MANAGEMENT DEVELOPMENT AS A TASK OF SCHOOL MANAGERS AT INSTITUTIONAL LEVEL

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DEDICATION

This work is dedicated first and foremost to my hero, my constant inspiration whose vision for my education since SSA has culminated into this study, my father, Mzwakhe Daniel Xaba. Wagadla futhi Nonkosi! Wagadl' ungaqali! Shwabade!!!

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SUMMARY

Key words: education management, management development, management training, human resource development, school-based management development, education management development techniques, education management development needs, participative management.

This study investigated management development as a task of school managers by focusing on:

- the need for a new education management development approach in South African schools;
- the nature and scope of management development;
- the international and national perspectives on the education management development practice;
- current education management development activities in Gauteng schools; and
- an education management development model for Gauteng schools.

The literature study exposed the need for a new education management development approach in South African schools, the nature, scope and major aspects of management development. Furthermore, management development approaches, techniques and methods as well as guidelines for a new holistic approach are described. The investigation into the education management development practice for school managers exposed advanced levels in this regard in the UK and USA. Malaysia, Zimbabwe and Namibia are engaged in customising effective programmes for school managers. South Africa is focusing on a holistic approach, with a significant step taken being, the establishment of the National Institute for Education Management Development.

The empirical study consisted of a structured questionnaire distributed to a sample population of 108 school principals, 80 deputy principals and 210 heads of departments to investigate their management development needs, experiences and activities. Main findings revealed a lack of training for school management, uncoordinated education management development programmes, with existing ones being reactions to crisis situations, and ill-defined management roles for school managers. School principals seem solely responsible for school management, thus exposing a need for a school-based management development approach.
The management development model developed for Gauteng schools focuses on whole-school development, recognises the participatory management vision of the new education system, includes stakeholder involvement in education management development and provides school managers with a model that employs the GDE Quality Assurance Framework.

The major recommendations flowing from this study include customising education management linguistics for South Africa, defining job descriptions for school managers, preparing and inducing school managers, setting education management qualifications for education management posts and institutionalising the National Institute for Education Management Development.
OPSOMMING

Sleutelwoorde: onderwysbestuur, onderwysbestuursontwikkeling, onderwysbestuursopleiding, menslike hulpbronnentwikkeling, skoolgebaseerde bestuursontwikkeling, onderwysbestuursontwikkelingstegnieke, onderwysbestuursontwikkelingsbehoeftes, deelnemende bestuur.

In hierdie studie is bestuursontwikkeling as 'n taak van skoolbestuurders ondersoek deur te fokus op:

- die behoefte aan 'n nuwe benadering tot onderwysbestuursontwikkeling in Suid-Afrikaanse skole;
- die aard en omvang van onderwysbestuursontwikkeling;
- 'n nasionale en internasionale perspektief op onderwysbestuursonwikkelingspraktyke;
- hedendaagse onderwysbestuursontwikkelingspraktyke in skole in Gauteng; en
- die ontwikkeling van 'n onderwysbestuursontwikkelingsmodel vir skole in Gauteng.

Deur middel van 'n literatuurstudie is die behoefte aan 'n nuwe benadering tot onderwysbestuursontwikkeling in Suid-Afrikaanse skole aangetoon en is die aard, omvang en hoofmomente van onderwysbestuursontwikkeling ondersoek. Voorts is die benaderings tot en tegnieke en metodes vir onderwysbestuursontwikkeling bespreek. Die ondersoek na onderwysbestuursontwikkelingspraktyke het aan die lig gebring dat gevorderde vlakke in dié verband in die Verenigde Koninkryk en die VSA bereik is. Maleisië, Zimbabwe en Namibië is besig met prosesse om doeltreffende programme vir skoolbestuurders daar te stel. In Suid-Afrika word gefokus op 'n holistiese benadering. Die totstandkoming van die National Institute for Education Management was 'n belangrike stap in hierdie verband.

Die empiriese ondersoek bestaan uit 'n gestrukturereerde vraelys wat aan 'n steekproefpopulasie van 108 skoolhoofde, 80 adjunkhoofde en 210 departementshoofde gestuur is om hul bestuursontwikkelingsbehoeftes, -ervaring en -aktiwiteite te bepaal. Die bevindinge het onder andere 'n gebrek aan opleiding in skoolbestuur, ongekoördineerde onderwysbestuursontwikkelingsprogramme met bestaande programme wat hoofsaaklik reaksies op krisissituasies is, en swakgedefinieerde bestuursrollen vir skoolbestuurders aan die lig gebring. Dit wil ook voorkom asof slegs skoolhoofde verantwoordelik is vir die bestuur van die skool, wat die behoefte aan 'n skoolgebaseerde bestuursontwikkelingsbenadering benadruk.

Die bestuursontwikkelingsmodel wat vir skole in Gauteng ontwerp is, fokus op geheelskool-ontwikkeling, verreken die beginsels van deelnemende bestuur, sluit die
hetrokkenheid van alle belanghebbende partye in onderwysbestuursontwikkeling in en voorsien skoolbestuurders van 'n model binne die konteks van die Gauteng Departement van Onderwys se Quality Assurance Framework.

Die belangrikste aanbevelings wat uit die studie voortspruit, sluit in 'n eenvormige onderwysbestuurstaal vir Suid-Afrika, werkomskrywings vir skoolbestuurders, die voorbereiding en induksie van skoolbestuurders, die vasstelling van onderwysbestuurskwalifikasies vir onderwysbestuursposte en die institusionalisering van die National Institute for Education Management development.
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LIST OF ABBREVIATIONS

The following abbreviations are used in this text:

ASCD  Association for Supervision and Curricular Development
B.Ed.  Baccalaureus Educationis
CA    Commitment Approach
CEM   Critical Events Model
ELRA  Education Labour Relations Act
EMIS  Education Management Information Systems
GDE   Gauteng Department of Education
HID   Head of Department
HSRC  Human Science Research Council
INSET In-service training
LEA   Local Education Authority
LEAD  Leadership in Educational Administration Development Programme
LRA   Labour Relations Act
M.Ed.  Magister Educationis
NASE  National Academy of School Executives
NASSP National Association of Secondary School Principals
NDC   National Development Centre for School Management
NGO   Non Governmental Organisation
NQF   National Qualifications Framework
OBE   Outcomes Based Education
PAL   Peer-Assisted Leadership
PEU   Professional Educators’ Union
PTA   Parent Teachers Association
PU for CHE Potchefstroom University for Christian Higher Education
REQV  Required Educational Qualification Value
ROME  Result-Oriented Management in Education
RSA   Republic of South Africa
SACE  South African Council of Educators
SAOU  Suid Afrikaanse Onderwysunie
SADTU South African Democratic Teachers’ Union
SASA  South African Schools Act
SMT   School Management Team
TQM   Total Quality Management
UK    United Kingdom
UNESCO United Nations Educational, Scientific and Cultural Organisations
UNICEF United Nations Children’s Education Fund
UNISA University of South Africa
USA   United States of America