

Management & Leadership

POLICY ■ LEADERSHIP ■ MANAGEMENT ■ GOVERNANCE FOR SOUTH AFRICAN SCHOOLS

Looking back to 2010 and forward to 2011

This is the first edition of *School Management & Leadership* for 2011 and also the first official edition in the new 32-page format that we have jointly developed with Juta & Company (Pty) Ltd who are to become the new owners of Ednews, the publisher of SM&L. We plan to publish five editions a year of this extended 32-page format rather than the previous 10 editions a year of the shorter 12-to-16-page format. We are doing this for a number of reasons, including cost savings. The benefits to you, our subscribers, will include not only no price increase for 2011 but also up to 30% more copy for your money. For more on our plans for 2011 and beyond turn to page 2.

The release of the National Senior Certificate results always creates a great deal of hype in schools, with matriculants and in the media, and the 2010 results were no exception. The big surprise was the 7.2% increase in the pass rate, particularly in a year in which the academic programme was so disrupted first by the Soccer World Cup and then by the protracted teachers' strike. We have used the data from the DBE's technical report to try to better understand what the results tell us about the performance of the class of 2010 and the teachers and schools that prepared them for their examinations. You can read more about this in the special section we have devoted to the 2010 NSC examinations, starting with our article 'Lies, damned lies and statistics' – highlighting our uneasiness that the story of the 2010 results remains a little muddled. We are hoping to obtain more clarity on the subject-specific results once we have obtained the code distributions for each subject that we have requested from the DBE.

The start of the year is a time when it is good as a school leader to look at our own personal productivity and we have two articles related to this topic. The first deals with multitasking, what it means and whether it represents good or bad management practice. The second deals with the way in which we manage our time and the daily round of tasks, meetings and routines that are part of every principal's working life.

In this edition, we also examine and provide summaries of two reports that have significance for principals and their schools. The one deals with the future of the ACE: School Leadership qualification, which has been offered by a number of universities over the past few years and which is proposed to be an initial qualification for those who aspire to become principals. The other looks at the status of our official languages and what is or is not being done to promote their use in schools.

We hope, as always, that you will find this edition an interesting and informative read. ■

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SM&L

Is published five times a year by Ednews. It seeks to provide the leaders of South African schools with current and relevant information on issues of policy, leadership, management and governance.



The future of SM&L

Since its launch in 2007, *School Management & Leadership* has largely been a one-person operation but I have always realised that for it to survive in the long term there would come a time when it would need to grow or to become part of a larger operation. So last year I began searching for a way to secure SM&L's future without compromising my original vision for it of a uniquely South African publication providing principals and others who occupy leadership positions in our school system with content which is current and meaningful, and which supports them in their professional practice.

A fortunate meeting during the course of the year with Juta & Company's CEO Lynne du Toit, about an unrelated issue, set in process a series of discussions about the current and future needs of teachers and principals. It was these conversations that led me to believe that Juta & Co. Ltd was uniquely placed to assure SM&L's future and my vision for it. Juta is one of the oldest publishing companies in this country, having been founded in 1853. It is respected as South Africa's pre-eminent academic and law publisher renowned for its quality academic, legal and professional publications including teacher training textbooks and titles on schools governance and policy. This, together with its considerable experience in providing the legal profession with a range of specialist products including *Legalbrief*, an online newsletter that it distributes daily to subscribers in the legal profession, are some of the things that persuaded me that Juta & Co. Ltd has both the expertise and the vision to take SM&L to a new level and through it to provide our schools' leaders with the kinds of support that it provides to the legal profession.

The change of ownership of Ednews, which is the entity that publishes SM&L, does not mean, however, that I will no longer be involved. I will continue in my role of Managing Editor with responsibility for the selection and production of all of its content. I will also provide input

and advice on a range of other products and services that Juta hopes will benefit school leaders in their professional practice.

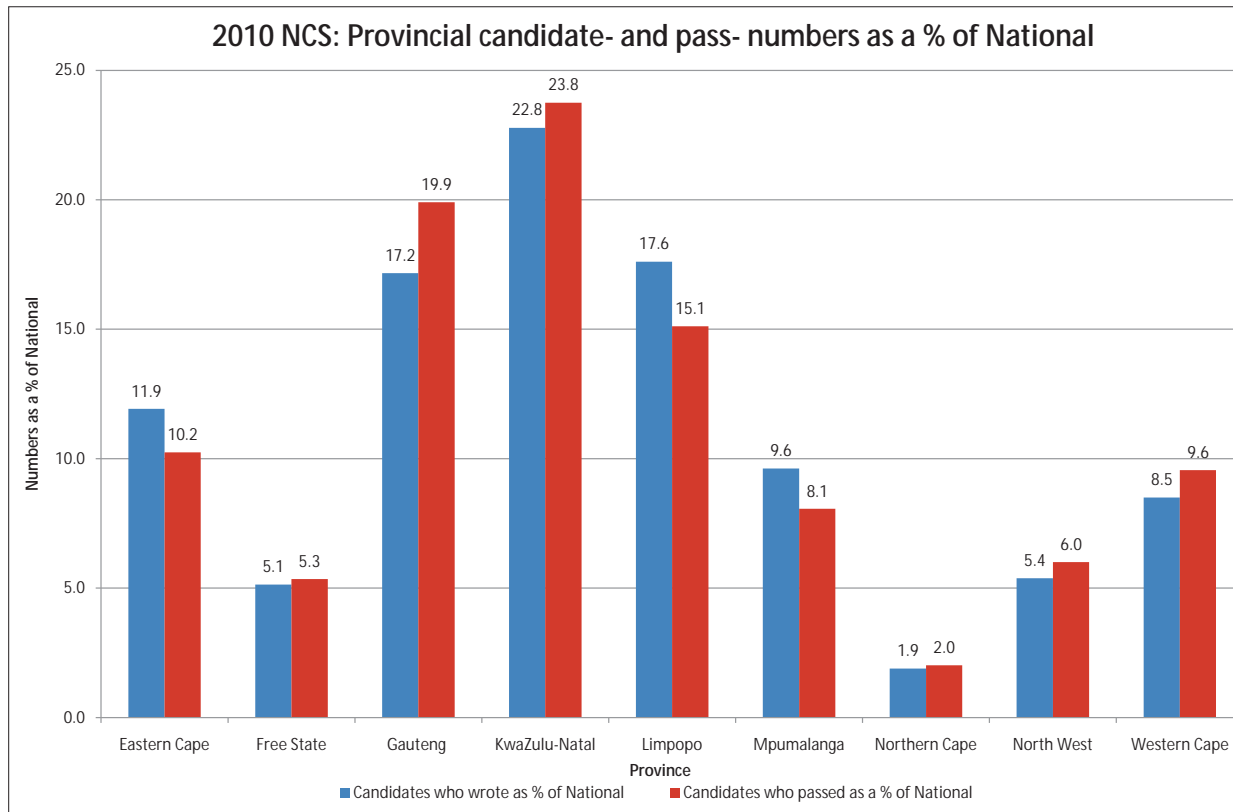
As part of the transfer of ownership we have undertaken a thorough review of SM&L, including its content and production processes, in order to ensure that we provide our subscribers with a better and more current product. From our subscriber's perspective, the key changes will include:

- the publication of regular monthly SM&L updates in electronic (pdf) format distributed by email or fax to all subscribers who have these facilities
- a much improved and more dynamic website. Back copies of SM&L update and electronic versions of all past editions of SM&L will be available on the Ednews website and will be able to be downloaded from it.
- the production of the hard-copy version of SM&L in the 32-page format, which is the format we used for the last three 'double editions' published in 2010. The plan is to produce five of the 32-page hard-copy editions per year and these will be distributed to subscribers in February, April, June, August and November. Although this means fewer editions per year, the total content will increase from the original 120 pages per year (10 editions of 12 pages each) to 160 pages (five editions of 32 pages each).

We have also decided not to increase our subscription rate in 2011, which we hope will encourage more school leaders to enjoy the benefits of subscription to SM&L as we believe the subscription amount of R350.00 represents real value for money in the service of furthering effective management and leadership practice in South African schools. ■

Alan Clarke
Managing Editor

Lies, damned lies and statistics¹ – we analyse the 2010 NSC results



In this graphic the blue bar represents the proportion of the number of candidates who wrote the examinations in the province as a percentage of the national figure, and the red bar represents the province's proportion of the candidates who passed the examinations as a percentage of the national figure.

Over the following pages we have provided our reasonably detailed analysis of the 2010 NSC results based on data provided by the DBE in the form of their published technical report² on the examinations. The substantial improvement in the national pass rate relative to that achieved in 2009 had members of the public and many pundits questioning the veracity of the results, particularly in the light of the disruptions of the 2010 school year as a result of the Soccer World Cup and the protracted teachers' strike. Our take on the reasons for the improvement are provided elsewhere in this edition. We have no concerns about the integrity of the system or about the reliability and validity of the results as a whole. We do believe, however, that there are lessons to be learned from the manner in which the DBE, PEDs, districts, candidates and civil society organisations responded

to the challenges of the year and the things that were done to provide the impetus for the improvement that was achieved.

We have used the quote 'Lies, damned lies and statistics' as the heading for this section devoted to the 2010 NSC results because there are many people, including a significant number of teachers and principals, who are uneasy about the process of moderating and adjusting marks. It is these same people who are also often the most vociferous when results are different from what had been expected. The context in which this quotation is used, however, has usually to do with the manner in which data are sorted, analysed and selectively presented in support of some or other argument or purpose. So, for instance, we find in the

Minister's statement on the release of the 2010 NSC results that she placed a great deal of emphasis on the 7.2% improvement in the pass rate but had much less to say about the significant decline in the number of candidates who wrote the examinations. It is entirely possible and even quite likely that the improved pass rate is a consequence of the decline in the number of candidates who sat the examinations. This could be achieved in two ways: by schools setting higher standards in Grade 11 to ensure that only candidates

who had a good chance of passing were admitted to Grade 12, resulting in fewer learners entering Grade 12 at the start of the 2010 academic year, or by schools simply discouraging or preventing weak Grade 12 candidates from registering for the examinations. This is one of the issues we have examined, as you will see when you peruse our analysis and comment. We would also invite you to decide whether what we have presented is best described as lies, damned lies or statistics! ■

References

1 This quotation is variously ascribed to Mark Twain or Disraeli.

For more on it see the above boxes.

2 Department of Basic Education: Report on the National Senior Certificate Examinations Results: 2010

News

National Teaching Awards

Minister of Basic Education Angie Motshekga and her Department hosted the National Teaching Awards on Friday 25 February at the Presidential Guest House in Pretoria. Guest speaker at the glittering occasion was Minister of National Planning Trevor Manuel. Besides the awards, the winners in each of the categories also each received a laptop, R8 500.00, books and Spar vouchers.

Award winners

Excellence in Primary School Teaching:

- 1 Nomvuzo Constance Mtyide (St Patrick's Junior Secondary School, EC)
- 2 Cindy Olivier (Potchefstroom Central School, NW)
- 3 Micheline Ashley (Kirstenhof Primary, WC)

Excellence in Secondary School Teaching:

- 1 Samuel Mphuthi (Rekgotsofetse Secondary School, FS)
- 2 Pregason A Moodley (Kharina Secondary School, KZN)
- 3 Anastacia Manganyi (DC Marivhate Junior Secondary School, G)

Excellence in Primary School Leadership:

- 1 Thulani Z Nkosi (Mlondozi Primary School, MP)
- 2 Intiaz A Adams (Surrey Estate Primary School, WC)
- 3 Pumza Mbakaza (Gideon Rambuwani Primary School, G)

Excellence in Secondary School Leadership:

- 1 Christo Thurston (Riverside High School, G)
- 2 David Millar (Norman Henshilwood High School, WC)
- 3 Nomtshato M Koma (Lebogang Senior Secondary School, FS)

Excellence in Grade R Teaching:

- 1 Momokete Zondi (Mehopung Primary School, FS)
- 2 Juanita van der Merwe (Hoërskool Piketberg, WC)
- 3 Marlie Kember (Asjassies Pre-Primary School, NW)

Excellence in Inclusive Education and Special Needs Teaching:

- 1 Anna Pienaar (ALMA School, G)
- 2 Zelda de Villiers (Jan Kriel School, WC)
- 3 Hetta Barnard (ES Le Grange School, NW)

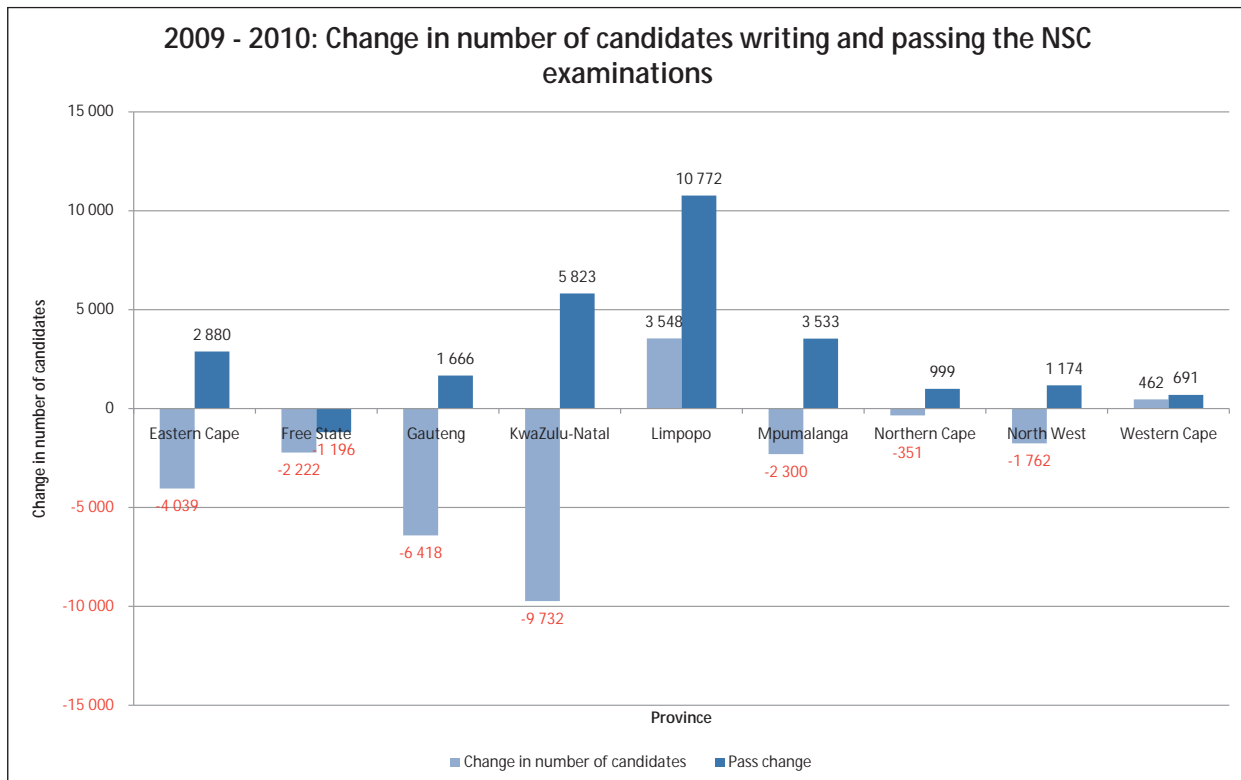
Excellence in Adult Basic Education and Training:

- 1 Douglas Fakude (Wattville Adult Education Centre, G)
- 2 Moses M Mohao (Dikgabane Primary School, NW)
- 3 Thembeni Seale (Ntšie ABET Centre, MP)

Lifetime Achievement Award:

- 1 Piet E Swart (Ben Vorster High School, L)
- 2 Meita K Mtshali (Dikgabane Primary School, G)
- 3 Daniel M Khothule (Dirisanang Intermediate School, FS) ■

Hats off to Limpopo ... and a doff of the cap to the Western Cape



In her media statement following the release of the 2010 NSC results, Minister Motshckga made much of the improved pass rate and was full of praise for those provinces that had shown the most significant increases and the highest pass rates, but we think she missed a trick.

In her media statement, Minister Motshckga quite rightly emphasised the importance of the greatly improved pass rate – an improvement of 7.2% on that achieved in 2009. This is a very significant increase, particularly when viewed against the background of the disruption of the 2010 academic year as a result of the Soccer World Cup and the protracted teachers’ strike.

When dealing with the results achieved at provincial level, Minister Motshckga listed the provinces in the order of their percentage pass rates, starting with Gauteng, which had the highest pass rate of 78.6%, up by 6.8% on its performance in 2009. What was missing from her statement was the significant decline in the number of candidates who sat the examinations,

not only in Gauteng but nationally. While this may not be a bad thing – for more on this see more detailed comment and analysis of the 2010 results elsewhere in this edition – it does take some of the glint off the results. Two provinces, however, bucked the trend of fewer candidates but achieved better results and deserve to be commended for their efforts in this regard. The provinces are Limpopo and the Western Cape.

Not only did Limpopo improve its NSC pass percentage – which was up 9.0% from 48.9% in 2009 to 57.9% in 2010 (our figures¹ show an increase of 9.6%) – but it achieved this despite or perhaps because of the fact that the number of candidates who wrote the examinations increased by more than 3 500. The only other province in which more candidates sat the examinations in 2010 than in 2009 was the Western Cape, but its increase in numbers and in overall pass rate was far more modest – just 462 more candidates wrote the examination and the percentage improvement in the provinces basic pass rate was 1.1% (our data provided a figure of 1.6%). Contrast this with Gauteng, the province

with the best pass percentage but with just over 6 000 fewer candidates writing the examination in 2010 than 2009. The worst-performing province, without doubt, was Free State. The 1.3% increase in its basic pass percentage (from 69.4% to 70.7%) masks the fact that, in 2010, 2 222 fewer candidates wrote the examinations in the province and 1 196 fewer candidates passed the examination – with 545 fewer passing at a Higher Certificate level, 511 fewer at Diploma level and 140 fewer at Bachelor level – than did in 2009. The changes in the numbers of candidates in each province as well

as in the number of candidates who passed are shown in the table below.

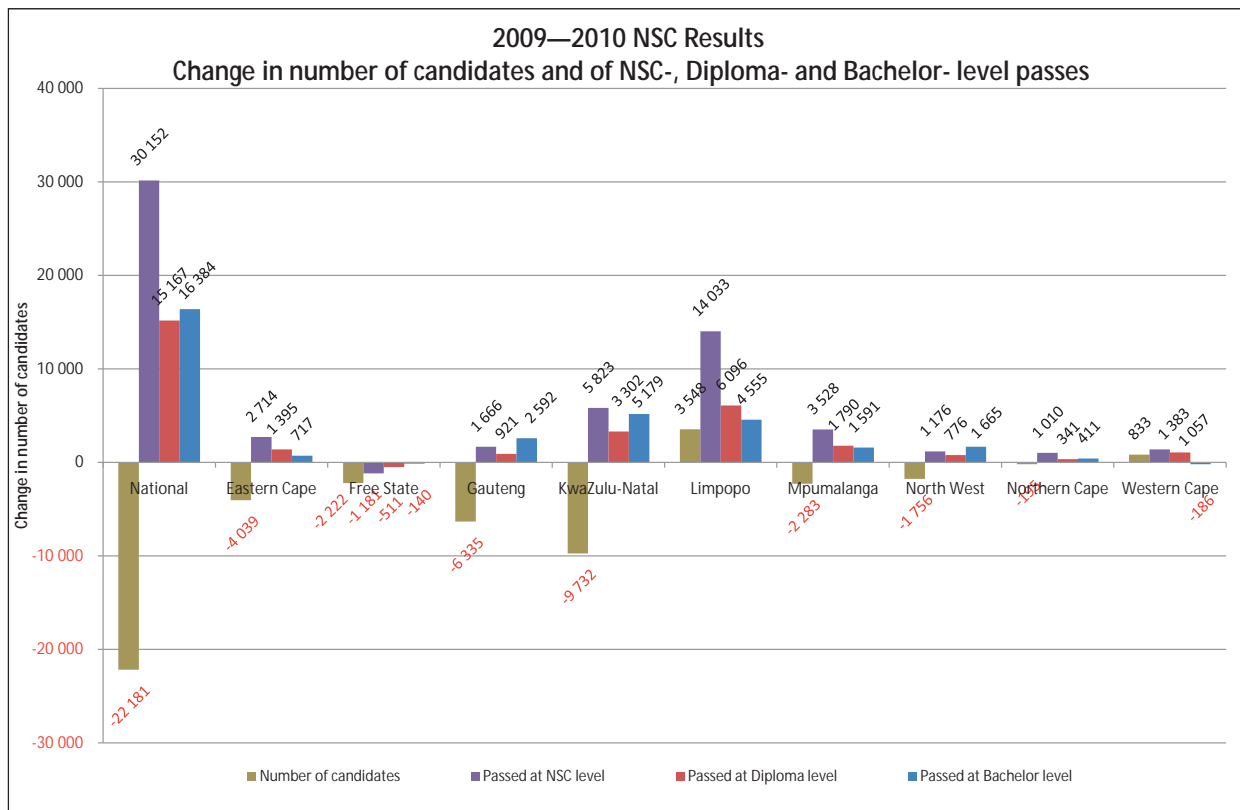
So it hats off to Limpopo for showing the way with 3 548 more candidates writing the examination and a remarkable 10 772 more passing the examination, including 6 096 more Diploma level passes and 4 555 more Bachelors level passes. Perhaps it is time for provincial education departments of the more glamorous provinces to learn something from their rural brothers in Limpopo! ■

Provinces that scored the biggest or best numbers

Factor	Province	Number
Number of candidates who wrote the 2010 NSC examination	KwaZulu-Natal	122 444
Number of candidates who passed with an NSC	KwaZulu-Natal	86 556
Percentage of candidates who passed with an NSC	Gauteng	78.6%
Number of candidates with a Higher Certificate-level pass	KwaZulu-Natal	20 137
Percentage of candidates with a Higher Certificate-level pass	Limpopo and Free State	19.5%
Number of candidates with a Diploma-level pass	KwaZulu-Natal	34 708
Percentage of candidates with a Diploma-level pass	Gauteng	31.4%
Number of candidates with a Bachelor-level pass	KwaZulu-Natal	31 446
Percentage of candidates with a Bachelor-level pass	Gauteng	33.9%
Increase in numbers of candidates (2009–2010)	Limpopo	3 548
Increase in number of candidates who passed with an NSC (2009–2010)	Limpopo	10 772
Increase in NSC pass percentage (2009–2010)	Northern Cape	11.9%
Increase in percentage of Diploma-level pass	Limpopo	5.8%

Notes

1 Our figures are based on data provided in the DBE's technical report 'Report on the National Senior Certificate Examinations: 2010', which we downloaded from the DBE website. It is not our intention in any way to dispute the figures provided by the Minister in her media statement when she released the NSC results, which we are sure were correct. The differences between our figures and those of the minister are almost certainly a result of typographical errors in the technical report, several of which we came across while working with the data. We are, however, relatively confident that these differences would not materially affect the inferences we have made and conclusions that we have drawn from our analysis of the data that was extracted from Section 8 of the report, and Tables 13 and 26–34, which provide provincial and district-level data.



This graphic illustrates the changes from 2009 to 2010 in the number of candidates from each province and nationally, who wrote the NSC examinations, who achieved a basic pass in the examination, who achieved a Diploma-level pass and who achieved a Bachelor-level pass. A Bachelor-level pass is the minimum requirement for admission to a university. Only Limpopo had increased its numbers in all four categories.

Notes cont.

Each year the DBE publishes a technical report on the NSC examinations that provides a wealth of useful and interesting data and some analysis of the performance of candidates in each subject and in the examinations as a whole. It is unfortunate, however, that in the rush to produce the report and make it available to the general public, errors creep in. We become aware of this only because the checks that we use to ensure that we capture the data accurately throw up anomalies that we then check against the data provided in the report. We are often able to obtain the correct or at least more correct data by cross-checking against similar data provided elsewhere in the report, but this is not always possible. Although these kinds of errors may have compromised some of our analysis and findings, we think that they are unlikely to have affected them significantly because of the work that we have done to eliminate their influence. ■

2010 NSC Code distributions and averages

Last year the data analysis and charts we produced using code/symbol distribution data provided by the DBE created a lot of interest and a positive response from our readers. Extracting that data from the DBE took some effort but they finally faxed it to us on 24 March 2010. We persisted in our effort to obtain the data because we believe that data is essential if schools are to properly understand the relative performance of their own candidates as well as the overall performance of candidates on a subject-by-subject basis. The fiasco with the 2009 Physical Sciences results is a good example of how the availability of this data can help teachers and schools to understand apparent anomalies in the results obtained by their candidates.

We had hoped that last year had set a precedent and that getting hold of that same data for the 2010 NSC would require less of an effort. Unfortunately it seems that this has not been the case as we have yet to receive either a response or an acknowledgement of the letter that we posted and faxed to the office of the DG on 11 January this year. Clearly we will need to be a little more assertive about obtaining the information. We would like to assure our subscribers that we will do everything possible to obtain this information from the DBE as we consider it to be crucial to our and your understanding of the performance of the class of 2010.

*Alan Clarke
Managing Editor*

2010 NSC examinations: How the districts rated

Next to schools, districts are the organisational unit of the DBE that can most influence learner performance. They should be held accountable for the performance of their schools because the monitoring and support of schools is one of their core functions. District officials also have ready access to their schools and the authority to intervene where this is required. School performance is therefore a valid measure of the performance of district personnel, including the district director, curriculum advisors and IMG managers.

In an effort to determine the relative performance of the 2010 NSC candidates from schools in each of the 83 education districts in the country as a proxy for district performance, we analysed the district-level data provided in the technical report. This process involved determining both the proportion of candidates who sat the NSC examinations and the proportion that passed the examinations from that same district as a percentage of those who sat

and wrote the examinations for the province. If the pass rates for all the districts in a province were the same then there should be no difference between the proportion of candidates from the district who wrote the examinations and those who passed them. Districts that do well, based on this measure, will have a pass percentage that is higher than the percentage of candidates who wrote the examinations. For districts that performed poorly, relative to their provincial peers, the opposite will hold true and the percentage of candidates who wrote the examinations will be higher than those who passed.

On the basis of our calculation of the relative pass rate we have clustered the districts of each province into three groups: the best district(s) in the province in comparison to their provincial peers, the districts that have done better than most of their provincial peers and, thirdly, those that have underperformed in relation to their provincial peers. These groupings are shown on the opposite page. ■

**Best-performing districts
in each province (based on
relative pass rate)**

**Districts that did better than
most of their district peers
(based on relative pass rate)**

**Districts that underperformed in
comparison to their district peers
(based on relative pass rate)**

Eastern Cape
Port Elizabeth
East London

Free State
Motho

Gauteng
Tshwane South

KwaZulu-Natal
Umlazi

Limpopo
Capricorn

Mpumalanga
Ehlanzeni

Northern Cape
Namaqua

North West
Bjanala Platinum

Western Cape
Metropole Central

Eastern Cape
Uitenhage
Mthatha
Maluti
Cradock
Graaff-Reinet
Ngcobo
Lusikisiki
Grahamstown
Lady Frere
Queenstown

Free State
Lejweleputswa
Xhariep

Gauteng
Ekurhuleni North
Tshwane North
Tshwane West
Gauteng West
Sedibeng East
Ekurhuleni South
Gauteng East

KwaZulu-Natal
Umlazi
Umgungundlovo
Amajuba
Othukela
Pinetown

Limpopo
Vhembe
Greater Sekhukhune
Waterberg
Mopani

Mpumalanga
Nkangala
Gert Sibande
Bushbuckridge

Northern Cape
Siyanda
Pixley Ka Seme

North West
Dr K Kaunda
Ngaka M Molema

Western Cape
Metropole North
West Coast
Metropole South
Cape Winelands

Eastern Cape
Cofimbaba
Qumbu
Mt Fletcher
Sterkspruit
Mt Frere
Dutywa
Mbizana
King William's Town
Fort Beaufort
Butterworth
Libode

Free State
Fizile Dabi
Thabo Mofutsanyana

Gauteng
Gauteng North
Johannesburg West
Johannesburg South
Johannesburg North
Johannesburg East
Sedibeng West
Johannesburg Central

KwaZulu-Natal
Ilembe
Umzinyathi
Ugu
Sisonke
Vryheid
Obonjeni
Empangeni

Limpopo
Greater Sekhukhune
Waterberg
Mopani

Mpumalanga
Bushbuckridge

Northern Cape
Frances Baard
John Taolo Gaetsewe

North West
Dr R Mompoti

Western Cape
Eden and Central Karoo
Overberg
Metropole East

The relationship between poverty and performance

Using the DBE’s technical report, which provides some data on the pass rates of schools by school quintile, we tried to determine the kind of relationship that exists between the designated quintile of a school and its pass rate in the 2010 NSC examinations. Provinces are required to allocate schools to one of five quintiles based on a number of factors. Taken together, these factors are meant to represent the socio-economic status or poverty level of the community the school serves.

poverty is closely linked to academic performance and that the only way to improve the performance of schools serving poverty-stricken communities is by providing them with a massive injection of resources and funds. If poverty is indeed the most significant determinant of learner performance in schools, we should expect to find that schools allocated to Quintile 5, which are those serving the most affluent (least poor) communities, achieved the best results, while those serving the poorest communities – the Quintile 1 schools – achieved the worst results. The accompanying graphics show that this was clearly not the case.

In some quarters, there is a general assumption that

Chart 1

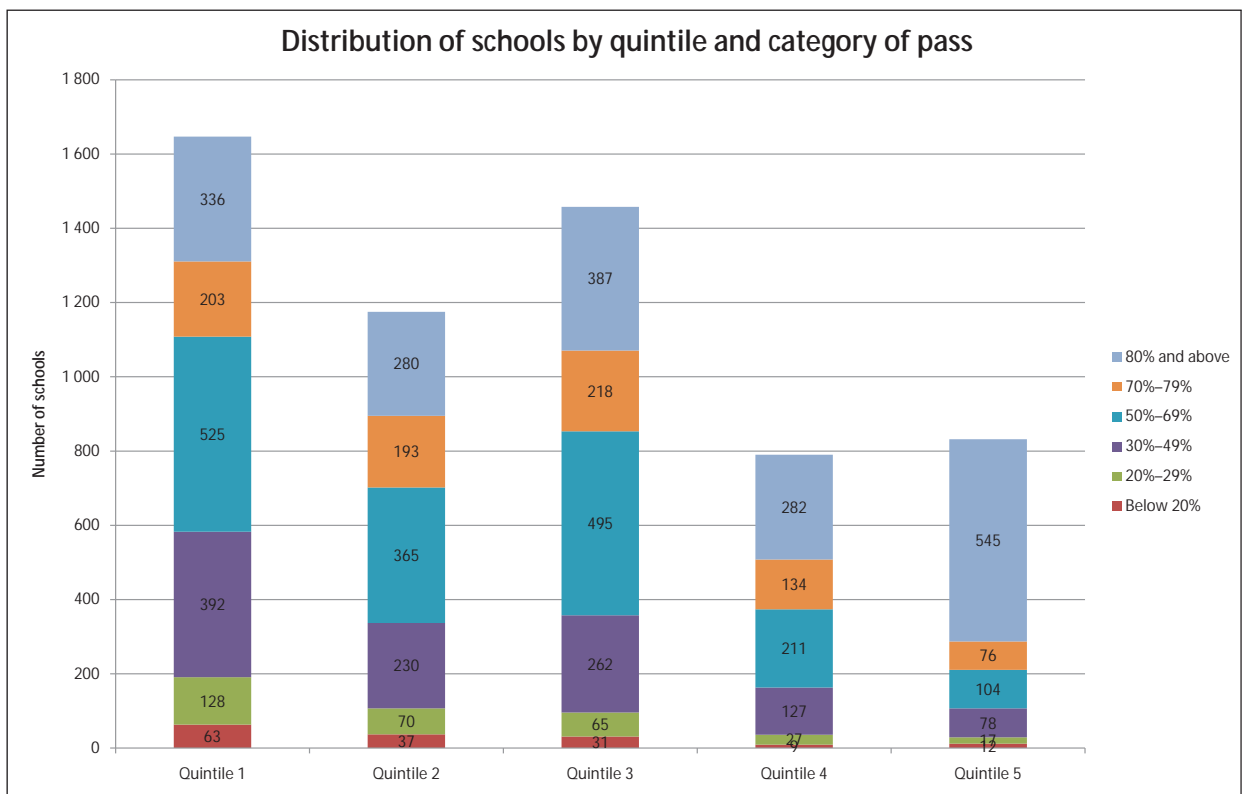


Chart 1 shows how the six categories of pass used by the DBE are distributed across each quintile. The different coloured bands represent the actual number of schools in each quintile that passed at each of the six levels. The levels are: Below 20%, 20%–29%, 30%–49%, 50%–69%, 70%–79% and 80% and above. Some features of this chart and of Chart 2 that are worth pointing out and that are pertinent to how we understand the influence of poverty on school performance (as measured by the NSC pass rate) are listed below.

1. Most schools that wrote the 2010 NSC examinations fall into Quintiles 1 and 3.

The data provided by the DBE shows that candidates from 5 902 public schools wrote the 2010 NSC examinations. Most of these schools fall into Quintiles 1, 2 and 3 (4 280 or 72.5% of the total), with the largest group falling into Quintile 1.

2. All categories of pass rate are represented in every quintile.

If poverty were the best predictor of school success one would expect to find that schools with higher pass rates were almost exclusively Quintile 4 and Quintile 5 schools, and those with the poorest pass rates were from Quintiles 1 and 2. The charts show that this is clearly not the case. Not only are there a significant number of Quintile 1 and Quintile 2 schools with high pass rates but there are also some Quintile 4 and Quintile 5 schools with pass rates of below 20%.

3. The schools with a pass rate of 80% and above are distributed across all quintiles.

If poverty was the sole or even the most significant determinant of a school's pass rate, we would expect to find that most of the schools with a pass rate of over 80% were represented in Quintile 5. What the data shows, however, is that only 545 or 29.8% of the 1 830 schools with pass rates of 80% and above are to be found in Quintile 5. The others are in Quintiles 1–4. In fact, the data shows that there are more schools with a pass rate of 80% and above in Quintiles 1–3 than there are in Quintiles 4 and 5.

4. Poverty does influence learner performance.

Chart 2 shows the same data but with the number of schools in each category reflected as a percentage of the total number of schools in that quintile. The chart shows a clear pattern for the distribution of level of pass rate as we move from quintile to quintile – the

size of the blue band, representing schools with a pass rate of 80% or more, increases steadily as we move from Quintile 1 to Quintile 5, while the opposite is generally true for the bands representing each of the other pass rates.

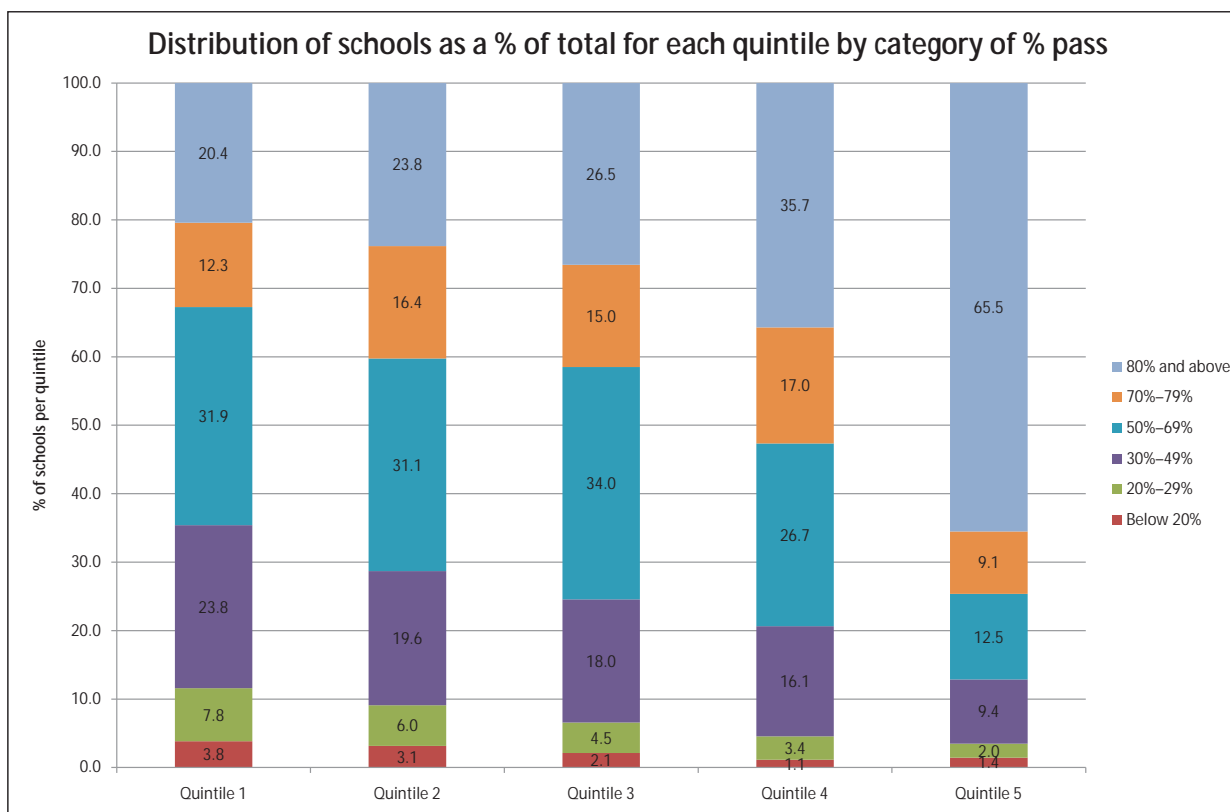
Challenges and solutions

Clearly poverty is a massive problem in this country but it is not a problem that can be solved overnight. We believe that the best way to reduce poverty levels is to improve the quality of the output of our schooling system. What the charts demonstrate is that poor schools serving poor communities can produce results that are at least quite reasonable. We use 'reasonable' rather than 'good' because we don't consider a pass rate of 80% and above to be good despite the fact that only 31% of the public schools that wrote the examinations in 2010 achieved pass rates at this level.

What we need to do is to find out what it is that those Quintile 1, 2 and 3 schools are doing that helps them produce their better-than-average results. Research suggests that there several things that will be common to all of these schools:

- good leadership
- a focus on quality teaching at classroom level
- high expectations and a belief that all learners can succeed
- a well-managed and disciplined teaching and learning environment
- adequate resources in terms of the availability of teaching and learning resource materials such as textbooks and stationery. ■

Chart 2



Claremont High: The story continues



Construction workers watch as new pupils and their parents arrive prior to the start of the first school day. One wing of the building is still under construction and the teachers are having to live with the noise that this entails.

The story so far

Claremont High School opened its doors to learners for the first time in January this year. What has made its start as a school different from most new schools is that its principal is also the principal of Westerford High School, an established high school with an excellent academic reputation. The concept of using the principal and management team of an established and successful school to provide management oversight for a new school was the brainchild of the WCED's Head of Education, Penny Vinjevold. Claremont High has taken over buildings that originally served as a teachers' training college but that have been extended and refurbished to make them fit for purpose and to accommodate a high school of approximately 500 learners. More about the background to the school can be found in Volume 4, Number 7 & 8 (Double edition) and Number 9 & 10 (Double edition), which are available in electronic format on our website www.ednews.co.za.

Claremont High's first day

We visited the school twice on the learners' first day of the 2011 school year. As we approached the narrow lane that leads to the school at 07:50 on that day we became aware of a small group of bibbed adults directing traffic. The group turned out to be members of the interim school governing body, all Westerford parents, who had turned out to assist with the task of ensuring that the day started in an orderly fashion. Interestingly, one of the people helping this group was Dr John Gibbon, well-known educationalist and former head of Westerford High. His son Murray has been appointed deputy principal at Claremont High and, as the most senior educator on the site, is responsible for the school's day-to-day operations.

At the entrance to the school we encountered Murray Gibbon and his teaching staff welcoming the new learners and their parents. The learners were directed to the school's small hall as they arrived, while many of their parents stood around outside the entrance chatting to one another and to Mr Gibbon and the teachers. The parents we spoke to were overwhelmingly positive about the school and despite the fact that it was a new school felt that Westerford's guiding hand would ensure

that it got off to a good start. The school day began promptly at 08:00 although some stragglers arrived late. These individuals were quickly hustled into the school by a duty teacher assigned to deal with latecomers.

No decision has yet been made about such things as the school uniform and badge as this will need to wait until the first elected school governing body is in place. To ensure that there was at least some uniformity, learners were required to wear standard uniform items available from the larger retail chains – grey slacks or skirts, white shirts or blouses and a grey or navy jersey.

After their initial meeting in the school hall learners were directed to the classes of their home teachers – there are three Grade 8 classes and one Grade 10 class – where they were briefed about things such as the programme for the day and interim school rules, and were also given their timetables. With that the school year and the first school day of Claremont High School had begun.

Later that morning, at 11:00, they gathered again in the school hall for the first assembly. Those present and part of the stage party included senior officials from the district offices, former Westerford principal Dr John Gibbon, WCED Head of Education Ms Penny Vinjevold, Education MEC Donald Grant, members



Deputy principal Murray Gibbon (in dark suit with name tag) greets the new learners and their parents on the first day. The warm welcome from him and his staff ensured that learners immediately felt at home.



'The doors of learning will be opened.' Mr Rob le Roux, who serves as principal for both schools, addresses learners and teachers at the official opening assembly. Seated to his left are MEC Donald Grant and WCED Head of Education Penny Vinjevold.

of the interim school governing body, and Westerford and Claremont principal Rob le Roux and Claremont deputy principal Murray Gibbon, who was the master of ceremonies. The Head of Education, MEC and principal Rob le Roux all addressed the gathering, as one would expect at an occasion of this kind. Their messages were brief and positive, which helped ensure that the entire ceremony lasted no more than 30 minutes. The highlights of the ceremony as far as we were concerned were the speeches made by the three learners – two from Grade 10 and one from Grade 8 – who spoke with

delightful enthusiasm and humour on behalf of all of the new learners. One reminded them of the special place that they would occupy in the history of the school as members of the founding class of 2011 while another talked about the contribution that they could make by setting the tone and creating the kind of school that they wanted Claremont High to be. The initiative to include learner contributions was a master stroke by Mr Gibbon, as it established right from the start that this would be a school where learners would be encouraged to contribute at every level. ■



We will be remembered. Dayaan Salie, one of the three learners who addressed the first formal assembly, explains to his peers their unique position as founding members of their new school. The other two are Michelle Otieno who is in Grade 8 and Nabeelah Majiet who, like Dayaan, is in Grade 10.

Claremont High: Interview with Murray Gibbon



Murray Gibbon at his desk

On 14 February we interviewed Deputy Principal Murray Gibbon to find out how the first few weeks had gone at the new school. Here is some of what he had to say to us.

1 Administrative challenges and hiccoughs

The biggest challenge related to misunderstanding or miscommunication between the school, the district office and head office about provisioning. Somehow those responsible for ensuring that the new school received an initial allocation of cleaning materials, laboratory equipment and consumables, and stationery for the school's administrative purposes, amongst other things, had failed to either make provision for or deliver these. Murray found the delays and the back and forth between various officials very frustrating, particularly as these materials had still not been delivered and the school was into the fifth week of the academic year. The task of sourcing the materials has now been delegated to the school, which has been allocated a lump sum amount to cover the cost of these materials. However, it still has to go through the process of getting quotations from three suppliers for all orders above a certain value, which will further delay the procurement of much-needed equipment and supplies. The school is also still without a Telkom phone line and internet access, which further bedevils their attempt to procure the materials that they need. Fortunately for Murray most of the work involved in sorting out these problems has been done by Principal Rob le Roux.

The other major challenge is that the school does not have a dedicated IT specialist on its staff (there are currently just

six teachers, a receptionist, a caretaker and two cleaners making up the staff complement), which means that their administrative systems and computer laboratory do not always function effectively.

Probably because the school is new, it has not yet received its Norms and Standards per-learner funding allocation from the province. The school has been classified as a Quintile 4 school and the interim school governing body set the 2011 fees at R4 000.00 per year. This fee income is currently its only source of funds to cover its day-to-day operations. The interim governing body, made up of Westerford parents, is planning a fund-raising campaign to help boost the school's coffers.

2 Academic, sport and culture

From an educational perspective the school is going well. Teaching started on the first day and the academic and assessment programmes for all subjects are in place. The teaching programmes have been planned jointly by the subject teams of the two schools under the leadership of Westerford subject heads. The two schools will also share the setting of formal assessment tasks and examinations, with both schools writing their examinations at the same time. The two beginner teachers at Claremont High meet their Westerford subject heads once each week.

The school operates on a 54-period week, similar to that used by Westerford. The lessons are of 30 minutes each with 11 lessons a day except on Fridays when there are 10 lessons. There are also two 30-minute breaks each day. Like Westerford, Claremont does not use a bell to mark the start and end of periods. Instead teachers and learners are expected to keep a careful eye on the time and to take responsibility for ensuring that lessons begin and end on time. On Wednesdays the school day for teachers starts with a 07:30–08:15 staff meeting followed by a 15-minute class teacher's period from 08:15–08:30, which is devoted to dealing with administrative and pastoral matters.

Although the school day ends at 15:00, all learners are expected to remain at school until 16:30 and to participate in the school's compulsory co-curricular programme. The programme includes academic enrichment and remedial work (where necessary), sport and games-related activities as well as cultural activities such as choir, debating and art. This after-school programme is run by the teachers who are each expected to involve themselves in the programme for at least two afternoons each week. Senior learners from Westerford are also actively involved in leadership, training and coaching roles as part of the programme. ■

Getting done what matters most

One of the biggest challenges of leadership, whether you are a principal of a school or the CEO of a corporate organisation, lies in finding the time to do the things that matter most in your organisation and in your daily life.

Most principals and many others in leadership positions in busy organisations find that they are inundated on a daily basis with a constant stream of people, paper and information that, if not properly managed, leaves them exhausted, stressed and with their in-tray fuller at the end of the day than it was at the start. There are three possible ways of dealing with this kind of scenario, which I will call the ‘unionist’, the ‘workaholic’ and the ‘prioritiser’.

A unionist’s approach is to focus on performing those tasks that are required of him or her in terms of policy for the prescribed seven-hour school day. Uncompleted tasks are simply left to be dealt with on the next working day. They prioritise tasks based on their own interests, always starting with those that are simplest and easiest to deal with. Incomplete tasks and missed deadlines are blamed on an unacceptable workload and on the bungling and inefficiency of the ‘department’ and the lack of commitment from certain of their staff. They have little interest in the performance of the learners of the school as they see this as the result of the school’s lack of resources, the failings of the ‘department’, unmotivated learners and insufficient teacher training. They are frequently away from their schools on union business, to attend departmental meetings or to collect items from the district office or bank. They make sure that they use their full entitlement of sick-, family responsibility- and other leave each month. They spend their afternoons, evenings, weekends and holidays relaxing after the ‘stress’ of their work.

The workaholic’s approach is simply to work longer and longer hours in the hope that he or she will finally get everything done. Unlike unionists, workaholics feel duty bound to try and complete everything that comes their way. Despite spending more and more time at their school, they also take a bulging briefcase home each evening and always take work home over the weekends. They will often spend some of their holidays trying to complete tasks that they did not manage to do during the term even if the need for these is passed. They seldom delegate tasks because they do not believe that others will do the job ‘properly’ and regularly pick up the

monkeys¹ of their subordinates who come to them for guidance or advice. They are always stressed and are heavy multitaskers, checking their cellphones and incoming-mail folders constantly, stopping what they are doing to respond immediately to all messages and emails, hoping to ensure that people will see them as hardworking and efficient.

The prioritiser understands three important management principles – that their time is limited and has value, that, unlike money, time can be spent but not saved, and that it is their duty to spend their time dealing with those tasks that will give the greatest return on investment as efficiently and expeditiously as possible. They keep a constantly updated to-do

list of the things that they must do to move the school towards the achievement of these goals. At the start of each day they consult this list and identify the priority tasks to be completed that day. Their decision on which tasks to pick is based on the importance of the task and its deadline for completion. Prioritisers set aside a certain amount of time in their working day for ‘busywork’, for management by walking about (MBWA) and to deal with urgent queries from members of their staff. ‘Busywork’ is a term used to describe the daily round of organisational and administrative matters that are part and parcel of the life of any leader’s life and include dealing with such things as incoming emails and telephone calls.

‘MBWA’ refers to the habit that many leaders have of taking a walk through their schools, offices or factories several times a day to ensure that everything is operating as it should be. Lastly, they make sure they set aside some part of their day to be with their families and for personal reflection.

Ginal Trapani² in his blog ‘How to stay focused’ posted on the HBR Blog Network³ provides some useful management advice on how to ensure that you direct your efforts each day on the things that matter. He makes a clear distinction between those tasks that he defines as ‘urgent’ tasks and those that are ‘important’. Urgent tasks, he suggests, are things like emails that seem to require an immediate response,

Unionists are happy to let their in-tray pile up because it shows people how much work they have to do and the unreasonableness of the department.

Workaholics are perfectionists and are unwilling to send out a document, memo or form if it is not immaculate and absolutely correct in every detail.

Prioritisers have a clear idea of their school’s goals and of the things that need to be done to achieve these.



sudden requests that require a quick response but that mostly end up taking far more time than expected, and things such as reports and minutes that need to be written up as a matter of urgency shortly before the start of a meeting or consultation. For most of these tasks 'urgent' means that they get done first because you do them to put out fires; or because you would rather deal with them than tackle more problematic tasks; or because they are busywork and therefore relatively simple to complete. These 'urgent' tasks are also usually directed at achieving short-term goals. The trouble with focusing on 'urgent' tasks is that it leaves untouched the more important work that needs to be completed if your school is to achieve its long-term goals.

Trapani defines 'important' work as work that:

- will move you and your school towards achieving the goals you have set
- doesn't stimulate or excite you in the same way that urgent tasks do
- requires you to think about your long-term goals and to reflect honestly about where you are and where you want to be
- may be dreary and difficult.

He includes in his examples of important work personal issues such as setting aside time for regular exercise,

as well as work-related issues such as ensuring that you have a detailed year plan, that this has been broken down into quarterly and monthly deliverables, and that included in the plan is the regular monitoring of performance against those deliverables.

Here are his suggestions for getting the important work done:

- Choose three important tasks to complete each day, write these down and then place the list in a prominent position on your desk.
- Shut down your email and your cellphone and do whatever else it takes to ensure that you have at least an hour of uninterrupted time when you work on these important tasks.
- Set up a weekly 20-minute meeting with yourself to review your performance for that week. He insists that the time for this meeting should be diarised and treated in the same way as a meeting with your boss. He suggests that for the 20 minutes you shut yourself off from all distractions and go through your to-do list, crossing-off the items that you have completed and also deciding on what needs to be done for the following week. In addition, he suggests that this is a good time to choose the three important items you plan to complete on the following day. ■

References

- 1 In this instance 'monkeys' refers to problems that other people bring to you and that you take on instead of giving them the advice and help they need to solve the problem or complete the task themselves.
- 2 Ginal Trapani is founding editor of the personal productivity blog, Lifehacker.com. The blog was posted on 18 February 2009.
- 3 The HBR Blog Network can be accessed at www.hbr.org

The pros and cons of multitasking

The Harvard Business Review website recently carried two blogs providing contrasting perspectives on whether multitasking represents good or poor management practice.

The protagonists, Peter Bregman and David Silverman, are both highly regarded business consultants and writers, who post regular blogs on the Harvard Business Review website.

Peter Bregman's¹ blog, How and why to stop multitasking, provides cogent argument and strong evidence to support his contention that those who multitask are less efficient and less effective in getting things done than those who deal with tasks one at a time.

David Silverman's² counterargument, however, is that managers who refuse to multitask frequently paralyse the work of others who are forced to wait their turn as their manager systematically works through his or her list of other tasks one task at a time until he or she reaches the one on which they are dependent.

Peter Bregman on the downside of multitasking

Peter Bregman bases his criticism on the recent scientific evidence that has shown quite clearly that our brains are only capable of handling one operation at a time. The problem is that while we may think that we are multitasking, what our brains are doing is rapidly switching from one task to another and then back again. This is one of the reasons why it is dangerous to talk on your cellphone while driving – there is a small delay each time the brain switches tasks and it is this delay that slows your reaction time and makes driving while talking on your cellphone as hazardous as driving while drunk.

Bregman provides evidence from a variety of research studies on the effects of multitasking. Amongst other things these show that:

- The IQs of people who were distracted by incoming email and telephone calls dropped by 10 points. This is similar to the effects of a loss of one night of sleep and nearly twice the effect produced by smoking a joint of marijuana.
- Individual productivity can drop as much as 40% as a result of constant task-swapping.
- The more you multitask the more inefficient you become at it. 'Heavy' multitaskers were found to be

less efficient than 'light' multitaskers.

As an experiment he decided to try to do only one thing at a time for a week. His focus throughout the week was to avoid any form of multitasking. If he talked on the telephone he would do nothing else but listen and talk. The same applied to meetings. During the week, when working on any given item he avoided responding to knocks on his door, to telephone calls and to emails until he had completed what he was doing.

He felt, by the end of the week, that he had mostly been successful at this. What he discovered, on reflecting on his experiences from the week, was the following:

1 He enjoyed the change ('it was delightful').

Bregman found that turning off his cellphone significantly improved the pleasure he derived from spending time with his children because he became more fully engaged with them. He also found that he became more aware of the people and things around him and that this increased awareness reawakened in him the delight of simple things such as leaves blowing in the wind.

2 He made significant progress on challenging projects.

His deliberate efforts to close off his access to the distractions of cellphones, the telephone, emails and knocks on the door ensured that he was able to give his full attention to the kinds of projects that required thought and persistence. The result of his uninterrupted efforts was that he was able to achieve

a number of breakthroughs. The reason for his greater efficiency was simple: checking his cellphone and/or email for messages had been a ploy he discovered he used as a distraction from a challenging aspect of the project – a way of avoiding having to wrestle with a dilemma or a complex element of the project. Without these distractions he had no other choice but to deal with the issue until it was solved or resolved.

3 His stress levels dropped dramatically.

The decision to do just one thing at a time relieved him of the strain of having to try and keep tabs on many things at the same time. The process is simple, work on one task until it is complete and then move on to the next. Part of the relief comes from completing a task and knowing it's done.

Peter Bregman bases his criticism on the recent scientific evidence that has shown quite clearly that our brains are only capable of handling one operation at a time.

4 He lost all patience for things that he felt were not a good use of his time.

He found that focusing on just one thing meant that he became bored much more quickly with things that he felt were pointless or vague. He found that he became far more focussed on getting things done and far less tolerant of those that wasted his time.

5 He found he had tremendous patience for things he found to be useful and enjoyable.

Whether talking to his wife or brainstorming a challenging problem, that one thing became the centre of his attention and he remained focused on it until it was done.

6 There were no disadvantages.

Bregman felt that he lost nothing by not multitasking. Not only did he complete all the projects he set out to complete but there were also no complaints from people about his not answering calls or responding immediately to emails.

David Silverman's response

In his response to Peter Bregman's blog, David Silverman makes it quite clear that he does not dispute either the scientific evidence that for people, as opposed to computers, multitasking is impossible and that what we do is task-switching, or the fact that single-minded focus on a task produces high quality. What he does challenge is the notion that multitasking represents bad management practice.

Silverman's argument in defence of multitasking has to do with the work of teams rather than individuals and he uses the advances in computing systems to explain the advantages of multitasking.

Early computer systems could only complete one task at a time and those working with them could not proceed to the next task until the computer had processed its first set of data – these early computers dealt with tasks in batches. Multitasking systems allowed more than one set of data or operations to be processed at the same. This means that problems with one operation do not necessarily delay all of the other processes that may be

required to complete a project. Similarly, if many people in a team are working on a project and they all refuse to communicate with one another until they have completed a given task, hold-ups will arise when one team member needs data held by someone else but is unable to access it until they have completed their task.

He uses, as an example, a situation in which he was trapped in an all-day meeting and could not be reached by a colleague who needed a single item of data (a slide) to complete a project. As a result, his colleague wasted nearly six hours of work time trying to create the data that they could have completed in 30 minutes if he had been available.

Silverman provides two other valid reasons why multitasking is essential in today's working environment:

1 It gives you something to turn to when you are stuck.

While admitting that it is sometimes essential to battle with a problem yourself, Silverman makes the point that there are times when it is useful to leave the problematic task for a while and go and do something else, giving your subconscious time to mull it over. While this is happening, he suggests, you could profitably spend the time completing another task. He also suggests that when you return to your original task you may well find a solution staring you in the face as a result of the efforts of your subconscious.

2 The more senior you are in the organisation the more important multitasking becomes.

He makes the point that while it is easy and perhaps important for those who are responsible for only a few tasks to concentrate on one task at a time, those who are responsible for an extensive array of projects and tasks are obliged to multitask in order to respond to those who must report to them. He uses as his example US President Barack Obama and the extent to which he may be able to switch off everything else and deal with just one thing at a time. ■

Silverman's argument in defence of multitasking has to do with the work of teams rather than individuals and he uses the advances in computing systems to explain the advantages of multitasking.

References

- 1 <http://blogs.hbr.org/bregman/2010/05/how-and-why-to-stop-multitaski.html> (Thursday 20 May 2010) downloaded 4 Feb 2011.
- 2 <http://blogs.hbr.org/silverman/2010/06/in-defense-of-multitasking.html>

ACE: School Leadership – does it have a future?

The ACE: School Leadership qualification was introduced by the DBE in 2007 with the idea of making it a prerequisite for appointment as a principal. It was always meant to be a pilot project. The question is, does it fulfil its purpose and is it worth retaining in its present form?

Towards the end of October last year Alan Clarke was fortunate to have been invited by Mrs Palesa Tyobeka, Deputy Director General: Teachers, Human Resources and Institutional Development in the DBE, to attend, as an observer, a round-table discussion on the future of the ACE: School Leadership (ACE:SL) qualification.

Although it may come as a surprise to some, it was always the intention of the DBE that the ACE: SL qualification would be run as a pilot study from 2007 to 2010 after which point it would be evaluated. Data from this evaluation would then be used to determine whether the qualification was serving its intended purpose, which is to provide prospective principals with the kinds of knowledge and competencies that they need to run their schools effectively. This evaluation would then be used to decide whether to continue with the qualification in its present form, whether to modify it on the basis of what has been learned, or whether to abandon it.

The external evaluation, which was commissioned by the DBE and funded by a grant from the ZENEX Foundation, was undertaken by a team led by Prof. Tony Bush from the University of Warwick in the UK. The report was presented by Prof. Bush at a round-table discussion held on 27 October 2010 at the Burgers Park Hotel in Pretoria. Those invited to be part of the discussion were mostly representatives from the universities that offered the course but included a smattering of representatives of teacher unions and principals' associations.

Although there was plenty of time for discussion at the end of the round table, most of meeting was devoted to presentations, firstly by Prof. Bush who presented the findings of the external evaluation report, followed by a variety of perspectives of the ACE: SL courses presented by representatives from the University of Limpopo, University of Stellenbosch, North West University and the provincial education departments of KwaZulu-Natal, Free State and Mpumalanga. There were also presentations

by several principals who provided personal perspectives of their experiences of the course and the extent to which they felt they and their schools had benefitted from their participation in the ACE: SL programme.

Prof. Bush and his team set out to establish the 'suitability and sustainability' of the qualification and whether it was achieving its intended purpose of improving 'school leadership and management'. Their evaluation took place in four phases – preliminary, baseline, mid-term and impact – and involved the following processes:

- desk research of international and South African leadership development and practice
- documentary analysis of the initial field test materials
- observation of the orientation sessions of candidates
- repeat interviews with key higher education institution (HEI) staff
- two surveys (baseline and impact) with all candidates in the 'field test cohort' (the sample of candidates who formed part of the study)
- longitudinal case studies with 27 candidates and their schools, which included repeat interviews, shadowing and analysis of school and course documents
- observation of mentoring practice
- observation of networks.

The research team formulated 10 questions based on their brief by the Minister and looked to find answers to these questions through their research. These questions and

a summary of their findings are provided on the following page, and the recommendations of the evaluation team are on page 21.

While the response from the department to the various presentations was cautious, as

would be expected at a meeting of this kind, the input from those delegates who made presentations were, while critical of some aspects of the content and assessment requirements, overwhelmingly positive about the benefits of the course. This is not surprising given the fact that for most it would be in their best interests for the ACE: SL qualification to continue in its present form, with funding largely provided by the DBE and PEDs. There is little doubt, however, that for all its current shortcomings the ACE: SL does have value, if for no other reason than that it ensures that prospective principals have at least some idea of what the job will entail and the kinds of

knowledge and skills that they will need if they are to be successful once appointed.

Most of the shortcomings have been identified in the evaluation process and the recommendations, if they are accepted, will certainly provide the framework for a qualification that will be an improvement on the current one. What is perhaps missing is an

What is perhaps missing is an acknowledgement of the extent to which the enormous disparities within our school system and broader education system impact on the level of experience, knowledge and skills of individual educators.

acknowledgement of the extent to which the enormous disparities within our school system and broader education system impact on the level of experience, knowledge and skills of individual educators. The level of leadership and management experience of aspiring principals who have only ever worked in schools that are barely functional and in which good management practices such as mentoring, delegation, devolved leadership and accountability are non-existent is very different from those who have had the benefit of working in schools that are highly functional and in which these same practices are part of the management fabric of the school. There is a need therefore to provide courses and qualifications that can support and accelerate the learning and leadership and management experience, not only of aspirant principals but of subject and phase heads, heads of departments and deputies who have potential but who have not had the benefit of working in fully functional schools. In the short term it may be best to offer intensive short courses during weekends and holidays for those who are keen to improve their skills and better their chances of promotion. A minimum number of these short-course qualifications could then become a prerequisite for admission to the more advanced Diploma in Education: School Leadership that has been proposed by the evaluation panel.

ACE: SL research questions

The research team formulated 10 questions as part of their investigation into whether the current ACE: SL course achieves its purpose as a qualification that is sustainable as well as being one that improves the quality of school leadership and management. The research questions are listed below together with a brief summary of the answers that were derived from the research team's findings.

Is the programme design appropriate for the development of more effective school leaders?

The research team was confident that the ACE: SL programme structure with its focus on 'practice-based' learning supported by classroom-based content learning and leadership development processes that include mentoring, networking and site-based assessment is appropriate for a course of this kind. It is a model that has been used successfully in other countries, including Singapore and England. They expressed concern, however, about its implementation, which they noted had proved 'challenging'.

Is the learning model suitable for a large-scale national programme?

The research team noted that 'the learning model is ambitious and goes well beyond what is delivered in most traditional ACE: SL programmes'. The shortcomings identified include:

- ineffective mentoring of participants. Mentoring is mostly group-based rather than one on one and, as a consequence of this, changes in the leadership practice of participants was mostly found to be negligible. The mentoring was also found to have produced 'dependency' rather than to have helped participants to develop their own solutions. They also noted that much of the support/mentoring that was provided appeared to focus on 'assignment preparation' rather than on school improvement.
- wide variation in the way in which the national course materials are being used by higher education institutions (HEIs). They felt that this was 'unacceptable' for a national entry-level programme and needed to be addressed.

Is there sufficient capacity to deliver a large-scale national programme?

The research team estimated that approximately 1 500 new principals are needed each year to replace those that leave. Based on this and in order to ensure that SGBs are provided with a choice of 'certified' candidates (candidates with an ACE: SL qualification) they recommend that at least 3 000 prospective principals be enrolled in the course each year. They expressed concern, however, about the capacity of HEIs to provide for this number of candidates due in part to a shortage of 'professors and lecturers who combine high-level academic qualifications with good professional leadership experience'. Their recommendations are:

- The HEIs that currently offer the programme should increase their intake of candidates.
- More HEIs should offer the ACE: SL qualification.
- Consideration should be given to other HEI qualifications in education management.

Are higher education faculties of education able to adapt their traditional academic programme to meet the strongly professional, action-orientated needs of an ACE programme?

The research team expressed concerns about the extent to which HEIs are able or willing to meet the needs of a course of this kind with its focus on practice-based approaches to learning, including aspects such as mentoring, networking and site-based assessment. They also suggested that ‘academics are unlikely to progress in their careers simply by providing a good ACE programme’.

Does the ACE programme enhance the leadership learning of principals and aspiring principals?

Evidence from the research suggested that most candidates had improved their knowledge about school leadership, including relevant theory and South African education policy. There was less certainty, however, about any improvement in the efficacy of their leadership and management skills.

Does the ACE programme lead to enhanced leadership and management practice in schools?

The research team found no clear evidence of this and even suggested that the demanding assessment requirements of the course may have caused some candidates to neglect some of their leadership and management responsibilities at their schools. They found evidence in some instances of improved teamwork and classroom observation but there was no evidence to suggest that the course produced improved learner outcomes.

Does the ACE: SL enable principals to provide professional leadership of educators and other staff?

Although there was a ‘claimed’ improvement in the relationship with educators and also a small improvement in the extent to which candidates were willing to leave their paperwork and focus on their other leadership and management responsibilities, there was little evidence that the course influenced the ability of candidates to improve the quality of teaching and learning in their schools. The researchers noted that their baseline study showed that principals ‘still give too much emphasis to their paperwork at the expense of professional leadership’.

Does the ACE: SL develop a principal’s capability to engage productively with parents and school communities?

Although candidates who participated in the research

survey claimed that their engagement and relationship with parents and other stakeholders had improved as a result of the course, the research team found, with some notable exceptions, very little evidence of this in practice.

Does the ACE: SL help to develop schools as learning organisations for the benefit of learners and adults in the school?

The research team found little evidence of this but noted that developing a school as a learning organisation takes time. They also noted that ‘candidates were still mainly concerned with completing assignments rather than improving their schools’.

Does the ACE: SL assist in developing understanding and capacity among school managers to drive quality education in their schools while being accountable for their performance?

The authors of the report noted that the ACE: SL has the potential to improve quality in two ways:

- It can enhance the management of teaching and learning.
- Mentoring can enhance the quality of performance.

Although they consider that it will take up to two years before better management of teaching and learning begins to translate into better learner results, they were also critical of the quality of the original ‘Managing Teaching and Learning’ module, which they considered was ‘weak’ in addressing its intended purpose. They also noted that parallel research into the ACE: SL course had found that ACE candidates from two provinces are ‘too ready to blame others (learners, parents, previous stages of education, or socio-economic factors) for poor learning outcomes rather than taking appropriate action to address these problems’.

ACE: School Leadership Recommendations

Programme delivery

- The universities should work with smaller groups.
- The focus of small-group ‘mentoring’ or ‘facilitation’ sessions should be on helping candidates to better understand the theory that they have learned and it can best be applied in the day-to-day operations of their schools.

Teaching materials

- The teaching materials that form the basis of the programme need to be reviewed on an ongoing basis to ensure that they remain relevant and appropriate

They found evidence in some instances of improved teamwork and classroom observation but there was no evidence to suggest that the course produced improved learner outcomes.

They were also critical of the quality of the original ‘Managing Teaching and Learning’ module, which they considered was ‘weak’ in addressing its intended purpose.

for the needs of candidates in their daily practice as principals.

- The manner in which the course materials are used by the universities that teach the course needs to be monitored, as at some universities they are treated as supplementary materials to the university's own course work. This is not appropriate if the course is to be treated as a 'national' programme and as a prerequisite qualification for appointment as a principal.

Mentoring

While the inclusion of mentoring was seen as being extremely beneficial by most of those involved in the programme, the model and quality of mentoring 'falls short of international best practice'. If the programme is to be improved through the provision of 'genuine one-on-one mentoring', the authors suggest that the following three requirements will need to be met:

- the provision of sufficient funding
- the sourcing of a sufficient number of suitable mentors with the necessary experience in the different school types represented on the ACE: SL courses
- the provision of appropriate training for mentors so that they 'mentor' rather than tell participants how to run their schools.

The recommendation was therefore that 'consideration be given to appointing successful principals as mentors, providing them with specific training, and making provision for them to visit candidates' schools during the school day'.

Networking

The networking aspect of the programme, like the mentoring, was found to fall short of what it should be for a course of this kind. Where networking did take place its focus was more on how best to complete assignments rather than on sharing leadership and management practice. The recommendation was therefore that provinces and districts do more to promote and support effective school networks.

Assessment

Based on their review and evaluation of the course, the authors noted that there was a need to ensure that the forms of assessment used for courses such as the ACE: SL qualification, which are designed to promote good professional practice, did not simply assess course content. They recommended therefore that:

- the assessment strategy be constantly reviewed to ensure that its focus was on school management practice
- the universities provide 'timely and formative feedback' to candidates on their progress in 'management learning'
- effective on-site verification of management practice form part of the assessment process.

An entry-level qualification for new principals

While acknowledging that there was widespread support for making the national programme an entry-level requirement for new principals, the authors recommended that a revised programme at Advanced Diploma level be developed to replace the current offering once sufficient candidates have qualified at the current 'certificate' level to meet the demand for new principals. The recommendation was subject to four provisos:

- Provision should be made for aspiring principals with other qualifications in educational management to convert their qualification to an Advanced Diploma qualification.
- It should be made possible for those who hold an ACE: SL qualification to upgrade their qualification to an Advanced Diploma qualification.
- Potential principals who are not supported by the principal of their school should be assisted in obtaining an Advanced Diploma even if this means

The recommendation was therefore that 'consideration be given to appointing successful principals as mentors, providing them with specific training, and making provision for them to visit candidates' schools during the school day'.

moving them from their schools to other schools where they can obtain the support that they need.

- Consideration should be given to selecting prospective principals for the Advanced Diploma qualification, with applicants limited to those who are principals, deputy principals or HODs. Funding for the selected candidates should be provided by government with responsibility for the selection process being left to the universities and provinces.

A leadership development framework

The authors recommended that a leadership development framework be developed as a way of developing leadership and management capacity within the system. They propose that this development take place at four levels:

- current and aspiring heads of department
- aspiring principals
- current principals
- district officials and other system leaders. ■

The status of languages in schools

Some definitions of terms used in the report

Home language: The language that is spoken most frequently at home by a learner.

Single-medium instruction: The use of one language for the purposes of instruction by a teacher in the classroom.

Dual-medium instruction: The use of two languages for the purposes of instruction by a teacher in the classroom.

Single-medium school: A school that uses one language of instruction for all learners in all grades.

Parallel-medium school: A school that uses two or more languages of instruction in different classes in the same grade.

African languages: For the purposes of this report the languages are: isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, Siswati, Tshivenda and Xitsonga.

A recent report released by the DBE provides some useful insights into the place and status of official languages in our schools.

The DBE's recently released report, 'The status of the language of learning and teaching (LOLT) in schools: A quantitative overview'¹, provides some useful and interesting insights into the place and status of official languages in our schools. Included in the report is a good summary of the legislative framework that regulates the language policy of schools and how this may be determined, as well as the research findings on mother tongue instruction that have shaped the language policies of the DBE.

Research into the relationship between mother tongue instruction and scholastic achievement shows that there is a strong correlation between the two. There is also good evidence that bilingual children perform better in schools where their home language is effectively taught and where literacy in their home language is encouraged and developed. The research further shows that where this does not happen and where children are encouraged or persuaded to reject their home language, the development of their home language stagnates and their conceptual development is compromised. It is for these reasons that education policy stresses the importance of mother tongue instruction in the Foundation Phase. The report uses

Research into the relationship between mother tongue instruction and scholastic achievement shows that there is a strong correlation between the two.

the following statement from a 2005 World Bank report² to emphasise the value of learning through the medium of one's mother tongue: 'Learning in one's own language holds various advantages for the learner, including increased access, improved learning outcomes, reduced chances of repetition and drop-out rates, and socio-cultural benefits.'

The matter of official languages and of their status in education is addressed at a number of levels in legislation and policy and, as we have noted, the report provides a good summary of these, some of which are listed below:

- The constitution acknowledges 11 official languages and also prioritises the need to 'elevate the status and advance the use of indigenous languages' as a form of 'redress'. It also makes it clear that 'all official languages must enjoy parity of esteem and must be treated equitably'.
- The Bill of Rights makes it clear that every individual has the right to an education in the language of his or her choice at public institutions. This right is limited, however, by the extent to which the state is able to practically meet its obligations in this regard.
- The South African Schools Act (SASA) confers on a school governing body the right to determine the language policy of the school. It also adds Sign Language to the list of 'official' languages for the purpose of education, meaning that for the purposes of basic education there are 12 official languages.
- The Language in Education Policy (LiEP) has as an underlying principal the use of home language as the language

of learning and teaching (LOLT) for schools. It includes the following stipulations regarding the use and teaching of official languages:

- All learners shall be offered at least one approved language as a subject in Grades 1 and 2.
- From Grade 3 onwards, all learners shall be offered their LOLT and at least one additional approved language as a subject.
- All language subjects shall receive equitable time and resource allocation. Note that equitable does not mean the same as equal (Ed.).
- Learners must choose their LOLT upon application for admission to a particular

school and where a school uses the LOLT chosen by the learner, and where there is a place available in the relevant grade, the school must admit the learner.

- It is reasonably practical to provide education in a particular LOLT if at least 40 learners in Grades 1 to 6 or 35 learners in Grades 7 to 12 request it at a particular school.

The National Curriculum Statement (NCS) emphasises the importance of ‘additive multilingualism’ and the need for African languages to be taught at schools. In addition it stipulates that:

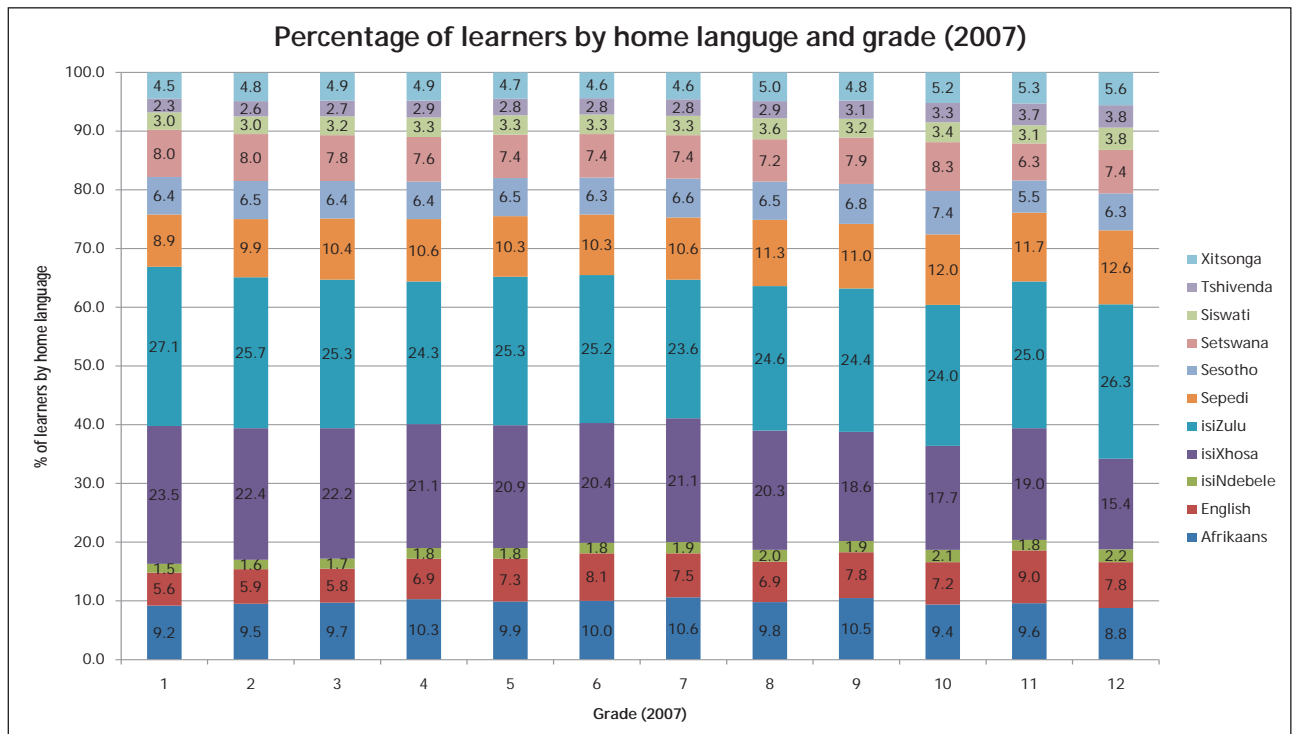
- All learners should study their home language and at least one additional language from Grade 1.
- All learners should have studied an African language for at least three years by the end of the GET band.

The findings of the report are based on an analysis of data extracted from the EMIS system for the period of 1998–2007. The report cautions that although some of the earlier data that they used may have been unreliable, these shortcomings were not seen as sufficient to discredit their findings on the current status of languages in schools.

The following charts have been generated from data provided in the report:

Chart 1 shows the percentage of learners by home language and grade within the schooling system in 2007. What the chart shows quite clearly is that the distribution of learners by home language is pretty constant from grade to grade. The dominant language groups are isiZulu and isiXhosa, followed by English, Afrikaans and Sepedi.

Chart 1: Percentage of learners by home language and grade (2007)



School Library, Eastern Cape. This neat, clean and well-organised library was a model of what can be done if a school is as well managed as this one in the Mount Ayliffe region of the Eastern Cape.

Chart 2: Percentage of learners by LOLT and grade (2007)

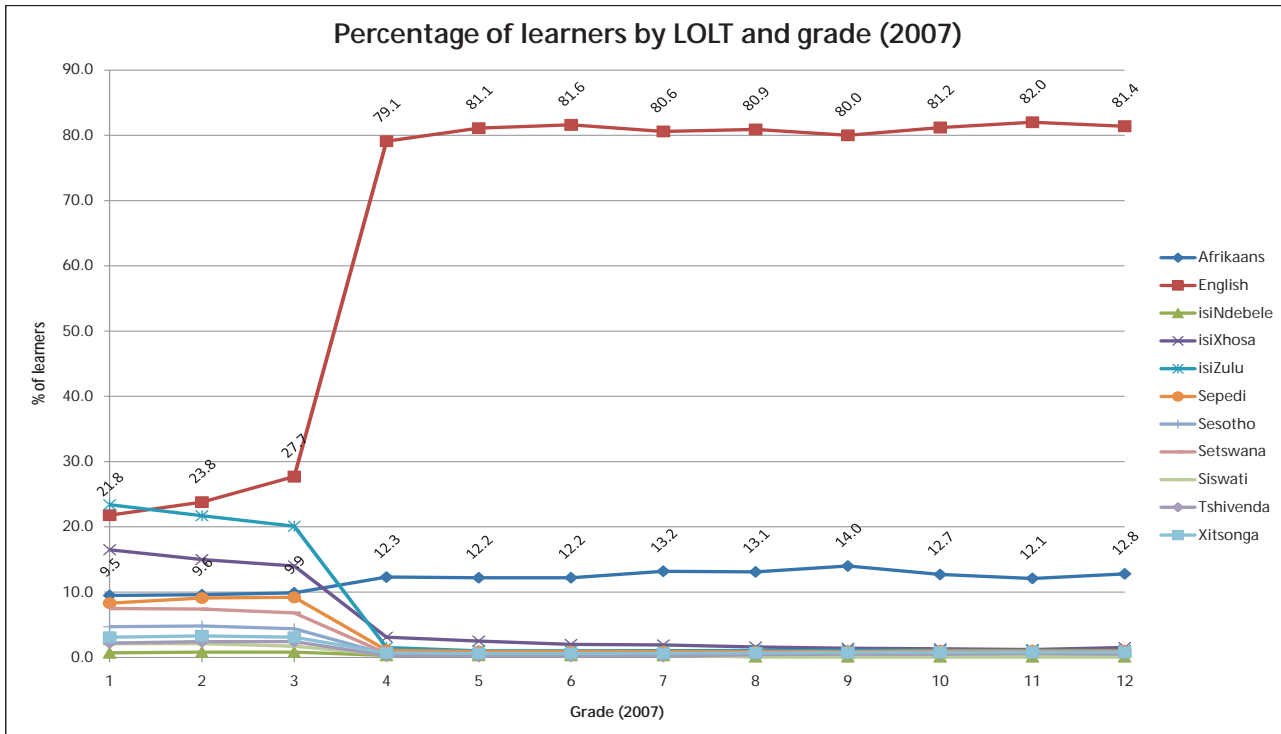
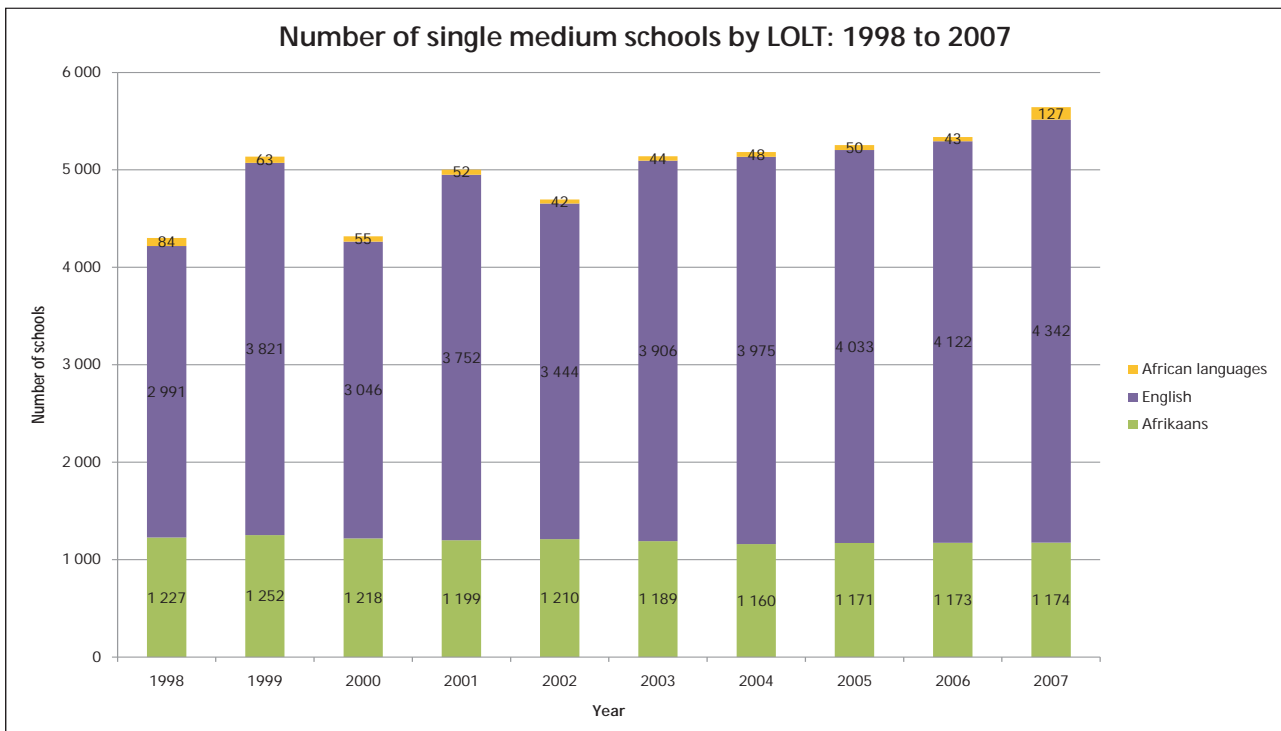


Chart 2 shows quite clearly the dominance of English as the LOLT in schools in every grade bar Grade 1 where isiZulu is the LOLT of the greatest percentage of learners. It also shows quite clearly that there is a massive switch

from indigenous African languages to either English, which becomes the LOLT for approximately 80% of learners, or, to a lesser extent, Afrikaans, which becomes the LOLT for approximately 12% of learners.

Chart 3: Number of single-medium schools by LOLT: 1998–2007



The chart on the previous page shows the dominance of English and, to a lesser extent, Afrikaans, as the LOLT in the majority of single-medium schools. The data also shows that there were just 127 single-medium schools in the country with one of the African languages as the LOLT in 2007. While these figures may seem startling, more surprising to our mind is the fact that single-medium schools represent only about 20% of the schools in the country. The remaining schools, which are in the majority, are either parallel-medium or double-medium schools, with most having either English or Afrikaans as their main LOLT. In 2007, 17% of the schools were English/isiXhosa parallel-medium schools, 12% were English/isiZulu parallel-medium schools and 9% were English/Afrikaans parallel-medium schools.

The summarised findings of the report that we have listed below have been taken directly from the report as have the recommendations that follow.

Findings

- There is an inconsistency between LiEP and the NCS with regard to the grade in which a language subject should be introduced at an additional language level.
- The home languages of the majority of learners in the country are isiZulu and isiXhosa respectively.
- Between 1998 and 2007, there was a significant increase in the percentage of Foundation Phase learners who learned in their home language.

- The majority of Foundation Phase learners learn in their home language (80%), but the 20% that do not translates into 600 000 learners.
- The majority of learners do not learn in their home language from Grade 4 onwards. English and Afrikaans are the dominant LOLTs after Grade 3.
- The majority of learners do not study English or Afrikaans as a subject (at either home language or additional language level) in the Foundation Phase, even though they learn via the medium of English or Afrikaans from Grade 4 onwards.
- The number and percentage of African-language single-medium schools increased modestly over the past decade.
- Although the number of Afrikaans single-medium schools declined over the past decade, there was a corresponding increase in the number of Afrikaans parallel-medium schools over this period.

Recommendations

The authors of the report make the following recommendations:

- The LiEP and NCS should be streamlined to promote a common purpose and emphasis.
- The policy on African languages should be stated with greater clarity.
- In the Foundation Phase, teaching and learning material should be made available in all languages.
- Teacher training and development programmes should include issues related to language. ■

References

- 1 The status of the language of learning and teaching (LOLT) in schools: A quantitative overview, Department of Basic Education, Pretoria 2010.
- 2 World Bank, 2005. In their own language. Education for all.

News

Equal Education

Equal Education (see pages 27–28 of this issue) is a community and membership-based organisation that advocates for quality and equality in the South African education system. Its work is focused on engaging in evidence-based activism in an effort to improve the nation's schools. Equal Education's campaigns are based on detailed research and policy analysis, and are aimed at achieving quality education for all.

Equal Education promotes the right to equality and quality education in the firm belief that taken together these will provide poor and working-class communities with an 'equal opportunity' in life. Their focus is on developing the leadership capacity of young activists so they are better able to take leadership roles while working with communities, schools, teachers, principals, learners, parents, academics, researchers and the government, directing their efforts to improving the poor quality of education in South Africa. Through its work Equal Education hopes to help the individuals and communities that it works with to better understand the workings of the educational system and the things that they can do deal with the problems faced by their schools.

The organisation's initial work involved research that it conducted in February 2008 in schools in Khayelitsha, a sprawling working-class suburb of Cape Town with a population of approximately 700 000 people. Equal Education found that most of the 54 schools in the area, like those in many poor communities, were under-resourced, under-staffed and overcrowded – factors they believe have a significantly negative impact on academic performance of learners.

Equal Education now has active branches in Bonteheuwel, Khayelitsha and Kraaifontein and also campaigns regularly in places such as Grahamstown, Johannesburg, Port Elizabeth, Potchefstroom, Polokwane and Pretoria-Tshwane.

It is best known for its national campaign aimed at the formulation of a National Policy on School Libraries leading ultimately to the establishment of a library in every public school.

Equal Education's web address is www.equaleducation.org.za or they can be contacted at 021 387 0022 or e-mail info@equaleducation.org.za.

Eastern Cape education crisis: Equal Education pickets Parliament



Equal Education picketing Parliament. The picketing group brought school desks with them, and sat in them rows like in a classroom to illustrate the kinds of conditions that learners in the Eastern Cape experience on a daily basis.

In an effort to pressurise the Minister and her Department into dealing with the ongoing crisis in the Eastern Cape with greater urgency and vigour, members of Equal Education, a Khayalitsha-based NGO, picketed Parliament on the evening of 17 February 2011.

Public education in the Eastern Cape appears to be in a state of perpetual crisis by most measures and not surprisingly this is also the province with the most dismal record in terms of learner performance. The reasons for its poor performance are many, including its historical legacy (it was the product of the merger of nine former education departments including two from former 'Bantustans'), poverty, political infighting, a powerful and intransigent teacher union in the form of SADTU whose members have infiltrated every level of the ECED, corruption and the gross incompetence of some officials.

The ECED has run out of money and in an effort to ensure that it can at least pay its permanent employees until the end of the financial year, it has had to cut all other expenditure to the bone.

The current crisis has to do with finance. Its effects include cutting the funding of the National School Nutrition Programme (NSNP) and Learner Transport Scheme, and a decision not to renew the posts of more than 4 000 temporary teachers. The NSNP was established to provide at least one nutritious meal a day to as many as possible of the country's poorest learners. The consequence of these cuts for the hundreds of thousands of learners who attend the poorest, and mostly rural, schools in the province is likely to be catastrophic from both a schooling and health perspective.

At the heart of the problem is the ECED's bloated personnel budget, which has eaten up most of the R22.680 billion budgeted for education by the province

for the 2010/2011 financial year. Of this budget R703 million was set aside for the NSNP and R384 million for the Learner Transport Scheme, which according to the then MEC Mahlbandile Qwase provided transport for 114 374 learners. In the same budget speech, the MEC announced that the budget included provision for a 5.8% increase in the number of school-based educator posts. Yet now the department is broke and has to be bailed out by the DBE and the national treasury.

What we find astonishing is that the crisis seems only to have been 'discovered' at the start of the 2011 school year, leaving hundreds of thousands of learners without teachers, school meals, transport and books. What has been equally surprising has been the fact that it has taken the initiative of Equal Education, a small but energetic activist group based in the sprawling Cape Town township of Khayelitsha, to take the matter to Parliament, hoping by their action to make the country's legislators aware of the nature and extent of the problems experienced by learners in the Eastern Cape.

Equal Education's memorandum clearly sets out the extent and nature of the problem. It is addressed to the Minister of Basic Education, Angie Motshekga, Chairperson of the Portfolio Committee on Basic Education, Hope Malgas, Chairperson of the Standing Committee on Public Accounts, Themba Godi and President Jacob Zuma.



Equal Education members, Zanethemba Eleni, Jessica Metcalfe, Yoliswa Dwane and Kathryn Schneider picketing. Yoliswa is Equal Education Head of Department.

Equal Education's memorandum 'demanded' the following:

1 That the DBE 'fulfil its constitutional responsibility' and step in to resolve the crisis and that the intervention should include:

- the release of a detailed plan of action geared towards resolving the problem of the ECED as a matter of urgency
- the DBE 'take-over' the financial administration of the DBE so as to ensure that the NSNP and Transport programme could resume
- the DBE 'build capacity' in the ECED in order to ensure that learners in the province are provided

with an acceptable level of education.

2 That the Basic Education Portfolio committee provide effective oversight to ensure that the DBE intervenes in and resolves the crisis in the Eastern Cape.

3 That SCOPA investigate the causes of the financial crisis and hold those responsible to account.

The memorandum was signed by Doron Isaacs (Equal Education Coordinator), Yoliswa Dwane (Equal Education Head of Department) and Quayisani Dlakana (member of the Equal Education Leadership Committee). ■

News

The National School Nutrition Programme in the Eastern Cape



School Feeding Scheme, Imekhyaya Primary School in the township of Kwanonqaba outside Mossel Bay. The National School Nutrition Programme expects Quintile 1 to 3 primary schools to provide every child with a meal before 10:00 each school day.

According to the 2009/2010 Report on the National School Nutrition Programme (NSNP) published by the DBE, the key objectives of the NSNP are to:

- contribute to enhanced learning capacity through school meals
- strengthen nutrition education in schools
- promote sustainable food production initiatives, such as the establishment of vegetable gardens in schools.

The programme is coordinated by the DBE, which also monitors its implementation to ensure adherence to policies and legislation. Responsibility for the procurement of goods and services for the programme, however, rests with the provincial education department.

Funding for the NSNP is provided through a conditional

grant that is transferred to the provinces in terms of the Division of Revenue Act. What this means is that the funding provided by the treasury may only be used for the purpose of school feeding. The size of the allocation in terms of rands and cents is based on the national poverty distribution table used in the National Norms and Standards for School Funding. The grant framework for this funding, which is gazetted by the Minister of Education each year, provides clear prescriptions for the use of these funds as well as for the feeding of learners. These include:

- All learners at the targeted schools, which include all Quintile 1–3 primary schools and all Quintile 1 secondary schools, must be fed by 10:00 on all school days.
- The average meal cost per learner per day is set at R1.80 for primary school learners and R2.35 for learners in secondary schools. The meals provided must be in accordance with the 'Food Based Dietary Guidelines' that have been set by the DBE. This stipulates, amongst other things, that meals be varied and include helpings of vegetables and fruit.

The report provides a detailed breakdown of the implementation of the NSNP by province for the 2009/2010 financial year. For the Eastern Cape, the figures indicate that meals were distributed in terms of the NSNP to 5 308 primary schools and 183 secondary schools, feeding 1 181 584 primary and 174 105 secondary learners each day. In addition, 9 500 'food handlers', who are community members involved in the preparation and serving of the meals, each received a monthly stipend of R500.00 for their services. All this has come to a standstill as a consequence of the ECED's failure to manage its finances properly. ■

Eastern Cape education in crisis: What it means for those on the ground



Annette Champion chatting to a friend while picketing Parliament in support of Equal Education's call on Minister Motshekga to intervene in the ongoing schooling crisis in Eastern Cape. Annette is a former deputy-principal of Herschel Girls Preparatory School. Inset: ECED's head office in Bhisho.

What does it take to get a former deputy principal from one of this country's leading independent girls' schools to travel more than 1 000km from the rural village of Nqileni on the Eastern Cape's Wild Coast to picket Parliament on a windy Thursday evening in Cape Town?

When Annette Champion retired as deputy principal of Herschel Girls Preparatory School in the leafy Southern Suburbs of Cape Town, she didn't stop working. Rather, she packed her bags and school books and set off to help establish the Jujurha Education Centre in a remote and beautiful part of the Eastern Cape's Wild Coast.

The Jujurha Education Centre forms part of Bulungula Incubator, a Not-For-Profit Association founded in 2007 by Annette's son David and his wife Rejane, and based in Nqileni, a remote village in the poorest district of the Eastern Cape. Nqileni has no basic services and until recently it took either a 3km walk or a 4x4 to get from the nearest municipal road to the village. The closest clinic is 6km away and to get to the nearest hospital requires a 1½-hour (24km) drive in a 4x4.

The Bulungula Incubator was established as a platform to promote and grow rural development in the village and surrounding communities. Education is seen as central to this concept and as a result most of the energy and resources derived from Bulungula Incubator have been directed at establishing the Jujurha Education Centre and ensuring that it has the capacity to provide quality education and high levels of educational support to the children of the village as well as to the wider community where this is feasible.

The Jujurha Education Centre consists essentially of two parts, the Jujurha Preschool, which caters for pre-school children from the village between the ages of three and six, and a community library. The preschool opened its doors in the newly completed buildings in July 2009. The approximately 50 children who now attend the school are grouped into three classes based on their ages. Each class has a teacher and a teaching assistant who together manage the daily programme, which, although tailored to the needs of rural children, is based on best Early Childhood Development practice. So determined are those involved in the school to ensure that the children under their care are being provided with quality education that they arranged to

have all of their Grade R class independently assessed at the end of 2010. They were delighted when the results of this assessment showed that after just 18 months exposure to quality preschool education all of the children were found to be ready to enter Grade 1 at any mainstream school, and that four of the children were adjudged to be in the 'superior' category in terms of their progress. Besides the preschool and community library, the Jujurha Education Centre also offers an after school enrichment programme for the Grade 1, 2 and 3 children from No-ofisi Senior Primary School, which is the nearest primary school to the village.

In 2007, when Bulungula Incubator was founded, No-ofisi SPS consisted of no more than a collapsing mud-brick structure. Since then, through the support of corporate and private donors, Bulungula Incubator has been able to provide funding of nearly R1 million to rebuild, extend and refurbish the school in an effort to ensure that it has the necessary facilities to provide the children that progress to the school from Jujurha Preschool with the kind of quality schooling that they and their parents have come to expect. The extensions include two additional classrooms, a community hall, additional toilets and a permaculture garden. The Nqileni community has funded the cost of an additional classroom and a second partially built structure has been funded by the ECED.

While these additions have significantly improved the basic infrastructure of the school, the ECED has yet to provide the school with desks, chairs and blackboards. The school has also been without a principal since January 2009 despite repeated attempts by the community and those involved at Bulungula Incubator to petition officials from the local Education District Office and the provincial authorities to act on what is apparently an HR issue. Not surprisingly perhaps, given the absence of a head, the school's teachers are frequently absent and appear little concerned about the quality of the teaching that they provide.

An after-school enrichment programme for the children of No-ofisi SPS was launched in September 2009 with about 70 children from Grades 1 to 3 participating in the programme. These are afternoon sessions that include supervised play with educational toys, structured numeracy and literacy lessons, creative art activities and an 'English' story time. The children are also allowed to borrow books from the Centre's library.

It has not been easy for Annette who lives in a hut like everyone else in the community and with access to neither clean, running water nor a flush toilet. But Annette has stuck it out because of her determination to ensure that the children from Jujurha Preprimary School are provided with the solid foundation that they need to succeed at school, and that when they entered 'real' school, in the form of No-ofisi at the start of 2011, they would continue to receive an education of a similar quality to what they had experienced at Jujurha.

Days before the start of the new 2011 academic year Annette organised the painting of two classrooms at No-ofisi and spent a weekend before the start of the term putting up posters and making temporary 'whiteboards' out of the reverse sides of old posters. She was also able to move some desks and chairs into the school for the first time thanks to the generosity of some of Bulungula Incubator's funders. Imagine then her sense of frustration and rage when she discovered on the first day of the 2011 school year that two of the eight teachers at No-ofisi had lost their jobs because the ECED had made a decision to terminate the contracts of all temporary teachers because it had run out of money, despite

a budget allocation for education of nearly R23 billion! It also cancelled the learner transport scheme that carries some 110 000 learners between their homes and schools each day. The ECED's cancelling the school feeding scheme (National School Nutrition Programme) also means that more than 1.3 million learners at nearly 5 500 mostly primary schools go hungry each day.

It is not surprising therefore that Annette and her team were livid. Being the person she is, however, she realised that being angry was not enough and she and her team set about trying to rescue the situation at least in the short term. Within two weeks the people at Bulungula Incubator managed to raise more than R170 000, sufficient to provide food not only for the children at No-ofisi SPS but also for the children who attend the four closest neighbouring primary schools.

Annette also offered to teach at No-ofisi and invited a former colleague from Cape Town who is also 'retired' to come and join her. Not unexpectedly, the teachers at the school were passively resistant to any intervention, realising perhaps that their lack of commitment and competence would be likely to come under scrutiny.

Not only had the ECED terminated the posts of approximately 4 000 temporary teachers but, in its effort to remain solvent to the end of the financial year, had also stopped the school feeding scheme at all schools, a scheme which is supposed to provide every child enrolled a Quintile 1, 2 and 3 primary schools with one nutritious meal each day.

Continued on page 32



Book review

Schools: Law and Governance

This useful publication forms part of JUTA's Pocket Statute Series, which helps explain its small size. Other series titles include **Administrative Law, Finance, Education and Environmental Law.**

This pocket-sized title provides versions of the South African Schools Act (Act 84 of 1996), the National Education Policy Act (Act 27 of 1996) and the Employment of Educators Act (Act 76 of 1998), which reflect the law as at 1 January 2009, and includes all regulation and related matters. What makes this publication most useful, besides its convenient size, is the 'Quick Finder for Key Topics', which makes it possible to quickly find the relevant sections of legislation or policy that you may be interested in. Including the policies that are associated with the legislation is also helpful because these often provide relevant details that are necessary for one to understand how the legislation set out in the acts affects the daily operations of the school.

Also included in the publication is a list of the contact details not only of the DBE and all provincial education departments but also of the statutory bodies associated with both Higher and Basic Education and all of the Higher Education institutions.

The small size, 'Quick Finder' feature, and essential content make this book a winner. Keeping a copy in the top draw of your desk will ensure that you have the law at your fingertips when faced with a litigation-threatening parent or unionised zealot from your staffroom. We would also recommend that you get

copies for the members of your SGB so that they are able to better understand the legislative framework within which the school must operate and the extent and limits of their authority. ■

Price: R85 (including VAT). The book can be ordered directly from JUTA Customer Services (email: cserv@juta.co.za, telephone: 021 659 2300, fax: +27 21 659 2360).



Schools: Law and Governance Winners

The five early-bird winners of a free copy of the JUTA publication *Schools: Law and Governance* are listed below. They were the first five people to submit and pay for their 2011 subscription to SM&L.

Mr Dennis Simms, Glenwood House School, P.O. Box 4569, George-East, 6539

Mr Hlompha Hlungwani, HS Phillip Memorial High School, P.O. Box 484, Elim Hospital, 0960

Mr H Gondwe, Sitintile High School, P.O. Box 50, Kanyamazane, 1214

Mrs Gillian Green, Bergville Primary School, Private Bag X1608, Bergville, 3350

Mr Jorrie Jordaan, Hoërskool Kempton Park, Private Bag 1, Ashton Mannor, 1630

There was also unfortunately one subscription amount paid into our bank account that would qualify to receive a copy of *School Law and Governance* but which we have not been able to link to a particular subscriber. It was a cash deposit paid in on 5 January 2011. If you are that subscriber please contact us so that we can update our records and provide you with a copy of *Schools: Law and Governance*.

The essential reference books for anyone involved in managing a school ...

The Handbook of School Management

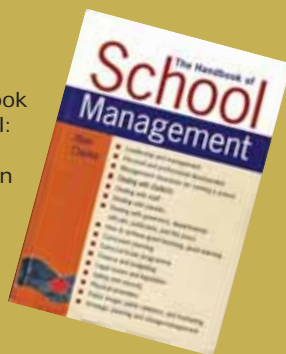
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- concise and lucid explanations of the South African legislation affecting schools
- the differing roles and responsibilities of the principal and the governing body; effective structures, committees and reporting
- case histories and comments on aspects of legal cases involving school governing bodies
- commonsensical, practical advice and suggestions on how to handle problem areas, such as fee remissions and fee collection, based on the author's personal experience as the head of schools in widely different socio-economic areas
- useful references to further source material

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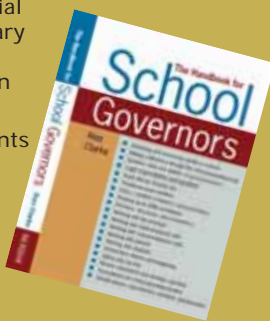
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