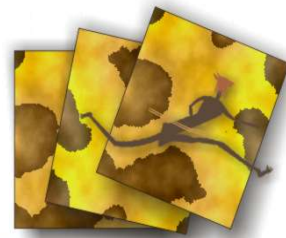


Department of Education



Matthew Goniwe  
SCHOOL OF LEADERSHIP & GOVERNANCE

# Matthew Goniwe School of Leadership and Governance

Department of Public Service and Administration  
The 6<sup>th</sup> Annual Service Delivery Learning Academy  
16 August 2007  
Emperors Palace  
Zandile Mbeje

# INTRODUCTION

- MGSLG's involvement in National dialogue in leadership development, National, Regional and International networks

## Limitation of the Input

### Challenges

There is something I don't know  
That I am supposed to know  
I don't know what it is I don't know  
And yet I am supposed to know  
And I feel I look stupid  
If I seem both not to know it  
And not know what it is I don't know  
Therefore I pretend to know it  
This is nerve-racking since I don't know  
What I must pretend to know  
Therefore, I pretend I know everything.

# FOCUS OF PRESENTATION

- Focus on school leadership development
- Caveat

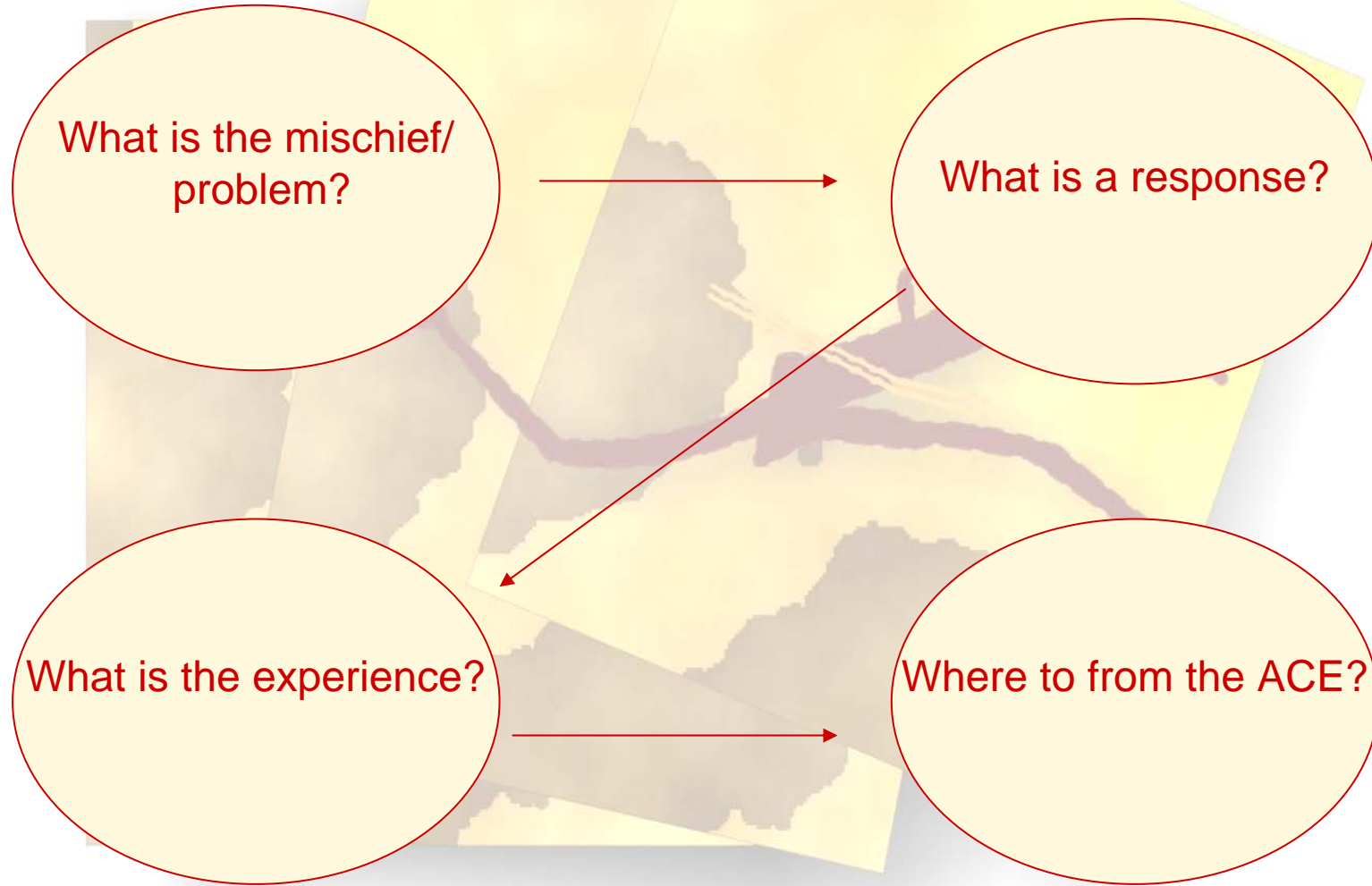
Experienced/ Seasoned Leaders

Practicing Leaders

Aspirant Leaders

- Advanced Certificate in Education (Level 6 Qualification)
- Practical experience in delivering a leadership development programme aimed at improving practice

# PRESENTATION



# THE MISCHIEF

- Principals not prepared for their new role
- Large minority of principals who are at war with their staff and community, lack any idea of policy, use corporal punishment and have no idea what goes on in classrooms
- Many principals who lack confidence, accept absenteeism, follow policy in talk not action, have poor administration
- How do we transform schools with these principals in charge?
- Principalship is a fundamentally different job to that of classroom teaching
- Principal is key to the school

# THE RESPONSE

## A Qualification for Principals

- South Africa is introducing an Advanced Certificate of Education (ACE) for Principalship:
  - Targeted at serving principals; new principals and aspirant principals
- Content is not too innovative - strong focus on principal as curriculum leader - but innovations are in assessment process, delivery and use of qualification

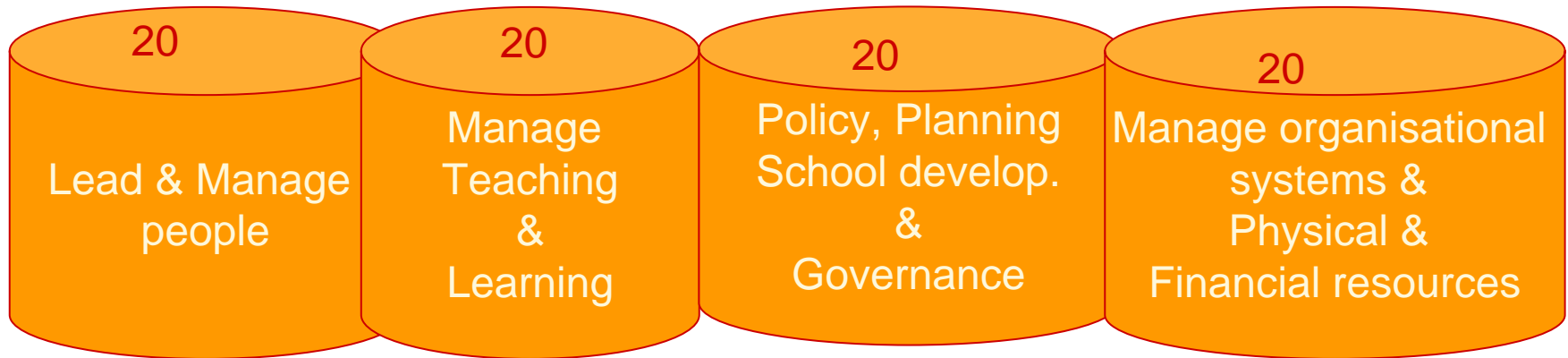
# STRUCTURE OF THE QUALIFICATION

Values, attributes, attitudes

## Fundamentals:

- Basic computer literacy: level 3 – 4 credits
- Effective language skills: level 5 – 6 credits

10  
School Management and Leadership in a South African context



Electives: Mentorship: (12); Middle Managers(12) Assessment(15) Moderation (10)

10  
Portfolio to demonstrate school management & leadership competence

# THE RESPONSE

- The original design of the SQH programme was based on the notion that professionals develop their practice most effectively by maximising their experiential learning through engaging in reflective processes. . . . the effectiveness of any learning experience lies in its influence on the formation, or modification of concepts that guide the individual's basis for action. (Reeves *et al.*, 2001, p.209)

The pedagogical approach of the SQH programme was developed with great attention to these beliefs. Central to the approach was the inclusion of school-based projects where candidates had to carry out a programme of change in their own school.



# THE RESPONSE

- To assist the participants to apply theory to practice in the context of their own situations.
- To focus on the need for participants to take action in the workplace to apply and test their learning.
- To increase the confidence of participants in a supportive but realistic manner.

# THE RESPONSE

A practice based model:

Based on the Educator Norms and Stds:

Competencies:

**Practical competence** is the demonstration of ability in real or authentic context

**Foundational competence** is the demonstration of an understanding of the knowledge or thinking that underpins an action

**Reflective competence** is the demonstration of the ability to integrate or connect performance, decision-making with understanding, and ability to adapt to change.

# THE RESPONSE

The background of the slide features a stylized, semi-transparent image of a person in a dynamic, athletic pose, possibly a dancer or a runner, set against a map of South Africa. The map is rendered in shades of yellow and orange, and the person's figure is in a darker, muted color. The overall aesthetic is modern and energetic.

Some important principles to consider:

- Target group are practicing professionals with experience and varying levels of expertise- need space to co-produce
- Unique characteristics of schools in SA terrain
- Cannot adopt a techno-rational approach – experience is messy
- Needs to embody values and principles
- Needs to take into account the social dynamics involved in changing practice

About the training:

- It must be about developing professional practice
- It must be accessible
- It must fit into the wider strategy of school improvement and service delivery
- It must be supported within the system- school and bigger system

# THE RESPONSE



Some important principles to consider:

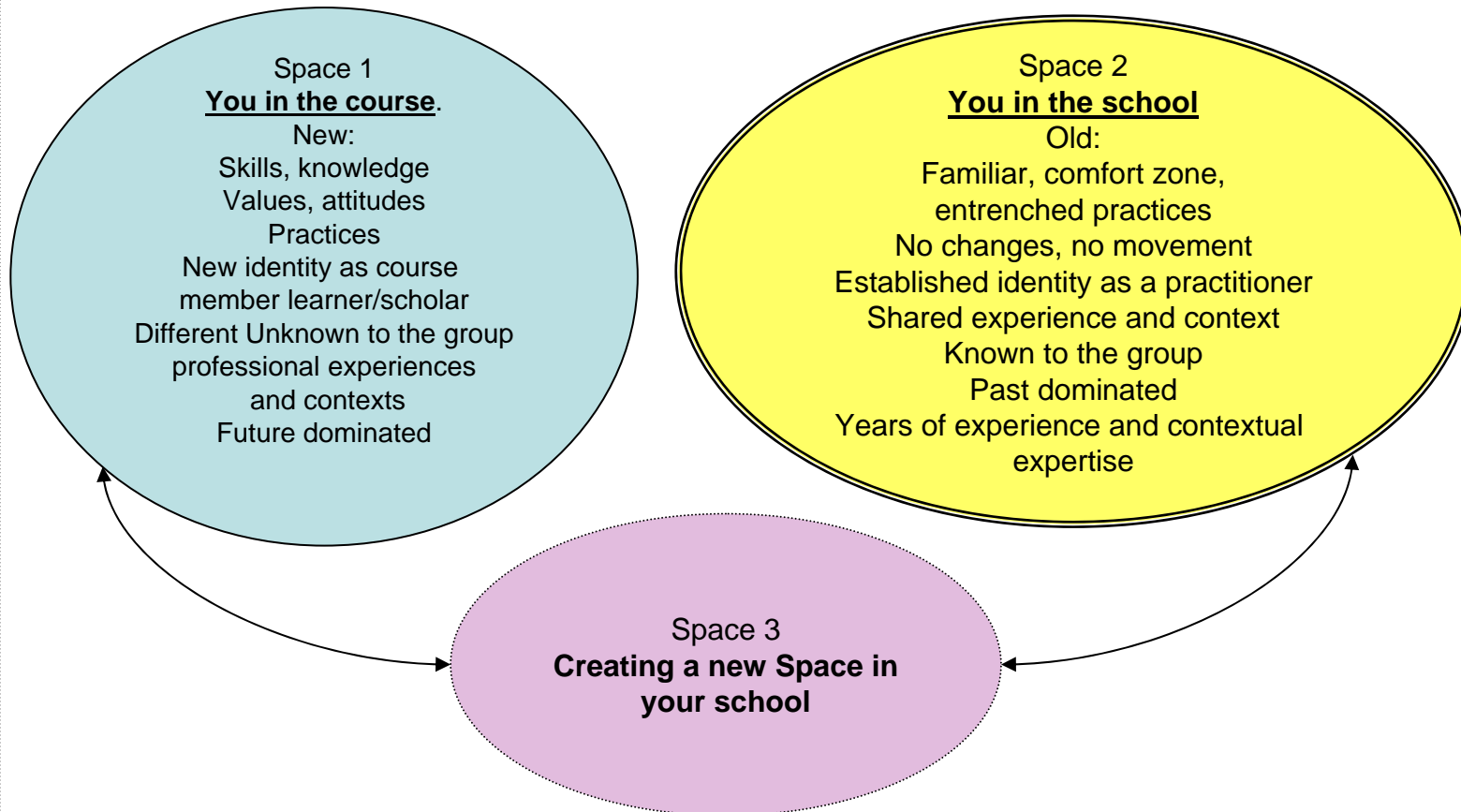
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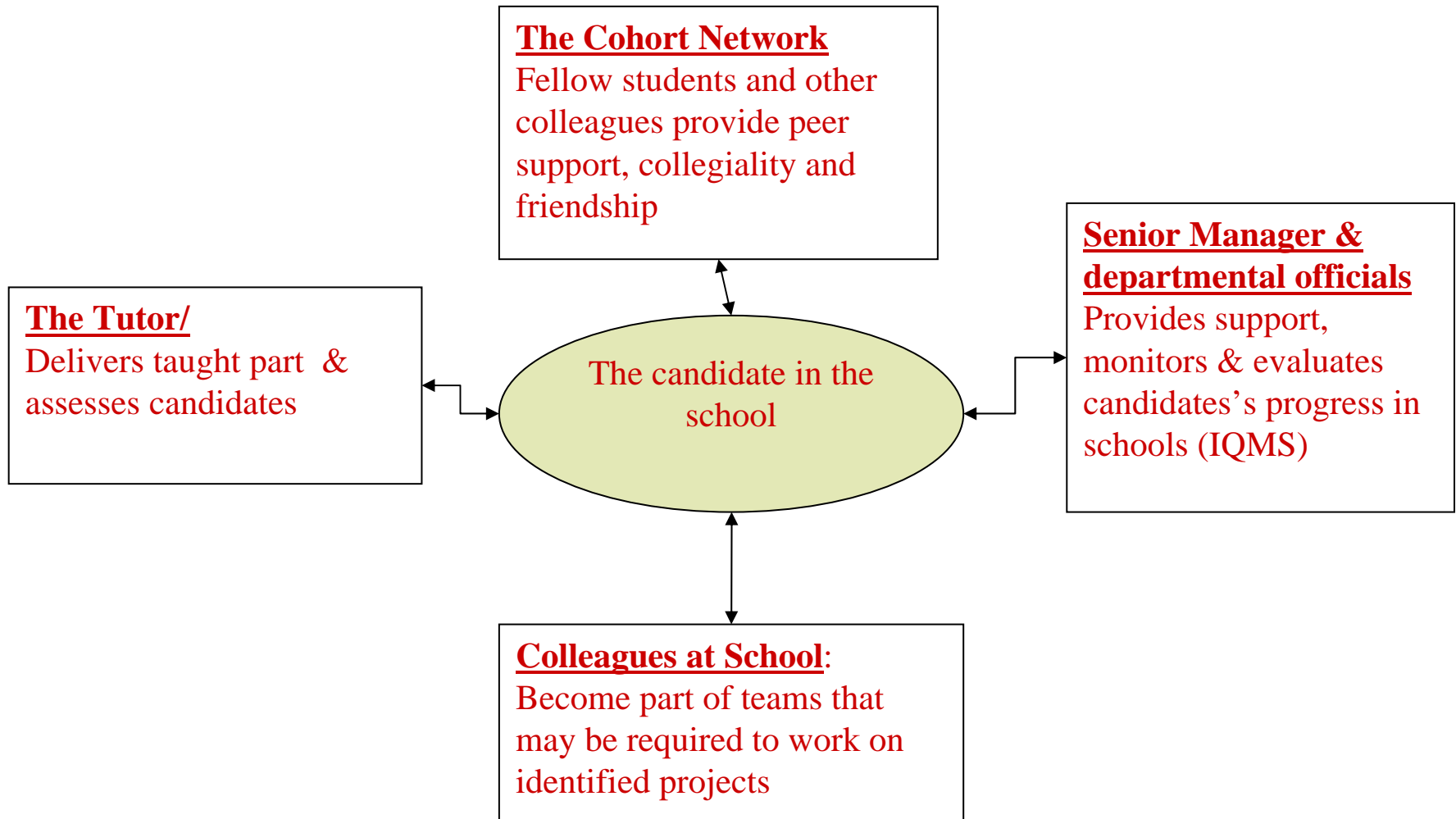
# THE RESPONSE

## The Theoretical Underpinnings of Practice – Based Development



# THE RESPONSE

## Support for Space Three



# THE EXPERIENCE

## ACE DELIVERY THUS FAR:

- First cohort - class of 2006 - 95%
- Second cohort - class of 2007
- First year group
- Second year group
- National Department of Education National rollout of the ACE
- Gender ACE
  - Primary schools: 50/50 male/female ratio
  - Secondary school: 66/34 male/female ratio
- Focussed intervention - differently delivered
- Broader gender strategy

# WHERE TO FROM THE ACE?

- Selection Criteria
- Contractual Obligations
- Difficulties in implementing OBE methodologies
- Ensuring continuous professional development through non-formal and informal programmes
- Never reach complacency or educational utopia





**Ke a leboga  
Thank you  
Ngiya bongga**

