



Advanced Diploma

School Leadership and Management

Leading and managing extra-curricular
and co-curricular activities

Module 3

Department of Basic Education



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Department of Basic Education

Leading and managing extra-curricular and co-curricular activities

A module of the Advanced Diploma: School Leadership and Management

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Acronyms and Abbreviations

AdvDip (SLM)	Advanced Diploma School Leadership and Management
AMESA	Association of Mathematics Education of South Africa
CAPS	Curriculum and Assessment Policy Statement
CoP	Community of Practice
DBE	Department of Basic Education
FAL	First Additional Language
FET	Further Education and Training
FP	Foundation Phase
HEI	Higher Education Institution
HOD	Head of Department
ICT	Information and Communications Technology
IP	Intermediate Phase
IQMS	Integrated Quality Management System
LO	Life Orientation
LoLT	Language of Learning and Teaching
LS	Life Skills
NGO	Non-governmental organisation
PAM	Personnel Administrative Measures
PP	Professional Portfolio
RCL	Representative Council of Learners
SASA	South African Schools Act
SASP	South African Standard for Principalship
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SP	Senior Phase
WPP	Workplace Project

Module 3: Leading and managing extra-curricular and co-curricular activities

AdvDip (SLM) Course Modules

Module 1 Professional Portfolio and Workplace Project

Module 2 Leading and managing teaching and learning in the school

Module 3 Leading and managing extra-curricular and co-curricular activities



Module 4 Leading and managing people and change

Module 5 Working with and for the wider community

Module 6 Leading and managing the school as an organisation

Module 7 Working within and for the school system

Overview

Welcome to this module! An outline of the entire Advanced Diploma in School Leadership and Management (AdvDip SLM) programme is provided at the beginning of *Module 1: Professional Portfolio and Workplace Project*. Depending on how your institution has chosen to implement the programme, you may be focusing on *Module 3: Leading and managing extra-curricular and co-curricular activities* on its own at this point; or you may be required to do it together with *Module 2: Leading and managing teaching and learning in the school*. However, it is important to remember that this module with its focus on extra- and co-curricular leadership and management, is naturally linked to Module 2 which focuses on teaching and learning and the leadership of curriculum implementation. It is therefore important that Module 2 and 3 are viewed together and as complementing each other.

The purpose of this module is to enable you to identify, analyse and find solutions to key challenges and constraints that may contribute to uneven provision of *meaningful* and *affordable* extra- and co-curricular activities in your school. This module will provide you with the opportunity to engage with theories, relevant South African educational policies, and debates on different positions and practices related to the leadership and management of this area of the curriculum.

As an educational leader and manager, you will be required to provide strategic leadership that is evidence-based, i.e. any proposed plans and interventions need to be based on data and sound logic. For this reason, the AdvDip (SLM) programme places a lot of emphasis on developing basic research and data-collection skills. During the course of this module, you will be required to conduct a needs analysis that will help you to plan, implement, manage and monitor extra- and co-curricular activities that are fit for purpose and sustainable in your school context.

As you work through this module you will be expected to engage with a range of activities. Some are intended to help you to consolidate and deepen your understanding of the topics being discussed, while others may provide an opportunity for you to apply your understanding of a particular issue. You will be required to undertake some of the activities in this module individually, but many activities will require you to work collaboratively with others in a community of practice (CoP) that encourages co-operation, and promotes shared learning. As mentioned in *Module 1: Professional Portfolio and Workplace Project*, as you progress through the AdvDip (SLM), you will need to develop and maintain a balance between developing your own individual thinking and learning, while at the same time developing an open mind. An open mind will help you to accommodate new ideas and negotiate the ideas and views of other course participants and/or school colleagues which may differ from yours.

In some instances, you will be set tasks to discuss and do with a group of course participants at the institution where you are registered for this programme. This is your higher education institution (HEI) CoP. At other times you may be asked to call together a group of school-based colleagues – a school-based CoP – that will collaborate with you and support your extra-curricular or co-curricular practical intervention.

Module learning outcomes

By the end of this module you should be able to:

1. Demonstrate the personal and professional qualities necessary for effective leadership and management of extra-curricular and co-curricular activities.
2. Manage the planning and implementation of extra-curricular and co-curricular activities to ensure quality learning for all in the context of national, provincial and school policy.
3. Manage the monitoring of implementation and evaluation of extra-curricular and co-curricular activities to ensure quality learning for all in the context of national, provincial and school policy.

Units

There are three units in this module.

Unit 1: Effective leadership and management qualities for extra- and co-curricular activities

First, this unit focuses on defining and understanding the difference between co-curricular and extra-curricular activities. Second, the focus is on the identification and development of *personal and professional qualities* for effective leadership and management of extra- and co-curricular activities.

Unit 2: Planning and implementing extra- and co-curricular activities

This unit focuses on the implementation of specific extra-curricular or co-curricular interventions within your particular sphere of influence and in the context of your school.

Unit 3: Monitoring and evaluating the extra- and co-curricular interventions

In this unit you will concentrate on what happens once you have implemented your intervention. You will observe and check the implementation process and assess its efficacy.

Module credits and learning time

This module carries 9 credits. This is equivalent to 90 notional learning hours.

It is anticipated that you will take approximately 90 hours to complete the module successfully. The 90 hours will include contact time with your HEI, reading time, research time and time required to write assignments. It is also expected that at least half of your learning time will be spent completing practice-based activities in your school. This will involve not only your individual work on the activities, but will require you to discuss these school-focussed activities with your colleagues. Each activity in this module indicates the suggested time for completion.

Exit level outcomes

This module contributes to the following eight of the nine exit level outcomes (ELOs) of the AdvDip (SLM) qualification:

ELO 1

Demonstrate a sound knowledge of policy and legislation that frames best practice in school leadership and management in South Africa, whilst locating, arguing for and contesting bodies of knowledge.

ELO 3

Reflect on and develop own personal leadership attributes and characteristics, collaboration, knowledge of systems and processes, and demonstrate the ability to work effectively with others in the school context and beyond.

ELO 4

Gather, validate, critically reflect and evaluate information, and apply theories and knowledge around pedagogy, and leadership and management to address complex problems encountered within the school and educational context, in and outside the classroom.

ELO 5

Demonstrate the ability to manage people and teams empathetically and firmly, encourage collaboration and develop and maintain sound working relationships with different stakeholders over time, and within a range of contexts such as collective bargaining, negotiation and dispute resolution.

ELO 6

Select, and apply effective and innovative organisational systems and processes (such as Human Resources, Finance, Safety, Information Technology, etc.) to manage resources in a way that aligns with the school's vision and mission, as well as to ensure compliance with legislation, policy and best practice in addressing a range of organisational needs.

ELO 7

Plan for, select and manage staff and teams, assess and evaluate the performance of school stakeholders, and work together to improve performance whilst insisting on full accountability for performance.

ELO 8

Model ethical and values-driven leadership that adheres to professional standards of governance and Codes of Conduct for educators, and articulate why certain decisions are taken and standards are applied.

ELO 9

Communicate effectively and clearly with all school stakeholders across a range of issues and circumstances by using arguments and rationale effectively.

Links with the Professional Portfolio and Workplace Project

The reflective and formative activities which you are required to complete as part of this course module will form part of the Professional Portfolio (PP) as explained in detail in *Module 1: The Professional Portfolio and Workplace Project*.

This module also provides opportunities for linking the learning and development related to co- and extra-curricular activities with the Workplace Project (WPP). If you decide to select a project (intervention) specifically focussed on the improvement and expansion of extra-mural activities and co-curricular activities at your school, you will need to plan, prepare, implement and document all the WPP-related activities. These activities will provide documented evidence of the WPP planning, implementation and monitoring process.

In addition, information and assessment requirements will be provided by your HEI.

Key references

You will be required to access the following references for this module:

- Department of Education. 1996. *The South African Schools Act, Act No. 84 of 1996*. Pretoria: Government Printer. Accessed from: <https://tinyurl.com/ydcwcfgn>
- Department of Basic Education. 2011. *Curriculum and Assessment Policy Statement: Life Skills/Life Orientation*. (Foundation Phase, Intermediate Phase, Senior Phase). Pretoria: Department of Basic Education. Accessed from: <https://tinyurl.com/ybmgmcjl>
- Department of Basic Education. 2011. Draft school sport policy for schools in South Africa. *Government Gazette 34830 9 December 2011*. Pretoria: Government Printer. Accessed from: <https://tinyurl.com/yb8o6qe>
- Department of Basic Education. 2011. *Values in action: a manual in constitutional values and school governance for school governing bodies and representative councils of learner in South African public schools*. Johannesburg: RolaBall Eduscript. Accessed from: <https://tinyurl.com/y8ghstbe>
- Department of Basic Education. 2015. The South African Standard for Principalship. *Government Gazette 37897 7 August 2014*. Pretoria: Government Printing Works. Accessed from: <https://tinyurl.com/yxm5v5d3>
- Department of Basic Education. 2016. *Personnel Administrative Measure (revised)*. Pretoria: Government Printing Works. Accessed from: <https://tinyurl.com/ybdjq9ev>
- Republic of South Africa. 1996. *Constitution of the Republic of South Africa*. Pretoria: Government Printer. Accessed from: <https://tinyurl.com/ox5o4v6>

As you work through this module you will also need to access the following documents from your school:

- School vision and mission statement.
- Current School Improvement Plan (SIP).
- School sports policy.
- Current school budget.

Take note

In the Foundation Phase (FP) and Intermediate Phase (IP), the subject is referred to as Life Skills; and in the Senior Phase (SP) and Further Education and Training Phase (FET) it is called Life Orientation. In this module it will be referred to as Life Skills/Life Orientation.

Unit 1: Effective leadership and management qualities for extra- and co-curricular activities

Introduction

First, this unit focuses on defining and understanding the difference between co-curricular and extra-curricular activities. There is then a shift to the identification and development of *personal and professional qualities* for effective leadership and management of extra- and co-curricular activities. As you work through this unit you will be empowered to tackle challenges, such as how to motivate teachers to participate fully in the extra- and co-curricular activities in your school. In this unit you will also explore ways of developing *learner leadership*. Active participation by teachers and learner leadership is an extremely important step in the process of implementing any new school-based intervention. Without the buy-in of both teachers and learners, even your best plans are unlikely to succeed.

If you decide that you do want to focus on an extra- and co-curricular intervention at your school for your WPP, you will need to engage with what the concepts *extra-curricular* and *co-curricular* really mean. As you engage with this aspect of school education, you will also need to think carefully about the potential that the related activities have for developing your learners holistically and for helping them to actualise their full potential.

Unit 1 learning outcomes

By the end of this unit, you should be able to:

1. Define and identify extra- and co-curricular activities appropriate to the context of your school.
2. Demonstrate the personal and professional qualities for effective leadership and management of extra- and co-curricular activities.

Section 1: The relationship of the formal curriculum to extra- and co-curricular activities

Activity 1: What do you understand by *co-curricular activities*?

Suggested time:

30 minutes

Aim:

The aim is to engage with the concept of co-curricular activities and to demonstrate your understanding of their place in relation to the formal curriculum.

What you will do:**Individual activity**

1. Spend a few minutes thinking about the term *co-curricular* and what it means?
2. What do you understand by *co-curricular activities*?
3. In your Learning Journal, write down your understanding of what *co-curricular activities* are.
4. Then write down your understanding of the difference between the *formal curriculum*, i.e. the national Curriculum and Assessment Policy Statement (CAPS) and the *co-curriculum*.

Discussion of the activity

Co-curricular activities are activities that take place outside the classroom but reinforce or supplement classroom curriculum in some way. These activities are not assessed and do not offer any form of academic credit, but they do provide complementary learning of some form.

When you wrote down some examples of co-curricular activities, did you list any of the following?

Participating in school sports, math clubs, spelling bees, writing competitions, debates, writing for the school newspaper, or participating in drama productions? All of these activities that take place outside the traditional classroom are supplementary and complementary instruction and education for learners, but are still in some way connected to the school and to academic learning in the formal curriculum.

Exploring the link between *co-curricular* activities and the formal curriculum

There is a strong link between the formal curriculum and co-curricular activities. The formal curriculum, i.e. the national Curriculum and Assessment Policy Statement (CAPS) and its implementation was discussed in *Module 2: Leading and managing teaching and learning in the school*. As seen in the discussion on Activity 1, co-curricular activities are in some way connected to academic learning in the formal curriculum. A good example of this is sport and its relationship to Life Skills (LS)/Life Orientation (LO).

As LS/LO are currently compulsory across all phases of schooling, they present an ideal opportunity and foundation on which to build co-curricular and extra-curricular activities. In particular, this section will focus on physical education as part of the LS/LO subject area.

CAPS and Physical Education: What does policy require?

The Department of Basic Education's (DBE's) Draft School Sport Policy specifies that:

School sport, which flows out of Physical Education, provides the foundation for community and high performance sport. Physical Education is a curriculum subject that is to be carried out in all schools as a planned period in order to promote the development of basic life and motor skills. (DBE, 2011b: 7).

Therefore, the Life Skills/Life Orientation CAPS and how Physical Education is accommodated in your school timetable, have to form the basis for the expansion of your formal curriculum to sport and other extra- and co-curricular activities.

In the Foundation Phase, the CAPS requirement for the Physical Education component of the subject Life Skills, is two hours per week as indicated in the following table:

Table 1: Time allocated for various skills in Life Skills

	Grade R (hours)	Grades 1–2 (hours)	Grade 3 (hours)
Subject: Life Skills	6	6	7
Beginning Knowledge	1	1	2
Creative Arts	2	2	2
Physical Education	2	2	2
Personal and Social Well-being	1	1	1

(Source: DBE, 2011a: 6)

To explain the Physical Education study area of Life Skills, the CAPS states:

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. This area focuses on perceptual and locomotor development, rhythm, balance and laterality [the use of the right or the left hand when performing activities]. The focus in the Foundation Phase is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasised. (DBE, 2011a: 9)



Figure 1: Foundation Phase learners during a Physical Education lesson

(Source: Physical Education Institute of South Africa, 2014)

The Senior Phase CAPS for Life Orientation specifies that the subject should aim to:

- Guide learners to achieve their full *physical*, intellectual, personal and emotional and social potential.
- Guide learners to make informed and responsible decisions about their *health*, environment, subject choices, further studies and careers.
- Provide opportunities for learners to demonstrate an understanding of, and *participate* in activities that promote *movement* and *physical development* (DBE, 2011a: 8–9 [emphasis added]).

The Senior Phase CAPS for Life Orientation also specifies that at least one hour per week (of the two hours per week allocated to Life Orientation) has to be spent on Physical Education. One fixed period has to be dedicated to Physical Education and should be labelled as such on the timetable. Refer to this website <https://tinyurl.com/ybxpotld> (DBE 2011a: 11) for more information.

In summary, both in primary and secondary schools, Physical Education is a LS/LO CAPS requirement. Therefore, regardless of which level or phase you are employed at as a school leader, providing leadership in this sphere is critical. The policy focus is on participation and performance by every learner. These are important for stimulating learners not only to be physically active during the Physical Education period, but to participate in a range of co-curricular activities (as well as in extra-curricular activities which will be discussed immediately below).

Activity 2: What do you understand by *extra-curricular* activities?

Suggested time:

30 minutes

Aim:

To engage with the concept of extra-curricular activities and to indicate your understanding of the position of extra-curricular activities in relation to the formal curriculum.

What you will do:

Individual activity

1. Spend a few minutes thinking about the term *extra-curricular* and what it means.
2. What do you understand by *extra-curricular activities*?
3. In your Learning Journal write down your understanding of what *extra-curricular activities* are.
4. Then write down your understanding of the difference between the *formal CAPS curriculum* and the *co-curriculum* and *extra-curriculum activities*.

Discussion of activity

Extra-curricular activities are not prescribed by formal policy. They are activities that occur outside of the educational setting and do not provide instruction or experience that directly supplements the formal academic curriculum. Involvement in a sport that happens outside of the school, for example, would be considered an extra-curricular activity. Other examples of extracurricular activities might include music classes that are not associated with the school, or martial arts competitions. In summary, extra-curricular activities include a very wide range of possible activities, from different sporting codes to cultural activities that may take place on the schools grounds like a chess club or karate classes. In general, extra-curricular activities refer to *any* additional activities which take place outside of school time. These may take place on the school premises or they may not. For example church-based youth activities which take place at the church hall or Boy Scouting and Girl Guide activities that may take place in a Scout hall.

As you worked through activities 1 and 2, were you able to formulate for yourself, what the difference between co-curricular and extra-curricular activities is? Check the conclusion you came to against what is stated here: There is a definite, though sometimes fuzzy difference, between co-curricular and extra-curricular activities. Where co-curricular activities are connected in some way to the school and to formal academic learning, extra-curricular activities step outside of this realm.

Can extra-curricular activities serve to support the formal curriculum?

As seen in the discussion of Activity 2, extra-curricular activities are activities pursued in addition to the formal curriculum and the normal course of academic study in a school. They are in no way *formally* linked to the CAPS curriculum. These activities may include sport and cultural activities. Even though such activities do not link to the CAPS, they may still support the personal and academic development of learners in a range

of ways, such as by developing social skills, problem-solving skills and talents or interests.

In the following activity you will investigate the degree to which your school meets the requirements set out in the CAPS for LS/LO (Physical Education).

Activity 3: Investigate how Physical Education is implemented at your school

Suggested time:

45 minutes

Aim:

- a. To investigate the role and effectiveness of the implementation of Physical Education in the formal school timetable at your school.
- b. Judge whether your school is adhering to the requirements for this component of LS/LO or not.

What you will do:

Individual activity

1. You will need:
 - A copy of the CAPS for LS/LO for the relevant phase. Access from: <https://tinyurl.com/ybmgmcjl>
 - A copy of your school's master timetable or the timetables for the specific grades (in a particular phase), depending on whether you are in a primary school or a secondary school.
2. Revisit and study your copy of the CAPS for LS/LO, with specific focus on the requirements for Physical Education. Compare this to your current formal school timetable for the grades relevant to your context.
3. Indicate whether there is a correlation [link] between what the *curriculum* requires, i.e. that one hour per week has been allocated to Physical Education, and what is *actually* written on your school *timetable(s)*.
4. Identify two teachers in your school who teach LS/LO and interview them. Ask them whether they are able to adhere to the required hours allocated for Physical Education per week or not. If not, why not?
5. Then, interview the LS/LO subject head and find out whether they are aware of the feedback provided by the teachers (the amount of time, if any, that is spent on Physical Education). Ask the subject head whether this complies with the subject planning and what is reported at meetings. Try to determine if there are barriers to delivery and, if so, what these barriers are. For example, is there a problem with resources, skills or suitable space? Ask the teachers to explain and substantiate their responses.
6. Include all the information and evidence that you have gathered from this activity in your PP to use as confirmation of competence as related to the relevant outcomes for this module.

Discussion of activity

The investigation undertaken in Activity 3 is a critical activity for the delivery of the formal curriculum. For learners in Foundation Phase, the importance of regular, daily physical activities cannot be over-emphasised. For this reason, it is important to be sure that this curriculum requirement is being implemented. If it is not being implemented, then something needs to be done to change this and to improve the situation.

Suggested practical ideas to address challenges include having regular subject meetings to understand what the barriers really are. As a school leader you will need to support the staff to fulfil their responsibilities. This includes organising the provision of appropriate training for teachers who teach these subjects. Teacher apathy [lack of interest, enthusiasm or concern] needs to be addressed and as with any other subjects, you need to monitor whether Physical Education is on the timetable, and if it is being implemented. Change is difficult for people. If the teachers at your school have been accustomed to a certain way of doing things, and now are being required to change, there is bound to be some resistance. But ensuring that curriculum implementation conforms to policy requirements, is the task of the School Management Team (SMT) and/or the LS/LO Head of Department (HOD).

Take note

The evidence you have gathered about the status of these subjects in your school may provide valuable information for the extra- or co-curricular intervention that you might consider for your WPP, especially if this is a challenge in your school situation currently, and you are motivated to do something about this issue.

It is not only LS/LO that provide natural links to co- and extra-curricular activities. *All* subjects can provide these links. Take the natural sciences, technology and physical sciences, for example. Science EXPOs are very popular in South Africa and are perfect examples of how the formal curriculum, as prescribed by the CAPS, can be extended to enrich and broaden learners' experiences and personal development as part of a co-curricular programme.



Figure 2: Science, sport and cultural co- and extra-curricular activities

(Source: <https://tinyurl.com/yafbr42m>; <https://tinyurl.com/yb5moxja>; <https://tinyurl.com/y7r77dzc>; <https://tinyurl.com/yajo5f6c>)

Section 2: The value of extra- and co-curricular activities

In Section 1 you were asked to formulate your own understanding of the concepts co- and extra-curricular. Basic definitions of these two concepts were provided and the distinction between the two were highlighted. In Section 2, the focus is on understanding the value that co- and extra-curricular activities add to the schooling process and the holistic development of learners. Additionally, the way in which co- and extra-curricular activities relate to the formal curriculum also will be examined. Finally, useful examples of co- and extra-curricular activities are provided and approaches to implementation discussed.

Co- and extra-curricular activities each provide different benefits to learners. It is therefore helpful to be clear as to what these benefits are, and what value is added to schooling through the implementation of co- and extra-curricular activities. This understanding will help you as a school leader, to think more carefully about how to allocate time and resources to promote both types of activities.

Activity 4: Understanding the value of co- and extra-curricular activities

Suggested time:

30 minutes

Aim:

To assess the role and value of co- and extra-curricular activities in your school.

What you will do:

With your HEI CoP

1. List all the co-curricular and extra-curricular activities that currently take place in your school.
2. Think back on your own experiences as a school learner and on how your experiences of co- and extra-curricular activities added to your general schooling experience.
 - Let everyone in the HEI CoP share their experiences with the group.
 - Discuss the ways in which any of your own childhood school co- or extra-curricular activities may have impacted on your life and your development as an individual. Again, the members of the HEI CoP are encouraged to share their various experiences.
3. Now that the CoP members have reflected on the value of co- and extra-curricular activities in their lives, think about and discuss the role of these activities in your school and the value that they add or could add to your school.
4. Record the key points of your discussion on the role and value of co- and extra-curricular activities in your schools in your Learning Journal.
5. Discuss additional ideas for co- and extra-curricular activities in your school.
6. Make a list of the possible additional ideas for co- and extra-curricular activities in your Learning Journal.

Discussion of activity

In Section 1, co-curricular activities were defined as activities that *complement* or add to the existing formal curriculum. The main value that co-curricular activities can add is in relation to the learner's cognitive, social, emotional and physical development that is linked to aspects of the formal curriculum (e.g. debating would develop the learner's ability to prepare and present a logical argument. This would link to formal skills required in the English or African languages curriculum).

As has been previously discussed, extra-curricular activities, on the other hand, are:

...activities which take place outside of school during the afternoon, on weekends or during vacation periods, and do not contribute to grade progression and are not academic in focus. These activities include participation in various types of sports, youth groups, choirs and theatre groups to name a few. (De Wet, Muloiwa & Odimegwu, 2017: 1)

When you discussed and shared your own and other teachers' childhood experiences of extra- or co-curricular activities, were you able to identify any positive or ongoing ways in which these activities impacted on your development and life as an adult? Using the same example as above, did you or any other members of your CoP find, that having participated in school debates or public speaking events helped to give you more confidence when you are required to speak in public as an adult? Or, if you played soccer at school and then went on to play soccer at university, club or even possibility at provincial level, think about the value that playing this sport has added to your life as a whole.

Co-curricular activities

In the discussion of Activity 4, debating was used as an example of a co-curricular activity that linked to, and had the potential to enhance the implementation of the formal CAPS language curriculum. Figure 3 provides another example. The learners depicted in this photograph are participating in an after school activity in which they are learning to do coding. This is another example of a co-curricular activity that links to the formal school curriculum i.e. Computer Application Technology and Information Technology.



Figure 3: Secondary school learners at an after-school coding club

(Source: <https://www.itec.org.za/what-we-do/scitech/attachment/2642/>)

Table 2 exemplifies how co-curricular activities are rooted in specific subjects and can thus be linked to the CAPS subject areas in a meaningful way. The table also shows the potential benefits for learners of engaging in such co-curricular activities. The examples provided are directly related to the Intermediate Phase (IP) CAPS for a variety of subjects.

Table 2: Examples of co-curricular activities

Formal curriculum subject	Example of co-curricular activity	How this could benefit learners
Home Language	Spelling competitions	Improve spelling and confidence in the language. The competitive nature of spelling competitions could also build confidence and social skills.
First Additional Language	Reading circles	Learners should learn to read to read to learn. By belonging to a reading circle, the learner will develop cognitively, socially, emotionally and build confidence in both the Home Language and the First Additional Language (FAL). For many learners in South Africa, the challenge of the Language of Learning and Teaching (LoLT) is very big as this is in most instances not their mother tongue. Expanding reading skills in English as an FAL would therefore have many benefits in the long term.
Mathematics	Participating in annual Association for Mathematics Education of South Africa (AMESA) Maths competitions for individuals or groups in different grades; Maths Clubs	Participation in competitions like these will enrich and expand learners' exposure to Mathematics. Learners are awarded places locally and nationally and this will definitely boost their confidence.
Life Skills (Physical Education)	Soccer (as part of a Physical Education programme)	This subject lends itself to extension beyond the curriculum. Learners are required to do two hours (in FP) and an hour (in IP, SP and FET) in Physical Education per week. Ideally this should lead into playing team and individual sports. There are many benefits (social, physical, psychological and emotional) of participating in sports.
Creative Arts	Traditional choir (singing indigenous music only)	In terms of Creative Arts, whether the learner is participating in a hip-hop dance group, a traditional choir or a music ensemble, the development of the learner as a total person can take great strides through participation in such activities. Above all, learners enjoy being part of these groups and there are many local festivals and competitions in which they could compete.
Personal and Social Well-being	Caring for animals	IP learners are generally drawn to animals. Visiting a local animal shelter could help increase learners' empathy and sense of responsibility.

Formal curriculum subject	Example of co-curricular activity	How this could benefit learners
Social Studies	Organised visits to places of interest. This depends on which province you are in but examples are: District Six Museum , Cradle of Mankind. (These visits should appear on the school year plan and should be scheduled well ahead of time to ensure that parents who can afford to, can pay for these excursions or outings. This allows for time to find sponsors for learners whose parents cannot pay.)	Visits to museums will give learners the opportunity to see the devastation of practices, such as apartheid, forced removals, migrant labour and so on. Visits to places of interests (such as observatories or science laboratories) will bring the world into the classroom and will be especially helpful for learners who live in 'isolation' in townships, rural areas and even urban areas. There is a world to discover!

A meaningful co-curricular programme fulfils one of the general purposes of the National Curriculum Statement Grades R to 12, which is:

...equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country. (DBE, 2011a: 4).

Can you see how the examples of the activities in Table 2 fulfil some or even most of these aims? Many of your examples provided in Activity 4 of you as a learner and your present-day learners, might be similar and interesting.

By including co-curricular activities in your school programme, the extended curriculum will contribute positively to the *enrichment* and *holistic* development of learners.

Some people may argue that activities such as playing soccer or singing in a choir could also be regarded as *extra-curricular* depending on how and when they are presented, or whether they are linked to subjects such as LS/LO or not. However, it should be noted that none of the examples provided above are directly linked to the improvement of systemic educational results. Good quality co-curricular activities are intended as a *long-term* investment in learner development, rather than a catalyst to improved school test results or end-of-year examination results.

Practical arrangements can be made for learners to get together during class time, at break or after school to meet or rehearse – so as to address the issue of time management of co-curricular activities. Incorporating co-curricular activities into the school day will also help to minimise transport problems, especially where teachers and learners live far from school and rely on public transport.

Thinking about what a good quality co-curriculum programme should comprise of, what kinds of skills and commitment are necessary from teachers and what kind of leadership and management is required to implement a successful co-curricular programme, are all issues that will be engaged with in more detail later in this unit.

Extra-curricular activities

As previously discussed extra-curricular activities extend beyond the classroom and the formal curriculum and often also extend beyond the school grounds, taking place in various community-based spaces. The extension beyond the classroom is where many further growth and development opportunities lie for learners.

Pule (2014: 92) for instance, highlights a variety of reasons why active participation in sport can also bring about social results. If one looks at what these social results are, then the following are of particular importance and relevance in South Africa: nation building, national identity, globalisation, economic development and character development.

The World Cup Rugby (1995) and World Cup Soccer (2010) tournaments hosted in South Africa are good examples of how sporting events have served to inspire and unite South Africans, while also strengthening national identity and pride. International competitions contribute to globalisation and also provide economic development and input in communities and the country.

Extra-curricular activities require good administrative and management skills from the co-ordinators and coaches. One of the biggest challenges with a sustainable extra-curricular programme, consisting of a variety of activities, is that it requires commitment from all stakeholders (learners, coaches, co-ordinators and parents). Coaches, trainers, mentors and co-ordinators furthermore need to be skilled in dealing with the technicalities of the sport or cultural activity, and should also be able to make it enjoyable for learner to participate and compete.

The relationship between the formal curriculum and co- and extra-curricular activities in a school

Figure 4 illustrates the relationship between the formal curriculum and co- and extra-curricular activities. These are all part of the expanding circle that shows their inter-connectedness.

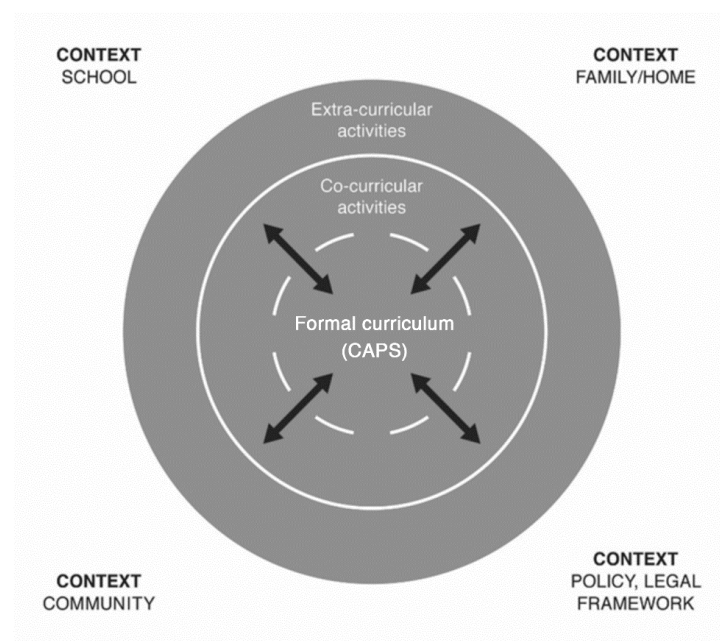


Figure 4: Curricula and context

Without the enrichment of co-curricular activities, and the physical, social, emotional and psychological development that comes from extra-curricular and recreational activities, learners cannot develop holistically. Holistic development requires the unlocking of learner potential. This potential is something that might not be *seen* or *displayed* in the classroom in the engagement with the formal curriculum.

All schools are located in their own specific context with their own specific facilities and available resources. These affect what they can or cannot manage to do and how they do it. The learners' home situations and the nature of the community in which the school is situated in, also serve to affect the types of activities offered within the school. Everything that happens in a school is also bound by the educational policy framework within which all schools operate and which also has a bearing on what can and cannot be done in co-curricular activities.

In the next activity, you will be required to think about your own school context. Are you able to identify meaningful co-curricular activities in your school? Remember, they don't have to be the same as the examples provided, as long as they are relevant to the context of your school and its learners.

Activity 5: Analyse the co-curricular activities at your school

Suggested time:

45 minutes

Aim:

To engage with your own school programme to determine the status of the co-curricular activities in your school particularly those that may fall within your own sphere of influence.

To judge whether these co-curricular activities add value beyond the formal teaching and learning curriculum that takes place in your school.

To consider ways in which the existing co-curricular activities at your school can be further developed.

What you will do:

First work through this activity on your own and then discuss your findings with your school-based CoP.

1. Start by checking what *already exists* in your school context. For instance, if you are a Head of Department (HOD) you could look at what is being done in terms of enrichment of your specific subject. If you are a Mathematics HOD, is there a Maths club? Or if you are responsible for languages, does your school have a small library? In your Learning Journal, write down any co-curricular activities that you are already aware of.
2. Now expand your review of what already exists to all subject areas in your school. Respond to the questions below and continue to make notes in your Learning Journal.
 - Refer to Table 2 and check whether any of the examples of co-curricular activities that are listed in Table 2, are activities that *do* take place in your school.
 - If the answer is yes, make a list of these activities and state how they *complement* the formal

- curriculum at your school.
- How are these activities managed and by whom? You may need to speak to other teachers to get the answers to these questions.
 - Try and establish how relevant and successful these activities are. For example, do learners enjoy attending or do you get positive feedback from parents? Give appropriate examples from your context.
3. Think about what can be done to improve or expand the existing co-curricular activities. Do not forget to write your ideas down in your Learning Journal.
 4. Discuss your findings and your proposed ideas for improving any existing co-curricular activities with your school-based CoP.
 5. Prepare a summary report of your findings, your proposal for strengthening existing co-curricular activities and any key recommendations that you discussed in the school-based CoP. Include this report in your PP.

Discussion of activity

As teachers often end up working in isolation you, or other teachers, may not really know about the co-curricular activities which are being undertaken across the various subject areas in your school. This activity should have given you a really good opportunity to enquire and find out what exists and how this is managed and by whom.

Co-curricular activities should be relevant and contribute to learner development. When a teacher keeps learners in at break time to write essays that they might not have finished during the language period, this is *not* a co-curricular activity. If, however, there are high-performing, talented learners participating in an essay writing competition and they are mentored during break, then *that* would be a very good example of a co-curricular activity.

As you progress through this unit, you need to gather ideas, do research of your own and record your thoughts in your Learning Journal. Think about what you could possibly do within your sphere of influence in terms of new or revived co-curricular interventions. These ideas will help you later (Unit 2) when you will be required to plan and implement a co-curricular intervention based on a needs analysis that you will conduct.

Stop and think

It can be overwhelming if you try to change things that you have no influence over. But, by focusing on areas that you have some control or influence over, you have a better chance of bringing about small changes that may in time lead to bigger changes.

Extra-curricular activities

Teachers or parents often suggest that involvement in extra-curricular activities should ideally be compulsory for learners. However, in many schools, learners may have to travel long distances to and from

school. Lack of money for equipment or sports gear, may also prevent many learners from participating in such activities. While it may not always be possible to find a solution for transport issues or funding for equipment, these issues should be carefully considered by the SMT. Where possible, solutions or alternative arrangements need to be made to facilitate the inclusion of as many learners as is possible.

The programmes offered at a school should be based on what learners at the school need for optimal development at a particular stage of their lives. Foundation Phase learners could, for example, play mini-soccer or mini-netball, as less space is needed for these games. They could then play these games for enjoyment, while they learn the rules of the different games. Very young learners do not need to compete against learners from other schools. Competitions among learners at the same school could fulfil the need of competing in this phase and give them the opportunity to learn the social skills attached to team sport.

Extra-curricular activities can be competitive or simply for recreational enjoyment. These activities can also provide opportunities for learners to excel and shine – in particular those learners who might be struggling academically. Extra-curricular activities provide opportunities to develop learner leadership. Positive character-building can be promoted through participation in organised team sports and involvement in the representative council of learners (RCL) activities. This is especially relevant in secondary schools where having an RCL is a requirement.

Traditionally, many schools offer activities which have inherited from one generation to the next without questioning whether these specific extra-curricular activities are still *relevant*. An example of this would be a school that offers netball and rugby and has been doing so for many years. If the school's demographic [a population group defined in terms of race, age, gender, income, etc.] has changed and there are now many learners who come from communities where soccer or softball are favoured, then it might be important to consult with stakeholders (learners and parents) to determine whether the present offering is still relevant.

Take note

If you are planning to focus your WPP intervention on co-curricular and/or extra-curricular activities at your school, the issue of what is relevant to your learners in the current context will need careful consideration. You need to find out what your learners *want* and what is *realistic* to implement within your context.

Identifying local organisations to support extra-curricular activities

ORT SA is a part of a global non-profit organisation. ORT regards education as being more than just going to school. Its vision is to educate young people for life; make people employable; and to create employment opportunities.

J. B. Matabane Secondary School in Ivory Park, near Johannesburg, invited ORT to work with some of their learners as part of their extra-curricular programme. With the support of ORT, these learners built a digital security system for their school. This is an interesting example of how participation in extra-curricular

activities can provide opportunities for learners to break various stereotypes about, for example, what girls can and cannot do, and what under-resourced schools can achieve. Through this project the participating girls were empowered by learning a whole new set of technical skills and the school benefited by getting a well-functioning security system. The girls have also been introduced to possible career path options for the future.

You can read more at www.ortsa.org.za about the work that ORT South Africa does in schools.



Figure 5 : Learners showing a digital security system they built for their school

(Source: <https://www.ortsa.org.za/why-ort-south-africa-is-investing-in-coding/>)

Stop and think

Can you and the members of your school-based CoP identify any organisations that are located near your school, which you could invite to support some of your school's extra-curricular activities?

Extra-curricular activities that are easy to implement at a school

Study the examples of extra-curricular activities listed in Table 3. These have specifically been selected because they can be easily implemented in a school. They do not require too much in terms of financial or other resources.

Note when you first study Table 3, you might think that it provides the same examples that are in Table 2,

where a similar exercise was conducted in terms of co-curricular activities. The difference here is that the categories do not represent the specific CAPS subjects for a phase, but rather a category of activities that are not directly linked to the requirement of the formal curriculum.

Table 3: Examples of extra-curricular activities

Category	Example of extra-curricular activity	How this could benefit learners
Music	School choir participation in school assemblies, celebrations and choir festivals.	Working as part of a team or group can develop self-discipline and discipline in general. Learners develop musicality and are exposed to different genres of choir music.
Performing arts	Drama productions and plays for the community or participation in competitions.	Performance in front of an audience develops self-confidence. Discipline is developed by being a member of a group and having to stick to commitments, for example rehearsals.
Sporting clubs	Competitive sporting tournaments as well as sporting activities arranged just for fun. School sports teams can participate in inter-house, inter-school, regional or even provincial leagues.	Learners learn to function as part of a team. They develop physical skills and build self-confidence in a strong and healthy body. Sport also provides an effective outlet of energy for learners.
Special interest groups or clubs	Setting up an environmental club can create awareness among learners of a range of important environmental issues such as, being water-wise, protecting the natural environment and planting <i>for eating</i> .	This encourages learners to be aware of social issues and the needs of other people while developing empathy for others. Learners participate as part of a club and do work specifically assigned to them, such as chair, secretary or treasurer of the club.
Publications/media	Helping to manage the school's notice boards and/or social media campaign on Facebook. Writing for the school publications or magazines.	This activity can improve communication, writing and editing skills. Learners learn to respect time-lines and deliver the publication or product on time to a target audience. They can report on matters that are relevant to their peers. Listening skills will also develop.
Public speaking	Debating and public speaking societies can participate against other schools or in regional and national competitions.	Learners will acquire confidence in standing in front of an audience and arguing a particular point. This can develop the ability to voice an opinion based on fact and not necessarily their own opinion. Debating is a critical skill in developing empathy and could contribute to nation building and social cohesion.
Specific committees or learner clubs	Grade 11 learners who form the matric dance committee.	As with some of the other extra-curricular activities, this is an ideal opportunity for learner leadership to develop. The successful delivery of a project (such as the matric dance) can be good for a learner's CV and for future career prospects.

Some examples in this table will be more suited to a primary school context, while other activities are more suited to secondary school contexts.

Stop and think

- Are there any extra-curricular activities currently being implemented in your school that fit into the categories listed in Table 3? If so, what are they?
- Are there any additional categories that you could add to this table? If so, what are they?
- Why would indigenous activities (e.g. traditional games or cultural activities such as story telling or playing traditional African instruments) be important in terms of extra-curricular activities?

The costs related to certain types of extra-curricular activities will often pose a big challenge to parents. This point is important as most mainstream schools do not have adequate funding for maintenance of sports fields, purchasing of expensive equipment, etc. However, the lack of resources and funding should not be a barrier to implementation of extra-curricular activities. This is a challenge that most school leaders will face. It is the responsibility of the SMT to plan and manage simple strategies for overcoming these sorts of challenges in their schools.

The following activity will help you to think of ways in which you can establish networks of support to assist in addressing resource challenges.

Activity 6: Identifying support in the community for extra-curricular activities

Suggested time:

1 hour

Aim:

To think about how best to identify and gradually establish a network of support for extra-curricular activities at your school.

What you will do:**With your school-based CoP**

1. Prepare a list of extra-curricular activities which you want to introduce in your school, or which may exist, but which are being hampered [obstructed] by a lack of resources.
2. List the type of resources you require to implement the planned/existing activities.
3. Brainstorm ideas on how to go about getting the resources that you need.
4. Write all the ideas down and include them in your PP.

Discussion of activity

In your brainstorming activity, did you identify individuals and organisation in your community that could be approached for assistance to support your school's extra-curricular programme of activities? Support can come in various forms and does not always need to be in monetary terms. For example, there may be some retired teachers or other community members that would love to volunteer their services and assist with organising certain activities, e.g. cultural or sporting activities. Or maybe a local farmer can be approached to donate some fruit for learners to enjoy after a sports event. A building supply company may be able to provide sand or other materials for improving a sport field. A bigger company in the vicinity of the school may be happy to sponsor branded sports equipment or sports kit (shoes, shorts, etc.).

In your brainstorm did you think about how parents could be involved? Or even how the learners themselves could be organised into helping to collect the needed resources?

Throughout this unit and the rest of the module you will be challenged to find innovative ways of addressing the constraints within your context.

Good communication and building relationships with donors or others to harness [utilise] and *manage* the available support is a key responsibility of the SMT. However, as previously stated, there are also many extra-curricular activities that require very little or no funding. Remember this when you conceptualise your intervention. Be realistic in what you plan.

Take note

Should you decide to focus on strengthening extra-curricular activities at your school as part of your WPP, the kind of information you gathered for this activity will be useful for your planned intervention.

In the next activity, you will reflect on the importance of teacher involvement in extra-curricular activities within your context. The greater the teacher involvement, the more learners may benefit. The focus here is on the contextual human resource issue that might impact on the delivery of these activities and why these need to be addressed.

Activity 7: Teacher involvement in extra-curricular activities

Suggested time:

45 minutes

Aim:

To think critically about teacher involvement and teacher attitudes to extra-curricular activities within your school context, including the importance of teacher buy-in and how this might affect learner participation and motivation.

What you will do:

With your HEI CoP

Discuss the following:

1. Do present staff members at your school have the relevant skills to contribute to the delivery of extra-curricular activities?
2. Is there a system for auditing and recording which teachers can do what?
3. Is there alignment between the teachers' skills and interest and the types of activities currently offered at your school?
4. Are teachers involved in the planning of these activities? Or are they simply told what they have to do?
5. During extra-curricular activities, are the teachers present and fully involved in these activities? Do they provide appropriate supervision?
6. Is there a link between teacher involvement and the level of learner participation and consistency in participation?
7. Which activities do the learners enjoy most? Explain why.
8. Place your written reflection in your PP.

Discussion of activity

Each school will have its own unique set of circumstances. This will determine *how* you will approach this task. You might have teachers who demonstrate leadership by initiating an extra-curricular activity that they are skilled in or passionate about. On the other hand, you might have teachers resisting participation based on the often 'politicised' nature of their conditions of employment or simply because they are not interested in doing any 'extra' work.

It is well documented that physical and cultural activities are of great benefit, contributing to the holistic development of learners. If a school does not offer any such activities, it can be seen to be failing in its mandate.

Safety matters

It is important to note that the existence of extra-curricular activities does not provide a guarantee that learners, who are participating in these, might not be involved in risky social behaviour, such as illicit drug use or risky sexual behaviour. Peer pressure remains a challenge and it is peer pressure that can encourage learners to be involved in risky behaviour – even in the safe environment of an extra-curricular activity. This is often a concern parents might have, i.e. that their children are pressurised to participate in inappropriate behaviour, especially if adult supervision by coaches or teachers is lacking. In a study conducted by De Wet et al. (2017), researchers found that across a variety of extra-curricular activities, such as choir, theatre groups, sports and youth groups, learners, particularly those from lower income households, were at risk of getting caught up in dangerous and/or inappropriate behaviour.

The fact that some of the activities researched showed that the risks were heightened where there was inadequate or low adult supervision, should sound alarm bells. Researchers strongly recommend that the kind of extra-curricular activities and the monitoring thereof, have to be considered. However, one of the strengths reflected in the study was that there might be a correlation between the *protective environment* of these activities and unprotected or unsupervised environments that enable risk. It is therefore important that all stakeholders (learners, parents and the community) should be consulted when extra-curricular activities are planned and implemented so that the responsibility for supervision and the security of learners can be shared.

Extra-curricular activities that reflect the school context

With mainstream schools having to increasingly accommodate learners from other African countries, as well as learners that have moved from other provinces, the activities should ensure that these learners' customs and practices are respected and provided for within the new context. This is an important consideration when thinking about what activities are relevant. Asking your current learner body what they would like to be on offer and what is viable in terms of relevant extra-curricular activities has to be considered. Although more will be said about this in Unit 2 when you conduct a needs analysis to determine what your learners need, this matter is flagged here as it is important.

Section 3: Leadership and management of extra- and co-curricular activities

In Unit 1 of *Module 1: Professional Portfolio and Workplace Project*, you engaged with two case studies that highlighted the general features of an effective school (Siyazakha Junior Secondary School) versus an ineffective school (Mkhize Primary School). The two case studies required you to carefully examine the quality management systems and how these affect school functionality.

Revisit your writing, reflection and comparison of these two schools to remind yourself of what good leadership and management entail.

In the next activity you will look at *the journey of one school* and how, in spite of the fact that not much in the context of the community within which the school finds itself has changed, a lot has changed *in* the school itself. You will engage with this specific case study to try and explore what has happened in terms of the leadership and management of the school and on how this has had a positive impact on the improvement and delivery of extra- and co-curricular activities.

Activity 8: Leadership and management input into extra-curricular activities

Suggested time:

45 minutes

Aim:

The aim is to explore leadership and management input in a specific context and its effect on the implementation of extra- and co-curricular activities.

What you will do:

1. Read the case study.
2. Then answer the questions that follow the case study.
3. First go through this on your own and then share your insights with others in your HEI CoP.

Case study: Alpha Primary School five years ago

Alpha Primary School is situated in a township surrounded by informal and Reconstruction and Development Programme (RDP) housing. Most of the learners at Alpha Primary School

live in the area. The school buildings were very basic and although there were school grounds available for possible sports fields, these lie unused. When one walked into the reception area, there was an empty cabinet for trophies and certificates. The school foyer was a bleak and unwelcoming place. Parental involvement was very limited, except when parents were angry about something, then just walked into the school and demanded to see the principal.

The school year plan did not reflect regular extra- or co-curricular events. It revolved around teaching and learning matters, such as formal assessments and handing out of school reports. But teaching and learning was closely monitored. It appears that the principal, SMT and staff are told what to do and very seldom showed initiative in respect of learner development. Management relationships were poor. There were no meetings, no collaboration – each staff member performed what they thought are their tasks and responsibilities were, but in isolation. . There was no organogram, vision or mission statement displayed. This seemed like a school without a plan for the holistic development of learners. The principal spent most of his time in his office attending to administrative measures or managing from behind his desk.

The only intervention was extra teaching on Saturdays to improve the Grade 3 and 6 results for systemic evaluation. Occasionally, for special events, a dance group might be formed but then disbanded immediately after the event. There were no signs of a sense of community or of community involvement in the school.

Then, one day, the school received an award for significantly improved results. This was a direct result of the effort that the teachers had put into teaching for the Grade 3 and 6 assessments and the extra lessons on Saturdays. The school received a monetary award from the district and was no longer deemed to be underperforming in terms of numeracy and literacy. Teachers, the SMT and school governing body celebrated. The principal and one deputy principal decided to sign up for the AdvDip (SLM).

Based on the improved results and the school's willingness to improve leadership and management practice, the school caught the attention of donors and the local university's School Improvement Initiative.

Alapha Primary School today

Today one walks into the foyer of Alapha Primary School to see the banners and signage of school improvement partners proudly displayed. There is also regular communication with parents and stakeholders about the involvement of donors, such as Rotary, who have initiated a new and organised library and are paying the fees of the librarian. The display cabinet in the foyer displays trophies and medals for participation and achievement in mini-cricket, soccer, rugby, netball and cultural activities, such as traditional dancing.

One is welcomed by the bright smiles of two new administrative assistants, who help the original administrative assistant who had been working on their own. The principal has

delegated relevant administrative tasks to his administrative assistants and he spends much more time walking around the school and grounds to monitor learner behaviour and teacher conduct. Students from the local university are involved in an organised programme of providing support in the computer laboratory, facilitating a homework club and providing support for learners with special needs. The principal and deputy principal have expanded the formal school curriculum offering to include relevant co-curricular activities, such as a maths club and a debating society. Sport participation is encouraged and the facilities have been improved to make soccer and netball possible. When school comes out for the day, some learners rush to get their sports clothes on so that they can play on the mini-soccer field that now stands in the school grounds and the netball courts painted in the two courtyards outside the classrooms.

The principal and SMT now meet regularly every Tuesday and have a fixed agenda to report back on curriculum matters, including partnership relations and extra-curricular activities. The school year plan displays dates for inter-schools competitions for athletics, soccer and netball. The recently appointed deputy principal drives the Integrated Quality Management System (IQMS) programme and ensures that teachers are encouraged to enrich their own professional growth by attending curriculum and coaching courses. The whole SMT is committed and are held accountable by members of the team. When challenges arise, they are discussed openly and with the intention of improving the situation.

There is a general upward trend in terms of improved results. When systemic results are published, they are analysed and the data generated from this is applied to ensure further improvement.

The school is now a much happier place and is enriched by the extra- and co-curricular activities available. These activities are now regular features and are managed by the SMT and skilled, motivated and interested teachers, parents, volunteers. Funding for the activities is provided by donors where required.

Parental involvement is improving and there is a greater sense of community and pride in the school. The initial lack of resources has not stifled Alapha Primary School, but has rather inspired the principal, SMT and teachers to be innovative and creative through accepting support; as well as growing their leadership and management skills through training and development.

Questions

1. What has changed in Alapha Primary School specifically in terms of extra-curricular and co-curricular activities?
2. What has changed in terms of how the school seems to be led and managed now as opposed to five years ago? How were these changes brought about?
3. Consider whether the school has changed or whether the context has changed?

4. How do these two aspects impact on each other?
5. Are there any lessons from Alpha Primary School that can be transferred to your context? If yes, what are they? Who has benefited from these changes?
6. How can these changes impact on learners' holistic development?

Discussion of activity

The case study is a good example of how much can change within a school context over the medium term based on the willingness to make changes and accept help from external sources. However, it is important to note that before the school received any funding and support, it had already demonstrated some improvement. This, in and of itself, helped to attract the attention of various individuals and organisations in the community.

What changed at this school, is that the leadership and management functions improved significantly. The SMT started to play an active role in a range of school-based activities and regular meetings were held. The focus at these meetings was broader than delivery of the formal curriculum. This underscores the understanding that learners should be involved in more than extra classes or interventions on Saturdays to improve systemic results. The principal and deputy principal who signed up for the AdvDip (SLM) improved their own management and leadership practices by participating in this programme.

The subsequent arrival of a new, second deputy principal also provided a boost to the changes that were being made. She brought in some new ideas which enriched the school where most of the teachers had been employed for a long time. When parents, learners, district officials and support teams now visit this primary school, they walk into a welcoming foyer where the vision and mission statement of the school are proudly displayed. While the display of achievements in the trophy cabinet helps to give learners and parents a sense of pride.

The importance of acknowledging the improved performance of both learners and teachers is one of the themes identified by Christie, Butler and Potterton (2007) in the *Report of the Ministerial Committee: Schools that Work*. Although the schools scrutinised in their study had many challenges, the writers conclude that:

There is no doubt that these schools were setting their own goals and targets of excellence, and motivating themselves to achieve these – sometimes competing against themselves. Their work towards continuous improvement was both a motivator and an attractor of learners and staff. (Christie et al., 2007: 76)

In this case study, the role of partners and donors is important. The refurbished library provided an opportunity to extend the implementation of co- and extra-curricular activities. Although the school context did not change, the attitudes of parents and community towards the school have changed substantially. There is now a sense of pride and loyalty towards the school from parents and learners and parental involvement has also improved.

In the South African Standard for Principals (SASP) principals are required to manage and advocate extra-curricular activities in conjunction with their many other roles and responsibilities (DBE, 2015). In a country that is *still* affected by the negative legacy of apartheid, battling with fragmentation, affected by inequality and lack of social cohesion, effective leadership and management can be a trigger for change. All learners have the right to receive good schooling that will prepare them *holistically* for the future. Proper leadership and management of co- and extra-curricular activities, is one of the important ways in which you as a leader

in your school can enable the achievement of this goal.

In Christie et al. (2009) effective leadership is one of the key themes identified by the research. In some instances the delivery of extra-curricular activities is prioritised, even in the light of financial and resource constraints. Good organisation and planning systems for all the activities are cited:

It's a school that never sleeps Besides the academic side, we have 35 cultural clubs and societies. Sport is compulsory for our children. Every single staff member is involved in sport in some way. So the commitment is there. (Christie et al., 2007: 77)

The challenge of parental involvement in extra- and co-curricular activities

An issue raised earlier, is the challenge related to lack of parental support and encouragement of learners to participate in extra-curricular activities. Whereas there are some school communities where parents are supportive and invested in their children's development and participation in co- and extra-curricular activities, in many instances this is not the case. Encouraging parental involvement is therefore a key challenge for many school leaders.

Activity 9: Challenges related to parental involvement

Suggested time:

45 minutes

Aim:

- a. To discuss with your school-based CoP the challenges that you have identified and experienced in your specific school context related to parental involvement.
- b. Through your CoP discussion, you are required to identify realistic ways to improve parental involvement and to table these at a SMT meeting.

What you will do:

1. Set up a meeting with a small group of five or so parents.
2. Discuss with them the reasons why parents are involved or not involved in extra-curricular activities at the school?
3. After collecting this information from the parent's group, discuss the following questions in your school-based CoP. Use the information collected to substantiate [prove and support] your discussion.
 - What are the specific challenges related to parental involvement?
 - Are there cultural changes that should be made to improve parental involvement? If yes, what are these changes? If no, explain why.
 - How can parent volunteers and other service providers be utilised to support the extra-curricular activities within your context?
4. Follow up your CoP discussion with a similar discussion about parental involvement at a SMT meeting.

This could be used as an opportunity to table some of the practical suggestions (discussed with you CoP) on how to involve parents in the support of co-and extra-curricular activities.

Discussion of activity

Schools are important places and spaces in which to ensure that learners can develop to their full potential.

According to Nalyazi (2010), principals and teachers accuse parents and communities of not ensuring that their children are given learning opportunities beyond the time that they spend at school. There is always a *relationship* between the school and the parent, even when the parent does not play an active role in learner or school activities. Part of the legacy in education in South Africa, is that many parents might not have had positive experiences during their own schooling and therefore tend to keep their distance from school matters. Immigrant families in South Africa, particularly, might also lack the confidence to insist on what they think is best for their children.

As a result, families and the larger community remain silent in the face of increasing bureaucratic control and low achievement in both curricular and extra-curricular programmes which lead to more problems for inner-city secondary school principals. (Brewster & Railsback, 2003 in Nalyazi, 2010: 60).

Pule's (2014) study, conducted in South African township schools, found that parents seldom visited schools to support the games. More can be done to foster the positive roles and responsibilities that parents can contribute to the delivery of school sport. Parents' voices should be heard and they should be given opportunities at meetings to discuss issues related to sport delivery and management.

Many parents want the best for their children and this would include active participation in co- and extra-curricular activities. Relevant and affordable activities should be implemented or improved on to ensure that parents and learners develop a greater sense of loyalty to the school and also experience a sense of belonging to a school that cares deeply about the holistic development of learners.

The next activity will focus on a research cases study conducted into the status of extra-curricular activities in Ghana (Nalyazi, 2010) - a country that has similar challenges to South Africa in terms of cultural and religious differences, high levels of poverty and a range of socio-economic challenges.

It is clear from this case study that while many children come from homes where parents expect their children to engage with learners from other religions and cultures, some might be concerned that the engagement or contact might influence their children negatively.

Activity 10: Cultural diversity and extra-curricular implementation

Suggested time:

1 hour

Aim:

To engage with this Ghanaian case study related to extra-curricular activities within a context of cultural and religious differences in order to identify relevant lessons for your school's cultural-context.

What you will do:

Individual activity

1. Read the case study taken from Nyalazi's (2010) research into extra-curricular activities in different contexts.

Case study: Inner-city schools in Ghana



A map of Africa showing Ghana

In Ghana, multi-ethnicity is a challenge for school contexts where learners in the same school come from different cultural backgrounds. To assist learners in bridging cultural gaps in urban

(inner-city) schools, the focus is on exposing learners to other languages, religions, and cultures through indigenous extra-curricular activities. To foster cultural unity, learners are encouraged to participate in indigenous sports and games and musical activities. Learners participate, for example, in music dramas where they perform the events related to the music. The country has an annual yam festival, and during this festival schools participate by performing traditional folk songs and games. These songs and games are linked to specific ethnic groups and are performed through singing, story-telling and drumming within tribal contexts. In this way learners from different ethnic groups learn more about other groups.

This focus on cultural diversity strengthens Ghanaian communities. Foundational to this, is the communication of different values and belief systems, inherent to the different tribes. The multi-culturalism of the Ghanaian society is displayed through indigenous content, and this is also relevant to indigenous games and sport. These activities create a powerful source of reference for the similarities and differences between the ethnic groups. Through these displays society is enriched on a macro-level.

Learners also play modern sports like football and basketball. In Accra, the capital, courts for these sports have been built, and the schools in the area share these resources. This further allows learners to engage with peers from other schools. There are also amateur sports leagues. This creates opportunities for learners to possibly pursue careers in sport. The cultural and commercial extra-curricular activities help to facilitate the development of a greater understanding of other cultures. This contributes to reduction in tribal conflict and segregation.

(Source: Nalyazi, 2010: 35–36).

2. Write down your answers to these questions and include your written responses in your PP.
 - In this case study there are examples of how cultural and religious extra-curricular activities contribute to breaking down barriers. Name some of these and discuss.
 - What similarities are there between the case study and your context?
 - What kinds of leadership attributes are necessary for dealing with diversity?
 - Provide examples of indigenous cultural activities in your school that contribute to celebrating indigenous cultures.
 - How is social cohesion enhanced in this case study? What are the lessons in this for your school and context?
 - How do the schools in this case study overcome limitations in terms of resources and facilities?

With your HEI CoP

1. Discuss the case study in your HEI CoP and make notes.
2. Insert written notes from the discussion into your PP.

Discussion of activity

Note that in the case study the word *tribal* is used. In South Africa, it is more common to refer to cultural or ethnic groups. In South Africa, the focus however, is still often on diversity, rather than on unity. One of the biggest challenges in South African society is the lack of social cohesion amongst the various cultural and ethnic groupings. The Department of Arts and Culture (2014) defines social cohesion as “the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities.”

This is also often evident in schools where challenges arise in multi-cultural contexts or where schools are mono-cultural and learners do not have enough contact across the ethnic or racial groupings.

Reflecting on the South African context, how can mainstream schools use diverse cultural activities and indigenous games to contribute to building a democratic and open society?

The national curriculum policy is very clear on the expectations of building a truly democratic society based on the principles expressed in the preamble to the National Curriculum Statement (DBE, 2011a). Transformation in society can only be attained if schools contribute to the development of learners, who can contribute to a democratic society, during their studies and in the world of work. It is in these spaces that learners will have to display the values and behaviours that do contribute to a non-racial, non-sexist and equal society.

Next, explore the relevance of extra- and co-curricular activities to your specific school context. In this section you are challenged to think about your role as a school leader in relation to the commitments made in the National Curriculum Statement. What is required of a school leader to lead and manage curriculum implementation (in the broadest sense, including co- and extra-curriculum) in a school which does in deed contribute to the kind of transformation that is envisaged in the National Curriculum Statement.

Activity 11: The relevance of extra- and co-curricular activities to *your* school context

Suggested time:

1 hour

- a. To examine the relevance of extra- and co-curricular activities to your school context by engaging.
- b. Distil the key ideas in each of these documents and examine how they can be used to enhance delivery of co- or extra-curricular activities.

What you will do:**Individual activity**

1. Engage with your school vision and mission statement and your School Improvement Plan (SIP.) If your school has done a strategic plan based on the SIP, then also use that plan for reference.
2. Discuss the relevance of the extra- and co-curricular activities that you offer at your school by relating this to your school vision and mission statement.

3. Determine whether the activities offered are relevant to the optimal development of learners in their community.
4. Consider whether indigenous games, sports and cultural activities are included.
5. Comment on or contest the decolonisation debate in the light of the delivery of indigenous activities at your school.
6. Consider how funding partners can be attracted or stakeholders can become more involved.

Discussion of activity

What is relevant to *your* context? This is the critical question that you need to answer. Relevance is related to the needs of learners and teachers, and the relationship with the community. Jumping to conclusions about what your learners need, would be defeating the purpose. Furthermore, the challenges related to internal and external resources cannot be ignored and should be taken into account when extra- and co-curricular activities are planned and implemented. Leading and managing these activities is a multi-faceted task, involving a number of individuals and interest groups, both, internally and externally.

The most important stakeholder group are the learners and then the parents and the community. Learners' voices need to be heard. So too, they need to be engaged on topics they want to discuss in situations where learner leadership is the focus, for example, social clubs or debating societies. Your discussion regarding relevance should therefore also include the development opportunities for learners in terms of leadership.

Strongly linked to the issue of relevance, is the legacy of colonialism and apartheid. In *Module 1: Professional Portfolio and Workplace Project* you engaged with two key *current debates* that impact the expectations that young people have of schooling in South Africa, i.e. *globalisation* and *decolonisation of the curriculum* (which includes the concept of *decoloniality*, discussed in *Module 1, Unit 1*). It is important that you think about how your co- and extra-curricular activities relate to these two debates to ensure relevance and buy-in from all stakeholders.

Framed by the above debates, issues such as how indigenous knowledge can be foregrounded; and how learner diversity in respect of race, gender, sexual orientation, nationality, abilities and socio-economic background can be positively acknowledged and celebrated, need to be carefully examined. The stakeholders in your school community need to be engaged. Are the extra-curricular activities relevant to *all* your learners, or are some learners excluded based on language, culture, gender or socio-economic status? According to Borman and Spring (1995 in Nyalazi, 2014: 23) "learner diversity creates a difficult task for schools since they have to acculturate [adjust to a different culture] learners into the school environment as well as its extra-curricular programme."

Stop and think

Imagine the power of well-conceptualised extra-curricular activities that could acknowledge diversity and foster multi-cultural relationships!

The SIP and school strategic planning based on the SIP should also help to point out areas of development in terms of extra- and co-curricular activities that are *relevant* to your context. This would include scrutiny of existing activities for cultural relevance.

In *Module 1: Professional Portfolio and Workplace Project*, it was recommended that you take time to read the following article in full: Christie, P. and McKinney, C. 2017. Decoloniality and “Model C” schools: ethos, language and the protests of 2016. *Education as Change*, 21(3): 1–21. Accessed from: <https://tinyurl.com/y8yoqvcl>.

Christie and Mckinney (2017: 5) state that coloniality “is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience”. Consider, therefore, whether you truly understand the possible impact and effects of coloniality on your extra-curricular activities.

In the next activity you will engage with the constraints that form barriers to optimal delivery of co- and extra-curricular activities, in your school context and your sphere of influence.

Activity 12: Schools that work

Suggested time:

45 minutes

Aim:

- a. Assess what challenges could possibly prevent a school from being a school that works.
- b. Use the data to compile an investigative report.

Activity 12a: Viewing task

What you will do:

There are two parts to this activity (12a and 12b). Both are individual activities which require you to engage with the analyses and reporting of constraints within your context.

1. Go to the following website: Blank, M. 2007. *Schools that work*. Accessed from: <https://vimeo.com/schoolsthatwork>

This site has a series of videos on schools that work. The project was commissioned by Prof. Jonathan Jansen, the former Vice-Chancellor of the University of Free State. The series focuses on 19 South African schools that are achieving academic success in spite of being in severely constrained contexts. The videos are aimed at highlighting leadership and management in these schools and what these educational leaders and teachers are doing differently to ensure good practice.

2. For the purpose of the following activity, watch *only* the following two videos:
 - Thengwe Secondary School, Mutale, Limpopo: <https://vimeo.com/84485171> (6:09 minutes)
 - Sol Plaatje Secondary School, Mafikeng, North West: <https://vimeo.com/84340940> (5:39 minutes).

3. Draw up a list of issues that these two schools seem to have overcome and indicate why you think they have overcome these. (There are many visual and verbal clues that will guide you.) This analysis will help to focus your attention on real constraints and how to overcome them.

Activity 12b: Report writing

What you will do:

1. In this part of the activity you are going to write a report about what you have identified as the biggest hurdles or barriers to providing extra- and co-curricular activities within *your* school context.

Your report should be based on the challenges found in your school and community. Frempong and Motha (2014: 4) state that “exemplary schools seem to have a better understanding of the vulnerabilities [exposure to being harmed physically or emotionally] of their learners.” Do you feel you have a good understanding of the vulnerabilities of your learners and the community they come from?

Your report should indicate whether you are, for example, creating and supporting an enabling environment with a specific focus on extra-curricular and co-curricular activities in which learners, teachers, parents and the community work collectively.

2. Now turn to your context. What are the biggest constraints in your context in terms of the delivery of extra- and co-curricular activities? Give reasons for your answers.
3. Next, study the investigative report format (Template 1) provided at the end of this module for guidance on writing your report. Here are guidelines to what each heading in the report requires:
 - *Terms of reference* refers to who commissioned [asked for] the report.
 - *Research methodology* refers to sources of information and actions taken to get the information.
 - *Findings* refer to what you have *found* or learnt from the research (or reading you have done), and how this ties in with the situation or problem that you are investigating.
 - *Conclusions* are always linked to findings. It is a summary of what you have discovered.
 - Finally, you would end your report with *recommendations to be implemented*. The recommendations have to be linked to the findings and conclusions. The recommendations also have to be realistic given the constraints.
 - The tone in your report should be professional and objective, by making use of facts and figures.
4. Some of the information you need for this report, will stem from your situational analysis of your school that you conducted as part of *Module 1: Professional Portfolio and Workplace Project*. You would have gathered data in that module through interviews, questionnaires and observations. This data will form the backbone of your report.
5. Now write your report on the constraints, but make sure that you align your recommendations with the problems you have identified. Focus on how leadership and management can be improved to break down the constraining barriers.
6. The report should not be longer than two pages. Draft your report and then edit it before submitting the final version.
7. Place your written report in your PP.

Discussion of activity

In this activity you were required to write and submit a report based on the format provided (Template 1). Report writing skills are important in a professional capacity where you are required to report to the school governing body (SGB) and other stakeholders. There are many formats of reports, but for the purpose of this

activity, you have used an *investigative* report format.

Within your context there are real and possibly imagined constraints to optimal delivery of extra- and co-curricular activities. Imagined constraints could be the reasons teachers and principals supply when confronted with the fact that there are practically no extra- or co-curricular activities in their schools. An example of an imagined constraint would be to believe that teachers would not *want* to be involved in coaching sport when in fact, if they were asked, you might find that many would love to be involved. Your focus should not be on the imagined constraints when you make recommendations.

There are schools that overcome severe difficulties as described by Taylor and cited in Kamper:

A tiny band of schools situated in the poorest communities provide some of the highest quality education. They are performing heroic deeds under difficult conditions, and serve as role models for the rest of the system. (Taylor, 2006, cited in Kamper, 2008: 1)

This shows that the impossible can be possible, if there is the willingness to do so.

By evaluating the scenarios in the videos you should have got a sense of what can be done in harsh and restricted environments so long as there is a will to do so. The support of good leadership and management practices is also critical. With the data from your situational analysis conducted in *Module 1: Professional Portfolio and Workplace Project*, you can now evaluate your context, identifying areas for improvement. Try to compare the way in which the two schools viewed in the videos in Activity 12a have overcome their challenges and difficulties. Are your constraints still as *real* as you thought?

Although each context is unique, there are also basic values and principles that can be applied to successful leadership and management. These are often in evidence in schools where good practice improves learners' chances of success. Kamper (2008: 5) highlights the following foundational values and principles:

- Respect for individuals, the school, human dignity and culture.
- Care and Ubuntu in all relationships.
- Commitment to go the extra mile and excellence in the quest for high standards.
- Collaboration and accountability [being held responsible] by all involved.

Having watched the two videos, you may agree that the leadership and management in both these schools displays the foundational values and principles referred to above. Both these schools succeed in offering quality education *and* quality co- and extra-curricular activities.

The schools in the Kamper study also “placed a very high premium on optimal learner participation in cultural and sports activities and on ensuring that the schools participated fully in competing with more affluent schools in the district” (Kamper, 2008: 6). Requirements for effective leadership in mainstream schools can, according to Kamper (2008: 8), be divided into a *personal* profile and a *capability* profile. The personal profile is related to the values and leadership qualities of the principal. The capability profile involves the leadership skills of the principal's approach in the given context.

The personal and capability profiles of the principal are also very clearly demonstrated in the case of the two schools you viewed in the videos.

In summary, the *personal profile* of effective leaders, as identified by Kamper (2008), is evidenced by the following:

- Has a strong social conscience (upliftment of the poor);
- Demonstrates respect for human dignity;
- Is informed about poverty measures and alleviation [relief];
- Possesses a *can-do* approach believing in everyone involved;
- Does not label learners and so stigmatise [regarded with disapproval] them; all learners are accepted for who they are;
- Has high expectations of all in terms of goals and standards;
- Sees the school is a learning organisation where everyone has the opportunity to learn;
- Is committed to empowering learners and teachers;
- Accepts the place of the school as a place of care and upliftment for all;
- Believes in teamwork and collaboration;
- Entrusts others with decision-making;
- Demonstrates values such as commitment, accountability and punctuality;
- Shows and speaks about their own religion or spiritual belief while respecting other's beliefs;
- Tackles problems with courage and innovation;
- Is brave, enthusiastic and energetic.

The *capability profile* of effective leaders is demonstrated by the following qualities:

- Displays visionary thoughts and actions;
- Creates an inviting and safe school environment;
- Explores resources and establishes support networks;
- Inspires teachers to be excellent teachers, counsellors and care-givers;
- Delegates decision-making through cultivating teacher leadership;
- Monitors learner progress;
- Allows innovation and risk-taking among teachers;
- Creates a sense of family;
- Cultivates team spirit and pride in the school;
- Actively mobilises parents to support school;
- Does not indulge in self-pity (regarding directives and policies that might be perceived as restrictive).

How many of the personal and capability qualities do you see in the leadership in your school? How can you, by *being* more of that, contribute to the improvement of extra- and co-curricular activities within your school? You are accountable and responsible within the context of your school activities, to make decisions and ensure that resources are utilised properly.

Stop and think

- Identify two of your strengths from both the personal and capability profile lists.
- Now identify two of your weaknesses that you need to work on and develop during the course of the diploma.
- Address the development of your personal and capability profiles in your reflective practice.

In the next section you will engage with the development of learner leadership as a conduit for more effective implementation of extra- and co-curricular activities.

Section 4: Exploring the development of learner leadership

With the intended democratisation of education, post 1994, the move was towards “participative, ‘democratic’ management, collegiality, collaboration, schools as open systems and learning organisations, and importantly, site-based management” (Van der Mescht, 2008, cited in Grant et al., 2010: 401). Leadership is therefore not conceptualised as being located in one person, such as the principal. Rather, it should be thought of in terms of a distributed approach to leadership, one in which various responsibilities and aspects of leadership are shared across groups and individuals in the school community.

The focus in this section is on how *learner leadership* can be developed through extra-curricular clubs. You will engage with the concept of learner leadership as researched in case studies.

Learner leadership

Leadership roles in educational contexts, often revolve around the position of the principal or members of the SMT. This section, examines learner leadership with the purpose of developing the learner *voice* and *agency*, and thereby contributing to a more distributed form and approach to school leadership. Historically, during the apartheid era, much was done to suppress the learner voice and learner leadership. This has had a negative knock on effect on the development of learner leadership and citizenship and the building of a just and democratic society. The opportunities provided by extra-curricular activities are, therefore, very important for the development of learner leadership and as an opportunity to facilitate redress.

According to Grant and Nekondo (2016), schools should not only be concerned with results, testing and accountability related to the curriculum, but should ensure that learners develop as “fully functional human beings capable of participating, contributing and finding fulfilment in the countless aspects of democratic public life (Starrat, 2007 in Grant & Nekondo, 2016).

Extra-curricular and co-curricular activities may create the opportunity for learners to participate in a context where their leadership abilities can be developed and displayed. This is of particular relevance to secondary schools, but is definitely also applicable to primary schools, especially in terms of Grade 7 learners.

Grant (2015) asks questions about how learners can be developed as leaders in an authentic way that can contribute to school reform. Any approach taken, however, has to be based on ethics and *moral purpose* thus contributing to the core values of democracy and equity within the school as a social and public institution. This requires dialogue and an engagement with learners on issues that matter to them and on how they can contribute to decision-making within the specific context.



Figure 6: Learner leadership can be developed in many ways

(Source: <https://tinyurl.com/yaum64a9>).

In a study in South African and Namibian schools (Grant, 2015; Grant & Nekondo, 2016), the learner leadership interventions were guided by the work of Mitra and Gross and their *pyramid of student voice* (see Figure 7). The studies focused on learners being heard and being allowed to contribute to discussions on what mattered to them within their school contexts. It is interesting to note that there were differences between the needs of learners in the South African study and their counterparts in the Namibian study.

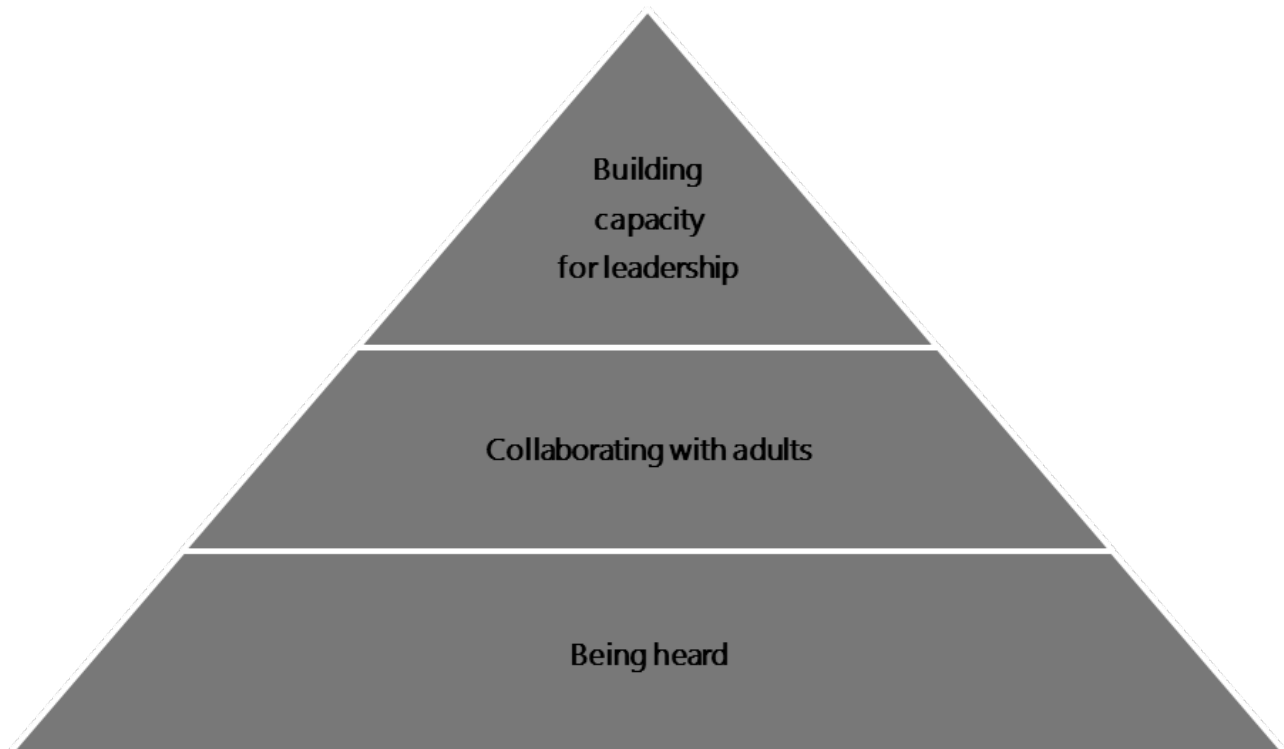


Figure 7: Pyramid of student voice

(Source: Mitra & Gross, 2009 in Grant, 2015: 97)

Grant and Nekondo (2016) in their reporting on 32 Namibian clubs studied the ability of learners to be developed as leaders by introducing learner leadership clubs where learners could speak to issues that were relevant to them. This was facilitated through a collaborative process with adults intended to develop the

learner's voice. Learners were instrumental in deciding on the nature of these clubs and were given appropriate support. Through this strategy they were able to demonstrate that they can contribute to change in their contexts. The data generated from the case studies provide valuable insights and is applicable here, given the Southern African context of this study.

The following table shows what was learnt about learner leadership from the two case studies (Grant, 2015: 104–107).

Table 4: Insights from learner leadership clubs

No.	Insight
1	Learner leadership as observed by the teachers, who conducted the studies, was new to most contexts.
2	Learner leadership clubs provided appropriate spaces for the development of learner leadership and learner voice, providing mechanisms for empowering learners.
3	Learners have leadership potential when the space is aimed at growth, and when the space is perceived as non-threatening.
4	Issues that matter to the learners broadly included the physical environment, English proficiency, improvement of learner conduct, developments related to extra-curricular activities, and leadership training.
5	Lack of support from principal and staff hindered the sustainability of the projects.

Mabovula (2009) in turn investigated learner participation in five schools in the Eastern Cape. The purpose of her study was to identify barriers to learner participation and to suggest guidelines for 'deliberative democratic school governance'. According to her study, the South African Schools Act (Department of Education, 1996) provides a narrow view of learner participation in governance and based on the superficial prescripts [laws], does not indicate exactly how the participation should happen. In mainstream schools, learner voices, even those elected to the RCL are not included in governance as envisaged. Learners are in fact ignored by stakeholders and are mostly there in a symbolic capacity.

It is important that you engage with articles related to the research on learner leadership and learner voice referred to in this section. A list of readings is provided in the next activity on learner leadership.

Activity 13: Learner leadership in extra- or co-curricular activities

Suggested time:

1 hour

Aim:

- a. To learn more about the concepts of *learner leadership* and *learner voice* through the research highlighted in selected research articles.
- b. To decide whether learner leadership is optimally developed in the context of your school in relation to extra- or co-curricular activities.
- c. To consider how learner leadership can be developed.

Required reading

Grant, C. and Nekondo, L. 2016. Learners as leaders in Namibian schools: taking responsibility and exercising agency. *Namibian CPD Journal for Educators*, 3(1): 13–29. Accessed from: <https://tinyurl.com/y6uhnamf>

Additional readings

It is recommended that you read the following two articles for further enrichment.

Grant, C. 2015. Invoking learner voice and developing leadership: what matters to learners? *Journal of Education*, 61: 93–103. Accessed from: <https://tinyurl.com/yallao6v>

Mabovula, N. 2009. Giving voice to the voiceless through deliberative democratic school governance. *South African Journal of Education*, 29(2): 219–233. Accessed from: <https://tinyurl.com/y86ebmr3>

What you will do

1. Read the Grant and Nekondo article on your own.
2. Write down important points from your reading and include them in your PP.
3. Share and discuss these points with your school-based CoP.
4. Now, with your school-based CoP, debate the absence or presence of learner leadership in relation to extra- and co-curricular activities in your school.

Discussion of activity

Learner leadership development is important to ensure that learners can ultimately take up their place in society. Although many secondary schools have RCLs, what is stated in policy is seldom what happens in reality. This is of particular concern in many schools where the narrow interpretation of democratic participation for learners in the South African Schools Act (Department of Education, 1996), is practised. Members of the RCL attend SGB meetings, but have no voice. Consensus, listening skills and full democratic participation should be practised if learners are to be included in leadership. Often learner voice and participation is hindered by the prejudice of members of the SGB and the principal. In other words, learners

are prevented from speaking by being ignored or not drawn into discussion that are of particular relevance to them. The adults might think the learners do not know enough or would not be able to make valuable contributions.

In the case study presented in Grant and Nekondo (2016), the following points regarding the development of learner leadership are argued. If the development of learner leadership is aimed at improving democracy and democratic life in society, then there is still a long way to go to fulfil this goal. With youth unemployment being at an all-time high in South Africa (as youths drop out of school, do not get adequate matric passes or resort to crime and gangsterism to make a livelihood), there should not be any delay in developing learner leadership from as early on as possible.

Learners identified the following leadership skills as being relevant to learners (Grant & Nekondo, 2016: 27):

- Listening skill;
- Problem-solving skills;
- Organisational skills;
- Critical thinking skills.

The value of these skills might be worth considering when you conceptualise your intervention in your WPP later in this module – that is, if you are planning to include learner leadership development in your extra-curricular or co-curricular intervention. Finally, the value of developing learner voice is extremely important for conversations around “respect, empowerment and citizenship in schools” (Busher, 2012 in Grant & Nekondo, 2016: 27). For learner leadership to be developed, however, requires a confident educational leader who is not afraid of allowing learners to be part of decision-making processes within the school context, be it in relation to co- or extra-curricular activities, or any other matters concerning the school community.

Key points

Unit 1 focussed on the following key points:

- *Module 3: Leading and managing extra- and co-curricular activities* links closely with *Module 2: Leading and managing teaching and learning in the school*. Therefore, teacher leadership discussed across different areas within the school, should be considered and applied to this module as well.
- An important bridge between the formal curriculum, co-curricular and extra-curricular activities, is provided in the subject Life Skills/Life Orientation. The Physical Education component (formal curriculum) has to be on the timetable and teachers have to be skilled and motivated to implement it optimally, regularly and enthusiastically.
- The issue of mainstream schools and their challenges has been dealt with extensively in *Module 1: Professional Portfolio and Workplace Project*. The constraints experienced by the majority of schools in South Africa have to be taken into consideration in this module as well.
- Learners' holistic development includes not only physical skills, but also social, personal and emotional development through play and sporting activities.
- Co- and extra-curricular activities should *enhance and expand* the formal curriculum. These activities have to be relevant to the learners of your school. Stakeholders need to be consulted on what is relevant for the diversity you might encounter in your context.
- The formal curriculum, co-curricular and extra-curricular activities exist within a framework or context of the community, the school itself, family and home life of the learners and the policy or legal framework.
- Appreciating the value and importance of extra- and co-curricular activities both for school leaders and learners has to form part of your reflection as an educational leader and manager.
- Your personal and professional qualities can contribute to effecting positive change in the current extra- and co-curricular activities in your context. This requires that you consciously cultivate personal and capability traits that contribute to this goal. This includes aspects like working towards the empowerment of all those in your school. It also requires a focus on building networks of support in your school community.
- Schools that work have leaders and teachers who are committed, punctual, accountable and living examples of the vision of their schools.
- The relevance of extra- and co-curricular activities should also be aligned to the needs of stakeholders and the community at large. Therefore, debates around decolonisation of the curriculum (and globalisation) should be interrogated, problematised and considered for relevance.
- Parental involvement has to be cultivated and great respect should be developed between the school, teachers, parents and the community.
- The vision and mission statement, as well as the SIP, are important tools to determine what the gaps are in terms of provision of co- and extra-curricular activities. These gaps can then be addressed.
- The theories, research and case studies provided as part of the activity readings in this unit, address examples of good practice and highlight the key values and attributes needed to foster learner leadership.
- Through developing learner leadership, learners are enabled to contribute to the democratisation of education as envisaged in SASA of 1996. Learners need to be heard and should be allowed to collaborate within a structured environment. This in turn should lead to learner leadership development, capacity and agency [involvement].

In Unit 2, the focus will be on how to plan and manage the implementation of extra- and co-curricular activities in your context to ensure quality learning for all in the context of national, provincial and school

policy. You will engage with relevant policies and conduct a needs analysis of these activities for your specific context. Your school strategic plan will be examined to determine whether it is aligned with the needs expressed by learners, parents and teachers in terms of extra- and co-curricular activities. You will also engage with planning tools to plan a new intervention on a sound contextual understanding of what is possible. Many of the planning tools would have been discussed in greater depth in *Module 1: Professional Portfolio and Workplace Project*.

Unit 2: Planning and implementing extra- and co-curricular activities

Introduction

In Unit 1 of this module you defined extra- and co-curricular activities while paying particular attention to their relevance in your school context. The role of extra- and co-curricular activities as an extension of and/or a supplement to the formal (CAPS) curriculum was also highlighted. The value of a distributed approach to leadership was discussed, particularly in relation to the development of learner leadership. It is against the backdrop that this discussion of extra- or co-curricular is continued in Unit 2. The focus in this unit is on planning and implementation of a specific extra- or co-curricular intervention within your school context and your sphere of influence.

Flanagan (2006 in Nalyazi, 2010: 2) acknowledges that however admirable a full extra- and co-curricular programme might be, principals have to attend to so many other challenges in a school and deal with the dynamics in the school environment that these activities are often side-lined or ignored.

In this second unit, you will scrutinise your own school context by conducting a needs analysis. This will help to ensure that the best decisions are taken to supplement what you might already have achieved, or to improve on what exists in terms of extra- or co-curricular activities. The focus will be on your role as a leader and manager within your sphere of influence, and as of the school management team (SMT). The importance of national, local and school policies will also be investigated as these serve to frame the planning and implementation of the activities which you selected on the basis of the needs analysis that you will conduct.

Before moving into the planning, co-ordination and implementation phases, you will need to first think about financial management and budgeting related to the implementation of the selected extra- or co-curricular intervention. See the four outcomes below which describe the approach to be taken in this unit.

Remember that your focus should always be on the learners, the intended beneficiaries of quality teaching and learning. This includes the learning that takes place both inside and *outside* the classroom. The role of the school is to create space for the holistic development of all its learners, i.e. cognitive, social, emotional and physical development, must be nurtured. However, for a range of reasons, this unfortunately does not happen in many schools. Research has shown that principals value the importance of extra-curricular activities, but the neglect continues (Smith, Percy & Malone, 2001 in Nalyazi, 2010: 2) which is why this module makes such an important contribution to the AdvDip (SLM) programme.

Take note

If you decide to make the implementation of a good quality extra-and co-curricular programme in your school, the focus of your WPP, the rationale for your Workplace Project (WPP) has to be based on specifically identified needs particular to your context.

Your intervention, i.e. your WPP, has to be based on the needs analysis you conduct as part of this unit. Since your proposed extra- or co-curricular WPP is meant to bring about change, you will need to look at some views on change leadership to support your innovation.

Unit 2 learning outcomes

By the end of this unit, you should be able to:

1. Apply relevant national and provincial policies to ensure compliance [agreement] within your own school context to all stakeholders.
2. Understand what your school context needs in terms of improvement of delivery of extra- and co-curricular activities by conducting a needs analysis.
3. Conduct effective financial management for the optimal delivery of selected extra- or co-curricular interventions based on the needs analysis.
4. Plan, co-ordinate and implement the selected extra- and co-curricular intervention to ensure effective delivery within your context to all stakeholders.

Section 1: School vision and mission statements as a catalyst for change

No two schools are the same. Your school context is unique as it is situated within a specific community, has a unique complement of teachers, each with their own knowledge and skills, and most importantly, unique learners, who come from households that are not the same. In fact, no two days in any school are ever the same. Yet, there is an almost unspoken expectation amongst teachers and members of the public that all learners in all schools will develop at the same pace, at the same level of achievement and ultimately succeed.

As you will know, every school in South Africa is required to have a vision and mission statement based on a set of agreed values and is required to display this statement and communicate it to all stakeholders. Your school's vision and mission statement should be based on a set of values adopted by your stakeholders. Schools are also required to revisit these values regularly and to update them if necessary, but only in consultation with the school governing body (SGB), teachers and learners.

Bear in mind that your school, with its offering of the formal curriculum, co- and extra-curricular activities, is firmly placed within a specific context, as depicted in Figure 4 in this module. This figure further informs the discussion in this unit so it is important that you refer back to it before moving on. You will see that enabling and constraining factors within your context have to be taken into consideration, in the same way that the relevant policy and legal framework should. Finally, and very importantly, you need to think about what indigenous knowledge, arts and culture are relevant to a specific community and how these can enrich new extra- and co-curricular activities.

At the beginning of this unit, you were reminded of the importance of an authentic vision and mission and how these should be the guiding principles for professional conduct in teaching and learning in a school. The following case study shows that contextual challenges prevent R.J. Phakade Primary School from delivering on the promises made in their vision and mission statement. Extra-curricular activities need not require a lot of equipment – there might already be *hidden diamonds* that need to be rediscovered by consulting with the community.

The relevance of the following activity is that you engage with a specific school context (that of the case study), their vision and their mission statement. Once you have studied these aspects carefully, you need to reflect on the validity of their vision and mission statement and how it impacts in terms of delivery of extra- and co-curricular activities.

Activity 14: A mission statement and the reality of extra- and co-curricular provision

Suggested time:

45 minutes

Aim:

- a. To investigate the vision and mission statement provided in the case study and their links with the context within which the R.J. Phakade Primary School finds itself.
- b. To understand the importance of these statements and the expectations of R.J. Phakade's stakeholders.

What you will do:

1. Read the following case study. This activity can be done on your own, and reflections later shared with your school-based and higher education institute community of practice (HEI CoP). Your feedback can provide valuable evidence of your understanding of the purpose of a vision and mission statement in relation to the holistic development of learners.

Case study: R.J. Phakade Primary School

R.J. Phakade Primary School is situated in a township on the outskirts of a thriving city and although it is in close proximity to community facilities, it offers hardly any co-curricular activities and no extra-curricular activities. Parental involvement is poor as many parents either work in the city or are unemployed. Teachers often leave the school at 14:30 because of their own transport arrangements. Since they have to deal with numeracy and literacy interventions on Saturdays, the teachers generally believe that this exempts them from having to spend more time at school at the end of the formal school day.

R.J. Phakade Primary School, however, has the following aspirational vision and mission statement.

Vision

The vision of R.J. Phakade Primary School is to nurture the balanced development of body, mind and spirit, leading to the fulfilment of each individual's potential within the broader community in all its diversity.

Mission Statement

The realisation of our vision will be achieved by:

- *Ensuring that our teachers are well qualified to teach the various learning areas.*
- *Providing a staff with a high degree of professional integrity.*
- *Providing a safe, caring and happy environment which is conducive to learning.*
- *Teaching skills for effective living in a changing world.*
- *Providing a diverse educational experience to discover all learners' hidden potential.*
- *Maintaining a balanced approach to academic, cultural and sporting activities.*
- *Recognising and praising effort and excellence.*
- *Encouraging learners to persevere and to fulfil their full potential.*

R.J. Phakade's vision and mission statement was adopted a few years ago, after consultation with the then SGB and the teachers at the school at that stage. Initially, this was displayed proudly in the reception area of the school, but after some renovations were conducted, it was never returned to its place in the reception area. As there is no induction programme for new teachers in place, many are not aware of the commitments made in the vision and mission statement. In fact, if members of the current staff at R.J. Phakade are asked what their vision and mission are, they don't really know.

2. Now answer the following questions. Your responses to the questions should be placed in your PP.
 - Consider, in a general sense, how data can be used to obtain information about teachers' involvement in extra-curricular activities, e.g. the time teachers spend at school, and whether some of them might be available to become involved in such activities.
 - Provide a list of items in the vision and mission statement of R.J. Phakade Primary School that speak directly to the provision of extra- and co-curricular activities.
 - Name the contextual factors from the case study that are obstacles to the delivery of these activities.
 - Analyse the implications of the *differences* between what the vision and mission statement promise and the reality within this context.
 - Provide two written, realistic, *do-able* recommendations (from your sphere of influence) to improve the discrepancies between the vision and mission statement and the non-delivery of extra- and co-curricular activities within this context. These recommendations have to link to the role of leadership and management in putting the situation right.
 - Place your written analyses in your PP.
3. It is recommended that this activity is taken up with your HEI CoP when you meet in order to compare analyses of the scenario. It would be useful to share insights with your colleagues.

Discussion of activity

A well-written vision and mission statement that is displayed for all to see is an important mechanism for communication for all stakeholders. It should be displayed in the school foyer and included in the first interface the school has with new parents, such as on the school website or brochure. It is from this vision and mission statement that a learner code of conduct and teacher code of conduct should be developed.

The R.J. Phakade mission statement and vision are written in an appropriate, formal style using relevant terminology such as *holistic* and *professional integrity*. In an environment where English is not the home language of most parents and learners, it would further improve communication if the statements are also translated into the dominant language/s of the community so that everyone can understand what is meant by it.

It is critical that the statements should be relevant and authentic to the community. It must go back to stakeholders every few years to ensure that it is updated or revised to ensure that what is promised remains relevant. An authentic and relevant vision and mission statement can provide a good standard for all stakeholders to aspire to.

Finally, all teachers and especially new teachers, should be required to participate in an induction process that should include becoming familiar with the vision and mission of their school as this will feed into their own behaviour and professionalism.

Stop and think

How well do you listen when others express their ideas? Pay careful attention to ideas expressed by fellow participants in your school-based CoP and your HEI CoP. If there is something that you do not agree with then discuss the issue. It is through such engagement that recommendations or ideas can be analysed and refined.

In Activity 15 you will analyse the relevance of *your* school's vision and mission statement and how this is related to the delivery of extra- and co-curricular activities within your school context. Remember that once again, you will be considering this from your specific sphere of influence as principal, deputy-principal or head of department (HOD).

Activity 15: Analyse the relevance of your school's vision and mission statement

Suggested time:

45 minutes

Aim:

Analyse the relevance of the vision and mission statement of your school and its implications for delivery of extra- and co-curricular activities in your context.

What you will do:

Start by doing this activity on your own as you will now be engaging with content that is specific to your school context. Your insights will provide valuable evidence of your understanding of the status of your vision and mission statement in relation to the delivery of extra- and co-curricular activities in your context. Finally, share your findings with your school-based CoP as this discussion could provide really useful ideas on how to overcome barriers to improved delivery of these activities.

1. When was the vision and mission statement last updated or revisited?
2. What does the statement say about the importance and inclusion of extra- and co-curricular activities for your learners?
3. What are the main constraints or enabling factors in your context affecting delivery on the promises made in the current vision and mission statement?
4. Briefly describe what is said in the vision and mission statement, and how these values and *promises* feed into your SIP and the strategic plan for the next year.
5. What changes would you like to make to your current vision and mission statement given the constraints or enabling factors that you referred to earlier? Why would you suggest these changes?

Discussion of activity

School leaders have a responsibility to ensure that there is alignment between the values, beliefs, vision and mission statement and what stakeholders expect from the school. Some schools have outdated documents and in many cases, they also do not deliver on the promises made to stakeholders.

From your engagement with the case study in Activity 14 and your own school's vision and mission statement in Activity 15, you might have identified the problem of making unrealistic promises within an under-resourced environment. In many cases, principals have to manage so many aspects of school life, that extra- and co-curricular activities are neglected.

To ensure that learners have the opportunity of holistically development (cognitive, social, emotional and physical development) there has to be a focus on educational leadership and management. By revisiting your school's vision and mission statement and engaging with it critically, you should understand the inseparable links between the values expressed in these and what happens in terms of extra- and co-curricular activities in your school. Perhaps your vision and mission statement says very little about holistic development and focuses mainly on cognitive development.

Nalyazi (2010: 11), in a study conducted in urban schools in South Africa, suggests that the positive effects of extra- and co-curricular activities justify that should be offered and managed properly to ensure optimal delivery. They should complement the formal curriculum and expand learners' educational experience by allowing involvement with their peers. This not only affects the individual learners, but also affects the school and the community in which the school is situated.

Therefore, some of the questions that will be addressed in the remainder of this unit are:

- What are the key issues that affect delivery and sustainability of extra- and co-curricular activities?
- Are learners ever consulted about what activities they would like to participate in?
- Are resources managed fairly and maintained for sustainability?
- What is the organisational culture of the school?
- What are the relationships like between teachers and learners; teachers and parents; teachers and management?

You might want to expand on these questions as you progress through this unit by adding questions or comments that are relevant to your specific context.

Section 2: Policies affecting extra- and co-curricular activities

In the previous section, you engaged with your school context by revisiting the relevance of your school vision and mission statement and whether they deliver on their promises to the school community. In *this* section you will engage with an overview of national, provincial and school policies that are relevant to the planning and implementation of extra- and co-curricular activities.

The primary function of the SGB is to govern the school. Members of the SGB should therefore be knowledgeable about legislation, regulation and policies that are embedded in good governance. Within their particular context, SGB members are also required to determine school policies, such as a learner code of conduct or a policy for extra- and co-curricular delivery and participation. This goes hand-in-hand with their oversight of developing the vision and mission statement of the school. It is important to remember that members of a school community have the right to question, critique and adjust their school policies to best serve their context, as long as they comply with the Constitution of the country and the South African Schools Act of 1996.

Before you engage with the draft national School Sport Policy, (Department of Basic Education, 2011b) you will look at why policies and procedures are important to the culture of a school as an *organisation*. In Figure 8, a set of four triangles make up one big triangle. The elements that contribute to the culture of the school organisation are clearly visible.

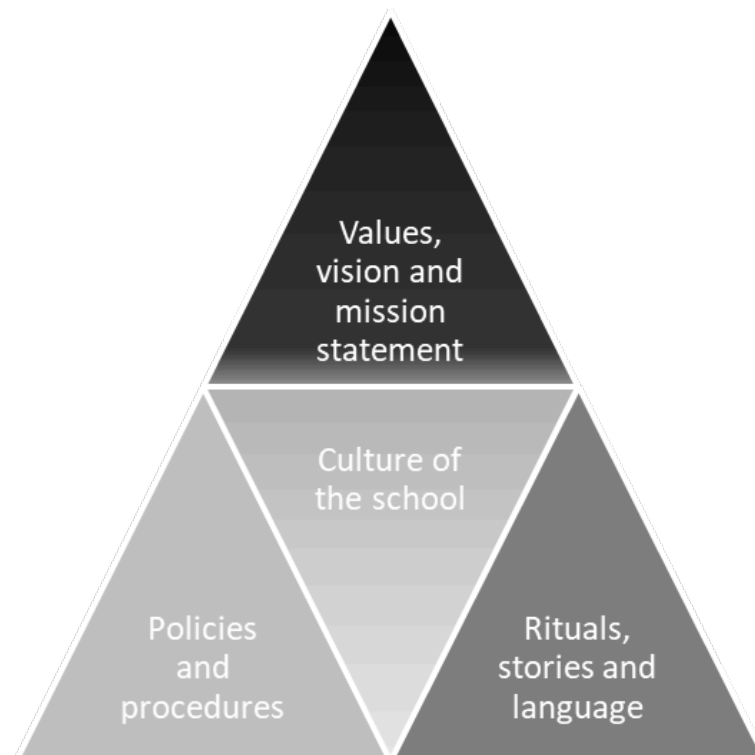


Figure 8: Culture, policies, rituals and values

The triangle in the centre represents the culture of the school. It is held together and strengthened by the existence of the other three triangles. In *Module 1: Professional Portfolio and Workplace Project*, you would have engaged extensively with discussions on school culture. The definition provided for culture in Module 1, is:

A pattern of shared basic assumptions that a group has learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, 2010: 15)

From this, it is clear that school culture is underpinned by values and beliefs.

Furthermore, you are reminded of the point made in *Module 1: Professional Portfolio and Workplace Project* on what school culture is or is not. As you think about ways to change or enhance your school culture, remember that school culture will adapt as the context changes. If, for example, a new principal is appointed, it could significantly impact the school context if their leadership style is different from that of their predecessor.

A culture always exists in a relationship with other cultures and perceptions of the world. It is therefore affected by this. If the demographics of a school changes significantly, the culture will be affected. In this regard, think of schools where learners and parents are resisting the learner code of conduct because it has become out dated and irrelevant to their cultural practices. The way in which a school is led and managed will be affected by the culture of the school and the community within which a new principal finds themselves. Culture cannot be passed on from one person to the next; however traditions can be passed on. The culture has to be present and practiced within the learning context to become embedded. Most importantly, if a culture is to thrive, then it should be shared and developed by those involved.

In Figure 8, in the bottom left triangle, are relevant policies and legislation that have to be adhered to. These strengthen and contribute to the school culture. They can also serve as a mechanism against which accountability can be measured. Discipline can be improved by for example, applying the learner code of conduct to participation in extra- and co-curricular activities. You might find that your school has a learner code of conduct, but that it does not specify how learners are expected to behave when they represent the school outside the classroom, on visits to places of interest or on the sport fields.

The bottom right triangle in Figure 8 reflects the rituals (habits, customs, stories and language of the school as an organisation). These relate to cultural presence (language, customs, traditions) and create a sense of belonging for learners and the community. Again, this is an area where you can consider what can be done to promote indigenous arts, crafts, foods and dancing, and how this can contribute to the culture of the school.

The following is an excellent example of how a community revived an indigenous dance, the *Riel*, to celebrate this art form. At the same time, it gave learners an opportunity to develop social and dancing skills – and they excelled at it.



Figure 9: The Riel dancers: Nuwe Graskoue Trappers

See Appendix 1 for the story behind this dance group. You can also watch the following two video clips on YouTube to see what a difference restoring pride in indigenous knowledge has made in a very poor community. The clips are:

Die Nuwe Graskoue Trappers: <https://tinyurl.com/yd59tnnf> (Duration: 5: 21 minutes)

Die Nuwe Graskoue Trappers: <https://tinyurl.com/yag9qxge> (Duration: 9:24 minutes)

The dance troupe also has its own Facebook page where one can see that this extra-curricular activity is instrumental in creating a sense of pride in this community: <https://tinyurl.com/y7o4psob>

Hopefully you will find this example inspiring and stimulating when you come to consider a new or adapted activity for your school context later in this unit. This example serves to highlight the potential power of indigenous practices to foster a sense of belonging among learners and to give them a sense of their place in the community.

Extra- and co-curricular activities have the potential to contribute to cultural pride and nation building a very powerful way. Such activities can also lead to learners developing a range of customs and traditions that are specific to their school and which, for example, may help to stimulate a sense of loyalty and competitiveness during inter-schools sports matches. Think about the wonderful stories that are often told about victory and defeat after such games!

Finally, at the top of the Figure 8 triangle, you find the values, and vision and mission statement – the highest and most aspirational point of the triangle. But these are also very practical ways of ensuring that policies and rituals can survive and thrive within a particular context. If you remove any of the outer elements, the culture of the school as an organisation will be affected.

What is clear from Figure 8 is that for the whole, big triangle to hold its shape as a triangle, it cannot lose any of the smaller triangles. In other words, if the culture of a school is to be maintained, or if it needs to be changed, it is within the areas represented by the smaller triangles that this must happen. Also note that all four triangles within the big triangle are the same size – they are all equally important to maintaining a positive organisation and school culture.

Research and observation at many public ordinary (mainstream) schools, shows that many of the *outer* elements (see outer triangles in Figure 8) are lacking, thereby undermining the culture of the school. If policies are not in place, then implementation and accountability can be affected (Christie et al., 2007). It is not only the lack of policies that could impact on accountability, but also the lack of vision, and the lack of rituals, stories and language which make that school unique, and make its culture unique and strong.

You might be surprised to realise just how many other policies are mentioned in the draft School Sport Policy (Department of Basic Education, 2011b). The next activity will help you take a closer look at the relevant policies and their implications for contributing to a positive school culture. You need to know which policies should inform the writing of an extra- or co-curricular school policy.

You might already have a good understanding of the purpose of each of the various acts identified in the Activity 16. This will help you see the bigger picture in terms of how policies and acts are linked to ensure that basic human rights, access and the dignity of all South African citizens are protected. Some of the constitutional, legislative and policy mandates that inform the Draft School Sport Policy are included in Table 5 in this activity.

Activity 16: Understanding the policies relevant to extra- and co-curricular activities

Suggested time:

45 minutes

Aim:

To improve your understanding of relevant policies and acts that provide the constitutional, legislative and policy mandates for the Draft School Sports Policy.

What you will do:

1. Look at the list of acts and policies listed in Table 5 and ensure that you have copies of these to refer to. If you do not have access to printed copies of these at your school, you will be able to find them by searching for them on line.
2. Photocopy or redraw Table 5 and complete the table by inserting the relevant information related to each of these policies or acts into the two blank columns in the table.
3. If possible, discuss your responses with your school-based CoP.

Table 5: Acts and policies relevant to the Draft School Sports Policy

Policy/act	My understanding of what this entails and why this is important	Relevance to extra- and co-curricular delivery within my context
The Constitution of the Republic of South Africa (1996)		
National Sport and Recreation Amendment Act, 2007 (Act No. 18, 2007)		
South African Schools Act of 1996 (Act No. 84, 1996)		
Curriculum and Assessment Policy Statement (CAPS) for Life Skills/Life Orientation: Physical Education and Arts and Culture		
South African Institute of Drug-Free Sport Act (Act No. 14 of 1997)		
White Paper on Sport and Recreation 2015		
Revised Personnel Administrative Measures (2016)		
Occupational Health and Safety Act 1993 (Act No.85 of 1993 as amended by Act No. 181 of 1993)		

Discussion of the activity

The Constitution of the Republic of South Africa (1996) consists of provisions which are based on particular principles and which express specific values. Of particular importance is the Bill of Rights that addresses issues such as the right to equality, human dignity, life, and freedom of speech and expression. Children's rights are specifically addressed in the Constitution. It is important that you develop a very good understanding of the Constitution as your school policies are required to align with the children's rights protected therein.

The **National Sport and Recreation Amendment Act, 2007 (Act No. 18, 2007)** is aimed at ensuring good and responsible governance of sport and recreation in the Republic of South Africa. It is also aimed at redressing the *inequalities* in sport and recreation by optimising participation, involvement and ownership of previously disadvantaged communities in the playing, administration, management and support of sport and recreation.

The **Curriculum and Assessment Policy Statement (CAPS) for Life Skills in the Foundation and Intermediate Phase, and Life Orientation in the Senior and FET Phase** expresses what is regarded as the knowledge, skills and values that learners should acquire to live meaningful lives.

The **South African Schools Act of 1996 (SASA, Act No. 84, 1996)** is intended to provide a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools and to provide for matters connected to this. The values of human rights protected in the Constitution of South Africa, are expressed in SASA.

The **South African Institute of Drug-Free Sport Act (Act No. 14 of 1997)** promotes participation in sport, free from the use of prohibited substances or methods to artificially enhance performance. This act makes it illegal to take any drugs which contravene [disregard/ignore] the principle of fair play and medical ethics, in the best interest of the health and well-being of the sportsperson.

The **White Paper on Sport and Recreation 2015** clarifies the government's position on supporting society to build a sense of shared identity and fellowship among groups that might not generally associate with one another. The purpose of mass participation in sport and recreation is to unite people and build social cohesion.

The Revised **Personnel Administrative Measures (PAM) (2016)** provides details on workload, responsibilities, salaries and qualifications of educators. Of particular relevance in the PAM are the core duties and responsibilities of educators on different post levels in schools. The PAM will be revisited later in this unit.

The **Occupational Health and Safety Act No. 181 of 1993** (amended) provides for the health and safety of persons at work and in their use of the facilities and any workplace related equipment and machinery. It also provides for the protection of those who come into contact with the activities of persons at work. An occupational health and safety committee should ideally be established in every school to deal with any health and safety matters associated with the workplace (school) environment.

Although the Occupational Health and Safety Act is not specifically mentioned as underpinning the Draft School Sport Policy, it is relevant to the considerations that leadership has to take when planning, implementing, monitoring and evaluating extra- and co-curricular activities. Some hazards that may be found on the school premises include, broken windows, broken stairways and moving machinery, such as lawnmowers and tractors. Learner and teacher health and safety are important – and particularly relevant to the content of this module.

Stop and think

If you had to rate your school in terms of learner and teacher health and safety during co- and extra-curricular activities, where would you rate it on a scale of 0 to 10?

(0 = there are no policies, committees, protection or care given to this matter; 10 = your school has a well-functioning health and safety committee that addresses issues related to the health and safety of teachers and learners.)

Next, you will engage with what the Draft School Sport Policy stipulates in terms of the roles that various stakeholders have to play in ensuring that sport and other forms of recreation are delivered in schools. This speaks directly to what is required from stakeholders in terms of ensuring that a meaningful co- and extra-curricular programme is delivered at your school.

Activity 17: Engage with the draft National School Sport Policy

Suggested time:

45 minutes

Aim:

- a. To study the roles and responsibilities of stakeholders, as described in the Draft School Sport Policy (DBE, 2011: 10, 11), in particular those of the SGB, the principal, the SMT, the School Sport Committee and Post Level 1 teachers in terms of the delivery of school sport.
- b. To prepare a proposal that provides relevant information that could inform decisions regarding work allocation to enhance the implementation of sport activities in your school.

What you will need:

1. A copy of the draft School Sport Policy (DBE, 2011) which you can access on line at: <https://tinyurl.com/ya6v2ygp>
2. A copy of your school's most recent timetable.
3. Documentation related to the organisational structure of your school including the teacher's and SMT member's workload and current extra-curricular responsibilities.

What you will do:

1. Study pages 10–11 (Roles and Responsibilities of Stakeholders) of the draft School Sports policy.
2. Study the school timetable and the information related to teachers and the SMT's workload.
3. Try and gather as much information as is possible on teacher participation in managing or coaching sport or any other recreational or cultural activities at your school.

4. Once you have a clear understanding of what policy requires and of the current situation in your school regarding sport and other extra-curricular activities, use this information to prepare a proposal of between 400 to 500 words. The purpose of the proposal is to suggest ways in which the implementation of sport and other extra-curricular activities can be enhanced in your school.
5. Use the following guidelines to prepare your proposal:
 - Provide a short title for your proposal.
 - State the purpose of your proposal in the opening paragraph (to provide relevant information that could inform decisions regarding work allocation and restructuring to enhance implementation of sport and extra-curricular activities).
 - Provide a rationale (a reason) for why it is important to enhance your school's sports and extra-curricular activities.
 - Provide relevant background information related to what is stated in the national sports policy and on what you found in relation to current teaching loads and existing staff involvement in sports and other extra-curricular activities. Also briefly mention the challenges (if any) that are prevalent in the community in which your school is located.
 - Finally, propose some possible solutions to challenges related to roles, responsibilities and work allocation by making two or three realistic and specific recommendations that would enhance the implementation of sports and other extra-curricular activities. This could include suggestions related to the SGB's role in terms of ensuring that sport or other activities are promoted or funded. Also make suggestions related to specific tasks that the Principal, the SMT and teachers could possibly undertake, for example, advocacy, fundraising, management or coaching.
 - Conclude your proposal by briefly restating the current situation and your proposed way forward.
6. Present the written proposal to your school-based CoP and ask them to give feedback on the proposal. (You might need to rework it if your school-based CoP makes recommendations that are relevant and that help to improve the proposal).
7. If possible, present and discuss your proposal with your SMT. Try and get the SMTs buy-in for your recommendations.
8. State what your purpose is in an opening paragraph. The purpose of the proposal would be to provide relevant information that could inform decisions regarding work allocation and restructuring for implementation of the extra-curricular activity.
9. Place your proposal in your PP.

Discussion of activity

The specific context of your school always has to be considered when planning and implementing any sporting or other extra-curricular activities. This includes thinking about poverty and unemployment levels, socio-economic challenges and safety and security issues. Access to resources and funding would also have to feature your proposal. Learner needs and teachers' response to learner needs in terms of extra- and co-curricular activities are essential to complete the picture.

The role of the SGB is important– in fact, without the input and support of the SGB planning what you think will be successful extra- and co-curricular activities may turn out to be fruitless.

A well-informed SGB can make well-informed decisions. The SGB needs all the relevant information to make budgetary decisions. A well-motivated proposal could go a long way to initiating change in the sphere of extra- and co-curricular delivery.

Finally, the allocation of specific roles and responsibilities in terms of the proposed activities should be communicated through an effective organisational structure and the work allocation that is specified for each person including the principal, the deputy principal, the SMT and Post Level 1 teachers. To fulfil the requirements stated in the draft School Sport Policy, every person or group stipulated has to be involved. Your exploration of the roles within your context, and the work allocation, might present a picture in which certain teachers are carrying a lot of responsibility, and others might not show interest or be motivated to participate. This requires resilient leadership requiring you to engage with those who seem demotivated. By creating opportunities that excite people, you might find that those who initially did not seem interested, might become more interested. By practising empathy and listening to what teachers are saying in terms of the struggles they have, you might be able to make some breakthroughs.

Your school sport policy

The importance of your own school sport policy for the successful management and implementation of the specific sports or activities at your school is the focus of this section. Remember that the policy could also include conduct and behaviour expected during participation. If your school sports policy is part of a more general extra-curricular school policy document, it may also refer to a range of other extra- or co-curricular activities.

As a leader and a manager, you are encouraged to reflect and think critically about all aspects of your school and its context. If your existing policy is no longer fit for purpose, it should be improved or replaced. In the next activity, you are asked to think critically review your current school sports policy.

Activity 18: Analyse and critique your school sport policy

Suggested time:

45 minutes

Aim:

- a. To analyse and critique your school sport policy or lack thereof.
- b. Determine which adjustments need to be made before you implement a new or adapted extra- or co-curricular intervention which you may use as part of your WPP.

What you will do:

This activity should be done in consultation with your school-based CoP. It would also be useful to share your findings with your HEI CoP.

With you school-based CoP

Discuss the following questions:

1. Is the language used in your school sports (and extra-curricular) policy simple and understandable to all who read it?
2. Which stakeholders were involved in compiling this policy?
3. Is the policy relevant?
4. Is the policy up to date?
5. Does the policy take account of national and provincial policy requirements?
6. Is the policy useful and implementable?
7. If there is no policy, then analyse and explain why this is the case. Reflect on the absence of the policy within your school leadership and management context.

If you are planning to design your WPP around the topic of extra and co-curricular school programmes, you need to ask:

- How well will your proposed intervention fit into your current school sports policy?
- What changes (if any) will have to be made to the policy to accommodate the changes you intend to make?

Stop and think

Prof Jonathan Jansen, refers to “the hopelessly utopian ideals embedded in policy-making, especially in the first five years of our democracy” (<https://tinyurl.com/y99qzegv>). By this it is meant that the policies are very idealistic. In this article and various others, he goes on to make reference to the *symbolic* nature of much of South African policy. Many policies are perfect on paper but more often than not, result in large gaps between policy and practice (policy implementation) because they are not realistic. They are too complex to implement and therefore remain symbolic.

Good policy must be implementable!

An insightful article by Jansen on why the curriculum in South Africa has failed to bring about the intended results, can be accessed at this site: <https://tinyurl.com/y99qzegv>

Discussion of activity

While policies need to be based on the legislative framework are, they should also be rooted in practice and theory developed from practices within a specific context. A policy that exists in isolation (for example, a policy ‘borrowed’ from another school) and that is not linked to the extra- or co-curricular activities of *your* school, is worth nothing. In fact, it could do more harm than good. Unrevised policies can create risks, for example safety issues related to learners being injured during sport or on transport during school-related

outings. If the school does not comply with the required regulations, it could result legal action being taken against the school.

Implementation of policy is often very challenging, particularly in poor communities (Bialobrzaska, 2009: 45). You might have heard teachers in your school complaining that policies don't work, because the learners or community do not understand what they mean. Or, that policies dictate what needs to be done, but are not accompanied by the necessary resources. The lack of parental involvement is also often cited as a reason for policy implementation failure. Add to this list of challenges, the burden of teacher absenteeism which is reportedly high in many schools. This makes the division of school responsibilities even more difficult than when everyone is there. (Bialobrzaska, 2009: 45) To ensure that sports and extra-curricular policies do not remain symbolic but are actually implemented, it is necessary to keep the policy simple and to develop practical strategies that will support implementation.

What you need to achieve is the development of a policy based on a shared vision by all stakeholders to create alignment between satisfying all the needs. Good policy that is communicated to all stakeholders will be part of the organisation and contribute to strengthening the culture of the school as an organisation.

Effective policies that are adhered to and supported by all will also contribute to teacher and learner leadership development in many ways. Learners could be involved in contributing to the policies via the RCL; teachers could be involved in certain designated leadership positions for extra- or co-curricular activities as per the specific policy. This would then also allow for greater teacher involvement and teacher leadership development (see Zone 2 of Grant's teacher leadership model), which you discussed in Module 2: Leading and managing teaching and learning in the school (Grant, 2017).

Grant's leadership model reminds us of the fact that teachers have responsibilities beyond the delivery of curriculum in the classroom, and that implementation of extra- and co-curricular activities, creates the idea space for teacher leadership to develop.

The importance of a learner code of conduct for extra- and co-curricular activities

The Constitution of the Republic of South Africa, and specifically the Bill of Rights, provides the framework for all legislation and policies. If a policy or learner code of conduct does not comply with the Constitution, it will not stand up in court.

SASA specifies that SGBs have to adopt a learner code of conduct so as to establish "a disciplined and purposeful school environment, dedicated to improving the quality of the learning process" (SASA, 1996 in Mestry & Khumalo, 2012: 99). A learner code of conduct is intended to regulate learner behaviour in a socially acceptable manner. It is intended to obviate some of the many challenges that schools face today, such as vandalism, theft, bullying and violence. A learner code of conduct should also needs to address what happens outside the classroom, when learners are still in the care of, and contact with, teachers such as during co- or extra-curricular activities. In fact, there might be even greater risks when learners leave the school grounds (e.g. when competing against other schools or visiting points of interests for subject learning), learner discipline is as important when learners are off the school property as when they at school.

Mestry and Khumalo furthermore refer to a learner code of conduct as “a form of subordinate, legislation that reflects the democratic principles of the Constitution (Republic of South Africa, 1996b) by supporting the values of human dignity, equality and freedom” (2012: 98).

SASA is clear on exactly what is required of leadership in schools, and this refers directly to the part the SGB should play in requesting and signing-off on policy within the context. Every new SGB has to request that all policies be revisited every three years and reviewed and adjusted where necessary.

A good learner code of conduct can contribute to responsibility and discipline by all involved. It also provides very clear directives to learners on what would be regarded as proper and good conduct. It is also important that a learner code of conduct for extra- and co-curricular activities be endorsed by learners themselves.

Mestry and Khumalo (2012: 98) refer to a well-drafted learner code of conduct as a “consensus document” that should be characterised from the beginning by the involvement of learners, teachers, parents and non-teaching staff at the school. Appendix 2 provides an extract from a learner code of conduct which includes a specific section on expectations regarding learner conduct when learners participate in extra-curricular activities.

Note that in some respects, the example in Appendix 2 is a list of rules that focuses on improper conduct. Do you think that this is something that could be improved upon? Is it not better to rather focus on what is good behaviour, instead of telling learners what not to do. A punitive [disciplinary/correctional] approach, like a set of rules and punishments, might not help learners to develop self-discipline. The focus should be on rewarding good behaviour rather than the punishment of inappropriate conduct. The example provided in Appendix 2 could therefore be criticised as possibly sounding more punitive than positive. However, the administration of a learner code of conduct, record-keeping and follow-up on transgressions, are extremely important. The SGB and SMT, and in particular, the disciplinary committee, have to manage the delegated responsibilities of implementing the learner code of conduct.

In Section 3, the focus is on conducting a needs analysis for planning an intervention to enhance your school’s current extra- and co-curricular programme.

Section 3: Needs analysis for extra- and co-curricular intervention

Through your engagement with the tasks in Activities 14 and 15 you may have identified needs or gaps between what is stated in your current school vision and mission and what is actually happening in your school context.

You might also have reflected on how closely the *promises* of the vision and mission statement match the delivery of extra- and co-curricular activities in your school context. The fact that there may be *some* implementation of co-and extra-curricular activities in your school does not mean that there is not room for improvement. Enabling improved practices, means implementing change.

Fullan (2011) describes *successful change* as being both simple and complex, what Kluger (2008 in Fullan, 2011) calls *simplicity*. Most problems only have a few key issues that need attention, but the focus should be on *core* priorities. In the case of changing or implementing extra- or co-curricular activities, this would mean, for example, selecting one extra-curricular area from a needs analysis process and then building the stakeholders' capacity, ensuring that there is a learning relationship between what is happening (practices) and results (outcomes). Think about building capacity in both individuals and groups – so that eventually those involved become the innovators [people who bring about desired change].

Even if you have a simple list of things to do, you still have to work *with* the people involved. So the task is both simple (relating to the list) and complex (relating to the people), which is where Kluger (2008 in Fullan, 2011) gets his word *simplicity* from. By conducting a needs analysis, you will be in a much better position to decide on priorities and to understand how best to harness the capacity of your stakeholders.

Defining a needs analysis or assessment

There are various ways of determining needs within organisations, communities and educational contexts. You might have conducted SWOT analyses in various aspects of your profession as a teacher and manager. In a SWOT activity, you would have identified strengths, weaknesses, opportunities and threats and based decisions for planning on the information gathered through your analysis. In *Module 1: Professional Portfolio and Workplace Project* you were required to make use of a SWOT analysis as part of your situational analysis to determine the potential scope of your WPP.

For the purpose of this unit, the focus will be on the concept of a needs analysis/assessment as identified by McKillip (1987). His research resulted in a needs analysis template that provides tools for human services and education. This makes it most suitable for the next part of this unit when you start the planning and implementation of realistic and relevant extra- and co-curricular activities within your school context.

A needs analysis is defined as the “process of identifying and evaluating needs in a community or other defined group of people” (Sava, 2012: 29). It is the process of describing the problems (or gaps) of a defined population of people and presenting a range of solutions to the problems or gaps identified.

Various researchers have attempted to concretise [demonstrate] the gaps or needs by saying the *gap* is:

- between *what is* and *what should be* (Witkin & Altschuld, 1995).
- between the “real and ideal that is both acknowledged by the community values and potentially amenable [open] to change” (Reviere et al., 1996: 5).

Gaps may be confused with concepts such as wants (“something people are willing to pay for”) or demands (“something people are willing to march for”) (McKillip, 1987), and from the above two definitions, you can see that a gap is neither a *want* nor a *demand*.

It is important to understand that a needs analysis or needs assessment looks towards the *future* and serves to determine what should be done. Focusing on the past should not be the purpose of a needs analysis.

In the next activity you are going to commence a needs analysis by collecting data that could help you to make informed decisions. Again, this activity may feed into your WPP if you choose to focus on an extra- or a co-curricular activity. The information or data that you gather from this process, will enable you to base future decisions in the rest of this unit, on this information.

Clarifying data and information

What is the difference between data and information? Data is any single fact or number, for example 20 learners participate in the drama society. Twenty (20) is just a number, and by itself, it is of little use. If, however, you attach meaning to the facts and numbers, it becomes information. For example, if 20 is the number of learners that have been absent from soccer practices over the past six months, the number 20 conveys particular meaning and provides information about a particular situation (Bialobrzaska, *et al* 2009: 94).

Gathering data is more than just collecting and capturing it. There should always be a process that you follow in order to collect the data, and then you can analyse it and use it for planning purposes. The data management process consists of individual stages:

- *Data collection* refers to the process of obtaining the data, preferably directly from the data source, for example asking the learners themselves. Instructions and templates should be provided to ensure that the same procedures are followed by all to obtain the data.
- *Data collation* refers to the process in which the data collected is grouped and summarised. Again, instructions and templates should be provided to ensure that teachers are able to understand the procedures to be followed and carry them out without error.
- *Data capture* refers to the process in which the data collated is recorded into a predetermined template according to instructions provided.
- *Data analysis* refers to the process where the data is captured and examined in a systematic [organised] manner in order to understand the trends [general directions in which something is developing] in the data.
- *Data use* refers to the way in which the results from the data can be used.
- *Reporting* refers to the process of submitting information, for example, in formal reports.
- *Feedback* refers to the process where feedback is gathered from stakeholders in order to improve the overall process (for which the data was gathered in the first place) (Bialobrzaska, *et al* 2009: 97).

Although you might not be gathering data in great depth at this stage, it is important that you understand how to apply *reliable data management processes* where relevant. It is furthermore important that you do not skip steps or jump to conclusions on behalf of other stakeholders.

As you worked through *Module 1: Professional Portfolio and Workplace Project*, you were required to gather data on learner results and to analyse various factors that may be impacting on these results. Take a moment to go back to this activity, it might prove to be a valuable source of data for the activities in this module as well.

As has been noted in Module 1 and in all other modules of the AdvDip (SLM) programme, before embarking on any research activity, you have an ethical responsibility to ensure that proper research protocols are followed.

Guidelines for the data collection process are provided here, but you should also check with your university as to what they require in terms of ethical clearance procedures before you start to collect data to complete Activity 19 and Activity 20.

Research protocol guide

These protocols were included in Module 1, Part 2, Unit 3, Activity 12. They are repeated here for ease of reference.

Before starting any data collection process that involves stakeholders from your school community, e.g. learners, other teachers or parents, you need to follow these steps:

1. Obtain informed consent.
 - Explain to your respondents [the people from whom you want to collect data], learners and/or parents exactly why you are collecting the data, why you want to gather this information. Explain what you intend to do with the findings you make using this data. Once the learners/parents understand the purpose of the data collection/research, they need to be free to decide whether they want to participate or not. This is called, giving *informed consent*.
 - Explain how your learners and/or parents will benefit from participating. Explain how you intend to use the data collected to try and address particular needs that have been identified.
 - Inform your learners and/or parents that they do not *have* to answer your questions. If the learners you first choose refuse to take part, try to replace them with other willing participants.
 - Inform your learners and/or parents that they can request you to *not* use their answers in your final analysis. They have the right to withdraw from the research at any time.
 - Inform your learners and/or parents that you will not make their names known publicly. They have the right to anonymity and confidentiality.
2. Prepare your questions in both the first language of your learners and English.
 - It is highly recommended that you should prepare the questions in both the first language of your learners and English. This will ensure that every learner will be able to understand the questions without any difficulties.
 - Having the questions prepared in both languages is important, regardless of the form your questionnaire may take. You can have a hand written/printed out questionnaire that you give to your respondents or you can simply have a questionnaire which you will administer yourself (i.e. you will ask the questions verbally and write down the responses).

3. Make sufficient copies of the questionnaires.
 - If the learners are required to respond to your questions in writing, make sufficient copies for the number of learners you have selected to be in your respondent group. If you do not have the facilities to type and print the questions, give each learner a piece of paper and simply ask them to write the questions down for themselves. The main point is for learners to write their answers on paper so that you can collect them and have a written record of their answers.
4. Clarify that there is no *wrong* or *right* answer.
 - Having explained the purpose and process of the data collection/research project and given learners the questions, explain to them that you would like them to answer the questions as honestly as they can. Emphasise that there is no *wrong* or *right* answer. You simply want to get the learner's opinion on the most popular extra-curricular activities.
 - Once all the learners have written their responses to the questions on paper, collect all the pieces of paper.
5. Analyse the data.
 - The next step is to analyse this data [the information provided by the learners]. You should do this using an Excel spread sheet as described in Activity 19 and Activity 21.

Activity 19: Collect data on learner participation

Suggested time:

1 week

Aim:

To collect data on learner participation in extra-and co-curricular activities that can be used to inform decisions related to a change or intervention you may want to bring about in relation to these activities in your school programme.

What you will do:

Individual activity

This activity is intended to focus on your specific school context and on your possible WPP.

1. Collect and analyse the data and then share it with members of your school-based CoP, or retain it for evidence for future decision making related to the extra- or co-curricular intervention.
2. **Determine which extra-curricular activities are the two most popular ones in your school.** Ideally it would be the ones in which most learners participate. This information should be available from the coordinators in your school. If the information is not readily available in written records, then you will have to draw the information up yourself. It is important that you obtain your data from accurate and reliable sources. Sources could be teachers who are involved.
3. Prepare an Excel spreadsheet for each activity according to grade and provide a suitable heading. List the names of the learners involved in that activity alphabetically per grade.
4. In your CoP discuss what you have learnt or concluded from the data you have collected. This could cover a range of issues, such as: Is there a possible explanation for why these activities are so popular? Are there explanations for why most learners in a particular grade participate in that activity?

Was the information readily available? Are the school records reliable? Why or why not? Do you find the data gathered useful and why?

5. Provide any other information (not necessarily asked in these questions), that you feel might be relevant to analysing the data? An example would be information related to how well-behaved the learners involved in these activities generally are as there is often a link between extra-curricular participation and discipline.

The next activity will enable you to work with needs analysis tools, so that you can gather information methodically and base decisions on this information, rather than on a preconceived idea.

Activity 20: Conduct a needs analysis of extra- or co-curricular activities

Suggested time:

- a. 30 minutes for the reading task.
- b. 8 hours for planning and conducting interviews with small samples of learners and teachers.

Aim:

To conduct a needs analysis related to improvement in your school's extra- or co-curricular programme.

Take note

- This assignment is included here and as part of the appendices at the end of this module (Templates 2 and 3). Here it forms part of the work you need to do to conduct a needs analysis towards the gathering of information for the implementation of an identified extra- and co-curricular intervention in your school. This needs analysis may also be used for your WPP.
- Your HEI programme provider may choose to apply this activity as a formal assignment towards summative assessment

What you will do:

Individual activity

1. Study Table 6 carefully. It provides an example of a problem that has been identified in a particular school community and suggests this problem could potentially be addressed through a systematic needs analysis.

Table 6: Steps in conducting a needs analysis

Step	Actions	Example
1	<i>Identify</i> the target audience and purpose for the analysis. McKillip (1998) refers to audience as <i>users</i> and the purpose as <i>uses</i> .	Members of the community in which your school is situated have complained to the SGB and the SMT about the learners loitering [standing around doing nothing] at a local park after school. The SGB decides to commission a needs analysis to investigate the concern so that a solution can be found to prevent learners from being involved in gangsterism, drug abuse and other dangerous activities.
2	<i>Describe</i> the target audience or population and the environment in which the service has to be improved and delivered. Altschuld et al. (2000) identify three levels of target groups and what they each need. <i>Level 1</i> : Primary targets who will receive the services to address their needs (learners). <i>Level 2</i> : Secondary targets include those who deliver the services individually or as a group (teachers, coaches and SGB). <i>Level 3</i> : Tertiary targets involve resources and inputs required to solve the problem (curricula, facilities, equipment and support mechanisms).	Focus should be on the primary targets in this case, i.e. the needs of learners have to be analysed first. The secondary targets (for example, teachers) would also be approached to provide relevant information. Finally, the tertiary targets would be involved - this includes aspects such as the financial, physical and human resources available.
3	Needs identification through a <i>description of the problem</i> . This is <i>not</i> the issue reported in Step 1, but the underlying reasons so that solutions can be tabled. This step would open up the gaps between expected or ideal outcomes and what is realistically possible.	The needs of the learners have to be identified as a point of departure <i>before</i> engaging with what the teachers might think learners need. This is because the responses of learners and teachers might not be the same. Describe the <i>expected</i> outcomes of different solutions offered. Provide predictions of what each proposed solution might require.
4	McKillip (1998) calls this step <i>needs assessment</i> . The identified needs have to be evaluated, prioritised and sifted through to identify potential conflicts with other needs. The relevance of different needs to different targets should also be analysed.	In the scenario of learners loitering in the park, some solutions offered by teachers might not be what learners want. Different stakeholders might attach different values to different solutions. Learners might prefer extra-curricular activities, such as sport or dancing, whereas teachers might think co-curricular activities, like a homework club, would be better for learners. Therefore, the focus should primarily be on the learners' needs, while taking teacher information into consideration to ensure that the best and most sustainable solutions are found.
5	The results of the needs analysis have to be <i>communicated</i> to the stakeholders, which would include decision-makers and users.	The results could be presented to the SGB, learners, teachers and community members to demonstrate that the concerns will be addressed through viable and relevant actions.

Step	Actions	Example
6	<i>Data collection</i> – provide a list of techniques that you have applied.	Remember to keep a record of how you collected your data. You want to make sure that you have evidence for any claims you make. This data then in turn becomes evidence of what you have observed, gathered and collected.

Collecting data and information to conduct and report on your needs analysis

1. The steps provided in Table 6 are intended to guide you through the process of conducting your needs analysis. Use Template 2 provided in the Appendix section of this module to write up your summary of steps.
2. Select a small sample of learners (no more than six learners) to interview about which extra- or co-curricular activities they would like to participate in?
3. Select a small sample of teachers (no more than three) to interview on which extra- or co-curricular activities could improve learner development by addressing specific needs. Invite one or two teachers from your school-based CoP to participate in collecting information and data through interviews.
4. The interview questions could consist of *closed questions*, *open-ended questions* and *hypothetical questions* to help you gather as much detail as possible. Closed questions usually require only one answer, whereas open-ended questions allow you to delve deeper by providing a specifically, unique and detailed answer. Hypothetical questions are used to help you think about what you could do to improve matters. With the knowledge that you have of your school context, formulate at least ten *relevant* questions to ask learners and teachers. Your questions should be a combination of closed questions, open-ended questions and hypothetical questions.
5. Collate the data gathered from both groups in an Excel spreadsheet or narrative document.
6. Compare the data or information gathered from learners and teachers.
7. What can you interpret from this information? What similarities and differences do you notice between what the learners need and what the teachers think they need?

All the data and information gathered during this research activity should be kept as evidence of competence against specific outcomes in this module and should be included in your PP.

You should also present the data and information collected here for discussion at your HEI CoP.

Discussion of activity

A needs analysis is undertaken to ensure sound planning. Information collected as part of this process may also assist you in securing buy-in from stakeholders. More often than not, a lot of time is spent on planning extra- or co-curricular activities in schools, while the *needs* of the learners are not really considered. It is therefore suggested that if you want your extra- and co-curricular intervention to succeed, it is better to start off by finding out what your learners, parents and community really need.

By conducting a needs analysis, you have worked through three phases: setting a goal of what *ought to be*; evaluating the present situation (*what is*); and through that identifying how the gap can be closed between what *ought to be* and *what is*. By going through the methodical steps as outlined in Template 2, you will be able to work towards closing the gap when you plan and implement your specifically identified extra- and co-curricular activity.

Data can be collected in different ways and data collection should be done in a way that is accessible to your learners, teachers and parents. In an environment where the language of learning and teaching (LoLT) is English but, for example, the parents are isiXhosa-speaking, it would be best to interview them in their home language. Short, effective questionnaires compiled for different stakeholders could harvest important information. The language used in the interviews and questionnaires should be accessible, readable and understandable – this means not using jargon/slang [terms or words related to a specific field of expertise/ words that are used by a specific cultural group] or terminology that might be difficult for learners, teachers or parents to understand.

When gathering information from learners, focus groups could be a valuable way of getting authentic, valid and reliable information. A focus group interview is held with a specific group where they are asked specific questions to gain specific information. Although focus groups for interviews can be conducted with big groups, it is much easier to work with a small group, for example, between 5 to 6 people as then it is possible to hear what everyone says and one can encourage turn-taking.

Involving teachers: It is a good idea to involve teachers from the school-based CoP or others who might be interested in the project to help to administer your questionnaires or surveys that you may be using as part of the needs analysis. You will probably find that those who have been involved in the needs analysis phase, might be more motivated to participate in planning and implementation than those looking in from the outside. In this way you will also be contributing to the development of teachers as researchers – a critical point of growth for teachers as professionals.

Using technology: Where possible and appropriate, it is useful to facilitate your research process using available information technology (IT) to gather information. For example, you could conduct a short survey using the school's official Facebook page or make use of tools, such as Survey Monkey – a free online tool used to conduct surveys (www.surveymonkey.com).

Involving the support of an NGO: Your needs analysis may highlight the need to involve a non-governmental organisation (NGO) in the interaction with learners and teachers. If this is the case, the following is important to bear in mind.

In a study conducted on afterschool programmes and NGO support (Western Cape Government, 2018), the following points were highlighted, when principals were asked about school-NGO partnerships:

- A successful NGO-school partnership is built on what the school needs, as opposed to what the NGO wants to do.
- Relevant assistance is important and needs to be based on a discussion with teachers and principals.
- The NGO has to take the context into consideration to ensure that the programme is suitable.
- The skills and resources supplied by the NGO have to be aimed at addressing learner needs.
- Transport and safety have to be prioritised so as not to put learners at risk after school-hours.
- Build stakeholder buy-in and this will lead to teacher buy-in.
- The afterschool space should be part of the extended school day, to benefit learners' overall performance.

This assignment is included here *and* as part of the appendices at the end of this module (Templates 2 and 3). Here it forms part of the work you need to do to conduct a needs analysis towards the gathering of information for the implementation of an identified extra- and co-curricular intervention in your school. However, this needs analysis may also be used for your WPP.

Stop and think

Have you noticed a link between conducting a needs analysis and your own learning?

Reflect on how your new learning can help to bring about change.

Fullan (2011: 5) provides a key insight stating that “the effective change leader actively participates as a learner in helping the organisation (to) improve”. Through conducting a needs analysis, you and your team members will be learning about your organisation. These insights can lead to improved practices. Fullan (2011) devotes a whole chapter to the fact that it is more effective to use practice to develop theory, thereby discovering strategies that could work, rather than the other way round. In other words, creative breakthroughs come about when the leader is *doing* and is actively involved in the practice – not simply basing changes on theory. Your direct and hands-on involvement in the extra- or co-curricular intervention that you are planning, will help you learn more about the school, learners and their needs and, in that way, you and your team will be able to address issues as they arise. Coupled with the *doing*, is the act of reflecting on how further to improve on the delivery (Fullan, 2010: 11).

The change leader who wants to improve on the delivery of extra- and co-curricular activities will not only be immersed in action, but through these actions will generate evidence that can be used to inform further decisions.

Too many plans are put in place without the leaders having a clear idea of who needs what and why. It is important that any new plan of action is well rooted in evidence, i.e. that decisions are evidence-based.

In the next activity, you will be given the opportunity to present the data you have gathered. Remember the purpose of your research is to improve the provision of extra- or co-curricular activities and to make these activities better, more relevant and hopefully, more enjoyable.

Activity 21: Present your needs analysis in a feedback report

Suggested time:

2 hours

Aim:

To present the findings of the needs analysis which will be used to inform further decisions on planning related to the implementation of your chosen extra-curricular or co-curricular intervention.

What you will do:

Undertake this activity on your own then discuss your report with your school-based CoP

1. The data gathered from your focus groups, surveys or interviews in Activity 20 must be presented coherently. Capture your data on an Excel spreadsheet or a well-organised Word document with appropriate headings. Attach the completed Template 2, as well as your recordings/transcriptions of the interviews or the completed questionnaires, as appendices to this feedback report.
2. Your feedback report should record the findings from your interaction with the learners, teachers and information relevant to finances and resources.
3. Prepare a feedback report with your findings on your proposed change project related to the delivery of extra- and co-curricular activities in your school.
4. Your report should have the following headings (refer to Template 1 for guidance): Title; Terms of reference (reason for the report); Research methodology/data collection; Findings; Recommendations; Conclusions; Your title, name, signature and position.
5. Discuss your findings with your school-based CoP and request the members to provide constructive feedback.
6. Finalise your report including any useful feedback received.
7. If required by your HEI, submit your feedback report with all relevant appendices and/or evidence of your research to the relevant programme facilitators.
8. Place your written report in your Professional Portfolio.

Discussion of activity

In completing Activities 20 and 21 you went through the process of first analysing and then selecting what you believed to be the most important information to substantiate the need for your proposed intervention.

In Activity 17 you looked at writing a proposal. A feedback report can also be seen as a type of a written proposal. The information collated in the report, forms the basis for drafting your plan, and for setting out clear objectives and recommendations. To be useful, your report should provide in clear steps the actions that you propose to implement.

It is also important that your report contains timelines and milestones [specific outcomes at specific times] As these will be key to checking that the plans remain on track.

When and where change is required as in the case of your intervention, it is important to be aware of *change*

leadership theory. Fullan's (2014: 24) suggested elements of change leadership are applicable to improving the delivery of these extra- and co-curricular activities in your school context. These elements are determination; knowing the impact of the intervention; following agreed on steps; motivating team and stakeholders; encouraging collaboration; and being open to learning opportunities.

Note that when you want to bring about change, you have to be resolute [determined]. You have to work deliberately (for example, through something like the needs analysis you have just done) and ensure that the intervention is not too simple or too complicated. As you succeed in incorporating resolution [determination], deliberateness and *simplicity* into your intervention, others will be more motivated and collaboration and healthy competition will be fostered. This in turn builds capacity. The following table shows these elements of change leadership, an explanation of each and an example related to extra- or co-curricular activities.

Table 7: The relationship between the elements of change leadership

Element	Explanation	Example related to extra- or co-curricular activities
Determination (being resolute).	You have conducted a needs analysis. This has provided you with information that will help you focus on a goal and also how to achieve that goal.	Imagine that the data you collected during the needs analysis you conducted earlier has shown that learners want to participate in soccer. You decide to put this plan into action so that it can become a sustainable activity in the annual school programme.
Know the impact of the action or intervention.	The planned action becomes far more meaningful if you know what it will do – and what it will change in your context.	The learners have indicated that this will help them to be active, healthy and safe. You know this will improve learner motivation and discipline, and a sense of belonging.
Follow deliberate, agreed-on steps or actions and keep them simple.	The planning being done has to make use of relevant management tools so that you can stipulate what needs to be done and when.	You gather a team of teachers who have expressed interest. They have the necessary organisational and/or coaching skills. Collectively you draw up a Gantt chart to show the actions that will be taken.
Motivate team and stakeholders.	Simply trying to explain to others how excited you are about your intervention or project, is not enough to motivate people. Hopefully, your needs analysis has provided a lot of insight into the needs of teachers and learners, and you should use these findings to motivate your colleagues.	You decide to apply a distributive leadership model, by developing learner leadership as part of your extra- or co-curricular intervention.

Element	Explanation	Example related to extra- or co-curricular activities
Encourage collaboration among team members to raise standards.	This has to be a team effort. Know the names of your team members, their preferences and special areas of expertise, and the kind of personalities that could complement each other. Hopefully your team has buy-in into the project (based on the needs analysis) and will want to work together to improve on what is currently available in the school and the prospects for learners.	Regardless of whether you have a big or small team as part of your intervention, collaboration is important. Therefore, encourage regular, informal meetings to ensure that everyone is informed of progress and developments. Value input from team members.
Learn confidently by being open to learning opportunities.	Learn, learn, learn. The more you learn by <i>doing</i> during the process, the more confidence you will gain. This does not mean you won't make mistakes, but it is through these mistakes and reflection that you can grow.	Encourage feedback from learners, teachers and parents. Do not take the feedback personally – use it to improve on what is there.

(Source: Fullan, 2014)

Most of what you will be doing during the intervention will be done with the support and collaboration of your school-based CoP.

Implementing change is difficult as it cannot be *business as usual*. It will therefore require skilful leadership on your part to sustain the involvement of the school-based CoP in the effort of implementing your proposed intervention and contributing, to positive change in your school context.

Section 4: Financial management of extra- and co-curricular activities

Module 1 provided some initial discussion on the financial realities of mainstream schools in South Africa. The lack of physical and financial resources to implement and sustain extra- and co-curricular activities remains a challenge in many schools. However, as previously stated in this unit, not all these activities need to be expensive. Sound and realistic financial planning, that is based on the realities of the context, is important.

In the next activity, you will analyse the relationship between the budget and resources within your context and how these might affect delivery of your envisaged extra- or co-curricular intervention.

Activity 22: Analyse your school budget and allocated resources

Suggested time:

45 minutes

Aim:

To analyse the relationship between your school budget allocations for the next year and the likelihood of the school delivering extra- and co-curricular activities.

What you will do:

Individual activity

Consider the following:

1. How do your school budget allocations for the next year relate to the needs analysis that you conducted earlier in this unit?
2. What kind of funding or resources would you need for the short to medium term to ensure implementation of the extra- or co-curricular activity?
3. Specify what you will need in terms of human resources, physical resources and funding to implement your proposed intervention.
4. Can the present school budget support the specific extra- and co-curricular activity or intervention identified in your needs analysis?

Discussion of activity

Based on the answers to the question in this activity, you will have determined whether or not your school budget can support your planned intervention. If you have found that the budget can support you planned

activities, you will need to discuss this with the SMT and finally present your case to the SGB. If however, the budget cannot support your intervention you will need to find some alternative method of supporting your planned intervention.

The issue of funding, budgets and constraints, can be addressed through greater collaboration among stakeholders. From the previous input and activities related to the roles of the SGB, RCL and teachers and how challenging fundraising initiatives and partnerships often are, it can be argued that at the heart of this lies the ability of the SGB, and especially the principal and SMT to really motivate their teachers and community members. Fullan (2014: 82) clarifies how the flow of motivation goes. This is based on the practice-driven, rather than theory-driven approach, where the *doing becomes the learning* and is strongly based on reflection to improve what is there. So, in terms of applying this approach to raising funds, building partnerships and working towards greater collaboration with all stakeholders, he suggests the following (Fullan, 2011: 82):

1. To get anywhere you have to *do* something. Give people the experience and build on it.
2. In doing something, you need to focus on developing *skills*.
3. Acquisition of skills increases *clarity*.
4. New experiences, skills and clarity stir *intrinsic motivation*, if the idea is a good one.
5. Intrinsically meaningful experiences equals *ownership*.
6. Doing this together with others generates *shared ownership*.
7. *Persist* no matter what, being flexible as you learn more.

You need to consider ways in which you can apply these principles when you translate your needs analysis into a working plan. It will take great resolution and commitment, but it can be done.

Section 5: Conceptualising your intervention using management tools

Based on the needs analysis conducted in Unit 2, and with the theoretical knowledge that you have gained in Unit 1 and Unit 2, you will draw up your plan for introducing or reviving an extra- or co-curricular intervention in your school.

Before you engage with Activity 23 remember that all plans, goals and objectives, should adhere to the SMART principle. SMART is an acronym that stands for Specific, Measurable, Attainable, Realistic and Time-bound. This was also covered in Module 1.

So, when you think about the implementation of any intervention (this includes your WPP) ensures that:

- You are specific in what you want to achieve.
- Consider how you will measure improvement?
- Your goals should be attainable within the financial and physical constraints of your context and your sphere of influence.
- Your goals should be realistic in terms of what can be achieved within the context – avoid *fat plans* that will be too challenging to co-ordinate and implement.
- Set specific time frames for the short, medium and long term by breaking your project into phases of implementation and delivery.

In *Module 1: Professional Portfolio and Workplace Project* you were introduced to various management tools that you can use in your role as a project manager. Refer back to the templates contained at the end of Module 1, these include conceptualisation tools, action plans, Gantt charts and WPP reports.

Take note

As with Activity 20, your HEI programme provider may select Activity 23 as a formal assignment for submission as part of the programme summative assessment plan.

Whether it is required for formal assessment by your HEI provider or not, the written proposal based on all the information you have gathered in this module, should be placed in you PP as evidence of competence.

Evidence generated from your needs analysis, and then the planning, co-ordination and implementation of this intervention or project will provide valuable evidence of your potential competence in leading and managing extra- and co-curricular interventions within your sphere of influence.

Based on your needs analysis, you will write the final proposal for the planned intervention for the WPP (activities 23 and 24). You will then be required to present it to stakeholders.

Activity 23: Develop and write the proposal for your WPP

Suggested time:

3 hours

Aim:

To write a final proposal of the selected extra- or co-curricular activity based on the data collected, findings and the needs analysis conducted.

What you will do:

With your school-based CoP

1. Refer back to Activity 17 for guidance on writing a proposal.
2. Involve the members of your school-based CoP in drawing up your proposal.
3. Include the project name.
4. Your written proposal should not exceed two pages.
5. The preparation of your project proposal should be supported by relevant project management tools contained in the *Module 1: Professional Portfolio and Workplace Project* appendices.
6. Based on the written proposal, prepare a PowerPoint presentation of your concept for presentation to stakeholders. Build your PowerPoint presentation based on facts, figures, and objective statements. Include visual images in your presentation. You could, for example make a video clip of learners involved in the activity with your cell phone video camera and include it in your PowerPoint presentation. The presentation should not exceed ten minutes.
7. The PowerPoint presentation can be presented to the SMT and to the SGB.
8. Include your PowerPoint presentation in you PP.

Discussion of activity

You might find in your planning that many new questions or issues are raised for you as you go along. This is a positive feature as you will learn about implementation *during* implementation. Fullan (2014: 73) accentuates the importance of communication during implementation. In fact, he argues that communication during implementation exceeds the importance of that prior to implementation. Listen to your team members and stakeholders. "Leaders must increase the quality of two-way communication *during* implementation if they are to be successful" (Fullan, 2014: 72). He refers to action in the project as the *fire*. You will be able to identify problems that arise if you communicate effectively with your team. In this way the team can become a *we* rather than *us-them*.

Keep your project simple. Choose a few key actions. When you present your proposal to your *stakeholders* in this assignment, keep an open mind. Listen to suggestions, ideas and use members of your school-based CoP as a sounding board.

Remember to constantly reflect on the impact your actions and plans have on the project and the people involved. Use the findings of your reflective thinking to change and improve your intervention as and when you can.

In the final activity of this unit, you will present this proposal in a contact session or online via Skype to the members of your HEI CoP.

Activity 24: Presentation of proposal to HEI CoP

Suggested time:

15 minutes

Aim:

- a. To present your proposal on an extra- or co-curricular intervention to your HEI CoP for feedback.
- b. To use ICTs to present your proposal in a digital format (PowerPoint/Skype, etc).

What you will do:

1. Use the same PowerPoint presentation you prepared for your SMT/SGB.
2. Your presentation must show evidence of planning, strategies for co-ordination, and time frames and checks and balances for implementation.
3. Your presentation should not exceed ten minutes.
4. Make the presentation to your HEI CoP.
5. Keep the presentation short and punchy!

Discussion of activity

Preparing the PowerPoint presentation will help you to consolidate your own thinking on the planned intervention as the presentation needs to be succinct.

Without proper planning and the use of relevant tools, you will experience challenges to keep track of the various aspects of your project. Your project management planning tools can generate powerful and relevant evidence to present to stakeholders as your project progresses. These tools will also help you stay on track and will influence accountability. This will be discussed in Unit 3, where you will look more closely at the monitoring of implementation and at the importance of accountability.

Key points

Unit 2 focussed on the following key points:

- The importance and relevance of policies and policy development to ensure optimal delivery of extra- and co-curricular activities in your context was demonstrated by how the culture of your school as an organisation is affected by policies and procedures, rituals, stories and language and the aspirational vision and mission statement. You identified the golden thread that runs through relevant policies from the Constitution of the Republic of South Africa to various policies that affect the work teachers are required to do. Linked to this is the development of codes of conduct for learners who participate in extra- and co-curricular interventions.
- It is acknowledged that each school context is unique. In terms of the challenges related to leading and managing extra- and co-curricular activities, your interventions will need to be focused on the unique challenges in your context.
- Change takes time, and this should be taken into consideration when you embark on an intervention. What can you realistically do within your context that could improve delivery of the intervention to enhance teaching and learning?
- In Unit 2, the focus was on *values* as translated into the vision and mission statement of the school and whether these are still relevant in terms of what the school's context can realistically offer. The vision should reflect the expectations and agreement of all stakeholders, as commissioned by the SGB.
- Getting involved in the development of the vision offers rich opportunities for teacher leadership and learner leadership development and involvement. The purpose and direction provided by the vision will form the basis of appropriate projects that can deliver on this vision.
- You practised and applied a needs analysis to determine from your learners, teachers and parents what they need. However, learners are the primary beneficiaries and therefore teachers' needs should not be elevated above those of the learners. You were expected to gather data through interviews with learners and teachers. This was done to ensure that the needs identified, can be clarified and supported by objective facts gathered from learners and teachers. It is not about you deciding what is best for everyone – it is about creating a rich and detailed picture from where to decide, in conjunction with stakeholders, what is realistic and sustainable.
- Without proper financial management, extra- and co-curricular interventions are very challenging for most schools. The educational landscape in South Africa remains largely unequal and it will take innovative approaches from management to find ways of funding these interventions through building partnerships and sourcing funding.
- Finally, in this unit, you had to conceptualise and plan the co-ordination and implementation of your proposed intervention to improve delivery of extra- or co-curricular activities. The plan had to be based on relevant project management planning tools to ensure that it is fit for purpose.
- You were required to present your plan to stakeholders with the use of ICTs (using digital formats such as PowerPoint).

In Unit 3, the focus will be on how to implement your project or intervention to improve delivery in your context within your sphere of influence. Your focus will shift to the challenge of ensuring that implementation is monitored and that accountability is built-in to ensure optimal delivery and success for your learners and teachers. You will revisit teacher leadership and learner leadership development as dealt with in Unit 1.

Unit 3: Monitoring and evaluating the extra- and co-curricular intervention

Introduction

Welcome to the final unit in this module. The focus in this unit is on the *monitoring and evaluation* of the extra- or co-curricular intervention that you have chosen to implement.

To ensure the successful implementation of your extra- or co-curricular intervention you will need to monitor that the implementation process stays on track. In this unit, you will also engage with the concepts of accountability and responsibility, and be reminded of the value of reflective practice.

At the end of the unit you will turn your focus back to the main beneficiaries of your intervention, i.e. the learners, and find out how they have developed and grown, at a personal and academic level, from their experience of your intervention.

Unit 3 learning outcomes

There is only one learning outcome for this unit. By the end of this unit, you should be able to:

- Monitor and evaluate the extra- and co-curricular activities to ensure quality learning for all in the context of national, provincial and school policy.

Section 1: Monitoring and evaluation as functions of management

In Section 1 you will engage with monitoring and evaluation as two key management functions. Both generally across all facets of your leadership and management role, but in this case, particularly in relation to the extra-curricular or the co-curricular intervention that you have implemented recently.

Although you are possibly still in the early stages of implementing your selected intervention, monitoring and evaluation are important to ensure that the intervention is going according to plan. Monitoring and evaluation are not linear practices [progressing from one stage to another in a single series of steps] that should occur at a later stage of your intervention or a once-off *checking*. Both monitoring and evaluation should happen constantly, i.e. be present from the early stages of planning, run at the same time as implementation and continue throughout the process.

What distinguishes *monitoring* from *evaluation*? In the following activity you will reflect on your understanding of what both these processes entail.

The first activity in this unit is a case study related to a project initiated in a rural school to improve discipline and eradicate bullying. As you will see from the case study, a decision was taken to select monitors to assist teachers with managing discipline and report bullying.

Activity 25: Examine a case study that focuses on monitoring and evaluation

Suggested time:

45 minutes

Aim:

To explore the challenges related to monitoring and evaluation as management tasks and to examine how these may impact on the success of an extra-curricular activity.

What you will do:

1. Read the case study carefully.

Case study: A matter of discipline

Ithemba Primary School is situated in a rural area. Discipline and bullying have been identified as challenges for teachers and management. Teachers found it very difficult to get learners to move to classrooms quickly and efficiently after breaks. The time lost with learners milling around impacted on teaching and learning time, but teachers also take their time in getting to their classes, which made the situation worse. There had also been complaints from learners, parents and guardians on learners being bullied when teachers weren't present.

The principal and school management team (SMT) realised that they needed to find a solution to the problems. After some discussion during an SMT meeting, a decision was taken that one of the deputy principals would drive a discipline project by consulting with learners, teachers, parents and the school governing body (SGB). A meeting was held and relevant information was gathered from these stakeholders. This led to a decision to implement a learner code of conduct, a teacher code of conduct and to elect monitors in the following year to focus on *improving discipline and monitoring bullying*. The monitors would report problems to the deputy principal. The monitors were expected to support the teachers in reporting incidents of bullying and to assist with getting learners to the classrooms after breaks. A series of workshops with learners who were found to be the *bullies* was held. Unfortunately, there was little follow-up on the effectiveness of the workshops which were presented by a non-governmental organisation (NGO) and the monitoring and evaluation of learners who attended the workshops was neglected by the deputy principal.

During and after the workshops which were held to improve learner conduct, stakeholders were consulted to draw up a learner code of conduct, which was signed off after two months. Unfortunately, it was more challenging getting the *teachers* to agree on the teacher code of conduct. In fact, most teachers thought the learner code of conduct was more important as they believe it was the learners who were misbehaving, not the teachers.

The deputy principal and the SMT decided to go ahead with the monitoring project, regardless of the fact that the teacher code of conduct was unresolved, so that the monitors could at least be elected. The learner code of conduct was communicated to parents and the SGB and a copy of the code was placed in each classroom. The Grade 7 learners and Senior Phase teachers elected a group of monitors, consisting of 12 Grade 7 boys and girls.

The names of the monitors was announced at the final assembly of the year and their badges were handed to them. This proud moment was a landmark in the history of the school as there had never been a learner monitor system before. The monitors were however, not put through a process of induction and the deputy principal found it challenging to engage with them regularly because she was so busy. With most of the monitors being very keen to fulfil their duties, the deputy principal found that some of them came knocking at her door for support. In the meantime she had shifted her focus to another urgent priority, that of fulfilling her duties as Integrated Quality Management System (IQMS) co-ordinator.

Generally, the monitors were left on their own to do what they thought was right and no line of reporting was established. Their actions and those of the teachers and the 'bullies' were not monitored or evaluated regularly, and very soon, the monitors were not fulfilling their intended role of providing support to teachers.

In addition, the principal and the SMT have also not followed-up on the teacher code of conduct. Although the deputy principal was the initiator of the project to improve the discipline in the school, she had not been able to give this initiative the attention it deserved. After the first year, no new monitors were elected to replace the previous group.

The situation at present is that the learners are despondent – especially those who dreamt of wearing a monitor's badge. Discipline in the school is no better than it was in the past. In fact, it seems worse in many ways.

2. Answer the following questions once you have studied the case study. Bear in mind that the focus should be on *the selection of monitors to assist teachers with discipline and identification of bullies only*.
 - Identify the problems related to addressing discipline and bullying in terms of initial planning, buy-in of stakeholders and implementation.
 - How have the problems identified above impacted on monitoring the project, specifically in terms of the use of the learner code of conduct, the deputy principal's role and the teachers' behaviour?
 - Who should be held accountable and responsible for the outcome of the project? Explain your answer.
 - Give your view of what you think has gone wrong with this project.
3. After you have done this activity on your own, share your insights with your higher education institute community of practice (HEI CoP).
4. With your HEI CoP provide suggestions on what could be done to get this project back on track.

Discussion of activity

This is an actual project that was attempted by concerned teachers, but it ended with an undesirable result. This type of unintended outcome may happen when planning and implementation are not followed by good monitoring and evaluation practices.

One of the main problems here, is that the project was allowed to go ahead without the completion of the Teacher Code of Conduct. All decisions taken during planning, especially if agreed upon by all stakeholders, should have been carried out. Lack of monitoring actions and evaluation, which could have been conducted by the SMT, created a vacuum with RCL members not being supported by their deputy principal or any HODs. The lack of follow-up on the teacher code of conduct meant that teachers might not have been as invested in the RCL project as they should have been. Issues related to both professionalism and teacher agency remained unresolved.

The fact that teachers contributed to the lack of discipline was something that should have been flagged early on and addressed by management as this constitutes dereliction of duty by teachers, the SMT and the principal. There seemed to be a number of missed opportunities in this project. This discipline and RCL project could have been the ideal opportunity to develop both teacher and learner leadership in a way that would promote shared or joint responsibility, rather than having all the responsibility located in one person, the deputy principal. Although she initiated the project, because of her heavy workload and responsibilities, she should have rather handed the stewardship of the monitors to another teacher.

It is noticeable that the principal's voice is absent in this case study. This is because he is *absent* and does not manage the school or the teachers and learners effectively. This can be seen in the way that teachers behave. They got to their classrooms late after breaks, and this conduct was allowed to continue. He also did not support his deputy principal when she had problems with the teachers' attitudes towards the teacher code of conduct. The lack of monitoring resulted in the project falling apart in under a year. If everyone had worked together as a team, they would have been able, through monitoring and evaluation of the project implementation, to pick up problematic issues and find a way to address these.

Apart from monitoring and evaluation, suggestions for putting this project back on track, could include the need to strengthen leadership at every level. A distributed approach to leadership is advocated as it promotes shared responsibility and agency.

Both the monitoring and evaluation functions are functions that can be strengthened through action research and reflective practice. In *Module 1: Professional Portfolio and Workplace Project* you dealt extensively with the fact that the school leader has to ensure that decision-making practices are evidence-based.

Activity 26: Defining monitoring and evaluation

Suggested time:

30 minutes

Aim:

To determine your understanding of the *monitoring* and *evaluation* management functions in relation to your extra- and co-curricular project context.

What you will do:

Individual activity

Prepare a written record of your comments on each of the points below:

1. Define each term and support each definition with a relevant example of how these functions are performed within your sphere of influence in *your* school. Alternatively, you could give an example of what you have observed when other colleagues perform these functions in relation to extra- or co-curricular activities.
2. Are extra- and co-curricular activities monitored and evaluated at your school? If so, how?
3. Provide a practical recommendation for improvement of both the monitoring and evaluation of any of the activities you have mentioned in point 1 or any others that you know need improvement in your school.

Discussion of activity

In recent years, the concept of *monitoring* and *evaluation* has become more prominent in society, not only for those in public service, but also in business environments. Projects should not only be planned, implemented and co-ordinated, but to ensure success, they should be constantly monitored and evaluated. The Public Service Commission defines monitoring as:

A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention, with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. (Public Service Commission, 2008: 3)

Thus the role of the school leader as a researcher is critical: School leaders need to collect evidence and analyse it to ensure that projects or any form of intervention stays on track. As the project leader, it is your responsibility to gather information (data) related to the implementation and to present it to management and the relevant stakeholders, so that everyone is up to date on how things are progressing and how the budget is being used.

In the context of your intervention, *monitoring* can be described as an *internal* process of verifying that agreed plans, actions, decisions and responsibilities are carried out by those assigned to the intervention. It should involve observations and checks to ensure that the agreed quality is maintained or adhered to. Internal monitoring can be performed by the leader of the intervention, or can be assigned to, or shared with

someone else in the group. Whoever takes responsibility for monitoring, should be closely involved in the intervention and be kept informed of what is happening or not being done. In this way, suggested changes or adaptations can be made in consultation with the team involved.

The Public Service Commission defines evaluation as:

The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or programme. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention. (Public Service Commission, 2008: 3)

The Public Service Commission adds the following note to its definition:

Evaluation in some instances involves the definition of appropriate standards, the examination of performance against those standards, an assessment of actual and expected results, and the identification of relevant lessons. (Public Service Commission, 2008: 3)

Evaluation is more often an *external* process – where other stakeholders might determine whether the intervention is successful and should be continued. It is also about key lessons learnt from the project implementation and about assessing the impact. In terms of your intervention, this would involve the team and team leader, but others, such as the principal and the SGB could also be involved. There are various ways in which an evaluation can be performed. However, a good starting point is to feed information collected from monitoring actions into the evaluation process.

For more information on monitoring and evaluation methods, see the South African Monitoring and Evaluation Association (SAMEA) website which can be accessed at: <https://www.samea.org.za/home>

SAMEA “strives to cultivate a vibrant community that will support, guide and strengthen the development of monitoring and evaluation (M&E) as an important discipline, profession and instrument for empowerment and accountability in South Africa.”

In the next activity you will prepare examples of monitoring actions and evaluation of extra-curricular activities. Although, this activity is not specifically related to your intervention, it will provide an opportunity for you to brainstorm relevant and applicable monitoring and evaluation actions.

Activity 27: Monitoring and evaluation actions for extra-curricular activities

Suggested time:

30 minutes

Aim:

To prepare (by brainstorming) practical examples of monitoring actions and evaluation based on extra-curricular activities.

What you will do:

With your school-based CoP

Access Template 4 (Monitoring and evaluating extra-curricular activities) in the Appendix. The Template consists of three columns. The first column provides five examples of extra-curricular activities; the second column provides a single example of a possible *monitoring action*; and in the third column, a single example of a possible *evaluation action* has been provided. The rest of the monitoring and evaluation actions have been left blank for you to complete.

Follow these steps:

1. Study each of the examples provided in the first column.
2. Unpack what you think this particular extra-curricular activity would require in terms of monitoring and evaluation.
3. Generate two effective monitoring and evaluation actions relevant to the example provided in each case.
4. Fill in your recommendations in the monitoring action column and the evaluation column for each activity provided on Template 4.
5. Share ideas with your HEI CoP.

Discussion of activity

The examples of monitoring actions and external evaluation provided in the table are simple and only represent a small part of what might have been happening in each of these activities. Nevertheless, they do give you an idea of how monitoring, evaluation and feedback from stakeholders (learners, SMT, parents, teachers and district officials) can impact on decisions going forward.

You might have generated examples such as the following related to *monitoring actions*:

- The fundraising committee submits a *plan* to the principal on an agreed date for approval by the principal and the SGB.
- The teacher in charge of the junior choir *reports problems* of attendance at rehearsals to the relevant member of the SMT who holds this portfolio. The leader of the choir takes care of the attendance register and submits this to the teacher after each practice. The teacher invites the SMT member to attend rehearsals in the hope that this would motivate learners. They also ask the SMT member whether they should speak to the learners who are not attending to find out whether they have any challenges in terms

of transport or care.

- The librarian or teacher in charge of the library, *reports* to the SMT once a month on whether the appointment of the library monitors has impacted on the use of the library by learners and teachers. The teacher has asked her prefects to submit a verbal report to her on their experiences and functioning.
- The teacher responsible for the coaching of the debating team gives the SMT member in charge regular written *feedback* on how the debating team is performing in their participation of competitions. The learners involved could be asked to deliver their arguments to the assembly of learners to help them develop confidence and to share their achievements with their peers.

Remember that all stakeholders, and especially learners, can be involved in monitoring actions and feedback on the specific situation and challenges. The library monitors could, for example, be involved in monitoring one another and learner behaviour. This could improve accountability and responsibility, which will be discussed in more detail later in this unit.

In terms of evaluation and feedback, you might have come up with some of the following ideas:

- In terms of the fundraising example, the evaluation outcome could be as straightforward as finding there is no money in the bank. Teachers and parents involved might simply have *defaulted* on the plan. They learn from parents that the chairperson of the committee has not monitored activities well enough. The SGB finance committee decides to discuss the problem with the chairperson of the committee to see whether more realistic plans could potentially result in improved returns.
- The SGB members who are parents of the junior choir learners were invited *to attend* the last assembly to listen to the choir perform. The choir did a brilliant job of it and the parents were particularly impressed with the indigenous songs sung by the choir. The teacher responsible for coaching them was congratulated in writing by the SGB chairperson. She was invited to continue working on these songs towards a next performance, perhaps even participation in an arts festival. The SGB has committed to allocating more funds to the junior choir.
- The curriculum advisor for Home Languages is invited *to visit* the school library. She also witnesses the library monitors in action and she interviews them. She is impressed with the fact that these learners have been well-trained and are contributing to the positive atmosphere in the library. The books are categorised and organised and learners clearly enjoy making use of the library for subject projects. The curriculum advisor reports this to the principal, who in turn informs the teacher in charge of the project and the library monitors, complimenting all of them on a good job.
- After a year of participation in debates, the learners involved still do not know the protocol [official procedures or system of rules] of participating in debates. Parents of these learners have *reported* that the school's debating team is not at the same level of debating as learners of the neighbouring school. This external evaluation by the parents encourages the principal to send the teacher responsible for training to one of the neighbouring schools so that they can expand their understanding to help the debating team become more successful.

Evaluation is intended to produce a realistic picture of what is actually happening in a project. If you ignore this valuable step, you will miss out on critical information that could inform future decisions and planning. Evaluation is important for sustainability. Your intervention should include regular evaluation and decisions taken should be based on the evaluation.

The next activity aims to give you a sense of what can be done *collaboratively*, to generate relevant monitoring actions and evaluation based on feedback from various stakeholders. Issues related to accountability and responsibility and their impact on your extra- or co-curricular intervention will also be examined.

Activity 28: Define accountability and responsibility

Suggested time:

15 minutes

Aim:

To establish a clear definition and understanding of the concepts of *accountability* and *responsibility*.

What you will do:

Before you engage with the activity, watch the YouTube video: *How to mind map with Tony Buzan*.

Accessed from: <https://tinyurl.com/yb6ucvd8> (Duration: 4:59 minutes).

Buzan is the creator of the mind map technique. This will help you understand what is required when you make the mind map referred to below.

1. Create two mind maps, one for *accountability* and one for *responsibility*. Think of *who*, *what*, *where* and *when* while generating your ideas.
2. Compare your mind maps with those of a colleague in your HEI CoP.
3. Discuss whether you think there are big differences between the two mind maps. How do these impact impact on the success of your interventions?
4. When you have done this, generate a definition for *accountability* and another for *responsibility* from your mind maps.
5. Reflect on how these two concepts relate to your planned extra- and co-curricular project.

Discussion of the activity

Your mind maps of *accountability* and *responsibility* have hopefully generated powerful ideas and logic of what these two concepts should mean in relation to your co- or extra-curricular interventions. Now look at how they might impact on the delivery of the interventions.

Accountability and responsibility

These two concepts do not mean the same thing. According to the online English Oxford Dictionary, responsibility is defined as “The state or fact of having a duty to deal with something or having control over someone” (English Oxford Dictionary, 2018). It is one’s responsibility *to do something* and you are then accountable *to someone*. Responsibility therefore has to do with the tasks that a person has been given to do within a specific context.

Example: The co-ordinator of the soccer team has a *responsibility* to ensure that *matches start on time*.

Accountability, on the other hand, is defined as “The fact or condition of being accountable” (English Oxford Dictionary, 2018). Accountability is related to the character of the person performing those tasks and their recognition that they are never acting alone but are always *in relationships* with others. This would mean that if a teacher has a series of responsibilities in terms of her extra- or co-curricular activity, she will ensure that the work that needs to be done is performed within appropriate time frames and expectations. She will not blame someone else for her failure to deliver on time and will accept that *she* needs to correct things if they go wrong.

Example: When donor funding is involved in an extra-curricular activity, the principle of *accountability* requires that the *money is budgeted and allocated appropriately*.

Therefore, accountability can be seen as the different ways in which people who are working in schools, give *an account* of work they have performed to all relevant stakeholders, such as teachers to principals; teachers to teachers; teachers to learners and parents, and even learners to teachers. These are internal accountability mechanisms, as opposed to external accountability mechanisms, where the principal and teachers are accountable to the district or provincial department of education (Abelmann & Elmore, 1999). Accountability, therefore, should not only be seen as a hierarchical response, but should be applied horizontally across the whole school context.

It is therefore very important that accountability in a democratic educational context should always be seen in terms of various relationships – with learners, teachers, parents, the community and government all being part of these relationships. As suggested above, the idea of a rigid hierarchical or vertical expectation of accountability has to be discarded in favour of a more enhanced and layered approach to accountability and responsibility (Christie et al., 2007). Often teachers are expected to report back, but then the report is rushed and lies on a desk, without being used for improvement. Christie et al. (2007) go on to say that in many mainstream schools, there is a pretence of performance when in fact very little is being done, and that the more complex the work of a school becomes, the higher the expectations will be in terms of responsibility and accountability. This situation is often a problem for teachers as they might decide *not* to take on a responsibility as this will result in an increase in accountability.

But there is another issue to think about here. As you will remember, in Unit 1 and Unit 2, you engaged with various policies that frame and affect extra- and co-curricular activities. These policies show that there is an expectation that these extra- and co-curricular activities *should* occur in schools. However, what if the Principal, SMT and teachers argue that they do not have enough physical resources or financial resources, i.e. the *capacity* [ability], to offer extra- and co-curricular activities? Perhaps they just shrug their shoulders and say they cannot be held accountable for the lack of delivery. As *capacity* can be defined in terms of the lack of teachers trained in sports coaching, first aid, music and other cultural extra- and co-curricular activities; unsafe and limited facilities; the problem of learner transport after practices and competitions; and the lack of parental involvement, what is the solution in this case?

A lot depends on shared values. In research literature, accountability is linked to the culture of the school. Elmore (2008) relates the culture of a school to its sense of internal accountability in terms of its instructional practices. Elmore refers to internal accountability as:

...the degree of coherence in the organisation around norms, values, expectations and processes for getting work done ... we speak of organisations with high internal accountability as those with high agreement around values and an organisational scheme that makes that agreement evident in practice. (Elmore, 2008: 43)

To achieve real success, accountability has to be made clear and belong to the system as a whole. Elmore (2008: 60) sees this as a collective effort, not an individual effort, where an accountability system has to produce a *public* accountability in its performance. In order for an accountability system to produce performance in the interest of the community, it has to be accompanied by social relationships among stakeholders so that information can be shared with those who are involved or interested – within classrooms in schools, among schools and among a system of schools.

The issues and challenges around accountability and responsibility are ones that you should discuss with your extra- or co-curricular committee, if you haven't done so yet. In fact, this should be done at the start of the intervention and CoP members should be reminded of these as the extra- or co-curricular activity grows and matures. When new teachers join the school and replace someone in your school-based CoP, you should make sure that you have similar discussions with them.

In the next activity you will engage with various aspects of *your* intervention to help you to determine the strengths and weakness of the current project or intervention implementation process..

You will complete a questionnaire about the activity you have planned and implemented based on the needs analysis conducted in Unit 2. The questionnaire has been developed specifically for this project based on experience in the field of monitoring and evaluation of WPPs.

Remember to have your relevant documentation (for example, the project Gantt chart or reports from stakeholders – learners, teachers, SMT and parents) with you. The Gantt chart is one of the management tools that you would have engaged with in Module 1. The following questionnaire will help to direct your *thinking* and *feedback to stakeholders*. Your project might only be getting off the ground at this stage, but as stated, monitoring and evaluation of not only the tasks, but also the participants, is critical to ensuring that the project stays on track. Make sure that you are clear about who will be responsible for monitoring and evaluation – these are roles that need to be assigned to specific members of your school-based CoP.

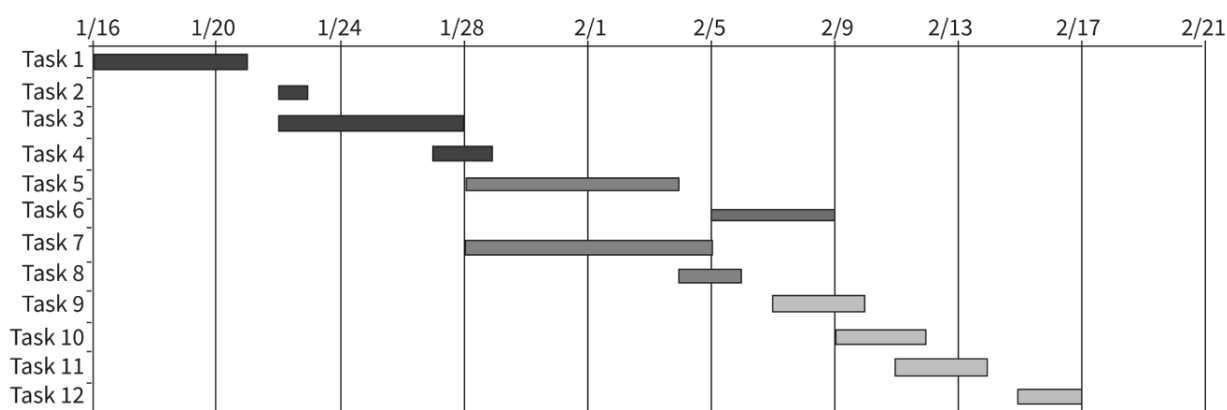


Figure 10: A Gantt chart used to track tasks, people and progress

(Source: Smartsheet, 2018)

The Gantt chart shows the different tasks that have to be performed at various stages of the project. A Gantt chart is one way of monitoring events, but you could also simply report events by recording them in a written report – the dates, tasks and people involved. So, instead of using a chart, you describe what has happened thus far and what will happen going forward (see discussion on Gantt charts in Module 1)

Activity 29: Complete a questionnaire related to monitoring and evaluation

Suggested time:

One hour

Aim:

- a. To complete a questionnaire related to the monitoring and evaluation of your extra- or co-curricular activity to determine whether it is going according to plan.
- b. To suggest how the success and challenges related to this intervention might be evaluated and addressed by the school-based CoP.

What you will do:

1. Before attempting to complete the questionnaire, read through it so as to grasp what you will be required to provide.
2. The questionnaire has been provided as Template 5 in the Module Appendix. The questionnaire contains closed questions, open-ended questions and hypothetical questions to help you supply as much detail as possible. Closed questions usually require only one answer, whereas open-ended questions allow you to delve deeper by providing a specifically, unique and detailed answer. Hypothetical questions are used to help you think about what you could do to improve matters.
3. Engage with your school-based CoP to assist you in getting the most authentic answers. Work through the questionnaire (Template 5) and carefully consider your responses to each of the questions or statements. You will also need to refer to the documentation or evidence you have collected to date.
 - Remember that when you make claims in terms of meetings or data, that you need to be able to provide proof or evidence of your claims. (Revisit Module 1 to refresh your memory on the use of data for decision-making.)
 - Section B, Question 8 and Question 9 require you to speak to members of your CoP individually. You need to record their responses on your cell phone or on a recording device as evidence of the conversation having taken place.
 - You will then need to write up the responses you have recorded.
 - The information and insights that you gather from your responses to the questionnaire provide valuable evidence of your monitoring and evaluation practice.

Discussion of the activity

Your responses to the questionnaire should generate very valuable insights into the current status of your extra- or co-curricular intervention. This is bound to raise some positive as well as some negative issues that will need the attention of your school-based CoP.

If you are reviving an existing intervention with a new plan and implementation strategy, it is important that it should also be monitored for improvement and evaluated using Template 5.

Your school-based CoP is important. If this is an intervention that you are the sole participant in, then you should be concerned as the needs analysis conducted in Unit 2 should have indicated who needs to be part of your CoP, and why you need them there. Often, with projects like this, emerging leaders find it difficult to

get a school-based CoP together. Or they start out by having a member or two, but who lose interest after a while and stop participating.

A distributed leadership approach: If you lack the support of a working school-based CoP, what can you do about it? How will you address teacher motivation and involvement? This goes back to the matter of *distributive* leadership. Have you been able to *distribute* leadership in your intervention? Are you able to share the leadership role with other teachers and/or learners? Or are you merely delegating tasks instead of encouraging and enabling others to become involved?

Hargreaves and Shirley (2009: 110) propose a democratic approach to leadership and the development of a *professional path* to help build capacity from the bottom with guidance from the project leader. In the case of your intervention, as the project leader, you are responsible for injecting new energy into those involved in the project. Remember that co- and extra-curricular activities are part of teaching and learning. Your school-based CoP should know that you are there to support them, and they should in turn support you, but you are also there to exert the pressure that is necessary to succeed. Facilitating change (however small), requires the change leader to steer the intervention, while at the same time providing support for the development (capacity building) of your team members and learners. Key principles are innovation, transparency and responsibility in relationships with learners and teachers (Hargreaves & Shirley, 2009: 110).

If, for example, you have a top-down approach, this will *remove* you from what is happening. If, however, you place yourself at the centre of your intervention, with all the teachers and learners involved in the process, you will have a much greater chance of success (Christie *et al.*, 2007).

The importance of good communication: Meetings, communication and feedback to stakeholders are critical. Meetings should be included on the school year plan and should be honoured by all involved. Meeting documentation, such as agendas, action minutes and verbal feedback from meetings can contribute to creating a paper trail or record for future reference.

Monitoring: The monitoring of your intervention is critical. You cannot rely on what you *think* people are doing. You need to gather evidence, observe, obtain facts and data and use these to inform the evaluation of the intervention and to decide whether the standards of quality set at the start, are being realised. Again, this reaffirms your role as researcher. This is not about your intervention being perfect, but about all those involved doing the best they can, within the constraints and enabling factors within your school context. Even if monitoring results seem negative, the findings still provide good learning opportunities. You will learn what not to do or what to do differently next time.

Finally, always remember that when you are writing or giving a verbal report on evaluation results, (for example, in an SGB meeting), your report should reflect a position that puts learners at the centre of your project intervention. When you mention challenges or successes, remember to speak with empathy and humility. So often teachers complain that *parents do not come to school* or that *learners don't want to learn*. Instead, you and your school-based CoP should think about how the information that you are gathering as part of your action research can help *bring* parents to school and motivate and inspire learners to become involved in the co- or extra-curricular intervention.

In the final section of this unit and module, the focus is on the main beneficiaries of your extra- or co-curricular intervention – the learners.

Section 2: Learner achievement and development as a result of the intervention

In this final section of Unit 3, it is important that to focus on the primary beneficiaries of your extra- or co-curricular intervention – the learners – their holistic development, improvement and their achievements.

The quality of the implementation (i.e. the quality of leadership, management coaching, skills, teaching, learning, practising, expertise, motivation etc.) is very important. Your intervention aim should include improvement or development of learners. If the intervention has experienced problems around the quality of its delivery, then it is unlikely that the learners will benefit optimally.

In this section you will look at micro- and macro-level factors that could impact on learner participation, which would in turn also impact on the quality of the output and the benefits for learners.

The example discussed here focuses on sport, but many of the issues discussed in this example can be extrapolated [generalised] to other extra-curricular and / or co-curricular activities. This model can be applied to all co- and extra-curricular activities in your school, not only sport.

Micro-level and macro-level factors that impact on learner participation in sport

The following theoretical framework, developed by Pule (2014: 143) and drawing on a range of other authors as well, aims to show micro and macro factors that affect learners' participation in school sport.

Study the model carefully and see whether you agree with all the factors that have been included. Is there anything else that you would add based on the specific extra- or co-curricular activity that you are engaged with?

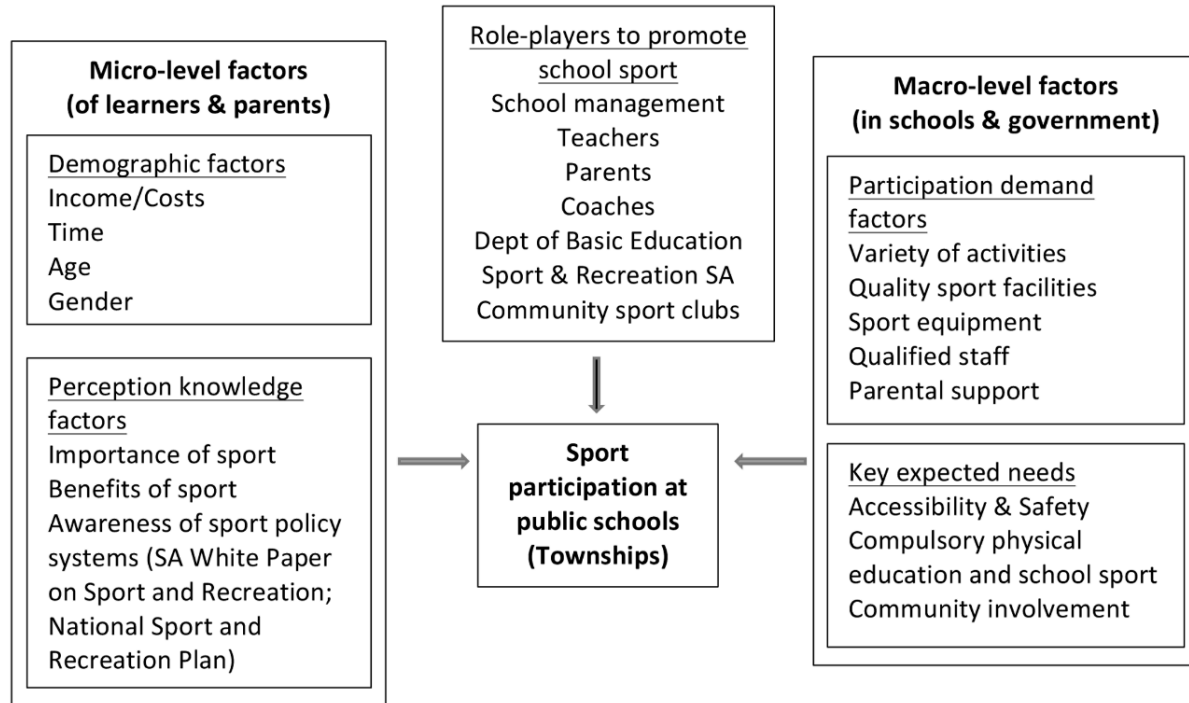


Figure 11: Theoretical multi-level framework of participation in school sport

(Source: Pule, 2014: 143)

With reference to the model (Figure 11), micro-level factors are related to learners and their parents. The macro-level factors are related to schools themselves and government. In the centre you can see the identification of various role-players. The factors impacting on participation are therefore identified as coming from three spheres. These are the micro-level factors, macro-level factors as well as from the role-players who promote school sport. Can you see how complex the terrain of implementing and sustaining participation in extra-curricular activities for learners is?

The next activity is a checklist that unpacks the factors, behaviour and threats (based on the theoretical multi-level framework above) associated with learner participation.

Activity 30: Threats to quality delivery of extra- or co-curricular activity

Suggested time:

45 minutes

Aim:

- To engage with a checklist of the potential threats to the quality delivery of your extra- or co-curricular intervention. This will assist you in the evaluation of your intervention and decision-making in terms of changes that need to be made.
- To identify the benefits of your intervention for learners by taking micro-level and macro-level factors into consideration.

What you will do:**Individual activity**

1. The checklist is provided as Template 6 in the Appendix.
2. Read through the checklist and then complete it.
3. You might need to go back to your Learning Journal, and any relevant documents and questionnaires that you have completed thus far.

Discussion of activity

Extra- and co-curricular participation, in the majority of mainstream schools in South Africa, is challenged by many socio-economic factors. Some of these challenges, such as orphaned children, household violence, extreme poverty and the impact of HIV and AIDS on learners, parents, teachers and the community, might seem impossible to overcome.

However, by creating a caring and nurturing environment for those learners involved the school-based intervention itself can play a vital role in addressing some of these challenges. This means that the extra- or co-curricular intervention is not only there to impart skills, knowledge or expertise, but it is there to protect, care for and support each learner involved.

Connolly and Stirling (2004) in Bialobrzeska *et al.* (2009: 28) provide a valuable framework related to vulnerable children living in a world with HIV and AIDS. This framework highlights the importance of creating a safe and structured environment for learners with emotional support and adequate adult presence and supervision. This gives learners an opportunity to learn, while also interacting with peers and developing their social networks.

If the extra- or co-curricular intervention is relevant to the children in your school context, it will attract more learners and might even contribute to keeping them in school longer thereby enhancing their chance of success in life. From this you can see that providing additional support or counselling might add an extra dimension to your intervention. At the same time, by doing this, you are moving even further in the direction of developing the learner holistically.

Stop and think

Providing additional support such as counselling might add an extra dimension to your intervention.

A good aftercare programme that could be part of your intervention or even run in parallel to your intervention could help to keep learners safe and cared for.

An aftercare programme could include recreational activities, such as free play or puzzle building, which contribute to learner development and fun. Learners could also receive support for doing their homework.

However, it is important to note that none of the examples mentioned are likely to work if parents or caregivers are not involved appropriately.

The following case study shows how vulnerable learners in a rural school have benefited from an extra-curricular activity in spite of severe economic constraints. Their participation has directly affected their attitude towards school, discipline and academic achievements. In fact, some of the micro-level and macro-level factors found in Figure 11 can be identified in the case study.

Activity 31: Evaluate the impact of an extra-curricular intervention on learners

Suggested time:

45 minutes

Aim:

To engage with a case study and evaluate whether this extra-curricular activity has made a relevant and sustainable impact on the school and the community

What you will do:

Undertake this activity with your HEI CoP.

1. Read the case study provided and watch the video clip recommended.
2. Based on all the information that you are able to gather from the case study and the information provided in the video clip, *evaluate* the relevance and sustainability of the extra-curricular activity. You should base your evaluation on the impact of this intervention on the lives of the learners in this town.

A case study of how music is changing lives in Vredefort.

Chris van Niekerk Intermediate School in Vredefort, Free State, is a no-fee school with 225 learners. If you drive past this school on a Wednesday or a Thursday afternoon, you will see groups of learners practising to play the violin. Approximately 100 learners and adults share in the music lessons presented at the school. Kwena Moleleka (15), a Grade 9 learner, was invited earlier this year to perform in Europe. He will be performing with an Austrian string ensemble [a group consisting of musicians who play the violin, cello, viola or double bass]. He is described as brilliant. "He has been playing the contrabass for only one year, but he is already on the level of some university students," says Rademan, the principal. "The music lessons give learners confidence, and have improved their concentration. They also learn from each other as the older, more advanced learners teach the young ones. Learners participate as part of their school orchestra at functions for parents and the community. The best learners in

the province are selected to participate as part of the All Stars [a more advanced orchestra] – 12 of the 20 come from Vredefort.”

Recently, at the regional arts festival, the school orchestra was awarded 96%. The learners are mostly from the township or children of farm workers. And now they excel in music and their school work.

Up until 2014, the school had no resources for orchestral music. In 2015 the music teacher, Mrs Rademan, was appointed as acting principal. She had heard of the Mangaung Strings Programme (MSP) for disadvantaged youth, an NGO, and contacted them to assist with providing music lessons to learners at the school.

The programme consists of each learner receiving a string instrument and receiving tuition from volunteers who teach these learners to read music, understand music theory and to play the instrument. In the past two years, since the MSP involvement in the school, discipline has improved, learners involved attend school regularly and academic achievement has improved.



The Bochabela String Orchestra at a rehearsal

(Source: <https://www.facebook.com/BochabelaStrings/>)

The community of Vredefort and the parents of the learners involved in this project are thrilled as their children are given opportunities they would not have had before. The public face of the MSP project is the Bochabela String Orchestra where learners get the opportunity to play with more advanced orchestras once they have reached the appropriate levels.

Watch the following YouTube video: CGTN Africa. 2013. *Faces of Africa – the Bochabela String Orchestra*. Accessed from: <https://tinyurl.com/y9dh93au> (Duration: 28:32 minutes).

Discussion of activity

The example provided will hopefully inspire you and help you see how this project has impacted on a small town like Vredefort, while also having a bigger footprint in Bloemfontein and surrounding schools. Consider the leadership approach of the acting principal. How has her approach impacted on the community? Have

you seen similar examples in your school or community of how networks and partnerships have been used to provide support for vulnerable learners after school, through aftercare and extra-curricular programmes?

In the final activity, you need to collect data related to your extra- or co-curricular intervention and determine what the benefits have been for those learners participating in it. You need to focus deliberately on the learners and their development.

Activity 32: Gather data to evaluate the benefits of learner participation

Suggested time:

One week

Aim:

To gather data to evaluate the benefits accrued [accumulated] to learners resulting from their participation in your specific extra-curricular or co-curricular intervention.

What you will do:

Do this activity with your school-based CoP.

1. The interviews required for the data collection, can be based on an approach called focus group interviews. In this activity you will conduct focus group interviews with both learners, teachers and parents.
2. Make sure that your three focus groups comprising of learners, teachers and parents respectively, are representative of the extra-curricular intervention, both in terms of participation and involvement.
3. Remember, that from an ethical perspective, you need to ask parents' or guardians' permission for their children to be interviewed. Consent must be provide in writing.
4. Interview at least five learners, five parents and two teachers involved in the activity.
5. Your interviews should be based on a pre-determined list of questions related to your extra- or co-curricular activity. You should involve your school-based CoP in the drawing up of these questions. There is no need to compile a long questionnaire – you want to get answers related to the benefits that learners are experiencing. Try and limit the number of questions (five or six at the most) but be ready to probe interviewees to get a little more information if it seems appropriate and valuable.
6. Examples of the type of questions you could ask:
 - What do you enjoy most about playing netball?
 - What do you enjoy least about playing netball?
 - Who is your favourite coach? Give one reason for your answer.
 - How has participating in the chess club helped you (with your schoolwork)?
 - What has been the highlight for you during this drama season?
7. The age of the learners involved would impact on the length of the interviews, but you will be able to gather a lot of information from a short and energetic interview with the *right* questions.
8. Negotiate the times beforehand with learners and make sure that the interviews take place in, for example, a specific classroom, with no unnecessary disturbances.

9. Prior to the interview assure learners that what they share with you will be dealt with in confidence. You will also need to explain to them why you would like to get this information – for example, to improve on their experiences so that the intervention can continue.
10. Compile a written report on your methods, findings, recommendations and conclusion. The written report should be approximately two pages in length. Include all relevant information.
11. Report on these findings in writing to your HEI CoP and your school-based CoP.

Discussion of activity

Your findings from the investigation into the benefits that learners have experienced or shown from their participation in your extra- or co-curricular intervention, will provide valuable information. Use this to adjust plans and improve on the quality and the delivery of your intervention.

Your findings might include some of those that Nalyazi (2010) found in his study in inner-city (urban) secondary schools. These benefits were reported by the principals and teachers at the school involved in the case study and are as follows:

- Learners who are gifted in sport and music can benefit from participation in the long term for careers in sport or music.
- Learners who participate in outdoor sports programmes have healthier bodies that contribute to general health and well-being and this helps them abstain from drinking and using drugs.
- Aggression among male learners decreased and unwanted pregnancies declined among female learners.
- Participation in sport and cultural activities improved discipline among learners.
- Learners learn skills to cope with problem solving and conflict management.
- Learners experience a sense of belonging when their extra-curricular achievements are celebrated in assemblies.
- Learners enjoy going to school because of their participation in such activities.
- Learners build good memories because of their participation and this in turn builds loyalty towards the school.
- Learners' creativity improves through participation in sport and cultural activities.
- Learners who struggle academically can be acknowledged for their other achievements, such as leadership in sport or achievements in cultural activities.
- Through activities such as drama, learners are able to make more sense of the world they live in and this contributes to creativity in writing and speaking.
- The pastoral care experienced by learners from teachers or coaches helps them build capacity to face circumstances in tough home environments.
- Participation in sport or cultural activities also allows learners to talk to their teacher or coach about problems at home or at school.

The micro-level and macro-level factors shown in Figure 11 will always need to be considered. Your resilience as a leader and a manager will determine how effectively you deal with these factors and how you and your school-based CoP deal with them. It is *how* you deal with the constraints and *how* you focus on the enabling factors that will help your learners to benefit from extra- or co-curricular activities. It is clear that these kinds of activities can contribute positively to learners' holistic development in multiple ways, therefore making it a project worth undertaking!

Key points

Unit 3 focussed on the following key points:

- Monitoring and evaluation of your extra- and co-curricular activity. This is often a neglected aspect of management and could result in your intervention not reaching its full potential to benefit learners.
- Monitoring is an internal process where the project leader in the school, and some members of the school-based CoP, are responsible for observations and checks to ensure that what was initially planned is being carried out.
- Evaluation of a project is more of an external process where stakeholders are given the opportunity to respond to the viability of the extra- or co-curricular activity. A variety of factors should be taken into consideration during evaluation. These could range from whether there is enough funding to issues relating to the quality of coaching or training.
- Reflective practice has been included as part of the discussion around monitoring and evaluation as it is important to constantly critically analyse and consider what has worked well, what might be going wrong and how to make changes for the better. In *Module 1: Professional Portfolio and Workplace Project* you engaged with reflective practice in detail so you are reminded to reflect throughout this module on your task as a leader and manager in your extra- or co-curricular intervention.
- You also engaged with a case study on how the lack of monitoring and evaluation has impacted on a project that could have brought about much-needed change in the school. Teacher resistance to change definitely played a role in this case study.
- One cannot talk about monitoring and evaluation without reflecting on accountability and responsibility. Accountability is about accounting to someone in a senior position, as well as to all the relevant stakeholders about how the activity is going. However, as emphasised, it is not only about a vertical line of reporting – there is also horizontal accountability. This includes reporting to parents and learners as well. As stakeholders in the school community, parents and learners also need to hold the manager or leader of the extra- or co-curricular activity to account.
- Responsibility is about carrying out the duties that you were assigned to do.

In the final section of this unit, you engaged with micro-level and macro-level factors that impact on learner participation in extra-curricular activities. These factors should be kept in mind when measuring the benefits of these activities for learners as they provide the context in which the intervention is taking place. These factors may also provide some indication of where changes might have to be made to improve the benefits for learners.

Reflective Commentary Report on Module 3

The Reflective Commentary Report is used to record your reflections, thoughts and ideas related to your own learning and professional development journey as you work through this module (and later, the other modules of the AdvDip (SLM) programme). As discussed in *Module 1: Professional Portfolio and Workplace Project*, Unit 4, this information will also be useful when you prepare your Personal Professional and Organisational Development Plan (PPODP).

Take note

The reflective commentary that you prepare for this module is important as it has to be included in your Professional Portfolio which will be submitted for summative assessment.

Suggested time:

90 minutes

What you will do:

Step 1: If you have made any notes in your Learning Journal about Module 3, refer back to these notes now.

Step 2: Reflect on your experience of working through Module 3. Make brief notes on what you think are the most important learning points.

Step 3: Read the guidelines below, to assist you to structure the writing of your Reflective Commentary Report.

Guidelines for writing a Reflective Commentary Report

1. Write a short introduction which explains *what* the focus of the reflection is.
2. Write the *story of your learning*. Put differently, explain what have learnt from studying this module.
3. The application of your learnings to your school context: Explain *how you have applied* what you have learnt in this module to your own school.
4. The result of your attempts to use these new learnings from this module in your context: Write up positive outcomes achieved as a result of you applying your new skills and

knowledge related to leading and managing extra- and co-curricular activities in your school.

5. Prepare and write up the conclusions that you can draw about these learnings and their application.
6. End your reflection by stating what you believe you *still need to learn* about leading and managing extra- and co-curricular activities in your school.

Step 4: Write your Reflective Commentary Report, make sure you have addressed each of the points above.

Step 5: Read aloud what you have written, and make revisions as necessary.

Step 6: Share your Reflective Commentary Report with your HEI CoP partner. Ask your partner to give you constructive feedback. Carefully consider the input received from your HEI CoP partner and incorporate relevant feedback that you have received into your report.

Step 7: Ensure that you include your Module 3 Reflective Commentary Report in your PP.

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Appendix 1: The Riel Dance

(Source: <https://www.bushmanskloof.co.za/riel-dance>)



Nuwe Graskoue Trappers in their home town – dancing on the banks of the Clanwilliam dam

History of *Die Nuwe Graskoue Trappers*

Born out of the traditional Khoi and San ceremonial dances around the fire, the Riel Dance has been practiced by descendants of these indigenous cultures for many years.

Recognised as a form of cultural expression, Riel dances include courtship rituals, and mimicking typical animal antics along with lots of bravado, showmanship and foot stomping in traditional outfits.

Die Nuwe Graskoue Trappers Riel dance troupe was born in 2012 when Bushmans Kloof chef Floris Smith made one of his frequent visits to the nearby village of Wupperthal, and spotted a group of youngsters dancing the Riel. An ex-professional dancer, he was blown away by their energetic performance, and set about offering his assistance to choreograph and train the group.

Seventeen youngsters from one of his prized Riel troupes have since blazed a triumphant trail to the World Championships. Floris had his eye on the global stage right from the beginning. “I just knew that we had something very unique to show the world,” he says.

Journey to the 2015 World Championships

Leading the Riel renaissance

From humble beginnings in the remote, impoverished village of Wupperthal, choreographer, manager and coach, Floris Smith, and his phenomenal *Trappers* have taken the Riel dance scene by storm, winning award after award.

They made their winning debut on the national stage in South Africa when they were crowned as the Junior ATKV Riel Dance Champions in 2013, going on to win the top spot in the under-18 category in 2014. That year Floris was awarded the trophy for the Most Dynamic Leader in the ATKV Riel Dance finals. They won the Grand Champion Award for the Best Group Performance, as well as the gold medal in the Ethnic Folk Dance category in the South African Championship of the Performing Arts 2014 which qualified them to represent South Africa at the World Championships of the Performing Arts in 2015.

They returned triumphantly from Los Angeles as national heroes, after having danced their way to victory – bringing back the gold in the Ethic Folk Dance category, and scooping no less than three gold medals and one silver, and putting one of South Africa’s oldest indigenous ethnic folk dances firmly on the global map.

Appendix 2: Abiot Kolobe Secondary School Sport Policy

Extract from Abiot Kolobe Secondary School Sport Policy

This extract has a particular focus on the learner code of conduct relevant to sport and extra-curricular activities. This forms part of the document given to parents (guardians) upon admission of the learner to this school.

Sports and extra-curricular activities

4.1 Participants in sports and extra-curricular activities

4.1.1 Learners who are selected to represent the school as participants in any sports or other extra-curricular activities must be dressed in the sport wear, school wear or other prescribed clothing as determined by the educator responsible for the activity concerned, both during and after participation in such activity.

4.1.2 All learners who participate in the aforementioned activities shall be loyal to the school and fellow participants. In particular, participants must report promptly and on time at the venue of the activity or the venue from where participants depart to the activity. Learners who have been selected to represent the school in an activity may only be excused from attendance if a written apology is handed to the sports or cultural head in advance. Unforeseen absence from an activity will only be excused if the sports or cultural head receives a written apology no later than three days following the relevant activity.

4.1.3 Learners who represent the school at sports activities will at all times be courteous towards, and comply with the rulings, prescripts and instructions of:

4.1.3.1 the sports head and the educator involved in the relevant sports code;

4.1.3.2 the referee or adjudicator with regard to the relevant activity; and

4.1.3.3 the team captain.

4.1.4 Although it is assumed that learners who participate in sports activities shall do so with commitment and dedication, such learners are expected also to practise self-restraint and self-discipline. In particular, no learner may display bad sportsmanship, use foul or offensive language, get involved in fights or incidents, or engage in any foul or improper play.

4.2 Spectators and supporters at sports and other extra-curricular activities

4.2.1 Apart from their duty to comply with the provisions of this code of conduct, all learners attending any school activity as spectators or supporters shall also refrain from any disruptive, improper, rebellious, unnecessarily inciting or indecent behaviour. In particular, learners may not respond negatively to any ruling by an adjudicator or referee.

4.2.2 Learners who attend any school activity as spectators or supporters shall abide by and obey any instructions and directives they receive prior to, during and after the activity concerned from the principal, any educator, member of the Representative Council of Learners (RCL), other school leaders, or parents appointed by the rector to assist with the transport, supervision or control of learners who need to be transported to and from the activity concerned, or who attend the activity.

Template 1: Investigative report

Investigative report

Leadership and extra- and co-curricular activities

Name of student: _____

Date: _____

1. Terms of reference
2. Research methodology
3. Findings
4. Conclusions
5. Recommendations

Report compiled by: _____

Signature: _____

Template 2: Steps in conducting a needs analysis

Steps to take when conducting a needs analysis

Step	Description	Example
1	Identify the target audience and purpose of the analysis.	
2	Describe the target audience or population and the environment in which the service has to be improved and delivered. <i>Level 1</i> : Describe the learners. <i>Level 2</i> : Describe the teachers, parents, coaches, etc. <i>Level 3</i> : Describe the resources and input required.	
3	Needs identification through the description of the problem. This is <i>not</i> the issue reported in Step 1, but the underlying reasons so that solutions can be tabled. This step would open up the gaps between expected or ideal outcomes and what is realistically possible.	
4	Evaluate the identified needs – prioritise and sift through them to identify potential conflicts between needs. The relevance of different needs to learners, teachers, parents should also be analysed.	

TEMPLATE 2: STEPS IN CONDUCTING A NEEDS ANALYSIS

5	How will you communicate needs to all stakeholders?	
6	Data collection – provide a list of techniques that you have applied.	

Template 3: Suggested assignment

Module 3: Leading and managing extra- and co-curricular activities.

Assignment title: Conduct and discuss a needs analysis to determine the relevance of an extra- or co-curricular activity for your context.

Assignment length: 2000 words excluding appendices.

- Identify the stakeholders who could benefit from the extra-curricular or co-curricular activity.
- Describe the stakeholders and the context of your school and community.
- Describe the problem and underlying reasons why the extra-curricular or co-curricular activity would benefit your learners.
- Provide evidence of three interviews with learners as part of your needs assessment.
- Identify the specific needs by evaluating the needs and prioritising these based on the interviews conducted.
- Explain what you would decide to communicate to stakeholders once you have assessed the needs for the extra-curricular or co-curricular activity.
- Your assignment should demonstrate your capabilities as a researcher.

Assessment rubric for suggested assignment

The assignment shows:	Total	Mark
Technical:	10	
Correct spelling and grammar		
It is within the format of the assignment brief with a definite introduction, relevant headings in the body of work, and a conclusion		
An adherence to word count		
A reference list		
Use of correct referencing and citations		
Content:	60	
Identify the stakeholders who could benefit from the extra-curricular or co-curricular activity		
Describe the problem and underlying reasons why the extra-curricular or co-curricular activity would benefit your learners		
Provide evidence of three interviews with learners as part of your needs assessment		
Identify the specific needs by evaluating the needs and prioritising these based on the interviews conducted		
Provide three suggested actions for planning and implementing of the identified extra-curricular or co-curricular activity		
Originality:	10	
Your assignment should demonstrate your capabilities as a researcher		
You should demonstrate logical, consistent reasoning		
Your argument and conclusions should be strong and effective		
Relevance:	20	
Provide a document that is relevant to the context		
The data provided should be recent and appropriate		
Relevant appendices should be attached		
Total	100	

Template 4: Monitoring and evaluating extra-curricular activities

Monitoring and evaluation extra-curricular activities

Extra-curricular activity	Monitoring action	Evaluation
Soccer committee meets once a month to discuss fixtures and learner attendance at practices.	You might chair these meetings and in that way know where there are challenges.	After the first season, the principal and SMT meet to discuss feedback on learner attendance and participation.
Fundraising committee has to draw up a plan to raise funds for soccer equipment.		
The new junior choir will be performing three songs at the final assembly of Term 1. They have to practise during first break on Tuesdays and Thursdays.		
A team of learners have been elected to serve as library prefects during first breaks. They have undergone training in what will be required of them in the library.		
Five learners have been selected to represent the school as a debating team. They will be participating in debates against neighbouring secondary schools. The debates are plotted on the year plan.		

Template 5: Monitoring and evaluation questionnaire

Monitoring and evaluation practice of your extra- or co-curricular activity

Section A : General information related to your extra- or co-curricular intervention

1. Select one option and tick the appropriate box.

Extra-curricular activity

Co-curricular activity

2. Provide a short description of what the intervention is:

3. What is your intervention called?

4. Is this a new extra- or co-curricular activity? Select the appropriate box.

Yes **No**

5. When was this intervention initiated? (Provide the exact date.)

6. How many learners are involved in this intervention?

7. How many teachers are directly involved in the delivery of this extra- or co-curricular intervention to learners?

8. Who is the team leader (teacher) of this intervention?

9. How often do the teachers involved in this intervention have meetings?

10. Indicate whether you attend all, some or none of the meetings? Tick the appropriate box.

All **Some** **None**

11. Do you have evidence of these meetings, for example, agendas and minutes of the meetings? Tick the appropriate box.

Yes **No**

12. If you indicate *yes*, explain what the evidence is. If you indicate *no*, explain why there is no evidence of such meetings at present.

13. How does communication about the extra- or co-curricular intervention take place? Provide examples of communication with learners, team members, the principal, funders and donors, and the SGB.

14. Could the communication be improved? Give reasons for your answer.

15. Is the implementation of the intervention going according to the initial plan? Tick the appropriate box.

Yes **No**

16. If your answer is *no*, please explain why this is the case.

17. Would you say that the extra- or co-curricular intervention is a good example of distributive leadership in action by the team? Give reasons for your answer.

Section B: Specific information related to monitoring and evaluation practices related to your extra- or co-curricular activity.

1. How has internal monitoring of the implementation of the specific intervention been conducted? Provide a few examples.

2. What are your biggest challenges for the team in terms of monitoring the quality or standard of this intervention?

TEMPLATE 5: MONITORING AND EVALUATION QUESTIONNAIRE

3. Are there members of your team or learners who are resisting monitoring? Give reasons for your answer and then explain how you are dealing with this resistance.

4. How has the extra-curricular or co-curricular intervention impacted on the school timetable? Provide specific information of time slots or periods allocated to the intervention.

5. What have you found or discovered so far during the monitoring of this activity? Refer to specific facts, figures, information or data relevant to the specific extra- or co-curricular intervention.

6. How would you evaluate the standard or quality of the extra- or co-curricular activity after a period of time?

-
-
7. Who should be involved in the *external* evaluation of the extra- or co-curricular intervention? Indicate why you have named those persons, stakeholders or entities.

For questions 8 and 9, you need to allow your team members to speak for themselves. Use your cell phone or any other recording device to record their responses. You can summarise their responses on the questionnaire for future reference. Save the recording on a flash disk and keep it in your Professional Portfolio (PP) with your completed questionnaire.

8. If you could make any changes to the implementation and delivery of the extra- or co-curricular intervention, what would these changes be? Remember that these suggested changes should be aimed at improving delivery to the learners.

9. Allow each team member to explain why they have suggested the changes in Questionp class="cw-input"

What have you learnt about your own leadership style during the planning and implementation of this extra- or co-curricular activity? Be very specific.

TEMPLATE 5: MONITORING AND EVALUATION QUESTIONNAIRE

Template 6: Checklist of threats to quality delivery

(Source: Adapted from Bialobrzeska, Randell, Hellmann & Winkler, 2009: 4)

Checklist of threats to quality delivery of extra- or co-curricular intervention

Project/intervention name: _____

Name of participant: _____

Date of assessment: _____

Purpose

It is important for you and your management team to keep a check on problems that may threaten and compromise your ability to offer a quality extra- or co-curricular intervention at your school. Regular reflection on critical indicators can help you to identify key aspects that need to be managed when they are identified. You want to prevent any of these from becoming a crisis. The information or data gathered from this checklist could assist in complementing your action research to enable your team to make decision to adjust or address challenges and constraints.

What to do

The checklist poses problems that could be commonly experienced in relation to your delivery of the extra- or co-curricular intervention. These problems can affect the quality. Read through the list and tick each problem according to the following rating. Remember that your responses should only be relevant to the intervention, not all the extra- or co-curricular activities in your school at present.

1	2	3	4	5
This is not a problem for us	This problem only affects a small number of our learners	We have this problem but we are coping with it	This is a growing problem	This is a big problem

	1	2	3	4	5
Micro-level factors threatening quality delivery of the intervention					
<i>Parents</i>					
1. Parents (or guardians) earn incomes that can sustain their households					
2. Parents (or guardians) are able to pay for equipment, transport or any reasonable costs related to their children's participation in the extra- or co-curricular activity					
3. Parent (or guardians) have time to support and encourage their children's participation by attending events (matches, games or competitions)					

TEMPLATE 6: CHECKLIST OF THREATS TO QUALITY DELIVERY

	1	2	3	4	5
4. Parents (or guardians) are proud of their children's participation and achievements in the extra- or co-curricular activity					
5. Parents (or guardians) are too young to understand the benefits of their children's participation in the extra- or co-curricular intervention					
6. Parents (or guardians) attend the meetings scheduled for parents (or guardians) related to the extra- or co-curricular intervention					
<i>Learners</i>					
7. Learners have enough time to attend their sessions (for example, practices, competitions and displays)					
8. Learners are proud of their involvement in the specific activity and speak of it often					
9. Girls and boys are equally involved in the specific activity					
10. All learners involved are able to attend the practices, sessions and competitions related to the specific activity					
11. Learners are reaping the benefits of their involvement and their confidence and skills are improving					
12. Learners understand the importance of their participation in the specific activity					
13. Learners are aware of the school's sport or extra-curricular code of conduct					
14. Learners adhere to the school's sport or extra-curricular code of conduct					
Macro-level factors threatening quality delivery of the intervention					
15. Most of our activities related to the extra- or co-curricular intervention offer variety to keep learners motivated and interested in participating					
16. Most of our facilities (for example, sport grounds, courts, classroom or library) for the specific extra- or co-curricular activities are in good condition and well-maintained					
17. Most of the equipment required for the specific extra- or co-curricular activity is in good condition					
18. We are struggling to retrieve equipment issued to learners for the specific extra- or co-curricular activity as learners tend to lose it					
19. We are struggling to acquire good equipment for the specific extra- and co-curricular activity					
20. The coaching, facilitating or mentoring staff involved in the specific extra- or co-curricular activity, are well-trained					
21. There are too many learners and too few coaches, facilitators or mentoring staff involved in the specific extra- or co-curricular activity					
22. Teachers and parents work hand-in-hand to ensure learner participation in the specific extra- or co-curricular activity					
Safety and access					
23. Learners involved in the specific extra- or co-curricular activity are safe during their engagements and participation					
24. Teachers or coaches involved have received basic first-aid training to assist learners involved in the specific extra- or co-curricular activity should there be an injury or incident					

TEMPLATE 6: CHECKLIST OF THREATS TO QUALITY DELIVERY

	1	2	3	4	5
25. Our toilet facilities are inadequate for the number of learners involved in the specific extra- or co-curricular activity					
26. Physical Education is offered to all our learners as part of the CAPS Life Skills/Life Orientation to ensure that their bodies are up to participation in the specific extra- or co-curricular activity					
Role-players to promote extra- and co-curricular intervention					
27. The SGB is fully informed and supportive of the specific extra- or co-curricular activity					
28. The SMT is fully invested in the specific extra- or co-curricular activity from a leadership and management perspective					
29. The project team are innovative and work collaboratively to ensure the sustainability of the specific intervention					
30. There is gender inequality in the composition of the project team, as well as the coaches or facilitators involved in the specific extra- or co-curricular activity					
31. All teachers, regardless of whether they are involved in the specific activity or not, are supportive of learner participation					
32. We liaise with community sport clubs or NGOs who offer support for the specific extra- or co-curricular activity					