

WHAT IS THE BRIDGE-TUTUWA PROGRAMME?

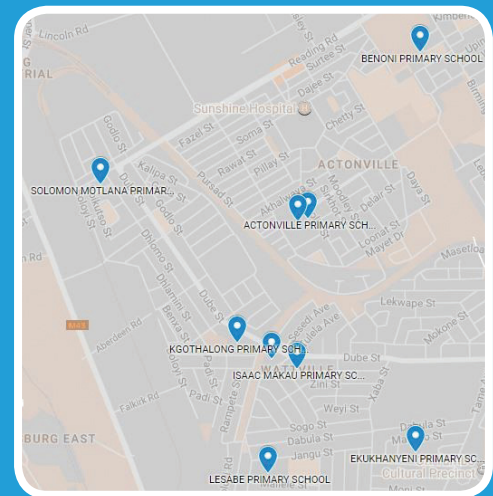
BRIDGE and the Standard Bank Tutuwa Community Foundation have developed a 5 year programme that seeks to support schools in improving learner outcomes. The BRIDGE-Tutuwa programme will empower school leaders and HODs to implement quality educational practices and processes through a combination of mentoring, professional learning communities (PLCs) and peer review.

The Peer Review Process has been developed by the South African Extraordinary Schools Coalition (a group of low-fee independent schools that work together to share best practice) and their learnings and resources will be adapted for use in this programme.

WHO IS THE PROGRAMME FOR?

The programme targets 9 primary schools in the Ekurhuleni North District:

- Actonville Primary School
- Benoni Primary School
- Ekukhanyeni Primary School
- Isaac Makau Primary School
- Kgothalong Primary School
- Lesabe Primary School
- Magalelagase Primary School
- Pioneer Primary School
- Solomon Motlana Primary School



HOW WILL WE ACHIEVE THIS?

Tracking & documenting processes, challenges & successes.
Adapting, developing & sharing tools & resources.



The Standard Bank Tutuwa Community Foundation aims to harness the potential of South Africa's youth through investing in early childhood development, schooling and youth work opportunities to create significant, enduring social impact.

For more information email Hassiena Marriott
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To find tools and resources visit
www.bridge.org.za or www.saesc.co.za

THEORY OF CHANGE

MAIN GOALS

More efficient & effective school management

Increased collaboration within & between schools as a team

Change in culture & climate in teams & schools. Increased evidence of status of Peer Review domains

OUTCOMES

MENTORING

which could increase/improve

- self-confidence in leadership role & as a mentor
- self-awareness of own leadership approaches
- school status in assessment domains
- application & implementation of Transformational Leadership Practices
- mentoring modelled from Principal to HODs.

PLCs

which could increase/improve

- access to tools & resources on Transformational Leadership Practices & pedagogy & methodology
- access to assessment feedback by individuals & groups
- understanding of learner status
- awareness & understanding of HOD roles & responsibilities
- ability to develop remediation strategies.

PEER REVIEWS

which could increase/improve

- the school management team's implementing/conducting of guided PR process
- use of Peer Review feedback to improve school
- knowledge, skills & understanding of the process
- professional development strategies.

OUTPUTS

Increased # of Peer Reviews actioned/taken place (PR tool adapted through collaboration)

Increased # of HODs attending PLCs focusing on pedagogy and methodology

Increased # of Principals / Deputy Principals mentored on Transformational Leadership

ACTIVITIES

Peer review process

PLCs with HODs

Mentoring of Principals