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EDUCATION MANAGEMENT ASSOCIATION OF SOUTH AFRICA

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CONFERENCE

ABSTRACT BOOKLET

ABSTRACT BOOKLET 2019

Author: Ms Ellen Daniels

OVERCOMING THE AGE -OLD QUANDARY OF DISCIPLINE IN SCHOOLS

The value and importance of relationships cannot be underestimated in resolving our age-old discipline crisis. At the end of my presentation delegates will realise the importance of getting teachers to make learners feel valued and appreciated through simple techniques.

I will play an amazing short video of a particular school that does an exercise every term wherein teachers test how well they know their learners. The results are added to the School Improvement Plan. It is an amazing reflective process that helps teachers build more caring relationships with learners.

It'll help teachers realise that learners should be seen as people and not just as learners. The more valued they are for their individuality, the more successful they're going be in the classroom and the more risks they'll be willing to take.
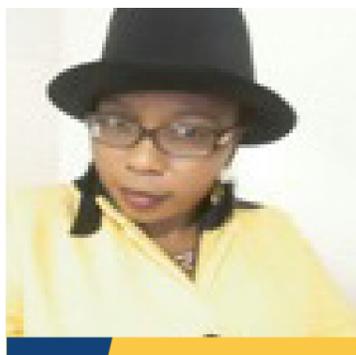
Email address: danielseden@gmail.com

Author: Dr. Clive Smith

DIGITALISATION, 4IR AND THE UNIVERSITY OF JOHANNESBURG COURSEWORK MASTER'S DEGREE IN EDUCATION LEADERSHIP AND MANAGEMENT.

Internationally, education researchers, leaders, reformers and consultants are calling for a paradigm shift in higher education teaching and learning that is relevant for the digital age. This comes in the wake of the onset of the fourth industrial revolution (4IR) which has ignited exponential growth in digital technologies. The incorporation of information communication technologies (ICT's) in higher education marks a shift away from traditional teaching and learning. In 2018, the department of education leadership and management at the University of Johannesburg introduced a fully online master's programme in support of readying education leaders and managers for the digital era. The aim of this paper is to report on initial facilitator and student experiences of the programme. Data is obtained from my reports, notes and reflections, while student data is obtained from their journals. As is inevitable in a pioneering venture, the findings reveal much fumbling in the dark, a steep learning curve for the facilitator and a roller-coaster experience for the students.

Email address: csmith@uj.ac.za

Author: Ms Rosemary Mankinti Phumelele Zakwe

Author: Dr Sam Mbokazi

THE EMPOWERMENT PRACTICES OF PROFESSIONAL SUPPORT SERVICES STAFF AT THE UNIVERSITY OF KWAZULU-NATAL.

This paper draws from a study that examines the importance of employee empowerment in an organization as a management function. It discusses factors that affect employee empowerment within an organization and define its dimensions. Using a phenomenological research design the research questions of the study were answered. In-depth interviews were conducted with academic and administrative staff of the selected colleges at UKZN, a higher education institution in the Durban Metropolitan area, consisting of the Deans and Heads of Schools; Academic Leaders, Operations Managers and Administration staff. The preliminary findings of the study suggest that ensuring quality remains a serious challenge to higher education institutions. There are variations in the perceptions of what quality means and what constitutes leadership quality dimensions that could strengthen the provision of quality higher education in higher education institutions. The study recommends that UKZN leaders should effectively guide their members towards achieving institutional goals of providing higher quality education while considering their current skills levels. Identified skills gaps needs to be bridged through training and development. The paper concludes that the leaders' ability to impart skills on their professional staff members is a complex process that is critical and necessary for strengthening and enhancing employee empowerment.
Email address: zakwep@ukzn.ac.za & mbokaziss@ukzn.ac.za

Author: Dr Itumeleng Setlhodi

THE QUEST FOR SOCIAL JUSTICE IN THE EDUCATION SPACES.

The palpable injustices within education spaces at large in South Africa have set in motion, the need to seek creation of egalitarian and just social course within terrains of education in general and stakeholders in particular. The essence and appreciation of others and advocating for impartial treatment, premise their just expectations for fairness and equal treatment to harness a fertile ground for education to flourish and be responsive to the needs of society. Based on Lefebvre's theory that space is produced, this article probes the effects of injustices that shape existential social woes within education spaces. It draws from educational spaces, places within Sub-Saharan Africa project and reports on findings from interviews, document analysis and goal four of 2030 agenda on the provision of education, and subsequent development plans within the diaspora. Findings reveal that traces of unjust practices infringe on apparent probability of advancement and success of the agenda and subsequent development initiatives. Recommendations are provided on the value of observing just practices, the virtues enabling sound interactions within organisations and the basis for pursuing the perfection of personal and social development to bring about spatial justice.
Email address: setlhii@unisa.ac.za

Author: Dr. JB Khumalo

CRITICAL SKILLS FOR DEPUTY PRINCIPALS IN SOUTH AFRICAN SECONDARY SCHOOLS

There is a growing body of literature that recognizes the importance of the development of critical skills of deputy principals. As senior members of the school management team, deputy principals need to be enabled to contribute towards improved school performance through their management and leadership roles. The rationale for strengthening the management and leadership capacities of school leaders such as deputy principals is a subject that is well documented. In light of this argument, the purpose of the research was to determine the skills that were needed by deputy principals of secondary schools and the extent to which these skills were needed. The study was in the form of a quantitative survey, which was framed within the post-positivist paradigm. Data were gathered from 157 secondary school deputy principals and analysed by means of descriptive statistical techniques, including frequencies, means and percentages. The study revealed that deputy principals need technical, socialisation, self-awareness and positional or role-awareness skills in order to perform their duties effectively. The authors recommend a preparation programme, mentoring and ongoing professional development to develop these skills for deputy principals in order to empower them to contribute to the attainment of quality education.
Email: Jan.Khumalo@nwu.ac.za

Author: Mr Zibusiso Nyoni

QUALITY EDUCATION IN A SOCIETY SCOURGED WITH SOCIAL ILLS.

South Africa has come of age since the dawn of democracy. Our Society is still plagued by the injustices of apartheid. South Africa is one of the most unequal societies in the world, the gap between the poor and the rich is very huge. More than half of our population is still impoverished. This has led the social ills in our society, we have one of the highest crime rates in the world, murder and violent crimes have become the norm of society. All these traits creep into our schools, the culture of learning is compromised, schools are plagued by violence by learners to other learners, violence of learners to teachers, gross misconduct by learners. In face of all this, quality education remains an elusive idea.

It is now that South Africa has to revisit our social fabric as a nation. Policies governing the education space have to be re-evaluated to address the issues of ill-discipline in schools. Too much freedom is granted to ill-disciplined learners who at times disturb the learning of the whole class.

It is now that government has to play a more critical role than it is currently doing in guiding learners in the right way of life that will bring prosperity in their lives. Civil societies, religious bodies, Department of Education in collaboration with Social welfare have to come together to map a way of reawakening the moral regeneration in our society and schools. Then can we start of achieving quality education to all South Africans.

Email: zibusiso.nyoni@sci-bono.co.za

Author: Dr AMF Pelser

STRESS TURNED INTO "DESSERTS": ONE TEACHER MANAGING ANOTHER TEACHER'S STRESS

This paper reports on an investigation into teachers' stress management. Teachers' stress was viewed in terms of its relation with different workplace stressors and through the lenses of organisational and individual management theories. Managerial leadership and distributed leadership to manage stress were discussed. Data were collected with in depth semi-structured interviews with managers and teachers. Interviews audio taped, transcribed and data analysed by coding to discover themes and categories.

Teachers' stress was omni-present, manifested as a multi-dimensional phenomenon explainable in various leadership theories. Managerial leadership - leaders seen as commanding, controlling and authoritarian with an unwillingness to share power. Teachers don't manage their own stress, depart from this responsibility by empowering the management team to manage their own and the teachers' stress in a preventative and corrective manner. Teacher's not involve with various organisational undertakings due to stressors. Distributed leadership, a multifaceted concept of leadership – principals' obligation to developing leadership aptitude by empowering others to manage their own stress. Results indicated: building a strong organisational climate, collaboration between employees important, shared goals achieved, leadership devolved, causing employees to becoming one another's keeper, and fostering participation in decision-making. Strong correlation between two leadership theories and practice of stress management in schools.

Email: ampelser@hotmail.com

Author: Ms Thalia Geldenhuys

INSTITUTIONALISED TARGET SETTING: MOVING BEYOND 'GUESSWORK'

This paper will describe an institutionalised strategy of Target Setting that is currently been implemented in Zwelethemba High School, Worcester, in the Western Cape Province, some 110 km outside of Cape Town. The school is a growing school, meaning that it started in 2017 with grade 8 learners, and are currently having grade 8 to 10 learners in 2019. The school and learners are based from the local Zwelethemba township, and supplement with some learners travelling from the gang-ridden community of Avian Park. Both these communities are poor and marginalised, with a very high rate of unemployment. The feeder learners are majority from the primary schools of Zwelethemba, and no selections take place during application and acceptance processes at Zwelethemba High school. The school is managed by an operating partner, the non-profit education organisation (NPEO) called the School Turnaround Foundation (STF), educationally driven by the 'Excellent schools by Design' methodology. The Target Setting strategy ensures that every learner has an individual target for every subject, in every gradde in order that all learners are focused with a growth mindset, in order to perform and achieve their targets, towards their dreams (linked to another strategy). There are two types of targets, namely (i) the institutional target, and (ii) the individual learner expectation towards their dream.

The origin of this strategy is that a target (clear intention) "is a mental state that represents a commitment to carry out an action or actions in the future, which involves mental activities such as planning and forethought". Searle (1983) separates between 'intention-in-action' which is about achieving the target and 'prior intention' is more about forethought about intentionality (intential actions) which do not need to be carried out to be considered intentions. The target ensures that learners think about what they achieved last year, and use this information to help them set their target for the coming year. The different approaches for identifying learner targets, such as (i) common growth, (ii) growth to mastery, (iii) banded, (iv) status, (v) half the gap, and (vi) individualised, will be shared with each pros and cons.

The paper will focus on some critical and conceptual questions such as: What learning is occuring if learners meet target, and is it meaningful? How viable are the target setting appraoches given the learners' starting points and baselines? How are different types of data, and different scales, going to be combined? How does the approach fit with the district targets for learner growth? The pathway to institutalised target setting will be engage with these questions, and will clarify the processes and systems that ensure that the strategy responds to the three validity standards of research related to being statistically, educationally and politically valid.

Finally, the paper will share some experiences of the implementation of this strategy since 2017, and how the data is showing positive patterns and empowering skills related to 'social and emotional learning' to all learners. In particular, a case study of two learners from challenging family backgrounds (i.e. mother who is a domestic worker, and the father is a labourer in a factory) is working towards their dreams of being medical doctors in the next 11/12 years.

Email: tageldenhuys18@gmail.com
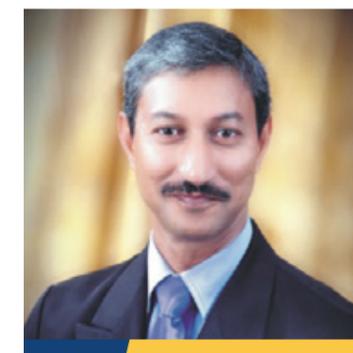
Author: Mr Daya Chetty

FAILURE IS NO OPTION

The topic explores why failure no option in our daily lives but more importantly in the education sphere.

The topic will explore my personal challenges in life overcoming a serious motor car accident

and injury to running the Comrades Marathon 11 times and the Two Oceans marathon 10 times.

The Apollo 13 Spaceship which was doomed to disaster and all crew would die become a success out of the never say die attitude of the scientists.

How the failure of school leaders and educators could lead to a country that could become much more poorer and move closer towards poverty in the future if we don't address some of the current educational challenges.

The research of Michael Fullan and Blankenstein will be used to further motivate the reasons for fighting failure and dealing with adversity through sheer resilience.

A comparison will ne made about high performing schools and what they are doing to succeed and how other schools can learn from these good practices.

The tough part of change and the human element of change will also be discussed. How courageous leaders behave in difficult times and the foundations for success.
How to build sustainable relationships in our school environment.
Email: dayachetty0007@gmail.com

Author: Prof Herman van Vuuren

SCHOOL LEADERSHIP AND MANAGEMENT TRAINING: CAN WE TURN THE TIDE?

The national policy on the Minimum Requirements for Teacher Education Qualifications in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008) was tabled on 15 July 2011. This policy aligned qualifications for teacher education with the Higher Education Qualifications Framework, 2007 and, with the National Development Plan (NDP), prompted a review of the former Advanced Certificate in Education: School Leadership (ACE: SL). This led to the development of a new qualification, the Advanced Diploma: School Leadership and Management (AdvDip (SLM)), intended to realise the NDP's vision for 2030: Improvement of human resources in the education system and school management. The proposed qualification is to be offered through a national programme, delivered by accredited HEIs with oversight from the DBE. The main purpose is to capacitate School Management Teams (SMTs) to acquire the required skills, knowledge and values to lead and manage schools effectively in a complex and (most) challenging SA landscape. The purpose of this paper is to report on the core aspects of the AdvDip (SLM) and to critically reflect on the professional nature, compilation of the programme, aims, challenges and the main concern: The call for quality education management and leadership to turn the tide – do we have an answer?"
Relevant literature ranging from academia to official documentation from the DBE and related agencies will be incorporated and reported on.
Email: Herman.Vanvuuren@nwu.ac.za

Author: Mr Mrwebi Magugu

MANAGING SCHOOL RESULTS THROUGH FORECASTING THAT LEADS TO RESPONSE TO INTERVENTIONS (RTI)

The purpose of this paper is to describe the Strategy in using Forecasting as a method in Managing the School Results, at Langa High school, Langa, in Cape Town, that caters for learners from the local Langa area and neighbouring townships. All of these areas are considered poor and marginalised communities within Cape Town. The school is managed by a school operating partner (SOP), namely School Turnaround Foundation (STF); a non-profit education organisation (NPEO) that is educationally driven by the 'Excellent schools by Design' methodology. One of the twenty-two strategies of the methodology includes 'managing school results, which is the responsibility of the principal (and deputy principals). As an approach to this strategy, the principal is utilising a 'forecasting' method to project and influence the end-of-year matric results through an analysis process.
Any forecast is based on a set of assumptions regarding current trends for example a weather forecaster using barometric pressure, temperature, humidity, force and direction of the wind, cloudiness and precipitation elements to forecast possible weather patterns. By constructing several such elements each day, they can note trends in these variables and, by assuming that these trends will continue, they can forecast the weather. In schools we use the econometric method of forecasting, different to the weather however, it allows

us to anticipate and influence unacceptable futures through consistent and inexpensive interventions.

The origin of this specific strategy in 2018 was based on the district expectation, as articulated by the principal, that the matric pass rate has to improve, from 49,7% (December 2017 results) to about 70%. STF joined the school as the SOP on 1 June 2018, therefore only had a few months to impact on the matric results. Based on the June 2018 examination analysis, the three categories of successful performance were identified i.e. (i) 10% plus, (ii) risky 10%, and (iii) risky pass of 70,7%. A fourth category (failure) was targeted with a 'buffer' of 5% that included 12 learners who were supported to improve their performance to one of the pass categories. A specific intervention strategy was adopted through a multiple choice question (MCG) enhancement through our school intelligence system (SiSopen). The intervention was learner-driven, with limited or no teacher responsibility to work with the learners. The results improved to 78,7% in September 2018. When the final Matric result was announced in January 2019, the pass rate of Langa was 78,1%.

This paper therefore focuses on the processes and methods that are implemented at Langa High school that lead to the 28,4% increase in their matric result from 2017 to 2018. Furthermore, the same strategy has been implemented in 2019 to ensure that the improvement will continue to 83%+ results (an increase of at least 5%).

Finally, the paper shares some experiences of the 'forecasting' approach; the culture this approach is creating; the response of learners during the positive affirmation and the intervention support systems; and some initial data from this school for the current year, 2019. To influence a significant shift and, to ensure that all learners are successful, this strategy will be implemented in the lower grades by providing tools and techniques to improve school management practices.
Email: magugu.hlubi@gmail.com

Author: Dr S Kwatubana

TRANSFORMATIONAL LEADERSHIP IN SCHOOL HEALTH-PROMOTION IN A DISTRICT IN SOUTH AFRICA.

Rarely has health promotion been included in or required to be an integral part of the school's educational process in South Africa. The emphasis on school health promotion in this era has implications for school leadership. Most education literature suggests that transformational leadership is the most relevant type of leadership in dealing with change. However, among the common barriers that impede efforts to improve school health promotion is inadequate vision of what school health programmes can achieve and the ability to plan strategically to make that vision a reality. Research indicates that cultural beliefs are important contributors to the management of organizational change. It can also be argued that leadership models that are transformative are culturally bound. In that case, management of school health-promotion may be subjected to and influenced by principals and teachers' cultural beliefs.

In this research I investigated whether school principals practised transformational leadership in school health-promotion, and whether they and the coordinators perceived this leadership style as consistent with their cultural values. Sixteen participants were interviewed. The results indicated a difference of opinion between teachers and principals, the latter believing that they were transformational leadership while teachers disagreed. These

results add to the evidence base of school leadership in supporting or hindering health promotion within schools.
Email: Sipho.kwatubana@nwu.ac.za

Author: Prof MI Xaba & Dr M Bosch

THE MEANING OF THE SCHOOL GOVERNANCE MANDATE IN SOUTH AFRICA.

The South African Schools Act lists school governing body functions in a listed bulleted form through Section 20 and 21. The Schools Act also points out other responsibilities of governing bodies other than those listed in the above-mentioned sections. Consequent to the listing of Section 20 and 21 functions, school governing bodies seem to perform their functions in such a way that there are different interpretations and emphases on these functions. I argue that for effective school governance, these functions must be given a holistic context within which they should be performed. Section 20(1)(a), however, unlike the rest of the functions is not specific to what has to be done or how. It is rather, a directive, which appears to embrace the 'why' of school governing. I argue that this is the mandate of school governing bodies and gives context to the meaning of school governance in South Africa. It is therefore important to unpack the meaning of this governance mandate which states that the SGB "must promote the best interests of the school and strive for its development through the provision of quality education for all learners at the school".
Email: Ike.Xaba@nwu.ac.za & Mark.Bosch@nwu.ac.za

Author: Mr F Gumunyu

A SOLID FOUNDATION IN THE FOUNDATION PHASE IS NOW MORE IMPORTANT THAN EVER!

Thomson Dawson, senior brand strategist at Blake Project, says: "Ask any architect and they will tell you that the most important aspect of design is not the structure but the foundation." He goes on to say that "foundations aren't as glamorous as the stunning design of the architecture itself, but they are critical to supporting not only the weight of the building, but essential to withstand the constant movement of the earth and the erosion of the soil around it"

As well as in education Foundations are of fundamental importance to success in other senior and tertiary phases in life and I will focus on the four sub areas viz

1. Starting early for success: a focus on children from 0–5 years
2. Developing essential literacy skills in the early grades
3. Developing essential numeracy skills in the early grades
4. Early grade reading and numeracy asses

To highlight that.
Email: Felixgu75@gmail.com & Felix.gumunyu@sci-bono.co.za

Author: Mr. Clever Parayiwa

THE CALL TO OUR LEADERS FOR SAFE SCHOOLS: CASE STUDY LENZ PUBLIC SCHOOL.

The Department of Basic Education takes school safety very seriously and as an apex priority the department has put in place various policies and measures to ensure the safety of all learners, educators and relevant stakeholders in schools. The Department reiterates that there is no place for violence, drug-use/abuse, sexual harassment and other criminal acts in schools as it poses a serious barrier to learning. In terms of the Regulations for Safety Measures at all Public Schools the Minister has declared all public schools as drug free and dangerous weapon free zones. Schools should be safe spaces for students, teaching staff and non-teaching staff. This paper presents the findings on possible organizational and management practices that promote the safety of school staff and learners from stakeholders that can be implemented in order to ensure safety at the schools in South Africa.
Email: clever.parayiwa@sci-bono.co.za

Author: Dr SM Bhengu

AN EXPLORATION OF THE ROLE THAT SCHOOL PRINCIPALS PLAY IN BUILDING CAPACITIES OF PARENT GOVERNORS IN SCHOOLS.

This is a proposed PhD qualitative research that seeks to explore the role that school principals play in empowering parent governors in schools. Research conducted in South Africa is replete with negative stories surrounding a theoretical collaboration amongst stakeholders in schools governance. In particular, principals and school management teams do not work harmoniously with school governing bodies (SGBs). There are enormous misunderstandings amongst them relating to their respective duties and responsibilities. As a result, their relationships are characterised by tensions and open conflicts between school principals and parent members of the SGBs. The irony is that school principals are mandated by the South African Schools Act to build capacities of SGBs in their schools. Anecdotal evidence suggests that this is not happening; instead, tensions and conflicts abound. In this presentation, I am sharing my thoughts drawn from literature and personal experiences. The proposed study will involve eight schools (four primary and four secondary schools) from Pinetown District. In each school, a principal, a teacher representative in the SGB, a Chairperson of the SGB and one other parent member of the SGB will participate, thus, making a total of 32 participants constituting the sample. It is hoped that the findings will provide deep insights about principals' awareness of empowerment role that they should play and the extent to which they actually play their capacity building role so that SGBs can perform their duties optimally.

Email: bhengusifiso@gmail.com

Author: Dr S Mahapa

Mr V Zulu

EFFECT OF LEADERSHIP AND THE LEARNING ENVIRONMENT ON THE PERFORMANCE OF HIGH SCHOOLS IN GAUTENG.

This study intends to present to the nation and beyond, the attributes of success and failure at schools in the Gauteng Province, taking into account actions executed by the school management and SGB. In addition, the learning environment of each participating school is presented. Taking these two issues (i.e. school leadership and learning environment) the study illustrates how the issues led to success and or failures of these schools in 2018.

Six schools in Gauteng (with almost similar circumstances) were selected. Three of these schools had poor achievement while the other three performed exceptionally well. The study reveals the leadership strategies adopted by these schools and the effect of learning environment within these schools on their success at the end of the year. The main objective is to develop an instructional coaching model which could be used to provide support to leadership at schools that are not performing very well, while encouraging high performing schools to establish new mechanisms for continuously improving their performance.

Emails: shadrack.mahapa@sci-bono.co.za & vincent.zulu@sci-bono.co.za

Author: Prof Jan Heystek

A SOCIAL JUSTICE LENS ON FACTORS INFLUENCING QUALITY EDUCATION IN DEPRIVED CONTEXTS.

Social justice intends fairness and equality and equity in the provision of quality education for all children. Factors which may influence quality education are teachers, learners, parents and community, socio economic context, leadership, facilities and department of education. These factors on its own does not reflect social justice issues on its own; the context may makes then social justice issues. In a quantitative research project in three provinces teachers were requested to indicate which factors had the biggest influence on the provision of quality education. Learners coming late to school (50,8%) linked to the poorer socio-economic context for example low parental involvement (50,3%), gangsterism (49,5%) and child headed homes (43,9%) potentially have negative influence on performance and motivation. Teachers knowledge of subjects (52,3%) are deemed a positive motivational factor for the improvement of the quality of education. Extra classes for the grade 12 learners (64,4%) and subject-specific professional development workshops for teachers (39.3%) sustained the improvement. Principals had very limited direct influence on the socio economic factors for example child headed homes which is an equality issue, while teachers professionalism is also an equality issue but principals may have a bit more direct influence.

Email: Jan.heystek@nwu.ac.za

Author: Dr N Parsard

TOP 5 # STRATEGY SHIFTS IN FOCUS: TOWARDS A SKILLS IMPACT APPROACH IN BASIC EDUCATION.

Current narratives of performance in basic education in South Africa particularly that of learner performance; starts and ends in a comparative analysis of results achieved, be it at a national or international level. This result driven approach in education is being critically challenged and overshadowed by the emphasis on emerging skills and competences needed in the 21st Century and/ or in preparation for the unpredictable Fourth Industrial Revolution where changes and developments are exponential. Inevitably a revolution in education discourse and practice is unfolding – with varying momentum - prompting a shift

in focus from a result driven approach in education towards a skills impact approach in education.

This presentation positing a practical constructivist position outlines the limitations of a result driven approach in education and supports a skills impact approach in education. It illustrates 5 key strategy shifts in focus that are needed in the Basic Education sector. It attempts to influence the much needed changing education discourse and practice by emphasizing some of the skill sets we MUST aspire towards promoting and achieving, as well as, the actions that we must strive for in a "zone of competence".

Email: Nishana.Parsad@gauteng.gov.za

Author: Mr André Pretorius

PHONOLOGICAL AWARENESS: THE ROOTS TO OUR READING STRATEGY TO ENSURE THAT '100% LEARNERS WILL READ WITH MEANING AT THE END OF FOUNDATION PHASE'

This paper will describe the Reading Strategy of Jupiter Street Primary school, Ocean View, which is educating learners from two poor and marginalised communities of Ocean View and Masiphumelele, in Cape Town. The school is managed by an operating partner, the non-profit education organisation (NPEO) called the School Turnaround Foundation (STF), educationally driven by the 'Excellent schools by Design' methodology. One of the twenty-two strategies of the methodology included '100% success for all learners' strategy. To contentualise this strategy, the school has the

Reading Strategy that ensures that '100% learners reading with meaning at the end of grade 3' in Jupiter Street Primary school.

The origin of this specific strategy is based on the research report of the Progress in International Reading Literacy Study (PIRLS) (Howe S. et al, 2016), which reported on the South African children's reading literacy achievement. In comparison to England (3%), United States (4%), Chile (13%), and Iran (35%), the report showed that 78% of South African learners in grade 4 can't read for meaning (PIRLS 2016, p.55). By responding to the report, we focused on a case study of an average parent from the communities the school is educating, and the school realised that their learners are mostly excluded for the 22% of learners who are able to Read, be Fluent, and Write with Comprehension. Given the specifc challenge based on this research, the school team undertook a proactive Reading Strategy to deliberately change the dominant reading strategies of South African schools reflected in the PIRLS report. In particular, this Reading Strategy has three main components, namely (i) ensuring that teachers teach with poverty in mind (Jensen R., 2009), (ii) focusing on how individual learners will learn reading (Yang J. 2012), and (iii) strengthening the phologocal awareness as the roots to reading and spelling (Brainspring, 2019).

This paper will focus on the conceptual clarity of 'phonological awareness' and 'phonemic awareness' from an Oral Language, since the same concepts are also utilised within the phonics (spelling, reading and comprehening) and often confused within foundation phase practitioners. By strengthening grade 1 learners with at least six months of Oral Language will ensure that learners are better prepared to follow the same strategies (sentences, words, syllables and phonemes) in the opposite order when focusing on phonics, encoding and decoding. This Oral Language approach is equalising the capacity of all learners, whether from poor, middle-class or rich families/communities, since oral

language (expressive learning to speak, and receptive language to listen) "is considered to be a strong indicator of later reading, writing and overall academic achievement" (Bayetto A., 2019). To the contrary, when schools start with phonics and early reading capacity, this approach is basically separating those learners who have been prepared (middle and rich communities), compared to those who have not been prepared (poor and marginalised communities) learners to 'read their names' and do 'early reading'. This dominant approach during the first few days and weeks of grades learners, is not a fair reflection of the potential and capabity of learners at this early stage of learning, but rather a refleciton of socio-economic class benefits or deficits.

Finally, the paper will share some experiences of the 'oral language' approach, the culture this approach is creating, the response of learners during positive affirmation, and some initial data from this school, as evidence that the participants are experiencing the Reading Strategy as a significant shift from what they know, use to do and understand what should be done to ensure that all learners are able to write and read with meaning when they go to intermediate phase.

Email: andre.pretorius99@gmail.com

Author: Ms. N Satimburwa

"TAKEN-OF-THE-PEG": PERSPECTIVES OF SCHOOL STAKEHOLDERS ON THE POLICY BORROWING APPROACH.

Schools are complex institutions, each with its own DNA and unique genetic composition influenced by contextual environment in which they operate. In acknowledging the uniqueness of each school, the Department of Basic Education (DBE) prescribes that schools must formulate their own context-responsive micro-policies in order to identify the needs, challenges, goals and objectives of each school and to then craft a plan of action to respond them. These micro-level policies should be formulated in line with the national legislation as outlined in the South African Schools Act. (SASA, 1996). Whilst this is the expectation from the DBE there are some schools that choose to copy the policies of other schools. This practise is called policy borrowing. Amongst other limitations, one of the challenges with this approach is that the copied policies are not legitimised and as such, there is no sense of ownership by those who are expected to implement them. This is partially attributed to the lack of participation in the formulation stage which results in the policy being seen as an imposition due to exclusion from the decision-making process. Using a qualitative case study approach this paper seeks to understand the perspectives of school stakeholders towards the policy borrowing approach. Drawing from the stakeholders responses which were obtained through semi-structured interviews, the approach offered

both positive and negative possibilities. Positive possibilities could be realised when there was multiple stakeholder involvement and engagement and the copied policy was used as an exemplar for learning. Negative possibilities occurred when the policies were copied as they were and there was no space for the participation of multiple stakeholders. In this instance the copied policy was not context-sensitive and largely symbolic to ensure compliance with DBE expectations. Participation needs to be one of the values featured in the policy process and it is recommended that the principals need to work in distributive ways so that they can harness the capital of multiple stakeholders to enhance a fruitful policy process. The study will add to the limited scholarship on policy borrowing at the micro-level and bring to the fore ways in which this approach can be used to ensure a fruitful policy process that acts as an enabler for schools to thrive in the 21st century.
Email: SatimburwaN@ukzn.ac.za

Author: Nkhensani Baloyi

EARLY CHILDHOOD EDUCATION (ECD) IN THE CONTEXT OF EDUCATION POLICIES FOR THE 21ST CENTURY AND THE POWER OF INFLUENCE.

Early Childhood Development (ECD) is at the forefront of the Government of the Republic of South Africa's agenda. ECD has also become a priority for research, policy, and programming, at national and global level, with increasing recognition of the interconnections between a nation's development goals and the quality of services for all young children and their families. For the past decade, BRIDGE's raison d'etre has been to connect innovators in education, reduce duplication and narrow the gap between policy and practice. Globally, there is a consensus about education being one of the most powerful instruments for reducing poverty and inequality and laying the foundation for sustained socio-economic development. However, poverty and inequality in South Africa have left more than half of the children under the age of 5 [(58%) without adequate access to ECD and services; with most of these children residing in rural provinces (Statistics South Africa, 2015b). Given the high percentages of children living without equal access to essential services; malnutrition and stunting, as a result, have become a serious concern in South Africa (SDG report, 2018; Statistics South Africa, 2016 and 2018; The Lancet, 2016). To achieve quality ECD for children in all communities, the South African Government recognized ECD as a fundamental and universal human right to which all young children are equally entitled without discrimination (The National Integrated ECD Policy, 2015). This paper aims to share the BRIDGE's contribution to the development of the ECD policy in South Africa; progress since the end of apartheid. BRIDGE's National ECD Community of Practice has been effectively engaging with education policies for the 21st century, evidenced by the ECD Practitioner Quality Reflection Tool and Mediator guide developed to engage and reflect on issues of quality for ECD practitioners in ECD centers who are often side-lined during policy-making.
Email: nkhensani@bridge.org.za

Author: Mr K Mokoena

THE CALL TO OUR LEADERS FOR SAFE SCHOOLS.

"Strengthening Safety Nets and Ensuring Safe School Environment for Teaching and Learning." The theme is a call to action for all our leaders for safe schools to protect and advance towards an optimal safety standard in the public schooling sector.
Email: kagiso.mokoena@sci-bono.co.za

Author: Dr Mbokazi

THE STRUGGLE TO INVOLVE TRADITIONAL LEADERS IN THE IMPROVEMENT OF KWAZULU-NATAL SCHOOLS CONTINUES! ARE WE WINNING?

This paper draws from a doctoral study that examines the role that traditional leaders play on school governance in selected socio-cultural contexts. School governance provides an environment that supports effective teaching and learning so that learners get requisite skills for adult life. Research has shown that in rural contexts SGBs in particular and governance in general often experience difficulties in carrying their mandates, and thus involving other stakeholders is imperative to assist them. The focus of the paper is on school-community relations, which means the relationship between the schools and the communities they serve. The paper focuses on only two of the questions asked in the study. These were: whether or not the participants saw value in the involvement of traditional leaders in schooling, and how they thought this could be established and sustained. Using a case study research design the study found that traditional leaders have made it possible for schools to strengthen parental involvement, and have promoted unity and cultural identity among members of school-community. They have help the schools teach children the values of respect and good conduct, e.g. respecting sex to fight against teenage pregnancy. They have also pioneered the building of schools and additional classrooms. The study conclude that a healthy conversation with traditional leaders is crucial for school improvement.
Email: Mbokaziss@ukzn.ac.za

Author: Dr M Bosch

THE EFFECTIVENESS OF CONFLICT MANAGEMENT STYLES OF MANAGERS IN AN FET COLLEGE.

Conflict is an inevitable part of the human relatedness process. In society, when different entities, from individuals to nations, interact with one another to accomplish their goals, their relationship may become incompatible. The way conflict is approached and managed determines whether it is constructive or destructive. An effective conflict management

style is important if individuals and groups of people are to function effectively in any level within an organisation.

This study aims at investigating the conflict management styles adopted by managers in an FET college in South Africa. The research design and methodology was qualitative in nature, using a structured questionnaire with open-ended questions to elicit information from 15 participants. The population of interest were the lecturers, senior lecturers heads of departments and managers at the selected colleges. We applied the construal level theory (CTL) to analyse the data. CTL is a theory in social psychology that describes the relation between psychological distance and the extent to which people's thinking is abstract or concrete. The empirical findings revealed a strong preference of the integrating conflict management style.

Email: mark.bosch@nwu.ac.za

Author: Dr PE Myende

LEADERSHIP FOR ORGANISATIONAL EFFECTIVENESS IN ADVERSE CONDITIONS: LESSONS FROM SOUTH AFRICAN TOWNSHIP SCHOOLS.

It is now accepted that South African schools in adverse township contexts underperform compared to their urban counterparts. Against this norm, some schools have recorded success against adversities and given the number of underperforming schools in South Africa, it is important to unearth what constitutes leadership in these effective organisations. In this paper I use complexity leadership to critical analyse school principals' leadership practices to understand what counts as leadership for effectiveness in schools in difficult conditions. The findings emanate from semi-structured interviews with six teachers and two principals of effective township schools. To corroborate data, observations at the two schools were conducted. The findings suggest leadership for effectiveness is grounded in recognising the multiplicity of leaders in an organisation. Recognising organisational policies and investment in human resources also remain the pillar for leading schools for success in turbulent township conditions, the findings suggest. From the findings, the paper concludes that leadership for success moves beyond positional leadership and this is pertinent in a context where employees have power to regress against exclusive leadership approaches. It is further concluded that the autonomy of leaders in schools to make appointments of teachers is crucial in driving organisational effectiveness.

Email: MyendeP@ukzn.ac.za

Author: Mr Andre Claassen

SCHOOL ANNUAL ASSESSMENT PLAN: A 'SYSTEMIC WAY OF EVALUATING', OR 'CHAOS BY DESIGN'

The purpose of this paper is to describe the strategy of 'Annual Assessment Plan' (AAP) as a central management process of recording and reporting the formal assessments of teaching, learning and assessment through the Formal Assessment Tasks (FATs) (often called the School-Based Assessments [SBAs]), that form the basis of learner achievement and success in schools. This Strategy is currently in use at Zwelethemba High School, Worcester, in the Western Cape Province, some 110 km outside of Cape Town, as well as many other STF schools. The school is a growing school, meaning that it started in 2017 with only grade 8 learners, and is currently having grade 8 to 10 learners in 2019. The learners are from the local Zwelethemba township, as well as some learners travelling from the gang-ridden community of Avian Park. Both these communities are considered poor and marginalised, with a very high rate of unemployment. The feeder learners are mainly from the primary schools within Zwelethemba, and no screeing to select learners for intake take place during the application process. The school is managed by an operating partner, the non-profit education organisation (NPEO) called the School Turnaround Foundation (STF), educationally driven by the 'Excellent schools by Design' methodology.

The National Protocol for Assessment (NPfA) "provides teachers with a systematic way of evaluating how well learners are progressing" in a particular subject and in a grade. Teachers must ensure that the assessment criteria are very clear to the leaners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed as well as the required length of responses." (NPfA, p.16) Furthermore, "The teacher must submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year. This will be used to proactively draw a school assessment plan in each grade. The assessment plan should be provided to learners and parents in the first week of the first term." (NPfA, p.17) The legal requirement of a 'school assessment plan' by 'the first week of the first term' is currently not happening in most schools. Furthermore, those school assessment plans are often not dated (planned), and/or given to the relevant stakeholders (learners and parents).

Constructing a school assessment plan is a complicated and complex instrument, similarly to constructing a timetable in an average size school (beyond 500 learners), at subject-based teaching from intermediate phase onwards. The real challenge is synergising the amount of FATs (over 100 per grade, per year from senior phase), with the amount of grades in the school (5 grades in secondary schools), and then mapping (planning) the assessment activities within the maximum of 170 teaching, learning and assessment days per year. The added complication is balancing the interest of learners and teachers, to ensure that fairness is displayed when mapping these activities. Most schools collect the annual formal programme of assessment as expected from the policy (NPfA), but the process of bringing together the multiple teacher (say 20 teachers) plans, into a well constructed and manageable school assessment plan tends to be a challenge. Schools end up submitting the individual teacher assessment plans to learners and parents, without managing the possibility of clashing dates, which are only affecting learners but not teachers. The implication of this is that learners will do no formal assessment activity for many weeks, only to be confronted by nine FATs (nine subjects in senior phase) that have to be completed within two weeks (ten days). When the assessment activities are not managed properly, and the supportive processes before and after the FATs are compromised through 'rushed work among teachers and school leaders', learners will be affected in relation to their performance achievement (fairness) and results (integrity) in schools. Wormeli (2006, p.152) argues that schools must manage the 'five burning grading issues' in classrooms to ensure that learners are not marginalised or treated unfairly in the formal assessment process.

This paper highlights the origin of this specific strategy, and how the school responds to fairness and orderliness during the last week of the school terms (and year). The 'school assessment plan' at Zwelethemba High school reflects a balanced institutional plan, responding to both (i) the ability of teachers to map their work schedule as per their subject content (CAPS), and (ii) the fairness towards learners to support their development to maximum capacity and ability when submitting their FATs.

Email: andreclaassen07@gmail.com

Author: Mr P Mdladla

TEACHER TRAINING AND PRESENT-DAY STRAINS IN THE EDUCATION PROFESSION.

There have been an enormous number of teacher training initiatives in Gauteng over the years. However, we have seen little changes in the quality of education in the province. The initiatives are merely informed by the notion that "teachers who know more teach better" (Alder, 2002) and disaffirms the social and material conditions in which teachers' work. The paper aims to bring together some key literature and research on teacher training and strains in the education profession to engage with the question: How can teacher training assist teachers to deal with the present-day strains in the education profession? The purpose is to develop an understanding of the very complex, social and material conditions of the teachers which may impact the design and delivery of the teacher training.

Email address:
phathumusa.mdladla@sci-bono.co.za

Author: Ellen Daniëls & Annie Hondeghem

**UNDERSTANDING LEADERSHIP IN PRIMARY EDUCATION FROM A RECIPROCAL APPROACH: A QUANTITATIVE STUDY**

Research on leadership in education including perspectives of school leaders and teachers is scarce. Agreement on both perspectives shows in other research fields that leaders are more successful and respond appropriately to development feedback. Hence, the present study assumes two levels of analysis: the self-perceived behaviour (school leaders) and the perceived behaviour (teachers), and addresses the following research question: Do school leaders' and teachers' perceptions about leadership behaviour match?
The research relies on Yukl's (2012) taxonomy of leadership behaviour existing of three main meta-categories: relation-oriented, task-oriented and change-oriented behaviour. Besides, coaching leadership is a focus of the study. Managerial coaching can be understood as a leadership behaviour that supports individuals to set and attain their goals, to improve performance and to develop competencies, to strengthen self-directed behaviour.
The data are collected using a mirrored survey to map school leaders' (n=22) and teachers' (n =386) perceptions and includes items that gauge leadership behaviour and coaching behaviour. The paper reveals the results of an unpaired t-test for the total sample. Additionally, analysis per case were computed using one-sample Wilcoxon rank sum tests. These non-parametric tests were executed because of the absence of normally distribution on case level for a number of items.

Email: ellen.daniels@kuleuven.be & annie.hondeghem@kuleuven.be
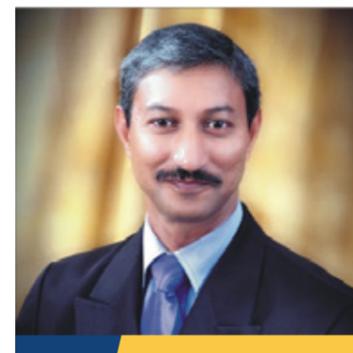
Author: Mr Daya Chetty

ARE OUR SCHOOLS SAFE PLACES FOR LEARNERS AND EDUCATORS?

This topic will explore the following aspects:

1. A comparative research of what the current state of violence in South African Schools with reference case studies.
2. The consequences this has for quality education and the Constitutional rights of innocent children.
3. What strategies are required and support needed from stakeholders to cope with this surge in violent behaviour.
4. Technological misuse and the contribution of social media and technological devices at schools.
5. The safety standards required to establish safe schools.
6. International trends of violence at schools in 1st world countries and steps taken to curb the violence at schools.
7. The current code of conduct at SA schools does it contribute to lack of discipline in our schools.

Author: Dr TT Tapala

PROFESSIONAL DEVELOPMENT FOR HEADS OF DEPARTMENT: A NEED FOR CURRICULUM LEADERSHIP PREPARATION.

Leadership happens at various levels in schools. It is therefore very important that leaders at all levels are developed, not only to ready them for possible occupation of senior managerial and leadership positions, but also to equip them with the necessary skills and knowledge to deal with daily work related challenges and better planning. HoDs are part of school leadership referred to as middle managers. Their main function is to lead and oversee curriculum support and delivery in schools. They are "uniquely" placed (literally in the middle between management and rest of staff) to influence the quality of teaching-and-learning in their departments and within the entire school. Their influence can only be realised if they understand what their roles and how to go about executing those roles. Reviewed literature shows that there is a lacuna of professional development for HoD in preparation for their curriculum leadership roles. In response to sub-theme five of the conference-"A new look at school management, leadership, and governance", one would ask: Are HoDs empowered and professionally well developed to deal with the challenges of being curriculum leaders and managers? This paper tries to answer this question, and attempts to provide ways to plague the vacuum of HoD curriculum training and development.

Email: Tshepo.Tapala@nwu.ac.za
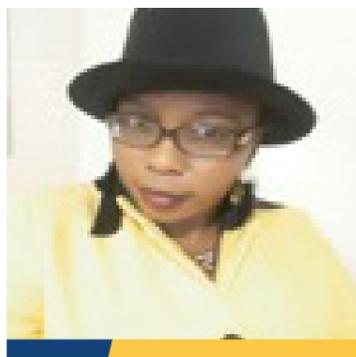
Author: Dr RMP Zakwe

IMPROVING EMPLOYEE RETENTION STRATEGIES IN THE INSTITUTIONS OF HIGHER EDUCATION IN DURBAN METROPOLITAN AREA

This paper draws from a study that examines the importance of employee retention in the Institutions of higher education in Durban Metropolitan Area as well as aspects and / factors that affect employee retention and define its significance in management. The study further investigates the importance of employee retention, factors that affect employee retention and significances for improving employee retention strategies in the Institutions of higher education in Durban Metropolitan Area. A phenomenological research design was employed. Critical research questions were: Why is employee retention important in the institutions of higher education? What are the factors that affect employee retention in the institutions of higher education? What are the strategies for employee retention in the institutions of higher education in the Durban Metropolitan Area? In-depth interviews were conducted with Deans and Head of Schools, Operations Managers and Employees in higher education institutions in Durban Metro which includes Mangosuthu University of Technology and Durban University of Technology. The preliminary findings of the study suggest that employee retention is a major challenge faced by the employees today in retaining the hired employees in its organization. The study recommends that Universities today should take great care in retaining its valuable employees and university leaders should effectively implement employee retention strategies. The paper concludes that managing and retaining employees' is an important fundamental aspect of achieving competitive advantage among the organizations.

Email: zakwep@ukzn.ac.za

Author: Ms A Marais

Ms B Cilliers

BUILDING BLOCKS FOR LEARNING IN THE FOUNDATION PHASE (ARTS-BASED PRESENTATION)

Research show that foundation phase teachers matter a lot (Wainwright, Goodway, Whitehed, Williams, & Kirk, 2016). Foundation Phase teachers work with programs that form the basis for future learning and the development of knowledge, skills, habits and mind sets needed to succeed later in subsequent school years and adult life. The Learning Pyramid is one way to look at the holistic, chronologic development of the child. The foundation of the pyramid starts with the central nervous system which is linked to gross motor skills, fine motor skills, perceptual motor skills (visual perception, spatial relations / position in space, visual memory and sequential memory, visual discrimination, form constancy, visual closure, figure ground), auditory perception and sensory skills. Teachers often refer a child for placement at a special school, instead of working on the foundation skills for learning in the classroom, mostly because of inadequate knowledge of early childhood development and the different factors playing a role in the development of learning readiness and learning ability in children. By empowering teachers with the knowledge of the Building Blocks for Learning, they will be able to identify barriers timeously and more specifically, enabling them to design better intervention programmes.

Children can have difficulties with one or more area of development, with factors like home circumstances, intellectual level of functioning, exposure to learning, stimulation levels at home and/or physical health playing a significant role. The focus should always be on active play, learning through play and a diverse learning environment especially in Grade R and Grade 1 to ensure optimal development and stimulation of learning ability.

Play is extremely important for learning and overcoming barriers. will benefit from being trained in accurately identifying barriers (and the underlying reason for the barrier) and having the skills for addressing certain barriers in the classroom:) like fidgeting and constant moving is a barrier related to gross motor skills; a poor pencil grip is a barrier related to fine motor skills; dressing (putting garments on)upside down or being unable to turn them the right way round is a barrier related to visual perception etc. With the focus on the importance of the Foundation Phase and the implementation of the SIAS policy , it is more important than ever to lay claim on the necessary skills that teachers will need to address barriers in relation to the development of learning (as laid out in the learning pyramid) with the emphasis on early identification(Screeining, Identification and assessment) and designing the correct intervention plan (Support) to prevent learning disabilities in higher grades.

Emails: 26718219@nwu.ac.za & bcelliers895@gmail.com

Author: Mr HMN Mbih

EDUCATION POLICIES FOR THE 21ST CENTURY AND THE POWER OF INFLUENCE.

The rapidly mutable and increasingly complex world of education, South Africa requires better knowledge about how schools and school systems; early childhood and basic education can be organized and led most effectively. The study also aims to identify possible challenges facing education and education systems in South Africa in meeting the demands of the 21st century and to suggest ways of restructuring education. There is grave need to improve quality of education through policies that will address the 21st century challenges faced in education.

The researcher will do a research on how laws and policies affects educational systems and how these policies support the improvements in curriculum, teaching, and learner achievement. Policies that will address issues in education such as equity of opportunities, fair and efficient allocation of education resources, societal structures that impede education success, level of crime in learners neighborhood or the quality of safety in school

premises, meals and food quality of learners.

This paper will seek to find qualities of leaders who will be masters of influence that will have what it takes to diagnose current and emerging 21st century challenges in education and approaches to redress them.
Email: mbihenfon@yahoo.com

Author: Mr Eugene Zondo

THE SOUTH AFRICAN REALITY REGARDING LEADERSHIP, MANAGEMENT AND GOVERNANCE IN SCHOOLS

All of us in education need to spend deliberate time reflecting on the state of education in South Africa. Not from the perspective of lamenting and complaining but with the intention to isolate key challenges and tasks. This of course should be on implementing best practices of school management, ledearship and governance in a school perspective.
Email address: eugene.zondo@sci-bono.co.za

Author: Dr Corvell Cranfield

MATHEMATICS FOR ALL: A MANAGEMENT AND LEADERSHIP CONUNDRUM – SKILLS MASTERY VS CAPS COVERAGE

This paper will describe the Mathematics Skills Mastery Strategy of Zwelethemba High School. The school is located in Worcester jn the Western Cape Province and is educating learners from the poor and marginalised community of Zwelethemba. The school is managed by an operating partner, the non-profit education organisation (NPEO) called the School Turnaround Foundation (STF), educationally driven by the 'Excellent schools by Design' methodology. One of the twenty-two strategies of the methodology included '100% success for all learners' strategy. To contextualise this strategy, the school has the Skills Mastery Strategy that ensures that 100% of learners will take pure mathematics through to Grade 12.

The origin of this specific strategy is based on the research reports of 1) The Trends in International Mathematics and Science Study (TIMMS), a series of international assessments of the mathematics knowledge of students around the world, 2) of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SAQMEC), that enables the Department of Basic Education (DBE) to develop the capacities of educational planners to monitor and evaluate the quality of its education systems against national and international targets, 3) of the Annual National Assessments (ANA), standardised national assessments for mathematics in grades 1 to grades 9, and 4) of the Western Cape Education Department

Learner Assessments for grades 3, 6 and 9, The systemic tests in Language and Mathematics are conducted each year in Grades 3, 6 and 9, that determine the levels of our learners' mathematics abilities so that we can identify specific areas that need improvement and assist schools in improving their outcomes. As a collective these reports reflect the inadequacy of the South African educational system, in general, but particularly in mathematics and how this system is marginalizing and in some cases even failing our children who are poor and black, especially those located in impoverished rural communities.

As a response to the inadequacy in our educational system and responding to these reports, we focused on a Skills Mastery Strategy focused on improving the mathematics learning and achievement in Grade 9. Since, Zwelethemba is in the Western Cape, one of the only provinces to conduct Annual Standardized Systemic Assessments, the mathematics team wanted to understand the underlying factors that lead to the following three questions: 1) Why is it that schools pass rate for mathematics in Grade 9 is significantly higher than the pass rate in the Standardized Systemic Results? 2) Why is it that the WCED Systemic Results in Grade 9 for all schools are virtually static over the past years? – 2015 (22.2%), 2016 (22.5%), 2017 (22.0%) and 2018 (23.0%) – 3) Why is it that the WCED Systemic Results in Grade 9 for all quintile 1 and quintile 3 schools are significantly below the average for all schools, despite annual interventions by these schools and WCED? – quintile 1 schools 2015 (2.9%), 2016 (3.6%), 2017 (4.5%) and 2018 (6.3%) – quintile 3 schools 2015 (6.9%), 2016 (6.6%), 2017 (6.3%) and 2018 (7.6%). This data, not only suggest a poor picture of performance in reasoning and social utility in mathematics, but also that no obvious growth occurs in mathematical proficiency after many years of additional mathematics instruction. Given these specifc challenges, that emerged out of the research reports, the school team undertook a proactive Skills Mastery Strategy to deliberately change the dominant mathematics (traditional instruction based on procedural understanding) strategies of South African schools reflected in these reports. In particular, this Skills Mastery Strategy has three main components, namely (i) ensuring that teachers teach with poverty in mind (Jensen R., 2009), (ii) focusing on how individual learners will learn mathematics conceptually, and (iii) strengthening the assessment for learning practices to address learners gaps and deficits accumulated throughout the primary school grades.

This paper will focus 1) on the conceptual clarity of 'skills mastery awareness' and 'CAPS awareness' and how to integrate conceptual understanding for Skills Mastery into daily lesson planning and to shift from CAPS coverage that focuses on teaching to CAPS coverage that focuses on learning and understanding, and 2) on the result of implementing this strategy that all Learners at Zwelethemba is on a pure mathematics track, thus taking mathematical literacy off the schools subject-choice package.
Email: corvell@gmail.com

Author: Mr Vuyolwethu Tuku

PROVIDING 4TH INDUSTRIAL REVOLUTION DIGITAL TECHNOLOGY SKILLS TO TOWNSHIP PUBLIC SCHOOLS.

We are now living in the 4th Industrial Revolution or Industry 4.0. Advancements in artificial intelligence, nanotechnology, 3D printing, robotics, Internet of Things (IoT) and biotechnology are just some of the technologies and solutions associated with the 4th Industrial Revolution.
When technological advancement happens at a faster pace than the education required

to qualify people for those technologies, then social pain is experienced in the form of structural unemployment and deepening digital divides and inequality as those with the means to equip themselves take the opportunity to advance while those without access to effective education are left behind of economic activity. Therefore, addressing these digital divides and making digital literacy more accessible especially to the socially excluded and underserved sectors of community is essential to reducing inequality.

Vulindlela Digital Hubs are community based centres that will deliver digital technology literacy to South African township and rural schools starting in grade 8 to 12. The main aim of the programme will be to enhance and promote digital technology exposure, knowledge, application and creativity, thus stimulating learners' interest and skill for higher levels of study and specialisation. This is done by pooling constrained financial and qualified human resources needed for the delivery of ICT skills and literacy, into a centralised 'hub' operating model instead of a siloed per-school approach. Vulindlela's objective is to work with schools and education departments to structure a co-curricular and supplementary programme that will fit in to the termly schedules of the township schools.
Email: vuyo.tuku@gmail.com

Author: Dr. Anusha Naidu

Mr. Victor Ngobeni

HOW CAN SOUTH AFRICAN SCHOOL LEADERS HELP TEACHERS USE DATA FOR SCHOOL IMPROVEMENT?

Current research point to the fact that schools of today are not very different from the industrial age. While many other industries have transformed their operations over the years, education has significantly failed to use data and technology to transform and improve learning and teaching. This, despite the fact that research continues to show that better use of data has the potential to significantly improve how teachers teach children and how school managers and administrators manage schools. Instead of taking advantage of the ubiquity data in today's world, to provide learners with personalized learning, most teachers still rely on tradition and rules of thumb, rather than evidenced-based tools and methods to advance student achievement. The result of this is that the majority of teachers end up teaching "to the middle/average", and in the process, frustrate the high-achieving learners,

while the slower achievers struggle to keep up. Unfortunately, most recent efforts to help educators understand how to use data effectively have been limited to workshops that mostly focus on normative claims, advocacy work and "how-to-guides", rather than how they could use data in their practice, making sense of them in relation to their current beliefs and expectations. Meanwhile, district officials also cite lack of time, expertise and tools as some of challenges they face in supporting teachers use data effectively. This paper explores strategies that school leaders can use to build stronger data literacy and instructional knowledge within their schools through the use of capacity building intervention (CBI) model for data-driven decision making to help teachers in 1) accessing, organizing, filtering data 2) turning data into actionable knowledge, 3) adjusting their teaching based on the data, and 4) evaluating the effectiveness of their interventions.
Email: AnushaN@mgsl.co.za

Author: Ms Lorna Phipps (NLF)

DATA CULTURE TRANSFORMATION

It takes the whole team to build a data driven culture.
New Leaders Foundation has been engaging with the Department of Education since 2013 on the Data Driven Districts Programme. In this endeavour, the DDD Dashboard has emerged, resulting in a powerful tool that schools and districts can use to make data driven decisions. To more fully investigate this new look at school management and leadership, the key leavers resulting in a data culture, NLF has partnered

with Circuit 3 in Gauteng West District. This is a three-year pilot to understand what behaviours create the biggest change in the development of a data driven culture.

During this presentation, we will share five key ideas that result in a data driven culture.

1. Defining the desired data culture
2. Identifying key behaviours of a team that result in a data driven culture
3. Acknowledge the key data processes that need to be in place
4. Link data with decision making
5. Allow data to guide and drive learner performance interventions

Email: Lorna@newleaders.co.za

Author: Dr M Sepuru

SUPPORT AND MONITORING TO PUBLIC SCHOOLS: A WINDOW-DRESSING STROKE FOR AUTHORITIES WITH LITTLE IMPACT TO CLIENTS.

The concepts, management and leadership are used interchangeable particularly in the South African (SA) schooling system. The school principal singularly or through delegation is expected to perform both responsibilities and equally accountable to departmental officials on his/her capacity as the head master. Some school principals are struggling to perform the two roles simultaneously, mainly because they were appointed to principalship position based on their teaching experience (which is more managerial) rather than leadership expertise. Bottom, O'Nell, Fry and Hill (2011)

and Mestry and Singh (2007) have revealed that most of the struggling schools exhibited a need for capacity building and improvement of the principal's leadership. The need for a new look into school management and leadership may be confirmed by the fact that SA does not have a specific training institution or a recognised preparation programme that offers a qualification for principalship (Mestry (2017), Bush, Kiggundu and Moorosi (2011), and Bush and Oduro (2006).

Correspondingly, the democratic dispensation in SA introduced a system where parents of learners need to participate effectively in the processes of education. This led to the establishment of School Governing Body (SGB). The role of governance in the school amongst other, is to promote the best interest of the school and strive to ensure its development through the provisioning of quality education (South African Schools Act (SASA), Act No. 84 of 1996). Observations reveal a contrary scenario about the role of the parents regarding school activities especially when they are addressing their difference with the government authorities. This incongruity in my view indicates lack of knowledge and the understanding of SASA by parents and a need for support from the educational authorities in order to give school governance a new look.
Email: sepurumg@yahoo.com

Author: Mr AS Pelser

THE IMPLEMENTATION OF A STRATEGIC PLAN TO ALLEVIATE STRESS LEVELS OF MANAGEMENT REGARDING THE MANAGEMENT FUNCTION WITHIN SCHOOLS.

The focus in this article is the implementation of a strategic plan to alleviate stress levels of management in schools concerning the management function. The author used an evaluative and integrative literature review to investigate information that pertains to related concepts, the nature and place of strategies in schools, elements of strategies and imperatives to implement a proper strategic plan in the management of schools. Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. The end result of the strategic plan should emphasise the vision, goals, objectives as well as an action plan on how to maximise the effectiveness of management in schools.

Emphasis is placed consistently on the fact that stress must be managed proactively and reactively at school level by those in managerial positions such as school principals. The development of an action plan satisfy this need as it results in a properly developed and properly implemented strategic plan to effectively implement the operational plan of the school. The end result of this will contribute to less stress levels of all teaching staff at schools.
Email: ampelser@hotmail.com

Author: Mr Andile Sikhakhane

TECHNOLOGY ADVANCEMENT IN EDUCATION- ARE WE READY FOR THE 4TH IR AND THE ADVENT OF ARTIFICIAL INTELLIGENCE?

Introduction and use of Technology in our schools is becoming a main setback as a result of the Country's Socio-economic factors. Gauteng province tried the roll out of E-Learning at schools but proving to be a challenge as South Africa is plugged by socio-economic issues where most of the people leave below breadline. Learners are not equipped with ICT skills from Foundation phase. Teachers are not equipped necessary ICT skills, stealing of smartboards and tablets from school learners. The above paints a clear picture as a country we are not ready for 4th IR Addressing the economic issues by the Government is part of the solution, equipping of teachers with ICT skills and introduction of ICT skills from Foundation phase can proved to be a solution.

I intend using Science talk during addressing of the above topic in an informative and entertaining way.
Email: andile.sikhakhane@sci-bono.co.za

Author: Prof TT Bhegu

EXPLORING SUCCESSFUL LEADERSHIP PRACTICES THAT WORK: SOME PERSPECTIVE FROM RURAL SCHOOLS IN KWAZULU-NATAI

Leadership in schools has been acknowledged in educational leadership research community, both locally and globally as the main ingredient for school success in terms of learner academic achieving. In the past ten years or so, South Africa has paid special focus on what leaders in schools do. In addition, understandings about what is meant by the term school leadership has also been clarified. Drawing a number of qualitative research projects that I have undertaken in various rural communities between 2008 and 2017, this chapter explores recurrent leadership practices that have worked in the studied schools. In other words, I draw lessons from the findings from schools that have a track record of high levels of academic achievement of learners. I am using two theories to analyse school leadership practices that have a potential to make profound effect in school success. These are Chaos and Complexity and Adaptive leadership theories. Findings suggests that school leaders driven by principals adopted one or more of the following characteristics: (a) willingness to break away from existing practices and adopted new ones; (b) they had successfully embedded their schools into community life; (c) they had enriched curriculum to respond to community needs (d) they had maximised focus on effective teaching and learning supervision and (e) they

adopted creative leadership strategies that dismantled destabilising forces that tended to undermine schools' effective management and governance processes.
Email: Bhengutt@ukzn.ac.za

Author: Mrs Salome October

SECOND CHANCE LEARNING (SCL) OPPORTUNITIES FOR QUALITY FORMAL ASSESSMENTS TASKS (FATS)

The purpose of this paper is to describe Second Chance Learning (SCL) as a teaching, learning and assessment strategy for increasing learner mastery of their Formal Assessment Tasks (FATs) (often called the School-Based Assessments [SBAs]), that form the basis of learner achievement and success in schools. This Strategy is currently in use at Zwelethemba High School, Worcester, in the Western Cape Province, some 110 km outside of Cape Town. The school is managed by an operating partner, the non-profit education organisation (NPEO) called the School Turnaround Foundation (STF), educationally driven by the 'Excellent schools by Design' methodology.

Dueck (2014, p.95) argues that "when it comes to classroom tests, we too often send the message to students that they must get it right the first time. Yet, in nearly every other area of the real world, we embrace and celebrate mastery through repeated effort". Assessments should be used as part of a developmental process of learning and must be followed by high-quality, corrective teaching and learning, enrichment and extension

activities to remedy whatever learning errors the assessment identified (see Wormeli, 2006). To charge ahead knowing that learners have not learned and mastered certain concepts and/or skills would be educationally foolish. As an approach to this strategy, the principal is utilising the SCL method to ensure that all FATs are only recorded when they display learning mastery at least 50% for 'controllable FATs', and at least a pass rate for 'less controllable FATs'. The learning routine includes re-teaching, additonal practice and an opportunity to demonstrate new learning on subsequent assessment activities. The rationale for SCL is to provide opportunities for all learners, regardless of their achievement level, except before the final summative assessment. As indicated in the National Protocol for Assessment (NPfA) that "informal assessment builds towards formal assessment and teachers should not only focus on the formal assessment." In addition, the Curriculum Assessment Policy Statements (CAPS, for example the Mathematics, Senior Phase), under the section dealing with 'recording and reporting, states that "Records of learner performance should also be used to verify the progress made by teachers and learning in the teaching and learning process" (p.157), and "will ensure that any underperformance is communicated promptly and therefore appropriate measures of intervention are implemented" (p.158). These educational principles are supported by Wormeli (2006, p.196) that "successful differentiated assessment and grading practices express these sentiments (of second chances). Successful teachers allow students more than one chance to master material, and they give them full credit for the highest levels they achieve, rarely holding past digressions against them.

The paper therefore focus on the origin of this specific strategy, and how the school responded to the multiple 'non-submission', 'failures' and 'low-performance' as displayed on the FAT Dashboard of Zwelethemba High school in 2017. Partly, learners had the

historical experience of working towards minimum passing, and submitting the 'minimum effort to get the work done'. Due to the school's '100% pass rate', and 'target setting' strategies, the school designed SCL to ensure that learners perform, and teachers expectations exceed these minimum performances/expectations of submission and acceptance.

Finally, this paper highlights the processes and methods that are implemented at Zwelethemba High school that lead to a significant reduction in the non-submissions and failures before the moderation of SBA marking.
Email: salomedevlam@gmail.com

Author: Ms Zanele Khanyile

AFRICAN INTERNATIONAL POSTGRADUATE STUDENTS LIVED EXPERIENCES IN A SOUTH AFRICAN UNIVERSITY.

South Africa has emerged as an educational destination of choice in the region with its inbound rate far exceeding its outbound rate (Lee & Sehoole, 2015). South African universities are chosen based on the promise of a constitutionally and politically welcoming university environment. Students from the African continent, despite a legitimate student status, experience their rights within universities as conditional, contingent, marginal and constrained (Carolissen &Kiguwa, 2018). This study is carried out in relation to the South African national higher education policies (DHET, 2010) that encourage the

cultivation of citizenship to effect social change and transformation in higher education; Section 12 of the South African Department of Home Affairs Migration Regulation (2014) stipulates conditions of study visas and study permits; and lastly against the background of universities strategic plans.

This article reports on the ongoing study of the lived experiences of eight international postgraduate students from the African continent studying at a South African University in the province of KwaZulu-Natal. The study is underpinned by interpretivist paradigm with phenomenology used as the research design. Semi-structured interviews used to generate data to be analysed using thematic analysis. It is anticipated that the findings will highlight the types of leadership that universities need to turn the tide towards collaborating and working closely with a wide range of stakeholders to make integration smooth for international postgraduate students. Therefore, a systems leadership theory is used in providing the lens through which this study and its findings are viewed in order to understand and explain transformation and collaboration with other stakeholders to deal effectively with the issue of international students.

Through understanding the lived experiences, the findings might be useful in understanding whether the institution of higher learning strategic plans in South Africa are in line with the DHET (2010) policies to effect transformation change.
Email: zanelekhanyile@gmail.com

Author: Mr Alfred Hanyane

TECHNOLOGY ADVANCEMENT IN EDUCATION THROUGH PROJECTS RELEVANT TO THE FOURTH INDUSTRIAL REVOLUTION (4IR)

Technology has inevitably influenced and continues to transform our lives on daily basis. It has also influenced our education system both in terms of tuition offered and resources utilized. New inventions and scientific discoveries compete with the old systems and products from time to time. It is very critical for our education system to be informed and improved by the inevitably and ever changing technology. The Fourth Industrial Revolution (4IR) is informed by many concepts and field of studies which provides variety of opportunities in terms of knowledge and skill acquisition, education enhancement and job creation. Our readiness for 4IR and artificial intelligence will be determined by exposure to activities, projects, and programmes intended to engage learners, teachers, and society to gain knowledge, skills, and different perceptions about the significance of 4IR in future. Sci-Bono Discovery Centre is known for facilitation of 4IR activities such as robotics and artificial intelligence projects for learners, teachers, and society with an objective of raising awareness to and empowering future generations to be active participants in the 4IR revolution. This paper seeks to outline some of the educational activities facilitated by Sci-Bono Discovery Centre to prepare our society for the Fourth Industrial Revolution (4IR).
Email address: alfred.hanyane@sci-bono.co.za

Author: Mr Dirk Venter & Dr Suraya 'Naicker

THE INFLUENCE OF SCHOOL PRINCIPALS' EMOTIONAL INTELLIGENCE ON THEIR INSTRUCTIONAL LEADERSHIP.

There is a current need in South Africa to improve education leadership practice in order to improve the quality of education This study was concerned with investigating how emotional intelligence relates to instructional leadership as a strategy to enhance the quality of education leadership practice. It is located in the post positivist paradigm and a quantitative research approach was employed. Two instruments were employed in the data collection process, namely, the Emotional Intelligence Appraisal to measure the level of principals' emotional intelligence and the PIMRS, to measure principals' instructional leadership in selected components of instructional leadership. The dimension of instructional leadership that was the focus of this research was 'Managing the Instructional Programme' which comprises three components: 'Supervise and Evaluate Instruction', 'Coordinate the Curriculum', and 'Monitor Student Progress'
Email: principal@tkla.co.za

Author: Dr Arrie van Wyk

LEADING CHANGE IN SCHOOLS TOWARDS SUSTAINABLE IMPROVEMENT IN THE NORTH-WEST PROVINCE

Changes have taken place in the education sector in South Africa after 1994. Since then some schools in poverty-stricken communities have improved, while others underperformed. A factor that has consistently been identified in the literature, as being critical for leading change and raising the achievement of learners is that of effective leadership. The purpose of this research was to determine how to lead change in schools towards sustainable improvement in disadvantaged settings. A qualitative research design, combined with an interpretative orientation, was followed to interview five principals of schools situated in poor communities individually and focus groups at their respective schools. One school had not underperformed in the past whereas four of the schools did but were already in a performing state during the visits for the interviews. It seems that the improvement of the four schools came about by employing various leadership approaches. The conclusions can only be applied to schools with similar settings for the purpose of improving teaching and learning. The paper highlights that principals can employ several approaches to elevate their schools from their underperforming status, among others, in the form of disciplinary action taken against teachers as well as motivating teachers to do good.
Email: Arrie.VanWyk@nwu.ac.za

Author: Nolizwe Mhlaba-The Anzisha Prize

HOW TO DEVELOP ENTREPRENEURIAL SKILLS THROUGH ENTREPRENEURSHIP: THE EDUCATOR'S GUIDE TO DEVELOPING ENTREPRENEURS AND THEIR FUTURE COLLABORATORS.

Not everyone will pursue entrepreneurship. But, with the African youth population growing at a faster rate than jobs are being created, entrepreneurship will play an undeniable part in many economies. It is vital that those who follow more conventional paths at the very least understand and empathize with the entrepreneur's journey. Policymakers, practitioners, educators, and civil society need to anticipate, understand, and prepare for the opportunities and challenges that will accompany this the Fourth Industrial Revolution. This book is designed to help educators create an environment where young people can develop entrepreneurial skills through entrepreneurship practice. This will prepare them for future employment - self-generated or otherwise - and enable them to navigate the Fourth Industrial Revolution.
Email: NMhlaba@africanleadershipacademy.org

Author: Dr BN Mkhize

LEADERSHIP FOR QUALITY IN TEACHING AND LEARNING: WHAT DOES IT MEAN FOR SCHOOL PRINCIPALS IN DEPRIVED SCHOOL CONTEXTS?

There is always a call for quality in teaching and learning education. School principals as instructional leaders are at the forefront in ensuring that this is achieved, despite contextual impediments brought by multiple deprivations. A qualitative case study approach was adopted to explore principals' understandings of quality in teaching and learning and how these understandings shaped their leadership practices in deprived school contexts. Eleven semi-structured interviews were conducted with school principals in order to address the study's objectives. Content analysis was employed to establish the existence and frequency of various themes. Findings reveal a gap between the 'knowledge-base' and practice.
Email: Mkhizeb3@ukzn.ac.za

Author: Dr M Terblanche

ESTABLISHING AND PROMOTING A SUSTAINABLE TEACHING-LEARNING CLIMATE BY THE SCHOOL MANAGEMENT TEAM.

The focus of the study is on the roles and responsibilities which are visible in the practice of the School Management Team within a school-based management model. The research leads to a deeper understanding of the challenges that the School Management Team experiences during interactions between the School Management Team and the staff on micro-level, the School Management Team and the School Governing Body at meso-level and the School Management Team and the Education Department on macro-level.

The research has been undertaken from a qualitative perspective interviews within. The five urban primary schools were selected according to the following criteria: The school accommodates more than 1000 learners per school which include a focus group of six teachers per school, one head of department, one deputy principal and the principal.

The research findings indicate that during interaction on micro-level the School Management Team had potential to greater effectiveness in expanding the capacity of teachers. They experienced the most challenges at the micro-level and therefore does not deliver the expected positive contribution to a sustainable teaching learning climate. The school management

team attempt to overcome the challenges by involving the level I teachers in more decision-making and creating a professional learning community.
Email: Marietha.Terblanche@westerncape.gov.za / ter200017@gmail.com

Author: Ms Sitara Singh

MY EXPERIENCES IN YOUTH DRIVEN LEADERSHIP EDUCATION INSTITUTIONS.

My journey of self-discovery is based on a growth trajectory. The first growth point involved forming critical networks with teachers, leaders and mentors followed by innovation through ideation and the third is reflective self-transformation. My journey of youth leadership started in the Mondeor Primary school community which helped me to develop my journey of self-discovery. This played an important role in what I have become today. My second journey was being accepted at Nova Pioneer, a leadership academy for the youth where we compete with our instincts to become leaders and not just students. My third inspiring journey was when I attended the SAIMUN youth empowered conference in Nairobi, Kenya at the beginning of July this year. At the conference, I learned the true meaning of ideation because collaboration was born from collective ideas contributing towards youth leadership projects for sustainability. I formed valuable networks.
Email: Sitara.Singh.23@ormondenovapioneer.com

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CONTACT US

📞 +27 84 404 5133
✉ enquiries@emasa.co.za
🌐 www.emasa.co.za