A BRIDGE Resource

Guide to Tools and Resources for
SCHOOL PRINCIPALS
Aim of this Guide

Over years of work with our communities of practice, BRIDGE has shared and developed a number of educational tools and resources.

Many of these can be of great help to you as a school principal in the day-to-day implementation of your leadership and management responsibilities. In addition, using this guide will help you build up Continuing Professional Training and Development (CPTD) points from the South African Council for Educators (SACE). You will enrich your professional development through reading, self-study and application of the tools and resources provided here, and can report on this to SACE as described below.

The aim of this Guide is to make a selection of these resources and knowledge products easily available to school principals.

DBE Whole School Improvement Areas

The Guide will give you access to a number of different types of resources, including key government policy documents, planning and implementation tools and resources, and texts of conceptual interest.

A guiding principle for selection of these knowledge products has been relevance and application to the DBE Nine Key Areas of Whole School Improvement.

What are the DBE Whole School Improvement Areas?

In the Whole School Evaluation Policy these areas are described as follows:

<p>| Basic functionality | The ability of the school to realise its educational and social goals. It focusses on establishing a disciplined and purposeful school environment and dealing with absence, lateness and truancy. |</p>
<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
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<tbody>
<tr>
<td>Leadership, management and communication</td>
<td>Providing direction to the school; managing the curriculum, staff and physical resources to promote quality teaching and learning; and promoting stakeholder involvement through communication strategies.</td>
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<tr>
<td>Governance and relationships</td>
<td>The School Governing Body’s responsibilities in terms of establishing a purposeful and disciplined school environment, including providing strategic direction and performing legally mandated financial and human resource functions.</td>
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<tr>
<td>Quality of teaching and learning, and educator development</td>
<td>Curriculum planning and time management; creating a positive learning environment; teachers’ knowledge and understanding of the curriculum; lesson planning, preparation and presentation; conducting and managing assessment; and promoting and managing teacher development.</td>
</tr>
<tr>
<td>Curriculum provision and resources</td>
<td>Implementing the curriculum as well as extra- and co-curricular enrichment programmes. It emphasises compliance with the CAPS curriculum and providing and managing teaching and learning resources.</td>
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<tr>
<td>Learner achievement</td>
<td>Academic achievement in internal and standardised assessment as well as participation in sports and cultural activities. It includes learner ability in mathematics and the school’s language of teaching and learning, and the school’s ability to support learners with barriers to learning.</td>
</tr>
<tr>
<td>School safety, security and discipline</td>
<td>Providing a healthy, safe and secure environment for learners, staff and others at the school, including complying with relevant legislation; managing learner discipline and contributing to emotional, social and physical well-being of learners.</td>
</tr>
<tr>
<td>School infrastructure</td>
<td>The provision and maintenance of school buildings, equipment, furniture, facilities and services needed to support a positive teaching and learning environment.</td>
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<tr>
<td>Parents and community</td>
<td>Communicating with parents; promoting parental and community involvement in learners’ education; and using their contributions to support learners’ progress.</td>
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**How does the Guide work?**

On the next two pages you will find an overview of SACE’s guidelines for building up CPTD points.

Then for each resource or knowledge product listed in this Guide you will find:

- A brief description of the scope and content of the knowledge product.
- A comment on its potential application in relation to one or more of the Areas for Whole School Improvement.
- A hyperlink which will take you to the knowledge product on the BRIDGE website, which may in turn include links to other useful documents and websites.
The South African Council for Educators (SACE)

SACE is the professional council for educators in South Africa. It aims to improve the status of the teaching profession through registration, management of professional development, and the inculcation of a Code of Ethics for all educators.

At the heart of SACE is the notion that all educators are life-long learners, and that professional development is central to improving the quality of our education system. An overview of the points system is given below, followed by guidance on how to use the CPTD system.

SOME IMPORTANT SACE DOCUMENTS

<table>
<thead>
<tr>
<th>IQMS &amp; the CPTD Management System</th>
<th>This explains the difference between:</th>
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<tbody>
<tr>
<td></td>
<td>- The Integrated Quality Management System (IQMS), which is made up of the programmes used by the Department of Basic Education to monitor the performance of the education system.</td>
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</table>
• The CPTD system, which recognises different teacher development activities and gives educators guidance on what to do, where to go, and how to build up their points profile.

_To go to this resource, click here._

This manual tells you how to use the online CPTD Self Service Portal. It tells you how to set yourself up to use the portal, then takes you through a step-by-step process in order to:

_CPTD User Manual_

1. Sign up
2. Log in
3. Create or update profile
4. Add qualifications
5. Add subjects
6. Manage profile
7. Log a query
8. View recorded points
9. Record points

_To go to this resource, click here._

This important guide explains everything you need to know about how to earn points, and how to report and record these. It explains and gives examples of:

- Type 1 Activities (Teacher-initiated)
- Type 2 Activities (School-initiated)
- Type 3 Activities (Externally-initiated).

_You can use and apply many of the resources in this Guide for your Type 1 Activities._

_To go to this resource, click here._

This portfolio provides you with a structured way to plan, implement, record and report all your CPTD activities to submit to SACE. It gives examples and useful templates to complete.

_To go to this resource, click here._
These are the resources you can access through this Guide.

- The BRIDGE Principals' Annual Planning Toolkit (user guide and set of resources and tools)
- Policy on the South African Standard for Principalship
- School Peer Review Toolkit (user guide and set of resources and tools)
- School Functionality: A BRIDGE Resource
- School Profile Guide: A BRIDGE Resource
- Mentorship in Teacher Development: A BRIDGE Resource
- Principals Upfront: The Use of ICT in Schools: Panacea for Improvement or Tools for Learning?
- Principals Upfront: Instructional Leadership
- Shifting Paradigms, Changing Practice: Values-based Instructional Leadership in Schools
- Becoming a Transformational Leader
- Ethical School Leadership: Leading and Living with Integrity
- School Leadership Perspectives: Podcasts from the CliffCentral Leadership in Education show

“Leadership is a practice – and when we get involved in actions, we must remember that a part of that is about leadership and our role as a leader. We are all leaders, just as we are all followers - and I want to encourage us all to lead well.” Dr Allistair Witten
1. The BRIDGE Principals’ Annual Planning Toolkit

The Toolkit is made up of a planning framework and a useful and practical set of tools such as schedules and activity templates that can be downloaded and adapted to suit your own needs. These will help principals and school management teams to plan, schedule and monitor activities needed for effective school functioning and compliance with DBE requirements. The Toolkit includes a guide on how to use the different types of records and tools it contains.

Given that it is a planning framework covering all the domains of a principal’s primary and delegated responsibilities, it is relevant to all the DBE Whole School Improvement areas.

To go to this resource, click here.


The Standard describes what is expected of a school principal and sets out the competencies and qualities required to carry out these roles and responsibilities effectively. It was developed by the DBE together with the provincial education departments for the purpose of professionalising the principal’s role, and assisting in preparation, training, recruitment, selection, induction and mentoring of principals.

The first element, the Core Purpose of Principalship, is unpacked into eight interdependent key areas. These are then described in terms of the knowledge and activities linked to working in these areas. The standard contains some practical illustrative examples.

The eight areas are:
- Leading teaching and learning in the school: five main kinds of leadership
- Shaping the direction and development of the school
- Managing quality of teaching and learning and securing accountability
- Developing and empowering self and others
- Managing the school as an organisation
- Working with and for the community
- Managing human resources (staff) in the school
- Managing and advocating extramural activities.

The standard is relevant to all the DBE Whole School Improvement areas.

To go to this resource, click here.
3. School Peer Review Toolkit

The School Peer Review is a process developed and implemented by the schools of the South African Extraordinary Schools Coalition (SAESC). This is a BRIDGE community of practice made up of school leaders and teachers from a group of over 20 schools around South Africa that define themselves as ‘impact schools’: high-quality, achievement-orientated schools with affordable access (low fee or non-fee) to disadvantaged learners across South Africa.

The School Peer Review is a process whereby teachers from participating schools, together with BRIDGE staff, visit each other’s schools and carry out a two-day process of observations, discussions and feedback in order to share practices and suggestions for improvement.

The School Peer Review (SPR) Toolkit has developed over time to provide a number of self-evaluation and observation tools to help in the process of gathering evidence and planning for growth.

You may find these tools helpful, and use or adapt them for your own contexts.

The SPR Toolkit relates directly to the DBE’s Whole School Improvement areas 2, 3, 4, 5, 6 and 9.

The following link takes you to the Table of Tools for the SPR, which gives links to all the tools in the Toolkit. First read the Purpose and Domains document which explains the SPR process.

To go to this resource, click here.

4. School Functionality: A BRIDGE Resource

What is school functionality and how do we measure different levels of functionality in a school? This BRIDGE resource brings together a number of guidelines, reports and articles. It gives you a brief overview of each one and summarises key lessons, then links you to the original resource. It includes the DBE’s Handbook on the Whole School Evaluation Policy as well as the 2015 School Self Evaluation instrument; both these documents are based on the 9 Key Areas for Whole School Improvement. In addition, it includes other tools and strategies for identifying and improving areas of functionality and systems for school leadership: for example, those put forward by well-known educators such as Professor Jonathan Jansen, Dr Muavia Gallie and Dr Allistair Witten.

This resource addresses The DBE’s Whole School Improvement Area 1, as the basis for all the other areas.

To go to this resource, click here.
5. School Profile Guide: A BRIDGE Resource

The School Profile Guide was developed as a user-friendly guide for project managers going into a school which is part of a funded intervention. Its purpose was to help observers get a preliminary sense of the level of functionality of the school on a short first visit. It gives guidelines on the kinds of evidence that will show areas of strength and weakness in a school for different functionality domains, and tools and resources through which this evidence can be gathered and measured.

The functionality domains chosen were:

<table>
<thead>
<tr>
<th>School leadership and management</th>
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<tbody>
<tr>
<td>Curriculum management</td>
</tr>
<tr>
<td>Teaching and learning</td>
</tr>
<tr>
<td>Teacher &amp; learner attendance</td>
</tr>
<tr>
<td>Learner outcomes</td>
</tr>
<tr>
<td>Teaching and learning support material</td>
</tr>
<tr>
<td>Physical environment</td>
</tr>
</tbody>
</table>

This resource could be useful to principals and school management teams as a self-evaluation instrument. Using it to identify areas of weakness in your school could help you with your school improvement plans.

The School Profile Guide touches on DBE Whole School Improvements Areas 1, 2, 4, 5, 6, 7 and 8.

To go to this resource, click here.

6. Mentorship in Teacher Development: A BRIDGE Resource

This resource discusses the concepts of induction and mentorship, providing definitions and summaries of the main ideas around these topics. It gives a number of practical tips around induction programmes for newly qualified ‘first-time’ teachers, or new teachers taking up posts in a school. It also sets out a design process for developing a mentorship programme in a school. In addition, it contains links to a number of other resources on induction and mentorship.

It links strongly to DBE Whole School Improvement Area 4 which addresses Educator Development, and should serve as a resource for those in the school management team dealing with induction and professional development.

To go to this resource, click here.
7. Principals Upfront: The Use of ICT in Schools

Principals and other school leaders come to BRIDGE’s Principals Upfront seminars to share information and interact with panellists and speakers on important issues. This knowledge product captures the ideas shared by a number of principals about the pros and cons of ICT in schools, and the lessons they have learned about the challenges and benefits of implementing an ICT strategy.

The resource contains very helpful information about what needs to be in place for using technology successfully in schools, as well as some of the pitfalls to watch out for. It relates especially to Areas 4, 5 and 8 in the Whole School Improvement Plan.

Take one step at a time and understand that implementing ICT is not a sprint, it is a marathon. [panellist]

To go to this resource, click here.

8. Principals Upfront: Instructional Leadership

This session of Principals Upfront explored what it means to be an ‘instructional leader’. The main speaker Professor Pam Christie shared research on different aspects of ‘leading learning’. The two panellists, as principals of schools functioning in very different contexts, shared their practical experiences and challenges around instructional leadership.

This is a very useful resource for understanding how leadership skills are applied in real contexts. While it relates directly to Area 2, instructional leadership also impacts on most of the other areas in Whole School Improvement.

Leadership is about influencing attitudes and getting people motivated. Leadership also requires handing over leadership roles, and therefore requires both flexibility and humility. [panellist]

To go to this resource, click here.

9. Shifting Paradigms, Changing Practice: Values-based Instruction in Schools by Dr Allistair Witten

In 2011 the Sasol Inzalo Foundation began researching a number of leadership programmes in schools. This research highlighted the need to develop specific resources and tools to equip school leaders to deal with the contextual challenges they faced, many of which are social rather than academic, particularly in disadvantaged schools. Ways of assisting school principals to deal with various challenges were ultimately expressed as a framework or ‘systems dynamic model’, which was shared with educators through a role-playing board game.

Dr Allistair Witten
Dr Allistair Witten undertook the extensive process of sharing the information and resources with the education community. This involved intensive work at school level and engagement with a wide range of education forums.

The lessons and results of this project are captured in Dr Witten’s book ‘Shifting Paradigms, Changing Practice: Values-based Instruction in Schools’, which was launched in September 2017.

As Dr Witten said at the launch, the guiding principles in the development of this book were that, ‘.... it should be simple to engage with so that anyone with an interest in education would be able to take from it key lessons to share, or use to develop themselves; it should be relevant and responsive to the contextual realities and the practice of leadership in South African schools; and it should be readily available to everyone who wanted to use it, especially to those in public schools.’

While the book relates very directly to Areas 2 and 3 in that it deals extensively with the importance of communication and relationships in leadership and governance, it also provides helpful insights and strategies relating to all nine of the DBE areas for Whole School Improvement.

You can find the book as a free resource by clicking here.

If you want to read more about the launch of the book, click here to go to the Principals Upfront Dialogue where it was discussed.

### 10. Becoming a Transformational Leader

This resource explores the idea of transformational leadership, and gives guidance on four steps to follow to develop these skills.

This resource addresses Area 2 of the Whole School Improvement areas.

To access the resource, please click here.
11. Ethical School Leadership: Leading and Living with integrity

This power point presentation sets out the essential elements of ethics, and ethical leadership. It gives examples of the kinds of questions we need to ask ourselves if we want to be moral leaders, and offers decision-making strategies for making ethical choices. It also gives you a list of further reading and resources.

While the topic relates primarily to Area 2 in the Whole School Improvement Areas, clearly ethics affect all relationships within the school as well as with the community in which the school operates.

To access the resource, please click here.

12. School Leadership Perspectives: Podcasts from Cliff Central Leadership in Education Show

Through its partnership with Cliff Central internet radio in 2015 and 2016, BRIDGE gave principals and other school leaders a voice on a variety of topics. Principals shared different experiences in dealing with issues such as addressing diversity and inclusion, the differing challenges of rural and urban contexts, and the management of SGBs. The podcasts enabled principals to connect with their peers across the country, offering support and advice for different contexts. Discussions relate to all nine of the DBE areas.

The podcasts confirm the key leadership role of principals in providing quality education, and are a rich resource of working practice. We have heard from people with vision, people with determination and grit, who have overcome the odds and built something of value, usually in spite of their situations. Building on that and understanding what it is that makes a good leader and how that practice can be replicated, is what the education system needs.

[Barbara Dale-Jones, former BRIDGE CEO]

There are two knowledge products which give written summaries of the leadership discussions, so you can look at these and choose which podcasts you want to listen to. To get to these summaries, click here and here.