Rhodes Business School
Leadership for Sustainability

Responsible Leadership | Engaged Business | Integrated Society

RHODES UNIVERSITY
Where leaders learn

Designing School Leadership Development Programmes with Impact

Noel Pearse

Agenda

- Education Context of South Africa and Grahamstown

- Context for Leadership Development

- Principles of Design for the School Leadership Development Programme

- Conclusion & Recommendations

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Education Context of South Africa

- Policies that support education for social transformation, poverty alleviation and the uplifting of human dignity
- Implementation and operation problematic
  - 80% of Schools Dysfunctional

Trends in International Mathematics and Science Study (TIMSS) reports

- Poor performance in Mathematics, Science and Technology

table 1: Summary of South African Performance on 2015 TIMSS

International Benchmark	Grade 5	Grade 9	
	Mathematics	Mathematics	Science
Advanced (>625)	1%	1%	1%
High (550-625)	4%	3%	4%
Intermediate (475-550)	12%	10%	9%
Low(400-475)	22%	21%	18%
Potentials (325-400)	28%	35%	28%
Not Achieved (<325)	33%	31%	40%

At the School Exit Point

- Of the Grade 2s who reached Grade 12 in 2013:
  - Only 20% wrote Mathematics
- Only 5% of the original cohort passed with a D-symbol (i.e. 50%) or higher

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Grahamstown inequalities

- Of the approximately 1 000 children entering **no-fee** Grade 1 classrooms each year

- Only 60 will complete Grade 12 with a Bachelor-level pass

Effective leadership at school level is essential for school performance

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Developing School Leadership

- Critical areas that the senior school leader has to fulfil:
  - 1. Leading teaching and learning in the school
  - 2. Shaping the direction and development of the school
  - 3. Managing the quality of teaching and learning, and securing accountability
  - 4. Developing and empowering self and others
  - 5. Managing the school as an organisation
  - 6. Working with and for the community
  - 7. Managing human resources (staff) in the school
  - 8. Managing and advocating extramural activities

Context for Leadership Development

1. Leadership rather than management
   - change agents
   - Sustainability and crisis management
   - Strategic and organisational/operational leadership
   - Stakeholder approach
2. Distributed approaches to leadership
   - Complexity and Burden of leadership
3. Loneliness and accountability of leadership
4. (Individual) leader development **and** (collective) leadership development

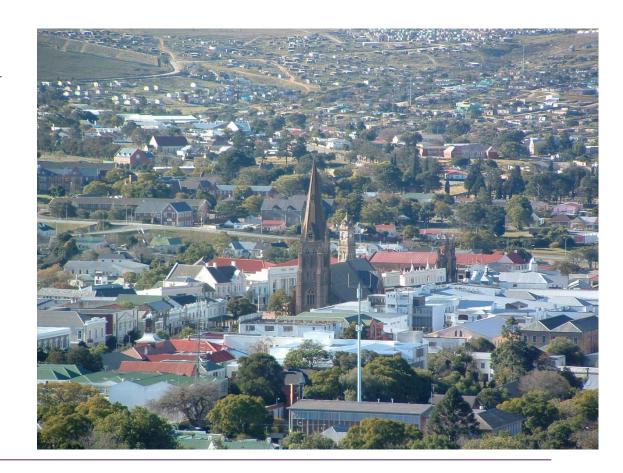**Rhodes Business School**
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Principles of Design for the School Leadership Development Programme

1. Relevant content and teaching and learning experience

2. Promoting Radical behaviour supportive of change and excellence

3. Relational components of leadership

4. Responsible and reflective leadership practice

5. Rounded leadership development

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Relevant content and teaching and learning experience

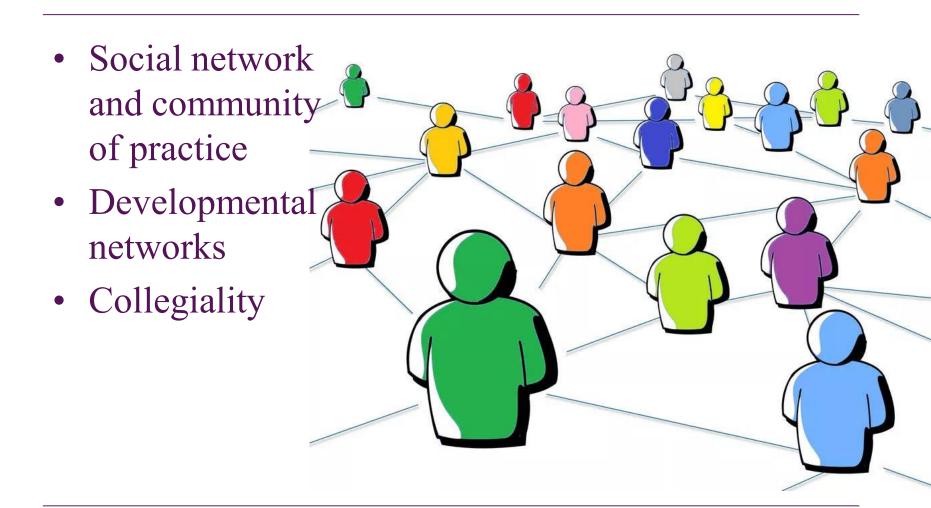- Problem based learning
- Leadership in context

Promoting Radical behaviour supportive of change and excellence

- Strategic leadership

- Performance management

- Strategy implementation

- Change management

Relational components of leadership

- Social network and community of practice
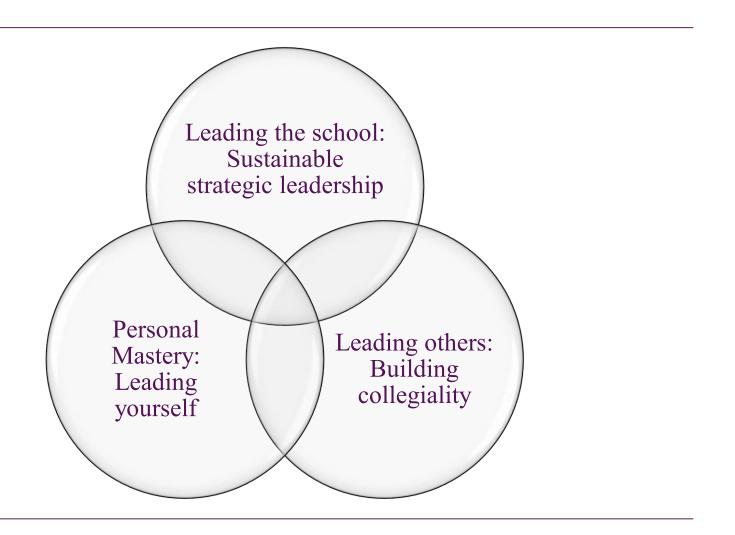- Developmental networks
- Collegiality

Responsible and reflective leadership practice

- Responsible leadership
- Self-directed learning
- Authentic leadership

Rounded leadership development

Leading the school: Sustainable strategic leadership

Personal Mastery: Leading yourself

Leading others: Building collegiality

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Conclusion & Recommendations

- Customisation according to the context shaped effective course design

- Future courses
  - Two cohorts
    - Members of the school management team
    - Local officials of the Department of Basic Education
    - Combined sessions and others separately but in parallel

Thank You

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