

**PROGRAMME OUTLINE FOR
ADVANCED DIPLOMA in School Leadership and Management
Whole Qualification at Level 7, 120 credits**

EDUCATION MANAGEMENT AND LEADERSHIP DEVELOPMENT



basic education

Department:
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1. Institution

Higher Education Institutions approved by the Department of Higher Education and Training (DHET) and accredited by the Council of Higher Education (CHE) (Respective Names)

2. Name of programme

Advanced Diploma in School Leadership and Management, AdvDip (SLM).
It is a whole qualification at National Qualifications Framework (NQF) Level 7.

3. Vision

In line with the National Development Plan (NDP) vision for professional and accountable management and leadership in the public sector, the AdvDip (SLM) provides structured learning opportunities that promote quality education in all South African school contexts through the development of a corps of education leaders who apply critical thinking and understanding in pursuit of democratic transformation.

4. Purpose

To empower and enable school leaders to develop the skills, knowledge, and values needed to lead and manage schools effectively and efficiently, to work together in communities of practice and to contribute to improving the quality of delivery of education across the school system.

5. Aims

The programme aims to achieve the following:

- Improved collaborative and critical leadership and management of the curriculum;
- Evidence- and action-research based decision-making in schools, making optimal use of Information and Communications Technology (ICT);
- Schools that are run as efficient and effective learning organisations;

- Schools that work with and for the community;
- Schools that build a caring and supportive school culture and community; and
- Schools that contribute to continual strengthening of the school system.

6. Rationale

To provide a structured professional learning pathway for current and aspirant school principals that will equip them with the knowledge and competences to manage and lead their schools effectively and in alignment with national goals.

7. Target

The programme is targeted primarily at School Management Team (SMT) members who have management experience and who are current or aspirant school principals.

8. Learning principles

The following learning principles underpin the teaching and assessment of the programme work:

- Directed and self-directed learning in teams and clusters;
- Site-based learning (dependent on the content);
- Variety of learning strategies i.e. lectures, practice and research portfolios amongst others;
- Parallel use throughout of individual and group contexts of learning;
- Collaborative learning through interactive group activities, e.g. simulations, debates;
- Problem-focused deliberation and debate in group context;
- Critical reflection on group processes and group effectiveness;
- Critical reflection and reporting on personal growth and insights developed; and
- Engage in research activities and experimentation.

9. Credits

The ADE is a 120-credit qualification, divided as follows:

Fundamental module	Core modules	Elective modules
Assumed prior learning includes basic ICT skills at Level 5 Minimum Requirements for Teacher Education (MRTEQs 2015)	120 Credits NQF Level 7	There are no electives.

10. Duration

The total duration of the programme is 24 months on a part-time basis.

11. Assessment

The assessment is focused on applied competence.

- Formative assignments and summative assessment for each module which are scenario-, case study- and/or practice-based.
- The development of a reflective portfolio drawn from across the programme in an integrated way as evidence of applied competence.
- The assessment strategy must include a workplace project to be completed during the course of the programme and aimed at identifying and then addressing a contextual challenge within the school.

12. Recognition of prior learning (RPL)

- In line with the South African Qualifications Authority (SAQA), institutional guidelines and policies, RPL may be awarded for a maximum of 50% of the credits for the programme based on appropriate assessment of evidence of competence related to the programme and module outcomes.

- It should be noted that while there is extensive overlap between the former Advanced Certificate in Education (SLM), and the new Advanced Diploma (SLM), these qualifications are at two different NQF levels and therefore an RPL process will be required to gain credit for the former against the latter.

13. Access

Criteria for access to the programme will be as follows:

- Priority will be given to serving or aspirant principals who meet the criteria below as well as to SMT members wishing to enroll as a group/team in order to develop a community of practice in school leadership.
- Candidates should have a formal professional teacher qualification at REQV level 14 or above.
- Candidates should have at least 3 years teaching experience.
- Candidates should be employed at Post Level 2 and above. (However, in exceptional cases a candidate with Post Level 1 and related experience and competence could be considered.)
- Preferably, the principal and/or School Governing Body should endorse all applications.
- In order to meet the systemic objective of 50% of school principals being female, at least 50% of candidates for the Adv.Dip (SLM) programme should be female.
- If the applicant's immediate accounting officer refuses to endorse the application, the applicant has the right to appeal such refusal with the appropriate/relevant accounting officer in the system.

14. Articulation

- This programme leads to a professional qualification.
- In line with the HEQSF (2013) and the Revised MRTEQs (2015), the AdvDip (SLM) may offer entry into a professional cognate PG Dip or a cognate BEd Hons.
- To prepare students for further study at this level, the AdvDip (SLM) includes a strong component of academic literacy development.

15. Curriculum details

15.1 Curriculum approach

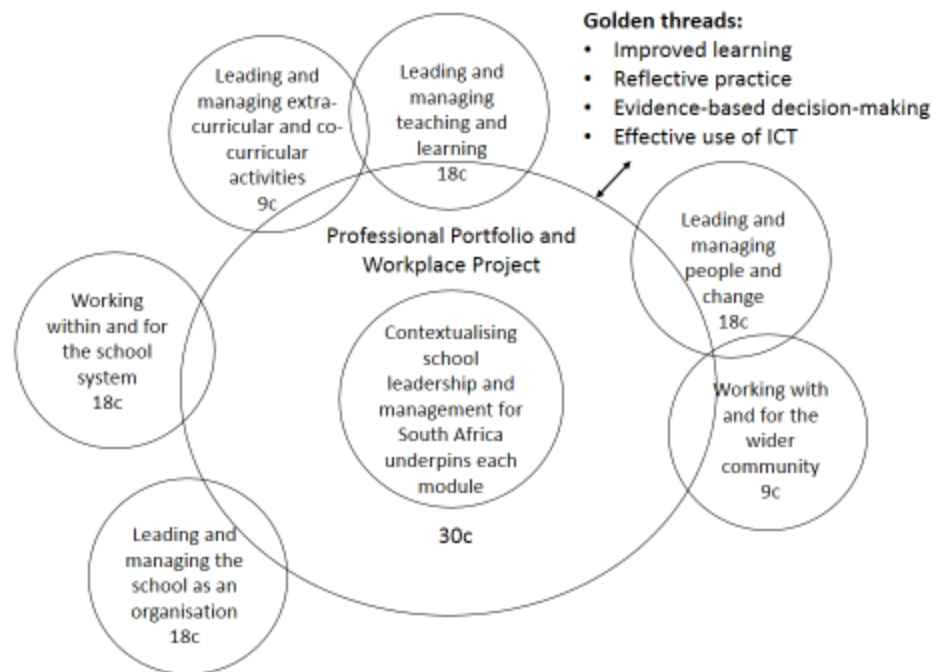
Through the way in which the curriculum is mediated, we seek to build communities of practice among school principals (encouraging cooperation, collaboration and shared learning while respecting the need for independence and autonomy). It is hoped that these communities will grow out of the study groups formed during the programme and will continue after the formal programme has ended. It also hoped that these communities will branch out to more inclusive engagement with other role-players such as unions, district officials, parents and community members.

The programme will seek to communicate to aspirant principals the realities of the job as well as the role they might play to mentor new teachers into the classroom and then into the distributed leadership and management of the school.

15.2 Curriculum overview

Fundamental	There are no fundamental components although basic ICT skills at NQF level 5 is an assumed pre-requisite.	Focus on applied competence	
Core Focus on SA context Assessment including summative and formative assessment per module	Professional portfolio and workplace project	The professional portfolio integrates work across the programme and includes a practical workplace project	30 credits at Level 7
	Leading and managing teaching and learning in the school	Focus on applied competence	18 credits at Level 7.
	Leading and managing extra-curricular and co-curricular activities		9 credits at Level 7
	Leading and managing people and change		18 credits at Level 7.
	Working with and for the wider community		9 credits at Level 7
	Leading and managing the school as an organization		18 credits at Level 7.
	Working within and for the school system		18 credits at Level 7.
Elective	There are no elective components.		
			120 credits at Level 7

The integrated nature of the programme is captured in the following diagram:



Note that the *Professional Portfolio and Workplace Project* module is the first module to be engaged with, provides an overview of the programme and its purpose as a whole, collects evidence of practice from each of the constituent modules and provides an integrated record of evidence of changed practice over the duration of the programme as a whole.

Note that in different contexts the modules *Lead and Manage People* and *Working within and for the Wider Community* may be offered separately or combined.

Note that in different contexts the modules *Leading and Managing Teaching and Learning* and *Leading and Managing Extra-Curricular and Co-Curricular Activities* may be offered separately or combined.

Note that the *Workplace Project* will inevitably draw upon the content of different modules in its planning, implementation and evaluation and therefore the complementary nature of the different modules will be made explicit in practice.

15.2 Detailed module outlines

15.2.1 Professional portfolio and workplace project

Core module: 30 credits NQF level 7

Purpose: This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole together.

In the course of their engagement with this introductory and over-arching module, student-principals will develop a portfolio of evidence that will run throughout and across the programme and provide a tool for their professional reflection and development throughout their subsequent careers. The portfolio will begin by asking them to reflect on the meaning for them of being a leader of a South African school.

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.

This module therefore requires the development of appropriate high level academic literacy skills. The portfolio and project will provide evidence of commitment and ability to shape the direction and development of the school. Therefore this module will also address the following:

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>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 elaborated further in the introduction to each subsequent module of the programme).</p>	<p>Understand oneself as a leader: infusing identity development and reflexive practice.</p> <p>Demonstrate critical understanding of why the concept of 'context' is necessary as a departure point for understanding school leadership and management.</p> <p>Highlight contextual tensions, contradictions and harmonies, which are inherent in leadership and management.</p> <p>Explore how the SA Constitution foregrounds the values and practices that should underpin school culture and policies.</p>	<p>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.</p> <p>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.</p> <p>Practice evidence-based decision-making informed by evidence-based</p>	<ul style="list-style-type: none"> Analyse contemporary literature, including the <i>South African Standard for Principalship</i>, to identify critical success factors for school success including appropriate strategic, executive, instructional, cultural and organisational leadership. Conduct a SWOT analysis of own school and practice to identify areas for improvement.

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Understand the legislative and policy frameworks affecting schools including the impact of the broader national development plan.</p> <p>Undertake analysis of Principalship in the South African context and the role of school leaders and managers as agents of change with specific reference to the <i>South African Standard for School Principalship</i>, contemporary trends and emerging challenges and opportunities identified in relevant literature.</p> <p>Understand the concept of school culture and the role of the school leaders and managers especially in relation to social justice and Child Rights.</p> <p>Demonstrate accountability as part of the democratic transformation linked to the use of prevailing quality management systems in the South African context), as drivers of school quality control and development.</p> <p>Identification of different organisational models; ability to highlight generic leadership and management principles with regard to planning, organizing, governance, evaluation and control and how this conceptual understanding is applicable to managing and leading</p>	<p>inquiry.</p>	

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>people; teaching and learning, physical facilities, external relations, learner affairs, administrative information systems and financial affairs within a school. Transformational, instructional and distributed leadership, including teacher leadership, models will be explored (i.e. introducing all the themes that will be picked up in separate modules of the programme).</p>		
<p>Plan, justify, execute and evaluate a workplace project aimed at school improvement.</p>	<p>Evidence-based enquiry (including use of data derived from SIPs (SIM's), WSE, ANAs etc.) Reflective action and action research Project management.</p>	<p>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.</p>	<p>Identify a need for improvement related to learner performance. Submit a project proposal and plan to effect improvement. Get stakeholders on board. Manage the implementation and monitoring of the plan using appropriate project management tools/instruments to deliver and track the project and produce project reports. Document the process and justify the decisions made at each step with reference to appropriate evidence. Evaluate the impact of the project and make recommendations for future practice</p>
<p>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</p>	<p>Knowledge and methodology of reflective practice, including aspects such as:</p> <ul style="list-style-type: none"> ● Analyse personal and situational: self-evaluation and educational life story. 	<p>Describe own current school management and leadership practices in terms of a transformative and contextualised understanding of management, leadership and governance.</p>	<p>Provide a Personal, Professional and Organisational Development Plan:</p> <ul style="list-style-type: none"> ● Outline your educational development including achievements and challenges. ● Given the above, develop your own

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
management.	<ul style="list-style-type: none"> Document personal experience of education change. Critical reflection: Develop a vision, set goals for own development, identify multiple roles, and practise self-evaluation. 	<p>Evaluate own management and leadership practices against given criteria.</p> <p>Reflect on evaluation results and decide on areas in which further development is necessary.</p>	<p>goals for personal, professional and organisational development.</p> <ul style="list-style-type: none"> Reflective commentaries about your development to include; the application of course learning to your context, project management and your ability to lead and managing a school.

15.2.2 Leading and managing teaching and learning in the school

Core module: 18 credits NQF level 7

Purpose: This module emphasises that schools exist to provide systematic, quality learning opportunities for children and therefore that effective leadership and management of teaching and learning is a critical role for the school principal. It helps student-principals to see that all other leadership and management roles and functions of the school must serve and support this primary purpose of the school. It will equip them with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning.

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
Demonstrate the personal and professional competencies, qualities and attributes necessary for effective leadership and management of teaching and learning.	<p>Curriculum theories</p> <p>Teaching, learning and assessment theories</p> <p>Reflective practice/critical self-reflection</p>	<p>The candidate:</p> <p>Demonstrates an understanding that knowledge is contested and an ability to evaluate the types of knowledge and theories related to curriculum, teaching and learning.</p> <p>Makes explicit own personal and professional orientation to teaching and learning and how this influences how one</p>	<p>Analyse and evaluate a range of scenarios – written, video or actual examples of practice from different theoretical perspectives</p> <p>Analyse and evaluate one or more examples of own practice from different theoretical perspectives</p>

	<p>leads and manages learning, teaching and assessment activities</p> <p>Relates own beliefs about curriculum, teaching and learning to key theories and debate the relative merits of different positions and practices.</p> <p>Interrogates and debates the concept of “quality” in teaching and learning and relate this to practical issues such as planning and resourcing, teaching styles and assessment strategies.</p> <p>Identifies the personal and professional qualities that are necessary for effective management of teaching and learning and critique own and others’ practice in this regard.</p> <p>Links professional practice with national, school and personal vision to focus on the kind of learners the school aspires to nurture rather than a narrow focus on exit level results only.</p> <p>Promotes a school culture that supports effective teaching and learning.</p> <p>Constructively critiques policy, theory and practice related to curriculum teaching and learning in relation to context.</p> <p>Explains the role of the principal within the leadership and management of teaching and learning and critiques own practice in this regard.</p>	<p>Analyse and evaluate a range of scenarios – written, video or actual examples of practice from different theoretical perspectives on quality in education</p> <p>Analyse and evaluate a range of scenarios – written, video or actual examples of practice from the perspective of an agreed set of professional values and expectations such as those set out in the SACE code of conduct</p> <p>Interrogate national, school and personal vision statements and identify and articulate implications for practice</p> <p>Reflect on the culture of teaching and learning by:</p> <ul style="list-style-type: none"> ● Describing own understanding of what constitutes a culture of learning. ● Discussing the theoretical framework/s in which that understanding is located. ● Describing conditions that enable optimal teaching and learning. ● Identifying the barriers to optimal teaching and learning at the school ● Identifying the principal’s role(s) in this process.
Different interpretations of quality in education		
Professional expectations of teachers and managers		
Theories about vision, mission, graduateness, 21 st C competencies		
School culture and ethos		
Evaluating school context and implications for practice		

<p>Lead and manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy.</p>	<p>Curriculum as an evolving construct and the implications for practice</p> <p>Theory and practice of assessment</p> <p>Data collection and management.</p> <p>Data analysis and interpretation</p> <p>Evidence-based decision-making in action or design-designed based reflection and continuous improvement cycles</p> <p>Curriculum, teaching, learning and assessment policies</p>	<p>Manages a process for planning teaching and learning that promotes responsive, effective and creative approaches and is in line with national policy.</p> <p>Deploys, monitors and supports staff for effective teaching based on sound pedagogical and human resource principles.</p> <p>Manages and participates in the development of a school timetable that ensures effective use of time and supports the goals of the curriculum.</p> <p>Manages learner assessment ethically and fairly and in a manner that links curriculum and assessment policies effectively.</p> <p>Ensures that detailed records of learners' work and performance are maintained, analysed and used for planning, problem solving and development.</p> <p>Develops and manages strategies to ensure that all learners (whatever their background or barriers/special needs) are supported to achieve their full potential. This should include strategies to challenge high achievers as well as strategies to help under-achievers.</p> <p>Prioritizes, implements and monitors the deployment of human and learning and teaching resources for the delivery of teaching and learning based on agreed</p>	<p>Develop strategies to overcome any barriers to learning identified. Critically analyse own school's curriculum planning against understanding of the culture of learning and identify barriers, gaps and areas for improvement of the teaching and learning at the school.</p> <p>Outline and justify the school's staff deployment strategy.</p> <p>Provide examples of lesson observation and feedback forms completed by both student-principals and HoDs and signed off by those observed. Identify trends and possible interventions across these.</p> <p>Provide examples of anonymised learner performance data; explain how the data was analysed; identify possible interventions geared towards improvement in learner performance.</p>
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		<p>principles.</p> <p>Monitors classroom practice by</p> <p>a) observing lessons and providing advice and feedback that is both constructive and supportive e.g. for new teachers</p> <p>b) ensures that HoDs do the same with the more experienced teachers they work with</p> <p>Evaluates the implementation of curriculum change and transformation initiatives, as well as learning support initiatives, in the school and monitor their impact.</p>	
<p>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.</p>	<p>Schools as learning organisations.</p> <p>Moving from data to action.</p> <p>Understanding teaching and learning as an interactive process within a planned organisational context e.g planning, organising, leading and control.</p> <p>Curriculum is not only what is prescribed in the National Curriculum Statement and CAPS. It is what happens in your classrooms and school grounds and is informed by the context within which you and your learners engage with teaching and learning.</p>	<p>Understands, applies and justifies, strategies for ensuring that learners reach their full potential.</p> <p>Understands, applies and justifies, methods of creating and sustaining a learning culture within the school.</p> <p>Understands, applies and justifies adult-learning principles in supporting staff, parents and community members.</p> <p>Understands, applies and justifies principles of effective teaching for learning.</p> <p>Understands, applies and justifies assessment as an integral part of teaching</p>	<p>Collect data on specified aspects of learner performance.</p> <p>Verify and anonymise the data.</p> <p>Explain the strategy for analysing the data.</p> <p>Outline the findings of the data analysis.</p> <p>Lead a collaborative process to design one or more appropriate interventions, including a strategy to evaluate the impact thereof.</p> <p>Justify the design in relation to appropriate theory, policy and contextual realities.</p> <p>Lead and manage the process of implementing, evaluating and refining the</p>

	<p>Intervening on the basis of evidence:</p> <ul style="list-style-type: none"> ● Monitoring classroom performance; ● Modelling and mentoring; ● Accessing support systems; ● Policy review; ● Organisation; ● Applying data to bring about informed action. <p>Establishing a learning culture:</p> <ul style="list-style-type: none"> ● What is a learning culture? ● Who is responsible for creating a learning culture in a school? <p>Role of the principal in helping educators to develop innovative teaching methodologies.</p> <p>Role of principal in facilitating access to necessary resources.</p> <p>Role of principal in encouraging the development of a critical, innovative and resourceful teaching corps and body of learners.</p>	<p>and learning.</p> <p>Understands, applies and justifies interpretations of national and provincial curriculum and assessment policies and how to use them to plan teaching and learning activities in the school.</p>	<p>intervention/s to improve learning.</p>
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15.2.3 Leading and managing extra-curricular and co-curricular activities

Core module: 9 credits NQF level 7

Purpose: This module complements the leading and managing teaching and learning module by focussing on supporting effective leadership and management of extra- and co-curricular activities as integral to the development of well-rounded individuals. In some institutions it will be taught as a separate module and in others it will be integrated with the Leading and Managing Teaching and Learning module

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>Demonstrate the personal and professional qualities necessary for effective leadership and management of extra-curricular and co-curricular activities.</p>	<p>Theory and research on the role of extra- and co-curricular activities in supporting learner success and contributing to the development of well-rounded individuals</p> <p>Define extra-curricular activities and identify extra-curricular activities that would be appropriate in the context of the particular school</p> <p>Define co-curricular activities and identify co-curricular activities that would be appropriate in the context of the particular school</p>	<p>The candidate:</p> <p>Rationalises the role of extra- and co-curricular activities in relation to one's own development as well as the development of learners as well-rounded individuals</p> <p>Manages co- and extra- curricular activities in ways that involve and motivate staff and ensure that learners receive a rounded educational experience</p> <p>Collaboratively develops high expectations for achievement and demonstrates the ability to set stretching targets for the whole school community.</p> <p>Demonstrates a commitment to enabling all learners to reach their full potential.</p>	<p>Critique the curriculum of the school from the perspective of developing well-rounded individuals not only through formal instruction but also through a wide range of extra- and co-curricular activities.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>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.</p>	<p>Conducting a needs analysis</p> <p>Planning a new intervention based on a sound contextual understanding of what is possible</p> <p>Budgeting and fundraising</p> <p>Coordinating and monitoring implementation</p> <p>Evaluating impact</p> <p>Establishing an ongoing action-research cycle with respect to extra- and co-curricular activities (the range of options should change with changing needs and opportunities)</p>	<p>Manages co- and extra- curricular activities in ways that involve and motivate staff and ensure that learners receive a rounded educational experience.</p> <p>Ensures adequate provision in the budget for appropriate extra-curricular and co-curricular activities and the management of resources related to this provision.</p> <p>Justifies practices in light of appropriate theory, policy, contextual realities and appropriate consideration for health and safety.</p>	<p>Evaluate the planning, implementation and impact of an extra-curricular or co-curricular activity in your school and make recommendations for improvement.</p> <p>Justify the recommendations made.</p>

15.2.4 Leading and managing people and change

Core module 18 credits NQF level 7

Purpose: This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competences in leadership and management of people, to manage oneself and others in both the school and the wider school communities. It recognises that education is intrinsically about change and that change needs to be led and managed effectively to facilitate continuous improvement in and for the school.

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>Demonstrate sound understanding of the theories and models for leading and managing self and others.</p>	<ul style="list-style-type: none"> • Ethical Leadership in Schools and its alignment to the Manifesto of Values (DoE), the values entrenched in the Bill of Rights, and the SACE Code of Professional Ethics for Educators • Exploring leadership theories • Exploring leadership styles and traits • Exploring change management theories, and establishing institutional readiness for change • Exploring strategies for conflict management 	<p>The candidate: Demonstrates a sound understanding of theories and models for leading and managing self and others through:</p> <ul style="list-style-type: none"> • Informed critical reflection on own styles and practice. • Critical analysis of Ethical leadership philosophy informed by the values of Ubuntu and Servant leadership • Critical analysis of complex case studies and scenarios; and • Ability to make recommendations for appropriate courses of action in respect to moving from theory to implementation of policy and good practice 	<p>Describe and analyse own practices and behaviours.</p> <p>Discuss and analyse practices of Ethical Leadership/Servant Leadership in the context of school governance, leadership and Management</p> <p>Discuss the SACE Code of Professional Ethics and its application to school life by providing a wide range of scenarios and case studies.</p> <p>Values and Ethics in decision-making in schools.</p> <p>Provide reasoned feedback on possible courses of action in response to a wide range of scenarios and case studies relating to the curriculum outline and content proposed.</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> ● Exploring crisis management theory and scenario planning ● Staff disciplinary procedures, policies and processes 	<ul style="list-style-type: none"> ● Creates an environment within the school in which conflict can be managed creatively. ● Analyses and effects change as necessary in the organisational culture of the school 	<p>Discussion and debate on how leadership can be devolved/distributed in theory and in practice: what are the implications: benefits and drawbacks?</p>
<p>Demonstrate the personal qualities necessary for effective leadership and management of people.</p>	<ul style="list-style-type: none"> ● Transformational leadership and approaches to change and transformation in human resource management ● Invitational leadership and practice. ● Exploring the personal qualities of effective leaders ● Personal growth and processes for moving from theory into action. ● Understanding labour relations and implications for good practice and processes ● Relationship-building (including external relations with e.g. NGOs, HEIs, Unions, and community/traditional leaders). 	<ul style="list-style-type: none"> ● Is committed to democratic leadership and effective teamwork. ● Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture. ● Demonstrates personal growth and processes for moving from theory to practice ● Is able to challenge, influence and motivate others to achieve high standards and realise their goals and those of the school. 	<p>Introduce life-stories of inspiring people from various contexts who have made a difference in society.</p> <p>In groups, discuss these stories and identify leadership qualities, which inspire and support change beyond one's own boundaries.</p> <ul style="list-style-type: none"> ● Discuss in groups/debate and give feedback on your own experiences of change and transformation. ● In what instances in your school have you played a leading and managing role in bringing about change? ● Reflect on instances where you could have played a transformational leadership role, but did not. What restrained you? Discuss how these restraints might be reduced or removed.

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>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</p>	<p>Create a positive attitude to democratic values through involvement in teamwork.</p> <p>Compiling a work plan and applying effective deployment procedures with regard to:</p> <ul style="list-style-type: none"> ● Staff and post analysis; ● Planning staffing requirements with consideration for equity and diversity; including race, gender and disability ● Assessment, professional and personal development and empowerment ● Recruitment, short listing, interviewing and appointment; ● Orientation and induction of newly appointed teachers; ● Motivating and mentoring of teachers and support staff; ● Managing the impact of HIV and creating an environment within the school in which conflict can be managed creatively. ● Analysing and effecting change in the organisational culture of a school ● Understanding schools as communities. 	<ul style="list-style-type: none"> ● Analyses the staffing requirements to implement the school plan and facilitate the routine functioning of the school, ● Communicates staffing needs to the School Governing Body ● Assesses the particular qualities, capabilities and potential of existing staff to deploy them effectively. ● Identifies particular areas of weakness across the staff complement and develops strategies to ensure that these do not impact negatively on overall output. ● Identifies the need for, and draws on external expertise where and when necessary. ● Plans, allocates, supports and evaluates work: ● Initiates structures and processes that share leadership and help staff work collegially in teams to meet the vision and mission of the school. ● Creates, maintain and enhance effective and harmonious working relationships with and between staff. 	<p>Develop a detailed scenario of the staffing situation at your school. Your scenario could include the following pointers:</p> <ul style="list-style-type: none"> ● Analyse the staffing requirements. ● Assess the particular qualities, capabilities and potential of existing staff to deploy them effectively ● Brainstorm a strategy to plan, allocate, support and evaluate work – including all the school activities that need to take place: this can be facilitated by drawing on quality management system’s outcomes. <p>Taking the staffing requirements into account (including issues of equity – race, gender, disability), develop a set of criteria to use in your recruitment strategy for additional staff members.</p> <ul style="list-style-type: none"> ● Write a motivation to the Department of Basic Education (DBE), requesting the allocation of one of these posts. ● Write an advertisement to be placed in the newspaper or government gazette to advertise the post. ● Design the procedure for short listing, interviewing, selecting and appointing. Ensure issues of equity are included.

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> ● Managing health and wellness issues with the necessary respect and sensitivity ● Managing quality ● Securing accountability. 	<ul style="list-style-type: none"> ● Manages own workload and that of others to facilitate achievement of a beneficial work/life balance ● Acknowledges and celebrates the work and achievements of individuals and teams. ● Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory. ● Understands the potential impact of HIV and Aids and other illnesses on individuals and the school community and manages affected staff and learners sensitively and fairly. 	<ul style="list-style-type: none"> ● Develop a work plan for deployment, orientation and induction, mentoring, work redesign and professional development of the new staff member. ● Case studies and exploration of real issues affecting participants' schools.
<p>Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.</p>	<p>Professional leadership and management skills development in a learning organisation and community</p> <p>To include:</p> <ul style="list-style-type: none"> ● Communication skills (presentation – public speaking – facilitation); ● Team building ● Problem solving; ● Decision making; ● Goal setting/planning; and strategizing. 	<ul style="list-style-type: none"> ● Commits to continuous professional development for self and all others within the school. ● Creates an environment conducive to professional reflection and learning. ● Regularly reviews own practice, sets personal targets and takes responsibility for personal development. 	<p>Conduct a small-scale research project on the performance and well-being of people at your school. Include aspects such as:</p> <ul style="list-style-type: none"> ● Absenteeism (staff & learners) ● Stress and time management ● Support needs ● Socio-economic well-being ● Communication ● Other aspects of interpersonal and professional relations. ● (The education quality management system could be drawn upon.)

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> ● Collaboration, negotiation and conflict resolution skills; ● Mentoring, coaching and collegiality 	<ul style="list-style-type: none"> ● Develops and maintains effective strategies for the induction and mentoring of all staff ● Establishes a staff development team that ensures planned activities are implemented within the legal requirements. ● Monitors the implementation of staff development plans and activities and ensures that there is feedback to share learning with the whole school. ● Develops and maintains effective strategies and procedures for quality assurance and evaluation of staff for improvement purposes. 	<p>Describe strategies to incorporate your findings in the School Improvement Plan/School Development Plan. Include:</p> <ul style="list-style-type: none"> ● SACE Code of Conduct; ● SASA; ● Employment of Educators Act; ● Employment Equity Act; ● Labour Law; and ● Other relevant legislation and policies.
<p>Create an environment conducive to collective bargaining, collaboration and negotiation.</p>	<p>Exploring the impact of the external environment on the school</p> <ul style="list-style-type: none"> ● Socio-economic environment; ● South African labour legislation; ● Department of Education and Labour Unions; 	<ul style="list-style-type: none"> ● Demonstrates an understanding of and ability to manage diversity in school communities. ● Interprets and implements departmental conditions of service sensitively and 	<p>Discuss in groups/debate and give feedback on your own experiences of external factors impacting upon your school</p> <p>Describe how you have played a leading and managing role in any of the following: collective bargaining, negotiation and /or collaboration processes. Analyse the</p>

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> ● Parent and community involvement; ● Cross cultural management; and ● Networking with other schools, Higher Education Institutions, clinics and business. 	<p>fairly.</p> <ul style="list-style-type: none"> ● Demonstrates an understanding of, and ability to interpret and act on, the relevant labour relations laws ● Demonstrates awareness of the socio-political environment and its potential impact on schools. 	<p>impact/effect of your actions and the outcomes.</p> <p>Various case studies and scenarios for discussion and debate in groups</p>
<p>Understand schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school.</p>	<p>Related national legislation and policies. (SACE, SASA, Labour Law, Employment of Educators Act, Employment Equity Act, Integrated Quality Management System, etc.)</p> <p>Develop school policies and understand Conditions of Service.</p> <p>Identification of legislation applicable to the South African school context and the impact of this on leading and managing people and change.</p> <p>Exploring strategies to manage community diversity.</p>	<p>Promotes mutually beneficial community relations and understands, and applies in a reflective way, the following:</p> <ul style="list-style-type: none"> ● Departmental conditions of service ● Relevant aspects of the Labour Relations Act and the South African Schools Act and the SACE Code of Conduct. ● processes for developmental appraisal and performance review IQMS ● The actual/potential impact of health and other social issues on individuals and the school's communities. 	<p>Various case studies and scenarios for discussion and debate in groups on building community relationships</p> <p>Group and individual work on the impact and outcomes of the various initiatives and school/community based activities relating to the legislation and policy in the school and the wider community.</p>

15.2.5 Working with and for the community

Core module: 9 credits NQF level 7

Purpose: This module proceeds from the understanding that schools exist within particular social and economic communities that have an influence on and may be influenced by the school, and the school's leadership and management staff and structures. The wider community that the school serves can provide a source of support and resources for the school. In turn, the school itself can play an important role in the wellbeing and development of the community.

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community.	<p>The school as a community within a community – circles of support.</p> <p>Contemporary social issues : PEST factors impacting on communities (Political, Economic, Social and Technical)</p> <p>Approaches to building and maintaining partnerships between the school, the home and the wider community.</p> <p>Building and sustaining communities of practice.</p>	<p>The candidate: Leads by example, and is a model of the values and vision of the school.</p> <p>Demonstrates commitment to cooperative governance of the school and involvement of parents and the wider community.</p> <p>Demonstrates awareness of the social context of the school and the changes within it and how these might impact on the school.</p>	Undertake an analysis of the socio-economic, political and cultural characteristics of the wider school community as well as current issues and possible future trends which affect the school community.
	Recent and prominent court cases and reported case law on education with a wider community focus	Is able to obtain copies or gain access to electronic publications of the reported case law on education.	Summarise important court decisions (law reports) on education been adjudicated during the current year
	Current education legislation and educational policies in accordance with the legal developments or court decisions	Is able to gain access to legislation, legal opinions and literature or reported case law on education.	Draft amended admission, language, religion and community engagement policies for a school to comply with

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	affecting schools' relationship with the wider community		reported court decisions (case law).
<p>Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset.</p>	<p>Diversity of resources available in the wider community.</p> <p>Sources and patterns of influence in the wider community.</p> <p>Curriculum opportunities both formal and informal.</p> <p>Existence and work of other relevant agencies in the wider community and the possibilities for collaboration.</p> <p>The work, capabilities and needs of other schools within the community and the district / circuit clusters and networks.</p>	<p>Builds relationships and partnerships with the community through efficient communication, marketing of the school and the involvement of parents/guardians and others.</p> <p>Finds and uses appropriate and accessible ways to communicate and engage with parents/guardians to encourage and motivate for partnership practices in the education of the children.</p> <p>Draws on the richness and diversity of the community.</p> <p>Communicates regularly in both formal and informal ways with the department in order to manage the school responsively.</p> <p>Understands, and applies in a reflective way, strategies, which encourage parents and other care-givers in the community, as well as other agencies and potential resource providers to support their children's education and overall well-being.</p>	<p>Articulate, evaluate and suggest improvements to the school's external communications and activities</p> <p>Identify, plan, implement and evaluate the impact of a range of community engagement activities e.g. school open days, sports days, cultural events, support for adult non-formal learning, hosting of community and cultural events etc.</p> <p>Identify a school challenge that might be addressed through engagement with the wider school community. Plan, implement and reflect on the impact of the intervention</p>
	The candidate is able to engage with the parent community, education official and stakeholders in education to negotiate issues or prevent legal challenges.	Demonstrates knowledge of the legal principles regarding mediation, negotiation, public participation and deliberation with education stakeholders	Conduct a meeting or have discussions with parents in the school community on policy issues such as admissions, language and religion

15.2.6 Leading and managing the school as an organisation

Core module: 18 credits NQF level 7

Purpose: This module helps student-principals to understand the school as an organisation, to manage organisational systems holistically in context and to lead and manage the use of ICT, physical and financial resources. It also addressed issues related to building and enhancing the school as a safe, disciplined and caring environment conducive to effective teaching and learning.

SPECIFIC OUTCOMES	CURRICULUM OUTLINE	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>Demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems, including ICT, and financial and physical resources.</p>	<p>Knowledge of relevant policies, regulations, applicable legislation and other applicable data.</p> <p>Practising participatory management skills.</p> <p>Consulting with all relevant role players/ stakeholders and promoting teamwork.</p> <p>Knowledge of the qualities of an effective school.</p> <p>Knowledge of Constitutional values such as efficiency, accountability, transparency, fairness, building financial responsibility and punctuality.</p> <p>Knowledge of problem-solving techniques, innovation and creative thinking skills.</p>	<p>The candidate: Demonstrates the ability to <i>obtain</i> and apply information/data to guide judgment, decision-making and conduct. (Continuous evidence in all organisational systems and processes.)</p> <p>Demonstrates integrity and fairness in managing resources.</p> <p>Demonstrates a systematic yet flexible approach to running an organisation.</p> <p>Demonstrates the ability to think creatively to anticipate and solve problems.</p> <p>Demonstrates an awareness of the critical importance of informal and formal means of communication in the running of an organisation.</p>	<p>Investigate and explain the management of organisational systems (including ICT systems) physical and financial resources at the school, make recommendations for improvement and justify priorities. Take into account:</p> <ul style="list-style-type: none"> • Communication systems; • Information systems (record-keeping, data-collection and analyses); • Financial systems (Budget, income and expenditure, banking and auditing); • Asset management; • Timeframes; • Legislative framework and policy including SASA, Norms and standards for Funding and the PFMA; and • Skills available (SMT, SGB, broader staff and community). <p>AND/OR</p>

	Using appropriate communication strategies.	Demonstrates an awareness of, and ability to implement, the Quality Management System.	Present a concise report/account about the interpretation and implementation of the departmental requirements in the school with regard to the management of communications and the physical and financial resources and the effective utilisation of ICT.
Implement, evaluate and maintain and improve organisational systems for the school where possible making use of appropriate information and communication technology ICT.	<p>Communication media, technology and systems.</p> <p>Information management systems in schools.</p> <p>School administration – the setting up of a school administrative office, setting up and maintaining school resource management systems (The school administrative system is consistent with the requirements of the South African Schools Act (SASA).</p> <p>Understands departmental guidelines on managing physical resources.</p> <p>Understands the relationship between good communication systems and school effectiveness and improvement.</p>	<p>The candidate:</p> <p>Is able to set up, implement, maintain and evaluate the systems for communication with and between management, learners, staff, parents, the school governing body, the department, and the community.</p> <p>Is able to set up, implement, maintain and evaluate the information management systems to facilitate the use of information for the purposes of monitoring performance and planning - with elements such as:</p> <ul style="list-style-type: none"> ● Learner profiles; ● Records of learner progress; ● Staff profiles; ● Staff leave register; ● Stock and asset registers; ● Financial records. <p>Is able to set up, implement, maintain and evaluate the administrative systems and structures in the school to carry out departmental requirements and school policies such as:</p>	<p>Design a comprehensive schematic organisational structure and draw up guidelines that include processes, tasks, responsibilities to develop and implement the following systems in the school including:</p> <ul style="list-style-type: none"> ● Communication: <ul style="list-style-type: none"> ▪ Staff ▪ Parents ▪ Learners ▪ DoE ▪ Broader school community. ● Finances: <ul style="list-style-type: none"> ▪ Procedures for drawing up the school's budget; ▪ How the budget links up with the school's development plan; ▪ Process of bookkeeping in the school – receiving, spending, statements, control; ▪ Procedures for auditing and reporting; ▪ Generating additional funds. ● Assets: <ul style="list-style-type: none"> ▪ Stock control; ▪ Maintenance;

		<ul style="list-style-type: none"> ● Admissions; ● Collection of school fees; and ● School safety and security. <p>Is able to set up, implement, maintain and evaluate the systems for managing the physical resources of the school to ensure a safe and healthy environment that is conducive to teaching and learning such as:</p> <ul style="list-style-type: none"> ● School buildings and grounds ● Equipment ● School transport ● Textbooks and learner support materials. 	<ul style="list-style-type: none"> ▪ Procurement; and ▪ Allocation. ● Curriculum management systems: <ul style="list-style-type: none"> ▪ Resource allocation and management; ▪ Curriculum meeting schedules; ▪ Curriculum management timetables ▪ Use of data analytics to understand and intervene to improve trends in learner performance. ● Identify appropriate ways to utilise ICT and other resources to support the management of the above systems.
<p>Lead and manage the physical and financial resources of the school in a transparent and accountable way.</p>	<p>Theory, policy and guidelines on school financial management – make visible the institutional context as well as the broader structure in which the school operates.</p> <p>Corporate development around finances and sources of finance for schools.</p> <p>Integrating the school budget with the school development plan, relevant sections of SASA and theory of budgeting.</p> <p>School financial budgeting within policy parameters.</p>	<p>Develops a financial policy for the school that is aligned with the legal framework for financial school management (including the Norms and Standards for School Funding) and ensures that these policies are adhered to.</p> <p>Is able to coordinate the preparation and approval of a budget that supports the implementation of school goals, policies and plans.</p> <p>Is able to set up a system of accountability for the management of the financial system in terms of the Public Financial Management Act and Generally Accepted Accounting</p>	<p>Develop or review and refine a financial policy for your school.</p> <p>Prepare and interpret financial statements, statements of income and of financial position.</p>

	<p>Prescriptions and guidelines for financial monitoring and controlling.</p> <p>Procurement procedures.</p> <p>Basic accounting theory and skill.</p> <p>Financial controlling measures.</p> <p>Relevant sections of the Public Financial Management Act.</p> <p>The interpretation of financial records.</p> <p>Fundraising strategies and mechanisms i.e. entrepreneurship.</p> <p>Preparing a business plan for schools.</p> <p>Marketing of schools.</p>	<p>Principles, including:</p> <ul style="list-style-type: none"> ● Monitoring and controlling spending in terms of the budget; ● Ensuring that resources are used in an efficient manner; and ● Developing a sound procurement policy. <p>Ensures that a financial statement is drawn up at the end of the school year.</p> <p>Develops opportunities for generating additional funds for the school.</p>	
<p>Understand and be able to apply relevant content knowledge and skills in the management of organisational systems, ICT and physical and financial resources.</p>	<p>Departmental and other useable guidelines and information.</p> <p>Relevant information about the norms and standards of funding for schools in the South African education system.</p> <p>Relevant information about basic financial management.</p> <p>Relevant information about the principles of information management.</p>	<p>Understands, (supervises, interprets, analyses) and <i>manages</i> in a reflective way financial accounting principles and skills such as:</p> <ul style="list-style-type: none"> ● Identifying various source documents used in financial accounting; ● Entering basic transactions from source documents into relevant journals; ● Doing reconciliations; ● Drafting receipts and payment statements; ● Reading income statements and 	

	<p>Departmental guidelines for management of financial and physical resources.</p> <p>Policy related to Section 20 and 21(SASA) schools and their different financial requirements.</p>	<p>balance sheets;</p> <ul style="list-style-type: none"> • Comparing and interpreting differences between actual income and expenditure with budgets (control); and • Writing of financial reports. <p>Understands, and applies in a reflective way, norms and standards for school funding.</p> <p>Understands, and applies in a reflective way, basic financial management.</p> <p>Understands and applies in reflective way, principles of financial information management.</p> <p>Understand, and applies in a reflective way, departmental requirements for management of financial and physical resources including asset management, management of school facilities and grounds, collection of school fees.</p>	
<p>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.</p>	<p>Understanding the principles and practices of the health-promoting school underpinned by Section 22 of the South African Constitution.</p> <p>Understanding the principles and practices of safe schools.</p> <p>Ascertain the needs of the school in relation to this specific outcome.</p>	<p>Ensures safety, security and welfare of learners and educators in the school based on sound policies.</p> <p>Ensures that systems are in place to identify and address the pastoral needs of the individual learner and groups of learners. This should include provision for learners affected by particular challenges</p>	<p>Explore the concept: What is a safe school?</p> <ul style="list-style-type: none"> • Describe a vision of a learning environment in which all learners feel secure, safe and accepted taking cognisance of the national strategy for managing school discipline. • In the school’s operational plans, include the aspects that specifically focus and contribute towards the vision that has been described.

	<p>Use of data and research findings to plan improved safety conditions.</p>	<p>such as HIV and Aids, safety, social problems, health, and learning disabilities.</p> <p>Understands, and applies in a reflective way, school safety policy.</p> <p>Understands, and applies in a reflective way, pastoral care in the running of the school.</p> <p>Understands, and applies in a reflective way, approaches to discipline and behaviour management that align with SA's constitutional values.</p>	<ul style="list-style-type: none"> ● Undertake a gap analysis of what is missing from the operational plan to achieve the vision, based on research in the school. ● Collaboratively develop an improvement plan to address these gaps. ● Justify all of the above with reference to appropriate theory, policy and contextual realities.
	<p>Understanding the principles and practices of inclusive education.</p> <p>Ascertaining the needs of the school in relation to this specific outcome.</p> <p>Use of data and research findings to plan improved safety conditions.</p> <p>Codes of conduct for teachers and learners</p> <p>Address issues of racism, xenophobia, sexism ... policy and practice review</p>	<p>Understands and applies in a reflective way strategies for ensuring inclusion, diversity and access including relevant national policies.</p> <p>Manages the development and implementation of systems for co-operative disciplining of learners that will result in their growth/development.</p>	<p>Explore the concept: What is an inclusive, positively disciplined school?</p> <ul style="list-style-type: none"> ● Describe a vision of a learning environment in which all learners feel secure, safe and accepted. ● In the school's curriculum plans, include the aspects that specifically focus and contribute towards the vision that has been described. ● Undertake a gap analysis of what is missing from the curriculum plan to achieve the vision, based on research in your school. ● Collaboratively develop an improvement plan to address these gaps. ● Justify all of the above with reference to appropriate theory, policy and contextual realities.

15.2.7 Working within and for the school system

Core module: 18 credits NQF level 7

Purpose: This module helps student-principals locate the school and its practices within the wider context of the education system. It addresses issues related to law, policy, governance, school planning and school development. It should be noted that contributing to the system sometimes means being constructively critical of it but it also sometimes means being self-critical about one's own capacity or competency to contribute appropriately. Outcome 1 therefore focuses on gaining a deep understanding of the policy context. Outcome 2 then focuses on the principal's agency in providing leadership and management regarding the legislative mandates, the ability to self-evaluate and to enhance one's own capacity to lead and manage effectively. Outcomes three to five then focus on the principal as the driver or facilitator of planning, implementing and reviewing processes involving all key role-players and the ability to facilitate or lead a collective change process effectively.

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>Demonstrate a sound understanding of the overall contemporary policy context applicable to schooling in South Africa</p>	<p>The origin of policy. The leverage points for the module are:</p> <ul style="list-style-type: none"> ● South African Constitution; ● Foreground the Bill of Rights; ● The distinction between policy and legislation; ● Highlight the relationship between the above and SASA and other education specific policies; and ● Transformational principles in NEPA. <p>Orientation. Basic principles:</p>	<p>The candidate demonstrates a sound understanding of the South African Constitution, Educational Acts and policies in general and the South African Schools Act in particular as the policy context for quality teaching and learning in South African Schools.</p>	<p>Map the overall contemporary policy context applicable to schools in South Africa and use this to review your school's policy base. (See Context module.)</p>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> ● Policy as a form of distributing authority within a democratic context; ● Taking and sharing ownership and responsibility; ● Acceptance of differences and contestation; and ● Critical enquiry, research and reflective practice. <p>Key concepts within the context of schooling:</p> <ul style="list-style-type: none"> ● Administration ● Management and leadership ● Governance ● Power ● Organisation ● Stakeholder. <p>Schools as Transforming Communities: Contexts and dimensions:</p> <ul style="list-style-type: none"> ● Systemic view; ● Democratisation; and ● Transformation. <p>Interdependence of Structure, Agency and Support</p> <ul style="list-style-type: none"> ● National Department; ● Provincial Department; ● Districts; 		

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>Demonstrate the personal qualities necessary for effective management of legislative mandates, policy, planning, school development and governance.</p>	<ul style="list-style-type: none"> • Circuits; • Schools; and • Individual roles. <p>Exploring contemporary literature, including the South African Standard for Principalship focussing on personal qualities necessary for effective management and governance of schools</p>	<p>The candidate leads by example, and is a model of the values and vision of the school (informed by the Constitution, Educational Acts and policies in general and the South African Schools Act.)</p> <p>The candidate is able to think strategically.</p> <p>The candidate is committed to following through the vision and mission in detailed planning for the day- to - day life of the school and its future direction.</p> <p>The candidate is able to motivate and empower others to participate in the development of vision, school policies and plans, and carry these forward.</p> <p>The candidate is committed to cooperative governance of the school and involvement of parents and the community.</p>	<p>Undertake critical self-evaluation against the personal qualities necessary for effective management of legislative mandates, policy, planning, school development and governance.</p> <p>Update Personal Professional Learning Plan to address identified needs from new learning.</p>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.</p>	<p>Establish the links between values, vision, mission, policy, planning and the role of leadership and management in relation to these.</p> <p>Formulation of a description (definition) of policy. View policy holistically, in relation to multiple contexts:</p> <ul style="list-style-type: none"> ● Policy as part of a process – focus on questions of why, how, when and who. ● Legislation as related to policy (basis of authority). ● Reviewing policy: What roles do principals and SGBs play in policy formulation and implementation? ● Policy as action plans. <p>Policy process.</p> <p>Policy mediation from planning to action:</p> <ul style="list-style-type: none"> ● Origins; ● Purpose and intentions; ● Participation and contestation; ● Development and formulation; ● Text; ● Implementation; ● Practice; and ● Evaluation (review and research). 	<p>Manage a process for the participative development of a school development plan with vision, mission and values based on context and needs analysis.</p> <p>Develop and maintain structures and processes that support a consultative and participatory approach to decision making and planning.</p> <p>Develop school policies (including those required by the South African Schools Act) in collaboration with stakeholders.</p> <p>Work within the school community to translate the vision and policies into agreed operational plans that will achieve sustained school improvement.</p> <p>Oversee the implementation of the vision, policies and plans and initiate corrective action as required.</p> <p>Ensure that those involved in school remain committed to the school's values, vision, mission, policies and plans.</p> <p>Evaluate and improve the effectiveness of the school's policies and plans.</p>	<p>Review your school's development plan, with full participation of relevant stakeholders and show how the policy identified previously was accommodated. Document and report on the process. (This should be linked to the education quality management system being done in <i>Lead and Manage People</i>.)</p> <p>Case study (Portfolio)</p> <p>Indicate how substance is given to implementation of the vision, mission and values of the school</p>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<p>Legal and Policy Context:</p> <ul style="list-style-type: none"> ● Mapping policies and legislative frameworks; ● Specific policies and legislation; ● SA Constitution; ● South African Schools Act; ● National Curriculum Statement/ CAPS; ● Labour Relations; ● Employment of Educators Act; ● South African Council of Educators, etc. (See SA Standard for Principalship, pp.5-6). <p>How to develop/formulate policy: Developing a practical framework for formulating, implementing and evaluating policy in the school context.</p> <p>Case study: Work through a case study about the development of a relevant recent education policy in the South African context.</p>		
<p>Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community and the department.</p>	<p>Cooperative governance.</p> <p>Departure points:</p> <ul style="list-style-type: none"> ● The Constitution ● SASA; 	<p>Understand and apply cooperative governance in the school by making sure that the School Governing Body is legally constituted and fully functional.</p> <p>Negotiate with the School Governing</p>	<p>Portfolio activity</p>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
	<ul style="list-style-type: none"> • Governance as partnership; • Stakeholders and interests; • Difference between governance and professional management, • Strengthening partnership and community building; and, • Shared vision as departure point for school development. <p>Challenges and problems dealing with conflict over policy.</p>	<p>Body to define clearly the governance and professional roles of the School Governing Body and the School Management Team.</p> <p>Through the establishment of legally constituted and supported Representative Council of Learners, involve learners in the co-operative governance of the school.</p> <p>Build relationships and partnerships with the community through efficient communication, marketing of the school and the involvement of parents/guardians and others.</p> <p>Find and use appropriate ways to communicate with parents/guardians (for example, meetings and/or newsletters and/or personal letters, telephone calls) so that they understand school matters clearly and are motivated to be partners in the education of their children.</p> <p>Communicate regularly in both formal and informal ways with the department in order to manage the school responsively.</p>	
<p>Understand and be able to apply relevant content knowledge in leading and managing policy, planning,</p>	<p>Planning for school development.</p> <p>Different Approaches:</p> <ul style="list-style-type: none"> • School effectiveness; 	<p>Understand, and apply in a reflective way, developmental and operational planning.</p>	<p>Undertake a critical evaluation of parent/community involvement in school and how this can be enhanced (to be explored in more detail in a</p>

SPECIFIC OUTCOMES	CURRICULUM CONTENT	ASSESSMENT CRITERIA	POSSIBLE ASSESSMENT ACTIVITIES
<p>school development and governance.</p>	<ul style="list-style-type: none"> ● School improvement; and ● Whole School Evaluation. <p>A School Self-Evaluation.</p> <p>Situational Analysis.</p> <p>The School Development Plan</p> <p>Strategic Planning.</p> <p>Application of co-operative governance for planning.</p>	<p>Understand, and apply in a reflective way, the development of school policies in terms of the South African Schools Act and other relevant legislation.</p> <p>Understand, and apply in a reflective way, school development and improvement.</p> <p>Understand and apply in reflective way participatory approaches to decision - making, communication and the role of consultation in planning.</p> <p>Understand, and apply in a reflective way, strategies, which encourage parents to support their children's learning.</p>	<p>separate module)</p>

16. Illustrative portfolio assessment matrix

The portfolio brings together the two site-based projects and any additional information that students may wish to offer regarding their competence as school leaders and managers.

The following matrix identifies the core learning outcomes of the programme for which evidence of competence needs to be supplied.

Learning outcome	Evidence from assignments	Verified by:	Evidence from portfolio activities	Verified by:	Evidence from Workplace Project	Verified by:
	(to be completed by candidate)		(to be completed by candidate)		(to be completed by candidate)	
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 further in the introduction to each subsequent module of the programme).						
Plan, justify, execute and evaluate a workplace project aimed at school improvement.						
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.						
Lead and manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy.						
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.						
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.						
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.						

