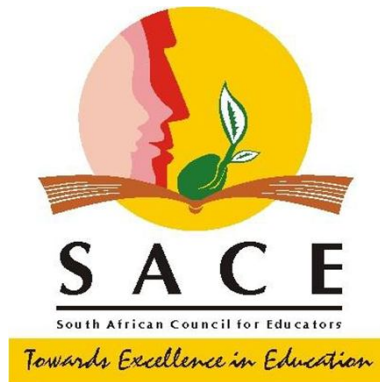


SACE PROFESSIONAL DEVELOPMENT NEEDS SURVEY



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AIM OF THE RESEARCH

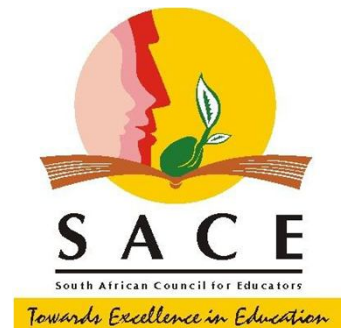
The main aim of the research:

- Produce a Professional Needs Analysis report on the needs of Principals and Deputies
- Make a contribution to strategies and interventions that will enhance the capacity of school management.
- Provide an overview of the needs highlighted by SMT requirements, and link these with the short, medium and long term interventions
- Investigate the impact of institutional types and locations.

BROADER TEACHER EDUCATION CHALLENGES

The challenges facing teacher education development in South Africa include the following

- Lack of access to quality Teacher Education Development (TED) opportunities for prospective and practicing teachers;
- A mismatch between provision of and demand for teachers of particular types;
- The failure of the system to achieve dramatic improvement in the quality of teaching and learning in the schools;
- A fragmented and uncoordinated approach to TED;
- The tenuous involvement of teachers, their organizations and other role-players in TED planning; and inefficient and poorly monitored funding mechanisms (ISPFTEDSA, 2011).



SACE RESEARCH RESPONSE CHALLENGES

- Some did not rate their PD Needs as per instructions.
- 3 003 out of 12 053 (24%) of the participants did not specify their PD Needs or they did not understand the question.
- NW: most participants did not indicate their District Codes.
- Some participants indicated that they did not receive support from supervisors, but still continued to rate support received.
- EC districts are many, yet small - makes it difficult to look at each district's professional development needs independently.
- It is a challenge participants do not read the questions and fully complete the forms.

SACE RESEARCH RESPONSE CHALLENGES

- Aside from NW, 19% of other participants did not specify district.
- Small districts are more difficult to analyse in terms of professional development needs.
- Most FS participants did not answer Question 7 which requested them to rate the support that they have received from their supervisors.
- It is a challenge when participants do not read the questions and fully complete the

RESEARCH METHODOLOGY

Research methodology consists of:

- literature study
- qualitative and
- quantitative research amongst others.

The research method applied in this research is quantitative, which aimed at investigating the Professional Development Needs of principals and deputies. Positivism emphasizes the objectivist approach to studying social phenomena, which gives credence to methods focusing on quantitative analysis, surveys and experiments.

RESEARCH METHODOLOGY

Research group

The research group unit analysis was principals and deputies in the public and private education sector.

Return of questionnaires

The number and percentage of questionnaires returned as follows:

Distributed	Returned	% Returned
147 000	12 053	25%

1 This number was taken from the SACE presentation slides at HEDCOM

RESEARCH INSTRUMENT

The questionnaire had 44 questions related to Professional Development Needs in the schooling sector

The questionnaire/instrument was divided into the following sections;

Demographics which required the respondents to complete the following:

- province
- their district code (attached to the questionnaire)
- quintile status
- type of school
- number of educators in their school; and
- the school's location area in terms of urban, rural and township.

RESEARCH INSTRUMENT

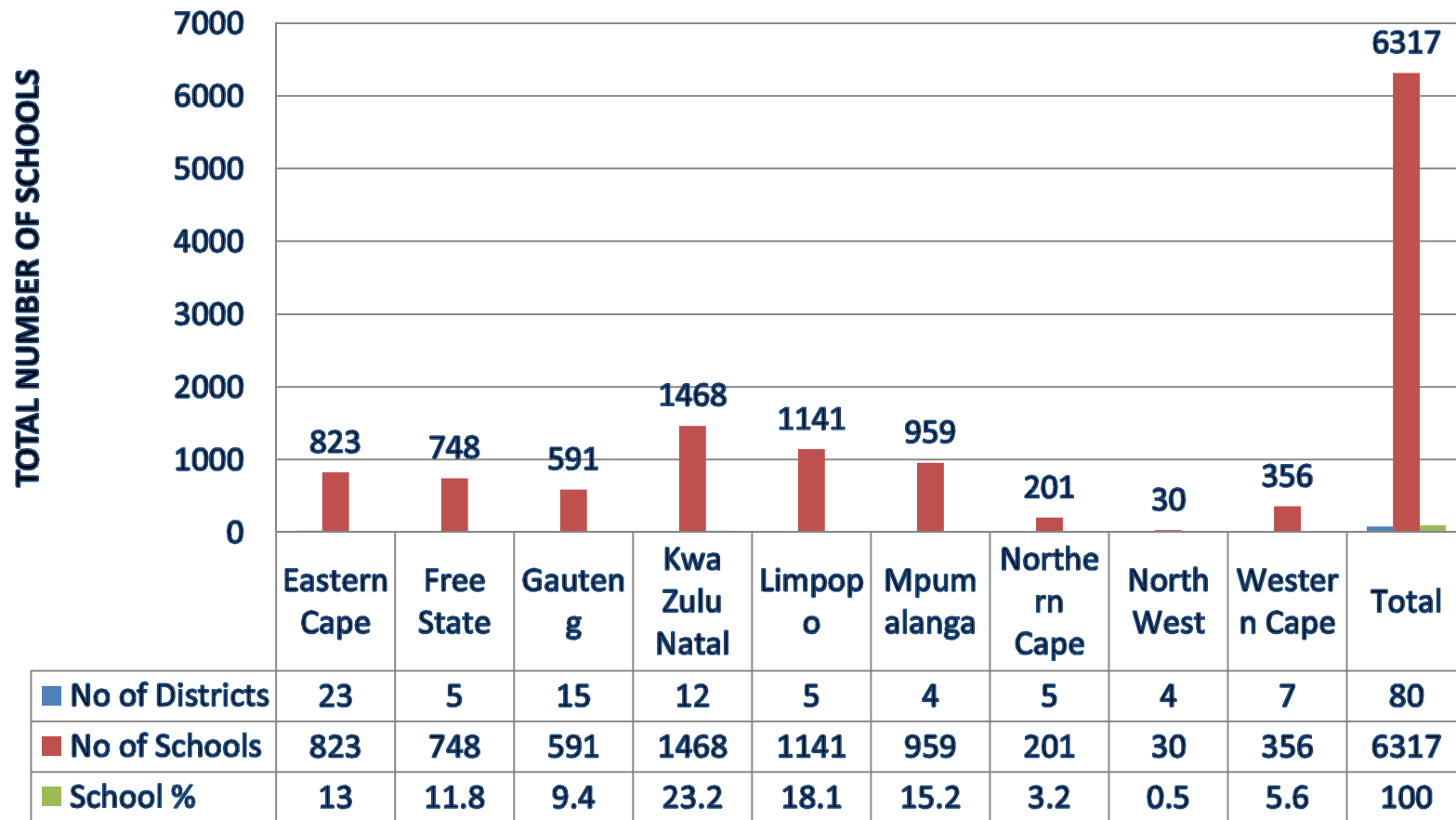
Principals and Deputies required to indicate the following:

- their position
- number of years in the position
- qualifications,
- involvement in management and leadership activities
- experience
- support offered by their senior/supervisor; and
- subjects and grade that they can teach.

DISTRICTS PROFILE

No of participating schools per district

Number of Districts & Schools Participated



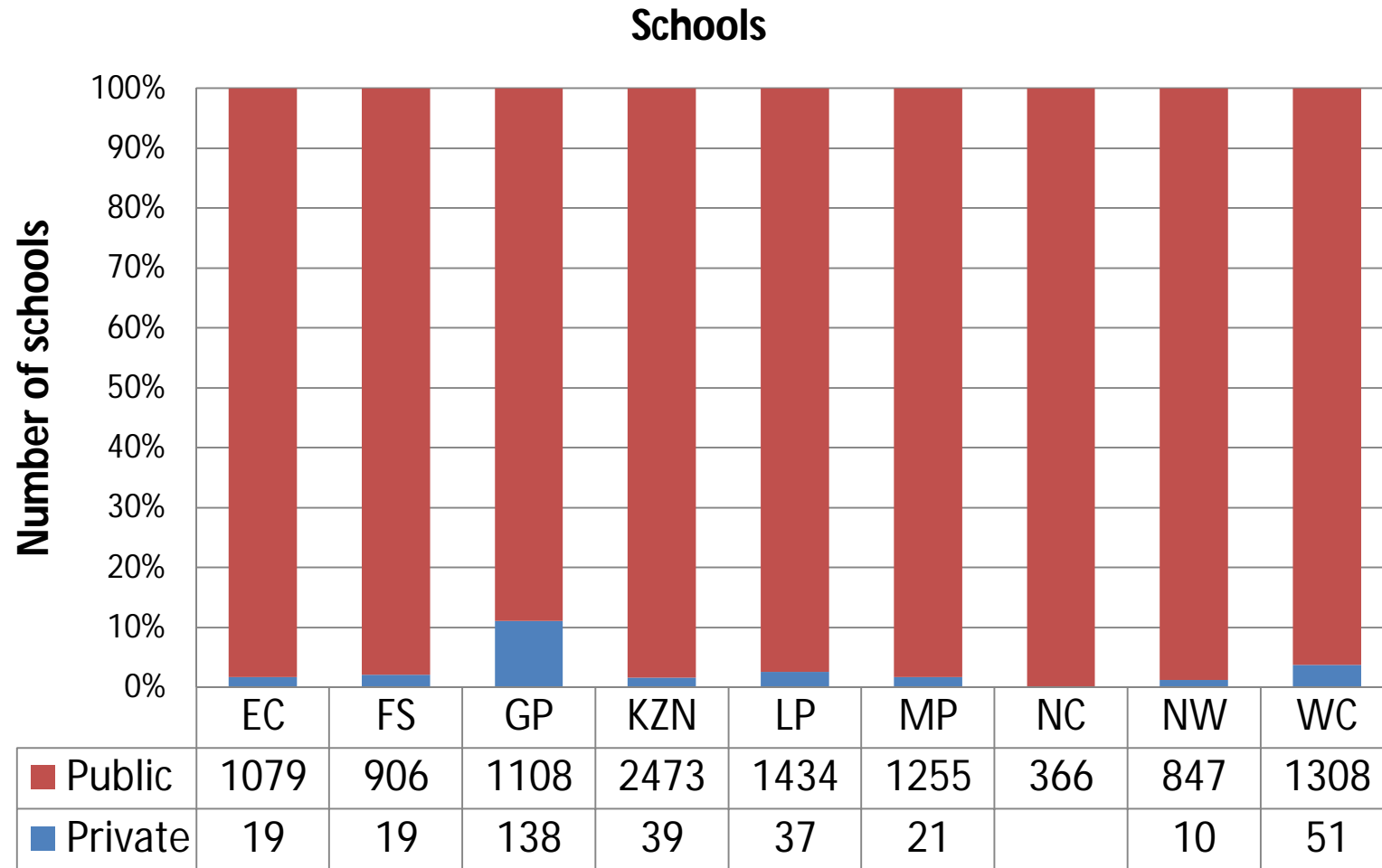
DISTRICTS PROFILE

PRINCIPAL AND DEPUTIES RESPONSES

PROVINCE	NUMBER OF RESPONSES	PERCENTAGE
Eastern Cape	1166	10.0
Free State	1066	9.0
Gauteng	1380	12.0
KwaZulu-Natal	2683	22.0
Limpopo	1586	13.0
Mpumalanga	1373	11.0
Northern Cape	410	3.0
North West	924	8.0
Western Cape	1465	12.0
TOTAL	12 053	100.0

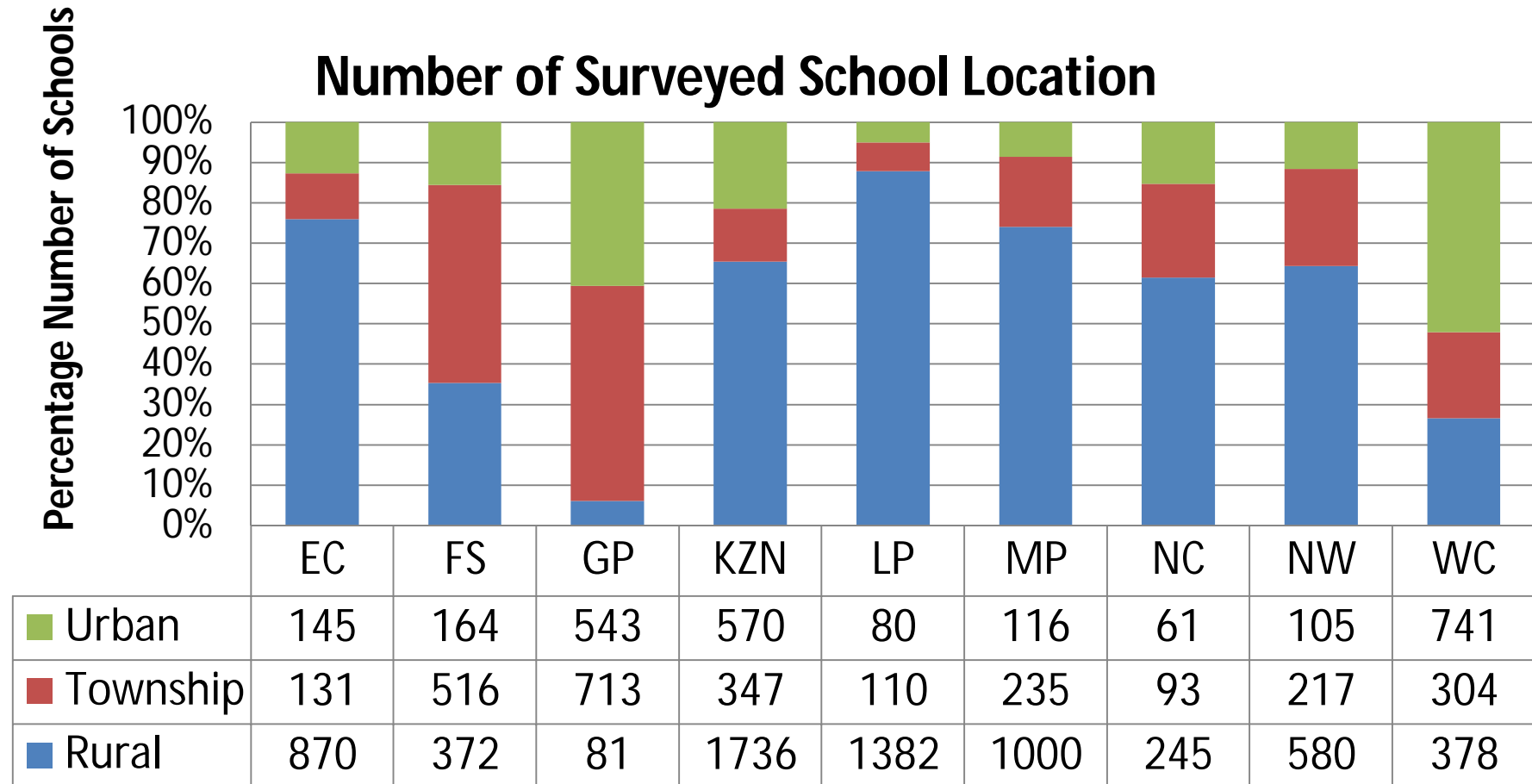
DISTRICTS PROFILE

TYPES OF SCHOOLS SURVEYED



DISTRICTS PROFILE

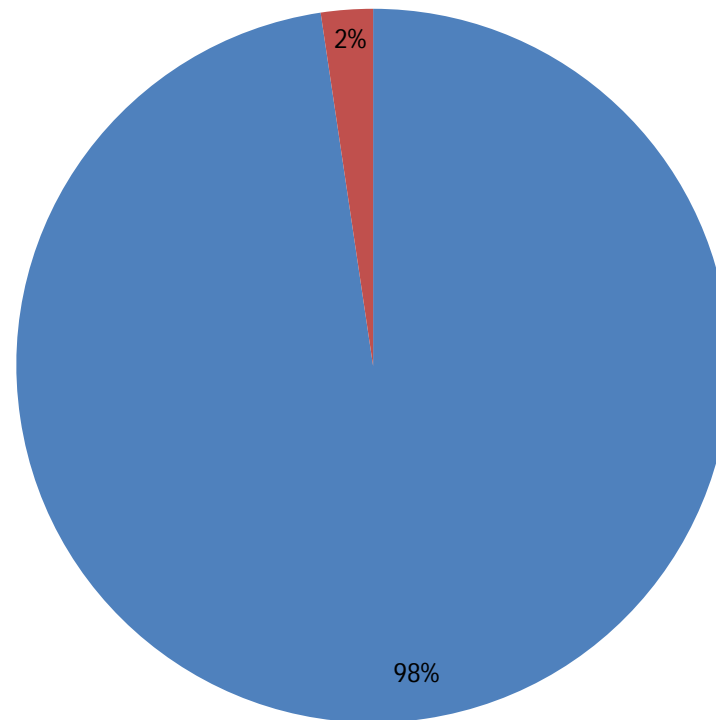
LOCATION OF SCHOOLS SURVEYED



SCHOOL PROFILE

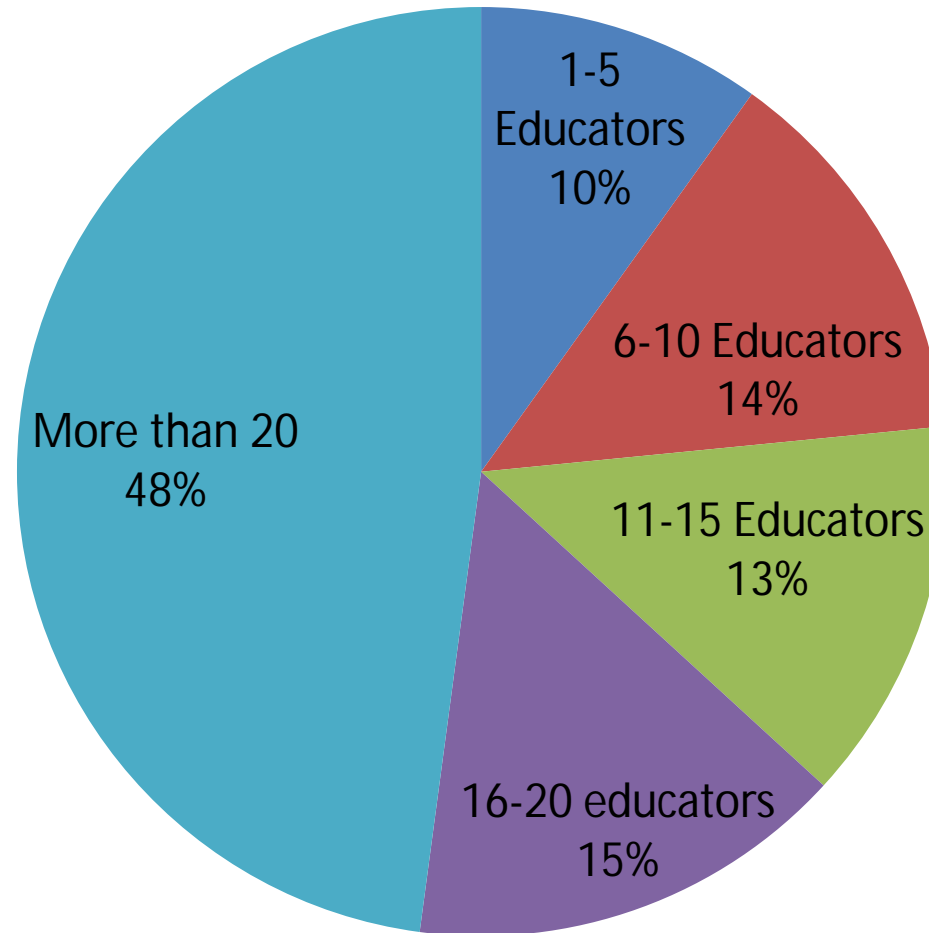
NATURE OF SCHOOLS SURVEYED

■ Mainstream ■ Special



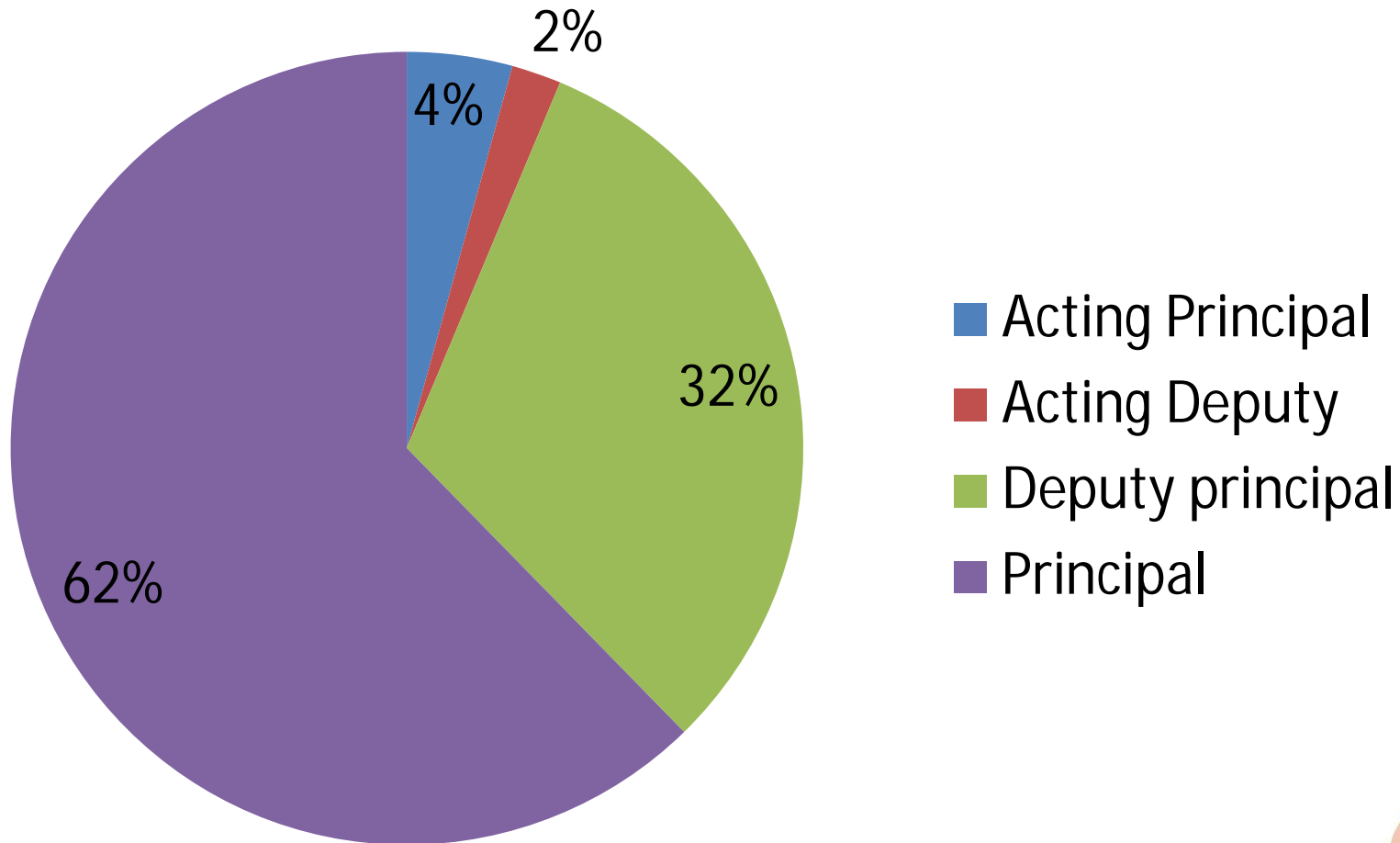
SCHOOL PROFILE

NO. OF TEACHERS IN SCHOOLS



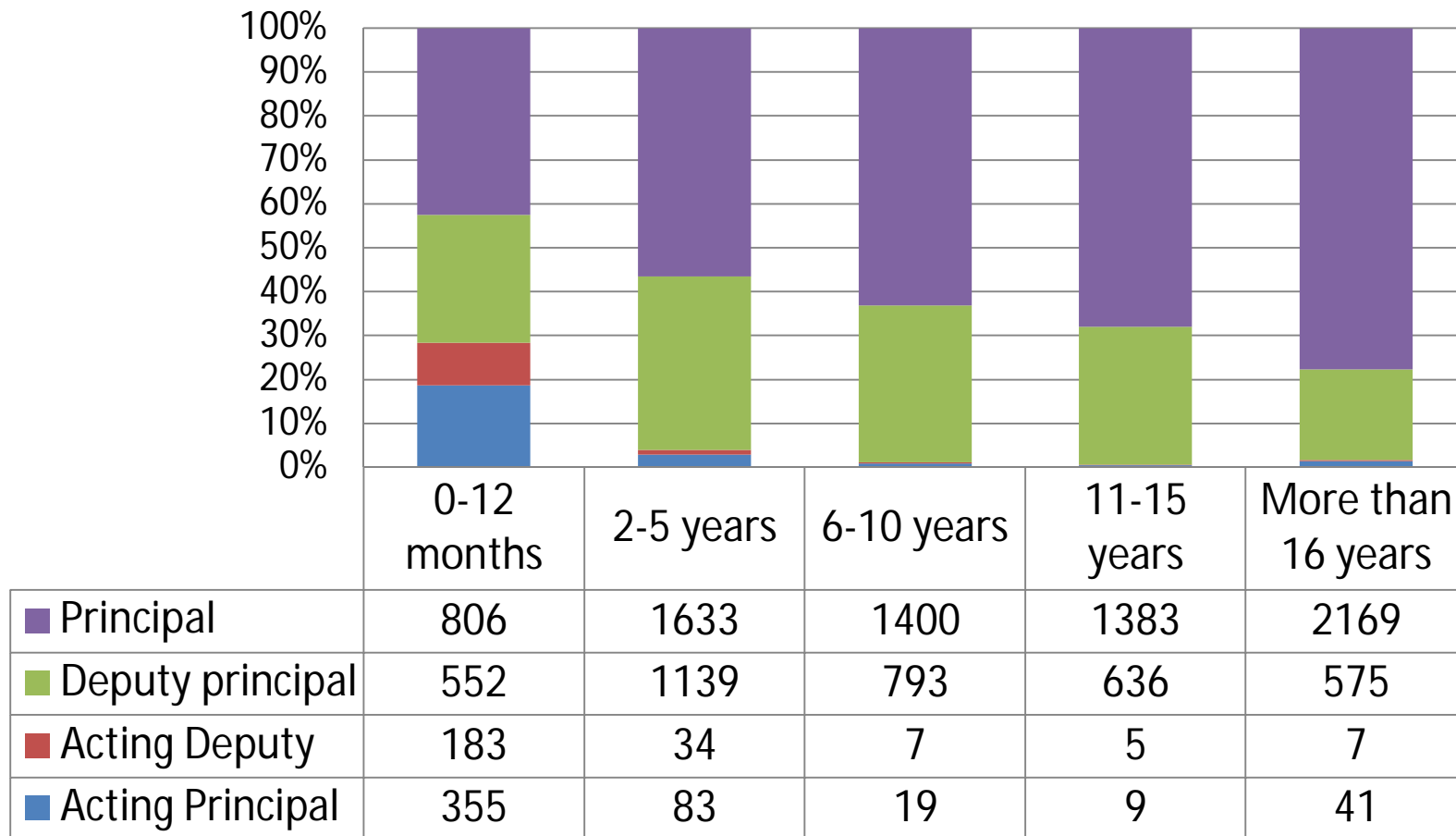
RESPONDENTS PROFILE

POSITION IN THE SCHOOL



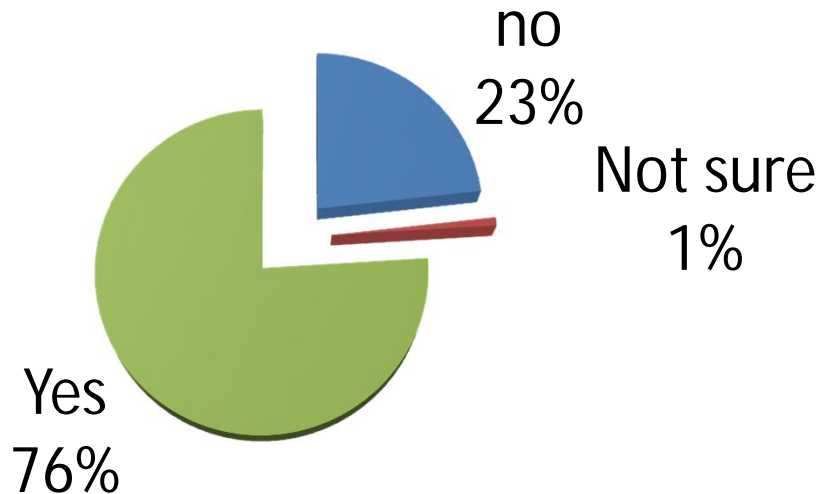
RESPONDENTS PROFILE

YEARS OF EXPERIENCE IN POSITION



RESPONSES ON LEADERSHIP AND MANAGEMENT

ENGAGEMENT IN LEADERSHIP AND MANAGEMENT ACTIVITIES



The responses of deputies and principals on their involvement in leadership and management activities.

Seven thousand three hundred and sixty five (7365), which is 76% of school managers, responded positively, whilst 2250, which is 23%, responded negatively and only 78, that is 1% were non-committal in their response.

KEY DEVELOPMENT NEEDS IDENTIFIED IN ORDER OF IMPORTANCE

- 1. Providing Leadership, Mentoring, support and Development**
- 2. Financial Management**
- 3. Policy Development and implementation**
- 4. Managing Quality of Teaching and Learning (Curriculum)**
- 5. Managing staff appraisal and Development (IQMS & SPMDS)**

KEY DEVELOPMENT NEEDS IDENTIFIED

IN ORDER OF IMPORTANCE

6. Computer Literacy

7. General Institutional Management and Administration

8. Administration of Resources and Records

9. Training on changes in legislation or policies

10. Management of Infrastructure and Resources

FURTHER DEVELOPMENT NEEDS IDENTIFIED

Strategic Planning (Q39)-eleventh
Decision-making and Accountability (Q14)-twelfth
Functionality of SGB (Q18)-thirteenth
Year Planning for the school (Q16)-fourteenth
Project Management (Q35)-fifteenth
Professional conduct (Q10)-sixteenth
Partnership and Networking (including abroad)(Q34)-seventeenth
Conflict resolution (Q26)-eighteenth
School discipline (Q38)-nineteenth
The overall functioning of SACE and what teachers should know about SACE (Q29)-twentieth
Participation in various professional associations/committees/seminars etc. (Q23)-twenty one
Fundraising (Q28)-twenty-two
Leadership through effective delegation and directing others (Q31)-twenty-three
Knowledge and application of forms assessment (Q8)-twenty four
Management of work schedules (Q5) -twenty fifth

MOST SIGNIFICANT RURAL SCHOOL NEEDS

According to the most significant Professional Development Needs the following five key responses were indicated as:

- Providing Leadership, Mentoring, Support and Development to Staff
- Financial Management
- Policy Development and Implementation.
- Managing Staff Appraisal and Development
- Managing Quality of Teaching and Learning (Curriculum)

MOST SIGNIFICANT TOWNSHIP SCHOOL NEEDS

According to the most significant Professional Development Needs the following five key responses were indicated as:

- Financial Management.
- Providing Leadership, Mentoring, Support and Development to Staff
- Policy Development and Implementation
- Managing Quality of Teaching and Learning (Curriculum)
- Managing Staff Appraisal and Development (IQMS & SPMDS)

MOST SIGNIFICANT URBAN SCHOOL NEEDS

According to the most significant Professional Development Needs following five key responses were indicated as follows:

- Providing Leadership, Mentoring, Support and Development to Staff
- Financial Management
- Policy Development and Implementation
- Managing Quality of Teaching and Learning (Curriculum)
- Training on Changes in Legislation/Policies

MOST SIGNIFICANT SCHOOL NEEDS

It must be noted that the top three professional development needs that have been identified by rural, township and urban schools are:

- Providing Leadership, Mentoring, Support and Development,
- Financial Management; and
- Policy Development and Implementation.

It should be understood that these might vary in terms of the context in which these needs may be addressed based on the vast differences in resources of the variety of schools.

CONCLUSION

There is a dire need for staff development in providing leadership and management - supplying appropriate support programmes in conjunction with mentoring strategies.

These interventions will assist the effectiveness and efficiency in schools

School leaders need to understand theoretical foundations and demonstrate application through continuous professional development

THANK YOU