

**ADVANCED DIPLOMA IN EDUCATION: SCHOOL LEADERSHIP AND MANAGEMENT (ADVDIPL- SLM)**

1. **INTRODUCTION**

School leaders and managers (principals, deputy principals, heads of departments and district officials) remain key players affecting the level of professionalism and morale of teachers, improving the school’s relationship with the parent and broader community, advancing learner achievement, and sustaining the overall climate of teaching and learning. School leaders and managers have an important function: To create an enabling educational environment for the provision of effective teaching and learning. Thus, a strong and sustainable leadership development and support system for school leaders will make a significant contribution to constructively changing the landscape of South African education.

The Advanced Diploma in Education: School Leadership and Management (ADESLM) located within the Department of Education Leadership and Management (DELM) is a qualification that aims to facilitate the development of competent educational leaders and managers for the growing educational leadership and management market. The ADESLM may be considered by the Department of Education as an entry criterion to principalship in South African schools. Practicing and aspirant school leaders and managers can acquire a professional qualification, which is career-related, and consistent with their job profiles as reflected in the Personnel Administrative Measures (PAM) document. The ADESLM proposes to empower these educators to develop skills, knowledge, and values needed to lead and manage schools effectively, and to contribute to improving the delivery of education across the school system.

1. **PROGRAMME OVERVIEW**

The Gauteng Department of Education has taken many strides to improve public school education, and more specifically, advance learner performance. This is consistently reflected in the National Senior Certificate Examination (Grade 12) results and school-based assessments for Grades 3, 6 and 9. Although there are several intervention programmes offered to schools, there are still many learners that are not performing at their optimum. One of the main reasons cited by researchers is that educators in promotional posts lack the necessary skills and expertise to lead and manage schools effectively and efficiently: Many school leaders and managers:

* Lack setting a positive direction for their schools and are unable to create a shared vision among all role-players;
* Have poor relationships with role-players resulting in conflict situations and receiving very little support from parents and the broader community;
* Lack entrepreneurship and are unable to manage resources effectively;
* Tend to neglect their instructional leadership role, and are unable to provide effective professional development for teachers;

The **ADESLM** focuses on developing the leadership and management styles of school leaders with the view of systemic improvement in schools. Although this intervention programme does not intend to provide any expectations for what subject content learners should know; or the curricula that align with learning standards; or even providing teachers and learners with rigorous content to develop knowledge and skills. It will, however, emphasise the professional development for principals, deputy principals, heads of departments and teachers to improve the quality of instruction and assessment in schools. This programme intends to provide school leaders and managers with the necessary skills and strategies to enable them to effectively deal with challenges of leading and managing schools, and to enable them to understand and influence the change process that will bring about positive learner outcomes. Two important aspects will come to the fore: Reflection of their practice; and building a system of accountability.

Some questions that require reflection and accountability include: What are the essential skills and strategies required to think through in order to bring excellence to teachers and learners? How can school managers help improve teachers’ teaching practices that will enable learners to achieve academic excellence? What intervention programmes for school performance are in place? How school managers are held accountable for teacher and learner performances in schools? How are school finances effectively and efficiently managed? What monitoring and evaluation systems are in place for school leaders and managers? What more can school leaders and managers do to**impact school culture, promote high instructional quality, and improve learner outcomes**while establishing meaningful engagement with relevant stakeholders?

This intervention programme hopes to explore in-depth some of the above questions, bringing leading experts in the field of education leadership and management to reflect and collaborate with participants on their practice and help them understand their capacity to bring learning to every teacher and every child in their charge.

1. **PROGRAMME OBJECTIVES**

The following are the programme objectives:

* Develop and implement strategies to assist school leaders and managers to become effective leaders;
* Learn strategies that will challenge school leaders and managers established notions of what is possible with improving schools;
* Foster effective leadership teams among teachers and school management teams in schools and in clusters;
* Collaborate meaningfully among role-players regarding the management of curriculum delivery.
* Equip school leaders and managers with skills to identify and solve problems; work in teams; and collect, analyse and evaluate teacher and learner performance.
* Teach school leaders and managers how to manage operational resources that will serve the schools’ strategic vision.
* Develop strategies to manage changes in leading and managing schools. School managers should learn to create rapid, sustainable, and successful change in learning environments to improve learner success.
* Take on the role of mentor or coach.
* Establish and support Professional Learning Communities or subject committees.
* Develop skills in school leaders and managers to collect and maintain data on learner performance and resources; and assist with target setting and intervention programmes. Working with multiple data sets across schools. Gain a step-by-step process to identify and analyse data in your system with an end goal of helping learners succeed.
* **Apply** research and best practices in developing district improvement efforts that is focused on school improvement and effectiveness.
* Improve collaborative and critical leadership and management of the curriculum.
* Undertake evidence- and action-research based decision-making in schools, making optimal use of resources including Information and Communications Technology (ICT);

1. **APPROACH**

The approach DELM will follow is one of development and supportive reinforced by adult learning theories and methodologies.

The following underpins the teaching of the ADVDIP -SLM:

• Direct and self-directed learning in teams and clusters;

• Site-based learning;

• Variety of learning strategies i.e. lectures and research portfolio amongst others;

• Parallel use throughout of individual and group contexts of learning;

• Collaborative learning through interactive group activities, eg. Simulations, debates;

• Problem-focused deliberation and debate in group context;

• Critical reflection on group processes and group effectiveness;

• Critical reflection and reporting on personal growth and insights developed; and

• Engage in research activities and experimentation

The programme will make extensive use of case studies, with facilitators posing difficult hypothetical problems to participants and asking them to come up with the best realistic solutions. Through such case studies and lectures by outside experts, the participants will learn, for example, how they could deal with, among others, instructional leadership matters; resource management, how to use data effectively; to make sound decisions utilising resources; and building and maintain good relations with various role-players such as teachers, SMTs, SGBs, parents and learners.

School leaders and managers will learn [the art of leadership](http://harvard.us11.list-manage.com/track/click?u=73d9f72b8d4254ab46f7a4391&id=b6bdd03e4d&e=488ea7f53f) that will focus on effective supervision and evaluation, approaches to solving instructional leadership challenges, and strategies that support teaching and learning. The programme will help them identify areas of school improvement, establish priorities, develop strategies and build a base of support around change initiatives.

Each session will begin with debriefing or short presentation on some aspect of leadership and management followed by facilitators leading discussions on new themes prescribed by the ADE curriculum. Each session will end with a practical activity: Participants will discuss and share what action/s they need to take when, for example, collaborating with other role-players.

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**The structure of the programme**

In view of the Covid 19 pandemic we propose THREE models of delivering the course:

1. Online teaching
2. Contact sessions
3. Combination of online teaching and contact sessions

While our preference is contact (face-to-face) sessions, we will be dictated by University and Department policies regarding COVID 19 protocols.

The following will be undertaken:

**Orientation session (online or face-to-face)**

GDE and DELM will discuss their expectations of school managers or participants. We need to explain how participation in the program will benefit the work of school managers. Participants are welcome to describe one or more significant challenges that they would like to explore during the program.

**On-line teaching**

Based on COVID 19 protocols of UJ, the ADESLM programme will offered online (and in some instances, a combination of online and contact sessions. This will be in keeping with the notion of blended learning.

Online platforms such as Blackboard, Zoom and or Google Teams will be considered as the modes of delivery. As a support mechanism, social media (WhatsApp, twitter and facebook) will be utilised to enhance the teaching and learning environment.

**Delivery of modules**

In the first year, the following modules will be undertaken:

Module 1: Professional Portfolio and workplace project

Module 2: Leading and managing teaching and learning in the school

Module 3: Leading and managing extra-curricular and co-curricular activities

Module 4: Leading and managing people and change

In the second year of study the following are delivered:

* Working with and for the wider community
* Leading and managing the school as an organization
* Working within and for the school system
* Professional Portfolio and workplace project

Participants will be introduced to Module 1: Professional Portfolio and Workplace Project in year 1 and the development of professional portfolios will be continued and finalized in the second year.

While the focus of this intervention programme is specified in the curriculum, we endeavour to delve into aspects such as:

* The roles and functions of school managers
* **Construct** a theory of action plan tailored to turnaround efforts and receive feedback from cohort colleagues, resulting in a project plan that is ready to be implemented upon the start of this program.
* Diagnosis, feedback and action planning – participatory action research
* Instructional Leadership
* Communication and conflict resolution strategies
* Policy framework related to leading and managing schools
* Leadership and management styles
* Learner assessment strategies
* Adult learning and working with adults – learn from, in and by experience - organisational learning – organisation conditions for learning - culture formation: developing a teaching and learning culture – communication and trust building
* Professional learning and growth – communities of practice – reflective practice – peer support and feedback – collaboration, teamwork and group dynamics,
* Analysis of data-wise as a diagnostic aid. Knowledge of ICT is essential.
* Instructional rounds
* Mentoring and coaching
* School leader as leadership distributor, entrepreneur and resource manager – partnerships
* Monitoring and evaluation of curriculum delivery
* The effective implementation of PMDS
* Report writing

**Conclusion**

We strongly recommend that practicing and aspiring school leaders/managers consider enrolling for the AdvDip SLM course through UJ so that they can be empowered to lead and management their institutions effectively and efficiently.

For more information, you may contact:

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