge.
- Carefully thought out responses to questions which arise for you during your studies.
- Your reflections on the suggested activities in the modules.
- Your ideas and opinions about what you are studying, and how it relates to your experience.
- Your feelings about the courses you do – what excites, interests, frustrates or worries you.
- Anything you want to write about, related to your studies.

When you reflect on an event that was significant for you, you need to include a sufficiently detailed picture of the event to allow for reflection. You should include the following components:

- A description of *what happened* including where it happened, who was involved, the events and circumstances that led to the event. The challenge is to convey the essentials concisely, including the activities and conversations of those involved, what you said and did and what the outcomes were in terms of decisions you made, conclusions reached, agreements, disagreements, etc.
- An exploration of *your own thoughts, feelings, assumptions, beliefs, values and attitudes during the event*. Consider what you were thinking and feeling, what assumptions you were making, and what beliefs and values were being challenged or affirmed.
- Think back on the event, as to *your intentions*. Why did you act as you did and what did you want to accomplish? Evaluate the effectiveness of your actions and behaviour.
- Describe *what you learned from the event*. What was positive or negative about it? What were the implications of the event for you and for others?
- *What would you do differently?* Why would you want this to be different? How could you act and behave differently to achieve your intentions in similar situations in future?
- *What theories, ideas, concepts and insights gained from your learning have you applied or should have applied in the situation?* How could you use these to better effect or modify them to make them more useful?
- *How does what you have learned from this event relate to other events* you have written about in your journal? What themes and similarities do you notice? What differences and contrasts can you see and how do these similarities and differences affect your view of your own development? How has your insight been deepened? How has your perspective been changed? What have you appreciated about your and others' actions and behaviour? What has been the impact of this?

The types of reflective entries you might write include ones that are:

- *Descriptive* – What happened.
- *Metacognitive* – Your thoughts, feelings, assumptions, beliefs, values and attitudes.
- *Analytic* – The reasoning and thinking behind the action.
- *Evaluative* – positive or negative and the consequences.
- *Reconstructive* – Changes that might be made and the plans for future actions.

How to keep a Learning Journal

You can use any format you like to write in your *Learning Journal* because it is your personal record. You may write using normal paragraphs, or point form, or experiment with drawings or poems. The more you write, the more writing practice you get! However you choose to record your reflections, they should make sense and be legible, to enable you to re-read and understand them later.

It is best to write in your journal when your thoughts and perceptions are fresh in your mind. Try to make a regular time for this activity. For it to be a worthwhile practice, write entries in your Learning Journal regularly and often. Set aside time to sit quietly and reflect on events that have occurred to allow you to apply what you have learnt. Obviously, you cannot note down everything that happened so begin by thinking over, for example, your day, or an event in your day. What do you remember that was significant? Why would you remember this instead of other things? What made this significant? Recall what you enjoyed and what you were less happy or surprised about.

Try to take time periodically to look back at your earlier entries to reflect on your learning. Link your journal entries to the unfolding story of your own growth and the development. Links can be people who appear in more than one entry, patterns of behaviour (yours and theirs) that result from their presence, themes such as challenges that repeatedly crop up, situations you keep finding yourself involved in. For example, you might find yourself in repeated situations with the same person, and you have similar feelings each time it occurs. Or it could be that a regular meeting shows a pattern of the way decisions affect you and other people. Such patterns of behaviours are something to think about, as initially they may not be obvious, but exert an influence on your life.

Remember to maximise your learning, you need to reflect on what you have written. Reflection is *making sense* of your experiences and thoughts, to allow you to learn and apply new learning. You don't need to share what you write, although you may find you want to share some of your reflections with others.

Who am I and who am I becoming?

As a first step to journaling, reflect and respond to these three questions:

1. PAST reflection: What factors (circumstances and people) contributed to making you the person you are?
2. PRESENT reflection: How do you see yourself now? Reflect on your strengths and weaknesses.
3. FUTURE reflection: How do you see yourself in the future? Reflect on your goals, values and commitments as to what you would change. What barriers will you have to overcome to achieve your goals?

Appendix 15: Reflective Commentary

(Source: Amended from Saddington, T. & Wylie, J. 2014. Writing a Reflective Commentary. ACE SL course handout. School of Education, University of Cape Town)

One of the key pieces of work for your portfolio is the Reflective Commentary. Your reflective writing is the first step in this process. As you read what you have written, you should be able to see more clearly what you have been learning during the year and how you have been applying these learnings. This is particularly true for the Workplace Project (WPP), where your reflection will lead you into learnings about project management and other areas such as how people learn, etc.

Your Reflective Commentary portrays your *learning journey* and integrates with the theoretical underpinnings of the programme as it relates to the programme material. In writing, focus on your learning in relation to the self, the task, and the impact of the task.

Your reflective writing forms a record of your experiences of leading and managing in the school context that includes your WPP, the work done in your contact sessions, and the ways in which you have applied your learnings.

A Reflective Commentary is:

1. A means of supplying evidence of your achievement by:
 - Identifying and solving problems in which your responses display that responsible decisions using critical and creative thinking have been made.
 - Collecting, analysing, organising and critically evaluating information.
 - Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
 - Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
 - Contributing to the full personal development of yourself and the social and economic development of the society at large, and in your school community.
2. A valuable resource for assessment by:
 - Offering a unique opportunity to follow your own learning and growth during the programme.
 - Assisting a mentor and assessor in determining your development.

Guidelines in writing a Reflective Commentary for your Workplace Project

Your Reflective Commentary for your WPP should include:

- A short introduction which informs the reader what you are reflecting on.
- A *story of your learning* in the planning, implementation and completion of your work-based project.
- The application of these learnings in your school context.

- The result of your attempts to use these new learnings in your context.
- Conclusions you can draw about these learnings and their application.
- What you believe you still need to learn about developing and implementing work-based projects in the school context.

Guidelines in writing a Reflective Commentary for your Personal, Professional and Organisational Development Plan

Your Reflective Commentary for your PPODP should address the following:

- What were your personal and professional learning goals at the beginning of the year/programme? Reflect on your development towards attaining each of these goals.
- Describe your organisational goals with respect to your school at the beginning of the programme. Reflect on the steps towards attaining each of these goals.
- What was the most significant contribution from the programme this year to your development as a leader and manager?
- What did you learn the most from undertaking the WPP?
- What other ways did you apply your learning directly to your school context?

From this reflection, you will be able to adjust/amend the areas for personal, professional and organisational growth for the following year, and going forward on completion of the programme. These include development actions to improve yourself, the management team, the staff, and generally to improve the management and leadership of your school.

Appendix 16: The Personal, Professional and Organisational Development Plan

(Source: Department of Education, 2008a)

The process of designing and engaging with your Personal, Professional and Organisational Development Plan (PPODP) allows you to:

- Outline your educational development including achievements and challenges.
- Develop your own goals for personal, professional and organisational development.
- Reflect on your development with a focus on the application of: course learning to your context, your Workplace Project, and your ability to lead and manage a school.

Your PPODP provides the logical extension of your Learning Journal. You should have started to use a journal in Unit 1 to record many development areas, in terms of your own development, as well as actions to improve the way in which your school is managed. The purpose of this type of growth plan is to describe what you plan to do to address identified development areas. These would include actions to improve yourself, your management team, your staff, and generally to improve the management and leadership of your school. Read more about the connection between the benefit of reflection or the development of a PPODP in the following extract:

You will reflect upon the data to devise a personalised plan for your professional growth. The personal, professional and organisational development plan follows a self-assessment that is based upon personal values and professional goals.

This begins by reflecting upon the meaning of effective leadership in a school community and what might provide evidence of this. The gap between what effective leadership looks like, and what actual evidence exists, forms the basis for the development plan.

It is more accurate to refer to this as a process rather than a product. In other words, the reflection and development of your portfolio is a process for devising and continually revising your plan of professional development that is grounded in evidence. (Amended from DoE, 2008a: 62)

The development of your portfolio provides a reference point in your continuous development and lifelong learning journey, especially in implementing your PPODP. For example, if you need to develop a procedure for improving organisational systems in your school you could refer to a similar procedure that you covered in this programme.

Both your portfolio and your PPODP should be viewed as living documents, with the latter used as an instrument in your personal development and school improvement actions, even after completion of the programme. You will have spent considerable time and energy developing it, and if you did it well it could serve as a valuable reference in the key areas of school leadership and management.

Appendix 17: Exemplar of a Personal, Professional and Organisational Development Plan (PPODP)

(Source: Amended from Wylie, J. 2014. ACE SL course hand-outs. School of Education, University of Cape Town)

Specific outcome – Professional: Effectively chair and manage meetings

Assessment criteria	Status	Evidence	Comment
Ability to construct clear and ordered agendas to guide meetings	Achieved	SMT meeting agendas x 3	Clear logical agendas with timeframes included
		Internal email to members	Mail sent timeously with previous minutes included
Ability to chair meetings in a way that facilitates discussion and achieves goal of meetings	Partially achieved	Mentor report of meeting	Meeting started on time, but some SMT members straggle in late with no apology
			Report indicates there is still a tendency to be instructional and not allow managers opportunity to voice qualified opinions
Ability to resolve issues and conflicts in meetings	Not achieved	Mentor report of meeting	Adherence to timeframes
			Issues are not resolved in a manner that indicates participation; there has been improvement, but this professional relationship building is one for serious reflection to work on for optimum SMT participation and team cohesion
Ability to develop staff to write clear and accurate minutes	Partially achieved	Allocation schedule	SMT member appointed per quarter to take minutes
		Design of action minute template	Principal reads draft minutes (on template), suggests edits, and signs off final copy
		Edit of minutes (x 3) to compare against final	

Templates

Template 1: AdvDip (SLM) exit level outcomes

The core learning outcomes of the modules are integrated into the exit level outcomes, which must be achieved to be awarded the qualification. The table below illustrates how the NQF Level 7 descriptors link to the modules and the outcomes. You can use this to keep a record of when you achieved the ELO's.

The programme is developmental therefore you may request to be re-assessed when you can provide evidence of attaining a higher level of competency.

Exit level outcomes	NQF Level 7 descriptors	Modules	Programme specific outcomes	Assessment date	Level	Re-assessment date
1. Demonstrate a sound knowledge of policy and legislation that frames best practice in school leadership and management in SA, whilst locating, arguing for and contesting bodies of knowledge.	a, b	Module 1 Module 3 Module 6 Module 7	1 2 4 1 & 5			
2. 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.	j, e	Module 1 Module 3 Module 6 Module 7	2 2 3 & 5 2			
3. 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.	i, a, g, i	Module 1 Module 2 Module 3 Module 4 Module 5	3 1 1 1 & 6 1			

Exit level outcomes	NQF Level 7 descriptors	Modules	Programme specific outcomes	Assessment date	Level	Re-assessment date
4. Gather, validate, critically reflect 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.	a, b, c, d, f, h	Module 1 Module 3 Module 4 Module 5 Module 7	1, 2, 3 3 1 1 5			
5. 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.	d, e, i,	Module 1 Module 2 Module 3 Module 4 Module 7	2 & 3 2 2 3 & 5 3 & 4			
6. 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.	a, e, j	Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7	1, 2 2 2 1 2 1, 2, 3, 4 & 5 2 & 3			
7. 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.	a, d, f, g	Module 1 Module 3 Module 2 Module 4	2 2 2 3 & 4			

Exit level outcomes	NQF Level 7 descriptors	Modules	Programme specific outcomes	Assessment date	Level Re-assessment date	Level
8. 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.	e, a	Module 1	1 & 2			
		Module 2	1			
		Module 3	2			
		Module 4	1, 5 & 6			
		Module 5	1			
		Module 6	1, 2, 3 & 4			
		Module 7	1, 2, 3, 4 & 5			
9. Communicate effectively and clearly with all school stakeholders across a range of issues and circumstances by using arguments and rationale effectively.	g, b, f,	Module 1	2			
		Module 3	2			
		Module 4	3 & 6			
		Module 5	1 & 2			
		Module 7	3 & 4			

Template 2: Illustrative portfolio assessment matrix

(Source: DBE, 2015: 40–43)

The Professional Portfolio (PP) brings together the Workplace Project (WPP) and additional information that you may wish to offer regarding your competence as school leaders and managers. The following matrix identifies the core learning outcomes of the programme for which there must be evidence of this competence. Assessment criteria specific to the outcomes of each of the programme's modules is covered by that content. However, a complete programme pack of outcomes and assessment criteria is available in this template section as you may find you have acquired evidence before undertaking a module that you wish to record. This should further assist you in the selection of the evidence you present to your assessor.

Learning outcome	Candidate's evidence from assignments	Verified by: Candidate's evidence from portfolio activities	Verified by: Candidate's evidence from Workplace Project
Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world.			
Make an assessment of own abilities in leadership and management, in terms of current notions of competence and relevance in South Africa in relation to leadership and management.			
Demonstrate the personal and professional competencies, qualities and attributes necessary for effective leadership and management of teaching and learning.			
Understand and be able to apply relevant technical, pedagogic content knowledge in the design, implementation and evaluation of teaching and learning and the organisation of the school environment.			

Learning outcome	Candidate's evidence from assignments	Verified by: evidence from portfolio activities	Candidate's evidence from Workplace Project	Verified by:
Demonstrate the personal and professional qualities necessary for effective leadership and management of extra-curricular and co-curricular activities.				
Manage the planning and implementation and monitoring/ evaluation of extra-curricular and co-curricular activities to ensure quality learning for all in the context of national, provincial and school policy.				
Demonstrate sound understanding of the theories and models for leading and managing self and others.				
Demonstrate the personal qualities necessary for effective leadership and management of people.				
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.				
Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.				
Create an environment conducive to collective bargaining, collaboration and negotiation.				
Understand schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school.				
Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community.				
Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset.				
Demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems, including ICT, and financial and physical resources.				

Learning outcome	Candidate's evidence from assignments	Verified by: evidence from portfolio activities	Verified by: Candidate's evidence from Workplace Project	Verified by:
Implement, evaluate and maintain and improve organisational systems for the school where possible making use of appropriate information and communication technology ICT.				
Lead and manage the physical and financial resources of the school in a transparent and accountable way.				
Understand and be able to apply relevant content knowledge and skills in the management of organisational systems, ICT and physical and financial resources.				
Create, manage, innovate, and sustain appropriate systems and procedures to enhance a caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organised.				
Demonstrate a sound understanding of the overall contemporary policy context applicable to schooling in South Africa.				
Demonstrate the personal qualities necessary for effective management of legislative mandates, policy, planning, school development and governance.				
Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.				
Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community and the department.				
Understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.				

Template 3: Assessment of evidence presented for Module 1: Professional Portfolio and Workplace Project

NB: In your Professional Portfolio insert a similar completed template for each AdvDip (SLM) module with relevant specific outcomes and assessment criteria.

Specific outcomes	Level	Assessment criteria	Evidence presented	Comment on quality of evidence
SO 1: Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world (the outcome that is introduced here should be elaborated on further in the introduction to each subsequent module of the programme).		AC 1: Demonstrate understanding of the principles and values informing educational transformation in South Africa and how these create challenges for the leadership, management and governance of schools.		
		AC 2: Demonstrate a sound understanding of the nature and purpose of educational leadership, management and governance both generally and in the context of a changing South Africa, with reference to appropriate policy and theory.		

Specific outcomes	Level	Assessment criteria	Evidence presented	Comment on quality of evidence
SO 2: Plan, justify, execute and evaluate a workplace project aimed at school improvement.		AC 3: Practise evidence-based decision-making informed by evidence-based inquiry. AC 1: Candidates propose, plan, implement, evaluate and document a workplace project and can explain their decisions and actions, with reference to appropriate theory, policy and evidence from practice.		
SO 3: Make an assessment of own abilities in leadership and management in terms of current notions of competence and relevance in South Africa in relation to leadership and management.		AC 1: Describe own current school management and leadership practices in terms of a transformative and contextualised understanding of management, leadership and governance. AC 2: Evaluate own management and leadership practices against given criteria. AC 3: Reflect on evaluation results and decide on areas in which further development is necessary.		

Assessor:

Participant:

Date:

TEMPLATE 3: ASSESSMENT OF EVIDENCE PRESENTED FOR MODULE 1: PROFESSIONAL PORTFOLIO AND WORKPLACE PROJECT

Candidate comment on:		
Quality of experience		Outcome of assessment
Assessor comment on:		
Level of competence		Expectations for next assessment
Overall rating		

Template 4: Assignment summary

Module title	Assignment title	Assignment result	Course result
Example: <i>Leading and managing teaching and learning in the school</i>	For example: 1. A culture of teaching and learning in my school		
	2. An analysis of data to improve learner performance in my school		

Template 5: Professional Portfolio progress report

(Source: Amended from Wylie, J. & Saddington, T. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

Listed below are the sections of your Professional Portfolio (PP). Tick off each item you already have in your portfolio and comment on each section. Refer to your plan to complete outstanding items.

Professional Portfolio item	✓
1. Professional Portfolio cover sheet	
2. Declaration of own work	
3. Table of contents	
4. Assessor report with recommendations	
5. Exit level outcomes	
Comment on this section:	

Section 1: The baseline: *Where am I? Where am I going?*

Professional Portfolio item	✓
1. Personal, Professional and Organisational Development Plan	
– Self-reflection	
– School-reflection: situational analysis	
Comments:	

Section 2: Applied competence

What will I do? What have I done? What have I learned?

Workplace Project	✓
1. Workplace Project confirmed with action plan and Gantt chart	
2. Workplace Project status report	
3. Workplace Project final report	
Comments:	
Evidence of self-development	
1. Evidence instrument based on Personal, Professional and Organisational Development Plan (PPODP)	
2. Evidence of knowledge (e.g. assignments)	
3. Evidence of competence (e.g. per outcome per module)	
4. Evidence of critical reflection (e.g. Reflective Commentaries)	
Comments:	
Final comments on your progress and plan for completion of your Professional Portfolio:	

Template 6: Professional Portfolio checklist

(Source: Amended from Wylie, J. & Saddington, T. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

Name:

Initial pages in Professional Portfolio

	✓
1. Professional Portfolio cover sheet	
2. Declaration of own work	
3. Table of contents	
4. Assessor final report (with recommendations)	

Section 1: The Baseline: *Where am I? Where am I going?*

	✓
1. Personal, Professional and Organisational Development Plan	
2. Self-reflection	
3. School-reflection (including situational analysis)	
4. Assessor verification of school situation	

Section 2: Workplace Project: *What will I do? What have I done? What have I learned?*

	✓
1. Workplace Project proposal	
2. Report on project	
3. Assessor report on site-visit	
4. Reflective Commentary	

Section 3: Applied competence: *What have I learned?*

Evidence of self-developmet	✓
1. Evidence instrument based on own personal, professional and organisational development organisation plan (PPODP)	
2. Evidence of competence	

Evidence of knowledge gained	✓
1. Evidence instrument for results of module assignments	

Evidence of applied competence

Module 2	✓
1. Evidence instrument based on specific outcomes	
2. Evidence of competence	
3. Reflective Commentary	

Module 3	✓
1. Evidence instrument based on specific outcomes	
2. Evidence of competence	
3. Reflective Commentary	

Module 4	✓
1. Evidence instrument based on specific outcomes	
2. Evidence of competence	
3. Reflective Commentary	

Module 5	✓
1. Evidence instrument based on specific outcomes	
2. Evidence of competence	
3. Reflective Commentary	

Module 6	✓
1. Evidence instrument based on specific outcomes	
2. Evidence of competence	
3. Reflective Commentary	

Module 7	✓
1. Evidence instrument based on specific outcomes	
2. Evidence of competence	
3. Reflective Commentary	

Section 4: Final reflection

Overall Reflective Commentary on Personal, Professional and Organisational Development Plan

Where have I been? Where am I going to next?

	✓
Reflection on my learning goals that formed my original PPODP	
My PPODP for myself and my school after completion of the AdvDip (SLM) programme	

My deadline dates:

Item	Dates
Reflective writing	Every week
Personal Professional and Organisational Development Plan	
Proposal for Workplace Project	
Workplace Project progress report	
Workplace Project report	
Professional Portfolio submission	

Template 7: Workplace Project draft proposal

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

Proposed Workplace Project

Proposal

Comments/Recommendations (from your programme provider and/or your CoPs)

State what your WPP intervention seeks to achieve with respect to improving learner performance.

Describe how you collected evidence that supports this choice. (You can refer to your situational analysis and school results.)

Explain how you are going to achieve your aim (the steps you are going to take) to improve learner performance in the area you exert influence.

You need to develop, support and monitor your team to implement the project. Describe how you intend to do this.

Sign:

Date:

Template 8: Workplace Project proposal - final draft

(Incorporating recommendations; Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

Workplace Project

State what your WPP intervention seeks to achieve with respect to improving learner performance.

Describe how you collected evidence that supports this choice. (You can refer to your situational analysis and school results.)

Explain how you are going to achieve your aim (the steps you are going to take) to improve learner performance in the area you exert influence.

You need to develop, support and monitor your team to implement the WPP. Describe how you intend to do this.

Sign:

Date:

Template 9: Getting people on board

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

To accompany your WPP proposal.

Workplace Project aim

List the school community members/groups that need to *buy-in* to your WPP (i.e. all who need information).

Explain why (respond on each individual/group).

Describe how you will do this and how you will keep everyone informed.

Sign:

Date:

Template 10: Workplace Project action plan

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

WPP action plan

Name:

School:

Aim of WPP:

WPP activities (list step by step)

Start/Finish

Acc./Resp.

Notes

Conceptualisation

A rationale for the project based on situational analysis and results

The scope of the project

Draft proposal

Refining proposal

Acceptance of proposal

WPP activities (list step by step)	Start/Finish	Acc./Resp.	Notes
Selection of WPP team			
Planning			
<i>Getting people on board</i>			
Buy-in with the project team			
Buy-in all stakeholders			
Plan WPP activities			
<i>Assess the current situation</i>			
Meeting with SMT and WPP team to outline project and confirm starting point			
<i>Implementation and monitoring plan</i>			
Project activities discussed and accepted			
Timeline agreed			
Implementation			
Collaborative planning of intervention strategies to address areas of concern			
Classroom delivery			
Monitoring			
Monitoring of intervention strategies			
Assessment of learners			
Moderation of learner assessments with feedback to teachers and learners			
Evaluation			
Reflection meeting to determine impact			

WPP activities (list step by step)	Start/Finish	Acc./Resp.	Notes
Findings			
Recommendation			
Report			
Project report to stakeholders			
The way forward (into following year)			

Template 11: Workplace Project Gantt chart

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

Workplace Project Aim:

Project outcome:

Activities	Start	Finish	Accountable-person	Date	Date	Date	Date
Get people on board							
Presentation to stakeholders							
Meeting SMT to discuss way forward							
Selection of project team							
Briefing of project team							
Presentation to project beneficiaries							

Team members

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Risk Description

Risk Solution

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Milestones: Intended (i) & Unintended (u) successes

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Template 14: Workplace Project status report

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

Name: School:

Aim of project Report on:	Process	Status	Comments (Assessor)
Conceptualisation:			
Planning:			
Monitoring of implementation:			
From:..... to			
Evaluation:			
1. Successes			
2. Challenges			
3. Adaptions/changes			
4. Recommendations (Link to School Improvement Plan)*			

Attach a projected plan for following year (updated action plan and Gantt chart)

Template 15: Personal, Professional and Organisational Development Plan

Specific outcome	Assessment criteria			Comment
	Status: (Link AC to SO)	Evidence		
Personal				
Professional				
Organisational				

Template 16: School-based community of practice report template

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

Name of CoP:

Date:

Time:

Members:

Issues discussed/concerns	Action	Accountable person/s

Next session:

Template 17: Final Reflective Commentary on the AdvDip (SLM)

(Source: Amended from Wylie, J. 2014. Portfolio of Evidence course template. ACE SL course handout. School of Education, University of Cape Town)

This is an opportunity for you to *take stock* and to reflect. Reflect on your original learning goals and describe what you have learnt, as well as how that learning has directly applied to your context. This should include your learning from both a theoretical and practical perspective, and a reflection on your personal, professional and school's development.

When you have completed this, construct a new PPODP for a timeframe beyond the programme.

Reflect on

My personal learning goal:

Reflection on my personal goal:

My professional learning goal:

Reflection on my professional goal:

My organisational goal:

Reflection on my organisational goal:

Final Reflective Commentary on the AdvDip (SLM) Programme:

A reflection on my learning with respect to:

1. The overall programme

2. The assignments/assessment tasks

3. My workplace project

4. The application of points 1–3 above in my school context

5. What I still need to learn as a school leader and manager
