WESTERN CAPE EDUCATION DEPARTMENT

METRO CENTRAL EDUCATION DISTRICT

CIRCUIT 6

HUMAN CAPITAL DEVELOPMENT STRATEGY (HCDS) - A FOCUS ON MANAGEMENT

SCHOOL IMPROVEMENT PLANNING - SCHOOL PRINCIPAL'S RESOURCE & GUIDE

2009-2011

CONTENTS

1   INTRODUCTION

As an introduction to SCHOOL DEVELOPMENT and IMPROVEMENT planning let us speak about the nature of man and the nature of work.

"Regarding the nature of work, the orthodox view accepts the Old Testament belief that physical labour is a curse imposed on man as a punishment for his sins and that the sensible man labours solely in order to keep himself and his family alive, or, if he is fortunate, in order to make a sufficient surplus to enable him to do the things he really likes. Regarding the conditions of work, it is assumed that improving the conditions of the job will cause the worker's natural dislike of it to be mitigated…Regarding the motivation of work, the carrot and stick hypothesis asserts that the main positive incentive is money, the main negative one fear of unemployment. Of recent years, these views have been modified in many ways. It is conceded that some people…like to work.

Now modern research has shown that these views are incorrect.

Work is an essential part of a mans life since it is that aspect of life which gives him status, and binds him to society. Ordinarily men and women like their work. Work is a social activity.

The morale of the worker has no direct relationship whatsoever to the material conditions of the job.

There are many incentives, of which, under normal conditions money is one of the least important. Unemployment is a powerful negative incentive. Precisely because of 1 (it social nature).

It has already been made clear that it is meaningless to talk of leadership as if it were a psychological trait, something within the individual, which some people have and others do not or have in negligible degree. The word makes sense only when it specify to what end and in what circumstances the leader will be expected to act. Yet most books …will give a list of leadership qualities which tell us, for example, that the leader must have intelligence and good judgment, insight and imagination, ability to accept responsibility, a sense of humour, a well-balanced personality, and a sense of justice.

It was suggested that we cannot understand the attitudes of either management or workers unless they are seen in their historical context, and unless we realise that much that has been regarded as due to human nature is, in fact, purely the product of a particular culture at a particular stage of its development. The beliefs that work is an unpleasant necessity,

that the individual is basically self-interested, basically lazy, and basically competitive, and that society consists of a mass of unorganised individuals, each at war with the other,…that fear of starvation is the main negative incentive and money the main positive one – all these are products of a certain type of society at a certain stage in its development.

A great deal of attention … has been paid to the study of interpersonal relationships at work … There has (also) been research on the study of fatique and boredom … exploring psychological needs and how they are may be met in the organisation. Maslow has developed a theory of motivation which has … (been) applied to organisations. He views man as having needs which exist in an innate hierarchy in which the lower needs have to be satisfied to a considerable extent before the higher needs can emerge to motivate the individual" (The Social Psychology of Industry by J A C Brown – 1980).

The purpose of our meeting is twofold, firstly to reflect and secondly to plan 2009. The school as a form of social formation or organization is by its nature very unique but at the same time very similar. It this nature of schools and schooling that present politicians, planners, economists and managers with a very unique challenge in its ongoing quest to improve schools and schooling.

In reflection it is important to keep uppermost in mind the model for purposes of analysis namely, the core function of school and the purpose of schooling vis-à-vis the other support functions which creating an enabling environment.

In its minimalist form the purpose of schooling in the South African context is the implementation of the national curriculum through the facilitation of learning and teaching by both learner and educator. At the center (not exclusively) of the learning process is the learner and at the center of the teaching (not exclusively) process is the educator. These two centers form a contingent relationship – the one cannot stand without the other.

As an input and a minimum standard, learners are expected to be directly and to a lesser extend indirectly exposed to the national curriculum for 196 days per annum. Compromise (by reduction in various forms) the input and it negatively affects the output. To maintain its integrity schools must observe this public mandate at all costs … the alternative to dire to consider … a tension we live with on a daily basis in our townships. This reality informs us that learning and teaching are compromised by up to 40-50% of the 196 days for matters other than teaching.

Our biggest challenges for 2008 have been and remain

- Time-on-task (absenteeism of educators and learners)
- Discipline of educators and learners
- Class size

- Morale of educators
- The educator's lack of knowledge and conceptual understanding of the curriculum
- Distraction from 196-days per annum core duty
- Making the strategic links between curriculum planning, implementation and monitoring
- Improve literacy and numeracy rate at poorer schools
- Implementation of the FET
- Overload and burden carried by the school principal
- Sustain and maintain above 60% matric pass rate
- Maintain school grounds – and keeping it clean (including the classrooms and toilets)
- Communications within the circuit
- School Development and Improvement Planning
- Alignment of planning between School, Circuit, District Office and Head Office

It is the contention of my office that improving schools by addressing these challenges cannot happen unless we also restore the dignity, pride, professional integrity and sense of duty and confidence of the educators. I am committed to that task … I hope I can say the same of you. We need the commitment and dedication of your staff to help with the restoration of professional integrity through positive actions, values and attitudes.

I am asked many-a-time about the purpose of my job. My job in essence is about,
- Finding and creating space and opportunity
- Be innovative and creative in occupying that space
- Do the most impact with the least effort and resource
- Be productive and remember the individual can make a difference … positively or negatively
- This is the space I, with the team create … in which you ought to flourish
- Therefore my job is simple … I make you happy, So that you make your staff happy, So that your staff make our children and parents happy … such is the nature of our contract
- And so, in pursuance of this happiness as managers we have to make very difficult choices.

In our job loyalty is very important … in fact I place a very high premium on loyalty. It underpins the element of trust. We must nurture trust because it enhances confidence and also nurture loyalty because it further enhances allegiance.

Addressing the Western Cape Education Department (WCED) Conference on its Human Capital Strategy the then Premier, Ebrahim Rasool, challenged participants (mostly educators) to be the ***midwives of the best of the new and the undertakers of the worst of the old***. Under the Premier's leadership the Provincial Executive has adopted a strategy of "A HOME FOR ALL" … for the Western Province a big challenge indeed. We wish the Premier all the best in his endeavor to achieve the socio-political and economic objectives in his sight.

The Premier further states that the WCED has been given the task for the implementation of the Provincial "Human Capital Development Strategy (HCDS) 2004-2014".

Human capital for me rest on two pillars namely the Human Resource Management and Development and Social Capital (social networks which create in society an enabling and supportive environment).

> "The term human capital may not be familiar to all of you. Human capital refers to the skills, education, health, and training of individuals. It is capital because these skills or education are an integral part of us that is long-lasting, in the way a machine, plant, or factory lasts … I am not saying that machinery and physical capital are of negligible importance in a modern economy. Of course, you need good machinery, equipment, and factories. But you also need skilled workers and managers, and innovative entrepreneurs to utilize this machinery effectively … Education and training not only promote growth and efficiency, but they can reduce inequality and the impact of disadvantaged backgrounds. Education is the most effective way for able young people of poor backgrounds to rise in the economic hierarchy, because human capital is the main asset of 90% of the population. This is why income inequality in a nation is greater when inequality in education is greater. Indeed, income inequality is more generally related to inequality in all types of human capital: training and health, as well as in schooling … To understand human capital, you have to go back to the family, because it is the families that are concerned about their children and try, with whatever resources they have, to promote their children's education and values. Families are the major promoters of values in any free society and even in no-so-free societies … You cannot grow without a strong human capital base. Success depends on how well a nation utilizes its people. If it treats them badly, leads them to under-invest in themselves, or neglects a significant fraction of them, it will fail in the modern world, no matter how much machinery it utilizes" (Gary Becker, 1996)

The Western Cape Education Departments HCDS consist of four (4) strands or thrusts namely;
1. Conditions of Education (WSE 1-3)
2. Quality of Learning & Teaching (WSE 4-6)
3. The Contextual Factors (WSE 7-9)
4. Skills Development.

As managers our duty can be divided into four (4) clearly demarcated areas of responsibility namely,
- Planning (setting of goals and objectives and make decisions)
- Organizing (the way and how we carry out decisions)
- Directing (influencing your staff to achieve objectives)
- Controlling/Supervising (ensure results in accordance with plans).

Remember,

- Effort does not guarantee success
- Acknowledge and reward good practice
- As manager you are paid to look after assets/resources
- Every line manager is a human resource manager
- Human resource managers create an enabling environment for staff and look after the most important asset namely people, "customers and clients"
- Planning strategically requires managers to scan the environment and to align to the changing external environment
- Selection of staff does not guarantee success … it only put the odds in your favour
- The line manager is the "last one standing" when there is total collapse or demise of the system … that is you. By the time you switch off the light. The Circuit Team Manager would have been long gone
- Most research on staff motivation and enhanced performance have the following issues in common
  - Communication with staff
  - Delegation to members of staff
  - Development of staff
  - Participation of staff
  - Recognition of staff

  The irony being that most of us expect but seldom give of these common issues … my advice to you is to use your circle of influence to maximize and give to your staff recognition, delegation, participation, development and communication.
- Clearly establish and identify your circle of influence and maximize it … recognize your circle of concern and minimize it
- Staff acknowledgement and reward

The main purpose of this manual is to provide school principals with a **GUIDE** to School Development and Improvement Planning (SDP), **PRESCRIBE** SDP, provide for a **MINIMUM STANDARD** in SDP and finally to **STANDARDIZE** SDP.

SDP is the process and outcome of the sum-total School Annual Planning (SAP) and School Improvement Planning (SIP).

School Principals, as school managers will agree that planning is not an option, it is a necessity.

School Development and Improvement Planning (SDP) in the short, medium and longer term is not going to be without its challenges. Principals are mindful of the many dangers and loopholes of

- Over planning
- Trying to get the balance right between management, leadership and planning
- Making planning a living part of the processes of management and leadership
- Ensuring that planning is always appropriate and relevant to the context

- Getting the balance right between theory (thinking of planning) and planning (just doing it)
- What and how to prioritize … making difficult choices because there is only so much that the organization can do within the limited time
- Insufficient planning.

Let me paint principals a bold picture of the landscape or context that will inform planning for the next three years. These I have categorized as namely

MACRO LEVEL FACTORS
MESO LEVEL FACTORS
MICRO LEVEL FACTORS.

2 THE CONTEXT

2.1 MACRO-LEVEL FACTORS

Politics and politicians will always overshadow our every move we make … and rightfully so. As a country in transition and in transformation officials ought to be reminded that politicians are the elected representatives of the South African public. The current relationship between politicians and administrators is sometimes stressful and not always pleasant, polite and cordial. Politicians and administrators have different roles and functions and the relationship ought to be healthy and based on mutual trust and respect. Failing which will have a disastrous impact on parties and on service delivery. As much as politicians demand of administrators to be responsive to every wish and promise of service delivery they make to the public, it must be recognized that officials could, if they so choose, find many ways of undermining politicians and their objectives. Ways of which they (the politicians) do not even know exist.

Currently, the "re-engineering" or redesign of the of the Western Cape Education Department is being implemented … yes colleagues another wave of major structural and systemic change. The thinking at Head Office is to bring the WCED in line with the rest of the country in the following important ways namely … change that I am very excited about

- Establishment of districts
- Greater autonomy to districts to make important decisions … decentralization and devolution of power and authority
- Restructuring existing Education Management and Development Centres (EMDC) and the establishment of Districts in line with existing political and administrative boundaries namely local government sub-councils, wards and suburbs … and yes this will have an impact on existing circuits at the EMDC
- This will allow for greater collaboration between and amongst various Departments – a multi-disciplinary approach. This may also result in politicians calling administrators to greater accountability.

The National Minister for Education, Naledi Pandor, is committed to the following changes in education (the draft has already been published and submitted to parliament)

- Defining the poverty status of schools in line with national norms
- Declaring the poorest two quintiles no fees schools
- Review Norms and Standards allocations to schools
- Defining a minimum funding level for school
- Compensating poor schools which are not asking school fees
- Regulating that School Governing Bodies nominate three candidates for a post the appointment to be confirmed by the Head of Education in line with certain prescripts
- Placing the burden on schools to establish whether a non-paying parent qualifies for exemption before handing over to lawyers and collection agencies

- Regulating that homes may not be lawfully attached for outstanding school fees
- Drop-out of learners
- Learner discipline – by currently reviewing the Code of Conduct for Learners
- Inspectorate for education
- OSD
- District development
- Education Laws Amendment Acts

Provincially, the then Minister Cameron Dugmore has committed himself to the following changes and foci in Education;

- Numeracy and Literacy
- Drop-out rate of learners
- Science and Mathematics
- Improving Service Conditions of Educators
- Learner tracking system
- Defining when a school is full … capacity of schools
- Reducing class size.

Some of the views of the new Provincial MEC Yousuf Gabru
- There is no mass exodus of teachers as reported in the media
- Large number of teachers are demoralized
- Administration overload on teachers distract them from teaching
- He will consider a think-tank to investigate whether these claims are justified
- We need to get teachers to get on with the job of teaching
- Research has indicated that the most important aspect is prepared and competent teacher
- Our education system not good enough
- SADC – we don't measure up with our peers
- Comparing, the better schools – their results too are not good enough either
- W-Cape – we are satisfied and boastful with averages – if we de-aggregate – results very bad
- Performance across ex-Departments – poor – historical context
- We know Grade 3 & 6 results are shocking
- We must and have to plan for success – we don't have option in the matter
- "New" economy has changed – we now have a knowledge economy
- Cant afford not to raise the bar – otherwise we remain insignificant at the tip of continent
- I KNOW IT IS MUCH EASIER SAID THAN DONE
- "Back to basic" – do not like the phrase but you get the picture
- What happens in the classroom?
- We need to focus on this with much more vigor
- Teachers are the strategic interface – their job is critical job
- Highly skilled job and nobody appreciates this – teaching with huge challenges

- Accept the challenge and win
- I would like to talk to teachers – the same message
- Most important –their job is very complex and difficult
- Give socio-economic context of some – their job is more difficult
- Teachers – we must accept the challenge
- And we have to win
- As government we need to make sure that schools in poor communities must work
- Not easy – difficult job but we must succeed – we can succeed – together we can make miracles
- Unite around a common purpose

2.2   MESO-LEVEL FACTORS

"EFFECTIVE SCHOOLS" will form amongst others the basis of the District Education Management Plan;

- Access - Admission and placement of learners
- School Development Plans
- IQMS
- Merger of schools
- Learner discipline
- Educator discipline and morale
- Support to SGBs
- "Dysfunctional School" – mentorship / curatorship
- Training & Development – SMT & SGB.

The District Office has made an assessment of the School Improvement Plans (SIP) submitted. The single most important need established has been ASSESSMENT FOR AND ASSESSMENT OF LEARNING. Other needs include

- Learner discipline
- Learner space
- School policy - SMT
- Strategic planning – SMT
- School Records Management
- Staff Development
- Networking & Stakeholder Involvement
- Extra- and co-curricular participation of principals.

The inter-relationship (alignment and correlation) currently between the planning at Head Office, District Offices, different Pillars/Components and the Circuit is distant and not aligned. In fact this relationship is one directional from the top. There is very little evidence of a direct relationship between planning at the District Office and that of the schools. The ideal would be to have an alignment (conceptual and contingent

relationship) between the planning at schools and Departmental Office planning. Planning based on the need and requirements in the field. This is something we must all strive for and work towards.

Research has shown that "Effective Districts are strongly associated with
- Strong instructional leadership from Director and District Team
- Emphasis on learner improvement, learning and teaching
- Establishment of District goals & objectives
- Deliberate selection and appointment of school principals with both Curriculum and Personal skills
- Monitor school visit and meetings
- Emphasis on professional development
- Systematic use of data
- Tracking school performance.

2.3   MICRO-LEVEL ISSUES

Educational and socio-economic life in Circuit 6 is very similar. Our Circuit covers the following demarcated areas
- Hanover Park
- Manenberg
- Heideveld
- Vanguard

Undoubtedly, extreme poverty levels in and the surrounding feeder community is having a profound negative effect on learning and teaching in these areas. Within the Circuit each one of us has been affected by it, directly or indirectly. We must divert and target our efforts and resources into these areas and schools so that our learners may have a fighting chance to become worthy and full citizens of this beautiful country. These schools will be the direct and immediate beneficiaries of targeting our resources … but the school management has a duty to equally rise to the challenge to ensure year-on-year addition of value and improvement.

Our challenge will be to categorize the high impact schools and target intervention.

The major challenges in Circuit 6 are (mostly directly related and symptomatic of poverty)
- Overcrowding – large classes
- Social violence
- Extremely low literacy and numeracy levels
- Teacher : pupil ratio
- Diversion from core (learning and teaching) towards support (pastoral care) function
- Capacity of management to deal with huge challenges
- Lack of parental interest
- Learner discipline
- Educator discipline and morale

- Drop out of learners
- Corporal punishment
- The discreet absence of the rule-of-law

In the many discussions between the Circuit Team Manager and educators, educators are listing the following areas as of the greatest needs and concerns namely

- Large class size and overcrowding
- The return of remedial and ELSEN classes or a unit in the area
- Overwhelmed by so many changes
- Absence of extrinsic recognition, rewards, incentives
- Poverty
- Apathy amongst parents
- Learner discipline
- Rights of educators being eroded
- Low levels of numeracy and literacy
- Inclusion, decision to mainstream ELSEN learners
- Assessment of/for learning
- Planning-planning-planning
- Diversion from core (learning and teaching) towards support (pastoral care) function

In many discussions with School Principals, they are saying that the following are the greatest needs and concerns in the Circuit

- Teacher : pupil ratio
- Class size
- Absence of one-on-one quality visits and conversations between IMG Manager and School Principal
- Meeting with smaller groups…Circuit meeting too big
- Opportunity to add to the agenda of the Circuit meetings
- Regular networking of news in the Circuit
- Perception of parents about quality at school
- Apathy amongst parents
- Decline in intimacy and closeness amongst colleagues/principals in the Circuit
- Lack of protocol wrt school visits by CA and SNE officials

The Circuit Team Manager is in frequent and direct contact with the parents of the Circuit. They too have an opinion on service delivery. Included are some of their concerns

- Principals make their own rules – they don't comply with Departmental policy
- Abuse of learners by other learners, educators
- Corporal punishment
- Learner discipline

- Professionalism of educators
- Withholding reports
- Charging administrative fees for admission
- Lack of access to information
- Circuit Manager is always defending the principal.

2.4 THE CIRCUIT TEAM MANAGER'S VIEW AND OPINION

Our arrival at this point today has been a culmination of many years of investment in Human Capital Development, expanding both the knowledge base and skills of school principals and deputy principals under the leadership of the Circuit Team Manager. We have conducted numerous conversations, dialogue and the enhancement of the capacity of our human resource in various fields of work and expertise namely

- Organizational Development (OD)
- Human Resource Management and Development
- Change Management
- Strategic Planning
- School Management, Leadership and Administration
- Budget and Finance Management
- Policy Management (Formulation, Implementation, Review, Monitoring and Evaluation)
- Political economy and setting of school standards
- Educational Research – school based
- School Development & Improvement Planning
- Risk Management
- Induction, Coaching & Mentoring
- Monitoring & Evaluation
- Supervision & Moderation
- Total Quality Management System

A friendly reminder … "my job is not to make you a principal, but rather to support the principal in you, enhance your capacity to become a more effective and efficient management and leader".

Although I tend to agree with many of the views of the various role-players regarding the immediate need and about "what needs to be done", I want to approach this question from another angle by looking at the bigger issues at stake in order to improve our collective fate. What is our reality?

We have come a long way since 1990 and 1994. This year we are celebrating fourteen (14) years of our freedom in pursuance of "A Better Life For All" as so aptly captured and immortalized by the Freedom Charter. The first part of the long journey to real freedom (socio-economic and political) has in Education been an arduous one, characterized by macro processes such as Structural Adjustment, Rightsizing of the

Public Sector and in particular Education, Curriculum transformation, Restructuring and Amalgamation of different education departments (systems and procedures) and Re-engineering. All of this change and transformation whilst we are expected to, at the same time keep the ship afloat. Today we are faced with the challenges of both our apartheid history pre-1994 and the choices we made post-1994 … some of it very difficult choices.

It is a universal socio-economic reality that the need amongst the poor will always outweigh available resources. Tough choices will have to be made. I am of the opinion that the slice of the big cake (Annual Budget) allocated to education ***cannot, shall not and may not grow more than what it is at the moment, namely 24-26% of the budget***. Most of the state's resources must be directed towards the poor and needy. ***A great many of us will simply have to do with what we currently have…before we can begin to ask for more***.

Our duty as managers in dealing with the day-to-day realities as it unfolds is to ensure that ***you and I make the current system work and function as well as possible and as best as we can. Such is the nature, duty and obligation of our job. Without it chaos will prevail and anarchy reign***.

The universal tension or dichotomy between ***access and quality*** is also a South African reality which plays itself out on a daily basis in our schools, our classrooms, our staff rooms, board rooms etc. ***Over the past ten (14) years we have invested heavily in getting access right…I am of the opinion that we need another 10 years***. Some of you may challenge my view and ask, "What about quality?" I too am tempted to say so, but my day-to-day reality has convinced me otherwise.

As I conclude, we need to revisit and recommit ourselves **to ***hope and a sense of purpose, teaching as a profession and being a professional***. In pursuance of my point let me ask the following pertinent questions

1. Who is the key role-player at school, the learner or the educator?
2. What is the key role (duty and obligation) of the educator?
3. As a professional, when confronted with obstacles in performing that duty…what does an educator do in the face of such apparent adversity?
4. What is the key role and who is the key focus of the school/circuit/district office management/management … the educator or learner?

The point is well taken about the role and function of the employer and the state … but this is not what my argument is about … employer/employee relations. ***It is about a professional and positive state of mind of the educator***.

3   CONTEMPORARY MACRO POLICIES WHICH WILL IMPACT ON SCHOOL MANAGEMENT & LEADERSHIP

THE OCCUPATIONAL SPECIFIC DISPENSATION (OSD)

TARGET: School as Organization
         School Management (Principal & Deputy)

STATUS:
- Negotiation/Bargaining with Unions ongoing
- Framework of the OSD has been approved and signed off

PROVISIONS:
- New salary structure
- School-Based Education Management System (District)
- Office-Based Education Management System
- New possible bargaining units for Education Management (Dangerous!)
- Career pathing for teachers
- Job description framework for all
- Performance contract for Principal & Deputy (Education Management System – EMS)
- Introduction of PMDS for Principal & Deputy
  - Work-plan directly linked to HO & District Office & Circuit Team objectives
  - Performance management

OPERATIONAL IMPACT:
- New work-plan directly linked and aligned to objectives from HO & District Office & Circuit Team
- Clear job descriptions
- Creation of more posts at District level
- Work directly linked to performance and improvement

STRATEGIC IMPACT:
- Politics of performance
- Potential "divide-and-rule"
- Enormous pressure to perform well and improve
- Principal to transfer this pressure to educators and parents
- Educators to transfer this pressure to learners and parents
- Enhanced service delivery
- Enhanced performance and School improvement
- Unintended consequences
- Evidence-based management
- Direct National & Provincial Oversight & Public Accountability

EDUCATION LAWS AMENDMENT ACT 2007/8

TARGET: School as Organization
                    School Management (Principal)
                    School Governance

STATUS:
- Law has been enacted and promulgated

PROVISIONS:
- Norms and Standards for basic infrastructure and school capacity (Minister to promulgate regulation)
- Random search and seizure and drug testing under certain conditions
- Function, duty, responsibility of principal
  - Incapacity if duties are not carried out effectively
  - Principal represents HoD
  - Submit annual report to HoD on academic performance in terms of minimum outcomes and standards as set by Minister
  - Annual Improvement Plan – to HoD & SGB
  - The principal must – duty list of 15-17 issues
  - Principal to assist SGB but not in conflict with instructions from HoD
  - Principal firstly obligated to HoD & MEC
  - Principal cannot give evidence for SGB against MEC
  - HoD identify underperforming schools and issue written notice
  - Notice to be published in government gazette
  - HoD must take reasonable steps to correct underperforming school – incapacity due to poor work performance
  - Counseling & mentor "to take over the responsibility and functions" against timeframe (curator?)

OPERATIONAL IMPACT:
- Reasonable and acceptable performance expected
- Poor performance to be cited
- Improvement Plan
- Annual Report
- Principal – delegated authority of HoD
- Divide-and-rule – MEC/HoD/Principal & Staff/SGB
- Public accountability
- Random search, seizure and testing
- Mandatory mentor/curator
- Basic infrastructure to be defines
- "When is school full" to be defined

STRATEGIC IMPACT:
- Potential "divide-and-rule" – MEC/HoD/Principal & Staff/SGB

- Public accountability
- Evidence-based management
- Mandatory SDP, SIP, & reporting

4   SCHOOL DEVELOPMENT AND IMPROVEMENT PLANNING THE CONCEPT AND THEORETICAL FRAMEWORK

Over the years we have been experimenting with various concepts to best define, explain and illustrate the planning in schools as a unique (complex) but also a common (simple & plain) type of organization. At the very heart of School Development and Improvement Planning (SDP) is the concept of "*making those strategic links in the ongoing quest for excellence in schools*". SDP, used in this context, as a theoretical concept/construct implies both process and outcome.

The Circuit Team Manager's model is neither unique nor substantially different to the one advocated by the Integrated Quality Management System (IQMS)). My approach is rather eclectic in the sense that it does not claim to be unique but rather
- borrows from others…taking the best from other approaches
- is infused with a wealth of domestic experience and
- present a framework for ongoing SDP monitoring and evaluation
- direct link with School Improvement Plan (SIP) with the School Annual Plan
-

Development and improvement in this model are used interchangeably. Depending on who you are, when and where in space and time you are, which activity you are busy with, you may want to use both words separately, differently and distinctly … for purposes of this model pay no further attention to this debate.

SDP broadly consists of two (2) arms or processes namely School Annual Planning and School Development/Improvement Planning.

1.   School Annual Plan [Maintenance/Operational arm]
   - ✓ School Curriculum Plan
   - ✓ School Operational Plan - day-to-day

2.   School Development Plan [Improvement arm]
   - ✓ School Curriculum Improvement Plan
   - ✓ School Improvement Plan

4.1   UNPACKING THE ASSUMPTIONS

- ✓ National & Provincial Policy provides for a set of Minimum Standards
- ✓ Input, Output & Throughput/Process
- ✓ Planning is not an option … it is an imperative
- ✓ Conceptual & Contingent link between two arms of scale [maintenance x improvement]
- ✓ Separation of maintenance and improvement is for operational & system-thinking purposes (no real separation exists)
- ✓ School has a core role & function/purpose – learning and teaching through curriculum delivery

- ✓ Other support roles & functions (pastoral)
- ✓ Schools as organizations will first crawl, walk [maintenance] and then fly [improvement] – these three stages may also co-exist within the same organization
- ✓ Premise for development - solutions & ownership must come from within – support & guidance will come from outside
- ✓ Various school systems are directly linked – find and establish the link … "these are the ingredients to your recipe for improvement"
- ✓ All learners can learn … and all schools can improve
- ✓ Before asking for more … assess how well you make do with what it is you have – quality control
- ✓ Minimum standard is mandatory … <u>immediate and full</u> implementation and compliance – this is not an option or choice … it is an imperative and a prerequisite
- ✓ Improvement over a period of time – it takes time
- ✓ The quest for excellence is a process … not an outcome
- ✓ Abandon concept – "slaves of tradition"
- ✓ School is a learning organization
- ✓ Change, transformation, evolution
- ✓ "New South African – value-system"
- ✓ Access, Equity & Quality
- ✓ Values and culture is both implied and explicit in organization
- ✓ Setting standards is not without its values … it has its own socio-political and economic context

4.2   UNPACKING THE PROCESS

- ✓ Step 1 – define the core & support/other business of your organization (could be learning and teaching or pastoral in nature) – this must be a realistic assessment of your circumstances. Apportion the time and energy required to do core business vis-à-vis the support or other business

- ✓ Step 2 – define other roles and functions (the support and other business)

- ✓ Step 3 – complete your school profile (refer to WSE School Self Evaluation)

- ✓ Step 4 – management and governance to define an introductory message

- ✓ Step 5 – do a situational analysis (SWOT) of both your (a) external and (b) internal environment and (c) across the nine (9) WSE functional areas

✓ Step 6 – prioritize your demands/ areas for development arm [short, medium, long term]

✓ Step 8 – finalize action plans (What, How, Who, When, Costs) (Refer to the new SIP)

4.3   LESSONS LEARNT FROM 2002-2007

The experience of monitoring and assessing school developmental planning has indeed been fruitful and extremely insightful. Let me use this opportunity to share some of the most strategic lessons learnt from the experience since 2002.

- It is reasonably expected that when the School Principal submits the SDP/SIP the supervisor (IMG Manager) will assess the plan and give structured feedback – the aim would be to find an answer to the primary question "Is the school as an organization on the right track?"
- Assessing the SDP/SIP and giving structured feedback has indeed been a huge task undertaken initially with very little success … much improvement has taken place due to important lessons learnt
- The nature of the job and support of the Circuit Team Manager has impacted negatively on the ability to give individual and structured feedback to most schools.

Some of these constraints have now been removed with the full implementation of the current micro redesign of the WCED and the establishment of Circuit Teams

- Assessing the SDP (the document) has had its own set of challenges and demands on the Circuit Manager of old
  - o Finding an appropriate model for assessment
  - o Checking the assumptions of the appropriate model
  - o Developmental (politically correct) language used caused more uncertainty and vagueness (to obscure more than to clarify)
  - o Triangulating/cross referencing the (1) experience (assessing the SDP hard copy) with the (2) assumptions of the model with the (3) experience of the Circuit Manager about the school has not always been in tune or aligned
  - o Schools being both unique and similar by nature … a necessary contradiction
  - o The lack or absence (at the time) of a standard, a good practice or a benchmark…the South African collective perception of excellence has further bedeviled this process (remember I too enter this process with my perceptions, stereotyping and prejudice)
  - o The presentations from schools had high level (100%) of variation
    - ▪ Different models (implied or explicit) were used
    - ▪ Different format
    - ▪ Different lay-outs

- Different presentations
- Great variation between experience/practice and SDP presented.
- Different technical detail

4.4   ASSESSMENT OF THE SDP (THE BROAD FRAMEWORK/MODELS)

- Core function vis-à-vis Support/ Pastoral by nature
- Input, through-put, output
- Crawling, Walking and Flying
- 9 Focus Areas of Whole School Development (indicators and descriptors)
- Operational vis-à-vis Development/Improvement

THE MOST IMPORTANT LESSONS LEARNT
(1) THE NEED TO STANDARDIZE
(2) UNIFORMITY
(3) THE RICHNESS OF DIVERSITY AND VARIETY HAVE SIGNIFICANTLY CONTRIBUTED TO OUR NEW STANDARD (A COLLECTION OF GOOD PRACTICES FOR BENCHMARKING) IN THE CIRCUIT
(4) ARRIVING AT AND NOT IMPOSING A "NEW STANDARD"
(5) CAPACITY & COMPETENCE MUST NOT BE ASSUMED, IT MUST BE DEVELOPED.

4.5   CHALLENGES FACING SCHOOL DEVELOPMENT PLANNING
- To plan
- To plan smartly … not to over-plan or under-plan
- To plan appropriately … given your context
- To implement your planning
- To monitor and evaluate your planning
- To set standards and further improve on these standards
- To reflect on both your planning and implementation
- Simply put … to make planning a living part of the day-to-day running of the organization!

4.6   THE MINIMUM STANDARDS FOR SDP

The SDP must provide for,
- Three (3) chapters…
  - School Self Evaluation (SSE) – Introduction and Setting the scene
  - School Annual Plan (SAP) – Operational Plan
  - School Improvement Plan (SIP)
- Planning cycle 2009-2011
- Reminder…due to cyclical nature of SDP your update is directly linked to,
  - The planning cycle 2009-2011

- Due date for submission of the plan
  - First Cycle –   Chapter One   - October 2008
                      Chapter Two   - February 2009 thereafter October 2009
                      Chapter Three - Primary Schools – End of November
                      High Schools – End of February

In order to develop a shared understanding of certain SDP concepts the following dictionary definitions are provided,
- PRESCRIBED   -"to lay down as a rule or direction; to give as an order"
- STANDARDISED   -"to make or keep of uniform size, shape etc."
- MINIMUM STANDARD-"level of excellence or required adequacy"
- SCHOOL DEVELOPMENT PLANNING
  - PROCESS of consultation, collaboration and cooperation
  - PRODUCT – the plan.

4.7   MONITORING AND EVALUATION

- FIRST-LEVEL OF ASSESSMENT – IMG Manager to issue letters of *acceptance/compliance* starting March 2009
  - Plan submitted according to prescribed minimum standard (no evaluation of the school data)

- SECOND-LEVEL OF ASSESSMENT – IMG Manager to meet full SMT for 1 x three (3) hours + 1 x two (2) hours – (visitation schedule to follow)
  - Is plan coherent (consistent and connected)
  - Is plan valid (fulfilling all necessary conditions in logic)
  - Is plan credible (reliable, confidence)
  - Cross-referencing and triangulation of data
  - C/M to have an authentic (genuine or accurate) conversation with SMT
  - "Do all your numbers add up" – input, throughput, output
  - SDP both process and product
  - Ongoing monitoring and evaluation
  - C/M to check assumptions with SMT
    - Maintenance and Improvement
    - Core and Pastoral functions
    - Making strategic links
    - Effective and Efficiency
    - The "minimum standard"
    - Setting standards and targets
    - Input, throughput, output
    - Crawling, Walking, Flying
    - Bridging the gaps
    - Finding the correct and appropriate balance
- *Approval* of SDP by IMG Manager

4.8   SCHOOL DEVELOPMENT PLANNING PROCEDURE FOR 2009

IMG Manager will meet with the full and extended School Management Team on two occasions during 2009 – visitation schedule to follow

For the first consultation (APRIL-MAY) the morning session will be 08h00-12h00 and the afternoon session 12h00-16h00.

During the second consultation (JULY-SEPTEMBER) the morning session will be 09h00-11h00 and the afternoon session 13h00-15h00.

Principals are requested to plan and arrange for these meetings and ensure no unnecessary interruptions or distractions.

Planning and preparation for these consultations

- Each member of the SMT must have a copy of the full School Development Plan
- SMT members must have read and studied the plan
- The IMG Manager will preside over and open & close the meeting
- IMG Manager to provide a register of attendance
- Principal to welcome everyone

These consultations and dialogue will be recorded.

FIRST CONSULTATION
- IMG Manager to introduce discussion by providing overview about School Development Planning and the new SIP(15 minutes)
- IMG Manager to provide feedback on School Development Plan 2009-2011 (30 minutes)
- Principal to respond (15 minutes)
- Open discussion (60 minutes)
- Circuit Manager to summarize and introduce the way forward (plan approved/rejected) (30 minutes)

SECOND CONSULTATION
- Principal to provide and speak to a written report-back on (45 minutes)
    - Issues and matters discussed at the first meeting
    - Report back on the implementation of the School Development Plan
- IMG Manager to respond (15-20 minutes)
- Open discussion (30 minutes)
- IMG Manager to summarize and introduce the way forward (20-25 minutes)

5   SCHOOL SELF-EVALUATION (SSE)

STANDARD ITEM	YES	NO	CLARIFICATION
Message from principal			Relate/link message to plan
Message from Chairperson			Relate/link message to plan
FORM A – School Data (WSE)			Use pro-forma
Situational Analysis (SWOT)			
SWOT – across 9 functional areas			
FORM B: Across 9 Focus Areas (WSE)			Use pro-forma
FORM D: School Rating Form			Use pro-forma
FORM G: Perception Audits Principals Questionnaire SGB interviews Subject/Learning Area – Educators Parents questionnaire Learners interviews School assessment team Educator Support Team Extra- and Co-curricular coordinators			Use pro-forma
List of priorities			

6   SCHOOL ANNUAL PLAN

THE NINE FOCUS AREAS

BASIC FUNCTIONALITY OF THE SCHOOL [ORGANISATION]	LEADERSHIP, MANAGEMENT AND COMMUNICATION [PRINCIPAL, SMT, SUBJECT/COMMITTEE HEADS]	GOVERNANCE AND RELATIONSHIPS [SGB]	QUALITY OF TEACHING AND LEARNING AND EDUCATOR DEVELOPMENT [EDUCATOR AND LEARNER]
Purpose: To evaluate whether the school can function efficiently and effectively and realize its educational and social goals Sources of data: School policies and procedures Staff duty lists Timetables Responses from parents and learners Attendance records	Purpose: To evaluate the effectiveness of the leadership of the school Sources of data: Vision and Mission Management structure – sub-committees Policies Financial management records and auditing reports School statistical data School improvement/development plans Communication Minutes of meetings (staff, governance, RCL, subject/LA, phase) Discussion with staff Questionnaires	Purpose: To evaluate the effectiveness of the SGB in giving clear strategic direction Sources of data: Vision and Mission SGB constitution Recent minutes of SGB meetings RCL Financial policies School budget Discussion with SGB members The school improvement/development plans	Purpose: To evaluate the quality of teaching and learning and educator development Sources of data: Lesson observation Developmental Appraisal – documents and reports SDT plan Subject/LA policies and plans Educator lesson plans Educator portfolio Assessment records Learner records Learner portfolios Display of learners work Educational excursions Competitions Newspaper-clippings
CURRICULUM PROVISION AND RESOURCES [PRINCIPAL, EDUCATORS AND LEARNERS]	**LEARNER ACHIEVEMENT [LEARNERS]**	**SCHOOL SAFETY, SECURITY AND DISCIPLINE [ORGANISATION]**	**SCHOOL INFRASTRUCTURE [OGANISATION]**
Purpose: To evaluate the quality of the curriculum and how closely it matches the teaching and learning needs in relation to local or national requirements, including how extra- and co-curriculum enhances the curriculum Sources of data: School curriculum plan School year-plan School improvement/development plans Learner and educator portfolios Subject/LA meetings Interviews and questionnaires Participation in competitions Extra-curricular activities	Purpose: To evaluate the knowledge, skills, attitudes and values that learners have acquired Sources of data: Learner workbooks Learner profiles Learner portfolios School examination results – internal and external Learner assessment records and tasks Display of learners work Participation in competitions Extra-curricular activities School extra-curricular policy Excursions	Purpose: To evaluate the extent to which the school knows about legislation and human rights and implementation thereof; to check that the school is secure and that the learners, educators and support staff are safe; and to evaluate the effectiveness of the schools disciplinary procedures Sources of data: School policies and procedures HIV/AIDS policy Codes of conduct for staff and learners Records of sanctions and rewards Records of incidents Supervision of learners Records of accidents Vandalism and burglary records School security system	Purpose: To evaluate to what extent the school has sufficient and appropriate staff, resources and accommodation Sources of data: School staffing establishments – educator and support staff Experience and training of staff The school budget Norms and Standards funding and policies Inventories/Stock registers Other registers Maintenance policy Observation of building and grounds Procurement policy Maintenance policy – all resources

PARENTS AND COMMUNITY [PARENTS]
Purpose:
To evaluate the extent to which the school encourages parental and
community involvement in the education of the learners and how it
makes use of their contribution to support learners' progress

Sources of data:
Discussion and parent questionnaire
Reports to parents
Discussion with stakeholders
Visitation policy
Parent meetings
Registers
Notices
Newsletters

STANDARD ITEM	YES	NO	CLARIFICATION	

Planning – 1st day
        1st week
        2nd week
			School readiness at beginning of the new-year	1

School review report – previous year			Reflection – to be completed during November/December	1/2
Priorities or lessons learnt			Directly linked to the review	2
Calendar – general Curriculum			Calendar to make provision for 4 terms and 3 months per term (weeks optional)	1/5/6
Key events, milestones, highlights			The five key events for the year	2
School hierarchy – organogram(s)			Given structure – more than one organogram may be required to identify various levels and different roles and functions	2
Duties and Responsibilities			Tasks to de done linked to the organogram	2
Staff information Format TBA			Teaching and non-teaching staff	1
School committees			See organogram	1/23
Pastoral duty – timetables				6/7
School policy and procedures			A-Z list of policies and procedures – do not include copy of policies	1
SDT – Developmental Appraisal Plan			Annual plan	2/4
Extra – curricular activities			Sport, culture, fundraising	4/56
Co – curricular activities			Meeting – staff, parents, SGB, curriculum, Training	1/2/3/4
Educational tours			Directly linked to curriculum for more than one day	4/56
Educational excursions			Directly linked to the curriculum for part of the day	4/56
School hours				4/6

Meetings				1/2/3
Curriculum activities, competitions			If not listed on calendar – list these activities	4/5/6
School Assessment Plan (CASS activities & assessment programme)			List the activities PER GRADE for all learning areas for the 4 terms (remember type and number are prescribed)	4/5/6
EST-Programme			Schedule of meetings	1/2/4/5

STANDARD ITEM	YES	NO		
Principals teaching timetable				1/2
Adaptation of school day – letter of application			Circular 037/2004	1
Closure of school – two days (cultural/religious)				1
Delegation of powers – general			Circular 212/2003	1/2
Notice of school tours (not directly related to curriculum)				1/2
Current budget				8
Previous budget				8

STANDARD ITEM	YES	NO		
Drop-out of learners				6/7
Absenteeism, tardiness and truancy				6/7
Language				4/5
Numeracy and literacy				4/6
Reducing class size				1/2
Progressive discipline				7
Support for learners at risk				6
Learner supervision				7
Equity				1/2
Diversity				1/2
Safety and Security				7
HIV/AIDS				7
Learner pregnancy				7/8
Substance abuse				7/8
Other				

REQUIREMENT – In the event that any of these standard operational items present a challenge or an alarm bell (SOS) to learning and teaching the school cannot simply ignore it. Management must develop a strategy to combat this. For planning purposes a *__short and brief narrative description of each strategy__* should suffice (how the school deals with the SOS).

7 WSE – "BODY OF EVIDENCE" DOCUMENT

FOCUS AREA	EVIDENCE Policy/System/Procedure	YES	IN PROGRESS	NO
Basic Functionality	SDP School secretary Bursar Filing system Regular meetings with secretary Procurement records Procurement policy/procedures School deputy Head of Department(s) Attendance records (educators) Attendance records (learners) Admissions policy Language policy Religious policy Registers (admission) Register (time-off) Register (late-coming) Register (truancy) Timetables (school) Timetables (pastoral duty) Learner enrolment statistics Staffing establishment Leave register Class registers Class lists Staff lists SDP – report from C/M Assessment committee EST Learning support educator Do you formally adopt all minutes School vision & mission Frontline operation & hospitality School grounds – clean Toilets – clean Switchboard Signage Meetings			
Leadership, Management Communication	SDP SMT Curriculum manager IQMS documentation Register – time-off, incident, donations, disposal, receipt books, textbooks, sick bay, vandalism, burglaries, loan of equipment Norms & Standards Financial Records – receipt books, cheque books, petty cash, credit cards payments, electronic payments, procurement policy, nutrition programme payments, telephone records, deposit books, signatories, finance			

	committee, bank statements, annual budget, invoices Instructional leader Principal's aims & objectives Management structure Minutes of meetings (staff, SMT, secretary SGB, all other committees, RCL, curriculum committees) Budget and financial records School policy on finance Finance committee Communications Detention register CEMIS Transfer of learners Management of school records Filing system - indexed Management committee (SGB) Monthly income-expenditure statements School administration Auditing statement and report Donations register School statistics Code of Conduct for learners & educators School policies (admission, language, fees exemption, religious) Do you formally adopt all minutes Timetables			
Governance and Relations	Minutes of meetings Plans SGB RCL Interviews Code of conduct for learners Plans Aims & objectives Management committee (day—to-day governance) Policies and procedures Disciplinary hearings Systems and procedures – delegate Management committee (SGB) Admission policy Language policy Exemption of school fees School fees policy Have parents adopted the budget Have parents adopted a proposal on school fees and exemption Constitution Disciplinary hearings – record Register – serious misconduct			
Quality of Teaching and Learning	Educator portfolio Homework policy INSET Mentoring/Coaching policy			

	Induction policy Learning programmes Work schedules IQMS – lesson observation CASS marks C/A reports Assessment policy Curriculum management Curriculum assessment Educator profiles Excursions Timetables			
Curriculum Provision and Resources	LAC – minutes of meetings Annual strategic assessment report Calendar of events Annual and quarterly planning Moderation (internal) Supervision (internal) Assessment policy Learner Profile Excursions Timetables			
Learner Achievement	Learner academic records Photos, clippings, articles Achievement – competitions School results Extra-curricular activities Curricular activities Accumulative Record Card Learner Profile Debates Societies & Associations Public speaking Competitions Intervention registers Excursions			
School-safety Security and Discipline	Safety plan School safety policy – supervision of learners Emergency procedures Disaster plans Signage Code of Conduct for learners Code of Good Practice for educators Incident /Injury register Interviews with learners Welfare and pastoral care policy Vandalism, burglaries Progressive discipline Disciplinary hearings for learners Sub-committees Safety committee and co-ordinator			
School Infrastructure	Staff personal file Improvement plans Maintenance plans Procurement policy and procedures Inventory			

	Stock records SBMT report Sub-committee Grounds-person Caretaker Parent records & information Minutes of parent meetings Special budget meeting – notices and minutes Contact details of networks Contact details of Departmental Officials Register – meeting with parent(s) Communication procedures Interviews with parents Sub-committees			
Parents and Community	Parent records & information Minutes of parent meetings Special budget meeting – notices and minutes Contact details of networks Contact details of Departmental Officials Register – meeting with parent(s) Communication procedures Interviews with parents Sub-committee			

7   SCHOOL RECORDS AND ADMINISTRATION

CONTENTS

INTRODUCTION

The purpose of this guide is not to reinvent the wheel on a topic as "School Records and Administration" but rather add our voice to this discourse or conversation. What it is we do may not be unique, what is unique is our approach in Circuit 5 towards such an important debate. Our purpose is to achieve a model for school records and administration, which will include policy, procedures and regulation for people management, records, administration and leadership.

Administration, an act of management and leadership is an imperative for any organization and in particular schools. When I think administration three things come to mind namely planning, action and the record of evidence … a mental model for administration and records management.

PLANNING

| ACTION/TRANSACTION | RECORD |
| [Implementation] | [Documentary evidence] |

Information or data is very important to make plans, make and review policy but also to act decisively. In order to do so the incumbent making use of the data must find the data, credible, valid, reliable and accurate.

"The recording of information is a crucial step in the process of collecting information for decision-making … the function of school record management can only validate if the data is properly stored and maintained" (NDE: 2001, p108).

"All successful leaders require reliable and accurate information that can be used when planning or making decisions. Good quality information, recorded by schools and passed on to regional and provincial education departments, is crucial to the process of policy

formulation, decision-making, monitoring of the implementation of curriculum and other education policies. This therefore, places the responsibility on schools to gather and record relevant information in a format that is easily accessible and understood" (Kader Asmal: 2001).

"Everyday, at every level of the education system information is generated. Information is vital for running a school successfully, for planning purposes and for making decisions … If information is to be used effectively, efficient management is essential. And this is where school records play a role. Schools are only able to provide information in as far as it is on record and the records are accessible" (T D Mseleku: 2001).

Our purpose is to arrive at an appropriate model for school records and administration in our Circuit as a minimum standard and standardized as a requirement. This standard will form the benchmark for all of us to strive for and achieve in the shortest space of time. I have no doubt that we will meet the target of October 2007 for full compliance.

School principals are aware that there are various exiting models or approaches to the management of school records and administration.

- Whole School Evaluation (WSE) – 9 functional areas
- Organizational Development (OD) – People, Policies, Procedures and Communication
- "School Management Records – NDE 2001 (refer to manual)
- Existing schools classification & filing system

The "golden rule" with regards to the management of records and particularly the submission of documentation;

"ALWAYS KEEP A COPY OF THE RECORD/DOCUMENT ON FILE!!!!!"

Principals must observe the keeping records for up to 20 years (as required by the archives rules and regulations). Thereafter records must be forwarded to the archives for further storage and retrieval.

The management of school records, as a minimum standard and a requirement must provide for;

- Recording the evidence (soft and hard copy)
- Storage of records / Filing system
  - System of classification (current school system, 9 functional areas, NDE manual)
  - Physical space
  - Responsible person(s)
- Easy access and retrieval of records
  - Index / Catalogue for easy access (blown-up to poster size with all relevant information)
  - Index must provide for regular update

- Public display (principal's office, secretary's office, safe, storage facility)

"Records are therefore an important means of (public) accountability, because they provide proof of actions taken and decisions made …" (NDE: 2001). Recorded history also brings a sense of pride.

Let's acquire the knowledge and skill to record our history, enhance our capacity to reflect on our recorded history in order to best learn the lessons from the past … or we can choose to be a mere observer and envy the best practices of other. The latter fortunately is not an option.

FRONTLINE OPERATIONS & HOSPITALITY

Referred to as "the face of the organization". In most cases this is the first contact visitors have with the organization. Make sure that the following systems and procedures send a warm, friendly and welcome message (always friendly, pleasant and smile);

- Switchboard or telephone system
- School foyer/entrance hall – keep clean, soft colours, plants, furniture, exhibit learners work, photographic history,
- Building and grounds – keep clean and tidy, garden
- Signage – on grounds, in foyer

COMMUNICATIONS

The importance of an appropriate system and procedure for communications within an organization cannot be overstated. It is imperative that your organization invests in and maintain a good system of communications. A system that is;

- Accurate
- Specific
- Timeous
- Concise/short
- Regular.

Schools as an organization communicate regularly with people and organizations. The art is finding the best and appropriate mode of communication

- People inside the organization
  - Employees (only some of the permutations)
    - Principal – Deputy
    - Principal – School Governing Body (SGB)
    - Principal – Secretary
    - Principal – Staff
    - Principal – School Management Team (SMT)
    - HOD – team members

- Deputy – team members
- Principal – RCL

- Role-players – parents (only some of the permutations)
  - Principal – Parent
  - Principal – Parents
  - SGB – Parent
  - SGB – Parents
  - SGB – members

- Education Department (only some of the permutations)
  - Principal – Circuit Manager
  - Principal – EMDC
  - Principal – Head Office

- People outside the organization
  - Stakeholders

Modes of Communications
- Verbal [intercom, assemblies, PTA, SGB meetings, telephonic]
- Written [SMS, e-mail, fax, newsletters, web-site, notices, circulars, correspondence, message-book]
- Functions – refer to organograms

SUPERVISION AND MODERATION
(SIQMS – focus on the curriculum)

PRIMARY SCHOOL

PRINCIPAL

CURRICULUM COORDINATION (Principal or Deputy)

LEARNING AREA HEADS

MATHS   EMS   NS   LO   A+C   TECH   LANG   SS

ENG AFR XHOSA

PHASE HEAD

GRADE HEADS

EDUCATORS

HIGH SCHOOLS

PRINCIPAL

CURRICULUM COORDINATION (Principal or Deputy)

GET COORDINATOR   FET COORDINATOR

LEARNING AREA HEADS

MATHS   EMS   NS   LO   A+C   TECH   LANG   SS

ENG   AFR   XHOSA

GRADE HEADS

EDUCATORS

- Meetings – regular

STAFF	PARENT	SGB	LEARNERS	WCED
Morning brief	PTA	SGB	Assembly	Principal's
SMT	Fundraising	PTA	RCL	Road-shows
Annual review planning	Budget & Finance	Fundraising	"Prefects"	Labour Relations
Staff meeting	Maintenance	Budget & Finance		Principal's Forum
Subject/ Learning Area	Discipline	Maintenance		SDP/SIP
Phase/Grade		Discipline		
Committees and Sub-committees				
Maintenance				

SCHOOL GOVERNING BODY RECORDS

The National Department of Education (NDE) manual "SCHOOL RECORDS MANAGEMENT" has been the basis of a year long programme of developing and further enhancing of the capacity of the school principal managing school records. Each work session resulted in further additions and recommendations made by participating principals. What follow are these additions/recommendations.

- Minutes adopted at next meeting … signed and dated by chairperson
- Register – serious misconduct
- Disciplinary hearings record
- RCL

SCHOOL MANAGEMENT RECORDS

The National Department of Education (NDE) manual "SCHOOL RECORDS MANAGEMENT" has been the basis of a year long programme of developing and further enhancing of the capacity of the school principal managing school records. Each work session resulted in further additions and recommendations made by participating principals of Circuit 5. What follow are these additions/recommendations.

- Code of Conduct [learners and educators]
- Detention register
- Curriculum management
  - Curriculum planning[quarterly assessment plans, reporting, work schedules, learning programmes, lesson plans, pace-setters, link between phases, integration]
  - Curriculum assessment [school assessment policy, moderation process, teacher portfolio, assessment tasks, rubrics, mark sheets, learner portfolio, class visits, check-lists]
- Debates
- Public speaking
- CEMIS
- Transfer of learner

ADMINISTRATIVE RECORDS

The National Department of Education (NDE) manual "SCHOOL RECORDS MANAGEMENT" has been the basis of a year long programme of developing and further enhancing of the capacity of the school principal managing school records. Each work session resulted in further additions and recommendations made by participating principals of Circuit 5. What follow are these additions/recommendations.

- Staff appraisal records [IQMS (DAS & WSE) and SPMDS]

- Registers [time-off, incident, keys, donations, asset, disposal, receipt books used by class teachers, textbook, cell-phone, sick bay, vandalism, burglaries, loan of equipment]
- CEMIS
- Norms and Standards
- Financial records [receipt books, cheque books, petty cash, credit card payments, electronic payments, procurement policy, nutrition programme payments, telephone records, deposit book, signatories, finance committee, school fee concessions, invoices, annual budget, bank statements, school subsidy,]

LEARNER RECORDS

The National Department of Education (NDE) manual "SCHOOL RECORDS MANAGEMENT" has been the basis of a year long programme of developing and further enhancing of the capacity of the school principal managing school records. Each work session resulted in further additions and recommendations made by participating principals of Circuit 5. What follow are these additions/recommendations.

- Register [intervention]

9   SCHOOL INTERNAL QUALITY MANAGEMENT SYSTEM (SIQMS)

Assumptions
- SIQMS focus on curriculum implementation
- SIQMS does not replace existing departmental assessment policy
- Bridge the strategic gap between planning and implementation
- Peer moderation (between two or more schools)
- This gap implies
  - Monitoring and evaluation
  - Supervision
  - Moderation
  - Reviews
- SIOMS is evidence-based
- Links directly with school assessment policy
- SIQMS is statutory requirement, duty and obligation of educator and management
- SIOMS to ensure
  - Policy compliance
  - Curriculum planning
  - Curriculum implementation
  - Pace-setting and progress
  - Good practice
  - Standard-setting
  - Benchmarking

Provisions

- Minimum standard
- Pre-progression, promotion and validation
- Internal supervision
- Internal moderation
- Internal review and reflection (reflective practice)
- Appeals (internal and external)
- Reporting

PRE-PROGRESSION & PROMOTION
- Schedule of visitation by MFT – April/May & August/September & October
- April/May – meeting to discuss requirements, learners at risk of the previous year, early identification of learners at risk (current year) – no learner portfolio required, educator portfolio (record) a requirement, register a requirement
- September & October – meeting to make final judgment about learners at risk, learner portfolio a requirement, educator portfolio (record) a requirement

VALIDATION
- November/December
- Schedule of visitation by the IMG Manager

- Preparation done by the school
- Meeting between IMG Manager and Principal
- Schedules moderated by class educator, Head-of-Departments, Deputies, Principal (evidence)
- Two copies of all schedules (signed) – copies to be bound appropriately secured (no loose pages)
- Two copies of "validation certificate" (signed)
- IMG Manager to lock-off on CEMIS
- IMG Manager and Principal to sign-off.

INTERNAL SUPERVISION & MODERATION
What needs to be supervised/ moderated?
- Educator portfolio (planning and records)
- Learner portfolio
- Regular subject/learning area or phase/grade meetings (record minutes)
- Regular review and reflection
- Curriculum implementation (on two-weekly basis) – develop a monitoring tool (check-list)
- Assessment tasks
- CAS/year-marks

Who needs to supervise/moderate?
- Head-of-Department
- Subject/Learning Area Head
- Senior teacher
- Master teacher
- Phase/Grade Head
- Deputy
- Principal

Evidence?
- The Supervisor's/Moderator's signature
- Use a monitoring tool (check-list – allow for qualitative comments)

How often?
- Minimum twice per term

10   METRO CENTRAL EDUCATION DISTRICT

CIRCUIT 6

ANNUAL STRATEGIC PLAN 2009

1   OPERATIONAL PRINCIPLES
- **Members of the Circuit Team will be held accountable for gate-keeping**
- **Circuit Team Manager is the immediate supervisor**
- **Each member of the Circuit Team a Departmental Official**
- **All school visit to include a Standard Operating Procedure**
- **Alignment between provisional planning & SIP**
- **Make difficult choices**
- **Target, select, focus, penetrate**
- **High expectation – no place for mediocrity**
- **Setting standards and targets**
- **Creation of an Operations Room**
- **Ten high impact schools – the focus will be Grade R-4 literacy and numeracy, with emphasis on numeracy**
- **Focus for Intermediate & Senior Phase will be numeracy**
- **Time management – face-to-face service level at 50% [10/20 days per month]**
- **Contact between learner: teacher at 65% [32/49 days per term]**
- **Visitation norm will differ given the different roles and functions**
- **List of 250 – learners across the middle group (Grade 1-4)**
- **High on contingency with structure [85:15]**
  - **Psychologist/ Social Worker**
- **High on planning and structure [85:15]**
  - **AdminAdvisor/Learning Support Adv/ Intersen Adv/ Foundation Phase Adv/**
- **Average on planning and contingency [65:35]**
  - **IMG**
- **Approach of Circuit Team – Learner/Teacher focussed – "What happens in the classroom inform our being"**
- **Towards authentic conversation and dialogue**
- **Learning Support & Foundation Phase work-as-a-team**
- **Intersen to work-as-a-team**
- **DIRECT LINK TO THE CLASSROOM**

Curriculum Advisors	Direct support to teachers & learners
SNE (Psychologist & Social Worker)	Direct support to learners & teachers
Admin Development Advisor	Expenditure on LTSM & other resources Procurement & application of LTSM & other resources Budget

	032
IMG Manager	**Instructional leadership** **Performance appraisal of principal** **Meeting with staff** **Pre-progression & promotion** **Validation** **Enquiry & complaints** **Public Relations** **School Annual Plan** **SIP**

2 CLASSIFICATION OF LITNUM SCHOOLS (DATA BASED)

HIGH NEEDS	MEDIUM NEEDS	LOW NEEDS
1. **Red River Primary** 2. **Easter Peak Primary** 3. **Woodlands Primary** 4. **Voorspoed Primary** 5. **Parkfields Primary** 6. **Saambou Primary** 7. **Athwood Primary** 8. **Morgenson Primary** 9. **Heideveld Primary** 10. **Dagbreek Primary**	1. Willows Primary 2. Blomvlei Primary 3. Newfields Primary 4. Primrose 5. Belmore Primary	1. Summit Primary 2. Vanguard Primary 3. St. Theresa Primary 4. Welcome Primary 5. Surrey Primary 6. Portavue Primary

3 LITNUM CLUSTERS

HANOVER PARK		MANENBERG		HEIDEVELD	
Morgenson	**Summit**	**Red River**	**Portavue**	**Heideveld**	**Woodlands**
Blomvlei	**Newfields**	**Saambou**	**Cathkin**	**Welcome**	**Willows**
Parkfields	**Athwood**	**Primrose Park**	**Surrey**	**St Theresa**	**Heideveld**
Voorspoed	**Crystal**	**Easter Peak**		**Vanguard**	**Dagbreek**
Belmor	**Mountview**				

4 STRATEGIC IMPERATIVES
- **Alignment between provisional Circuit Plan & SIP towards CIP**
- **Alignment between provisional Circuit Plan & District Plan**
- **Alignment between provisional Circuit Plan & Head Office**
- **Profiling of schools (based on qualitative & quantitative data)**
- **Quarterly reflection & refinement of strategic plan**

5 STRATEGIC PLAN – BROAD STROKES

	TERM 1	TERM 2	TERM 3	TERM 4
CIRCUIT TEAM MANAGER **"Buy-in"** **Strategic Planning** **SIQMS**	**Meeting Teachers** **Meeting Principal** **Meeting SMT**	**Meeting Teachers**	**Meeting SMT**	**Meeting Principals**
ADMIN CLERK	**Admin & Office**	**Admin & Office**	**Admin & Office**	**Admin & Office**

Office & Admin Support	**Support** **Training & Development** **Strategic Planning**	**Support** **Training & Development** **Strategic Planning**	**Support** **Training & Development** **Strategic Planning**	**Support** **Training & Development** **Strategic Planning**
IMG MANAGERS **Support & Development of Management, Leadership Governance**	**Principals meeting** **Admission & placement** **School readiness** **SDP/SIP/CIP** **IMS** **Appeals** **List 250** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Working Committees** **Community for a PMDS/IQMS** **Rightsizing**	**Principals meeting** **List 250** **SDP/SIP/CIP** **IMS** **Pre-progression & promotion** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Working Committees** **Community for a PMDS/IQMS** **Rightsizing**	**Principals meeting** **SDP/SIP/CIP** **IMS** **List 250** **Pre-progression & promotion** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Working Committees** **Community for a PMDS/IQMS**	**Principals meeting** **SDP/SIP/CIP** **IMS** **List 250** **Validation** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Working Committees** **Community for a PMDS/IQMS**
LEARNING SUPPORT ADVISOR **Improve literacy and numeracy levels**	**Baseline Assessment Gr1 – Monitoring & Evaluation** **Grade R – Compliance** **List 250** **Pre-progression & promotion** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Learning Support Teacher – Monitoring & Evaluation, Appeals**	**Foundation Phase – Compliance, Planning, Assessment Numeracy, Groupwork, Differentiation Creative Writing** **List 250** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Learning Support Teacher – Monitoring & Evaluation,**	**Foundation Phase – Compliance, Planning, Assessment Numeracy, Groupwork, Differentiation Creative Writing** **List 250** **Pre-progression & promotion** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Learning Support Teacher – Monitoring & Evaluation,**	**Foundation Phase – Compliance, Planning, Assessment Numeracy, Groupwork, Differentiation Creative Writing** **Validation** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Learning Support Teacher – Monitoring & Evaluation,**
FOUNDATION PHASE ADVISOR **Improve literacy and numeracy levels**	**Baseline Assessment Gr1 – Monitoring & Evaluation** **Grade R – Compliance** **List 250** **Pre-progression & promotion** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Clusters – HoD, Teachers** **Appeals**	**Foundation Phase – Compliance, Planning, Assessment Numeracy, Groupwork, Differentiation Creative Writing** **List 250** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Clusters – HoD, Teachers**	**Foundation Phase – Compliance, Planning, Assessment Numeracy, Groupwork, Differentiation Creative Writing** **List 250** **Pre-progression & promotion** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Clusters – HoD, Teachers**	**Foundation Phase – Compliance, Planning, Assessment Numeracy, Groupwork, Differentiation Creative Writing** **Validation** **Planning & Coordination** **Training & Development** **Strategic Planning** **Administration** **Parental Support & Empowerment** **Clusters – HoD, Teachers**
PSYCHOLOGIST **Counseling Therapy**	**Counseling** **Therapy** **EST** **Planning & Coordination** **Training & Development**	**Counseling** **Therapy** **EST** **Planning & Coordination** **Training & Development**	**Counseling** **Therapy** **EST** **Planning & Coordination** **Training & Development**	**Counseling** **Therapy** **EST** **Planning & Coordination** **Training & Development**

	Strategic Planning Administration	Strategic Planning Administration	Strategic Planning Administration	Strategic Planning Administration
SOCIAL WORKER **Abuse No More**	**Abuse No More** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**	**Abuse No More** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**	**Abuse No More** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**	**Abuse No More** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**
INTERSEN ADVISORS **Curriculum-policy Compliance** **Skills development**	**Planning & Coordination** **Training & Development** **Strategic Planning Administration** **Pre-progression & promotion** **Planning – Compliance** **Numeracy** **Language** **Assessment** **Programme & Tasks**	**Planning & Coordination** **Training & Development** **Strategic Planning Administration** **Integration across LA Intervention Strategies** **Teaching to AS (not LO)**	**Planning & Coordination** **Training & Development** **Strategic Planning Administration** **Pre-progression & promotion** **Teaching appropriate Level**	**Planning & Coordination** **Training & Development** **Strategic Planning Administration** **Validation** **Twinning & Networking**
ADMIN DEVELOPMENT ADVISOR **Sound Financial Practices**	**School Financial Audit & Follow-up** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**	**School Financial Audit & Follow-up** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**	**School Financial Audit & Follow-up** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**	**School Financial Audit & Follow-up** **Planning & Coordination** **Training & Development** **Strategic Planning Administration**

PLANNING LEVEL: CIRCUIT TEAM MEMBER & CIRCUIT TEAM

Morning Briefings Mondays-Fridays **08:00-08h30** **Strategic Planning January 16** **March 30** **June 22** **August 17** **September 21** **October 12**	**Staff Meetings Fridays 11:00-12:30 or 13:00-14:00**	**Policy & Research Wednesday 13:00-16:00 February 26 May 13 June 04 August 05/26 September 16**	**Extended Circuit Team Meeting Fridays 14:00-16:00**	**Staff Development February 26 August 27**

PLANNING LEVEL: CIRCUIT TEAM & DISTRICT OFFICE

	TERM 1	TERM 2	TERM 3	TERM 4
Component Meetings 08h00-12h00	**January 23** **February 20** **March 20**	**May 15** **June 12**	**August 14** **September 18**	**October 16** **November 13**
District Quarterly Review	**April 01-02**	**June 19**	**October 22-23**	**December 09**
End-of-Year				**December 10**

District Planning	**January 15**			
Behaviour Management Conference	**February 18 & 19**			

PLANNING LEVEL: CIRCUIT TEAM MANAGER & DISTRICT OFFICE

	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
CTM & Director	**January 26 February 16/23 March 09/16/30**	**April 20 May 11/18/25 June 08/22**	**August 11/17/24/31 September 14 October 12/19/26**	**November 09/16/23/30 December**
District Management	**January 20 February 02 March 02**	**April 16 May 04**	**July 21 August 03 September 07**	**October 06 November 02**

PLANNING LEVEL: CIRCUIT TEAM MEMBER & SCHOOL

	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
Principals Meeting	**February 05 March 17**	**May 12**	**August 04**	**October 20**
Principals Training & Development	**February 24**	**April 30 June 09**	**September 15**	
HoD Cluster Meetings (LITNUM)	**January 27**	**May 07**	**July 28**	**October 20**
Teacher Forum + LSEN	**January 28 Heideveld (1)** **January 29 Manenberg (2)** **February 02 Hanover Park(3)**	**May 18 (1)** **May 19 (2)** **May 20 (3)**	**July 29 (1)** **July 30 (2)** **August 03 (3)**	**October 21 (1)** **October 22 (2)** **October 27 (3)**
EST Coordinators meetings		**May 06**	**July 29**	**October 14**
Development Forum Meetings	**February 16**	**April 06**	**July 23**	
SMT WC meetings	**February 02**	**June 01**	**August 31**	
Principals Forum	**February 16**	**April 06**	**July 23**	**November 02**

meetings				
FET WC	February 12	May 14	August 06	October 08
Training & Development WC	January 29	June 18		
Pre-progression & Promotion		April 28 – May 08	September 01-11	
Validation				30 October- 10 December

6   CALENDAR: SCHOOL SUPPORT & ADVICE

CIRCUIT TEAM MANAGER

KEY STRATEGIC FOCUS: "MEETING WITH STAFF – BUY-IN & OWNERSHIP"

FEBRUARY	MARCH	JULY	AUGUST
Red River 02	Dagbreek 02	Red River 27	Woodlands 03
Easter Peak 05		Easter Peak 30	Voorspoed 06
Woodlands 09			Parkfields 13
Voorspoed 12			Athwood 17
Parkfields 16			Morgenson 20
Athwood 19			Heideveld 24
Morgenson 23			Woodlands 27
Heideveld 26			Voorspoed 31

IMG MANAGER

KEY STRATEGIC FOCUS: "SCHOOL DEVELOPMENT PLANNING"

TERM 1	TERM 2	TERM 3	TERM 4
	APRIL Ist Meeting with SMT		
FEBRUARY Submission of School Annual Planning (SAP)	MAY Ist Meeting with SMT	AUGUST 2nd Review meeting with SMT	
MARCH Letter of acceptance/ Rejection		SEPTEMBER 2nd Review meeting with SMT	DEC Submission of SAP

APRIL

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
		Red River 13	Athwood 20	

		Easter Peak 13	Morgenson 20	
		Woodlands 14	Heideveld 21	
		Voorspoed 14	Dagbreek 21	
		Parkfields 15	Willows 22	
		Saambou 15	Blomvlei 22	

MAY

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
	Cathkin 04	Belmor 11	Portavue 18	
	Crystal 04	Summit 11		
	Heideveld 05	Vanguard 12		
	Mountview 05	St Theresas 12		
	Newfields 06	Welcome 13		
	Primrose Park 06	Surrey 13		

AUGUST

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Red River 03	Athwood 10	Cathkin 17	Belmor 24	Portavue 31
Easter Peak 03	Morgenson 10	Crystal 17	Summit 24	
Woodlands 04	Heideveld 11	Heideveld 18	Vanguard 25	
Voorspoed 04	Dagbreek 11	Mountview 18	St Theresas 25	
Parkfields 05	Willows 12	Newfields 19	Welcome 26	
Saambou 05	Blomvlei 12	Primrose Park 19	Surrey 26	

SOCIAL WORKER

KEY STRATEGIC FOCUS: "ABUSE NO MORE PROTOCOL"

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
School Visits-New intake Referrals Appointments	School Visits-Follow-up appointments	Admin & Reporting	School Visits-Overflow Contingencies	Internal Meetings Reporting Planning Coordination

PSYCHOLOGIST

KEY STRATEGIC FOCUS: "PSYCHOLOGICAL SERVICES & SUPPORT"

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
School Visits-Learner assessment	School Visits-Counseling/ Therapy	Admin & Reporting	School Visits-Overflow Contingencies	Internal Meetings Reporting

				Planning Coordination

A   LEARNER ASSESSMENT FOR PLACEMENT – MONDAYS

TERM 1	TERM 2	TERM 3	TERM 4
JANUARY **Athwood 26** **Belmor 28**	**APRIL** **Welcome 20** **Easter Peak 21**** **Portavue 22****	**JULY** **Belmor 21**** **Voorspoed 22** **Summit 27** **Athwood 27****	**OCTOBER** **Portavue 12** **Primrose Park 13*** **Saambou 19** **Red River 20**** **St Theresas 26**
FEBRUARY **Blomvlei 02** **Dagbreek 03**** **Morgenson 09** **Newfields 16** **Parkfields 23** **Heideveld 28****	**MAY** **Vanguard 04** **Surrey 11** **St Theresas 18** **Saambou 25**	**AUGUST** **Parkfields 03** **Newfields 12** **Morgenson 17** **Blomvlei 24** **Dagbreek 31**	**NOVEMBER** **Surrey 02** **Vanguard 09** **Welcome 16** **Woodlands 23** **Willows 30**
MARCH **Summit 02** **Voorspoed 09** **Willows 16** **Woodlands 23**	**JUNE** **Red River 01** **Primrose Park 08**	**SEPTEMBER** **Dagbreek 07** **Easter Peak 14** **Heideveld 21**	

<u>ADMIN DEVELOPMENT ADVISOR</u>

KEY STRATEGIC FOCUS: **AUDIT OF FINANCIAL RECORDS**
                                            DRAFT AUDIT REPORTS
                                            TRAINING & DEVELOPMENT
                                            MONITORING & EVALUATION

A   AUDIT OF FINANCIAL RECORDS & FOLLOW UP
       (2 DAYS PER SCHOOL)

TERM 1	TERM 2	TERM 3	TERM 4
Morgenson	**Cathkin**	**Heideveld HS**	**Portavue**
Willows	**Red River**	**Summit**	**Cathkin**
Athwood	**Easter Peak**	**Belmor**	**Surrey**
Portavue	**Voorspoed**	**Blomvlei**	**Voorspoed**
Crystal	**Heideveld PS**	**Saambou**	**Welcome**
Parkfields	**Dagbreek**	**Vanguard**	
Woodlands	**Primrose Park**	**St Theresas**	
Surrey	**Mountview**	**Welcome**	
	Newfields		

LEARNING SUPPORT & FOUNDATION PHASE ADVISORS

KEY STRATEGIC FOCUS: LITERACY & NUMERACY GRADE R-4

TERM 1	TERM 2	TERM 3	TERM 4
JANUARY 21-FEBRUARY 10 **Baseline Assessment**	**APRIL** **Pre-progression & Promotion**	**JULY** **Red River** **Easter Peak** **Vanguard** **Woodlands** **Parkfields** **Newfields** **Saambou**	**OCTOBER** **Primrose Park** **Portavue** **Athwood** **Morgenson** **Blomvlei** **Welcome** **Dagbreek** **St Theresas** **Belmor** **Willows** **Heideveld** **Surrey** **Summit** **Red River**
FEBRUARY **Red River** **Easter Peak** **Vangaurd** **Woodlands** **Parkfields** **Newfields** **Voorspoed** **Saambou** **Primrose Park** **Portavue** **Afternoon Workshops –** **Groupwork,** **Mathematics,** **Differentiation**	**MAY** **Morgenson** **Heideveld** **Red River** **Easter Peak** **Woodlands** **Parkfields** **Voorspoed** **Saambou** **Belmor** **Athwood**	**AUGUST** **Primrose Park** **Portavue** **Athwood** **Morgenson** **Blomvlei** **Welcome** **Dagbreek** **St Theresas** **Belmor** **Willows** **Heideveld** **Surrey** **Summit** **Red River** **Easter Peak** **Woodlands**	**NOVEMBER** **Easter Peak** **Woodlands** **Voorspoed** **Parkfields** **Saambou** **Athwood** **Morgenson** **Dagbreek** **Willows** **Heideveld**
MARCH **Athwood** **Morgenson** **Blomvlei** **Welcome** **Dagbreek** **St Theresas** **Belmor** **Willows**	**JUNE** **Voorspoed** **Parkfields** **Saambou** **Morgenson** **Heideveld** **Red River** **Easter Peak** **Woodlands**	**SEPTEMBER** **Voorspoed** **Parkfields** **Saambou** **Pre-progression & Promotion**	**DECEMBER** **Validation** **Administration**

Heideveld **Surrey** **Summit** **Red River** **Easter Peak** **Woodlands** **Voorspoed** **Parkfields** **Saambou**	**Saambou**		

ATTACHMENT 1
<div style="text-align:center">

METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

BOOK REVIEW
</div>

TITLE: "KNOW-HOW: The Eight Skills that Separate People Who
                Perform from Those Who Don't" by Ram Charan

THE SIGNIFICANCE OF THE BOOK/CONTEXT
- Contemporary challenge to managers to also assume the role of leader
- Assumption - no real separation of Management & Leadership
- Ongoing discourse/conversation – management & leadership
- SA developmental state – ongoing search for an appropriate development model
- Provisions and challenge
  - Current redesign of the WCED
  - Education Laws Amendment Bill
  - Occupational Specific Dispensation

VIEW OF THE AUTHOR
- Leadership is hard work
- It is made not born
- It requires attention to detail which is developed over many years
- It helps to have keen intelligence, boundless energy, wide range of interest and psychological maturity
- Author is wary of charismatic and superficially impressive leaders
- Eight Skills
  - Know how to position the business to make money
  - Connect what is happening outside of your business to what it means for the business
  - Managing the social system – get people to work together more effectively
  - Process of judgment, selection and development of leaders
  - Mould a team of leaders
  - Choose and set the right goals
  - Clearly marked priorities
  - Best leaders react when forces beyond their control impact on business

VIEW OF THE CTM
- Organizational Development – both similar and unique/different
- Constitution, nature, needs and context are different
- Systemic processes are similar – People, Processes, Systems
- School is not a business – it is not profit at all costs
- Business principal could apply to the Education arena
- The eight skills are very valuable, but also practical
- This book has added created new knowledge to the body of knowledge
- Knowledge may not be unique but eclectic and of practical

LESSONS TO BE LEARNT
- o School principals as managers – strategic planning comes with the terrain
- o Setting goals
- o Realistic and appropriate goal setting (know your school & its purpose)
- o Prioritize
- o Action plan – route map to achieve goals
- o Take team and staff along with this process – collaboration & synergy

Article by Stefan Stern in the Business Day dated 09 November 2007 page 11.

ATTACHMENT 2

METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

ENROLMENT 2009

Document (data completed – actual learners admitted) to be submitted to the District Office (fax 659-4310) by 10h00 on each school day for the <u>first two weeks of January 2009 (to be submitted on the 1st day for learners, thereafter every MONDAY, WEDNESDAY, FRIDAY)</u>

SCHOOL …………………………….. CIRCUIT…..………………………

DATE…………………………..

Grade	No of Units	Total per grade	Girls	Boys	Largest class	Smallest class	Vacancies
R							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

NB   all data/information requested <u>MUST</u> be completed and provided

Compiled by ……………………………. Signature…………………………..

Dated……………………………

Principal's signature……………………………… Dated……..……………

ATTACHMENT 3
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

"DOES SIZE MATTER"

The critical issue of class size has been recognized as a major challenge to education provisioning and modern and contemporary schooling. Part of the debate is the difficult trade-off between affordability (access) and quality of learning and teaching.

Worldwide states are being confronted with the question of the most desirable and affordable class size. In South Africa class size has become the prickly pear or one the stickiest issues of our schooling system. Africa generally speaking has proven to be the anomaly with class sizes in the range of 50-70 learners with perceived "good and acceptable" level of classroom discipline … the flip side being a autocratic system of coercion.

SA currently has an average class size, as provided by the state and excluding topping-up by rich schools, between 40-45. In poorer communities the reality is more like 50-60 … but this must be viewed more as an exception rather than the rule. Other anomalies and factors within the education system further distort this ratio and result in this large and undesirable exception.

For the poorer schools and the educators and managers that are serving them, reducing the class size is seen a panacea and a good beginning to begin to address most of their problems. The call or need to reduce the class size are underpinned by both the view that it constitutes the
- root causes to the problems experienced within poor schools
- and is symptomatic of and adding to other problems experienced within poor schools.

Whichever point of departure, the issue of reducing class size must be considered in terms of the following matters raised by the debate;
- Affordability
- Availability of resources e.g. educators, classrooms, equipment, furniture
- Impact on learning and teaching
- Impact on classroom socialization
- Social cohesion
- Educator : learner ratio
- Reduction from 40-45 (poorer schools 50-60) towards what?

What remain undeniably are the fact that large classes contribute significantly to the erosion of social cohesion, good and positive classroom management and socialization. International research further suggests that for a direct and positive effect, class size should desirably be reduced to 20-25.

Given the South African context educators and managers have identified a desirable class size as 35 learners. In the Western Cape alone the direct staffing cost to reduce the current class size to an average of 35 will be R500 000 000.00 (+- 4000 educators – on average an additional 3-5 educators per school). Let see if we can rise to the occasion!

ATTACHMENT 4
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

SCHOOL DEVELOPMENT PLANNING

LESSONS LEARNT

- Letters submitted to be signed by both principal and chairperson of the SGB
- One set of priorities to be "action planned" or "strategic planning"
- List of inventories and stock-registers
- Budget – no mention of salaries of staff paid by WCED
- Value (municipal) of grounds and buildings
- Value of stock/inventories
- Priorities/Needs analysis – separate operational imperatives from other developmental needs
- Risk analysis
  - Identify the areas of risk to the organization
  - Define your currently reality
  - Define what you want to improve to reduce risk or exposure
  - What will it costs (not always money) … "way up your options"
  - Be forever mindful of your core function … but also your other functions (pastoral)
- Resource Management
  - Physical resource
  - Human resource
  - Time as resource
  - Fiscal (money)
  - Policies & regulations
  - Systems and Procedures
  - THE PROCESS
    - What resource have you been given (provisioning)?
    - What are the constraints/restrictions of the resource?
    - How have you applied/made optimum use of the resource (effective)?
    - Do you need more? … or … should you make better (efficient) use of the existing resource?
- SDP 2009 is about
  - Putting the systems and procedures in place
  - Report on the implementation of the SDP & SIP
- SDP 2010 will be about
  - Quality Assurance of some of your systems and procedures
  - Reporting on the implementation of the SDP

ATTACHMENT 5
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

QUALITY ASSURANCE OF THE SCHOOL IMPROVEMENT PLAN 2010

THEME: RESOURCE MANAGEMENT & RISK ANALYSIS

FOCUS: HUMAN RESOURCE
                PHYSICAL RESOURCE
                RECORDS AND ADMINISTRATION AS A RESOURCE
                IQMS AS A SYSTEM & PROCEDURE RESOURCE

1. School Records and Administration
2. Developmental Appraisal of the IQMS
3. Strategic Planning of the SIP
4. "Learners are happy"
5. "Educators are happy"
6. "Parents are happy"
7. "The Principal is happy"
8. Building and Grounds

ATTACHMENT 6

METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

STAFF INFORMATION 2009

FULL NAME & SURNAME	PERSAL	STATUS	DESIGNATION	HIGHEST QUALIFICATION	DOB	EXPERIENCE

Status
- Permanent
- Contract
- Substitute
- SGB

ATTACHMENT 7

METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

SCHOOL IMPROVEMENT PLANNING &
IMPLEMENTATION

REPORTING FORMAT

SEMESTER ONE [January-June] / TWO [July-December]

What have you planned			STATUS			Constraints or positive contributing factors	Strategic lessons learnt
School Improvement Plan	Timeframe	Duty and Responsibility	Completed	Not started	Progress		

Principals signature: **Date:**   **School stamp:**

ATTACHMENT 8

METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

EDUCATION MANUALS

1   School Records Management
2   Guide to School Management Teams
3   Whole School Evaluation
4   Basic financial systems for schools
5   Policy handbook for educators
6   Guidelines for school managers and governors (Principals Guide)
7   Guide for RCL's
8   Understanding the SA Schools Act
9   First Steps – SGB
10   Riglyne vir Geletterdheidshalfuur
11   Literacy and Numeracy Strategy
12   Systemic Evaluation Reports
13   Abuse No More
14   Positive School Models
15   Alternatives to Corporal Punishment
16   White Paper 6 – Inclusivity
17   Progressive Discipline
18   OBE/UGO
19   HIV/AIDS and Education
20   School Safety Monitoring Tool - pilot
21   New manual – finance – DISK
22   A guideline on School District Management
23   Hambanam – SGB guide
24   CD's
25   SNOC
26   Assessment Protocols/policies
27   Foundations-For-Learning
28   Learning Area Protocols/policies
29   GET & FET protocols/policies
30   IQMS

ATTACHMENT 9
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

WORKING COMMITTEES

1. Numeracy and Literacy Cluster Committee (bi-monthly)
   - Foundation phase HoD's & Learning support

2. SMT (Deputy & HoD) Working Committee

3. FET – Implementation Committee (quarterly)
   - High school SMT

4. Principals Forum (qaurterly)

5. Hanover Park Development Forum – Education Committee

6. Proudly Manenberg – Education Committee

7. Heideveld Development Forum – Education Committee

8. Training & Development Committee
   - Circuit principals & deputy

ATTACHMENT 9
METROPOLE CENTRAL EDUCATION DISTRICT
CIRCUIT 6

SCHOOL SELF EVALUATION (WSE)

PRINCIPALS GUIDE

MAKING PREPARATION
- Log on to the WCED Quality Assurance web-site – there you will find copy of the documentation. Get help to change the format in order for you to populate data onto the pro-forma forms – now you have your SSE in electronic format.
- The school principals must select a team of 5-7 members
- Give each member a copy of the entire document 1-50 pages
- Discuss the following procedure
- Be mindful, the due date is September/October for School Self Evaluation
- The WSE Criteria Guideline document, as a tool, must be read and discussed in conjunction with the SSE

GETTING STARTED
- Complete FORM A – statistical and biographical data
- FORM B
  - Divide staff into three working committees
  - Focus Area 1-3, 4-6, 7-9
  - Each working committee has a week to complete their work
  - Each committee submit their assessment to the staff for ratification and deliberation
- FORM C – not for purposes of SSE
- FORM D & E – this form is left for last – park it for the moment
- FORM F – SIP template (refer to guidelines wrt "the new SIP"). Workshop for Circuit is set for 10 September for further clarity
- FORM G – Interviews & Questionnaires
  - Principal to complete to his/her set of questions on page 39
  - SGB members each get a copy of questionnaire on page 41 for completion – *SUMMARIZE ALL RESPONSES INTO ONE COHERENT DOCUMENT – COLLATE*
  - Questionnaire on page 42 is handed to each HoD, Learning Area Head, Subject Head, Grade Head, etc depending on structures at school.

DO NOT SUMMARIZE

- Questionnaires to parents – send copy to each parent (sealed in an envelop) with a covering letter to explain the importance of their participation. Questionnaires must be returned by the following morning. Suggested procedure; send it out on a Wednesday, returned by Thursday and mopping up on Friday. The following is important
  - The total number of responses (questionnaires returned)

- Calculate % returned
- For each of the 5 point scale – add all responses
- Calculate the % for each question across the 5 point scale – this must add to 100%
- Summarize into one page with % reflected
- Other comments are all collated
  - Interviews with learners
    - This must be done by random sampling
    - Take class lists of all Grades 4-7
    - For each grade sample 10 learners
    - Choose them at random
    - Total 40 learners – interview all. You could utilize educators, SGB members, volunteers, etc to do the interviews

SUMMARIZE AND COLLATE ALL RESPONSES

- *Questionnaires for School Assessment Team, EST, Extra and Co-curricular co-ordinators – Summarize*
- STUDY ALL SUMMARIES – YOU NOW HAVE THE VIEW OF ALL ROLEPLAYERS
- Return to FORM D – Each member of SMT to complete copy of form, ratified by staff. ONE DOCUMENT TO BE SUBMITTED
- Complete FORM E

TIMEFRAMES

- Management committee established by 08 September
- Working committee established by 09 September – complete focus area work by 15 September
- Questionnaires to parents on 10 September – returned by 11-12 September
- Form A completed by 15 September
- Form D & E completed by 25 September

You need to analyze all information received and start work on your School Improvement Plan (SIP). This is just some supportive guideline to take you and your staff through the process. This is an overwhelming and task-orientated exercise and I hope I have helped you to facilitate this process more effectively and efficiently.

Issued collaboratively by
S J Daniels – Circuit Team Manager &
A Naidoo – IMG Manager

DATED: 29 AUGUST 2008

ATTACHMENT 10
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

PROTOCOLS AND PROCEDURES

Code of Good Practice

- Punctual
- Task focused
- Use discretion and prerogative wisely

1   School Principal – Absence (full or part of day) from school
- Informs IMG Manager (supervisor) (order of preference-use cell-phone, leave message if busy, send sms-text message with identification, use e-mail)
- Inform the school
- Activate regulatory requirements
- Delegation
- Complete and submit leave forms
- Sign registers.

2   School Principal, unless otherwise stated (and not a delegated person) must attend the
- Quarterly principals meeting
- Training and information sessions for principals
- Working committee meetings in Circuit.

3   A weekly newsletter for Circuit 6 has been established issued by the IMG Manager in collaboration with the Circuit Team.

4   Only principal's leave form to be submitted to EMDC for IMG Managers recommendation and referral to H/O…all others directly to Head Office.

5   Only nominations for extra-ordinary and acting-promotions appointments are referred to the Circuit Manager for recommendation…all others directly to Head Office.

6   Salary sheets/advices, N&S documentation, Adverts to be posted directly to Head Office.

7   Educational excursions for day or part of the day
- Directly linked to curriculum
- SGB approval
- Parents approval

- All aspects of safety considered
- Send notification to IMG Manager

Excursion and tours for longer than one day…during school term
- Full application to HEAD-IMG via Circuit Manager – one full term notice
- Full programme and arrangements to accompany application
- Attach the approval of the SGB
- Circuit Team Manager to approve.

8   The Principal's Forum is a voluntary association within the Circuit to facilitate dialogue. The following protocol will apply
- Permission is granted for the Forum to meet once (1) per term from 14h00-16h00
- Chairperson to consult with the C/M about the intent of the Forum to meet and thereafter to consult with the C/M about the outcome of such dialogue.

9   Incidents at school – principals must report to IMG Manager all incidents at school
- Learner abuse
- Safety & Security
- Derelict and neglect of duty must be reported to the IMG Manager asap. Principal must exercise the necessary discretion…when in doubt seek advise from IMG Manager.

10 Visitation of District Office Support Staff / Officials to the school. Principal must ensure that the official meets with the school principal first, continue to conduct business and before departure meets with the principal (the purpose of the visit has been clarified and feedback is given to the principal). A visitation register must be maintained.

11   School must maintain a School Internal Quality Management System (SIQMS) with the focus on curriculum management and implementation. The SIQMS must provide for the
  - Supervision
  - Monitoring (gather data) and Evaluation (analyze and interpret data)
  - Moderation of learner and educator profiles
  - Moderation of tests, assessment tasks, question papers, exam scripts
  - Moderation of subject/learning area schedules, class schedules, grade schedules.

12   Establish e-mail & sms communication (including drop-off) in Circuit

13   Keep register for the earlier pick-up/collect of learners from school – by parent

14   In the event of SAPS having to call at the school to arrest/interview a learner, principals are advised not to interfere with this process, however it is strongly advised that principals "buy some time" make contact with the

parents/guardians of the learner first. Make sure you have and confirmed all the identification and other appropriate detail

15   High School only – The principal must submit a written report of the <u>analysis of each subject</u> in the FET band (Grades 10-12) by the end of January 2009. This report must be accompanied with a written request for specific curriculum support

16   Carbon copy (cc) letters to IMG Manager send by principal to
- Directly to the Minister (or other politicians)
- Directly to Head of Department
- Directly to Director
- Directly to other Heads of Components

ATTACHMENT 11
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

VALIDATION CERTIFICATE

I hereby declare under oath that the promotion and progression schedules presented to the IMG Manager have been internally moderated in terms of our School Internal Quality Management System (SIQMS).

NAME	RANK	DATE OF MODERATION	GRADE/SUBJECT	SIGNATURE
	Principal			
	Deputy1			
	Deputy 2			
	HoD 1			
	HoD 2			
	HoD 3			
	HoD 4			
	HoD 5			
	Grade Head			
	Phase Head			
	Subject Head			

School Principal (Internal Examiner & Accounting Officer)

Signature: **School Stamp**

ATTACHMENT 12
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

SCHOOL CLUSTERS
CLUSTER 1   **CLUSTER 2**
WARD/SUB-COUNCIL

44/11	CATHKIN		ATHWOOD	46/17
44/11	DAGBREEK		BLOMVLEI	46/17
44/11	HEIDEVELD PS		EASTER PEAK	46/17
44/11	HEIDEVELD		MORGENSON	46/17
44/11	ST THERESA'S		MOUNTVIEW	46/17
44/11	VANGUARD		NEWFIELDS	46/17
44/11	WELCOME		PORTAVUE	46/17
44/11	WILLOWS		PRIMROSE P	46/17
44/11	WOODLANDS		RED RIVER	46/17
47/11	BELMOR		SAAMBOU	46/17
47/11	CRYSTAL		SURREY	46/17
47/11	PARKFIELDS			
47/11	SUMMIT			
47/11	VOORSPOED			

SUBCOUNCIL	WARDS	MANAGER	CHAIR	COUNSELOR
11 Look Smart Ngudle	44	Kayise Nombakuse 6371333 ext2012/2006 0842221251	Lewis Dunn 6371333 ext2078 0848290824	44
17 Athlone & District	46/47	Ms Pat Jansen 6379757 0785154584	Charlotte Williams 6376221 0848444833 0825513390	46 Mr Orrie 0842240003 47Mr Lategan 0836284177

METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

RESOLUTIONS AT POLOKWANE 2007/8 ON EDUCATION,

32 The overarching vision that informs ANC education policy is People's Education for People's Power.

33 Vulnerable children of veterans must be taken care of by the state.

34 Career guidance be a compulsory subject from grade 8 upwards.

35 We must progressively expand the school nutrition programme to include high school learners in poorer communities.

36 National norms and standards to be developed to determine the roles, functions and responsibilities of district offices.

37 Norms and standards should be developed to classify schools, given the variation of school types in provinces.

38 A policy on affirmative measures for HDIs with specific emphasis on infrastructure, access and staff provisioning

39 The duality of public servants elected as councilors undermines both or either of the two with regards to efficiency and this must be reviewed.

40 To affirm that all principals should undertake a leadership, management and governance course

41 To review Adult Basic Education and Training (ABET) so as to ensure that it better responds to the skills demand.

42 The establishment of a national education evaluation and development unit for purposes of monitoring, evaluation and support.

43 The no fee schools be expanded to 60% by 2009.

44 Progressively introduce free education for the poor until undergraduate level.

45 The ANC to focus rigorously on the quality of education.

46 Education must be prioritised as one of the most important programmes for the next five years.

47 Maths, science and IT must be promoted and supported, including through Saturday tutorial programmes and bursaries be offered to teachers in this areas.

48 New curriculum must be accompanied with skills development of teachers.

49 Building of schools to replace mud schools must be included in the Expanded Public Works (EPW) programme.

50 We should recruit from foreign countries on scare skills such as maths and science.

51 The NEC should critically consider the outcomes of the recently held education summit with a view to implementing the proposals that emerged.

ATTACHMENT 14
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

THE FACTS AND OUR CURRENT REALITY

SCHOOL PLAN

- High rate of poverty and unemployment
- High rate of crime, gangster activity
- High rate of vandalism
- High rate of drug distribution and abuse
- Low rate of parent involvement
- Low rate of parent literacy
- Young and single parents
- Limited access to ECD
- Limited capacity of Curriculum Advisory Services (CAS)
- Limited capacity of Special Learner Education Support (SLES)
- High levels of learner abuse
- Drop-out and truancy amongst learner
- High levels of learner apathy and lack of discipline
- Mainstreaming of LSEN (learners with specialized education need)
- Many learners with barriers to learning in the mainstream
    - Low IQ
    - Fetal Alcohol Syndrome (FAS)
    - Attention Deficit and Hyperactive Disorder (ADHD)
- Limited access to teaching assistants (TAP) – only three school in Hanover Park
- Critically low levels of learner numeracy and literacy
- Shortage of estate staff due to high staff: learner ratios
- Cancellation and absence of educator leave (furlough)
- Absence of the School Nurse
- Lack of critical emergency services to schools/learners
- Lack of truancy officers
- No school in Circuit 6 has been declared a NO FEES SCHOOL
- Class size of an average between 40-50
- Inclusion of the school principal in the educator: learner ratio
- Exclusion of specialized educators from the Staffing Establishment
- Absence of a ONE-STOP-SERVICE in Circuit 6
- Promise made by the Premier to investigate feasibility of a MULTI-PURPOSE CENTRE in Hanover Park
- Availability of various uncoordinated service delivery
- Absence of a bursary fund for access to tertiary education
- Limited provisioning and inappropriate School Governing Body (SGB) training

SAFE SCHOOLS

- High incidents of gangster and social violence
- High rate of vandalism and burglaries
- Spilling over of violence onto schools
- High incidents of drug misuse and abuse by learners
- High incidents of dangerous and illegal weapons on schools

SCHOOL SPORT

- Lack of provisioning of school sports
- Lack of sport facilities
- Lack of participation in school sports
- Limited involvement of the Western Cape Education Department (WCED) and Department for Culture and Sport(DCAS) in school sport
- Lack of mass participation by learners in school sport
- Limited sport codes available

YOUTH PROGRAMME

- Drop-out of learners
- Lack of access to tertiary education
- Lack of appropriate role-models
- Availability of human resource – the youth in Hanover Park

Recent (2001 & 2005) systemic investigation and national research conducted confirmed and suggested the following direct link between low literacy (reading and number) learner performance and the following variables,

- Available resources
- School libraries
- Basic infrastructure
- Class size of an average 35
- Greater learner in learning and teaching
- Mother-tongue instruction
- Punctuality and regular attendance by learners and educators
- Contact time
- Time-on-Task

THE FACTS – EXCLUDES MANENBERG & HEIDEVELD

- More than 40% are single parents
- More than 20% stay in informal settlements
- More than 50% unemployment
- More than 25% on state grant
- Average income of R1000pm

- More than 50% cannot afford to pay school fees
- More than 60% of learners are not part of feeding scheme
- Population of 34 000 people
- Primary schools = 7
- High schools = 2
- Ratio – HS:PS = 1:3.5 … only 1 out of 4 learners starting school will have accommodation by the time they reach grade 9
- Old age homes/cottages = 4
- Number of small shops = 25
- Local hospital/clinic = 2
- Overwhelming majority live in rented housing = 67%
- More than 50% of learners starting grade 1 drop out by grade 12
- Population
    - Coloured = 33 400
    - Indian = 65
    - White = 22
    - Black African = 350
- Males = 15 824
- Females = 17 932
- Language = 26 500 Afrikaans speaking, 7200 English speaking
- Challenges
    - Substance abuse
    - Poverty
    - School drop outs
    - Gangsterism & Violence
    - HIV/AIDS
    - Vandalism & burglaries
- Levels of education/schooling
    - No schooling = 1900
    - Some primary = 7000
    - Completed primary = 3700
    - Some secondary = 12 700
    - Grade10-12 = 2100
    - Higher = 80

ATTACHMENT 15
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

PROFESSIONAL DUTY OF THE EDUCATOR

"FORWARD TOWARDS FULL ACCOUNTABILITY"

- Accountable
- Responsible
- Duty
- Liable
- Derelict of duty
- Neglect
- Discipline

MANAGEMENT
- Allocate class, subject, learning area
- Educator responsible to facilitate the teaching and learning of group of learners
- Allocate class – educator responsible for learners in that class
- Other duties at committee level
- Distribution of workload

EDUCATOR
- Core function/duty
  - Learning and Teaching
  - Pastoral
    - Role-model
    - In loco parentis – listen, empathy, sympathy, reprimand, guide, assist, kind
    - Duty on playground, toilets, scholar patrol
    - Positive learner discipline
    - Consulting with parents
    - Staff meetings
- Other leadership and administrative duties (committees)
- Learning and Teaching
  - Time-on-Task
    - Present
      - Absent – contact supervisor/principal
    - Punctual
      - Late – contact supervisor/principal
    - Prepared
      - **Evidence** of lesson planning
    - Panning
      - **Evidence** of macro-planning

- Within grade
- Within phase
- Within the learning area/subject
- Across the phases/grade/learning areas/subjects
- **Evidence** of micro-planning
- **Evidence** of assessment tasks
- **Evidence** of recording of assessment tasks
- **Evidence** of reporting to parents
  - Report card
  - Parent interviews
  - Letters to parent
  - Parent meeting (bi-laterals)
- Learning Barriers
  - Psycho-social and Physiological
    - **Evidence** of contact with parents
    - **Evidence** of classroom intervention – if appropriate
    - **Evidence** of referral
      - **Evidence** of internal referral
        - EST – **Evidence**
      - **Evidence** of external referral
  - Behavioral
    - **Evidence** of contact with parent
    - Serious or less serious
    - **Evidence** of learner code of conduct
    - **Evidence** of classroom code

LEARNERS

- Attendance
- **Evidence** of record-keeping by the educator
- School policy and procedure
- Learner code of conduct
- **Evidence** of contact with the parent

EDUCATION DISTRICT

- Education provisioning
  - Building
  - Staff
  - Budget
  - Other resources
  - Curriculum
  - 200 school days
- Education support
  - EMDC
  - Officials (HEAD OFFICE, IMG, CAS, SNE, ADMIN)

- - Training and Development
  - Support, Management, Leadership, Coordination
- Education policy
- National
- Provincial

ATTACHMENT 16

METROPOLE CENTRAL EDUCATION DISTRICT
CIRCUIT 6

PROFESSIONAL SUPPORT SERVICES
VISITATION REGISTER

- It is the duty of the School Manager to keep the register updated
- Completed register to be submitted to IMG Advisor every month
- Submission on last Thursday at 10h00

DATE/TIME	OFFICIAL	PURPOSE	OUTCOME	COMMENTS

ATTACHMENT 17
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

SOUTH AFRICAN EDUCATION LAW

THE LEGAL FRAMEWORK

SA CONSTITUTION – SUPREME LAW
Bill of Rights: APPLY TO LEARNERS (THEY TOO ARE PEOPLE AND SA CITIZENS)
Equality & Unfair discrimination
Human dignity
Life
Freedom and Security
Privacy
Freedom of religion, belief, opinion
Freedom of expression
Freedom of association
Freedom of movement
Health care, food, water
Children: care, nutrition, protection, shelter
Education: Basic Education

NATIONAL EDUCATION POLICY ACT – ENABLING ACT
Powers of National Minister to Act & make Laws & Regulations

Provincial EPA

SOUTH AFRICAN SCHOOLS ACT – SUBSIDIARY LAW
- Cooperation
- National & Provincial Government
- Governance & Management
- Powers to SGB
- Legal standing
- Act in trust of parents
- Elected body … no recall
- Learner & Parent – based & focused
- Rights & Obligations
- Governance vis-à-vis Professional Management

EMPLOYMENT OF EDUCATORS ACT
- Employment of Educators
- Rights & Obligations
- Service Conditions
- Discipline
- Principal a representative of the Education Department
- Ex-officio member of SGB

CHILDREN'S ACT

- Rights of children
- Loco parentis

PRINCIPLES OF LAW

- No law or rule is absolute … always qualifications or restrictions
- Delegation of authority … explicit or implied by law
- De facto (legal) versus de jura (moral) authority
- Consistent or same treatment does not imply similar treatment – the law take in consideration the context or unique circumstance
- Discretion given by law
  - Have you applied your mind
  - Will someone else reasonably arrive at the same conclusion
  - Is your application consistent with law
- Legal competence
  - Legal authority to act
  - Vested in position/office the person holds

WHERE DOES YOUR LEGAL AUTHORITY & OBLIGATION COME FROM

SA CONSTITUTION
NATIONAL EDUCATION POLICY ACT
SA SCHOOLS ACT
LOCAL SCHOOL RULES/POLICIES

- Constitution
- Admissions Policy
- Language Policy
- Religious Policy
- Code of Conduct for Learners
- Rights and Obligations … always qualified

ATTACHMENT 18
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

LEARNER RETENTION IN THE SOUTH AFRICAN SCHOOLING SYSTEM
A MINISTERIAL REPORT

In considering the provisions of the legislative framework, it is evident that the Department has a responsibility to account for all children of school-going age, whether they attend school or not. The investigation into learner retention in the schooling system has explored a number of indicators of the performance of an education system in retaining learners, including survival-rate, age-specific enrolment rate, general levels of education attainment in the population, as well as the frequently cited dropout and repetition rates. These measures highlight the efficiency of an education system from different angles, and the use of one without the other, does not provide a comprehensive overview of the education system. Data sources used include EMIS, Census, Labour Force Survey and General Households Survey in an attempt to obtain a holistic view of the extent of learner retention. The Community Survey 2007 was released at a stage when the Committee had finalised its analytical work. In the process of the investigation, the Committee employed a multi-faceted approach that includes the following:

- Quantitative analysis of population and schools data
- Empirical research review focusing mainly on empirical studies that were published in recognised research journals or were conducted by scholars in the education sector
- Methodology assessment, to address point 1 in the Terms of Reference, which included discussions with researchers, commentators and journalists who have conducted studies on the subject of learner retention and learner dropout, or have written public commentary on the subject; and
- Public submissions in order to obtain an understanding of the reasons behind the phenomenon of leaving school before significant milestones are reached. It is important to highlight that the submissions provide useful information, which cannot, however, be treated as conclusive evidence due to the size of the sample.

Executive Summary
With regard to the extent of retention and dropout, having reviewed existing data, information and research, the investigation concluded that there is sufficient evidence to state that:

There is a problem of learner retention, which is more pronounced after Grade 9. The dropout rate below Grade 9 is statistically insignificant, but increases sharply from Grades 10 to 12. A proportion of learners starting Grade 9 are not in a position to finish secondary school, and that the system does not provide sufficient alternatives. As a consequence, there is a high failure rate, repetition and dropout in Grades 10 – 12, which is a waste of many years of learning. Urgent attention should

be given to providing suitable alternative FET programmes which include a focus on both content and mode of delivery. There is no evidence of anomalies between Grade 1 and Grade 2 that point toward dropping-out. In fact, as can be seen in the survival rates by grade, the flow between the two grades is just below a hundred percent. A problem that seems to plague Grade 1 is high repetition of the grade, a phenomenon which is not peculiar to South Africa. However, retention is improving, as are levels of education attainment, with younger age groups having a better chance of progressing to secondary school grades than the older age groups. South Africa compares favourably with other developing countries on progression rates, enrolment rates and levels of education attainment.

EXECUTIVE SUMMARY

Learner retention at FET level indicates that the percentage of people with Grade 9 reaching Grade 12 tends to remain almost static over the years. The estimates indicate a static progression pattern within further education among learners entering this phase with slightly less than 90% of those with Grade 9 reaching Grade 10. About three-quarters reach Grade 11 and just below 60% reach Grade 12. Essentially, the drop-out rate is minimal for at least the first 8 years of schooling. The dropout rates increase sharply from Grade 9 onwards. Out of a thousand people born between 1980 and 1984, about 984 entered Grade 1 and 456 reached Grade 12. This means slightly more than 46% of this birth cohort that started Grade 1 eventually reached Grade 12.

Executive Summary

Mean educational attainment of the cohort born in 1981 is about 9½ years, compared to only about 6 years of the cohort born in 1945. (As the latest data is drawn from the 2001 census, it is not possible to investigate the situation for cohorts born after 1981, as many of these would not yet have completed their education by 2001).

As a result of rising educational attainment, the proportion of the population reaching certain educational milestones has risen dramatically. For example, the cohort born in 1981 is approaching universal completion of primary education, as has long been the case for Whites. When the lowest schooling hurdle – completed primary education – is used, the racial gap in attainment is quite small. There is only a difference of 14% between the proportion of Whites and Black Africans who have completed primary school. (Higher milestones, such as matric and tertiary qualifications, show a dramatically different pattern, though Matriculation completion rates are low amongst the Black African and Coloured population, even though these have been rising quite significantly over the years). There is an upward shift in the entire educational attainment profile for each of the censuses for the 21 to 25 age group. This upward shift is greatest in the case of the Black African population. From the 21 to 25 year-old Black African people in the 1970 census, 40% did not enrol for school and fewer than 1% passed matric. By the 2001 census, these figures had improved to 9% and 36% respectively for the same age group. The attainment profiles of Black African children aged 16 to 20, according to their parents' income quintile, rises strongly with higher per capita income. Age-specific

enrolment figures reveal a fairly consistent pattern - sustained high enrolment rates of 95% or above until about age 15 or 16, following which enrolment falls quite sharply as expected to about 50% by age 19. This pattern is so consistent that there can be little doubt that there is almost universal school enrolment until age 16, which corroborates the findings from the analysis of survival rates and dropout rates. There is no clear evidence of changes in age-specific enrolment patterns over the past decade. Age-specific enrolments also show no statistically significant evidence of dropout from the school system before age 16. Age-specific enrolment figures at age 15 or 16, broken down by race, indicate that the Coloured population shows the earliest trend towards drop-out, before the completion of high school. The Black African population evinces a major dropout rate at about age 16. The White population has the lowest dropout rate. No separate figure is shown for the Indian population, as their small dimension makes it impossible to use sample surveys

of this nature as good evidence of enrolment patterns. While the data indicates that there is minimal dropping-out of the school system before the age of 16, (at least not for about 95% of the population), there are clear indications that learners show high levels of perseverance at secondary schools, without achieving matriculation, when the age restriction comes into effect. In addition, the pattern of age-specific enrolment indicates that, for the most part, all race groups have been attending school for the past decade until well beyond the compulsory phase.

EXECUTIVE SUMMARY

Learner Retention in the South African Schooling System is available to provide an international frame of reference. Patterns of progression through the South African system are favourable compared to this group of middle-income countries with which SA is often compared. Venezuela, the Dominican Republic, Panama, Brazil and Nicaragua have shown lower education attainment levels for this age group than South Africa. Bolivia and Peru have shown generally higher attainment levels than South Africa (Data used pertains to different years due to data availability). With regard to the reasons for dropping-out among learners, the investigation found that: Grade repetition has been identified as the single most powerful predictor of dropping-out. Studies conducted internationally have revealed that learners who have repeated a grade in their schooling career are most likely to drop out of school. Learners become disillusioned, and generally disengage from school activities. The fact that grade repeaters are taken through exactly the same material and content when repeating the grade, exacerbates the situation.

Grade repetition occurs most frequently in the first grade. Schools all over the world experience higher grade repetitions at the start of a school cycle than they do in subsequent years. The high rate of grade repetition in the first grade is attributable to inadequate school readiness programmes, serious problems with learners' learning abilities, or significantly high enrolments which have not been accompanied by appropriate levels of provisioning. Drop out is preceded by indicators of withdrawal or unsuccessful school experiences (academic or behavioural difficulties) which often begin in the primary school years. Preventive measures should be taken at the earliest manifestation of withdrawal indicators. The risk of dropping-out is very high for learners who are older than the median age

when they enter secondary education; independent of their achievement scores (therefore grade repetition needs to be minimized). The cycle of previous failure may either impact on these students or they may have more mature goals than their younger classmates, goals which are non-school related, such as obtaining an occupation, an income, raising a family, or goals that are more directed at autonomy. Educational levels of parents related strongly to dropout and interacted with gender. Girls with highly educated parents have a lower risk of dropping-out than boys with highly educated parents. The effect of educational level also differs for minority and non-minority groups.

Executive Summary
All the methodologies that were widely quoted in the media in the recent past were flawed. They ranged from crude calculations which simply subtracted the number of learners in a grade from the number of learners in the next grade of the following year, and declared the difference in dropouts - to formulae that used Grade 12 enrolment as a proportion of Grade 1 enrolment twelve years ago. Such crude calculations have omitted critical variables, including: Policy provision which allows learners to repeat grades for a maximum of four times in their school career. The Admission Policy for Public Ordinary Schools requires the norm of repetition at one per school phase, effectively allowing learners to complete a 12-year schooling career in 16 years. The progression of a significant number of Grade 9 learners into public Further Education and Training (FET)
colleges to enrol for Grade 10 – 12 equivalents. Other forms of learning institutions such as private FET colleges, home schools and workplace-based colleges where data is not easily available to detect the extent of coverage of the 15 to 18 year old group. A more rigorous method is the cohort model presently used by the Department of Education, which is also unsatisfactory both in respect of its structure and in respect of the estimation of repeater and dropout rates. It arrives at dropout rates by subtracting the promotion rate, plus repeater rate, from one. This makes the dropout rate a residual whose value is sensitive to errors in the promotion and the repeat rate. Since repeater information is almost always underreported, the low repeater data will invariably lead to exaggerated dropout rates. In addition, the use of a school-based EMIS system to trace children who are out of school creates additional hurdles. A learner-based tracking system would yield more reliable findings. A number of technical challenges were encountered in using the EMIS data to arrive at conclusive evidence on learner retention. The challenges related to the non-differentiation between a nil return in terms of the number of repeaters and "zero" number of learners who are repeating. In addition, the EMIS data does not constitute a complete accounting system and is thus flawed. Estimates based on it are subject to unknown selection biases.

Departmental estimates of survival based on aggregate repeaters taken from EMIS, are sharply biased downwards. These challenges would have been experienced by the Department in its calculations. The Committee concluded that the state of the Annual Schools Survey in EMIS makes estimates of repeater rates quite uncertain and estimates of drop-out virtually impossible.

So what are the alternatives?

In the face of the paucity of sound methodologies and education data, the investigation has relied on estimates of the population extracted from the General Household Surveys, the Labour Force Survey and the Census data. Estimates based on the General Household Survey are more reliable, but they are necessarily cohort based and therefore cannot be calculated with precision until most of the cohort has passed beyond school education.

EXECUTIVE SUMMARY

In measuring the extent to which the schooling system is able to retain learners, the investigation used: the survival curve that measures the survival of a cohort from Grade 1 to Grade 12 or of any group of learners; extent of coverage measured by the age specific enrolment ratio; the levels of education attainment in the population in general; and grade attainment per age group to determine the retention rate over the past few years. These measures are used internationally to measure the performance of an education system, and the Committee strongly recommends that greater attention be given to these measures and less on dropout. In order to move towards improved measures of system efficiency, consideration should be given to new survey instruments that will enable South Africa to put the estimation of learner retention on a sounder empirical basis. If the intention is to measure internal efficiency, then consideration should be given to the widely used measures such as repetition rates, school life expectancy and years of input per graduate.

1.3 Key recommendations

On issues relating to the findings on the extent of learner retention and drop out in the schooling system, it is recommended that: Interventions to improve learner retention in the schooling system should focus on the post-compulsory school phase as there is conclusive evidence to suggest higher dropout rates from age 16 onwards. While it is noted that the age group is beyond the compulsory school phase, it is in the interest of the country to retain as many learners as possible until they complete Grade 12, or until they have completed an equivalent qualification through the FET College system. A small proportion of learners starting Grade 9 do not stand a good chance of completing Grade 12. The education system does not provide sufficient alternatives for the 16-18 year old group. Consequently Grade 10 – 12 have high rates of failure, repetition and dropout. Urgent attention should be given to providing suitable alternative FET programmes which include a focus on both content and mode of delivery. Despite the insignificant dropout rates in primary school grades, it is imperative that the Department investigates circumstances for learner absence as provided for in the South African Schools Act No. 84 of 1996. Active mobilisation of communities to identify and report children who do not attend school should be encouraged. With regard to reasons that lead to learner drop-out and the interventions that have to be designed to prevent learner drop-out, it is recommended that: Consideration be given to effectively utilizing the wider communities and improving social networks to monitor and track learner attendance. In addition, consideration should be given to developing a cadre of "attendance officers" who should be appointed at local levels to monitor attendance and provide psychosocial support to

learners who are at risk of dropping out.

Executive Summary
Indicators of low self-esteem and aggressive behaviour in early childhood should be attended to so as to promote continuing academic success and prevent dropout. Early measurable factors and behaviours are highly associated with later school drop-out. Grade repetition is generally ineffective as an intervention to address early learning problems, regardless of when the repetition occurs. Learners repeating grades should have special programmes that are not a mere repetition of the material and content covered during the first year in the grade. In this regard, lessons can be learned from the Grade 12 recovery plans which were implemented in schools across the country following the month-long public service strike that took place in May/June 2007, provided that the programmes are well researched and understood. Access to early childhood development be improved. There is a growing research/knowledge base that demonstrates that children who have experienced ECD interventions, or minimum pre-primary schooling, are better achievers at school than those who have not experienced ECD interventions or minimum pre-primary schooling. Those children who attend ECD programmes are more highly motivated, perform better, achieve higher scores in cognitive tests, and socialize better with their classmates and teachers. ECD graduates are
therefore less likely to drop out or to repeat grades. Therefore, the cost of their schooling is reduced, with the result that primary and even secondary education is more cost-effective. Thus, ECD in itself can spur educational participation in a region of the world that lags behind in most educational indicators. (Hyde, 2006). South Africa is committed to ensuring that by 2010, all learners entering Grade 1 would have completed an accredited Grade R programme. It is therefore recommended that the roll out of Grade R be prioritised and that the necessary ground work be completed without delay. Positive classroom climate should be actively created and schools should be urged to cultivate supportive personal relationships with struggling students. Smaller class sizes, more personalised settings and individualised learning plans are identified as characteristics for lowered drop-out rates in some of the studies. It is recommended that a more intensive interventional approach should be applied. Intensive staff development programmes for teachers should be provided in order to improve their skills and ability to identify learners with learning disabilities. Learners who are at risk of dropping out of school should be
identified and the use of a variety of instructional and assessment methods and techniques should be applied in order to benefit the largest possible number of learners in class.
On issues of data quality, as well as the improvement of data collection and reporting systems, it is recommended that: Particular attention is paid to improving the data collection systems of the Department of Education. Interventions for improving the systems should begin at school level, ensuring that all schools submit all required data every year. Consideration should be given to linking submission of forms to resource allocation and making the system an accounting system so that schools that did not submit the previous year are restricted from submitting

ATTACHMENT 19
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

REPORT OF MINISTERIAL COMMITTEE: SCHOOLS THAT WORK

EXECUTIVE SUMMARY
The Ministerial Committee on Schools that Work was tasked with carrying out a pilot study on a sample of schools in middle quintiles that succeeded in achieving good Senior Certificate results, while others in similar circumstances did not. What were the dynamics of these schools that enabled their achievements? Were they replicable in other schools? To what extent were Department policies and requirements aligned with practices in these succeeding schools?

Between June and September 2007, members of the research team visited 18 schools across the provinces of South Africa to investigate these questions. Schools were selected mainly from middle quintiles, and from all former Departments.

Section 1 of the Report explores the parameters of "Schools that Work" and the advantages and disadvantages of using Senior Certificate performance as an indicator of school quality.

Section 2 then provides a short review of selected literature as a context for investigating Schools that Work. This includes a selection of South African studies that throw light on systemic performance. The Report notes with concern the evidence that there are problems with quality in both primary and secondary school performance, and that South Africa lags behind the performance of other countries in international tests.

The Report suggests that there is benefit in recognizing that the majority of schools – the mainstream – are black schools in relatively poor socioeconomic circumstances. The language of teaching and learning in most of these schools is English, which is not the home language of most of their teachers or learners. Schools are often under-resourced in terms of laboratories, computers, sports-fields and opportunities for extra-curricular activities. At one edge of this mainstream are schools in extremely poor communities, classified as quintiles 1 and 2. At the other edge are the privileged schools of quintile 5, including the majority of former white schools. Schools in middle quintiles are the "norm" in South Africa.

Section 3 of the Report presents a brief analysis of the 2006 Senior Certificate results. It shows clearly that patterns of school performance are strongly and significantly influenced by socio-economic context (as indicated by quintile) and former Department. Statistical analysis indicates that the school an individual learner attends has strong

predictive effects on their results. The findings of school visits are set out in Section 4. In brief, we found highly motivated schools, with dedicated staff and busy learners, using additional time before and after school, on Saturdays and in holidays. Schools were focused on achievement in the Senior Certificate exams, and celebrated their achievements to motivate themselves further. They battled social conditions of poverty, manifesting among other things in hunger, AIDS orphans, and schoolgirl pregnancy. They had little control over their learner intake; the stability of their staffing was often precarious; and their resources – generally inadequate – were stretched to the limit. Many of them gave and received support from other schools. They took what support they could from external agencies – NGOs, Departments of Health and Welfare, the Police, and textbook publishers. Their levels of support from districts and departments were variable but generally not remarkable. Themes explored in Section 4 are: teachers and staffing; the organization of teaching and learning; leadership and management; the importance of acknowledgement, rewards, recognition and motivation; resources; support from Districts and Departments; IQMS; OBE graduates from primary schools; social-economic conditions surrounding schools; and the evidence that success breeds success.

Section 5 analyses the descriptive themes of the previous section. In reflecting on the ways in which the Schools that Work operated in their contexts and conducted their daily practices of teaching and learning, four dynamics were evident:

• all of the schools were *focused on their central tasks* of teaching, learning, and management with a sense of responsibility, purpose and commitment;
• all of the schools carried out their tasks with *competence* and *confidence*;
• all had *organisational cultures* or *mindsets* that supported a work ethic, expected achievement, and acknowledged success;
• all had *strong internal accountability systems* in place, which enabled them to meet the demands of external accountability, particularly in terms of Senior Certificate achievement.

Are these conditions replicable? The Schools that Work exhibited strong inner capacities in terms of teaching and learning, supported by management and leadership, as well as a sense of agency. If schools do not have these capacities, then change will not be a simple matter, and interventions in the form of incentives or sanctions are unlikely to have effect. The challenge is to work with what exists in schools to build and support capacity. To what extent were Department policies and requirements aligned with practices in Schools that Work?

Section 5 looks at a selection of Departmental policies, from the perspective of school principals and teachers. Schools that Work are mainstream – not elite – schools that exhibit inner capacity and achieve good results, with enormous effort. The Report recommends that Departments adopt a strategy of support, recognition and incentives for schools that have the inner capacity to work. **The aim in doing so would be to value and stabilise the schools that do perform, and incrementally increase their number.** This strategy of support, incentives and rewards would target schools in the middle to upper levels of performance, operating alongside strategies targeting poorly performing

schools. Schools that Work show that it is possible for schools in the mainstream of South Africa to achieve, and they stand for optimism, human agency and hope. The challenge is to support them and expand their number.

6.1 Recommendations relating to the Schools that Work
Recommendation 1:
Support, reward and stabilise schools that perform well to assist their sustainability, and incrementally increase their number in a renewed drive for school quality.

• Provincial departments should analyse performance results to identify schools that achieve highly, and those on the verge of high achievement. This should provide the basis for developing different strategies to support these schools.

• The study of Schools that Work shows the importance of recognition and rewards in these schools' motivational practices. This suggests that Departments and Districts should acknowledge and recognise good performance in schools, wherever appropriate. Rewards and incentives should be used to encourage these and other schools whose internal accountability processes indicate that they have the capacity to use them.

Highly performing schools
• Departments and Districts should "ring fence" highly performing schools, and make every effort to sustain them and celebrate their performance. Understanding more about these schools and the conditions under which they achieve is likely to be valuable for Districts in their work with other schools.

• Provincial Departments should work towards providing these schools with resources that are necessary to support their performance (eg laboratories, libraries, staff-rooms etc). Provinces and Districts should attempt to stabilise the staffing of these schools. This should not be seen as simple preferential treatment. Rather, it should be seen as the basis for a relationship of reciprocity and accountability – that schools be appreciated and rewarded for what they have worked to achieve.

• These schools should also be targeted by national Department strategies that support schools, such as Dinaledi.

• None of these strategies should be seen as being in competition with strategies for resourcing and supporting poor schools, or poorly performing schools. Instead, they should be viewed as complementary strategies to work across the range of different schools.

Schools on the verge of high performance
• Departments and Districts should identify and work with schools on the verge of high performance, with the goal of improving their performance.

• Incentives for improvement should be offered to these schools in terms of resources, to build reciprocal accountability. Reward and recognition should be provided for each step achieved towards improvement.

• Departments and Districts should work incrementally towards the goal of quality improvement with all schools that have sufficient capacity to engage with a strategy of rewards and incentives.

• This strategy for school improvement should operate alongside other strategies targeting school improvement. It should be seen as recognition for hard work and achievement, as a form of reciprocity, not as a form of favouritism. And recognition and acknowledgement should be given to *all* schools that improve.

6.2 Recommendations on teaching, the teaching profession and teacher recruitment and retention

Background comments

This research on Schools that Work shows that an essential part of school performance is capacity, defined in terms of competence in teaching and learning, supported by competent organisational structures, including management and leadership. Capacity, and its mobilisation, are part of the internal accountability that enables the schools to meet the demands of external accountability, manifested in good learner performance. *All* schools spoke of the importance of good teachers in school performance. This suggests the importance of good pre-service and in-service teacher development to build teacher capacity. School improvement cannot be achieved unless schools have this form of capacity. Recruitment and retention of quality teachers – particularly in the current difficulties facing the profession – was a concern for the leadership of *all* of the schools in the study. Participants in this study pointed to a crisis in the teaching profession in South Africa, which they related to low salaries and status, and increasingly difficult classroom conditions. All schools highlighted the difficulties of attracting good new entrants to the profession and retaining good young teachers. Again, the consistency and seriousness of these messages on staffing – the importance of stability, of selection, the status of the profession, and attracting and retaining good staff and good young people into teaching – coming from highly performing schools, means that they are worthy of consideration by the National and Provincial Departments of Education. The very fact that some of these matters are being addressed by the Department of Education, and that there are National initiatives have been taken, suggests the need for them to be communicated more directly to teachers. For example, the proposed Occupational Specific Dispensation for teachers may go a long way to relieving some of the concerns of teachers, but it is not well communicated to teachers, who often receive incomplete information via the media or through Union structures.

Recommendation 2:

Building the capacity of teachers, both through pre-service preparation and inservice development, should be recognised as essential for quality schooling. National and provincial departments, together with Higher Education Institutions, should commit themselves to taking active steps to ensure the provision of high quality pre- and in-service teacher education. All measures possible should be taken to enhance the status of the profession and attract good new entrants.

Teacher supply and deployment

• The National Department should investigate the effects of the closure of colleges of education and their incorporation into higher education on teacher supply. In particular, the supply of mother tongue foundation phase teachers needs to be investigated.

• The employment of *new* un- and under-qualified teachers by provinces raises questions about whether qualification structures (such as the NPDE) are appropriate for new recruits into the profession and this should be investigated by the National Department. It is possible that a new qualification structure might need to be considered.

• The structural location of teacher education within the National Department should be given further consideration, given that teacher education is now provided by HEIs.

Teacher education should be given the strongest possible support within the Department and placed where it has the greatest potential for leverage to enhance teacher education and the teaching profession.

• Given the initial positive reception of Fundza Lushaka, the National Department should monitor the placement of new graduates into good rural schools (such as Schools that Work), so that they are given good mentoring. The bursary system should be extended further in order to attract more good candidates into teaching.

• As a start, we recommend that successful learners from Schools that Work should be actively recruited with bursaries from Fundza Lushaka to study teaching (even if this is not their first choice of profession). These learners would have the experience of a well-functioning school to draw on.

• Provincial Departments should ensure the permanent appointment of teachers, to bring stability to schools and teachers, and to ensure that teachers receive proper benefits and remuneration.

Teacher education programmes

• Teacher education programmes need to be focused on the actual conditions in mainstream schools, including Language of Learning and Teaching. Content knowledge, knowledge of how students learn, and knowledge of a range of teaching practices needs to be included in curricula of preservice and inservice education. Skills in second language teaching need to be built for all subject teachers, including mathematics and sciences. The National Department and its quality assurance and accreditation structures need to play an active role in ensuring that *all* teacher education programmes are well delivered and of high quality.

Inservice support

• Good inservice support should be provided on curriculum, and particularly new FET curriculum. Given that the quality of inservice support depends on providers, they should be monitored and evaluated. International research on inservice provision shows that it is most effective where it is directed towards teacher practice. On this basis, we recommend that inservice support on the NCS should be in the form of exemplars of good practice, address teacher concerns about coverage and depth and provide practical examples of assessment strategies and model exams. This form of practice-based inservice is likely to be more valuable that discussions *about* the curriculum.

The status of the teaching profession

• Moves to improve the salaries and benefits of teachers are to be welcomed. The remuneration of teachers should be monitored as part of a continuing commitment to ensuring equitable conditions in the profession. Unions as well as the Departments need to ensure that initiatives to improve conditions are communicated to teachers.

• No opportunity should be lost by Education Departments to give recognition to the importance of the profession and to improve its conditions.

• As much positive information about the profession as possible should be made available through publicity campaigns.

6.3 Recommendations addressing the curriculum and assessment

Background comments

A consistent message from Schools that Work was their concern about the quality of primary school graduates. This message is consistent with the results of South Africa's systemic evaluations and its performance on international tests. It would appear that the

wide and shallow approach of current primary education is not achieving the basic skills for learning. We recommend that Education Departments address the situation in primary schools – particularly their ability to produce learners who can read and write and are numerate – and should be seen to be addressing this.

Recommendation 3:
Urgent attention needs to be given by all Departments to the functioning of primary schools. The teaching of Reading, Writing and Numeracy should be seen as the essential task of primary schooling. Achieving competence in these areas should be included as part of the Learning Outcomes and Assessment Criteria of all other subjects. The importance of Language of Learning and Teaching needs to be given serious consideration in all matters of curriculum and assessment.
• We recommend that consideration be given to providing an approved set of text books for all schools in the compulsory subjects initially, and that this be progressively expanded to all subjects and phases of the system.
• Alongside textbooks, we recommend that schools be provided with (or assisted to develop) additional Learning and Teaching Support Materials. This might include, for example, a file with compiled tests, work charts, questionnaires and multiple choice questions for each subject at each grade.

6.4 Recommendations on streamlining administrative requirements
Background comments
The message from the Department to maximise the use of available time for teaching and learning is sometimes undermined by administrative requirements imposed by the Department. In this study, examples emerged where schools and teachers were supportive of accountability requirements in principle, but perceived particular policies and their implementation as unnecessarily time-consuming and administratively burdensome (eg IQMSand portfolio assessment). Policy-makers would do well to address this seriously, so that implementation strategies are developed which do not undermine the policy intent.

Recommendation 4:
The Department should engage with District officials and with Schools that Work to establish how practices for meeting reporting and external accountability requirements can be made more effective.

6.5 Recommendations addressing the conditions of poverty that schools operate in
The majority of mainstream schools in South Africa operate under conditions of poverty (although to varying extents). Many operate in communities of high unemployment, and they deal with the effects of violence, substance abuse, and HIV/AIDS. Under these conditions, schools need whatever support is possible so that they are able to carry out their primary tasks of learning and teaching and achieve good performance.

Resources
Background comment
While "resources do not teach", and there is much evidence of under-used resources in South African schools, it is important to recognize that for schools that are focused and

achieving well in teaching and learning, resource constraints may seriously hamper performance. While basic resources, such as textbooks and toilets, are the right of every school, we recommend that the Department consider ways of targeting resources towards highly performing schools, for example through a reward for- achievement system, or partnerships with the private sector. This may also act as an incentive for other schools to perform better.

Recommendation 5:
Resources for schools should be addressed as a matter of priority, and Provincial Departments should spend more of their allocated funding on improving the infrastructure of schools.

Recommendation 6:
The provision of additional psychological and social welfare support should be a high priority for schools in difficult circumstances – most notably, township schools. Provinces should increase specialist support services, and ensure that they are available in all districts.

Social capital
Background comment
Schools in the mainstream handle difficult circumstances, and cannot solve their problems alone. All Schools that Work spoke of the support they drew from outside – be it chiefs and governing bodies, NGOs, or the Police. It is important that schools be encouraged in their initiatives to build networks of support and to draw support from whatever sources are available. The sense of inner agency, and mustering resources to solve problems, should be viewed as a strength in schools, and should be encouraged. At the same time, structural networks should be established with other Departments and agencies to support schools.

Recommendation 7:
Schools should be encouraged to build their own networks of support, as part of their capacity to address the problems they face. Alongside this, further links between the Departments of Education, Social Welfare, Health and SAPS should be developed to extend support to schools. "Full service schools" could be a positive part of community development.

Orphans and vulnerable children
Background comment
Schools that Work, particularly in townships and rural areas, assisted learners with food and clothing, often on an informal basis, and many spoke of the importance of school feeding in the lives of these children. Clearly, these are problems faced by all schools in similar communities. For orphans and vulnerable children in particular, schools often serve as informal nodes of care in the absence of other social services. This role needs to be recognized and attended to, particularly in conjunction with other departments.

Recommendation 8:
Schools need to be supported as nodes of care for orphans and vulnerable children. Fuller consideration needs to be given to the care and support of these children, as well as *all*

children in poverty. School feeding should be extended to cover secondary schools as well, and provision should be made for feeding when schools are not in session.

Discipline and authority
Background comment

Many Schools that Work spoke of difficulties with discipline, and a culture of rights among students which undermined teachers and was not accompanied by a culture of responsibility. Some also spoke of difficulties stemming from the breakdown of authority in families and communities. We suggest that "discipline issues" speak to larger problems of authority in schools and communities, and should not be simply brushed aside.

Recommendation 9:

Schools need assistance in dealing with discipline, and disciplinary procedures within Departments need to be handled with greater speed and efficacy.

Pathways for learners
Background comment

Learners in poor communities may achieve well in Senior Certificate exams, but be unsure what to do next, or unable to find resources to study further.

Recommendation 10:

Departments should give attention to ways of developing pathways for learners who pass the Senior Certificate in schools in poor communities, including rural and remote communities, so that talent is not lost to the system because of inadequate networks of communication.

6.5 Launching a network of Schools that Work
Recommendation 11

Principals who participated in this research on Schools that Work should be brought together to discuss their hopes and achievements with the Minister of Education. We recommend that they be networked to each other to constitute an informal professional community – the first of many communities of Schools that Work.

ATTACHMENT 20
METRO CENTRAL EDUCATION DISTRICT
CIRCUIT 6

EDUCATION MINISTER'S SPEECH – FOUNDATION PHASE

Address by the Minister of Education, Naledi Pandor

MP, at the Foundation Phase Conference. 30 September 2008
Master of Ceremonies
International delegates
Representatives of our partners in education from higher education institutions, non-governmental and non-profit organizations
Teachers
Delegates from other spheres of education
Ladies and Gentlemen
Good morning.

I am delighted to be speaking at the first foundation-phase conference in South Africa, a conference dedicated to issues of education in the critical early grades of schooling. The conference has a clear purpose to foreground foundation-phase education unambiguously as a critical area for development and growth in South Africa. One aim of this conference is to empower foundation-phase teachers to interact and participate in professional discourses and to share their own experiences and successes in the classroom. The response to this conference has been phenomenal. I thank you for your enthusiasm.

I give special thanks to teachers who have volunteered to present and share best classroom practices. Teachers have come from all over the country, from places like George, Mitchell's Plain , Cradock, Libode, Lusikisiki, Nelspruit, Orange Farm and Soweto , and elsewhere. I also commend all our local and international foundation-phase experts and academics who have so willingly opted to share their expertise and experiences at this conference. We have invited four international experts, who have been centrally involved in changing the face of literacy and numeracy in their countries. I am sure that their contributions will inspire us to take up our own challenges in the places where we can make a difference, be that in our own programmes, schools, districts, institutions of higher learning and so on.

This conference is the first of its kind in a series that the Department of Education will promote in order to focus attention on issues in education that are of national and international importance and to provide a platform to share experiences and best practices. Maria Montessori turns our attention to the critical importance of the early learning years when she asserts that the most important period of life is not the age of

university, but the first one, the period from birth to the age of six. This period is referred to as the golden hour, the years when a child learns fundamental competences that will enable him or her to learn and to develop a clear conception of the world. In formal education, the foundation-phase must considered to be an extension of the golden hour, more especially for those children who, through no fault of their own, have been deprived of sufficient support and opportunity to learn fundamental skills and competencies in the years before they enter the formal schooling sector.

In line with the theme of the conference, we need to build a solid foundation for learning. Quality foundation-phase education is critical. It is within the foundation-phase grades, Grades R-3, that basic literacy, numeracy and life skills are developed and advanced. In the foundation-phase learners must learn how to read, write, count and calculate confidently and with understanding. Literacy, numeracy and life skills are the essential building blocks upon which future learning takes place.

The results of the systemic evaluation survey that we conducted on a sample of grade 3 learners in 2007 are now available and soon to be published. I want to take the opportunity to reflect on the results of the survey as a way of contextualising the challenges we face in our quest to build solid foundations for learning. Last year a representative sample of more than 54 000 grade 3 learners from more than 2 400 primary schools participated in the second cycle of systemic evaluation at this level. The first was in 2001.

Learners were tested in the written foundational skills of literacy and numeracy. Some of the key findings emerging from the survey are:
- The average overall percentage score obtained by the learners in literacy was 36%, and
- the average percentage score in numeracy was 35%.

Although the average score in the 2007 survey was a little higher than the baseline 2001 result that was 30%, clearly the scores are still unacceptably low. Achievement of learners in numeracy and literacy varied in relation to the language in which they took the test, which coincided with the language of instruction. English and Afrikaans learners fared better, with average numeracy scores of 48% and 49% respectively, and average literacy scores of 43% and 48% respectively. African language mother tongue speakers had lower average scores. For example, for Siswati and Xitsonga learners, the average numeracy scores were 24% and 20% respectively. The average literacy score for both Siswati and Tshivenda learners was 26%.

Clearly, language issues impact on learner performance in literacy and numeracy. The total number of learners who performed excellently in either literacy or numeracy or both (achieving a score of 70% or above) was 5 439, and they constituted about 10 percent of the total sample. In a total of 148 schools (about 6 percent of the sample), performance was outstanding (learners achieved an average score of 70% or above) in either literacy or numeracy or both. Clearly, there are pockets of excellence' within the system and not only in quintile four and five schools.

Grade 3 is the exit grade from the foundation-phase into the intermediate-phase. Low attainment levels in literacy and numeracy are unacceptable because they reduce chances of success in further education. The ability to calculate, the ability to write and the ability to read with comprehension enhance opportunities of success when pursuing learning beyond the foundation-phase.

In summary, some of the clearly intertwined challenges we experience at the level of foundation-phase education include the problem of teacher quantity, quality and ability; lack of sufficient support for African language learners; large class sizes; lack of resources; lack of quality leadership in schools, and the like. They are the shaky ground upon which we build education for some of our learners, especially those in rural and poor areas.

This situation must change. While we acknowledge that the challenges we face are multiple and complex, it would be remiss of me to highlight the challenges we face in foundation-phase education without also highlighting how we, as a department, are creating opportunities to address these challenges in partnership with other key stakeholders in education.

Universal access to Grade R is a key objective for the Department. Already we have over 600,000 young children attending Grade R classes. We have committed ourselves to the provision of universal Grade R education by 2011. Our commitment is not only to provide physical access for all learners to Grade R classrooms, but also to ensure that these learners experience quality education in these classrooms. We have implemented a curriculum that is explicit about the skills and competencies that learners must develop at different grade levels. It clearly spells out the knowledge that needs to be acquired. At the foundation-phase it determines that reading; writing and calculating are core skills for learning and performing effectively. We recognise however, that teachers still struggle to translate the curriculum into good classroom practice.Teachers need support to implement the curriculum. Over the past four years, we have provided resources to schools, particularly the most disadvantaged schools, in the form of packs of reading books and reading toolkits, as a way of supporting teachers in the foundation-phase.

The Drop All and Read Campaign is more and more being recognised as the strategy for encouraging learner and teachers alike to take time to read.

The Ithuba Writing Project has produced nearly 2,4 million story books in languages that have previously been marginalised - stories that are authentic and authored by our own teachers.

These are some of the tools we want our teachers to use to more effectively implement the curriculum and so teach in ways that that will improve how learners perform. The Quality Improvement Development Support and Upliftment Programme (QUIDS UP) aims to improve the quality of literacy and numeracy teaching and learning through the adequate resourcing of all schools in poor areas commonly referred to as Quintile 1, 2 and 3 schools; through the development of effective management and leadership

competence in schools, and through monitoring, evaluation and support at all levels of the system.

In addition, on 18 March 2008, the Department launched a flagship programme, the Foundations for Learning campaign. This is a four-year campaign to create a national focus to improve reading, writing and numeracy abilities of all South African children. Through the campaign, we hope to ensure that by 2011, all learners are able to demonstrate age-appropriate competence levels in literacy and numeracy. For instance, a specific target would be to ensure that by 2011, no learner performs at a level of less than 50% in the standardized grade 3 literacy and numeracy survey I referred to earlier.To achieve this, the Foundations for Learning campaign has established the following non-negotiables as issues that it will address:

- First, every classroom must have the appropriate resources for effective teaching . A list of basic resources is contained in the government gazette on this campaign published on 14 March 2008. Each school must ensure that every teacher has at least the basic minimum resources in the classroom.
- Second, teachers must plan and conduct effective teaching . All teachers are expected to be in their classes teaching planned lessons during contact teaching time. The timetable must ensure that every learner in the primary school engages in reading at school for 30 minutes every day, writes a piece of extended writing appropriate to the grade, engages in mental maths for 10 minutes and written maths for 20 minutes every day.
- Third, District Teacher Forums will be established in all districts and teachers are expected to be a member of the district forum, or of a school forum, so that ideas, experience and best practice is shared and teachers can enhance their teaching strategies.
- Fourth, teachers must assess learner performance regularly. Standardized assessments will be provided by the Department of Education and the results of these assessments must be reported to the district office from where the results for each school will be sent, via the provincial office, to my office. To assist teachers to manage the assessment tasks within the continuous assessment framework, my Department has provided milestones for expected attainment in Numeracy and Literacy per term per grade. Annual tests based on the quarterly assessments will be provided to all schools.

Good education relies on the availability of good teachers. These are teachers who are themselves fully versed in the knowledge areas that learners must learn, and just as importantly, have a thorough knowledge of ways in which this knowledge can be learnt. We are struggling to attract African language students into foundation-phase initial teacher education programmes. Commentators have suggested that the low status associated with teaching in the foundation-phase is factor militating against the recruitment of sufficient teachers in this sector. If this is indeed the case, we need to come up with ways to challenge this perception.

The Department is playing a role in ensuring a growing supply of quality foundation-phase teachers by: encouraging high quality learners to choose foundation-phase teaching

as a career of choice through a Teacher Recruitment Campaign which is being rolled out in the second half of this year, and providing bursaries through the Funza Lushaka Bursary Scheme . This scheme recognises the foundation-phase as a priority area for teacher development, and provides full cost bursaries to students wishing to train in this area.

However, we recognise that we still have a long way to go, and also that we must have the support of other role-players in the sector if we are to make more significant inroads into the challenges we face.

I trust that this conference will crystallise the issues that we must address in foundation-phase education, and start to provide the momentum towards working together for solutions that will benefit us all.

Here are some of the key questions that we should be asking.

- What are the practices that best suit our diverse learning contexts?
- What are the characteristics of good foundation-phase teachers?
- How do we deal with the issue of language so that it becomes a foundation for learning for all learners?
- How can we bring the expertise of various role-players in foundation-phase education together to strengthen quality and expand provision?
- How do we strengthen teacher education to support teacher development in mother-tongue instruction?
- How do we construct foundation-phase teacher education curricula that are relevant to the needs of our context?
- How can we ensure that a focus on cognition is a key component of teacher education curricula?
- How can we raise the status of foundation-phase teaching, and in so doing, attract quality teachers into this phase?
- How do we create professional foundation-phase communities of practice' and teacher associations to support and contribute to leadership of the foundation-phase sector?

To my mind, these are some of the key questions that we must be asking. The invitation is clear and open. All of us need to work together to build and strengthen foundation-phase education in our country. I know that, together, we can ensure that every learner will have the opportunity for a better future.

The sites of learning under stewardship of principals, teachers and parents must teach every child - from the grasslands of Limpopo to the foothills of the Eastern Cape - to learn to read, write, count and calculate at levels that will provide solid foundations for further learning and allow them to operate effectively and competitively in a 21st century environment.

Enjoy the conference, and more importantly, through it, let's learn from and with each other. Thank you.

In 2008, about 750 full cost bursaries have been awarded to students who are specialising in the foundation-phase. These 750 constitute about 15% of the total number of bursaries granted in 2008. About 290 (39%) of these bursaries were granted to students who will be able to teach in an African language. In 2009, we want to increase the number allocated to these students significantly to 20% of the total allocation. This will translate into 1,500 new and returning foundation-phase students receiving Funza Luskhaka bursaries. Our ability to reach this target will rely on the success of the teacher recruitment campaign.

ATTACHMENT 21
METRO CENTRAL EDUCATION DISTRICT

CIRCUIT 6

GUIDING PRINCIPLES

1. The new circuit is not
2.   An amalgamation
3.   An integration or absorption
4. It is an entirely new Circuit
5. New vision and mission, systems and procedures
6. What has work well in old Crt 4 and 5 may be continued
7. What did not work so well will be abandoned, adapted, amended
8. For next four months GUIDING PRINCIPLES
9.   Continue to focus on important and urgent matters – as per old Crt 4 and 5
10.   Wind down on matters that is important but not urgent
11.   We will introduce few immediate and unnecessary changes
12.   Indentify those matters which are IMPORTANT & URGENT
13.   Maintain operations
14.   Consult on new systems and procedures
15. FEW WORKING PRINCPLES/PROTOCOLS
16.   Empowerment, not dis-empowerment of principals
17.   Principals will be held accountable and responsible for the exercise of discretion
18.   Use discretion wisely (consult with SMT)
19.   WE do not have legal authority to close the school or shorten the school day
20.   Outings – consult you SGB, take care of the safety of learners, inform IMG Manager
21.   We encourage independence & interdependence not dependency
22.   Encourage and nurture hope, do not destroy it
23.   Be mindful of the resources you are expected to manage (money, people, time)
24.   Manage the school, do not be a mere facilitator or be a conduit or messenger
25.   Contingency & Crisis management– stabilize the situation, report matter to police if necessary, follow up with HO, then call your IMG Manager
26.   Public Sector – easier to be redeemed after the fact, than asking for permission – so act wisely and with great circumspection in the exercise of you discretion
27.   You manage your school, IMG manage the principal/deputy
28.   Report crisis/ contingencies to IMG – exercise discretion
29.   When in doubt, call the IMG Manager
30.   Reducing those matters which are important but not urgent
31. NOT INTRODUCING NEW AND UNNECESSARY CHANGES DURING NEXT 4 MONTHS WILL US THE OPPORTUNITY
32.   To build new vision and mission

33.   Build team identity and coherence
34.   Social capital
35.   Get to know one another

CURRENT REALITY
- It is going to be expected us to perform way beyond the constraints of our current reality
- Odds are stacked against us
- Classes overcrowded
- Teachers overburdened
- Learners able, but not always ready and willing
- Parental apathy
- Community alienation
- Tension between core & pastoral functions
- Little-no support from home
- Poverty
- Curriculum with good intentions, but inappropriate for our current township community
- Sounds like a hopeless situation
- Two choices – "surrender (die) or fight"
- If we surrender = lets close the schools and resign our jobs
- If we choose to fight = we bring hope and the believe that today we work towards a better tomorrow = such be the nature of my contribution
- Dept support services has its limitations – the need is always greater
- Lack of classroom socialisation

36. IMPERATIVES
37.   Introductions
38.   Start to build cohesion
39.   Extend goodwill, cooperation, patience and understanding
40.   Identify important and urgent matters
41.   Identify the important and urgent and necessary new issues (systems and procedures)
42.   Continue to deliver a service which may exceed our collective capacity
43.   Fill all vacant posts asap
44.   Circuit or school may have limited autonomy or limited operational Independence, but remember we are
45.   Part of National, Provincial, Local Government, Education District, Circuit, Sub-Circuit or Cluster/Unit
46.   THE GREATEST & PRIMARY CHALLENGE WE HAVE IS THE LITERACY AND NUMERACY LEVELS OF OUR LEANERS IN OUR 21 PRIMARY SCHOOL