

RESOURCE MATERIALS

FOR

WOMEN IN EDUCATION MANAGEMENT

MODULE FOUR

LEADERSHIP

Department of Education and Culture  
KwaZulu-Natal, South Africa

Commonwealth of Learning  
Canada

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**Publishers:**

Published jointly by the Department of Education and Culture, KwaZulu-Natal and the Commonwealth of Learning.

**Materials are not for sale**

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**THE MODULES IN THIS SERIES ARE:**

- |   |                                     |
|---|-------------------------------------|
| 1. Assertiveness                            | 7. Managing Conflict                |
| 2. Effective Communication                  | 8. Strategic Planning               |
| 3. Self Management Skills                   | 9. Delegation                       |
| 4. Leadership                               | 10. Conducting Productive Meetings  |
| 5. Understanding the Organisational Culture | 11. Report Writing and Presentation |
| 6. Team Building                            | 12. Interviewing Skills             |

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MODULE FOUR

LEADERSHIP

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## PREFACE

The Master Strategic Plan (2000 – 20003) of the Department of Education and Culture, KwaZulu-Natal (KZN) has, as one of its main policy objectives *“the Empowerment of Women Managers in Education.”* The Education Human Resource Development Component came up with the initiative on Women in Education Management Training Programme to provide training in the area of Education Management.

Although management issues affect both men and women, historically, women managers seem to require more training than their male counterparts. There is often the perception that many Women Managers in Education, not only in KwaZulu-Natal, but globally, often lack the knowledge and skills required for effective management. Consequently, these materials were developed as part of the effort to develop human capital, especially in the area of Women in Education Management.

These materials are intended for use by people involved in education. The modules cover a wide range of management issues from policy to practice. As the users are spread over various geographical locations, the materials are accessible to as many, including the rural based. At the end, the materials should produce women who are ready to take up various key management positions throughout the Province.

The rationale for developing these materials is that all Regions should embark on meaningful training of Women Managers in Education. The overall skills and knowledge training will continue to be provided to all Education Managers. These training materials generally aim at enhancing management skills. In addition, the Training on Materials Development and Materials Review workshops contributed to capacity building in developing Open and Distance Learning (COL) materials in KwaZulu-Natal.

The successful development of the training materials could not have been realized without the generous support of the collaborating SADC Ministers of Education (Botswana, Namibia and Zimbabwe). In this regard the Department of Education and Culture, KwaZulu-Natal is grateful to Mrs. Matloatsie Masendu (Botswana), Mr. Tuaunda Keeja (Namibia), Mr Alfred Illukena (Namibia). Mrs Patricia Rutanhira (Zimbabwe), Mr Africa Moyo (Zimbabwe), Mr Gray Nyathi (Zimbabwe), Mr Rodgers Sisimayi (Zimbabwe) for the background training support and advice they provided to facilitate the realization of the programme.

Without the administrative leadership and professional support of Honourable E.E.N KaNkosi-Shandu Minister of Education and Culture, KwaZulu-Natal, Mr N S Shamase – Deputy Director General Professional Services, Mr P M Ntshangase – Chief Director Human Resource Manager and Development, Ms A N Cele, Mr M R C Msweli and Mr S L N Kheswa the programme would not have been successful.

The development of the course materials has been achieved through the joint responsibility and commitment of all the eight Regions of the Department of Education and Culture, KwaZulu-Natal and the course writers as reflected in the training modules. The Province of KwaZulu-Natal is grateful for the level of human capital developed through this exercise.

Altogether 37 Course writers were trained. Ten Secretarial and Administrative staff received training in basic desktop publishing.

We are particularly grateful to the South African Breweries, Indaba Conference Centre and Umhlanga Rocks Hotel for supporting the workshop.

Finally, we thank the Commonwealth of Learning, Vancouver, Canada, represented by Ms Kgomotso Motlotle, Education Specialist, for the technical support she provided right from the inception to the completion of the programme.

.....  
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## **Acknowledgements**

These modules were developed by a team of writers from the Department of Education and Culture, KwaZulu-Natal, South Africa, with the assistance of an external development team:

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The Commonwealth of Learning and the entire Workshop Development Team are grateful to the writers, the editorial team and secretarial support staff from the Department of Education and Culture KwaZulu-Natal and the supporting SADC Ministries of Education for working so hard to produce the modules.



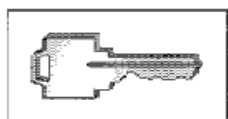
## EXPLANATION OF ICONS

**Icons are graphic signs that require you to undertake specific activities.**



Read Text

Read the text provided in the unit.



Key Words

Main words or concepts that are important in the unit.



Self Evaluation

Carry out an activity that is based on the content you have just read.



Practise Activity

Apply the knowledge and skills you have just learnt.



Assessment Task

Demonstrate your understanding and application of knowledge and Skills learnt.



Important-take note!

The answers to the activity is provided at the end of the unit.



In the light of the text you have read, think through your own practice.

## Reflection



There is a test which you should do before proceeding to the next unit.

## Unit Test



At the end of every module, there is a test you should do before proceeding to the next module.

## Module test



Highlights of the main ideas or concepts covered in the unit.

## Summary

The success of any institution, whether in the industrial world or in the education sector, depends on the effectiveness of its leaders. Leadership is a crucial component of any institution in terms of planning, organising, co-ordinating and guiding. This module is intended to help you as an educational leader to enhance your leadership skills. In order to be a good and successful leader, there are two factors that you have to consider. Firstly, as a leader, you have to accomplish goals set for the school, which are teaching and learning. Secondly, leaders have to get the work done through other people, that is, through both educators and learners you have to strike a balance between quality work and high level of job satisfaction.

## **AIMS**

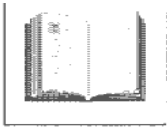
This module will help you to:

- identify and perform different leadership roles
- comply with the legal framework
- cope with organisation changes
- create a multi-cultural school.

To realise the stated aims, the content in this module is presented in eight interesting units as follows:-

1. What is leadership?
2. Government Policy
3. Leadership theories
4. Organisational change
5. Managing diversity
6. Women leaders in schools
7. School security
8. Teacher Induction

## **UNIT 1: WHAT IS LEADERSHIP ?**



Read Text

### **INTRODUCTION**

The need to make education institutions realize their goals is felt throughout South Africa. This demands effective leadership.

This unit deals with leadership issues that will assist you to be more effective in your daily duties. The discussion is arranged in the following order:

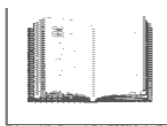
- definition of leadership
- leadership and management
- leadership tasks
- leadership styles.

### **OBJECTIVES**

After working through this unit, you should be able to:-

- define leadership
- state similarities and differences between leadership and management
- list leadership tasks
- identify different leadership styles.

### **CONTENT**



Read Text

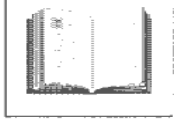
### **DEFINITION**

Leadership can be a confusing concept. There are hundreds of definitions. Each emphasizes a different aspect of leadership. For the purpose of this unit, leadership can be defined as a dynamic process that you as a leader can use to influence people and your organization to move towards goal setting and goal achievement.

Leadership may be formal or informal.

- some people, for example principals and members of the School Management Team (SMT) are appointed into **FORMAL LEADERSHIP** positions and are required to carry out leadership responsibilities.

- Other people assume leadership positions into which they are not formally appointed, but they do give direction and are followed by others. These people are **INFORMAL LEADERS**. For example, you think of a teacher among the staff, who acts as a spokesperson in staff meetings that others look up to when a decision has to be made.



Read Text

## **LEADERSHIP AND MANAGEMENT**

You need to be aware that educational institutions need good leadership as well as good management. Some people believe that leadership and management are two different things. Others believe that the two go together.

Think about it carefully.

- Can you be a good manager without being a good leader?
- Can you be a good leader without being a good manager?

## **LEADERSHIP**

Leaders set the course for the organization.

Leaders make strategic plans.

Leaders stimulate and inspire.

Leaders make new things happen.

## **MANAGEMENT**

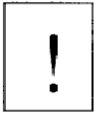
- Managers make sure the course is followed.
- Managers oversee that plans are carried out.
- Managers use their influence and authority to get people to work productively.
- Managers keep things on track and in the direction that has been set.
- (*Source: Making a self-reliant school by Butler and Christie, p 28 – Study guide*).



Self Evaluation

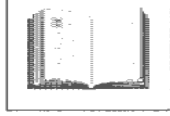
## **SELF EVALUATION ACTIVITY 1.1**

1. In your own words, define leadership.
2. Give two functions of managers.



Important-take note!

Possible answers to this activity are at the end of this unit.



Read Text

## LEADERSHIP TASKS

As a leader you have to perform the following tasks:-

**ORGANISING:** is concerned with;

- Division of work.
- Allocation of duties, authority and responsibility without abdicating the final Responsibility.
- Developing relationships between various people to promote collaboration by means of job and duty description.
- Combined effort to achieve set goals.

**DELEGATING:** helps you to;

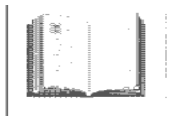
- Extend activities since more people become involved.
- Prevent overlapping.
- Present an opportunity for work satisfaction, which in turn leads to increased motivation and higher morale.
- Exercise more effective control.

**CO-ORDINATING:** helps you to;

- Synchronize people and various activities to achieve the set goals.
- Ensure co-operation between people.
- Develop team spirit and teamwork so that everyone works towards the same goal.
- Ensure that goals and policies are uniformly interpreted and applied.

**GUIDING:** will help you to;

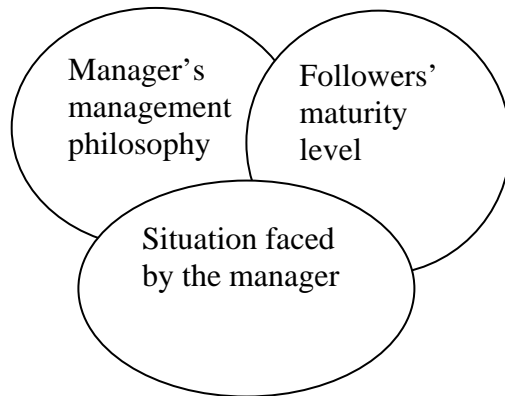
- Create a healthy and objective relationship between you and the staff.
- Be motivated.
- Focus on the performance of staff members rather than their personal qualities.
- Ensure that work is initiated and remains in progress.
- Acknowledge good work.



Read Text

## **LEADERSHIP STYLES**

There are a few factors that have a major impact on the choice of a leadership style. These factors are interrelated as you will see in the diagram below:-



As a leader you may use different styles in different situations. One may be the most appropriate in one situation while another style may be the best in another situation. Let us look at the different styles of leadership:-

### **AUTOCRATIC STYLE**

- tight control over staff and learners
- rely on rules and procedures to run their schools
- expect that their status should be respected.

### **PARTICIPATIVE STYLE**

- prefer to guide staff rather than tell them what to do
- prefer shared planning and responsibility
- rely on performance rather than status to win respect.

### **LAISSEZ – FAIRE**

- no supervision
- too much freedom
- individual behaviour is left to the individual
- the leader neglects his role.

### **DEMOCRATIC STYLE**

- consult their staff on appropriate matters and allow them some influence in the decision-making process
- treats the staff with dignity and is not punitive.

Some leaders focus on tasks and their main concern is getting results. Other leaders focus on relationship, and they spend time developing good relationships with staff.

As a leader, you might be task-focused in one situation, and be relationship-focused in another situation.

### **LEADERSHIP FOCUSED ON TASKS**

- task oriented
- getting the job done is most important.

### **LEADERSHIP FOCUSED ON RELATIONSHIPS**

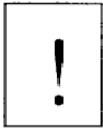
- relationship oriented
- building staff morale is most important.



Self Evaluation

### **SELF EVALUATION ACTIVITY: 1.2**

1. What are the expected leadership tasks you have to perform as a leader?
2. List the characteristics of an autocratic leader.



Important-take note!

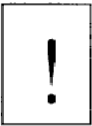
Possible answers to this activity are at the end of this Unit.



Assessment Task

### **SELF ASSESSMENT ACTIVITY**

Suppose you have been appointed as a new principal of a school, how would you recognize informal leaders amongst staff members?



Important-take note!

Possible answers to this activity are at the end of this Unit.

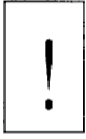


Practise Activity



## PRACTICE ACTIVITY

Think of three people whom you would consider to be examples of outstanding leaders. Write down their names and list characteristics which all these leaders have in common.



Important-take note!

Possible answers to this activity are at the end of this Unit.



Summary

## SUMMARY

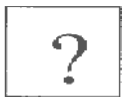
In this unit you have been introduced to leadership characteristics and tasks. This unit has also highlighted the relationship between leadership and management. We hope that this unit has equipped you with the necessary knowledge that will help you understand what type of a leader or manager you are.



Reflection

## REFLECTION

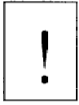
Having read through this unit, reflect on tasks that you have to perform as a leader in order to be effective.



Unit Test

## UNIT TEST

1. State four leadership tasks you have learnt in this unit.
2. Give two qualities of a good leader.
3. State whether the following statements are true or false.
  - (i) Delegation helps you to exercise more effective control.
  - (ii) Co-ordination brings disunity amongst the staff.
  - (iii) It is not necessary for leaders to make strategic plans.
  - (iv) Co-ordination helps you to develop team spirit and teamwork.
  - (v) A participative leader prefers to have tight control over staff and students.



Important-take note!

Possible answers to the test questions are given at the end of this unit.

## **ANSWERS TO UNIT ACTIVITIES**

### **SELF-EVALUATION ACTIVITY 1.1**

1. Leadership refers to a dynamic process that you as a leader uses to powerfully influence people and the organization to move towards goal setting and goal achievement.
2.
  - Managers make sure the course of an organisation is followed.
  - Managers oversee the way that plans are carried out.
  - Managers use their influence and authority to get people to work productively.
  - Managers keep things on track and in the direction that has been set.

### **SELF-EVALUATION ACTIVITY 1.2**

1.
  - Delegation
  - Organizing
  - Co-ordinating
  - Guiding
2.
  - Tight control over staff and students.
  - Rely on rules and procedures to run their schools.
  - Assume that their status should be respected.

### **SELF -ASSESSMENT ACTIVITY**

- They are not formally appointed.
- They have influence and give direction to others.

### **PRACTICE ACTIVITY**

- You may consider the following points for your answer.
- Leaders set the course for the organization.
- Leaders make strategic plans.
- Leaders stimulate and inspire.
- Leaders make new things happen.

## **UNIT TEST**

1.

- co-ordinating
- delegating
- guiding
- organizing

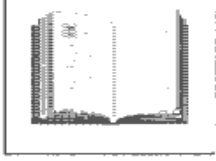
2.

- Leaders stimulate and inspire.
- Leaders make new things happen.
- Leaders make strategic plans.
- Leaders set the course for the organization.

3.

- (i) True
- (ii) False
- (iii) False
- (iv) True
- (v) False

## **UNIT 2: GOVERNMENT POLICY**



Read Text

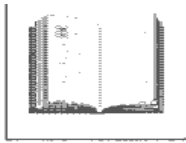
### **INTRODUCTION**

In Unit 1 we looked at the importance of leadership and the role a leader has to play in order to manage the school effectively. Unit 2 will introduce you to government policies and laws that govern education in South Africa. The South African Schools' Act (1996) creates a whole new approach towards leading, managing and governing schools.

### **OBJECTIVES**

After working through this unit you should be able to:-

- comply with the legal framework of the South African Schools Act (SASA)
- Implement the principles laid down in the policy document
- Work within the legal framework
- Operate effectively within the relevant structures of educational management.



Read Text

### **CONTENT**

- Definition
- New government structures
- Main themes in government policy on school management
- New principles and values
- Teaching and learning
- Self - reliant schools
- School governance
- Building schools as learning organizations
- School governing bodies

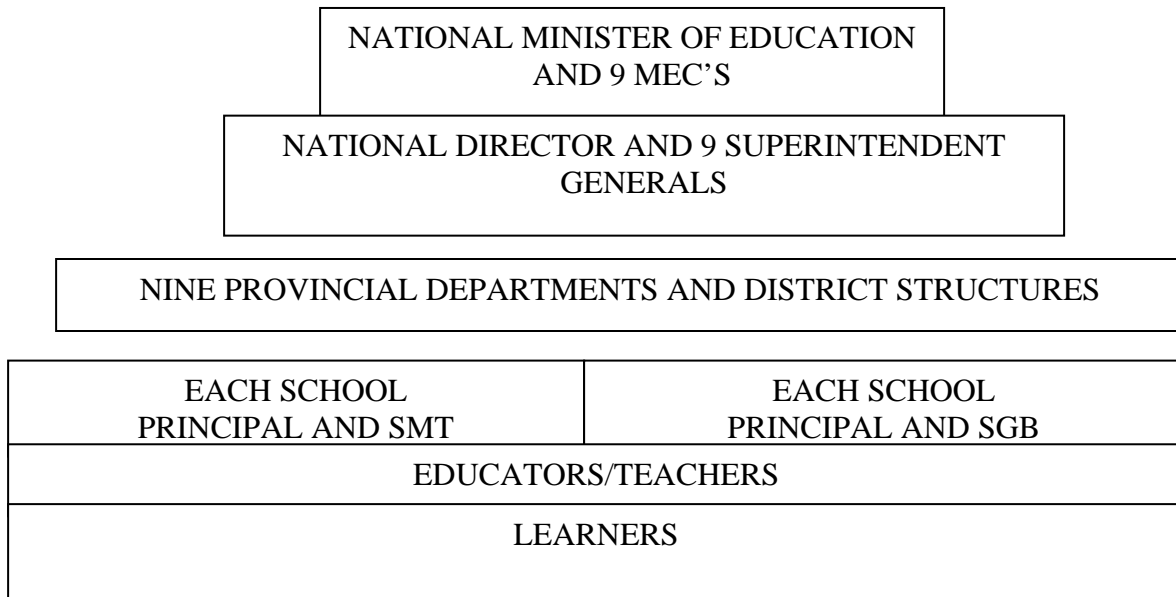
## DEFINITION

A policy is a plan of action or statement of ideals that is adopted by a group of people or government.

An education policy in particular, is a written document which is given as a guide to educational leaders and managers. It is what a government decides to do or not to do. It is a plan of action that gives the government direction to follow when making decisions in educational departments i.e. National, Provincial, Regional, Districts, Circuits and Schools.

## NEW GOVERNMENT STRUCTURES

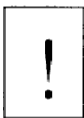
As you are aware, we are in a new political dispensation which has led to the formation of new government structures. For example, the principal no longer holds all the responsibility for running a school. The principal's work is now more formally shared with deputy principal and heads of departments (HODs). Together, they form a school management team (SMT). As a leader, it is important for you to know how the new government structure in the Department of Education, is set up as follows:-



Self Evaluation

## SELF EVALUATION ACTIVITY 2.1

According to new government policy, the principal holds all the responsibility for running a school. What is your view on this statement?



Important-take note!

Possible answers to this activity are at the end of this unit.



Read Text

## **MAIN THEMES IN GOVERNMENT POLICY ON SCHOOL MANAGEMENT**

### **NEW PRINCIPLES AND VALUES**

- Democracy
- Equality
- Human dignity
- Freedom and
- Justice

### **TEACHING AND LEARNING**

- The main purpose of a school's existence is effective teaching and learning.
- School leaders need to focus on their vision and goals as the central task and to organize schools so that teaching and learning happen in the best possible ways.
- The purpose of managing a school well is to ensure that the SMT and SGB are doing everything they can to promote high standards of learning and teaching in the school.

### **SELF RELIANT SCHOOLS**

Self-managed schools are responsible for:-

- Planning according to a value-driven mission.
- Building participation and collaboration.
- Developing their own capacity.
- Accepting responsibility for self management.

### **BUILDING SCHOOLS AS LEARNING ORGANISATIONS**

Being a learning organization means that everybody is constantly learning and growing in their understanding and skills. As a school leader you have the following responsibilities:-

- To develop the whole school.
- To develop yourself as a professional manager.
- To conduct staff development activities.
- To ensure that high quality learning and teaching occur all day and every day in your school.

- To provide opportunities for members of the SGB to have training needed to do their job properly.
- To involve parents and other members of the community in promoting the interests of the school.
- To mentor others and help them to learn.

## **SHARED GOVERNANCE**

Governing bodies (SGBs) play a key role in the school. The role includes:-

- Developing a school vision and designing a mission statement.
- Monitoring school performance.
- Selecting the disciplinary committee to help in resolving conflicts in the school.
- Bridging the gap between the school and the community.
- Managing finances and physical resources.

## **SCHOOL GOVERNING BODIES**

You are probably aware that the new political dispensation has led to drastic changes; hence, we now have School Governing Bodies in all the public schools in the country. The aim is to promote a uniform system of school governance and funding of schools.

## **MEMBERSHIP OF A GOVERNING BODY (SGB)**

The membership of the governing body of an ordinary public school comprises of the following:-

- elected members
- the principal of school
- co-opted members.

The elected members shall comprise a member or members of each of the following categories:-

- parents of learners at the school
- educators at the school
- members of staff at the school who are not educators
- learners in the eighth grade or higher.

## **FUNCTIONS OF SGBs**

- Promote the best interest of the school and strive to ensure its development.
- Develop a mission statement of the school.
- Adopt a code of conduct for learners.
- Support the principal and educators in the performance of their professional function.
- Administer and control school property and buildings.
- Encourage parents, learners, educators and other staff at the school to render voluntary services.
- Recommend to the Head of Department the appointment of educators at the school, subject to the Educators Employment Act.

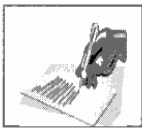


- Recommend to the Head of Department the appointment of non-educator staff at the school, subject to the Public Service Act.

### **ALLOCATED FUNCTIONS OF SGBs**

The governing body may apply to the Head of Department (in writing) to be allocated any of the following functions:-

- To determine the extra-mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy.
- To purchase textbooks and educational materials or equipment for the school.
- To pay for services to the school.



Self Evaluation

### **SELF EVALUATION ACTIVITY 2.2**

List three allocated functions of the School Governing Body in a public school.



Important-take note!

Possible answers to this activity are to be found at the end of this unit.



Assessment Task

### **SELF ASSESSMENT ACTIVITY**

What are the underpinning principles and values of the government? Do you subscribe (agree) to all these? Support your answer



Important-take note!

Possible answers to this activity are to be found at the end of this Unit.



Practise Activiy

## **PRACTICE ACTIVITY**

Compare your school today with what it was five years ago. Are there any practical ways in which these new values have influenced your practice?



Important-take note!

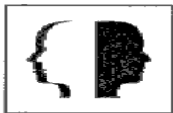
Possible points to include in your answer are found at the end of this unit.



Summary

## **SUMMARY**

This unit has introduced you to New Government Policy and structures and importance of the new principles and values. It has also exposed you to the legal framework on school governance policy. It also enables you to identify and implement the principles and values laid down in the policy documents.



Reflection

## **REFLECTION**

This unit has equipped you with knowledge to understand government policy as the foundation of all activities that you have to carry out as a school principal. Reflect on how you can use the information in this unit, to make your school self-reliant.



## Unit Test

### UNIT TEST

1. Give a brief definition of an educational “policy”.
2. Who are the members that form an SMT?
3. Who is the National Minister of Education in South Africa?
4. What is the main purpose of the school’s existence?
5. Give four categories of elected members of an SGB.

#### True or false

- (i) The function of the SGB is to formulate a code of conduct for educators.
- (ii) The other function of the SGB is to instruct the principal and educators in the performance of their professional function.



Important-take note!

Possible answers to the unit test are given at the end of this Unit.

## **ANSWERS TO UNIT ACTIVITIES**

### **SELF EVALUATION ACTIVITY: 2.1**

It is not true, the responsibility of running a school is shared by the members of the School Management Team (SMT).

### **SELF EVALUATION 2.2**

- To determine the extra mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy.
- To purchase textbooks and educational materials or equipment for the school.
- To pay for the school's essential services.

### **SELF ASSESSMENT**

- Democracy
- Equality
- Human dignity
- Freedom and
- Justice

Remember that whether you subscribe or do not subscriber to these values, you have to abide by them because they are derived from the constitution of the country.

### **PRACTICE ACTIVITY**

#### **Democracy:-**

- All the relevant stakeholders, parents, educators, learners are represented in various committees like SMT and SGB.

#### **Human dignity and equality:-**

Documents like a school policy, code of conduct for teachers and for learners are in place as instruments to achieve human dignity and equality.

### **UNIT TEST ANSWERS**

1. An educational policy is a written document which is given as a guide to educational leaders and managers.
2.
  - School principal
  - Deputy principal
  - Heads of Departments
3. Kader Asmal (at present)
4. Teaching and learning

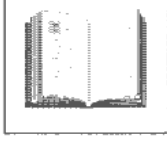
5.

- parents of learners at the school
- educators
- non-educators
- learner from grade 8 and above.

6.

- False
- False

## **UNIT 3: LEADERSHIP THEORIES**



Read Text

### **INTRODUCTION**

In the two previous units you were introduced to leadership styles, characteristics and the legal framework within which a leader has to work. This unit will expose you to different leadership theories and different approaches to leadership.

### **OBJECTIVES**

After you have gone through this unit you should be able to:-

- explain different leadership theories
- discuss various forms of leadership power
- explain the managerial grid of Blake and Mouton.

### **CONTENT**



Read Text

### **DEFINITION**

A theory is a system of rules, procedures and assumptions used to produce a result. A theory provides explanations of why things are the way they are.

### **LEADERSHIP THEORIES**

Another way of understanding leadership is to compare the behaviours of effective and ineffective leaders to see how successful leaders behave. To do this we have to look at the behavioural theories of leadership.

There are many different leadership theories, but in this unit you will be exposed to the following theories:

## **LEADERS ARE BORN, NOT MADE (TRAIT THEORY)**

You may be aware that there is a general belief that leaders have certain personal qualities that make them good leaders.

Exponents of this theory have identified some of the common traits or qualities that make good leaders. These are:-

- ability (intelligence, originality, good judgement)
- achievement
- status
- sense of responsibility
- persistence in completing tasks
- energy and drive to lead
- willingness to take risks
- capacity to organize the work of others.

## **LEADERS ARE PEOPLE WHO KNOW HOW TO DO THINGS RIGHT (SITUATIONAL THEORY)**

According to this theory you need to always think about leadership in context. Different situations and different people require different styles of leadership. The successful leader will behave according to the demands of the different situations. Therefore a good leader in one situation is not necessarily a good leader in another situation.

## **LEADERSHIP IS ABOUT GOALS AND VALUES. LEADERS MUST BE MORAL, THEY MUST DO THE RIGHT THINGS**

- This theory stresses the moral aspects of leadership.
- Leadership involves building shared visions and goals, and acting in ways to achieve these visions and goals.
- You must also lead your subordinates to valuable goals.
- As a good leader you have to lead by example, you have to influence your subordinates to do the right things.

## **LEADERSHIP IS ABOUT POWER**

- It is an undisputed fact that leadership always involves power. People who are formally appointed as leaders have power. The power they have can be used negatively or positively.
- Power would be positive if the work done is for the good of the school and negative if the work is for personal enrichment.
- There are different forms of power.

### ***Legitimate power:***

This is the power vested in the leader's position.

***Reward power:***

The leader who has reward power influences subordinates because he/she controls rewards such as merit awards, promotions and praise.

***Coersive power***

This refers to your ability as a leader to control and administer punishment to subordinates for non compliance with the leader's directive.

***Expert power***

This is based on a special ability or professional knowledge that you have as a leader and which is needed by the group.

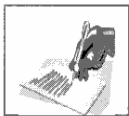
***Referent power***

The leader with referent power has personal characteristics that appeal to others because of their own personalities.

**LEADERSHIP INVOLVES MORE THAN ONE PERSON**

Exponents of leadership theories assume that there is one central person who is the leader. But this is not the case, leadership exists through a group of people working together closely.

Members of the School Management Team have leadership functions as part of their jobs. But there are also some other people in the school that have leadership roles such as a union site steward.



Self Evaluation

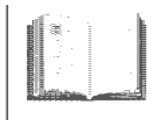
**SELF EVALUATION ACTIVITY 3.1**

You have now been exposed to various forms of leadership power. Briefly explain any three of them.



Important-take note!

Possible answers to this activity are at the end of this unit.



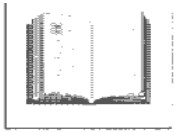
Read Text



## LEADERSHIP TRAITS

There are many leadership traits, but in this unit we will discuss only the following:-

- **Drive**  
Includes a high need for achievement, constant striving for improvement, ambition, a high energy level, tenacity and initiative.
- **Motivation**  
Have a high need for power, preferring to be in leadership rather than in subordinate positions.
- **Integrity**  
This is the correspondence between actions and words.
- **Self confidence**  
Self confidence allows a leader to overcome obstacles and instill confidence in others.
- **Knowledge**  
A leader must have knowledge, skills and professional expertise.



Read Text

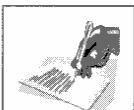
## APPROACHES TO LEADERSHIP

### TRANSFORMATIONAL LEADERSHIP

- This is the set of abilities that allow you as a leader to recognize the need for change.
- This creates the vision to guide the change and to execute it effectively.
- Transformational leaders translate a vision into reality.
- They generate excitement and get people to transcend their personal interests for the sake of the group.

### CHARISMATIC LEADERSHIP

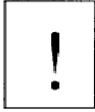
- Charisma refers to individual characteristics of a leader.
- Charisma is a form of interpersonal attraction that inspires support and acceptance.
- Charismatic leaders are more successful in influencing subordinate behaviour.
- Charismatic leaders have a lot of self confidence, a firm conviction in their beliefs and ideals and have a strong need to influence people.



Self Evaluation

### SELF EVALUATION ACTIVITY 3.2

You have gone through the leadership traits in this unit. Which of the three would you aspire to have as a leader? Why?



Important-take note!

Answers to this activity are at the end of this unit.

## **THE MANEGERIAL GRID OF BLAKE AND MOUTON**

The exponents of this theory are Robert Blake and Jane Mouton. In this theory they define two dimensions of leadership as follows:-

- concern for production
- concern for the people.

They came up with a Management Grid Style which portrays five key leadership styles.

### **Relationship Orientated Leadership**

Production is incidental to good human relations.

The leader focuses on the development of harmonious group relations so that work organization is pleasant.

### **Integrated Leadership**

- Production is achieved by the integration of task and human relationship requirements.
- As a leader, your major responsibility is to attain effective production and high morale through the participation and involvement of people – your team approval.

### **Balanced Leadership**

- The aim is a balance between high productivity and good human relations.
- As a leader you have to strive to find a middle ground so as to have reasonable production with good morale.

### **Impoverished Leadership**

- Minimum influence is exerted in interaction with others.
- Little concern for production or people is expressed.
- Most activities performed are routine.

### **Task Orientated Leadership**

Good relations are incidental to high production. You as a leader have to emphasize on production of goals by focusing on the planning, directing and controlling of activities.



Assessment Task

**SELF ASSESSMENT ACTIVITY**

Briefly discuss integrated leadership style.



Important-take note!

Possible answers to this activity are at the end of this unit.



Practise Activity

**PRACTICE ACTIVITY**

Can you give five qualities of a leader that you have read about in the leadership theory which says “Leaders are born not made”.

Which of these qualities do you lack, and what can you do to try and improve on them.



Important-take note!

Possible points to include in your answer are at the end of this unit.



Summary

**SUMMARY**

This unit has introduced you to some of the leadership theories and leadership traits. It has further led you through different leadership styles which you may use as a leader to make your work more effective.



## Reflection

### REFLECTION

Having gone through this unit reflect on the different leadership styles that you have to use in different situations.



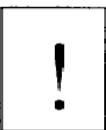
## Unit Test

### UNIT TEST

1. Give five different forms of leadership power.
2. Match the words in column A with statements in column B.

A	B
(a) Reward power	(i) Ability to control and administer punishment to subordinates.
(b) Coersive power	(ii) is based on special ability of knowledge.
(c) Referent power	(iii) to influence subordinates through rewards.
d) Expert power	(iv) personal characteristics that appeal to others.

3. State whether true or false.
  - In integrated leadership more emphasis is given on human leadership.
  - Balanced leadership; there is a balance between high productivity and good human relations.
  - Integrity is the correspondence between action and words.



Important-take note!

Possible answers to the test questions are given at the end of this unit.

## **ANSWERS TO UNIT ACTIVITIES**

### **SELF EVALUATION ACTIVITY 3.1**

Any three of the following would be taken as the correct answer:-

- Reward power
- Coersive power
- Expert power
- Legitimate power
- Referent power

### **SELF EVALUATION ACTIVITY 3.2**

Any three of the following would be taken as the correct answer:-

- Ability
- Achievement
- Status
- Sense of responsibility
- Persistence in completing tasks
- Energy and drive to lead
- Willingness to take risks
- Capacity to organize the work of others

### **SELF ASSESSMENT ACTIVITY**

Integrated leadership style is when production is achieved by the integration of task and human relationship requirements. As a leader your major responsibility is attaining effective production and high morale through the participation and involvement of your team members.

### **PRACTICE ACTIVITY**

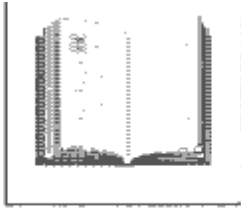
- Ability
- Achievement
- Status
- Sense of responsibility
- Persistence in completing tasks
- Energy and desire to lead
- Willingness to take risks
- Capacity to organize the work of others

The qualities that you lack will vary from person to person.

## UNIT TEST

1. Legitimate power  
Reward power  
Coersive power  
Expert power  
Referent power
2. (a) = (iii)  
(b) = (i)  
(c) = (iv)  
(d) = (iiv)
3. (a) False  
(b) True  
(c ) True

## **UNIT 4: ORGANISATIONAL CHANGE**



Read Text

### **INTRODUCTION**

In the previous unit you were exposed to leadership theories within which a leader works in order to make her/his leadership style effective. Due to the implementation of new governmental policy, there is a great need for change. This has led to the realization that there is great resistance to change, and this necessitates a lot of strategic planning. This unit will therefore discuss the dynamics of change, types of change, categories of change in the educational situation, criteria for the successful implementation of change at school, factors which influence change, the role of the school principal in relation to organizational effectiveness, and criteria for effectiveness.

### **OBJECTIVES**

After working through this unit, you should be able to:-

- distinguish between different types of change
- identify factors influencing change
- identify strategies for organisational renewal
- explain facilitation styles
- explain guidelines for effective facilitation of change.

### **CONTENT**



Read Text

### **DEFINITION**

In an organization, the leader has an interactive relationship with the environment and is subject to the laws thereof. So, under pressure from environmental factors, the school should adapt to changing circumstances but at the same time influence the environment of which it is a part.

For your school to meet the needs of the community, the school has to adapt to changing circumstances, regardless of the causes. You have to play a key role in any change which takes place at the school, whether as initiator or supporter.

## **THE DYNAMICS OF CHANGE**

- You have to be aware that your school interacts with both the internal and external environments.
- Change is inherent in the dynamic nature of organizations.
- Change is inevitable in a school because a school is an open system in constant interaction with its environment.
- Your school has to adapt to changing circumstances.

## **TYPES OF CHANGE**

It may help you to be acquainted with the three types of change which are related to organizations. These include:-

- changes of structure
- changes in the school programme
- changes in the methodology.

It is your duty as a manager to direct, plan and control these dynamic changes as they take place in the organization. Change that is not properly managed may be disastrous to your organisation.

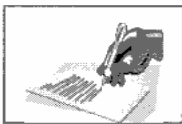
## **CATEGORIES OF CHANGES IN THE EDUCATIONAL SITUATION**

As a leader you need to see to it that change is accepted through considering the following:-

- Promise an improvement of present circumstances.
- Not be too complex.
- Fit in with the value system of those involved.
- Provide possibilities for further investigation and experimentation.
- Lead to more measurable results.

## **CRITERIA FOR THE SUCCESSFUL IMPLEMENTATION OF CHANGE AT SCHOOL**

- You as a leader have to see to it that whatever changes are effected should be relevant to the needs of pupils.
- See to it that the changes are capable of gradual implementation.
- Evaluation of results should be possible.
- Make it a point that aims are measurable.
- Implementation should be simple.
- Try to involve people who have positive attitudes towards change.



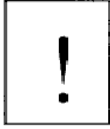
Self Evaluation

### **SELF EVALUATION ACTIVITY 4.1**

1. List three types of changes.
2. List three categories of change.



3. Identify at least three criteria for the successful implementation of change at school.



**Important-take note!**

Possible answers to this activity are at the end of this unit.

### **FACTORS WHICH INFLUENCE CHANGE**

The factors which influence change in schools may be divided into two categories:-

- external environmental factors
- internal factors in the school itself.

### **EDUCATIONAL CHANGES ARE ACCEPTABLE TO THE COMMUNITY IF:-**

- the changes are in harmony with their system
- the community is homogeneous rather than heterogeneous
- the community is positively orientated towards education
- the community interacts with other structures, and
- the educational programme is known to the community.

### **FACTORS WHICH CONTRIBUTE TOWARDS POSITIVE CHANGE AT SCHOOL LEVEL INCLUDE THE FOLLOWING POINTS:-**

- effective communication
- healthy group relations
- an open organizational climate
- effective leadership styles.

### **THE ROLE OF THE SCHOOL PRINCIPAL IN RELATION TO ORGANISATIONAL CHANGE**

As a leader, you have to play a strategic role in initiating change.

- You should have full knowledge of the organizational system.
- Your task amongst others is of an advisory and support nature in the programme of change.
- You have to give encouragement to those involved in the implementation of the plan so that they can collaborate and experiment with change.
- The support role gives some prestige to the changes taking place in the organization and engenders a feeling of dedication among the participants in the process of change.

## **STRATEGIES FOR ORGANISATIONAL RENEWAL**

As a leader, you should be aware of resistance to change and renewal.

The focus of organizational renewal may be identified as follows:-

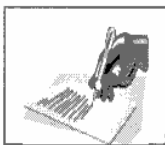
- Renewal of staff.
- Renewal of the organizational climate.
- Renewal of the organizational structures.

The renewal of staff may take place on various factors such as the following:-

- The dismissal of the present staff and employment of new staff members.
- The renewal of the existing personnel corps by in service training and personnel development.
- The renewal of the existing structures is often not easy. Organizational renewal by means of structural modifications refers in particular to modification of their :
  - (a) structure of tasks
  - (b) structure of authority
  - (c) structure of responsibility.

As a manager, you have to work in the direction of an open, supportive climate in which the following aspects of organizational life are exposed:-

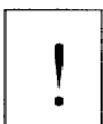
- supportive relationships
- effective interaction
- joint decision making
- Security
- high performance objectives
- opportunities for achievement
- recognition by appreciation, rewards and promotion.



Self Evaluation

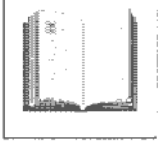
### **SELF ACTIVITY 4.2**

What is the role of the leader or manager in initiating change in her organisation?



Important-take note!

Possible answers to this activity are at the end of this unit.



Read Text

## **FACILITATING CHANGE**

As a leader you have to be a facilitator and not an instructor. Given below are some facilitation styles:

### **THE RESPONSIVE STYLE**

- this style can be labelled as a reaction style.
- responders have three tendencies that characterize them:-
  - (i) The tendency to have a limited vision concerning their school and to make decisions in terms of immediate circumstances rather than long-term aims.
  - (ii) The tendency to believe that they are professionally trained people who are capable of fulfilling their tasks with a minimum of help.
  - (iii) The tendency to emphasise the personal aspects of their relationships with teachers.

### **THE INITIATORY STYLE**

- The initiators are characterized by their ability to show initiative and to innovate.
- Take an active lead to make things happen at school.
- Have knowledge of what constitutes a good school and good guidance and teaching.
- Have an understanding of what a school principal, educators and parents should do to make change a reality.

### **THE MANAGEMENT STYLE**

As a leader you need to have typical characteristics of initiators and respondents which are:-

- understanding of duties towards a specific change
- inclined to initiate change.

### **INTERVENTION AS AN ELEMENT OF FACILITATING**

As a leader you need to take note of intervention as an element of facilitating:

- There is a fixed pattern of differences in the number of interventions by school principals.
- These differences are related to differences in facilitation styles.
- Respondents showed the smallest number of interventions.

## **GUIDELINES FOR EFFECTIVE FACILITATION OF CHANGE**

As a leader you have to consider the following guidelines which enable the facilitation of change to be effective:-

- Prior to any information being successfully implemented, the educational leaders involved should orientate and motivate themselves thoroughly, particularly with regard to the intended change.
- Intended innovation should be communicated as being an improvement to teachers and others involved.

## **ORGANISATIONAL EFFECTIVENESS**

The evaluation of organizational change and development is an ongoing management action.

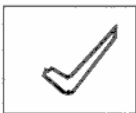
The results of actions in an organization are continually assessed:-

- by the individual herself
- by superiors
- by colleagues and subordinates.

## **CRITERIA FOR EFFECTIVENESS**

As a leader you have to measure the effectiveness of a school. The following are the criteria that you can make use of:-

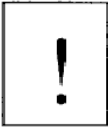
- **Adaptability**  
Professional educators should be able to identify the force of change and initiate new policy direction to meet the needs of new requirements.
- **Achieve goals**  
The success of the school is measured by public opinion (parents, authorities and pupils) and to a great extent by the cognitive skills acquired.
- **Satisfaction**  
The work satisfaction of staff and the enthusiasm and loyalty of learners indicate the school's effectiveness.



Assessment Task

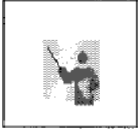
## **SELF ASSESSMENT ACTIVITY**

Let's say you have been appointed as principal of a school, how would you measure the work satisfaction of staff and loyalty of pupils?



Important-take note!

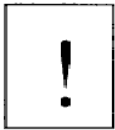
Possible answers to this activity are at the end of this unit.



Practise Activity

## **PRACTICE ACTIVITY**

As a leader relate how you can measure the effectiveness of your school?



Important-take note!

Possible answers to this activity are at the end of this unit.



Summary

## **SUMMARY**

In this Unit you have been given some techniques for handling change. There are some helpful strategies that can be taken into consideration by the leader or all the stakeholders. Criteria were identified to determine the effectiveness of the school, like adaptability, achieving goals and satisfaction. Guidelines were identified for effective facilitation of change.



Reflection

## **REFLECTION**

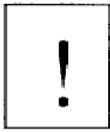
Having read through this unit, reflect on different strategies that you might use when facilitating change so that your school is effective.



## Unit Test

### UNIT TEST

1. Who are entitled to assess the effectiveness of a school?
2. Which facilitation style can be referred to as reactionary?
3. What should the educational leader do prior to implementation of change?
4. List seven aspects of organizational life.
5. Identify three tendencies that characterise the responder.
6. List three factors that influence satisfaction.



Important-take note!

Possible answers to the test questions are given at the end of this unit.

## **ANSWERS TO UNIT ACTIVITIES**

### **SELF EVALUATION ACTIVITY 4.1**

1.
  - changes of structure
  - changes in the school programme
  - changes in the methodology.
2.
  - technological changes
  - changed procedures
  - changed objectives.
3.
  - changes should be relevant to the needs of pupils
  - aims should be measurable
  - implementation should be simple
  - evaluation of results should be possible.

### **SELF EVALUATION ACTIVITY 4.2**

- She must have full knowledge of the organisational system.
- She must play the role of advising and supporting.
- She must give encouragement to those involved in the implementation of the plan.
- Her support role gives prestige to the changes taking place in the organisation and gives a feeling of dedication among the participants in the process of change.

### **SELF-ASSESSMENT ACTIVITY**

You could have such points as:

- Asking educators/learners to say what they feel about the school.
- Giving out a questionnaire to be filled in by educators or learners.

### **PRACTICE ACTIVITY**

- Improved discipline among educators and learners.
- Improved performance and results.
- Improved public image of the school.

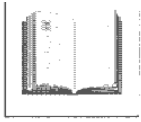
### **UNIT TEST**

1.
  - professional educators
  - parents
  - learners

- authorities
- 2. Responsive
- 3. Should orientate and motivate themselves thoroughly.
- 4. Supportive relationships.
  - Effective interaction.
  - Joint decision making.
  - Security.
  - High performance objectives.
  - Opportunities for achievement.
  - Recognition by appreciation, rewards and promotion.
- 5.
  - The tendency to a limited vision concerning their school.
  - The tendency to believe that teachers are professionally trained people who are capable of fulfilling their tasks with a minimum of help.
  - The tendency to emphasise the personal aspects of their relationships with teachers.
- 6.
  - organizational climate
  - the handling of conflict and
  - communication.



## **UNIT 5: MANAGING DIVERSITY IN ORGANISATIONS**



Read Text

### **INTRODUCTION**

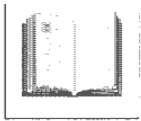
The previous unit has introduced you to change, which is inevitable to all organizations. If your school has to be effective, it has to learn to adapt to change demands, with the aim of enhancing teaching and learning. South African schools are open to educators and learners of all races, cultures and religions. Educational leaders are faced with a task of managing diversity that exists in our schools. This unit will help you to understand how diversity can be managed in an organization. The following aspects will be covered: definition of diversity, dimensions of diversity, multicultural education, goals of multicultural education, some conditions for successful multicultural education.

### **OBJECTIVES**

After studying this unit you should be able to:-

- define diversity and describe why diversity is important in organizations
- identify primary and secondary dimensions of diversity
- describe several ways in which diversity issues can affect individual behaviour in organizations
- discuss several ways in which diversity issues can affect interpersonal processes in organizations
- explain how organizational processes are affected by diversity
- describe how to create a multicultural organization.

### **CONTENT**



Read Text

### **DEFINITION OF DIVERSITY**

Workforce diversity means differences such as in age, gender, ethnic heritage, physical ability/disability, race and sexual orientation, that make up the employees of an organization. In a school situation, educators and learners form a population of diverse conditions and orientations. You have to accept that diversity exists in organizations before you can begin to manage this diversity.

## DIMENSIONS OF DIVERSITY

Within diversity there are primary and secondary dimensions.

### *Primary Dimension*

Primary dimensions of diversity include those factors that are either inborn or are influences from early socialization. These include age, ethnicity, gender, physical abilities, race and sexual orientation.

### *Secondary Dimensions*

Secondary dimensions of diversity include factors that are less permanent and can be adapted or changed. For example, educational background, geographic location, income, marital status, military experience, religious belief and work experience.

These differences are reflected in how people perceive work, what rewards they expect and how they relate to others. Leaders, particularly principals of schools, need to know about people, to understand how their social conditioning affects the culture of a school and to develop confidence and self esteem of both educators and learners.

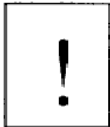
As a leader in a multicultural school, you are likely to experience racial clashes based on stereotypes and prejudices among your educators and learners. A stereotype is a generalization about a person or a group of persons based on certain characteristics or traits. For example, "Blacks are lazy". Prejudices are judgements made about others that re-enforce a superiority/inferiority belief system and can lead to exaggeration of the worth of one group while diminishing the worth of others.



Self Evaluation

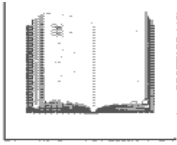
### ACTIVITY 5.1

What do you understand by the term diversity?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

## **MULTICULTURAL EDUCATION**

At this stage you have looked at diversity as a condition that exists in our schools and needs to be addressed. Multicultural education as a concept will help provide possible solutions to stereotyping and prejudicing found in our schools.

Multicultural education attempts to provide a process by which an individual develops competencies in perceiving, believing, evaluating and behaving accordingly in a diverse cultural setting. Multicultural education is an approach to education that is a continuous process which involves:

- development of cultural awareness
- recognition and acceptance of cultural diversity which forms a central consideration in the formulation of educational policies
- development of equity in education
- transformation of the school environment in order to meet the needs of students from diverse cultural, linguistic and socio-economic backgrounds.

## **GOALS OF MULTICULTURAL EDUCATION**

- enhancement of equal educational opportunities
- development of the ability to identify with and relate to other groups
- reducing racial discrimination
- development of multicultural attitudes, skills and knowledge
- inculcation of core values
- promotion of effective relationships between the school and home.

**NB:** One of the greatest challenges facing teaching is the realization of these goals in practice.

## **SOME CONDITIONS FOR SUCCESSFUL MULTICULTURAL EDUCATION**

### **Early Integration**

It is recommended that integration takes place at an early age, preferably at the preschool level. You have to provide pupils with an educational experience that will prepare them for the realities of a culturally diverse society.

### **Curriculum Development**

You have to reform the entire curriculum so that it reflects the multicultural nature of the society and meets the needs of all pupils. The design of multicultural curricula implies a complex process of selection, structuring and presentation.

### **Instructional material**

Along with curriculum reform is the need to select appropriate and relevant instructional material. Instructional materials include books, worksheets, films, pictures, etcetera which often do not reflect the cultural diverse nature of society and are at variance with the goals of multicultural education. As a leader you have to consider the accuracy of the content, the points of views of the author, the positive representation of different groups, the images portrayed by characters, language, vocabulary and illustration.

### **Diversity Of Teaching Methods**

Co-operative learning has emerged as one of the most promising strategies for diverse groups of pupils. Learning activities can be structured competitively, individually and co-operatively. Small groups of pupils have to work together to help one another with instructional activities.

### **Assessment**

The difficulty with pupil assessment in multicultural schools is that most traditional tests are culturally biased because of the language barrier. You have to use assessment techniques which are non-discriminatory and appropriate for all pupils.

### **Multilingual Teaching**

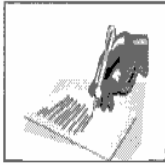
Today it is generally accepted that languages of all groups should be recognized and respected. You as a leader and an educator have to offer opportunities for various groups to learn their own language because of its cultural importance.

### **Teacher Preparation**

You will agree that the educator is the single most important factor in translating multicultural education into practice. Educators with multicultural knowledge, skills and attitudes are essential for effective multicultural education.

### **Home-School Relations**

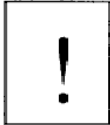
The successful education of culturally diverse groups of pupils depends on a great deal of co-operation, communication and mutual understanding between parents and educators. A relationship between home and school is very important, in order to minimize problems and tensions. As a leader, you have to make sure that parents are always involved in matters involving the education of their children.



Self Evaluation

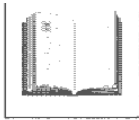
## **SELF EVALUATION ACTIVITY 5.2**

What are the conditions of a successful multicultural institution?



Important-take note!

Possible answers to this activity are to be found at the end of this Unit.



Read Text

## **CHALLENGES TO MULTICULTURAL EDUCATION**

Multicultural education as an approach to education has not gone unchallenged in the past and will continue to be challenged. The implication of multicultural education implies change to existing educational ideologies, policies and practices. Resistance to change can be expected and has already been witnessed in most of the schools in South Africa.

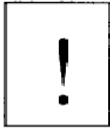
In order to improve the situation, you, as a leader, has to find creative, innovative and unconventional ways to develop and promote multicultural education in the absence of adequate financial resources.



Assessment Task

## **SELF ASSESSMENT ACTIVITY**

Do you think that the multicultural approach to education will be able to address challenges brought by diversity in our schools? Support your view.



Important-take note!

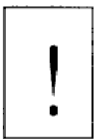
The possible points to include in your answer are given at the end of the Unit.



Practise Activiy

## **PRACTICE ACTIVITY**

Imagine that you are a principal in a new school and you want to make it a multicultural school. What are the areas that you would consider important in order to minimize resistance against turning the school into a multicultural school?



Important-take note!

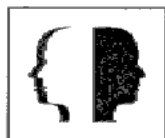
Possible points to include in your answer to this question are to be found at the end of the Unit.



Summary

## **SUMMARY**

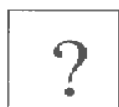
This Unit has introduced you to diversity and the challenges that it poses to our institutions. Multicultural education is a concept that attempts to address inequalities that exist because of diversity. It is hoped that you will perform your leadership duties bearing in mind that diversity of culture, values and attitude exists in our institutions.



Reflection

## **REFLECTION**

Having gone through this unit, reflect on your performance as an agent for change in playing a role to introduce and monitor the process of making your school a centre of learning that will cater for the diverse needs of both educators and learners.



Unit Test

## **UNIT TEST**

Discuss two diversity dimensions that both educators and learners possess even before they come to school.



Important-take note!

Possible answers to the test question are given at the end of the Unit.

## **ANSWERS TO UNIT ACTIVITIES**

### **SELF EVALUATION ACTIVITY 5.1**

Diversity means differences such as in age, gender, ethnic heritage, race, gender and sexual orientation. In a school situation, educators and learners form a population from diverse conditions and orientations.

### **SELF EVALUATION ACTIVITY 5.2**

- early integration
- curriculum development
- instructional material
- diversity of teaching methods
- assessment
- multilingual teaching
- teacher preparation
- home-school relations

### **SELF ASSESSMENT**

There is no single right answer to this activity on addressing challenges brought by diversity. However you may wish to consider some of the points provided above in Activity 5.2.

### **PRACTICE ACTIVITY**

You may consider some of the following points:-

- enhancement of equal educational opportunities
- inculcation of core values
- curriculum development
- teacher preparation
- strengthen home-school relations



## **UNIT TEST**

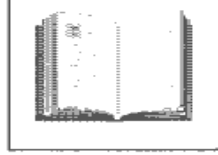
### **Primary dimension of diversity**

- include factors that are inborn or influence from early socialization like age, race, gender, physical abilities and sexual orientation.

### **Secondary dimension of Diversity**

- factors that are less permanent and can be changed or adapted. e.g. educational background, geographic location, income, marital status, religious belief and work experience.

## **UNIT 6: WOMEN LEADERS IN SCHOOLS**



**Read Text**

### **INTRODUCTION**

The focus of this unit is on women leaders (in education) who have been denied equal opportunities that were enjoyed by men. The unit will assist you to overcome gender stereotypes and prejudices on women in leadership positions. In unit five we discussed diversity as an inevitable challenge that multicultural education has to address by catering for needs of various groups. In our educational institutions there is an increase of women occupying leadership positions. This unit will empower you to appreciate and respect women leaders in education.

### **OBJECTIVES**

You should be able to:-

- discuss the role of women leaders
- state the barriers women leaders face
- explain the strategies to break down barriers
- identify weaknesses that lead to low self-image
- eliminate differential benefits between men and women.

### **CONTENT**



**Read Text**

### **DEFINITION**

Despite the reluctance of many people to accept women as principals, considerable research suggests that women are indeed effective school leaders. Smith (1978) reports that women principals are typically more skilled than men in building positive school climates, perceiving and solving problems, and facilitating positive school and community relations. From your experience and exposure you might have noticed that there are fewer women principals than men and that women school leaders tend to be concentrated at the junior levels where they are likely to supervise female educators. Although they have the same title as their male colleagues, women principals are rarely viewed as equals either by their male colleagues or by their male or female staff.

## **CHALLENGES FACED BY WOMEN LEADERS**

### **Tradition and Culture**

South African women have been socialized to be passive and to be subservient to men. The impact of tradition and culture to the role of women leaders is critical because different communities have different expectations of women.

Gloria Steinem (1971) quotes female leaders who made the following comments:-

- Our tradition is a problem: we are considered to be the first-born children to men and this has been internalized. Even if men do not want to dominate, women hold back and participate in this attitude.
- Women principals violate traditional norms and values. According to our tradition, women are not supposed to be leaders. They are supposed to be submissive to men.
- Men feel great because of our tradition, male domination is taken as a form.

### **Attitudes of others towards women leaders**

Traits admired in men are rejected in women.

- a male is “dynamic”, a female is “aggressive”
- a male is “firm”, a female is “inflexible”
- a male is “good on details”, a female is “picky”
- a male is a “go-getter”, a female is “pushy”
- a male is “confident”, a female is “stuck up”
- a male has the “courage of his convictions”, a female is “stubborn”
- a male is “human”, a female is “emotional”
- a male “makes decisions quickly”, a female is “impulsive”.

You must have noticed from the examples above that the male descriptors are positive, ones to be valued and emulated, while the female descriptors are negative and to be avoided at all costs. You can draw a conclusion that gaining respect within the school environment itself can be problematic for female leaders. It is worth noting that both educators and pupils have been socialized to various gender roles, particularly that women should be subservient to men. Surviving in such a hostile environment can be challenging for even the most talented and skilled woman.

### **Professional Status, Promotion and Pay**

You will remember from your Lower Primary School days that women teachers were placed at the elementary level so that they can continue the role of mother and nurture the learners. It is rare to have a male teacher at the lower levels because men are expected to teach at the higher levels where there is more status. Certain subjects are expected to be taught by men, for example, Mathematics and Science. You might recall that until recently, women’s salaries and benefits were typically less than those of their male counterparts. In your role as a principal, would you pay equal salary to male and female general workers in your school? It is your duty as a leader to stop this vicious cycle of inequality between males and females.

## **Role Conflict**

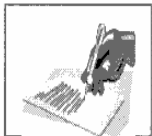
Women leaders in particular have a challenge of fitting themselves into a number of roles that they are expected to fulfill. Some of the roles are being a mother, a wife, a leader, a teacher, a church member, etcetera. All these add stress because of the overload at school and at home. Struggling to excel in a myriad of roles, women leaders suffer from what has been called the “Superwoman Syndrome”, where they are expected to handle difficult and time-consuming multiple roles with ease and perfection.

## **Self Image**

In addition to dealing with role conflict and the other issues noted above, the comments from women school leaders indicate that many suffer from a negative perception of themselves:-

- Women doubt themselves. They have fears and expectations of failure.
- Women have inferiority complexes in the presence of men. They are regarded as minors.
- People lack confidence in women’s abilities and women doubt their own abilities.
- Women have negative attitudes towards themselves.
- Women fear failure and the underlying fear of failure can cause women leaders not to perform properly.
- Women feel that they have to be perfect.

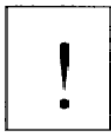
Despite efforts to throw off the negative effects of their socialization, many women still struggle with lack of confidence in themselves as leaders. It is your duty as a principal to boost the confidence of your staff members so that they feel important and accepted in order that they have a positive image of themselves.



Self Evaluation

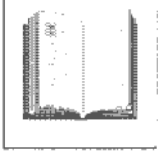
### **SELF EVALUATION ACTIVITY 6.1**

What are some of the barriers faced by women school leaders in South Africa?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

## **STRATEGIES FOR WOMEN**

In this section of the Unit we will discuss some of the strategies that you might use to scale down the myriad of barriers that women encounter.

- Awareness of the barriers, external and internal that keep women from meeting their goals. Each woman has to identify the specific barriers that affect her personally.
- Women must be aware of the stereotypical image that people hold of them.
- Women must be conscious of their thoughts and attitudes that reduce them to inferior positions.
- They must understand their strengths and weaknesses in order to maximize their strengths and to improve the weak areas of their performance.
- To address some of the weaknesses, a leader needs to improve herself by reading books and by seeking professional advice.
- Readiness to take a leadership role means women must get the appropriate qualifications and skills that will make them competent.
- Hands on experience will help you, as a woman leader in particular, to improve your skills and to show others your strength.
- Identify a mentor that will teach, advice, guide and sponsor you.
- Give insight into the business (school).
- Serve as a sounding board for decision making.
- Be a constructive critic.
- Provide necessary information for career advancement.
- Show other women how to move effectively through the system.
- Help women cut through red tape.
- Teach women the “political ropes” and introduce them to the right people.
- Stand up for women in meetings or discussions.
- Suggest women as likely candidates when appropriate opportunities come along.
- Increase women’s visibility, single them out from the crowd of competitors and argue their virtues against others.
- Provide an important signal to other people that women have your backing, helping to provide the woman with an aura of power and upward mobility (Carr-Ruffino, 1985, P114).

A mentor can either be a man or a woman. The key is that the mentor believes in the woman and that he or she has some power to make things happen for her.

## **STRATEGIES FOR MEN**

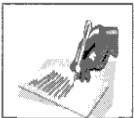
You may be asking yourself whether men do not feature at all when we speak of women leaders. Men have to understand the plight of women and resolve to be part of the solution rather than part of the problem. The steps men must take are parallel to those recommended above for women. Men must understand and strive to change their own and other men's attitudes that hinder women. Both men and women together can be pro-active in ending discrimination against women in the school or workplace. Men can play an important role in helping women succeed as educational leaders. Men can help both specific individual women and they can work for institutional change that views women as vital participants in the leadership of schools. You have to encourage men to do the following:-

- Give women opportunities to lead at all levels.
- Give honest feedback on their performance.
- Support women in the presence of both women and men. You have to be careful not to generalize, but criticism should be directed to an individual.
- Encourage women to get opportunities to grow and develop professionally.
- Allow women an opportunity to make their own decisions.

## **ADVOCATING INSTITUTIONAL CHANGE**

It is crucial that you, as a leader, promote a conducive climate in your institution that will enhance the full potential for women to show their leadership qualities.

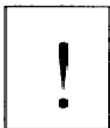
- Work to eliminate the benefit differential between men and women.
- Encourage balanced representation on the management team of your school.
- Demand open, free and fair employment practices for vacancies in your institution.
- Create a selection team made up of both men and women.
- Include women in both formal and informal leadership networks.



Self Evaluation

## **SELF EVALUATION ACTIVITY 6.2**

Write a list of activities that you can do to help other women to achieve their goals.



Important-take note!

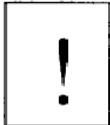
Possible answers to this activity are to be found at the end of this unit.



Assessment Task

### SELF-ASSESSMENT ACTIVITY

All Principals are expected to monitor and make the institutional climate conducive to enhance maximum potential from women educators and leaders. What strategies can you use to advocate institutional change?



Important-take note!

Possible points to include in your answer are given at the end of this Unit.



Practise Activiy

### PRACTICE ACTIVITY

You have been invited to lead a discussion on “How to Enhance the Effectiveness of Women Managers in Education”. List the key points you would include in your discussion.



Important-take note!

Possible points to include in your answer are given at the end of this Unit.



Summary

### SUMMARY

Men and women working together to improve educational opportunities for children is an important and worthwhile goal for a new South Africa. In this unit you have dealt with strategies that leaders can use to enhance leadership potential for women. Hopefully you now know the importance of eliminating all the barriers that hinder women from occupying leadership positions.



## Reflection

### **REFLECTION**

Having gone through this Unit, reflect on your role as a leader. How can you create opportunities for women to become leaders in your institution? Think of how you can mobilize men to respect and support women leaders.



## Unit Test

### **UNIT TEST**

What are the strategies that women leaders can use to scale down barriers they encounter?



Important-take note!

Possible answers to the test question are given at the end of this Unit.



## **ANSWERS TO UNIT ACTIVITIES**

### **SELF-EVALUATION ACTIVITY 6.1**

- tradition and culture
- attitudes of others towards women leaders
- professional status, promotion and pay
- role conflict
- self-image.

### **SELF-EVALUATION ACTIVITY 6.2**

- give women opportunities to lead
- give honest feedback on their performance
- support women in the presence of both women and men
- support women to grow and to develop professionally
- allow women to make their own decisions.

### **SELF ASSESSMENT ACTIVITY**

- eliminate the benefit differential between men and women.
- encourage balanced representation on the management team of your school.
- promote open, free and fair employment practices for vacancies in your institution.
- include women in both formal and informal leadership networks.

### **PRACTICE ACTIVITY**

You may consider the following ideas:-

- Strengths of Women Managers
- Perceived weaknesses

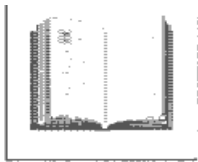
Strategies for enhancing the effectiveness of women managers in education:

- self evaluation
- acceptance of weaknesses
- building on one's strengths
- developing a Strategic Staff Development Plan
- team building through delegation.

## **UNIT TEST**

- to be aware of the barriers that affect them personally
- be aware of the stereotypical image that people hold of women
- understand their strengths and weaknesses
- maximize their strengths and improve their weaknesses
- identify mentors that will support them.

## **UNIT 7: SCHOOL SECURITY**



Read Text

### **INTRODUCTION**

One of the duties of a leader is to create a conducive environment for educators and learners. In Unit 6 you studied the role that women leaders have to play in our educational institutions. As a leader, it is important that women educators and learners are protected. School security entails mutual respect for both men and women.

### **OBJECTIVES**

After going through this unit you will be able to:-

- identify a school's security problems
- draft a school's security plan
- implement a school's security plan
- assess and monitor a school's security plan
- form community ownership and partnership.

### **CONTENT**



Read Text

### **DEFINITION**

School security refers to the measures that you as a leader take to make the school environment free from crime and violence. This unit will address problematic issues related to crime and violence at schools and not to the broader issues of safety such as fire safety, first aid, etcetera.

#### **School Security Committee**

It is your duty as a leader, together with the school governing body, to set up a school security committee (SSC). The leaders should compile a list of all people and groups who are concerned with the school and then select the best possible security committee for your school.

This committee should comprise of the following:-

- members of the governing body
- educators
- learners (from Grade 8 upwards)
- local government representatives
- member of the police forum
- representatives of local businesses
- key stakeholders in your community
- representative of local S.A.P.S.

Furthermore at each police station there is a Ground Operational Co-ordinating Committee. The main task of this committee is to help the police to work successfully with the community.

### **Areas of responsibility**

The school security committee should be responsible for:-

- Identifying the school's security problems.
- Liaising with significant people in the community.
- Drafting a school security plan.
- Overseeing and monitoring implementation of the plan.
- Charting the rise or decline in school-based crime and violence.

You as a leader together with SGB and SMT members are the ultimate decision makers and you are responsible for:-

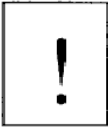
- Forming the School Security Committee.
- Overseeing and monitoring its process.
- Insisting on and receiving SSC progress reports at every meeting.
- Allocating funds.
- Helping to raise additional funding for the SSC special projects.
- Making the school and wall space available for SSC activities.
- Encouraging school support for SSC.
- Helping to monitor violent and criminal incidents.



Self Evaluation

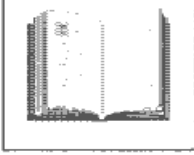
### **SELF-EVALUATION ACTIVITY 7.1**

You have now been exposed to the formation of the School Security Committee. Give all the categories of people that form this committee.



**Important-take note!**

Possible answers to this activity are at the end of this unit.



**Read Text**

### **IDENTIFYING THE SCHOOL'S SECURITY PROBLEMS**

- The first task of the SSC is to identify priority crimes and security problems that confront the school.
- The SSC should then make recommendations to the SGB as to which problems to address first.
- The SGB must then make human and financial resources available to address the security problems.

### **LIAISING WITH COMMUNITY MEMBERS**

- The SSC must meet the SGB to discuss available human and financial resources.
- There is a great need that the SSC must work together with key members of the community.
- The SSC should determine the kind of help that is available from the surrounding community.

### **DRAFTING A SCHOOL SECURITY PLAN**

The leader should ensure that a school is a safe place. The leader must have a written security plan that gives details about security measures of the school. A good plan should be:-

- easily understood
- documented in writing
- easy to implement
- affordable – within the budget
- accountable.

As a leader you should ensure that the plan makes optimal use of the human and material resources available.

## **Implementing the plan**

- A draft plan should be circulated among all the stakeholders.
- The period allowed for comments should be limited.
- The SSC must type up the final plan if possible.

The final security plan must:-

- Include time tables of when each objective should be achieved.
- The cost of each activity.
- Duty distribution list.
- A plan for monitoring progress. The leader together with the SSC should compile a list of activities and outcomes that can be marked off as each task is completed.

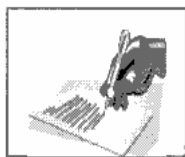
## **MONITORING**

Monitoring the plan involves two major tasks. You as the leader together with the SSC must see to it that each member of the security committee does what she/he is supposed to do.

- You have to see to it that the work is completed timeously.
- Weekly review meetings are recommended.
- All people concerned with security should report to the SSC.
- Secondly, you as the leader together with the SSC have to monitor what kind of progress is being made.
- You have to see to it that all elements of security are being addressed or implemented.
- Quarterly meetings should be held to review the records of violent or criminal incidents.

## **SECURITY INSPECTION**

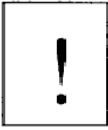
You as a leader, together with the SSC, should invite experts in security to thoroughly inspect school and advise on problems like poor entrance control, inadequately secured doors and windows. You can also seek the security advices from Ground Operational Co-ordinating Community Police Forum.



Self Evaluation

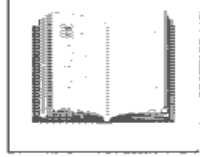
### **SELF-EVALUATION ACTIVITY 7.2**

Give five requirements of a good security plan.



Important-take note!

Possible answers to this activity are at the end of this unit.



Read Text

## **COMMUNITY OWNERSHIP**

The leader has to make the school a community owned place where many activities can take place.

- Usually schools which are very busy with school and community activities have the benefit of greater security.

Activities that may increase community ownership include:-

- sports programmes
- adult education
- community meetings
- social clubs.

## **COMMUNITY PARTNERSHIPS**

You as a leader have to make your school co-operate with other people and organizations (in the area) who volunteer to provide services or supplies to the school. This enhances school security. These are the results you would achieve from the community partnership:-

- Adults volunteer to monitor learners as they move about in the school premises.
- Business sponsorship of security infrastructure like fences and alarms.
- Better police response.
- Parents and teachers volunteering to conduct after school programmes like clubs, sports and other activities.

### **Organizing Community Partnership**

Community ownership and partnership do not just simply happen. You as a leader have to make this possible by:-

- Disseminating information that the school is available for evening use.
- Organizing workshops on different issues of community interests like health issues, small business development, care of the environment, etcetera.
- Setting up adult education classes.
- Organizing festivities like cake sales, flea markets or a dance.

- A community awareness day on the theme of security.
- Letters to parents asking for their assistance.

## **SECURING THE SCHOOL ENVIRONMENT**

It is your duty as a leader to combat school crime and violence and to make sure that the school premises are physically secured by doing the following:-

- Controlling the entrance, exit and movement of people on the school grounds.
- Protecting school property, equipment, furniture and materials.

## **SECURITY GUARDS AND CARETAKERS**

- If the school is in a high risk area, you should organize to have a visible security guard.
- The school should also have caretakers on the school premises.
- The security and caretakers should be supported by the local police as well as the community police forum.

The security guard should be:-

- Equipped with a cell-phone or radio for rapidly reporting criminal activity.
- The security must not be armed or he could be targeted for the weapon.
- Provide with a guard house near the entrance for protection from the elements, to maintain morale, and to increase efficiency.

## **MOVEMENT CONTROL**

The leader should ensure that the following is observed:-

- Only one exit/entrance to the school is used.
- The gate should be locked so that no one can enter or leave without the knowledge of the security.
- Visitors to the school should be met by the guard and accompanied to the office.
- Late comers to school must also be accompanied to the office by the guard.
- Pupils and staff must be instructed to report the presence of all strangers or trespassers on the property.
- Erect signs in your school that tell people that crime is not permitted and that offenders will be prosecuted.

## **OTHER MEANS OF SECURING THE ENVIRONMENT**

There are many types of security measures that can help to secure the school environment. So, it is up to the leader to choose what is the best for her school, depending on the human and material resources available.



There are some examples of security measures:-

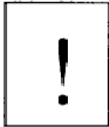
- Metal detectors
- Electronic alarm systems
- Electronic gates
- Electric fencing
- School identity cards
- Closed circuit cameras and monitors
- Movement detectors
- Radio linkage to armed reaction units



Assessment Task

### **SELF-ASSESSMENT ACTIVITY**

Give results you would reap when your school forms a partnership with the community.



Important-take note!

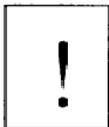
Possible points to include in your answer are at the end of this Unit.



Practise Activiyy

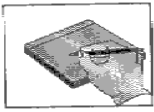
### **PRACTICE ACTIVITY**

You have been appointed as a leader to a school that does not enjoy the support of the community. Instances of theft and burglary in the school are very common. As a leader what could you do to change this situation?



Important-take note!

Possible points to include in your answer are at the end of this Unit.



### Summary

## SUMMARY

This unit has provided you with the most basic outline of how to improve your school's security. It has explained your role as a leader to take responsibility for school security and how to go about drafting and implementing a security plan. The basics that have been covered can also be used by the most disadvantaged schools in dealing with crime and security problems.



### Reflection

## REFLECTION

Having gone through this unit, reflect on the things you would do to address the crime and violence problems in your school.



### Unit Test

## UNIT TEST

1. State whether True or False
  - (a) The security guard must not be equipped with a cell-phone or radio.
  - (b) The security guard must be provided with a guard house near the entrance.
2. Give any four security measures that can help you to secure your school.



### Important-take note!

Possible answers to the test questions are given at the end of this Unit.

## **ANSWERS TO UNIT 7 ACTIVITIES**

### **SELF EVALUATION ACTIVITY 7.1**

- members of the governing body
- educators
- learners (from Grade 8 upwards)
- local government representatives
- member of the police forum
- representatives of local business
- key stakeholders in your community
- representative of local S.A.P.S.

### **SELF EVALUATION ACTIVITY 7.2**

- It must be easily understood.
- It must be written down.
- It must be easy to implement.
- It must be affordable.
- Accountable.

### **SELF ASSESSMENT ACTIVITY**

- Adults would volunteer to monitor learners.
- Better police response times.
- Parents and teachers volunteer to conduct after school programmes for school age children.
- Business sponsorship of security infrastructure like fences and alarms.

### **PRACTICE ACTIVITY**

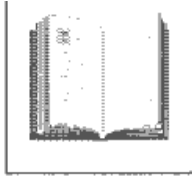
You may consider the following points for your answer:-

- Disseminating information that the school is available for evening use.
- Organizing workshops on different subjects of community interests.
- Setting up adult education classes.
- Organizing festivities like cake sales, flea markets or a dance.
- Writing letters to parents asking for their assistance.

## **UNIT TEST**

1.     (a) False  
       (b) True
  
2.     Any four of the following would be considered as the correct answer.
  - Metal detectors.
  - Electronic alarm systems.
  - Electronic gates.
  - Electric fencing.
  - School identity cards.
  - Closed circuit cameras and monitors.
  - Movement detectors.
  - Radio linkage to armed reaction units.

## **UNIT 8: TEACHER INDUCTION**



Read Text

### **INTRODUCTION**

In the previous unit you were exposed to school security which is part of leadership responsibility. In this unit we will be looking at teacher induction. This will require you as a leader to draw out an orientation programme for all your new teachers.

### **OBJECTIVES**

After working through this unit, you should be able to:-

- define induction
- describe how the new teacher can deal with curricular and instructional issues
- list all important points concerning a teacher induction programme.

### **CONTENT**



Read Text

### **DEFINITION OF TEACHER INDUCTION**

Teacher induction is a process of orientating a new teacher so that she is familiar with pupils, parents, administrators, fellow teachers as well as the school surroundings. This also lessens the struggle to understand school policies and procedures.

For effective teacher induction, you need to bear in mind the following common problems and find out what strategies you can use to induct new teachers.

### **PROBLEMS:-**

- New educators feel uncertain about how to handle a class situation.
- New comers realize that the world of the classroom as seen through the eyes of a learner differs significantly from the world of the classroom from a teacher's perspective.

## **DEALING WITH PUPILS, PARENTS, ADMINISTRATORS, AND FELLOW TEACHERS**

As a leader you must not forget that educators enter teaching because of their concern for pupils, so they become disappointed when they experience serious problems relating to pupils.

- They complain of being unable to understand their pupils who seem to be unmotivated and may even be hostile.
- Beginners struggle to respond appropriately when confronted with disciplinary problems.
- Some are frustrated by parents not attending meetings.
- Fear of not being accepted by fellow teachers.
- Beginners may encounter jealous peers.

## **DEALING WITH CURRICULAR AND INSTRUCTIONAL ISSUES**

As a leader you need to let new teachers know that they are fully responsible for instruction of pupils from their first working day.

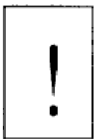
- Beginners must learn to deal effectively with both curricular and instructional issues.
- They must master the content they are expected to teach.



Self Evaluation

### **SELF-EVALUATION ACTIVITY 8.1**

1. List three common problems of beginner educators.
2. What type of learners may cause the beginner educators to complain?



Important-take note!

Possible answers to this activity are at the end of this unit.



## **Read Text**

### **HINTS FOR THE DEVELOPMENT OF AN EFFECTIVE TEACHER INDUCTION PROGRAMME**

A leader has to consider the following suggestions for an effective educator induction programme.

#### **MEET WITH THE TEACHER PRIOR TO THE OPENING OF SCHOOL**

As a leader, you should be aware that the principal has got to meet and have some discussion with a new teacher before the school begins in order to avoid distractions.

- During the meeting, the principal should share his or her expectations with the educator.
- The principal should also explain school policies and procedures.
- The principal should give the teacher a guided tour of the buildings.
- The principal should also introduce the teacher to other school personnel such as the school secretary.
- Visiting the classroom assigned to her is helpful.
- The principal should address the questions and concerns raised by the teacher.

#### **ASSIGN EACH NEW TEACHER A “BUDD” OR MENTOR**

As a leader you have to make it a point that there is a mentor teacher to acclimatize the new teacher to the school environment:

- It is suggested for a mentor to be an experienced educator.
- A mentor should be an educator who has a genuine concern for beginner educators and who is willing to spend time and energy in supporting them.
- The mentor educator should be assigned to a room that is close to the beginner educator’s room.

#### **REGULAR MEETINGS WITH BEGINNERS**

As a leader you have to plan weekly meetings with newly appointed educators:

- The meetings should be assessed as the year progresses.
- Principals should keep the meetings positive.
- Problems that are raised should be discussed by the entire group and solutions should be generated by the entire group.

## **REASONABLE OPPORTUNITY FOR SUCCESS**

You have to see to it that reasonable opportunities are provided to teachers for success

- The principal should carefully consider the pupils who are assigned to the new educators.
- Offer beginners proper supervision.
- Visit their classroom and offer assistance.
- The visits should not be evaluative in nature.
- The visits should be viewed as helpful and supportive by the teacher.
- Principals should avoid Laissez – faire that is “HANDS OFF” approach, because it might contribute to the new educator’s lack of success.
- Provide beginners with staff development activities.
- See to it that beginners are involved in planning the activities.
- Let the beginners identify their specific needs and then select activities that are relevant to those needs.
- See to it that there is a balance between a teacher’s staff development needs and the leader’s needs for time to plan, to reflect and to develop materials.

## **PRACTICE THE EFFORTS AND RECOGNISE THE ACCOMPLISHMENTS OF NEW TEACHERS**

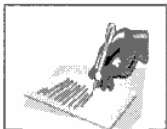
As a leader you need to appreciate correct or good things done by the beginner, so that he or she can be motivated.

You have to note that praise also boosts teachers’ confidence and satisfaction, pride and sense of belonging. For an example, “I like the way you introduced that lesson”, can revitalize sagging energies and stimulate the teacher to do more and better.

## **ESTABLISH A MENTORING CLIMATE IN THE SCHOOL**

As a leader you should see to it that there is effective communication among your staff members.

- The experienced teachers should welcome beginners and assume responsibility for helping them to adjust to the school culture.
- Departments should be encouraged to “look in” on new teachers and share skills, materials and strategies with them.
- Principals should encourage experienced teachers to assist beginning teachers.
- Principals must caution experienced educators against smothering their inexperienced colleagues.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 8.2**

1. List three hints for the development of an effective educator’s induction programme.





Important-take note!

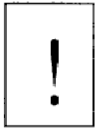
Possible answers are to be found at the end of this unit.



Assessment Task

### **SELF ASSESSMENT ACTIVITY**

As a leader dealing with induction for new teachers, evaluate yourself or even your performance and find out whether you are on the right track, given the information that you have read in this unit.



Important-take note!

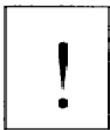
Possible answers are to be found at the end of this unit.



Practise Activity

### **PRACTICE ACTIVITY**

As a principal of a school you are the one who is supposed to conduct an induction programme for new teachers, but during the arrival of the beginners you are in hospital due to ill-health. Will that mean there will be no induction process due to your absence? Explain.



Important-take note!

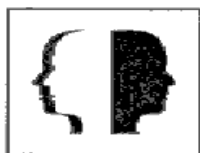
Possible answers to this activity are to be found at the end of this unit.



### Summary

## SUMMARY

In this unit it has been brought to your attention that educators generally enter teaching because of their concern for pupils, but they become disappointed when experiencing serious problems relating to their pupils. As a leader you are advised to follow the suggested hints for an, Educator Induction Programme. Through these hints you will be able to address the problems encountered by beginners. Principals are advised to involve beginners in planning the activities. The principal should ensure that beginner educators have every opportunity to succeed in their new environment. It is important to note that although we have referred to induction in the school situation in this unit, induction is necessary in any organization and at any level, and the principles underlying induction are the same.



### Reflection

## REFLECTION

Having gone through this unit, reflect on your performance as an educational manager in running a teacher induction programme for beginners. Think of the suggested hints. What is your attitude towards beginners? In your school, how is the relationship between beginner educators and old staff members; between beginners and learners and between beginners and parents?

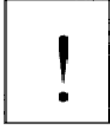


### Unit Test

## UNIT TEST

1. Among the staff members, who can be entitled to give a warm welcome to beginners?
2. What are the common problems of beginning teachers?
3. When is the principal supposed to meet with the teacher?
4. Who are suggested as mentors?
5. Give four important things that are suggested for the principal to do during the first meeting with the beginners.

6. What strategies would you follow in providing new teachers reasonable opportunities to succeed?
7. As a leader how can you establish a mentoring climate in the school?



**Important-take note!**

Possible answers are to be found at the end of this unit.

## **ANSWERS TO UNIT 8**

### **SELF EVALUATION ACTIVITY 8.1**

1.
  - Adjusting to “the shock of the unfamiliar”.
  - Relating to pupils, parents, administrators and fellow teachers.
  - Dealing with curricular and instructional issues.
2.
  - Unmotivated ones.
  - Hostile ones.

### **SELF EVALUATION 8.2**

1.
  - Meet with the teacher prior to the opening of school.
  - Assign each teacher a mentor.
  - Hold regular meetings with beginners.

### **SELF ASSESSMENT**

There is no single right answer to this activity since a leader should undergo introspection. You as a leader have to find out whether you do follow induction hints listed below:-

- Meet with the teacher prior to the opening of school.
- Assign each new teacher a “buddy” or mentor.
- Schedule regular meetings with beginning teachers.
- Provide teachers a reasonable opportunity to succeed.
- Praise the efforts and recognize the accomplishment of new teachers.
- Establish a mentoring climate in the school.

### **PRACTICE ACTIVITY**

- As a leader you have to make it a point that the induction policy is known to everybody, especially SMT.
- During your absence the induction process will be conducted by your assistant with the help of the senior or experienced teachers.

## **UNIT TEST**

1. The Principal or the deputy principal.
2.
  - Adjusting to the shock of the unfamiliar
  - Relating to pupils, parents, administrators and fellow teachers.
  - Dealing with curricular and instructional issues.
3.
  - The principal should meet with the new teacher prior to the opening of school.
4.
  - educators who have experience
  - educators who are willing to support.
5.
  - should share his expectations
  - should explain school policies and procedure
  - should give the teacher a guided tour of the buildings
  - should introduce the teacher to other school personnel
  - should visit the classroom assigned to the new teacher
  - should address the questions and concerns raised by the new educators.
6. You should:
  - Consider carefully the students assigned to the beginning educator.
  - Offer beginners proper supervision.
  - Visit their classroom and offer assistance.
  - Visit should not be evaluative in nature.
  - The visits should be reviewed as helpful and supportive by the educator.
  - Principals should avoid Laissez-faire.
  - Involve beginners in planning activities.
  - See to it that there is a balance between a new teacher's development needs and the need for time to plan, to reflect and to develop materials.
  - Let the beginners identify their specific needs and then select activities that are relevant to those needs.
7.
  - The experienced teachers should welcome beginners and assume responsibility for helping them to adjust to the school culture.
  - Departments should be encouraged to "look in". on new teachers and share skills, materials and strategies with them.
  - Principals should encourage experienced teachers to assist beginning teachers
  - Principals must caution experienced teachers against smothering their inexperienced colleagues.

## **MODULE TEST**

1. Give two qualities of a good leader.
2. Who are the members that form a School Management Team.
3. Briefly discuss an integrated leadership style.
4. Let us say you have been appointed as a principal of a school, how would you evaluate the work of your staff and loyalty of pupils?
5. Discuss two diversity dimensions that both educators and learners possess even before they come to school.
6. Write a list of activities that will help you as a woman leader to achieve your goals.
7. Give any four security measures that can help to make your school secure.
8. Give four important things that are suggested for the principal to do during the induction of beginner educators.

## **GLOSSARY**

induction	-	the process of familiarizing a new teacher
curriculum	-	subjects studied in a school
leadership	-	a dynamic process that you as a leader uses to powerfully influence people and your organization to move towards goal setting and goal achievement
organization	-	is a consciously co-ordinated social unit, composed of two or more people, that functions as a relatively continuous basis to achieve a common goal or set of goals
structure	-	the formal relationship of people in an organisation and these people have to be related in some structural way so that their work can be effectively co-ordinated
mentor	-	a teacher who acclimatizes a new teacher to the school environment
S.G.B	-	school governing body
S.M.T	-	school management team
myriad	-	an indefinitely great number
disseminate	-	to scatter about, spread, pass on
S.S.C.	-	school security committee
budd	-	friend
conceive	-	imagine, speculate
subservient	-	serving in a minor role
stereotype	-	fixed (unjustifiably) mental picture about a group of people
homogeneous	-	of the same characteristics
heterogeneous	-	of diverse character
synchronize	-	occur at the same time

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