

# Develop a portfolio to demonstrate school leadership & management competence

**Advanced Certificate: Education**  
(SCHOOL MANAGEMENT AND LEADERSHIP)



**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

Department of Education

Develop a portfolio to demonstrate school leadership and management competence  
A module of the Advanced Certificate: Education (School Management and Leadership)

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Department of Education  
Sol Plaatje House  
123 Schoeman Street  
Tshwane  
South Africa

Tel: +27 12 312 5344

Fax: +27 12 323 0134

<http://www.education.gov.za>

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Develop a portfolio  
to demonstrate  
school leadership  
& management competence

Advanced Certificate: Education  
(School Management and Leadership)

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# Acknowledgements

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This material is the product of a collaborative endeavour involving representatives of the following organisations and institutions:

Cooper King  
Department of Education – Education Management and Governance Development  
Directorate  
GMSA Foundation  
Management of Schools Training Programme (MSTP)  
Matthew Goniwe School of Leadership and Governance (MGSLG)  
National Association of Professional Teachers of South Africa (NAPTOSA)  
National Association of Teacher Unions (NATU)  
Pauline Matlhaela and Associates, Skills Development Services Pty (Ltd)  
Regenesys  
South African Democratic Teachers Union (SADTU)  
South African Institute for Distance Education (SAIDE)  
South African Principals' Association (SAPA)  
Shuttleworth Foundation  
Ukukhula Projects  
University of Fort Hare  
University of South Africa (UNISA)  
University of Stellenbosch  
University of the Free State  
University of the Witwatersrand  
Zenex Foundation

as well as a number of individual consultants, and reflects feedback received from personnel from all the Higher Education Institutions involved in developing this course.

# Foreword

## General Introduction

Welcome to the Advanced Certificate: Education (School Management and Leadership).

### Who is this programme for?

The ACE programme is aimed at empowering school leaders to lead and manage schools effectively in a time of great change, challenge and opportunity. It is targeted at serving School Management Team members who aspire to principalship.

### What is the purpose of this programme?

The programme seeks to provide structured learning opportunities that promote quality education in South African schools through the development of a corps of education leaders who apply critical understanding, values, knowledge and skills to school leadership and management within the vision of democratic transformation.

It seeks to empower/enable these educators to develop the skills, knowledge, and values needed to lead and manage schools effectively and to contribute to improving the delivery of education across the school system.

### How is the programme structured?

The ACE (School Leadership) is a programme that has been registered on the NQF at NQF Level 6 with an exit level at REQV14.

The programme will normally take two years of part-time study to complete.

Each component of the programme comprises a number of modules as summarized in the table below.

COMPONENT	MODULE	RELATED UNIT STANDARD	NUMBER OF CREDITS
Fundamental	Develop a portfolio to demonstrate school leadership and management competence	115438	10
	Lead and manage effective use of ICTs in South African Schools	Unique to this programme but subsuming 115433	10
Core	Demonstrate effective language skills in school leadership and management	115440	10
	Understand school leadership and management in the South African context	115441	10

COMPONENT	MODULE	RELATED UNIT STANDARD	NUMBER OF CREDITS
	Manage teaching and learning	115436	20
	Lead and manage people	115437	20
	Manage organizational systems, physical and financial resources	115434	20
	Manage policy, planning, school development and governance	115439	20
Elective (Optional – alternative electives may be required by different HEIs in line with changing national, provincial priorities)	Lead and manage subject areas/learning areas/phase	115435	12
	Mentor school managers and manage mentoring programme in schools	115432	12
	Plan and conduct assessment	115753	15
	Moderate assessment	7977	10

### What are the strengths of the programme?

The programme focuses on leadership and management development in three main ways, by:

- reinforcing critical learning principles
- adopting a developmental assessment approach
- pursuing a transformational agenda.

### Critical learning principles

The following learning principles underpin the teaching and assessment of the programme:

- Directed and self-directed learning in teams and clusters
- Site based learning (dependent on the content)
- Variety of learning strategies i.e. lectures, practice and research portfolios amongst others
- Parallel use throughout of individual and group contexts of learning
- Collaborative learning through interactive group activities e.g. simulations, debates
- Problem-focused deliberation and debate in group contexts
- Critical reflection on group processes, group effectiveness
- Critical reflection and reporting on personal growth and insights developed
- Research and experimentation.

## A developmental approach to assessment

The assessment strategy includes a variety of options to demonstrate and provide evidence of practice, based on the anticipated outcomes and against the assessment criteria. Depending on the institution and circumstances, this could include activities such as case studies, problem solving assignments, practice in simulated and in real contexts, projects, written and oral presentations.

- The assessment is focused on applied competence. The assessment evidence should include:
  - Assignments and/or examinations, providing evidence of the ability to apply knowledge to practice
  - Oral Presentations, which should be observed in context to observe ability to communicate with comprehension
  - Two or more work based projects to demonstrate the application of the learning and insights from preferably the core modules
  - A portfolio of practice evidence, which will support all modules
  - Evidence of self-, peer-, tutor assessment as well as on-site verification of leadership and management competence.

As you work through the programme, you will keep a reflective journal and prepare a portfolio of evidence of your growth and achievements. This evidence will contribute towards your final summative assessment.

## A transformational agenda

The programme is offered through a practice-based part-time mode so that you can work and learn at the same time. You will find that about 50% of the work that you need to do for the programme comprises activities that you will plan, execute and evaluate at your school. By the time you have completed the programme, it should be possible to provide evidence that your participation has helped to change your school for the better.

## Acronyms and abbreviations used in the programme

AC	Assessment Criteria
ACE	Advanced Certificate: Education
AGM	Annual General Meeting
CCFO	Critical cross-field outcome
CHE	Council on Higher Education
DoE	Department of Education
DSG	Development Support Group
EMD	Education Management Development
ETQA	Education and Training Quality Assurance body
HEQC	Higher Education Quality Committee
INSET	In-service Education and Training
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PGP	Personal Growth Plan
PoE	Portfolio of Evidence
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SAUVCA	South African University Vice-Chancellors' Association
SDT	Staff Development Team
SGB	School Governing Body
SGB	Standards Generating Body
SMT	School Management Team
SO	Specific Outcome
US	Unit Standard

# Overview

## Introduction to the module

As a student on the ACE programme for school leadership you will be actively involved in a learning process aimed at developing or improving your competence in respect of a range of areas relating to your management and leadership role in the school system. You will also be continuously assessed through a variety of formal and informal assessment methods. The main purpose of these assessments will be to gather evidence of your achievements against the outcomes described in the exit level outcomes of the qualification (see **Text 1** in your **Reader**). At the end of the programme all the results from these assessments will be considered in deciding whether you have met the requirements to be awarded the ACE qualification.

If you have already been involved in school management or leadership for a number of years, it is likely that you already have many examples of such evidence, e.g. project plans and budgets you developed, procedures you established in your school, minutes of disciplinary hearings, and other records of actions you took to improve school administration. Therefore, you will have historical evidence from previous work, as well as current evidence, which you will be developing as part of the ACE programme. You will also have evidence that you generate in your daily work in the school while you are in the programme.

The question is then: How do you ensure that all the evidence you have (that reflects your competence in areas covered in the ACE programme) is considered during the formal assessment? How do you compile all this evidence in a way that assessors will be able to use in determining whether you should be awarded the qualification? This is where the portfolio comes in, and the aim of this module is to assist you to compile your portfolio to ensure that it contains relevant evidence of your competence in relation to the ACE qualification.

Exactly what is the portfolio that you will have to compile? Your portfolio will be a collection of evidence from diverse sources that you put together and submit to assessors who will use it to assess your competence against the requirements specified in the ACE qualification.

## What is the purpose of this module?

The main purpose of this module is to assist you to compile a reflective portfolio with evidence of your competence in school leadership and management. The secondary purpose is to enable you to understand the use of portfolios as an assessment instrument, so that you will be able to promote their use for assessing learners in your school. The module should enable you to successfully complete the unit standard, 'Develop a portfolio to demonstrate school management and leadership' (SAQA ID number 115438 – see **Text 2** in your **Reader**) which is included in the ACE qualification.

## Why have a portfolio module at all?

You must be wondering why you are doing a module on portfolio development and developing a portfolio. This is a) to give you credit for the design and process in developing a portfolio, b) to highlight its importance, and c) because in your professional work you need to understand what a portfolio is and what it can do.

## What is covered in the module?

This module comprises an introduction and three units as follows:

- This introduction, which gives a broad overview of the module and how it relates to the rest of the ACE qualification
- Unit 1, which covers the nature of the portfolio as an integrated and flexible outcomes-based assessment instrument
- Unit 2, which covers the planning and preparation for the portfolio
- Unit 3, which deals with the actual process of compiling the portfolio.

## How does this module relate to the rest of the ACE?

The portfolio unit standard has been included in the qualification because the designers of the qualification assumed that not all students in this programme would know how to develop a portfolio that reflects their management and leadership competence. Therefore this module will guide you through the process of developing a reflective portfolio to record all evidence relevant to the four core unit standards of the ACE qualification that cover the key competencies of school managers/leaders.

These five unit standards are described in the portfolio unit standard as the 'core exit level outcomes':

- Demonstrate effective language skills in school leadership and management (ID number 115440)
- Lead and manage people (ID number 115437)
- Manage organizational systems and physical and financial resources (ID number 115434)
- Manage policy, planning, school development and governance (ID number 115439)
- Manage teaching and learning (ID number 115436).

The final portfolio will therefore be a comprehensive record of all the evidence that you produced during these four core modules of the programme, which would include completed assignments, written tests, work-based projects, etc. The portfolio will also contain relevant evidence that you may have produced during the execution of your regular school management/leadership functions, either before or during the programme, on condition that these relate directly to the outcomes in the above-mentioned core unit standards.

## How will this module be assessed?

Only a small part of this module will be assessed on its own while you are completing this module. The main assessment of the portfolio will happen throughout the programme, with the final summative assessment being conducted at the end of the programme, i.e. towards the end of your second

year. The reason for this is provided in the range statement of the portfolio unit standard that specifies that the portfolio must provide “evidence of applied competence in terms of the core exit level outcomes of the ACE (School Leadership)”.

This means that you will use the portfolio to record all the evidence that is relevant to the core exit level outcomes of the ACE qualification. Unit 3 will cover issues around evidence and provide guidelines on how to select evidence that is relevant to these outcomes.

The ACE qualification (under ‘Moderation options’) states that providers offering this programme may use their own qualified staff as assessors. They may also use the services of tutors, departmental advisory staff and fully qualified educators acting as mentors, as well as outside assessment agencies. It furthermore states that “All of these [external] assessors should be registered with the relevant ETQA and/or the accredited provider”.

The qualification (see ‘Integrated assessment’ in **Text 1**) also makes allowance for the use of other forms of assessment, such as self-assessment, assessments by peers and tutors, as well as on-site verification of practical management competence by an authorised verifier.

The Department of Education has developed an ‘Analytic rubric’ for assessing all the modules in the ACE programme. The rubric that all assessors will use to assess the evidence produced for this module is attached as **Text 3** in your Reader.

## What are the learning outcomes of this module?

At the end of this module you will be able to provide evidence of achievement of the following main outcomes:

- Understand how the portfolio can be used as a flexible assessment instrument within the context of the outcomes-based assessment system in South Africa
- Understand the use of professional development portfolios in the professional development and developmental appraisal of educators, particularly those responsible for school leadership and management
- Draw up an action plan for compiling a portfolio of evidence relevant to the core exit level outcomes of the ACE qualification
- Compile a portfolio, which will include relevant evidence, links between the evidence and the core exit level outcomes, reflective commentary, and a personal and organisational development plan.

## Learning time

This module carries 10 credits. It should, therefore, take the average student approximately 100 hours to successfully complete the module. The 100 hours includes contact time, reading time, research time and time required to write assignments. Remember that about half of your time in this programme will be spent completing practice-based activities in your school. This will often involve you in discussions with your colleagues. A more specific indication of time to be

spent on each of these activities will be provided in each of the units that make up this module.

## Teaching and learning

This module, like the whole of the Advanced Certificate involves part-time study while you are working. Much of what you learn will therefore be dictated by your own effort and commitment. The most successful students are not necessarily the cleverest or the most experienced but rather the ones who are most disciplined, most organized, most willing to reflect critically on their own learning and most able to apply theory to practice and manage time efficiently.

However, this Advanced Certificate in Education (ACE) is also practice-based. This means that it does not only require you to read and write but also to **apply** what you have learnt, to reflect on the success or failure of the application and to learn from your mistakes. Learning is, therefore, not simply a theoretical exercise but also a practical, experiential one.

To help you in this endeavour, the module comprises three different parts – a Learning Guide, a Reader and a set of Templates. Each of these documents serves a very specific purpose.

- The **Learning Guide** acts as your teacher/lecturer, providing you with information, guiding you through activities and stimulating you to ask questions, find answers and share what you learn with your colleagues and/or fellow students. It is informed by the assumption that learning is a process rather than an event and that students and lecturers need to accept joint responsibility for its success. The information in the Guide is, therefore, not a sufficient source of learning in and of itself. You, the learner, have to complement the information contained in the Guide by reading, researching, discussing/debating and reflecting on the issues and challenges raised in the Guide. Only then will your learning be an enriching experience.
- The **Reader** contains various texts. Some of these form the basis of the activities; others serve as exemplars of the kind of tasks that you are required to perform during the course of this and possibly other modules.
- The set of **templates** are provided for you to use in the application of what you have learnt and afterwards when you conduct workshops, do research, develop policies, write reports, etc. In this sense they serve as resources that should assist you in managing your institution in an effective and efficient way.

The following icons are used in the Learning Guide in an attempt to provide you with clear signals of what is expected of you.



### STOP AND THINK

Whenever you see this icon, you should reflect on the issues/challenges presented, preferably in writing, and file it in the Reflection section of your Learning File/Folder.

---

**ACTIVITY**

When you see this icon, you will know that you are required to perform some kind of activity that will indicate how well you remember or understand what you have read or that will help you assess how good you are at applying what you have learnt.

**TIME ALLOCATION**

This icon is typically followed by a suggestion on the time the average student would need to complete a specific activity. If you are inclined to work either faster or more slowly than the average student the time given should be treated as a rough indicator only.

**OUR COMMENT**

This icon precedes the writer's comments or tutorial advice on a particular activity or text. The comments should never be read before you have completed the preceding activity since your opinion may be completely different from the writer's and still be correct. The writer is simply providing you with his/her informed opinion.

**KEY POINTS**

The points following this icon are regarded as crucial to your success. Not only do they serve as a very brief summary of what has gone before but they also highlight the things that it is essential for you to know, understand and be able to apply.

Details of administrative procedures, such as the names and contact details of lecturers, dates of contact sessions, handing in of assignments, tutorial support and library services are provided in the tutorial letters of the higher education institution at which you have enrolled. Please study these letters carefully as they also provide you with the names and contact details of the lecturer/s responsible for this module.



# The Portfolio

unit

1

Introduction	1.1
What is a Portfolio?	
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1.2.2 The portfolio as a flexible assessment instrument	
1.2.3 The portfolio as an integrated assessment instrument	
How can we develop a portfolio?	1.3
What are other uses of the portfolio?	1.4
Conclusion	1.5



# The Portfolio

## 1.1 Introduction

---

The use of the portfolio as a formal assessment instrument reflects many of the fundamental changes that were brought about by the introduction of the outcomes-based education system that was formally introduced in South Africa with the establishment of the National Qualifications Framework (NQF) in 1995. Understanding how the portfolio relates to the outcomes-based approach will assist you to ensure that the portfolio that you will be planning during this module meets all the requirements of our education system. **Text 4** in your Reader provides an overview to help you to do this.

This unit will describe the key features of a portfolio. It will also motivate the value of the portfolio as a flexible, outcomes-based assessment instrument that promotes integrated assessment of the exit level outcomes of the ACE qualification.

### Unit 1 learning outcomes

At the end of this unit you should be able to provide evidence of achievement of the following main outcomes:

- Identify the key requirements of a portfolio as one of the assessment instruments in an outcomes-based education system
- Identify the key portfolio requirements stipulated in the ACE qualification
- Discuss and motivate how the portfolio will serve as an instrument in your professional development and developmental process.

**activity**  
1a 

**time allocation**  
± 10 min 

You may already have some knowledge or experience of using portfolios as assessment instruments. Take a few minutes to reflect on your understanding, by contemplating the following questions. (It might be useful to make a few written notes of your thoughts in your journal. You can then come back to these at the end of the unit to see whether your thinking has changed at all.)

- Have you used portfolios with success in your school?
  - What are the main problems you have experienced in using portfolios?
  - How would you overcome these problems in compiling your portfolio for the ACE qualification?
  - Do you think the portfolio is an effective assessment instrument?
-

## 1.2 What is a Portfolio?

---

By now you know that you are required to produce a portfolio, so let us look at what this means in practical terms. Here are a few descriptions of the key characteristics of a portfolio that indicate its key features, as well as its role and importance for you as a student in the ACE programme.

- SAQA defines portfolios as “A collection of different types of evidence relating to the work being assessed. It can include a variety of work samples. Portfolios are suitable for long-term activities.” SAQA categorises a portfolio as one of the “assessment instruments that should be used to achieve a fuller picture of the learner’s abilities” (SAQA, 2001: 33-34).
- “A portfolio is a collection of evidence from diverse sources, which is gathered together, and cross-referenced with the (outcomes in unit) standards (or qualifications). The evidence in the portfolio should contain a variety of items, which show consistency in the person’s performance over a period of time. The assessor will judge the evidence in the portfolio against the national standards and can only accept the evidence if it is in accordance with the standards” (Kenwright, 2001: 53).
- A portfolio is “a carefully organised and complete collection of evidence compiled by candidates/learners to prove competence in relation to defined outcomes” (Unit standard 115755: Design and develop outcomes-based assessments).

In summary, a portfolio is a collection of work that is organised and presented as evidence of learning achievements over a period of time.

Your portfolio for the ACE should include evidence from the summative assessments of the five core modules that constitute the key competencies of school managers/leaders, i.e.:

- Demonstrate effective language skills in school leadership and management (ID number 115440)
- Lead and manage people (US ID number 115437)
- Manage organizational systems and physical and financial resources (US ID number 115434)
- Manage policy, planning, school development and governance (US ID number 115439)
- Manage teaching and learning (US ID number 115436).

The core curriculum outline for this national qualification explains the linkage between the portfolio and the overall assessment of the programme in this way:

- The assessment is focused on applied competence.
- The primary assessment strategy for this programme rests on successful completion of two self-, school- and mentor-assessed school-based projects.
- The first project should arise from the institutional audit task included in the learning materials for the unit standard Understand school leadership and management in the South African context. The way in which the project is conceptualized, implemented and evaluated as documented and as reported by the school should provide evidence of competence related to the learning outcomes and assessment criteria for the core components of the

programme. Assessment of this first project will be formative in nature and will provide guidance on areas in which evidence of competence has not yet been adequately established. This project should be completed in the last quarter of the first year of study.

- The second project should arise from feedback on the first project and completion of the learning and teaching associated with the core programme. The way in which the second project is conceptualized, implemented and evaluated as documented and as reported by the school should provide evidence of competence related to the learning outcomes and assessment criteria for the core components of the programme, particularly addressing weaknesses or gaps noted in the assessment of the first project. Assessment of this second project will be summative in nature and will be a determining factor in whether or not the requirements of the qualification have been met.
- As support for successful completion of these two projects HEIs and their students may agree on a range of smaller formatively assessed tasks. **It is suggested that the two projects and the assessment thereof, as well as any interim formatively assessed tasks that students considered particularly useful should be included in a portfolio of evidence for the programme. Hence the development of a portfolio is a fundamental module for this programme.**

Overall the assessment evidence should include:

- Assignments and/or examinations, providing evidence of the ability to apply knowledge to practice. This is subject to the caveat that not all formative assessment tasks need be reflected in the portfolio and that the content thereof will be constantly revised and updated to provide evidence of the growing competence of the candidate – this suggests that some earlier material may be replaced by later material that more accurately reflects the current competence of the candidate.
- Oral Presentations, which should be observed in context to assess ability to communicate with comprehension as well as a reflective journal.
- Evidence of self-, peer-, and tutor assessment as well as on-site verification of leadership and management competence.

This means you need constantly to think about the work you are doing for this programme as well as in your everyday activities and consider the extent to which this provides evidence of your competence in school management and leadership.

**Text 5** in your Reader provides a template that you can use to check that you are building evidence of your competence as you work through the programme. It lists all the exit level outcomes that you need to meet. Unit 2 will help you to identify the kinds of evidence that you might need to collate and Unit 3 provides guidelines on the process and how to overcome potential difficulties.



Now that you have read through these descriptions, think about how this relates to the portfolio that you will be developing for the ACE qualification. The following are some of the key questions you could consider:



- What are the key requirements of this portfolio?
- How does the portfolio relate to the principles of assessment in South Africa's outcomes-based education system?
- What will you have to include in the portfolio and what will you leave out?
- What guidelines will you use to determine what you should include in your portfolio?

Let us now look more closely at the purpose, nature and requirements for the kind of portfolio you will be compiling for the ACE programme to understand the key features of a portfolio. We will not be looking at the content, format and technical requirements here, as we will focus on these issues in Unit 3 when you will develop the plan for putting together your portfolio.

### 1.2.1 The portfolio in outcomes-based assessment (OBA)

We started Unit 1 by asking you to review the nature of South Africa's outcomes-based system in **Text 4** of your Reader to understand the context in which you will be developing your portfolio as an instrument in outcomes-based assessment. Now let us focus more specifically on the portfolio requirements within this broader context.

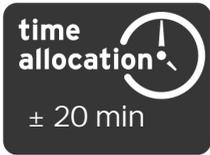


- The evidence you include in the portfolio must be directly linked to the outcomes of the unit standards in the ACE qualification.
- You will have to indicate the link between the evidence and these outcomes for the assessor.
- The evidence you include must cover all the relevant outcomes, i.e. the portfolio must be comprehensive and meet the requirements specified in the unit standards and the qualification.
- You can include evidence of outcomes achieved previously, i.e. historical evidence.
- The evidence in your portfolio must reflect your applied competence, i.e. the integration of practical, foundational and reflexive competence.
- The assessment of the portfolio must be conducted in line with the principles and processes of outcomes-based assessment.
- The portfolio will mainly be used for recording summative assessments, although formative assessments can also be included if they contribute relevant and valid evidence of competence.
- Some students may want to use the portfolio to apply for recognition of prior learning, but the ACE qualification specifies (under 'Recognition of prior learning') that only part of the qualification may be achieved through prior learning. It continues: "A basic premise of this qualification is that the core unit standards cannot be disaggregated – they are interconnected, and must be taught and assessed together. The fundamental and elective unit standards may be achieved through assessment for recognition of prior learning".

## 1.2.2 The portfolio as a flexible assessment instrument



Specific outcome 1 of the portfolio unit standard requires you to demonstrate understanding of the portfolio as a flexible assessment instrument in South Africa.



- What is meant by this? In what way is the portfolio flexible?
- What features of the portfolio make it a flexible assessment instrument?
- What are the different ways in which a portfolio can be used to assess different competencies of different learner groups?



Also consider the following questions in thinking about your portfolio as an integrated assessment instrument:

- In what way should you ensure that your portfolio is an integrated assessment instrument? How can you integrate the different pieces of evidence in your portfolio?
- What can you do to ensure that the portfolio is not simply a record of separate summative assessments?
- How would you demonstrate your applied competence in the portfolio, in other words, how would you demonstrate the integration of practical, foundational and reflexive competence?
- We suggest that you keep the notes you made in this exercise so that you can use them when you draw up your plan for developing the portfolio in Unit 2. We suggest that you keep all such notes relating to the planning of your portfolio in a separate planning folder, so that you can refer to them when you compile the portfolio.



Specific outcome 1 of the portfolio unit standard clearly describes the portfolio as “a flexible assessment instrument in South Africa”. The portfolio is indeed a very flexible assessment instrument, and there are many reasons for describing it as such. Here are some of the features you may have identified as reasons why it is so flexible. As you read through these you should take note of what these features indicate about the portfolio that you will be developing for the ACE qualification.

- Every student can decide on the most appropriate evidence to include in his/her portfolio. Therefore none of the portfolios for the ACE will be exactly the same.
- Portfolios can be used in different situations, and their content can be adapted to suit each situation. For example, the portfolio of a construction worker applying for RPL on the basis of previous work will be different from one developed by a person applying for formal registration as a psychologist.
- You can use the portfolio on its own or together with other assessments, such as formal examinations, third party testimonials, on-site assessments and reflective journals.
- You can include a wide variety of types of evidence in your portfolio, e.g. projects, test results, documents produced in your school, reflective journals, photographs, tape recordings and written records of meetings. It is therefore suitable for demonstrating applied competence, especially through work-based projects.

- Your evidence in the portfolio can span a period of time, thus enabling you to demonstrate consistent performance over a period of time.
- The portfolio allows the opportunity to insert comments on how each piece of evidence relates to the outcomes being assessed.
- You can use the portfolio for recording self-assessment, reflection and the development of your Personal and Organisational Growth Plan to address the gaps you identified through the reflection. (We will be covering this plan in Unit 3.)
- The portfolio is a 'work-in-progress', which means that if the evidence initially submitted for assessment is insufficient, you will be able to insert additional evidence to cover the gaps.
- The portfolio allows you sufficient time to plan the collection of evidence, to collect existing evidence, and/or to produce new evidence. Assessors will provide guidance and assistance to students in the ACE programme on planning the collection of evidence.
- You will be able to use everyday work activities as a manager to produce evidence. This means that you do not have to stop work to produce evidence purely for the purposes of assessment.
- The portfolio allows you to involve relevant people outside the formal learning-assessment process to contribute evidence of your competence. For example, important stakeholders from the school environment can assist in confirming achievement of outcomes. Staff can attest to your commitment to transformation, and members of the School Governing Body can identify weaknesses in the way you chair meetings.
- The completed portfolio can be as small or large as is necessary to demonstrate competence for the specific purpose it was developed. Therefore, your portfolio for the ACE qualification is likely to be quite comprehensive. This is because it must contain evidence of competence in the whole range of school leadership and management, and this evidence will be collected over the two years of the ACE programme.

### 1.2.3 The portfolio as an integrated assessment instrument

The purpose of integrated assessment is to assess the ability of the learner to integrate different parts of a unit standard, module or programme and to demonstrate understanding of the interrelationships. This is not a separate type of assessment, but rather a way in which assessment should be conducted to enable the learner to demonstrate applied competence. Both formative and summative assessments can be conducted in an integrated way.

#### key points



The ACE qualification stresses the integrated nature of the core of the qualification as follows under 'Recognition of prior learning': "A basic premise of this qualification is that the core unit standards cannot be disaggregated – they are interconnected, and must be taught and assessed together".

When you put together your portfolio you must ensure that it is an integrated assessment instrument. There are a number of ways in which you can do this, as indicated in the following features of an integrated assessment instrument:

- Your portfolio should combine a range of formative and summative

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assessment methods.

- Your portfolio should not only include assessments by designated assessors, but should combine these with self-assessment and personal reflection.
- It should also include evidence of competence from a range of relevant persons outside the formal learning-assessment process, such as peers, colleagues, previous employers and other third person testimonies.
- Your portfolio should include evidence from a range of assessment methods and instruments.
- You should ensure that your portfolio demonstrates applied competence.
- The assessment of critical cross-field outcomes should be assessed together with specific outcomes to which they relate. For example, oral communication is assessed through a presentation on some aspect of school leadership. Similarly, the essential embedded knowledge specified in the unit standard should be assessed with the relevant specific outcomes.
- You can include evidence you developed during the programme in your portfolio. However, you can also include naturally occurring evidence from your work in the school that was produced during or before the programme.

Your portfolio must include evidence of integrated summative assessment by the end of the ACE programme to indicate that you have achieved the overall purpose of the qualification.

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You may have noticed that we have consciously applied the principles of integrated assessment in the assessment of this module. For example, we integrated the assessment of critical cross-field outcomes and essential embedded knowledge with the specific outcomes, we designed assessments on the basis of a combination of outcomes and assessment criteria, and we encouraged you to include evidence of applied competence in your portfolio. Now we have thought about WHAT a portfolio is, we can begin to think about HOW we can put one together.

## 1.3 How can we develop a portfolio?

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In this section we will look at the process of developing a portfolio. We will also look at how you should link the process to the main elements of the portfolio, i.e. the purpose that the portfolio must serve, its format and content. Although Unit 2 focuses on the actual plan to develop your portfolio, this section encourages you to start thinking about the process of putting together your portfolio.

It is very important that you give careful consideration to the compilation of your portfolio. Keep in mind that you will be putting this together over a period of about two years, if you are doing this programme on a part-time basis. You will also have to combine your work on the portfolio with your regular work, and still meet the deadlines for assignments.

There is no one correct process for developing a portfolio. We have already indicated that every portfolio is unique because the portfolio is a flexible assessment instrument. What is important is to make sure that the process for developing your portfolio is directly linked to its purpose, i.e. to demonstrate competence in the ACE qualification. This will obviously have a direct impact on decisions you make about the content and format of the portfolio.

Some of the issues that you will have to consider are: How are you going to tackle the process? How are you going to fit the work on your portfolio into your regular work schedule? Where should you start? What are the assessors' requirements for the format and structure of the portfolio? How do you determine what to include in your portfolio?

Let us see what guidelines are provided on the purpose, content and format in the ACE qualification and the portfolio unit standard.

- The qualification requires you to “Develop a reflective portfolio to present evidence of school management and leadership competence in the South African context”.
- The purpose of the qualification states that “Its purpose is to develop in these educators the fundamental knowledge, skills, and values/attitudes/attributes so that they can lead and manage schools effectively and contribute to improving the delivery of education across the school system. The programmes leading to the qualification should have an impact not only on individuals, but on the school as well as the system as a whole”.
- The qualification requires a “portfolio in which the school managers provide evidence from a variety of sources that they have the personal qualities and abilities required to lead and manage South African schools. This portfolio will also draw on the assessment tasks completed for the constituent unit standards in this qualification ... the portfolio will provide a means to assess the impact of the programme on student learning”.
- The unit standard range states that your portfolio must provide evidence of applied competence in terms of the core exit level outcomes of the ACE. These are: Lead and manage people, Manage organizational systems and physical and financial resources, Manage policy, planning, school development and governance, and Manage teaching and learning.

- Under 'recognition of prior learning' the qualification states: "A basic premise of this qualification is that the core unit standards cannot be disaggregated – they are interconnected, and must be taught and assessed together".

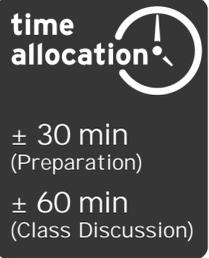


Here are some guidelines on the process of developing your portfolio:

- Make sure that you clearly understand the purpose of the portfolio you will be compiling, as this will impact on its format and content, and also on what you do to compile the portfolio.
- Determine the target audience of the portfolio, i.e. who will be assessing it. Make sure that you have a clear understanding of their expectations in respect of the format and content of the portfolio.
- Identify the criteria that the assessors will be using in judging your portfolio. (Study the analytic rubric in Text 3 of your Reader. This is a rubric developed by the Department of Education as a guideline for the assessors of this module.)
- Determine the explicit requirements that are provided in the ACE qualification and the portfolio unit standard as listed above.
- Also determine other implicit requirements of a portfolio. These would be implied by the nature of the portfolio within the outcomes-based assessment system, and its features as a flexible assessment instrument that demonstrates applied competence through integrated assessments.

It should be clear from all the references to the qualification and portfolio unit standard in this module that you need to study these two documents very carefully (Texts 1 and 2 in your Reader), as they provide clear guidelines on what you must present to demonstrate the competence required to qualify for the award of the ACE (School Leadership). We will look in more detail at the content of your portfolio in Unit 2, but we already have the following information about what you need to include in it:

- Documentation related to your two work-based projects
- Assignments and/or examinations, oral presentations, covering the key performance areas of school managers
- Evidence of peer assessment, self-assessment, tutor assessment as well as on-site verification of practical management competence by an authorised verifier from your Higher Education Institution (HEI) or the Department of Education (DoE)
- Information from a variety of assessments, including assignments completed before and during the programme, authentic work-based products, third party testimonies and on-site assessments
- Information demonstrating personal qualities as well as knowledge and practical competence
- Relevant linking, explanatory, and reflective commentary. (We will be looking at these requirements in more detail in Unit 3.)



You now have quite a lot of information to use for describing the process for developing your portfolio. Write down the main steps in the process together with key issues that need to be considered. Also indicate the links between the purpose, format and content of the portfolio and the process for developing it. Use these notes as the basis for participating in a class discussion on the process of developing the portfolio for the ACE qualification. Revise your notes after the class discussion to incorporate relevant ideas that were raised by the group. Keep your notes and use them when you start planning the actual development of your portfolio in Unit 3.

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## 1.4 What are other uses of the portfolio?

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Apart from its direct use in this programme, the portfolio that you develop will also provide evidence of your competence with respect to Integrated Quality Management System (IQMS) appraisal requirements. The IQMS will be discussed in more detail in the core module *Lead and manage people*. **Text 6** in your Reader provides an overview of evidence required for IQMS purposes which might overlap with evidence required for this programme.

## 1.5 Conclusion

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In concluding this unit we highlight the following learning points that you can take forward in drawing up your plan to develop your portfolio. This will be the focus of the next unit.

- You will be using the portfolio as a diagnostic tool to identify your strengths as well as the development areas you need to attend to during the ACE programme. This will enable you to identify the evidence you have to produce or collect to ensure that you meet all the requirements of the ACE qualification. In addition, you will be expected to do a self-assessment towards the end of the programme so that you can record further learning and other development actions in your Personal and Organisational Development Plan (which is covered in Unit 3).
- You will be doing many practical exercises, work-based application projects and other assignments during the ACE programme. Many of these will be more formative in nature, i.e. they will be an integral part of the learning process and assist you to make progress towards achieving the outcomes of the ACE qualification.
- In addition, every module of the ACE programme will have at least one, but sometimes more, written, oral or practical assignments that are primarily focused on assessing whether you have achieved specific outcomes described in the unit standards and/or exit level outcomes of the qualification. The objective of these assessments is to judge whether you have met the requirements to be certified as competent in that area.

As before, we suggest that you now look back at the learning outcomes specified at the start of this unit and make some notes about any questions/issues that you need to raise in your next discussion class or networking meeting.

# Planning the Portfolio

unit

2

## Introduction

Unit 2 learning outcomes  
How will this unit be assessed?

2.1

## What are the assessment requirements of the ACE qualification?

2.2

## How can we collect "evidence"?

- 2.3.1 What is evidence?
- 2.3.2 Types of evidence
- 2.3.3 The rules of evidence
- 2.3.4 Sources of relevant evidence for the portfolio
- 2.3.5 The process of collecting and selecting evidence
- 2.3.6 Main steps in collecting and selecting evidence

2.3

## How can we plan to develop the portfolio?

- 2.4.1 The importance of planning your portfolio
- 2.4.2 The content and format of the plan
- 2.4.3 How to go about drawing up the plan
- 2.4.4 Preparing to compile the portfolio
- 2.4.5 Characteristics of a well-organised portfolio
- 2.4.6 The format of the portfolio
- 2.4.7 The contents of the portfolio

2.4

## Conclusion

2.5



# Planning the portfolio

## 2.1 Introduction

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Now that you know what a portfolio is, and recognise its value in the development and appraisal of educators, we can move on to looking at how you will go about planning and preparing to compile your portfolio. You already understand that the purpose of this portfolio is to reflect your management and leadership competence in relation to the ACE qualification.

Clearly, it is important that you understand what evidence you will have to provide of such competence. Therefore, we begin Unit 2 by analysing the evidence requirements in the ACE qualification. We then explore what is meant by 'evidence' to help you identify relevant sources of evidence. The rest of this unit will guide you through the process of planning and preparing to compile your portfolio so we are moving in this unit from theory to practice. It will also assist you to develop your action plan for putting the portfolio together.

### Unit 2 learning outcomes

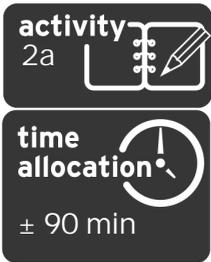
At the end of this unit you should be able to provide evidence of achievement of the following main outcomes:

- Identify and respond appropriately to the assessment requirements of the qualification
- Identify appropriate evidence
- Develop a plan for the compilation of your portfolio.

### How will this unit be assessed?

The portfolio unit standard requires you to 'Develop a plan for the collection of relevant evidence for the portfolio from a variety of sources' (SO 2, AC 3). This means that you will have to submit this plan for summative assessment after completing Unit 2.

You will notice that most of the activities in this unit are designed specifically to assist you to draw up the action plan for compiling your portfolio. This means that you will be using the notes that you made in all the activities in drawing up this action plan.



Get a small group of fellow students in the ACE programme together, or if this is not possible, get some colleagues together. Read the following scenario and answer the questions below it.

You have to select a new principal and you are preparing to interview the first candidate. You have asked her to bring evidence from her previous work as principal of a small school. She was a senior educator for ten years, a deputy principal for three years and acting principal for the past two years.

The selection panel has decided that all candidates will be assessed in terms of the following main categories:

- Knowledge and understanding of school leadership and management: e.g. of relevant legislation, and the operation of School Governing Bodies
- Practical skills in executing the tasks of a school principal: e.g. planning and chairing staff meetings, and establishing financial management systems
- Personal qualities: e.g. the ability to motivate and lead members of staff, the ability to think strategically, and flexibility
- The ability to apply knowledge and understanding under real workplace conditions: e.g. creating a disciplined school environment, delegating tasks to staff members, and establishing school management systems.

You can restrict your discussion to this list, although you will surely be able to add many more discussion points.

Now consider the following questions:

- What are typical examples of the kinds of evidence you would expect her to provide for the four types of competencies?
- Do you think she will have to use different ways of demonstrating knowledge, understanding, practical skills, personal abilities and application?
- What difficulties do you expect she will have in proving her competence?
- Do you think it will be more difficult for her to demonstrate competence in respect of personal abilities? If so, why do you think this is so?
- How will you judge that the evidence she provides is relevant?
- How will you ensure that the evidence she provides is really her own work?
- Will you accept documents she developed four years ago as relevant evidence of her competence? What will be required to ensure that her competence is still current?
- What criteria will you use to reject evidence that she provides? In other words, what would you consider to be invalid or irrelevant evidence?



*We hope that the discussion has made you think about issues related to the evidence that you will have to put together in your portfolio. Some of the issues you might have considered are:*

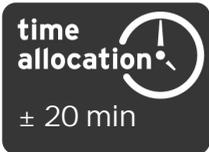
- *The kind of documents that a candidate school principal or manager would need to produce as proof of competence*
- *Typical sources of evidence that would have been produced over a number of years*

- 
- *Selecting relevant documents and other evidence to prove competence in respect of different types of competencies*
  - *The difficulties you may encounter in providing tangible proof of personal abilities*
  - *How to distinguish between relevant and irrelevant evidence*
  - *The need to substantiate the authenticity of documents*
  - *Addressing the fact that documents previously produced do not necessarily prove current competence*
  - *Selecting evidence that is relevant to the criteria used to judge your competence in the exit level outcomes of the ACE qualification.*
- 

We will clarify these and other issues related to the process of collecting/producing evidence for your portfolio as we work through this unit.

## 2.2 What are the assessment requirements of the ACE qualification?

Now that you have explored some of the challenges you will face in trying to prove your competence as a school manager/leader, let us turn to the assessment requirements of the ACE programme. These are the requirements that you will have to meet if you want to be awarded the ACE qualification at the end of the programme. The qualification itself and the portfolio unit standard are the best sources of information on the assessment requirements. You will also find additional information on assessment requirements in the other unit standards of the qualification, but it is not necessary to refer to these at this stage.



Read through the key points below on the requirements specified in the ACE qualification and the portfolio unit standard. You could also read through the qualification itself. Underline or highlight all the words and phrases that provide some indication of assessment requirements you will have to meet. Pay particular attention to the 'Integrated assessment' section in the qualification. You can also start making notes next to the sections you underlined or highlighted about documents that would demonstrate your competence. For example, you may have drawn up a very good budget, or you may have examples of policies and procedures you developed to improve school management.

Keep a record of any notes you made, as you will be using these in the other activities in this unit.



The following are the main assessment requirements described in the ACE qualification and the portfolio unit standard:

- You will have to demonstrate competence in respect of the core exit level outcomes of the ACE: i.e. Demonstrate effective language skills in school leadership and management (ID number 115440); Manage teaching and learning (US 115436), Manage policy, planning, and school development (US 115439), Lead and manage people (US 115437), and Manage organizational systems and physical and financial resources (US 115434).
- The qualification also requires you to demonstrate the integration of three main types of competencies described in the qualification, i.e. knowledge, skills and personal qualities, as well as the integration of the core unit standards. The ACE qualification states that these unit standards "cannot be disaggregated – they are interconnected, and must be taught and assessed together". [You should also take note of the requirements regarding horizontal and vertical integration described in the Norms and Standards (2000: A-57).]
- You will also have to demonstrate applied competence: i.e. the ability to competently engage in appropriate practices (practical competence), to understand the theoretical bases for these practices (foundational competence), and reflect on and improve your engagement in such

- practices (reflexive competence).
- The qualification indicates that your competence must be demonstrated through case studies, problem-solving assignments, practice in simulated and in situ contexts, a portfolio with resources and materials, projects, as well as written and oral examinations.
  - The evidence that you present must include assignments and/or examinations, oral presentations in authentic contexts, and two or more authentic work-based projects.
  - Your competence must be assessed through peer assessment, self-assessment, tutor assessment and on-site verification of practical management competence.
  - The on-site assessment must assess the extent to which school managers can work competently, flexibly, responsively and effectively in authentic organisational contexts.
  - You are also required to describe the links between the evidence and the relevant exit level outcomes.
  - Lastly, you need to provide evidence of all the above in a 'reflective portfolio' in which you reflect on your own practice and on the learning achievements demonstrated by the portfolio.

## 2.3 How can we collect "evidence"?

### 2.3.1 What is evidence?

Within the context of outcomes-based assessment, evidence is the tangible proof that is produced by individuals (or about them) in order to demonstrate competence in respect of defined outcomes and assessment criteria. The evidence is used as a basis for making judgements about the competence of individuals in relation to outcomes described in unit standards, qualifications or other performance standards. Therefore there must be a direct relationship between the evidence and the outcomes. Evidence can be provided in a variety of ways, on condition that the evidence presented is tangible and perceivable with the senses.

### 2.3.2 Types of evidence

SAQA describes the difference between the three main types of evidence as follows (Oct. 2001: 38-39):

**TABLE 1: THREE MAIN TYPES OF EVIDENCE**

DIRECT EVIDENCE	INDIRECT EVIDENCE	HISTORICAL EVIDENCE
<ul style="list-style-type: none"> <li>• This is actual evidence produced by the candidate.</li> <li>• This is the most valid and authentic evidence and should be the primary source of evidence.</li> <li>• This is particularly valuable if the assessor works with the candidate on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>• This is evidence produced about the candidate by a third party, other than the assessor.</li> <li>• It can be used to verify the authenticity of other forms of evidence.</li> <li>• Witnesses must be familiar with the standards required and able to comment authoritatively on the candidate's performance.</li> </ul>	<ul style="list-style-type: none"> <li>• It is evidence of what the candidate was capable of doing in the past.</li> <li>• It is the least reliable, because it does not guarantee or prove current competence.</li> <li>• It usually needs to be checked for authenticity and supplemented by an assessment of current competence.</li> </ul>
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Direct observation of tasks and activities</li> <li>- Oral or written answers to questions</li> <li>- Evaluation of products or output</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Testimony from colleagues and supervisors</li> <li>- Work completed previously</li> <li>- Training records</li> <li>- Customer ratings</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>- Previously completed products and portfolios</li> <li>- Performance appraisals</li> <li>- Certificates and qualifications</li> <li>- Medals, prizes and testimonials</li> </ul>

### 2.3.3 The rules of evidence

The description of evidence above already indicates some requirements for the evidence you will have to include in your portfolio, i.e. it must be tangible, perceivable and directly relevant to the outcomes specified in the ACE qualification. In addition the evidence must also be valid, sufficient, authentic and current, as indicated in the rules of evidence in the following table:

**TABLE 2: RULES OF EVIDENCE (KENWRIGHT & HATTINGH. 2004: 16)**

RULES OF EVIDENCE
<b>VALID</b>
<ul style="list-style-type: none"> <li>- Does it measure what it claims to be measuring?</li> <li>- Does it relate to the specific outcomes and assessment criteria?</li> <li>- Does it stay within the parameters of what is required?</li> <li>- Is it in a form that will allow accurate judgement to be made of the candidate's level of competence?</li> </ul>
<b>SUFFICIENT</b>
<ul style="list-style-type: none"> <li>- Is there enough evidence to make an accurate judgement about the candidate's performance?</li> <li>- Does the evidence show, beyond reasonable doubt, that the required standards have been achieved?</li> <li>- Does the evidence indicate that the competence is truly embedded in the candidate?</li> <li>- Does the evidence cover all the conditions indicated in the range statement?</li> </ul>
<b>AUTHENTIC</b>
<ul style="list-style-type: none"> <li>- Is the evidence the candidate's own work?</li> <li>- Was it achieved by the candidate alone? (If not, the candidate's contribution must be clearly described.)</li> <li>- Did the candidate really produce the evidence?</li> </ul>
<b>CURRENT</b>
<ul style="list-style-type: none"> <li>- Does the evidence reflect current competence?</li> </ul>

The evidence you include in your portfolio must meet these requirements for it to be considered in judging your competence. Keep this table with the notes you have started collecting for your portfolio. As you select evidence, use the table as a checklist to make sure that the evidence you include in your portfolio is valid, sufficient, authentic and current.

### 2.3.4 Sources of relevant evidence for the portfolio

Now that you have a clearer understanding of the meaning of evidence, the types of evidence and the rules for evidence, we can start looking more closely at the possible sources of evidence for your portfolio.

The following are typical sources of evidence that you could include in your portfolio:

- Products of your work performance: A portfolio could include practical, work-related examples of your attempts to meet the standard in the work you do. These may be letters, memos, reports or project plans produced during the course of your work. It could also include operational plans that you developed for your school, budgets you compiled, or flow charts you developed.
- Evidence from supplementary activities: The on-site assessors may suggest a project or assignment to supplement existing evidence to ensure that you cover all the requirements specified in the ACE qualification.
- Observation by the assessors: This will be notes from on-site assessors describing what they observed about your competence in the classroom, in simulations or in other authentic work situations. This could include observations of your presentation in a meeting, or your feedback to a group.
- Confirmation from others: This could be letters, reports or appraisals from your managers, colleagues or other observers, or records of performance appraisals that confirm your work and abilities. These types of documents are referred to as witness testimonies or endorsements.
- Photographs or videos: This should be accompanied by a description of the outcomes they relate to and confirmation of authenticity, e.g. a signed note from a manager.
- Certificates: Certified copies of certificates awarded for formal learning programmes successfully completed may be valuable sources of evidence. These should be directly related to the outcomes being assessed and should include a transcript of the areas or papers covered.
- Awards or other recognition: This may include departmental or other awards serving as independent confirmation of achievements for excellence, or making a valuable contribution to your school or community in some way. These should, when possible, include the original citation, or speech made at the time of the award.
- Interviews and questioning: You should include records of formal interviews you had with your assessor in your Portfolio of Evidence (PoE), as well as questioning sessions that formed part of the formal assessment.

In the selection of evidence you need to bear in mind the transformational focus of the programme. What does the evidence that you select say about your ability to transform yourself and your school? Can you demonstrate consistently over time your ability to bring about change for the better?



The first column in the table below lists possible sources of evidence for your portfolio. Use the list to identify which are most relevant for demonstrating the competencies described in the ACE qualification, i.e. knowledge, understanding, practical skills, personal abilities and application.

Useful references here are Annexure C and the *SACE Guidelines to compiling professional development portfolios – a resource for school-based educators* ([www.elrc.org.za](http://www.elrc.org.za)). These documents give typical examples of sources of evidence from the school environment.

**TABLE 3: SOURCES OF EVIDENCE**

SOURCES OF EVIDENCE	RELEVANCE AS EVIDENCE OF KNOWLEDGE, UNDERSTANDING, SKILLS, ABILITIES OR APPLICATION
- Case studies	<i>E.g. knowledge, understanding and application</i>
- Certificates	
- Curriculum Vitae	
- Designs and diagrams	
- Descriptions of observed performances	
- Essays	
- Interviews	
- Observations	
- Peer review reports	
- Portfolios of resources and materials	
- Practice in simulated and real contexts	
- Problem-solving assignments	
- Projects	
- Reports	
- Samples of course activities	
- Self-reflective diary	
- Situation analysis	
- Swot analysis	
- Testimonials	
- Written and oral answers to questions	
- Other	



*By now you would have realised that you can include a wide range of sources of evidence in your portfolio. Please note that one source of evidence can be appropriate for demonstrating more than one competency, as indicated in the example of 'Case study' above. Your selection of the source of evidence will be determined by the guidelines provided in the unit standards or in the various assignments that you will be doing during the programme.*

### 2.3.5 The process of collecting and selecting evidence

It is very important that you plan the collection of evidence to ensure that you collect the evidence that is relevant to the outcomes specified, and that you do it in such a way that you use your time effectively.

There are no fixed rules about how you should go about collecting the evidence for your portfolio, and you will have to find a way that works best for you. The main steps you need to consider in planning the collection and selection of evidence for your portfolio are described below. Use them as guidelines to develop your own plan.

### 2.3.6 Main steps in collecting and selecting evidence

- You should start with the qualification by analysing the exit level outcomes of the five core exit level outcomes of the ACE. (Refer back to the notes you made in the earlier activity in this unit, in which you identified the assessment requirements of the qualification. See also **Text 5** in your Reader)
- Determine which competencies must be demonstrated where, and whether these relate to knowledge, understanding, skills, personal qualities or application.
- Identify other specifications in respect of evidence, for example those described in the range statements and in the assignments of the different modules of the ACE programme.
- Determine what would be the most appropriate evidence for each competency.
- Indicate the evidence that is already available, i.e. that you have already produced as part of your work as a school principal or manager.
- If such evidence is already available, think about where you will find it, and what you will have to do to obtain it.
- Check that the existing evidence relates directly to the outcomes. Also check whether the evidence is sufficient, or whether you will have to provide additional evidence of competence.
- Identify the evidence that is not yet available and that you will have to produce. Take note of the requirements relating to this evidence.
- Determine what would be the most appropriate type and source of this evidence.
- Consider whether you will be able to produce this during your regular work or not. You may be able to use an authentic work activity to produce the evidence, such as the planned revision of your school's disciplinary code.
- Describe the best way of acquiring this evidence. You may have to produce it from scratch, or you may be able to adapt something you have already done. You may have to approach someone to provide written testimony of your

competence in this area. The nature of the evidence required will indicate the most appropriate source.

- Think of the people who you could involve in producing the required evidence, but remember that the evidence must be your own authentic work. For example, you could ask previous managers or colleagues to write testimonials for you. You could also ask colleagues to assist you in identifying evidence from previous projects.
- Consider the rules of evidence to determine if the evidence is valid, reliable, current and authentic. If the evidence does not meet these requirements, think about what you need to do to ensure that it does. For example, you may need to supplement the evidence with additional evidence.
- Consider when you need to provide the evidence for assessment to ensure that you plan to have it in time.

Given the core learning outcomes of the programme, we suggest that you start your portfolio with a SWOT analysis of your own current competencies and your school's current performance with respect to the core learning outcomes on people, policy and planning, resource management and teaching and learning. The former could be based on an extended CV and a reflection; the latter could be based on your school's current development and improvement plans. This gives you a baseline against which you can assess your progress as you work through the programme.

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*It is generally accepted that time spent up front planning a project or event has many benefits, especially in contributing to smooth implementation. The same is true about your portfolio, and here are some of the reasons for planning its development:*

- *To ensure that you have all the evidence necessary to qualify for the award of the qualification*
- *To ensure that you set aside sufficient time for completing the assignments for the modules of the ACE programme*
- *To use the available time effectively, as you will be developing your portfolio while continuing with your regular responsibilities at your school*
- *To make the best use of the evidence that you already have*
- *To collect naturally occurring evidence where possible, i.e. evidence that you produce as part of the daily execution of duties at your school*
- *To identify documents/products that will serve as evidence of more than one competency, for example a project plan could reflect your knowledge, skills and application*
- *To identify documents that could serve as evidence in respect of more than one of the core exit level outcomes, e.g. a report on how you tackled and resolved a particular problem in your school could indicate competence in respect of organisational systems, policy making, people management, school discipline and financial management*
- *To be able to plan and schedule activities for producing evidence that you do not already have available*
- *To avoid wasting time collecting evidence that you cannot use because it is not related to the competence you are required to demonstrate*
- *To give sufficient warning to persons who will be assisting you to gather the evidence, e.g. previous managers who you will ask to write*

.....

*testimonials*

- *To allow sufficient time to procure and copy documents that may not be at hand, and for making certified copies.*
- .....

## 2.4 How can we plan to develop the portfolio?

### 2.4.1 The importance of planning your portfolio

The portfolio will be the main instrument that will determine whether you will be awarded the ACE qualification. Therefore we suggest that you spend some time planning it. Furthermore, you will be compiling the portfolio over two years, so planning the portfolio at the start will assist you to use the available time effectively. You may already have identified a lot of evidence that you have developed over the years that you are going to include in your portfolio.

### 2.4.2 The content and format of the plan

You can decide on the content and format of the plan for developing your portfolio as there are no requirements in this regard. You will be using the plan throughout the ACE programme, so you must ensure that the document helps you to develop your portfolio.

The portfolio unit standard (SO 2, AC3) requires you to develop a plan for the collection of relevant evidence for the portfolio, and provides the following guidelines for this plan:

- The purpose of the plan is to assist you in planning and preparing to compile your portfolio.
- The plan must describe how you will collect evidence to reflect your management and leadership competence.
- The plan must describe how you will collect relevant evidence from a variety of sources.
- You must also indicate the different types of evidence that you will submit to demonstrate different competencies, i.e. knowledge, skills, personal abilities and application.

### 2.4.3 How to go about drawing up the plan



We suggest that you start by listing the content that you are going to include in your plan. Do this part of the exercise on your own.



The following are some of the areas that you should consider covering in your plan:

- Exit level outcomes
- Competencies described in the outcomes, i.e. knowledge, skills, personal abilities, application, or a combination of these
- Evidence required
- Appropriate sources of evidence
- Evidence that you already have available
- Evidence that you will have to produce
- Actions required to develop or obtain evidence
- Deadlines for submission of evidence, e.g. for assignments you have to complete in modules of the ACE programme

- Time you will allocate for obtaining the evidence
- Some way of tracking your progress.

Now that you have identified the main content of the plan, you should think about the format that you would find most valuable to work with. You could present your plan in a table, mind map, flowchart or text with bullets and sub-bullets. Develop a rough outline of your plan before you continue. Since you will be collecting evidence for your portfolio over a period of time, you need to build into your plan times when you will need to make a judgement about what to develop, what to put in and what to leave out. Your portfolio should grow cumulatively during the course of the programme and not be hurriedly compiled right at the end.

We suggest that you compare your ideas on the plan with other students on the ACE programme and with your mentor. Discuss the strengths and weaknesses of your plans, and use the feedback to identify how you can improve your plans. Revise your own plan after the group discussion, and then submit it for assessment. Study the feedback from the assessor and mentor and use it to assist you in gathering relevant evidence that meets all the rules of valid evidence.



*Texts 7 and 8 in your Reader give an example of a format you could use for your plan, but you do not have to use this template. You can adapt it to suit your own needs, e.g. by adding more items. You could include a separate page for each of the exit level outcomes of the ACE qualification in your plan.*

*Alternatively, you could use a different format that suits your style so that it is something that you will actually use for the planning and preparation for compiling your portfolio.*



- The main purpose of this plan is to assist you to compile your portfolio, therefore it must be user-friendly, and it must be workable.
- You may find that you will adapt your plan as you go along, as you identify issues that would be useful to track, but that is acceptable.
- You will be given assignments in the modules of the ACE programme, and these will also give you indications of what you need to include in your plan.
- Refer to Text 6: Examples of portfolio evidence in the IQMS. This table lists possible sources of evidence that you could use in your portfolio. There are also cross-references to the IQMS performance standards and criteria.
- You should insert the cross-references to evidence that will be relevant for more than one unit standard or outcome.
- Remember to submit your plan for assessment, and study the assessor's feedback to improve your plan, where necessary.
- The assessor will also assess your achievement of the following critical cross-field outcomes (CCFOs) in the plan. These are included as a requirements in the ACE qualification, so make sure that you have covered these areas in developing your plan:
- CCFO 3: How to organise and manage yourself in the learning process

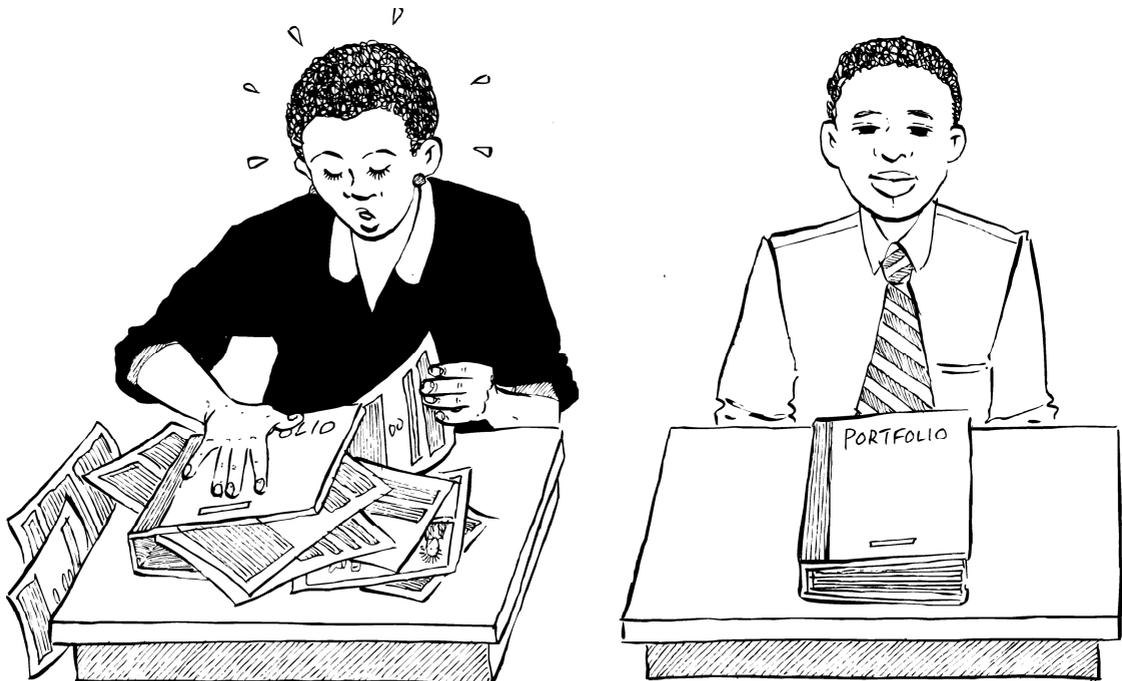
and putting together the portfolio;

- CCFO 4: Collect, analyse and critically evaluate information; and
- CCFO 5: Communicate effectively using language skills in the mode of written presentation.
- Remember to plan the involvement of people who will assist you in preparing and collecting evidence. This could include colleagues and/or previous or current managers who could confirm evidence of your work or products you have developed. Your plan should describe when you will be contacting them to inform them of the evidence collection process and to get consent for their participation.
- You should also include the completed plan at the beginning of your portfolio when you submit it for final assessment. This will be useful for the assessor who will be assessing your portfolio, as it will reflect on your ability to plan and your competence in the above-mentioned CCFOs.

#### 2.4.4 Preparing to compile the portfolio

Refer back to the section on 'The process of developing a portfolio' in Unit 1 and the notes you made during the activity on this section.

#### 2.4.5 Characteristics of a well-organised portfolio



*Figure 1: How organised will you be when the time comes?*

Remember that you will be submitting your portfolio for assessment, and that it will be the main product that will be used to determine whether you have demonstrated the competence to be awarded the ACE qualification. It is therefore in your own interest to provide the assessors with a portfolio that looks

professional. This will not only make it easy for the assessors and moderators to judge your competence, but it will also help you in putting the portfolio together.

Make sure that you pay attention to the following main characteristics of a well-organised portfolio. These factors will also be taken into consideration in assessing your competence in managing information, as described in the critical cross-field outcome 'Collecting, analysing, organising and critically evaluating information'.

- Organise and structure your portfolio clearly, logically and in a user-friendly way so that the assessors and moderators can easily locate the evidence. You will probably have to revise this at the end when you have collected all the relevant evidence.
- Insert a contents page in the front and number every document that you include in the portfolio. The content list must be sufficiently detailed to assist the assessors and moderators to access relevant information easily.
- Different sections of the portfolio must be clearly demarcated and labelled, for example with numbered or coloured dividers.
- All evidence must be labelled, and you must cross-reference each piece of evidence with the appropriate part of the unit standard and/or qualification. This is very important as it will avoid you ending up with crates full of documents, and not being able to remember where they fit into the portfolio, or what outcomes they relate to.
- The evidence in the portfolio must be directly related to the outcomes in the unit standards and/or qualification, and must meet all the requirements specified. The portfolio should reflect your management and leadership competence as described in the qualification and unit standards.
- The evidence must reflect your knowledge, skills, personal abilities as well as applied competence.
- Make sure that all relevant information and documents are in the portfolio. Where documents are not included provide a description of where the assessor can find them. (This would apply to evidence that cannot be inserted in the portfolio, e.g. a data capturing system you had installed in your school.)
- Make sure that you record relevant evidence in some way, e.g. in a document, photo or video, so that you can include it in your portfolio.
- The evidence in the portfolio should contain a variety of items to show consistent performance over a period of time.
- Avoid repetition of evidence included in the portfolio by cross-referencing documents. For example, you may have a letter from the Department of Education complimenting you on an achievement, which is relevant to three exit level outcomes of the qualification. Only include this letter once, but insert references to it under all the outcomes it relates to.
- The portfolio unit standard also specifies that you should include "relevant linking, explanatory, and reflective commentary" in the portfolio. (We will be exploring this issue further in Unit 3.)

#### 2.4.6 The format of the portfolio

Given the uniqueness of the portfolio that each student in the ACE programme will develop, there is no uniform template that will suit everyone's needs. In fact, there is no magic formula for compiling your portfolio. Generally, the evidence in the portfolio is presented in a ring binder or a box file.

The portfolio for the ACE qualification is likely to be quite comprehensive as it covers a wide range of school leadership and management competencies. You will probably collect a lot of evidence over a period of two years, and include evidence you produced previously.

We recommend that you discuss the format with the assessors who will be assessing your final portfolio to reach agreement about the most appropriate format in which to present your evidence. An example of the content of a portfolio is attached as Text 7.

### 2.4.7 The contents of the portfolio

Let us go back to the ACE qualification to determine what requirements are specified. It states that your portfolio must provide evidence from a variety of sources that you have the personal qualities and abilities required to lead and manage in South African schools. “This portfolio will also draw on the assessment tasks completed for the constituent unit standards in this qualification.”

When seen against the assessment of leadership and management competence completed at the outset of the programme (see the unit standard ‘Understand school leadership and management’), the portfolio will provide a means to assess the impact of the programme on student learning” (Text 1 under ‘integrated assessment’).



Go through all the documents that provide guidelines on the portfolio to identify the content you must cover in your portfolio. This would include the following:

- The ACE qualification: Refer back to the notes you made in the section ‘Assessment requirements specified in the ACE’ at the beginning of Unit 3. Here we already noted the content to be covered in the portfolio, especially the demonstration of competence in the four exit level outcomes.
- The portfolio unit standard: The content is clearly described in SO 3 and its assessment criteria, and in the unit standard range, especially after number 18.
- *Norms and Standards for Educators*: The ACE qualification states that “the integrated assessment strategy is based on the Norms and Standards for Educators”. What additional requirements are there in this document?
- The IQMS: Refer to Text 6: Examples of portfolio evidence in the IQMS.

Make notes of all the requirements and keep them in your portfolio planning folder for easy reference.



You should also pay attention to the requirements relating to the more cross-cutting competences in the other fundamental unit standard of the ACE qualification as well as the core unit standard relating to language use. You will be able to demonstrate your competence in respect of some of the outcomes in your portfolio, as indicated below:

- US 115440: 'Demonstrate effective language skills in school management and leadership'. Your competence in written language skills will be demonstrated in the documents you include in the portfolio. Your listening and speaking skills will be assessed during class discussions as well as during on-site assessments, e.g. in your facilitation of staff meetings.
- US 115433: 'Demonstrate basic computer literacy in school management'. Your competence in using information and communication technology will again be assessed partly through the evidence you include in your portfolio (e.g. Word, Excel and PowerPoint documents). You will be able to demonstrate additional skills in information and communication technology during on-site assessments.

Also make sure that you include evidence of your competence in the critical cross-field outcomes in your portfolio. These have been included in the portfolio unit standard for a reason, not just because they look impressive on paper. These are designated as 'critical' because the designers of the qualification considered them to be important to the work and life of a school manager. You will notice that they have been incorporated into the assignments in this module, as well as in the activities and assignments of other modules of the ACE programme.



The content of the portfolios of the students in the ACE programme will differ greatly, as everyone will submit different pieces of evidence to demonstrate their competence. However, it is possible to identify the items that should be in every portfolio. You can refer to the example of the content in Text 7 again. You should use the ideas you have on the portfolio to adapt this example, where necessary.

Use the items listed below to plan the content of your portfolio.

- Title page: This should indicate your name, the ACE qualification and the date of submission.
- List of contents: This must be sufficiently detailed to assist the assessors and moderators to locate evidence.
- Personal details: This should include a CV with details of qualifications, certificates and awards, previous formal programmes completed, your work history, and a description of your current management position. You could also describe your involvement in community projects or voluntary work. The CV must be focused on previous training, experience and activities relevant to school leadership and management competencies. Certified copies of qualifications and certificates of achievements such as merit awards should also be included in this section.
- Qualification: Insert a copy of the ACE qualification as a reference for assessors and moderators. You could also include a copy of each unit standard under the relevant section. However, this may not be practical as the unit standards alone almost fill a lever arch file.
- Plan for compiling the portfolio: Insert the plan you developed earlier in this unit on how you will go about compiling your portfolio.
- Sections for modules: Include different sections for every module of the programme to insert your evidence.
- Introductory page for each section: It would be useful to include a page at the beginning of each section, describing the content of that section. This could include a list of all the evidence provided, with cross-references to

relevant outcomes. This could also include a summary of that section, describing how it reflects your competence. It would assist the assessors and moderators if you included the specific outcomes and assessment criteria of the unit standard that the section relates to.

- Evidence: The qualification and portfolio unit standard requires you to insert the following in your portfolio:
  - Course activities/assignments/projects/examinations that provide evidence of knowledge, practical competence and personal qualities described in the five core exit level outcomes, as well as the ability to apply relevant knowledge to the reflective practice of management
  - Two or more work-based projects capable of assessing the five core unit standards which will be assessed on process as well as product, and be an authentic task (“For example, developing, implementing and monitoring a development plan for the school/subject/department, an administrative system, a professional development initiative, a budget and financial reporting system, or a plan for improving the pastoral care and discipline in the school”) (Refer to the template in **Text 5** of your Reader.)
  - Explanations of the links between the evidence and relevant exit level outcomes; (This is also stressed in the Norms and Standards document (2000: 4-58): “Most of the required evidence presented must reveal the candidate’s ability in problem-solving, critical engagement, reasoning, analysis and synthesis”)
  - Written feedback received on all these assignments, projects and examinations submitted for assessment
  - Reports by others (e.g. supervisor, colleagues, parents, members of the community) to support learning achievements
  - Records of oral presentations (preferably in authentic contexts such as staff meetings, or parents’ meetings) that provide evidence of communicative ability and understanding of concepts involved.
- Assessment records: This would include records of on-site assessment of practical competence in authentic work contexts; peer assessment, self-assessment, tutor assessment and on-site verification of practical management competence.
- Also include other documents related to assessment, for example appeals you may have lodged against assessment results.
- Reflective commentary: This includes reflection on learning during the programme and reflections on own management and leadership practice.
- Personal and Organisational Growth Plan.

We will be exploring reflective commentary and the growth plan in more depth in Unit 3.



After reading the key points above, review the plan you developed for compiling your portfolio to make sure that your plan covers the required content.

## 2.5 Conclusion

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At this stage you should have a clear understanding of the requirements relating to the evidence you have to provide for the ACE qualification. You should also have an action plan on how you will go about collecting and selecting evidence to include in your portfolio.

The South African Council of educators (SACE) suggests the following eight step process of developing and maintaining a portfolio of evidence of professional competence:

- Step 1: Planning and preparation
- Step 2: Physical appearance and organisation of your portfolio
- Step 3: Deciding on portfolio content
- Step 4: Selecting the relevant portfolio material
- Step 5: Compiling and producing your own portfolio
- Step 6: Portfolio reflection process
- Step 7: Initiating personal professional development
- Step 8: Update portfolio

This unit has focused on step 1. Unit 3 explores steps 2 through 8.

Again we suggest that you take the time to reflect on achievement of the learning outcomes indicated for this unit and make a note of any outstanding questions you need to ask.

# Compiling the portfolio

unit

3

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Collect and organise the evidence	
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3.2.2 Why is it important to include explanations and links between evidence and outcomes?	
Reflective commentary	
3.3.1 What should you be reflecting upon?	3.3
3.3.2 Involving others in reflection	
3.3.3 Writing and recording reflective commentaries	
Personal and Organisational Growth Plan	3.4
Conclusion	3.5



# Compiling the portfolio

## 3.1 Introduction

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Now, at last, we can really get stuck into the actual process of compiling the portfolio.



*Figure 2: Drowning in evidence!*

We hope that at this stage you are not faced with the same chaotic situation as the man in the cartoon above. He is clearly totally overwhelmed by all the documents, and doesn't know whether he should run away or set the documents alight in the hope that he can burn away his problems. You, however, do not have the run or burn option, as your goal is to achieve the ACE qualification.

Let us assume that things are looking much better for you as you would have developed a clearly structured plan for compiling your portfolio. You would already have labelled and ordered all the evidence you have produced in the ACE programme thus far. If you have not started doing this, then this is when you should really get down to it.

## 3.2 Collect and organise the evidence

We have already dealt with the process of collecting and selecting evidence in Unit 2. You should refer back to those notes now that you are focusing on the actual compilation of the portfolio. Here are some guidelines on how to approach this task.

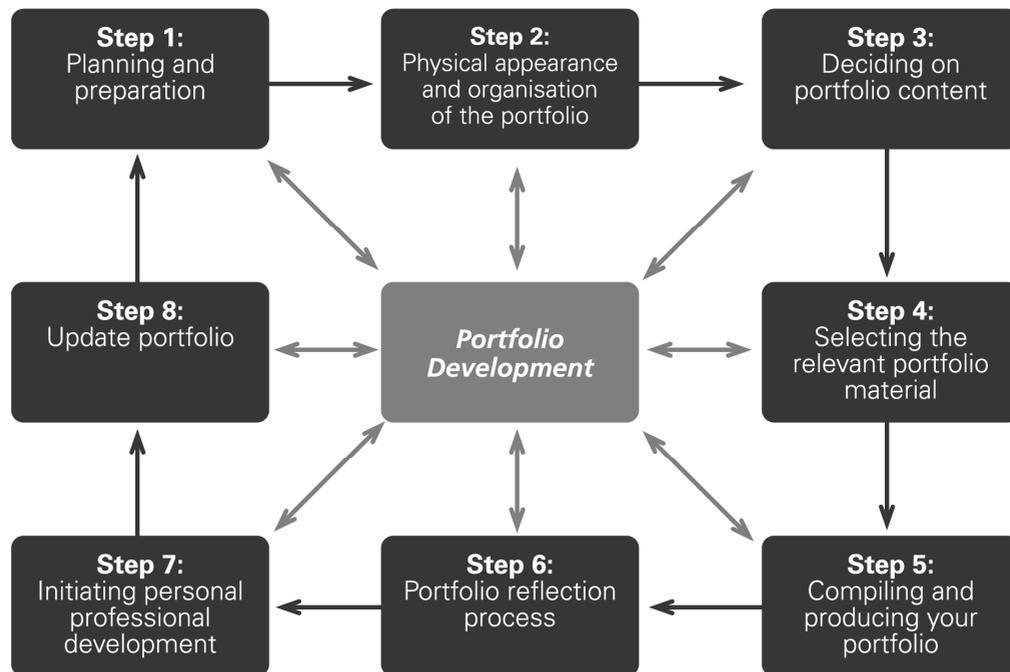


our  
comments

- *Don't be overwhelmed by the task and by all the documents you would like to include in your portfolio.*
- *Use the plan you developed for compiling the portfolio. You do not have to stick to that plan strictly, because you may find that you will divert from it as you deal with unforeseen obstacles, new evidence that you had not anticipated, etc.*
- *Structure your portfolio when you start collecting the evidence, and use the contents page and the different sections separated by dividers for filing evidence in the correct place.*
- *Do not wait till the end of the programme to compile your portfolio. File the evidence as you produce it, in the correct section, with notes indicating the reference to the relevant outcomes.*
- *Keep the portfolio in mind throughout the programme. As you work through the programme and complete assignments or work-based projects, think about how they relate to the requirements of the qualification. Then remember to mark it and set it aside for inclusion in the relevant section of your portfolio.*
- *We all have different ways of organising things, so you need to develop a system that works best for you. Some of you may find it useful to put all potentially relevant information in a box and then work through that at a set time once a week or every month. There is no correct way of doing this, but you must develop a system for yourself, and stick to it. If you don't do this from the beginning you may end up overwhelmed by a disorganised pile of documents without a clue of what outcomes they relate to and where they should be filed in the portfolio.*
- *Some of you might find it useful to develop a quick-reference checklist for selecting evidence to include in the portfolio that you could insert in the front of your portfolio. Some of the items you should include in the checklist are listed below, but you may want to add others:*
  - *Which exit level outcome(s) or specific outcome(s) does it relate to?*
  - *Does it comply with the rules of evidence, i.e. is it valid, sufficient, authentic and current?*
  - *Does it comply with the assessment requirements specified in the ACE?*
  - *Does it demonstrate competence in the critical cross-field outcomes?*
  - *Does it demonstrate competence in the fundamental unit standards?*
  - *Does it relate to the requirements of the IQMS, the Norms and Standards, or other Departmental requirements?*

At the end of Unit 2 we made mention of the eight steps of portfolio development and review suggested by SACE. We begin our discussion by

considering the SACE guidelines and then we will focus in on particular issues. The SACE guidelines are summarised in the following diagram.



*Figure 3: Overview of SACE guidelines on developing a portfolio*

### Step 1: Planning and preparation (see Unit 2)

In planning your portfolio you need to be guided by its purpose. The next important thing is to go through a brainstorming process/session that will assist you in developing your plan and making the necessary preparation. The identified purpose will guide you in determining the content of your portfolio, the nature of the material that should be reflected in the portfolio, and the manner in which the material will be gathered and organised in the portfolio. The brainstorming sessions should be able to assist you in clarifying all these identified issues in preparation for developing the actual portfolio. Remember that there are at least three purposes for your portfolio: providing evidence of your achievement on this programme, providing evidence for possible advanced standing on other programmes, e.g. BEd, meeting IQMS requirements.

### Step 2: Physical appearance and organisation of your portfolio

It is important to stress that the quality of the portfolio's physical appearance and organisation is as important as that of the content. You cannot have an impressive portfolio in terms of physical appearance while its content is poor but you can equally undermine good content through poor presentation. This is why we want to reiterate that the quality of the presentation or physical appearance should parallel the quality of the content.

### Step 3: Deciding on portfolio content

We have already indicated that the quality of the content of your portfolio is of the utmost importance. You should always keep this at the back of your mind when developing your own portfolios. Remember that the content of your portfolio should always be linked to its purpose.

### Step 4: Selecting the relevant portfolio material

Now that you have identified your portfolio's content, you should begin a process of selecting the relevant material that goes hand in glove with the content. Remember that the portfolio is a representative collection of your work and achievements but must provide evidence that you have achieved the outcomes of the programme (refer to Text 5 in your Reader). It documents your learning goals and accomplishments. You need to be selective in coming up with the relevant material. Select the material that you perceive to be your best work. Provide specific examples of your work during this whole programme. You may also include work in progress. Where possible show your contribution to collaborative work.

### Step 5: Compiling and producing your own portfolio

Developing your own personal portfolio enables you to imbue the presentation of your profile with evidence of competence.

Prior learning and experience can be included as part of the reflection process, i.e. you might talk about how a particular aspect of the programme has confirmed or challenged something that you had learned or experienced elsewhere.

Your Portfolio will be compiled in two phases: recording and reflecting related to Step 4.

#### 5.1 RECORDING

Here you must decide on the answer to two questions:

- What must be recorded?
- How best is it recorded?

#### 5.2 REFLECTING

What is a 'reflection' process? It involves thinking deeply about an experience and replaying the entire event, experience or process to make sense of what happened and why and the ways in which what happened matched with or departed from what was planned and expected.

For example, in presenting your school-based project to your peers and tutor, you might include a brief background to some of the challenges that you had to overcome in undertaking the project: What were they? How did you solve them? What did you learn from the process?

### Step 6: Portfolio reflection process

The reflection process in this step applies to the portfolio itself. It is based on the information you have in your portfolio. In this section you reflect collectively on everything that you have done so far for your portfolio. Go back to the beginning

of the portfolio and reflect on the information you have supplied. You have to assess what you have done from the beginning of the portfolio to the end.

- Identify your way forward and your action plan for yourself based on the new evidence and findings you have established during the reflection process in step 5.
- Based on the audit of strength and weaknesses, discuss the findings with a fellow participant, colleague or tutor. Assess your work against the agreed standards or assessment criteria.

#### EXAMPLE ACTION PLAN

OBJECTIVE	INDICATORS OF SUCCESS	ACTIVITIES	RESPONSIBLE PERSON(S)	TIME FRAMES	RESOURCES	COSTS
I want to strengthen evidence of my written language skills	By the end of the September, I will have included sufficient evidence of my written competence	I need to write up the findings and recommendations of our IQMS review processes  I will also keep copies of the minutes I need to write for our cluster meeting	Me My mentor/assessor	March – September	File Paper PC and printer	R5 for paper

#### Step 7: Initiating personal professional development

You have recorded your professional experience, what you have achieved and where you have failed, attaching causal factors to both. You have also reflected on the recorded information and have an idea of the reasons attached to failure and success. You have an idea of how you have progressed on this programme and have identified areas for future professional development that you intend pursuing after the programme. Use this information as a foundation to develop your plan when initiating your own professional development.

You will analyze your strengths and areas for further development to set learning priorities while planning your future. Make this initiative a project that you need to implement and complete within a set time period. Develop an action plan for yourself. Remember to be as realistic as possible. Do not plan activities you know have a minimal chance of materializing.

#### Step 8: Update portfolio

You will need to update your portfolio on a regular basis, i.e. adding new information to your portfolio. As indicated before, recording significant activities or events that contribute to your professional development is critical. The fact that you already have an existing portfolio will make the updating process easy. The development of your personal portfolio will create the realization and awareness of the need to develop yourself on a regular basis, meaning that you will always have something to add to your portfolio.

Now that we have gained an overview of the process, we can focus on particular issues that might arise.

### 3.2.1 How can I deal with difficulties in compiling my portfolio?

We recognise that collecting evidence on school leadership and management will not always be easy, as this involves a wide range of activities, many of which are quite complex. Putting together a portfolio of a school principal is clearly a far more comprehensive exercise than compiling a portfolio of a motor mechanic. Some parts of the portfolio will be quite easy to deal with, for example, getting a copy of the latest procedure you developed for appointing new educators. However, it is likely that you will face some difficulties in other areas.

Here are some guidelines on how to deal with some difficulties that you may encounter.

#### Dealing with evidence of a sensitive nature

You may want to include evidence in your portfolio that is confidential or sensitive in some way. For example, it may relate to disciplinary action that you took against an educator. If the evidence is paper-based, this may be remedied by deleting names and keeping only the sections of the document which relate directly to the outcomes.

It is also natural for people to be unwilling to describe their own weaknesses. So, you may be hesitant to include evidence that reflects a weakness, such as inadequate financial management skills. However, we suggest that including such evidence in your portfolio would indicate your maturity and willingness to address your development areas. Remember to address such areas in your growth plan.

Another problem you may face is unwillingness of people to give honest feedback. You may request some of your peers or colleagues to give you feedback on aspects of your management and leadership competence, for example, the way in which you deal with criticism. You should consider using tactics, such as anonymous questionnaires, to make them feel comfortable to give honest feedback.

In some cases you may need to obtain authorisation to include work-related documents in your portfolio. For example, you may wish to include a document in your portfolio describing your role in resolving a dispute between an educator and a learner. Here it would be advisable to get permission from the parties involved, or to delete their names.

#### Witnesses and testimonials

The assessor of the ACE programme will most probably observe part of your performance directly. In addition, there are numerous other people who will be direct observers of your performance, for example, your peers, colleagues, parents and staff of the HEI and Department of Education. They may witness particular activities, which occur during the evidence gathering stage, or they may have witnessed these previously. Written declarations of these people could offer valuable evidence of your competence, and especially of consistency in performance.

This means that some of the evidence that you could include in your portfolio may be in the form of declarations, testimonies or endorsements of people who witnessed your demonstration of outcomes.

These witnesses may simply authenticate that a particular piece of work was produced by you by signing or dating the document, or by recording comments confirming your role. Although such endorsements are valuable testimonies of

your competence, they should preferably be supported by other evidence. The assessor will generally consider them together with other evidence in making a final judgement about your competence.

Such testimonies or endorsements must be authentic. You should ensure that the people making such statements understand what they are endorsing and how their statements will be used in the assessment process. You must also stress the need for honest and ethical conduct in confirming your achievements.

Witnesses should also be informed about the outcomes to which their statements relate.

### Intangible evidence

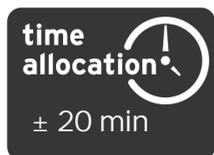
You will probably find yourself in a situation where there are no documents to prove your competence, such as a personal interview with a learner. You may have reprimanded him for misconduct, but also motivated him to change his attitude and behaviour.

We suggest that you record such events in a document, and, if possible, get the other party to confirm the accuracy of your description of what occurred and how you handled it. You could include the other person's version of the event, which might indicate appreciation for the way in which you dealt with the problem. This would be even more valuable if you could include a follow-up report on the positive result of your conduct.

### Photographs, videos or electronic evidence

You may want to include photographs or electronic evidence in your portfolio. For example, you may have a before and after photograph showing improvements in the school grounds, or a video of a successful school event. In such cases you must describe how you were involved in the action. In some cases it may be valuable to supplement the evidence with confirmation of authenticity. This could be a note about your achievement of the outcomes, signed by a Circuit Manager or Chairperson of your SGB.

## 3.2.2 Why is it important to include explanations and links between evidence and outcomes?



Consider the following scenario: You are the assessor who has just opened the portfolio of Sibongile Mchunu, a school principal in Shaka's Kraal in rural KwaZulu-Natal. You have never been to that part of the country and have not had any direct contact with Sibongile, as you were not involved in the facilitation of the programme or the on-site assessments.

She has submitted a very large file with documents, photographs and even a CD-ROM with Excel spreadsheets and PowerPoint presentations. The file includes:

- Photographs of one completed school building and a number of partly built classrooms;
- Reports of many disciplinary hearings of staff members who were involved in misconduct;
- Financial statements showing that the school is heavily in debt and is only recovering 50% of school fees;
- Figures indicating a drop-out rate of 60% of pupils before they reach

grade 10, a 30% pass rate of grade 12 learners, with only 10 out of 250 getting matriculation endorsement.

After studying all this evidence you are likely to conclude that this is a very poorly managed school and that Sibongile is not a competent school principal.

However, if Sibongile had included notes to explain the context and her management and leadership roles, you may come to a totally different conclusion about her competence. Her explanatory notes could have brought the following issues to your attention.

- When she was appointed two years ago there were no classrooms, but only a few benches under a tree.
- The complaints of parents and children about the misconduct of educators had not previously been addressed and had resulted in court cases against the Department of Education.
- Until she was appointed, no financial records were kept at the school and less than 20% of school fees were collected.
- She has managed the learning and teaching process in such a way that the pass rate has improved from 0% to 30% in two years and no learners at that school had previously managed to get matriculation endorsement



*We have seen how Sibongile's explanations give the assessor a totally different perspective on her competence.*

*You must remember that the assessor or moderator who will be making the final judgement on your portfolio may not know you or the circumstances at your school. The assessor will be in a better position to assess your competence in relation to a piece of evidence if he/she understands the context, your role in producing it, and how it relates to the outcomes in the ACE qualification.*

*It is important not to assume that the assessor will make the correct link between a document in your portfolio and the requirements of the ACE qualification. Also do not assume that they will understand what your role was in the evidence or how it reflects your competence.*

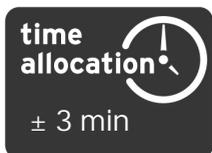
*Therefore, it is important that you include the following supplementary information in your portfolio together with the evidence:*

- *How the evidence relates to the exit level outcomes of the ACE qualification, or even to specific outcomes of unit standards in the qualification in some cases*
- *What your role was in the specific situation reflected in the evidence*
- *How what you are submitting constitutes evidence of your competence*
- *In some cases it may be important to describe the context, as demonstrated by Sibongile's case in the scenario above.*

*You could write such comments on the documents inserted in the portfolio, or attach a page to the evidence with your comments. You can also now see why in Unit 2, section 2.3.4, we suggested that you include some kind of baseline SWOT analysis against the core exit level outcomes.*



Let us look at an example of the kind of explanations you should include with your evidence. You may have submitted a disciplinary procedure of about 25 pages in your portfolio that was developed by you and your management team. The document covers issues such as a code of conduct, a description of behaviour that is unacceptable, the procedure for dealing with educator and learner misconduct, and the recourse educators and learners have who feel that they were unfairly disciplined.



Consider the following questions: What kind of comments would the assessor need in order to be able to determine your contribution? How would the assessor know which outcomes the evidence relates to? What would the assessor need from you to be able to judge that you have demonstrated competence in those outcomes?



*These are some of the issues you could have commented on to indicate your role in producing this document:*

- *You produced the overall framework and the list of contents.*
- *You wrote the chapter on 'regulatory framework' in the policy document, following research in which you collected similar documents from four other schools.*
- *You integrated the contributions of other staff members into the final draft, and made sure that all procedures were in line with national and departmental requirements.*
- *You planned and facilitated a meeting with parents and the Representative Council of Learners to explain the policy, in which you got their buy-in to accept the document as school policy.*

*In your comment you should have described how it relates to the following unit standards:*

- *US 115437: Lead and manage people; and*
- *US 115439: Manage policy, planning, school development and governance*

### 3.3 Reflective commentary

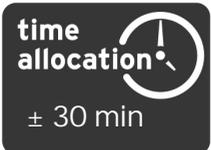
As educators we are so involved in teaching and learning that we sometimes don't stop and think about what is really involved in learning. How does learning change what we do and who we are? What is the key to ensuring that learning results in such change? Surely, change is the primary objective of learning, i.e. to bring about a change or development in the thinking and behaviour of the students in the learning programme (and in ourselves as educators).

For example, a principal may be faced with a situation in which staff regularly duck staff meetings. A gut reaction may be to punish the offenders. A reflective reaction might help the principal to realize that the reason why staff do not attend has to do with the timing and management of these meetings. He/she might then experiment with different times, more advanced notice and more participatory discussion as ways of encouraging better attendance.

The central purpose of the ACE programme is also to change your knowledge, skills, and personal abilities. The goal is to increase your level of knowledge, to assist you to learn how to do new things and how to do things differently, and also to encourage a change in your attitudes and values. But this implies that you must consciously reflect upon what you are learning during the ACE programme.



This relationship between learning, reflection and change is described in extracts below from an article by Cusins on action learning.



Experiential learning is based on the belief that learning is a change in behaviour, which results from the disciplined reflection on an experience, associated with the discovery that something new is possible. In experiential learning interventions, the learner is an active student, rather than a passive recipient of information. The learner looks back critically at the experience and gains new insights which provide the basis for a change in future behaviour. It is especially the disciplined reflection that turns any event or experience into a learning experience.

An experiential learning experience involves the following processes:

- An event or activity that is experienced by the learner
- Reflective observation accompanied by gathering objective and subjective information about what was experienced, including the learner's perceptions of what happened
- A 'sense-making' process, whereby the information is analysed to identify links, trends and patterns, to determine what can be learnt from it
- Application of the insights gained in planning for the future with the new or deeper understanding
- The commencement of the next event or activity, which initiates the next wave of continuous learning (Cusins, 1995: 4).

Now consider the following questions?

- What do you think about Cusin's statements?
- Do you agree with him?
- Do you think it is relevant to your learning during this programme?
- What does this indicate about how you should use reflection and reflective commentary during the ACE programme?



Let us look at the following statements that confirm the need for and importance of reflection during the ACE programme:

- The portfolio must include reflective commentary, i.e. reflections on the learning achievement demonstrated by the portfolio (Portfolio unit standard).
- The assessment strategy will measure applied competence, which includes whether school managers are able to competently reflect on and improve their engagement in appropriate practices (ACE qualification).
- The educator development programme "prioritises the promotion of critical engagement, reasoning and reflective thinking" (Norms and Standards for Educators, 2000: A-58).
- Exceptional achievement in the portfolio requires "reflections on learning achievement that are specific (who, what, where, when, why, how) and consistently relevant." (DoE assessment rubric in Text 3.)

"Your assignments must reveal a 'mind-at-work'. For every (piece of) evidence you need to comment on what the evidence reveals, how you used it, and in what way it can be improved and why you used it" [*DoE Assessment guidelines for the ACE (March 2006: 3)*].

### 3.3.1 What should you be reflecting upon?

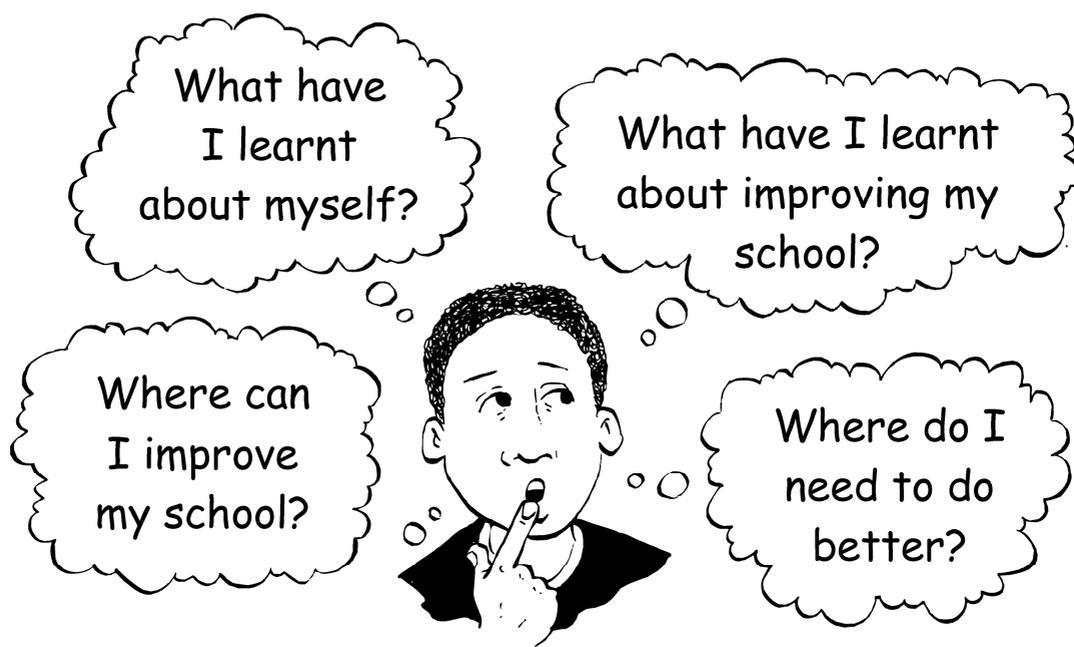


Figure 4: What should you be reflecting on?

The focus of your reflection should be on what you have learnt about your role as manager and leader of your school, but also what you have learnt on a personal level. But the reflection should go further than that. You should also be thinking about what you need to do, both as school manager/leader and on a personal level.

This means that your reflection should logically flow into the last section of this unit, which is the development of a Personal and Organisational Development Plan. This plan describes what you are going to do in respect of the development areas identified during the ACE programme.



We suggest that you develop a list of questions to prompt your reflection. You can then include the notes under the relevant sections in your portfolio. This could be a list or a table to record your reflective commentaries, such as the table below:

**TABLE 4: TABLE FOR RECORDING REFLECTIVE COMMENTS**

<b>SUBJECT (LEARNING AREA OR ISSUE)</b>		
<b>QUESTION</b>	<b>REFLECTIVE COMMENTARY</b>	<b>WHAT DO I NEED TO DO TO IMPROVE?</b>
What have I learnt in terms of knowledge, skills and my personal abilities?		
What have I learnt about my management and leadership in the school?		
What have I learnt about my own strengths?		
What have I learnt about my own weaknesses?		
What have I learnt about what we are doing right in our school?		
What have I learnt about what we need to improve in our school?		
<b>APPLICATION</b>		
What do we need to do in our school to apply what I have learnt?		
What challenges/obstacles do I anticipate in implementing it?		
What must be done to overcome the obstacles?		



*You should not be reflecting simply because it is stipulated as a requirement in the ACE qualification. There are many ways in which you can use the insights you gain from reflecting on your learning. Here are some examples:*

- *You could use your reflective commentaries to share ideas with your management team and staff about how you all can improve the running of your school.*
- *At the end of the programme you should review all the reflective comments you recorded, and use them as a basis for writing your Personal and Organisational Development Plan.*
- *You should also be able to use your reflective commentaries for your appraisal in terms of the IQMS.*

*In addition, you could use it after completing the programme to track your progress in implementing the good ideas you came up with during the programme.*

### 3.3.2 Involving others in reflection

You are surely aware of the fact that you cannot bring about the desired changes in your school on your own. Your SGB, management team, educators and other stakeholders play equally important roles in supporting your initiatives to manage and lead improvements in your school.

Therefore we suggest that you also involve them in your reflection on the programme. For example, you should engage them to get their ideas and support for new ideas you would like to introduce in your school.

It would also be a good idea to invite a mentor or trusted colleague with whom you can talk openly about your hopes, fears, weaknesses and development needs. They could assist by asking stimulating questions and acting as a sounding board for your ideas.

Sharing your learning with others could assist in a number of ways, for example:

- Identifying possible obstacles and how to overcome resistance to change;
- Identifying areas of improvement in school management in general;
- Identifying ways of applying the learning in your own school;
- Identifying the way in which you and others can contribute towards improving the functioning of your school;
- Helping to develop ways of implementing new ideas; and
- Spreading the news and supporting your new initiatives.

“It should always be borne in mind that a school cannot be changed simply by training the principal. Unless there is a willingness among the staff and other stakeholders to engage in change and to improve the school, the position of the principal with creative new ideas could very much become that of a lone voice crying in the wilderness” (McFarlane, 2003:2).

### 3.3.3 Writing and recording reflective commentaries

It is a good idea to record your reflective commentaries in a 'learning journal' (perhaps part of the learning file or folder suggested in the fundamental module on Language for leadership and management) throughout the ACE programme. We suggest that you get into a habit of recording such reflections on a regular basis. You could set aside five minutes after each session, or you could do it at the end of each unit of a module. You should also record your reflections after a particularly stimulating learning event, such as a class discussion, project or after reading an article that you found particularly relevant.

You will lose most of the benefit of this exercise if you leave it to the end and then scribble a few notes just to satisfy the assessment requirements.

#### key points



In the "Assessment guidelines" for the ACE programme the Department of Education also strongly recommends that you keep such a journal (2006: 2):

"The use of a **personal journal** throughout the course is strongly recommended as a self-assessment tool. The essential idea is to use a journal as a learning tool. Many of the learning activities, accordingly, invite you to **make notes on the readings or record the outcomes of discussions and reflections in your journal**. In this way it will serve as a convenient device for **sharing views with other participants** or the course presenter, reviewing previous learning, drafting presentations or formal assignments, capturing input from wider reading and so on. You may wish to extend the role of the journal so that it **becomes a portfolio of your professional interests and development**. In the current working environment where documentary evidence of professional competence and achievement is becoming increasingly important, your journal will have value as a **personal record of your progress** through the course and of your professional growth in a larger sense.

Through the Journal, the course gives you the opportunity to **design, implement and evaluate a substantial unit of work for your own school**, and to report on it in detail. The project should be informed by the **critical reading, reflection and discussion** that you will have completed. As well as forming an integral part of the assessment, the Journal constitutes the major directional focus for the course as a whole.

#### our comments



*The reflective journal gives you the opportunity to critically reflect on your own learning. It will also enable you to express your thoughts and experiences and to record these for future reference.*

*Your reflective commentary in such a learning journal will also serve as evidence of your achievement of the following critical cross-field outcomes listed in the portfolio unit standard:*

- *Identifying and solving problems in which your responses display that responsible decisions using critical and creative thinking have been made;*
- *Collecting, analysing, organising and critically evaluating information;*
- *Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion;*
- *Demonstrating an understanding of the world as a set of related systems*

- 
- by recognising that problem-solving contexts do not exist in isolation; and*
- *Contributing to the full personal development of yourself and the social and economic development of the society at large, (and in particular your school community).*

*The reflective journal also serves as a valuable resource for the assessors. It gives them a unique opportunity to follow your learning and growth during the programme.*

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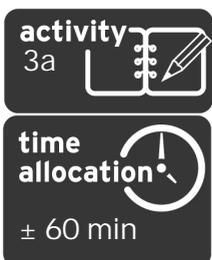
## 3.4 Personal and Organisational Growth Plan

The Personal and Organisational Growth Plan is really a logical extension of the reflective journal. You would have used the journal to record many development areas, in terms of your personal development, as well as actions to improve the way in which your school is managed. The purpose of the growth plan is to describe what you plan to do to address the development areas. These would include development actions to improve yourself, your management team, your staff, and generally to improve the management and leadership of your school.

The portfolio unit standard (SO 3, AC 3) requires students to “decide on further necessary work” after they have reflected on the learning achievement demonstrated by the portfolio. The Department of Education specified the “development of a personal and organisational growth plan” in the curriculum outline for the ACE programme (2006: 55).

James Green (2003) describes the link between reflection and the development of a growth plan in the following extracts from his article on the principal’s portfolio (that we covered in Unit 2):

- “Of course, the real benefit (of the portfolio) is that the principal reflects upon the data to devise a personalized plan for professional growth.”
- “The professional development plan typically is the last part of the portfolio that the principal creates since it follows the self-assessment that is based upon personal values and professional goals.”
- “The preparation of a principal’s portfolio begins with the principal reflecting upon the meaning of effective leadership in a school community. The principal then considers what might be the evidence of effective leadership. The gap between what a principal thinks effective leadership should look like and what actual evidence can be found forms the basis for the professional development plan.”
- “It is more accurate to refer to the principal’s portfolio as a process rather than a product. In other words, the portfolio is a process a principal follows for devising and continually revising a plan for professional development that is grounded in evidence.”



We suggest that you have a discussion with fellow students in the ACE programme on the format of the reflective journal and Personal and Organisational Growth Plan. You could also engage with one of the facilitators or assessors of the programme, and with your mentor. You may decide to create one template for recording your reflections and development plan, as indicated in Table 7.

Alternatively, you could split these into two separate documents. It is not necessary for all the students to use the same template for the development plan. Be creative! We have included an example of a template of a Professional and Organisational Growth Plan in Text 8 of your Reader.

The development plan should cover the main gaps you identified in your own knowledge, skills and personal abilities, as well as gaps in the management and

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leadership of your school.

The development actions in your plan should similarly cover personal development as well as actions to improve the functioning of your school.



*When you create your template we also suggest that you make notes in it throughout the programme. You will then be able to use these notes at the end of the programme in a final consolidated plan, which you will insert at the end of your portfolio.*

*You should also use this development plan to guide your continuous personal and professional development after completion of the programme. It will serve as a valuable reference for monitoring and tracking the implementation of your recommendations.*

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## 3.5 Conclusion

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Before you submit your portfolio for final assessment make sure that it is complete and that it substantiates your competence in respect of all the requirements, to be awarded the ACE qualification. Remember to insert the final comments of the assessors and moderators on your portfolio in the portfolio file.

You should also file a certified copy of the ACE qualification certificate in your portfolio, if you complete the programme successfully. It may be that you did not manage to meet all the requirements of the qualification, but successfully completed one or more of the unit standards. You would then insert the copy of the document certifying your competence in the unit standard(s) in your portfolio.

However, this is not the end of the road for your portfolio. There are many valuable uses for the portfolio. Some are listed below:

- You should use the portfolio as a reference point in your continuous development and lifelong learning journey, especially in implementing your Personal and Organisational Growth Plan.
- Similarly, you will be able to use the portfolio as a basis for school improvement strategies and action plans.
- The evidence in your portfolio could confirm your competence during your assessment against the standards and criteria of the IQMS.
- You can also use your portfolio as a valuable source of information in the execution of your management task. For example, if you need to develop a procedure for improving organisational systems you could refer back to an example of a similar procedure that you included in your portfolio.
- If you did not manage to meet all the requirements to be awarded the qualification, you will obviously use the portfolio as a basis for future submission for assessment. You will then keep the valid and relevant evidence that meets the requirements in the portfolio, and make the required improvements and additions indicated by the assessors.
- You could even use relevant parts of the portfolio for future job applications.

We encourage you to see the portfolio as a living document and as an instrument in your personal development and school improvement actions, even after completion of the ACE programme. You will have spent considerable time and energy developing it, and if you did it well it could serve as a valuable reference in the key areas of school leadership and management.

We wish you everything of the best in completing your portfolio. We trust that this module has assisted you to develop a portfolio that truly reflects your competence in the many facets of school leadership and management.

Now we suggest you do a final check of the intended learning outcomes for this unit and for the module as a whole and make a note of any final questions that you need to raise.

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# Texts & Templates



The reader contains a variety of different texts which were referred to in the Learning Guide and which provide the basis of activities or extensions of the discussion in the main text.

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## READER

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The Qualification	TEXT 1
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Unit Standard	TEXT 2
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Analytic rubric for assessing module 10	TEXT 3
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Reader - Assessment in outcomes-based education	TEXT 4
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Portfolio assessment matrix	TEXT 5
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Examples of portfolio evidence in the IQMS	TEXT 6
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Example of the content of a portfolio	TEXT 7
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Template - Plan for developing a portfolio	TEXT 8
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Template - Professional and Organisational Growth Plan	TEXT 9
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# Reader

## Text 1: The qualification

The ACE (School Leadership) is based on the ACE (School Management and Leadership) as set out below, but with a particular focus on the roles and responsibilities of principals.

Advanced Certificate: Education (School Management and Leadership)

**SAQA QUAL ID/QUALIFICATION TITLE**

48878 Advanced Certificate: Education (School Management and Leadership)  
Originator

**REGISTERING PROVIDER**

SGB Education Management and Leadership  
Quality Assuring ETQA  
ETDP SETA-Education, Training and Development Practices Sector Education and Training Authority

**QUALIFICATION**

**TYPE FIELD**

**SUBFIELD**

National Certificate Field 05 Education, Training and Development Schooling

120 Level 6 Regular-Unit Stds Based

**Purpose and rationale of the qualification**

The ACE (School Management and Leadership) does not qualify candidates as professional educators in schooling.

Its target audience is qualified educators who:

- Are already members of the management team in schools, or ECD / ABET centers (as principal/deputy principal in schools or head of department or subject / learning area / phase leaders) but are either not qualified as managers or are qualified inappropriately; OR
- Are heads of department or subject / learning area / phase specialists and would like to be principals/deputy principals; OR
- Are heads of department or subject / learning area / phase leaders and would like to follow the education specialist career path.

Departmental officials who wish to learn more about leadership and management of schools are not excluded from this qualifications but it is not directed at the needs of office-based educators specifically.

Its purpose is to develop in these educators the fundamental knowledge, skills, and values/attitudes/attributes so that they can lead and manage schools effectively and contribute to improving the delivery of education across the school system. The programmes leading to the qualification should have an

impact not only on individuals, but on the school as well as the system as a whole.

Within this broad purpose, the more specific purposes are:

For principals/deputy principals and managers of ECD / ABET centres:

To provide the leadership and management which enables the school to give every learner high quality education and which promotes the highest possible standards of achievement.

For HODs:

- To provide professional leadership and management for subject areas/learning areas/phase coordination to secure high quality teaching and effective use of resources and ensure improved standards of achievement for all learners.
- The ACE (School Management and Leadership) is conceived of as a form of continuing professional education which has the purpose of equipping educators for the positions they currently occupy, or enabling educators to move into an education management career path.
- The ACE (School Management and Leadership) can be used for upgrading from NQF level 5 to NQF level 6. However, it can also be used by educators with qualifications at NQF level 6 or above who wish to learn the fundamentals of school management and leadership.

### Rationale for the qualification

The ACE is a level 6 qualification aimed at developing leadership and management competence for those in leadership positions in schools or ECD / ABET centres or those aspiring to such leadership positions.

Current school management qualifications tend to concentrate predominantly on foundational knowledge about education management, rather than practical and reflexive management competence. In addition, many existing qualifications are not aligned either with individual or with national needs. Finally, the delivery and assessment of learners on most of the existing qualifications takes place removed from the site of practice and is often not informed by the practical realities on the ground.

A new qualification is needed to develop both applied school leadership and management competence for the target learners and to set standards for practice-based assessment of this competence.

### Learning assumed to be in place and recognition of prior learning

This qualification assumes that the learner:

- Is competent in the language of instruction of the provider
- Has knowledge, skills and experience of teaching, learning and assessment in schools
- Has some knowledge and practical experience of schools, the school system and the broader profession
- Demonstrates basic computer literacy in school management.

## Recognition of prior learning

The generic ACE qualification for Educators in Schooling (NLRD 20473) states:

‘This qualification may be achieved in part through the recognition of relevant prior learning and/or experience as a practitioner in one of the sub-fields of Education, Training and Development. For the purposes of recognising prior learning, providers are required to develop structured means for the assessment of individual candidates against the exit level outcomes on a case by case basis. Such procedures, and the assessment of individual cases, are subject to moderation by independent assessors.’

This qualification is aligned with the generic ACE in allowing only part of the qualification to be achieved through recognition of prior learning, for the same reasons as advanced by the Schooling SGB. It goes further than the generic ACE, however, in stipulating which standards are available for assessment for recognition of prior learning, and which are not. A basic premise of this qualification is that the core unit standards cannot be disaggregated - they are interconnected, and must be taught and assessed together.

The following fundamental and elective unit standards may be achieved through assessment for recognition of prior learning:

- Demonstrate basic computer literacy in school management.
- Plan and conduct assessment.
- Moderate assessment.
- Mentor school managers and manage mentoring programmes in schools.
- [Note although the following module is fundamental
- Develop a portfolio to demonstrate leadership and management competence, it may not be achieved through RPL in the national programme.]

The following unit standards (reflecting the core of the qualification and the means whereby it is assessed) may not be achieved through assessment for recognition of prior learning:

- Demonstrate effective language skills in school management and leadership.
- Understand school leadership and management.
- Lead and manage people.
- Manage organizational systems and physical and financial resources.
- Manage policy, planning, school development and governance.
- Manage teaching and learning.
- Lead and manage a learning area, subject or phase.

The ACE may provide access to further study in a particular specialist area at Level 7. However, as stated in the Criteria for Recognition and Evaluation of Qualifications for Employment in Education (Government Gazette # 21565, 22 September 2000), ‘It could be required of a student with an old 3-year DE and an ACE to do additional work in order to be admitted to the new B Ed Honours’.

Recognise previous learning?

Y

Qualification rules

N/A

## Exit level outcomes

- Fundamental learning
- Communication and literacy
- Computer literacy
- Core learning
- Understand school management and leadership
- Develop a portfolio
- Manage teaching and learning
- Manage policy, planning, and school development
- Lead and manage people
- Manage organizational systems and physical and financial resources.

## Associated assessment criteria

1. Demonstrate competence in the reading, writing, listening, speaking and communication skills necessary for effective management in schools.
2. Use information and communication technology to improve professional and administrative efficiency.
3. Apply a basic understanding of school management and leadership in South Africa to an evaluation of own management and leadership practices.
4. Develop a reflective portfolio to present evidence of school management and leadership competence in the South African context.
5. Demonstrate the following personal qualities:
  - 5.1. A passionate interest in teaching and learning and an ability to encourage this in both staff and learners.
    - An ability to model good teaching and learning and lead by example.
    - High expectations for achievement and the ability to set stretching targets for the whole school community.
    - A commitment to enabling all learners to reach their full potential
  - 5.2. Manage the planning, implementation and monitoring/evaluation of teaching and learning to ensure quality learning for all in the context of national, provincial and school policy.
  - 5.3. Create, manage and sustain a safe, caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organized.
  - 5.4. Understand and be able to apply relevant content knowledge reflectively in the design, implementation and evaluation of teaching and learning and the organization of the school environment.
6. Demonstrate the following personal qualities/abilities:
  - Ability to lead by example, and be a model of the values and vision of the school
  - An ability to think strategically
  - A commitment to following through the vision and mission in detailed planning for the day to day life of the school and its future direction
  - An ability to motivate and empower others to participate in the development of vision, school (or subject / learning area / phase) policies and plans, and carry these forward.

- Commitment to cooperative governance of the school and involvement of parents, learners and the community
- 6.1. Develop and communicate school (or subject / learning area / phase) values, vision, mission, policies and plans in a collaborative way and secure commitment to these.
  - 6.2. Develop and maintain sound working relationships with the SGB, as well as parents, learners, the community and the department. (This does not apply to Heads of Department or subject / learning area / phase leaders.)
  - 6.3. Understand and be able to apply reflectively relevant content knowledge in policy, planning, school (subject / learning area / phase) development and governance.
7. Demonstrate the following personal qualities:
    - Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
    - Ability to challenge, influence and motivate others to achieve high goals
    - Commitment to democratic leadership and effective teamwork
    - Commitment to continuous professional development for self and all others within the school.
  - 7.1. Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
  - 7.2. Develop the professional skills of groups and individuals to enhance their performance and that of the school.
  - 7.3. Create an environment conducive to collective bargaining, collaboration, negotiation and conflict resolution.
  - 7.4. Understand and be able to apply reflectively relevant content knowledge in leading and managing people.
8. Demonstrate the following personal qualities/abilities:
    - Ability to seek and use information to guide judgement and decision-making
    - Integrity and fairness in managing resources
    - A systematic yet flexible approach to managing an organization
    - Ability to think creatively to anticipate and solve problems
    - Awareness of the critical importance of informal and formal means of communication in the running of an organization.
  - 8.1. Set up, implement, maintain and evaluate organizational systems for the management of the school (subject / learning area / phase), where possible making use of appropriate information and communication technology.
  - 8.2. Manage the financial resources of the school (subject / learning area / phase) in a transparent and accountable way.
  - 8.3. Understand and be able to apply reflectively relevant content knowledge and skills in the management of organizational systems, and physical and financial resources.

## Integrated assessment

The integrated assessment strategy is based on the Norms and Standards for Educators (as regulated by the Department of Education on 4 February 2000) and the generic ACE for Educators in Schooling (as registered by SAQA on 10 October 2001, NLRD no 20473).

1. In the assessment strategy as a whole, evidence must be demonstrated through a variety of options: case studies, problem-solving assignments, practice in simulated and in situ contexts, portfolios of resources and materials, projects, written and oral examinations. Options must be selected that are valid for the assessment of the different types of outcomes in the ACE (School Management and Leadership) - personal qualities, knowledge and skills.
2. The assessment strategy should measure applied competence. In other words, it should assess whether school managers are able competently to engage in appropriate practices (practical competence), to understand the theoretical bases for these practices (foundational competence), and reflect on and improve their engagement in such practices (reflexive competence).
3. It should measure the extent to which candidates have integrated the knowledge, skills, personal qualities taught and/or modelled through the different unit standards which make up the programme.
4. Part of the assessment should include on-site assessment of practical competence in management, so that it can assess the extent to which school managers can work competently, flexibly, responsively and effectively in authentic organizational contexts.
5. The following evidence is required for the demonstration of competence in school management:
  - 5.1. Assignments and/or examinations that provide evidence of ability to apply relevant knowledge to the reflective practice of management.
  - 5.2. Oral presentations (preferably in authentic contexts such as staff meetings, or parents' meetings) that provide evidence of communicative ability and understanding of concepts involved.
  - 5.3. Two or more work based projects capable of assessing the four core unit standards. Each project should be assessed on process as well as product, and be an authentic task. For example, developing, implementing and monitoring
    - A school/subject/departmental development plan
    - An administrative system
    - A professional development initiative
    - A budget and financial reporting system
    - A plan for improving the pastoral care and discipline in the school.
  - 5.4. A portfolio in which the school managers provide evidence from a variety of sources that they have the personal qualities and abilities required to lead and manage South African schools. This portfolio will also draw on the assessment tasks completed for the constituent unit standards in this qualification. When seen against the assessment of leadership and management competence completed at the outset of the programme (see the unit standard 'Understand school leadership and management'), the portfolio will provide a means to assess the impact of the programme on student learning.
  - 5.5. Evidence of peer assessment, self assessment, tutor assessment as well as on-site verification of practical management competence by an authorised verifier to the school/departmental office.
6. The assessment criteria for the core and fundamental unit standards provide the framework for the development of more specific assessment criteria for judging the evidence listed in this section.

7. It cannot be assumed that managers know how to develop a portfolio that demonstrates their competence in leadership and management. A unit standard has therefore been included in the qualification that will guide the development of a module to assist with this.

### International comparability

Together with the Norms and Standards for Educators (as regulated by the Department of Education on 4 February 2000); Qualifications from the educators in Schooling SGB (registered by the SAQA Board, 10 October 2001); Education Management and Leadership Development (Draft policy framework from the Directorate Education, Management and Governance Development in the Department of Education, June 2004); A Draft Standards and Competence Framework for Leadership and Governance in Gauteng Schools (Matthew Goniwe School of Leadership and Governance); and Draft 4 ACE in School Management: Integrated Curriculum (Delta Foundation), the SGB has consulted:

National College for School Leadership (UK), February 2004, National Standards for Headteachers: Proposals for the revised standards, Consultation Document. Scottish Executive, November 2002, Standard for Headship in Scotland Interstate School Leaders Licensure Consortium (ISLLC), School Administrator Standards, <http://www.jefferson.k12.ky.us/Departments/PD/CertKyAdminStand.html>. The Teacher Training Agency, July 1997, National Standards for Subject Leaders (Revised Draft), London: Teacher Training Agency.

### Articulation options

See assessment criteria and recognition of prior learning.

### Moderation options

School managers' results/performance should be moderated by one or more external moderators from other institutions. Moderators should report not only on the standard of candidates' achievement but also on the reliability and validity of the assessment methods and procedures in relation to the purpose and exit level outcomes of the qualification.

Providers may use their own qualified staff as assessors. They may also utilise the services of tutors, departmental advisory service staff, fully qualified educators acting as mentors and outside assessment agencies.

All of these assessors should be registered with the relevant ETQA and/or the accredited provider.

Any institution offering learning that will enable achievement of this qualification must be accredited as a provider of this qualification through the Higher Education Quality Committee or the Education Training and Development Practices SETA. In addition, the Department of Education will evaluate for employment in education programmes leading to this qualification in terms of

their alignment with the Norms and Standards for Educators, and their suitability for school managers in public schools.

Criteria for the registration of assessors

See moderation.

## Text 2: Unit standard

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Develop a portfolio to demonstrate school management and leadership competence

**SAQA US IDUNIT STANDARD TITLE**

115438 Develop a portfolio to demonstrate school management and leadership competence Originator

**REGISTERING PROVIDER**

SGB Education Management and Leadership

**FIELD SUBFIELD**

Field 05 - Education, Training and Development - Schooling

<b>ABET BAND</b>	<b>UNIT STANDARD</b>	<b>TYPE</b>	<b>NQF</b>	<b>LEVEL</b>	<b>CREDITS</b>
Undefined		Regular		Level 6	10

### Purpose of the unit standard

This is a core unit standard at Level 6, which can be credited to the Advanced Certificate in Education (School Management and Leadership) at Level 6.

The unit standard is suitable for those in school management and leadership positions, for office-based educators supporting school managers, for aspirant school managers, and for those responsible for subject/learning area/phase leadership in schools.

Qualifying learners are able to develop a reflective portfolio to present evidence of school management and leadership for assessment on completion of the learning programme leading to the ACE.

### Learning assumed to be in place and recognition of prior learning

This unit standard assumes that the learner

- is competent in the language of instruction of the provider
- has knowledge and skills of teaching, learning and assessment in schools
- has some knowledge and practical experience of schools, the school system and the broader profession.

### Unit standard range

Learners are required to compile a portfolio providing evidence of applied competence in terms of the core exit level outcomes of the ACE in School Management and Leadership:

[Refer to the learning outcomes and associated assessment criteria in the Programme outline in Text 1.]

and

Learners demonstrate the ability to compile a well-organised portfolio demonstrating the above personal qualities as well as knowledge and practical competence with at least the following:

- List of contents;
- Personal details, including a CV with details of work history and a description of current work;
- Course activities/assignments/projects and written feedback received;
- Learning products (e.g. resources made, records, minutes of meetings), descriptions and reflections presented as evidence of the learning outcomes;
- Reports by others (e.g. supervisor, colleagues, parents, members of the community) to support learning achievements;
- Self-evaluation and reflections on own practice.

Specific Outcomes and Assessment Criteria:

### **SPECIFIC OUTCOME 1**

Demonstrate understanding of the portfolio as a flexible assessment instrument in South Africa.

#### **OUTCOME NOTES**

Demonstrate understanding of the portfolio as a flexible assessment instrument in the South African context.

Assessment criteria

#### **ASSESSMENT CRITERION 1**

Locate the portfolio requirements of this qualification in the broader assessment framework for outcomes based education in South Africa.

#### **ASSESSMENT CRITERION 2**

Describe potential roles for professional development portfolios in the emerging professional development and developmental appraisal strategy for educators.

#### **ASSESSMENT CRITERION 3**

Explain the link between purpose, format, content, and processes for development of a portfolio.

### **SPECIFIC OUTCOME 2**

Plan and prepare for the development of portfolio to reflect own management.

#### **OUTCOME NOTES**

Plan and prepare for the development of portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

Assessment criteria

#### **ASSESSMENT CRITERION 1**

Demonstrate understanding of the exit level outcomes for the ACE (School Management Leadership) in the context of current understanding of management and leadership.

**ASSESSMENT CRITERION 2**

Conceptualise the differences in evidence that will be required to demonstrate not only knowledge and practical skills for school management and leadership, but also personal qualities.

**ASSESSMENT CRITERION 3**

Develop a plan for the collection of relevant evidence for the portfolio from a variety of sources

**SPECIFIC OUTCOME 3**

Compile a portfolio to reflect own management and leadership competence.

**OUTCOME NOTES**

Compile a portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

## Assessment criteria

**ASSESSMENT CRITERION 1**

Collect evidence for the portfolio, and show the link between the evidence and the relevant exit level outcome/s.

**ASSESSMENT CRITERION 2**

Organize the content of the portfolio in a user friendly way with relevant linking, explanatory, and reflective commentary.

**ASSESSMENT CRITERION 3**

Reflect on the learning achievement demonstrated by the portfolio, and decide on further necessary work.

## Unit standard accreditation and moderation options

Since this is a core unit standard in the ACE in School Management and Leadership, it should follow the accreditation and moderation options as described in the ACE.

## Unit standard essential embedded knowledge

Assessment for outcomes based education

The portfolio as a flexible assessment tool for educators

Exit level outcomes of the ACE (School management and leadership).

## Unit standard developmental outcome

N/A

## Unit standard linkages

N/A

### Critical Cross-field Outcomes (CCFO):

#### **UNIT STANDARD CCFO IDENTIFYING**

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made

Refer to Specific Outcome and its Assessment Criterion:

Plan and prepare for the development of portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

#### **UNIT STANDARD CCFO WORKING**

Working effectively with others as a member of a team, group, organisation, community.

Refer to Specific Outcome and its Assessment Criterion:

- Compile a portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

#### **UNIT STANDARD CCFO ORGANISING**

Organising and managing oneself and one's activities responsibly and effectively.

Refer to Specific Outcome and its Assessment Criterion:

- Plan and prepare for the development of portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).
- Compile a portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

#### **UNIT STANDARD CCFO COLLECTING**

Collecting, analysing, organising and critically evaluating information.

Refer to Specific Outcome and its Assessment Criterion:

- Plan and prepare for the development of portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).
- Compile a portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

#### **UNIT STANDARD CCFO COMMUNICATING**

Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.

Refer to Specific Outcome and its Assessment Criterion:

Plan and prepare for the development of portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

Compile a portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

#### **UNIT STANDARD CCFO SCIENCE**

Using science and technology effectively and critically, showing responsibility towards the environment and health of others.

#### **UNIT STANDARD CCFO DEMONSTRATING**

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

#### **UNIT STANDARD CCFO CONTRIBUTING**

Contributing to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of:

Reflecting on and exploring a variety of strategies to learn more effectively;  
Refer to Specific Outcome and its Assessment Criterion:

- Plan and prepare for the development of portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).
- Compile a portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).
- Participating as responsible citizens in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Exploring education and career opportunities; and
- Developing entrepreneurial opportunities.
- Refer to Specific Outcome and its Assessment Criterion:
- Plan and prepare for the development of portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).
- Compile a portfolio to reflect own management and leadership competence in terms of the exit level outcomes of the ACE (School Management and Leadership).

Text 3: Analytic rubric for assessing the portfolio module

THE LEVEL IS THE MARK	LEVEL 1: MINIMAL ACHIEVEMENT	LEVEL 2: RUDIMENTARY ACHIEVEMENT	LEVEL 3: COMMENDABLE ACHIEVEMENT	LEVEL 4: SUPERIOR ACHIEVEMENT	LEVEL 5: EXCEPTIONAL ACHIEVEMENT
<p><b>Critical Thinking</b>  <i>This entails being aware of one's thinking as you perform tasks and using that awareness to monitor and direct what you are doing. It involves making critical choices concerning what to believe or what to do. This also refers to such basic mental tasks as comparing, classifying, predicting, problem solving and decision making that involves a variable but predictable sequence of thinking skills underpinned by constant critique of "what is".</i></p>	<ul style="list-style-type: none"> <li>✓ Demonstrates little understanding and only limited comprehension of scope of problem or issues.</li> <li>✓ Employs only the most basic parts of information provided.</li> <li>✓ Mixes fact and opinion in developing a viewpoint.</li> <li>✓ States conclusion after hasty or cursory look at only one or two pieces of information.</li> <li>✓ Does not consider consequences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates only a very general understanding of scope of problem.</li> <li>✓ Focuses on a single issue.</li> <li>✓ Employs only the information provided.</li> <li>✓ May include opinion as well as fact in developing a position.</li> <li>✓ States conclusion after limited examination of evidence with little concern for consequences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates a general understanding of scope of problem and more than one of the issues involved.</li> <li>✓ Employs the main points of information from the documents and at least one general idea from personal knowledge to develop a position.</li> <li>✓ Builds conclusion on examination of information and some considerations of consequences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates clear understanding of scope of problem and at least two central issues.</li> <li>✓ Uses the main points of information from the documents and personal knowledge that is relevant and consistent in developing a position.</li> <li>✓ Builds conclusion on examination of the major evidence.</li> <li>✓ Considers at least one alternative action and the possible consequences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates a clear, accurate understanding of the scope of the problem and the ramifications of the issues involved.</li> <li>✓ Employs all information from the documents and extensive personal knowledge that is factually relevant, accurate and consistent in the development of a position.</li> <li>✓ Bases conclusion on a thorough examination of the evidence, and exploration of reasonable alternatives, and an evaluation of consequences.</li> </ul>

THE LEVEL IS THE MARK	LEVEL 1: MINIMAL ACHIEVEMENT	LEVEL 2: RUDIMENTARY ACHIEVEMENT	LEVEL 3: COMMENDABLE ACHIEVEMENT	LEVEL 4: SUPERIOR ACHIEVEMENT	LEVEL 5: EXCEPTIONAL ACHIEVEMENT
<p><b>Communication of ideas</b> <i>This describes how effectively the learner can communicate (represent using any of a variety of media) his or her solution and the thinking and the processes behind it.</i></p>	<ul style="list-style-type: none"> <li>✓ Position is vague.</li> <li>✓ Presentation is brief and includes unrelated general statements.</li> <li>✓ Overall view of their development is not clear.</li> <li>✓ Statements tend to wander or ramble.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Presents general and indefinite position.</li> <li>✓ Only minimal organisation in presentation.</li> <li>✓ Uses generalities to support position.</li> <li>✓ Emphasises only one issue.</li> <li>✓ Considers only one aspect of their development.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Takes a definite but general position.</li> <li>✓ Presents a somewhat organised argument.</li> <li>✓ Uses general terms with limited evidence that may not be totally accurate.</li> <li>✓ Deals with a limited number of issues.</li> <li>✓ Views their development within a somewhat limited range.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Takes a clear position.</li> <li>✓ Presents an organised argument with perhaps only minor errors in the supporting evidence.</li> <li>✓ Deals with the major issues and shows some understanding of relationships.</li> <li>✓ Gives consideration to examination of more than one aspect of their development.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Takes a strong, well-defined position.</li> <li>✓ Presents a well-organised, persuasive argument with accurate supporting evidence.</li> <li>✓ Deals with all significant issues and demonstrates a depth of understanding of important relationships.</li> <li>✓ Examines their development from several positions.</li> </ul>
<p><b>Knowledge of Portfolio Development</b> <i>This describes the extent to which the learner has sufficient knowledge and the ability to find appropriate information.</i></p>	<ul style="list-style-type: none"> <li>✓ Reiterates one or two facts without complete accuracy.</li> <li>✓ Deals only briefly and vaguely with concepts or the issues concerning demonstrating understanding of the portfolio as a flexible assessment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides only basic facts with only some degree of accuracy.</li> <li>✓ Refers to information to explain at least one issue or concept concerning the portfolio as a flexible assessment instrument in SA in general terms.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relates only major facts to the basic issues with a fair degree of accuracy.</li> <li>✓ Analyses information to explain at least one issue or concept concerning the portfolio as a flexible assessment instrument in SA</li> </ul>	<ul style="list-style-type: none"> <li>✓ Offers accurate analysis of the documents.</li> <li>✓ Provides facts to relate to the major issues involved in demonstrating understanding of the portfolio as a flexible assessment instrument in S.A.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Offers accurate analysis of the information and issues.</li> <li>✓ Provides a variety of facts to explore major and minor issues and concepts involved in demonstrating understanding of the portfolio as a flexible assessment instrument</li> </ul>

THE LEVEL IS THE MARK	LEVEL 1: MINIMAL ACHIEVEMENT	LEVEL 2: RUDIMENTARY ACHIEVEMENT	LEVEL 3: COMMENDABLE ACHIEVEMENT	LEVEL 4: SUPERIOR ACHIEVEMENT	LEVEL 5: EXCEPTIONAL ACHIEVEMENT
	instrument in SA. ✓ Barely indicates any previous IQMS knowledge. ✓ Relies heavily on the information provided.	✓ Limited use of previous IQMS knowledge without complete accuracy. ✓ Major reliance on the information provided.	with substantive support. ✓ Uses general ideas from previous IQMS knowledge with fair degree of accuracy.	✓ Uses previous general IQMS knowledge to examine issues involved.	in SA. ✓ Extensively uses previous IQMS knowledge to provide an in-depth understanding of the developmental appraisal strategy and to relate it to past and possible future situations.
<b>Observation</b> <i>This describes the extent to which the learner identifies something as a problem and becomes engaged in solving it.</i>	✓ Observational procedures and reporting do not follow prescribed method. ✓ One inference / conclusion is reported and supported by data. ✓ Recording of observational reflections have been largely ignored. ✓ Portfolios are undeveloped and unorganised.	✓ Observational procedures and reporting show some evidence that prescribed method was followed. ✓ Some of the reported inferences / conclusions are supported by data. ✓ The learner seems unsure about what to look for. ✓ Includes minimal, if any, reflections. ✓ Does not develop or organise their	✓ Most observational procedures and reporting show evidence that prescribed method was followed. ✓ About half of the inferences / conclusions reported are supported by data. ✓ Includes general reflections. ✓ Develops and organises their observations in a basic way. ✓ Presents sufficient	✓ Almost all observational procedures and reporting show evidence that prescribed method was followed. ✓ Most of the inferences / conclusions reported are supported by data. ✓ Includes reflections that are specific and generally relevant. ✓ Develops and organises their observations in a	✓ All observational procedures and reporting show evidence that prescribed method was followed. ✓ Observational criticism is clearly stated and is based on supportive examples. ✓ Observations are insightful and based on careful analysis and observation. ✓ Includes reflections that are specific (who, what, where, when, why, how) and consistently

THE LEVEL IS THE MARK	LEVEL 1: MINIMAL ACHIEVEMENT	LEVEL 2: RUDIMENTARY ACHIEVEMENT	LEVEL 3: COMMENDABLE ACHIEVEMENT	LEVEL 4: SUPERIOR ACHIEVEMENT	LEVEL 5: EXCEPTIONAL ACHIEVEMENT
		portfolios completely. ✓ Presents incomplete information with few or no supporting details.	information supported by basic details.	generally focused and complete manner. ✓ Presents complete information supported by basic details.	relevant. ✓ Develops and organises their observations in a clearly focused, complete and creative manner. ✓ Presents complete information that is enhanced by precise and appropriate details.
<b>Reflection</b> <i>This refers to any reflexive thinking i.e. thinking before, during and after any process / performance / product / presentation</i>	✓ Self-reflective statements, if present, add little to clarify organisation or explain learning achievements. ✓ Simply a container of work or assessments, without an attempt on the part of the learner to provide organisation. ✓ There is no attempt by the learner to make a coherent statement about what learning has	✓ Includes minimal reflections on learning achievements. ✓ At this point in the development of the portfolio there is insufficient information or organisation to characterise the portfolio as either a story of learning or a portrait of the learner as manager leader. ✓ Learners may not be able to verbalize the reasons, even as	✓ Includes general reflections on learning achievements. ✓ In the process of becoming a story of the learner as manager and leader. ✓ There is evidence of ownership as the learner displays a personal investment in selecting and explaining the content. ✓ There is a sense of intentionality controlling some of	✓ Includes reflections on learning achievements that are specific and generally relevant. ✓ The learner's authorial voice is always present. ✓ Tells a coherent story of the learner as a reflective manager and leader. ✓ There are relationships between one part of the portfolio and another.	✓ Includes reflections on learning achievement that are specific (who, what, where, when, why, how) and consistently relevant. ✓ When reviewing the portfolio, outsiders get the feeling they really know the person whose achievement is depicted there, and have a fair understanding of how the learning came about. ✓ All the parts of the portfolio bear a clear

THE LEVEL IS THE MARK	LEVEL 1: MINIMAL ACHIEVEMENT	LEVEL 2: RUDIMENTARY ACHIEVEMENT	LEVEL 3: COMMENDABLE ACHIEVEMENT	LEVEL 4: SUPERIOR ACHIEVEMENT	LEVEL 5: EXCEPTIONAL ACHIEVEMENT
	<p>taken place.</p> <ul style="list-style-type: none"> <li>✓ The learner's understanding of the task is minimal.</li> <li>✓ The portfolio is about "collecting what the assessor asks for".</li> </ul>	<p>they reflect on their choices, but the reviewer may be able to recognize a relationship between some exhibits or infer the reasons.</p> <ul style="list-style-type: none"> <li>✓ For the learner, the portfolio was built by following instructions.</li> <li>✓ There may be evidence that the learner had some insight into the assessor's purposes.</li> </ul>	<p>the learner's choices.</p> <ul style="list-style-type: none"> <li>✓ It is possible to distinguish other stakeholders' goals from the learner's or to recognise instances when they overlap.</li> <li>✓ The portfolio may be created for others to assess, but there is also evidence of self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ There is an awareness of the perspectives of other stakeholders and the learner's self-assessment has been enhanced by this knowledge.</li> <li>✓ Evidence of self-reflection adds information to the presentation.</li> </ul>	<p>relationship to each other and to a central purpose.</p> <ul style="list-style-type: none"> <li>✓ A reviewer can look at the portfolio and easily understand how the judgments about the learner came to be made and the degree to which different stakeholders would agree.</li> </ul>
<p><b>Application</b> <i>This describes the extent to which the learner knows and uses appropriate problem solving strategies.</i></p>	<ul style="list-style-type: none"> <li>✓ No evidence of planning personal and organisational growth</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>✓ Evidence of a very limited ability to plan personal and organisational growth.</li> <li>✓ Evidence of a very limited ability to</li> </ul>	<ul style="list-style-type: none"> <li>✓ Does not develop or organise a personal and organisational growth plan completely.</li> <li>✓ Presents incomplete information with few or no supporting details.</li> <li>✓ Evidence of a basic ability to record some of the following:</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develops and organises a simple personal and organisational growth plan in a basic way.</li> <li>✓ Evidence of a competent ability to record observations, experiences, ideas, information and insights that are</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develops and organises the development of a personal and organisational growth plan in a generally focused and complete manner.</li> <li>✓ Evidence of a confident ability to record observations, experiences, ideas, information and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develops and organises the development of a personal and organisational growth plan in a clearly focused, complete and creative manner.</li> <li>✓ Evidence of innovative choices and divergent approaches, and an outstanding ability to record observations, experiences, ideas,</li> </ul>

THE LEVEL IS THE MARK	LEVEL 1: MINIMAL ACHIEVEMENT	LEVEL 2: RUDIMENTARY ACHIEVEMENT	LEVEL 3: COMMENDABLE ACHIEVEMENT	LEVEL 4: SUPERIOR ACHIEVEMENT	LEVEL 5: EXCEPTIONAL ACHIEVEMENT
	<p>record observations, experiences, ideas, information and insights that are relevant to the task.</p> <ul style="list-style-type: none"> <li>✓ Little evidence of the needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management.</li> <li>✓ Writing is not original; copies the ideas of others.</li> <li>✓ OR</li> <li>✓ Writing contains so many errors in language use that reading is difficult to understand.</li> </ul>	<p>observations, experiences, ideas, information and insights that are relevant to the task.</p> <ul style="list-style-type: none"> <li>✓ The learner includes a few needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management.</li> <li>✓ Shows little or no awareness of the audience.</li> <li>✓ Ideas are presented in a disorganised way.</li> <li>✓ Work lacks accuracy and completeness; appearance</li> </ul>	<p>relevant to the task.</p> <ul style="list-style-type: none"> <li>✓ The learner includes many of the needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management.</li> <li>✓ Work is accurate, neat, and complete.</li> <li>✓ Ideas have been organised.</li> <li>✓ Writing contains few language errors; ideas are not difficult to understand.</li> <li>✓ Substantially completes the task, with some ideas or concepts missing.</li> </ul>	<p>insights that are relevant to the task.</p> <ul style="list-style-type: none"> <li>✓ The learner includes most of the needed techniques (CVs, SWOT Analysis, historical content, self-reflective diary, samples of course activities, interviews, observations and reports and situation analysis) for ensuring effective development of a portfolio to reflect own management.</li> <li>✓ Effectively presents self and ideas to outside reviewer.</li> <li>✓ Writing is original.</li> <li>✓ Writing is clear and organised.</li> <li>✓ Work is accurate and complete: appearance helps the communication of ideas.</li> </ul>	<p>information and insights that are relevant to the task.</p> <ul style="list-style-type: none"> <li>✓ The learner includes a wealth of the needed techniques (CVs, SWOT Analyses, historical content, self-reflective diary, samples of course activities, interviews, observations, reports and situation analysis) for ensuring effective development of a portfolio to reflect own management.</li> <li>✓ Self and ideas “come alive” to outside reviewer.</li> <li>✓ Writing is original and may be creative.</li> <li>✓ Writing is clear and well organised throughout portfolio.</li> <li>✓ Writing is almost free of language errors and is easy to understand.</li> </ul>

THE LEVEL IS THE MARK	LEVEL 1: MINIMAL ACHIEVEMENT	LEVEL 2: RUDIMENTARY ACHIEVEMENT	LEVEL 3: COMMENDABLE ACHIEVEMENT	LEVEL 4: SUPERIOR ACHIEVEMENT	LEVEL 5: EXCEPTIONAL ACHIEVEMENT
	<ul style="list-style-type: none"> <li>✓ Minimally completes the task with fragmented results – may need redirection in the future.</li> </ul>	<ul style="list-style-type: none"> <li>interferes with communication of ideas.</li> <li>✓ Partially completes the task with minimal or perfunctory effort.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Completes the task in an incisive and thorough manner.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Makes fulfilment of the task a creative expression.</li> </ul>

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## Text 4: Readers - Assessment outcomes-based education

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### The purpose of this reader

All students on the ACE programme will be formatively and summatively assessed during the ACE programme. Everyone will have to compile a portfolio, as required in the unit standard, 'Develop a portfolio to demonstrate school management and leadership (SAQA ID number 115438). In addition, some of you may also be completing one or both of the elective assessment unit standards that are included in the ACE qualification. They are US 7978 'Plan and conduct assessment of learning outcomes' and US 7977 'Moderate assessment'.

This Reader has been developed to deepen your understanding of assessment in South Africa's outcomes-based system. This will hopefully assist you to understand what you are required to do during the many assignments, activities and tasks you will be completing during the ACE programme. It is particularly important that you ensure that the evidence that you include in your portfolio meets the requirements of outcomes-based assessment.

You may find some duplication in the information provided in the two assessment modules and the portfolio module. This is unavoidable. Hopefully such repetition will only serve to enhance your understanding and assist you during all the assessments that will be conducted throughout the ACE programme.

### The pivotal role of assessment in the outcomes-based system

To understand the role of assessment in the outcomes-based system, we first need to make sure that we have a clear understanding of what assessment is.

"Assessment is a structured process for gathering and weighing evidence about an individual's achievements in relation to specified learning outcomes, in order to determine whether he/she has demonstrated competence. The evidence is used for making judgments and taking decisions about the learner's achievements and/or non-achievements. Outcomes are specified in unit standards and/or qualifications registered on the NQF, but could also be described in workplace performance standards or learning programmes" (Hattingh, 2005).

This description emphasises the following key elements of assessment:

- Assessment is a *structured* process that must be carefully planned to achieve a specific objective.
- Assessment involves *gathering evidence* about the learner's performance and/or non-performance for the purpose of awarding certificates or credits for achievements. The purpose of the assessment could also be to diagnose problems, measure progress, and/or to provide feedback.
- The individual's performance is measured against predetermined and clearly described *outcomes* and *assessment criteria*.
- These *outcomes* and *assessment criteria* must be accurately and unambiguously formulated and understood by the assessor and the learner.

- Assessment in the NQF is focused on collecting evidence against outcomes and assessment criteria, which are described in *registered unit standards and qualifications*.
- The learner's demonstration of achievements must be *observable and measurable*.
- Assessment is focused on *making judgements* about the performance of an individual and *making decisions* about the learner's competence in relation to the outcomes specified (Hattingh, 2004: 3).

"Clearly, 'examining', 'assessing', 'testing', is an issue of the greatest importance to any education and training system. In a system that is being built around an outcomes-competence approach the issue of assessment assumes even greater importance and has an even more central role ... as a measure of the achievement of quality in learning and as a direction-giver to the whole teaching/learning/managing process ... What will be assessed becomes the starting point of course design rather than a decision taken after development has taken place" (Bellis, 2001: 211-212).

Assessment in outcomes-based education is focused on assessing the result of a learning process, i.e. the achievements throughout a learning process or end products of learning. These are expressed in outcomes and competence. The assessment of the achievement (or non-achievement) of outcomes and competence has to be done against clearly described assessment criteria, which should measure applied competence.

SAQA emphasises the importance of applied competence, which it describes as follows (SAQA, 2001: 20):

- Practical competence: The demonstrated ability to perform a set of tasks – to do a particular thing, to consider a range of options/possibilities and make decisions about practice.
- Foundational competence: The demonstrated understanding of what we are doing and why.
- Reflexive competence: The demonstrated ability to integrate or connect our performances with our understanding of those performances, so that we learn from our actions, and are able to adapt to changes and unforeseen circumstances.

The following extracts emphasise the key elements of applied competence.

- "Applied competence is the ability to put into practice in the relevant context the learning outcomes that have been developed through a learning programme. Qualified learners must be able to understand what they have learnt and also do something useful with it in a real-world context.
- The notion of applied competence suggests a broadening of the behaviourist notions of knowledge to include three dimensions of competence that are all necessary for the meaningful accomplishment of any task: practical, foundational and reflexive competence.
- Competence must not be seen as merely practical, foundational or reflexive. These must not be seen as separate or alternative types of competence, but should be integrated into every demonstration of competence" (Hattingh, 2005a).

## The centrality of outcomes in the outcomes-based system

Outcomes are the focal point of the outcomes-based system, which means that the learning process, learning materials, and especially the assessment, must be focused on what the learner is required to be able to do. Outcome statements capture what the learner should be able to do by the time he/she has completed a learning programme. They describe the knowledge, understanding, insight, skills, values and attitudes the learner should demonstrate. SAQA defines outcomes as “the demonstrable and assessable end products of a learning process. They are statements regarding elements of competence” (SAQA, 2001: 21).

Outcome statements must be clearly and accurately formulated to ensure that both learners and assessors understand precisely what learners are required to demonstrate.

An outcomes-based approach does not mean that a few desired outcomes are tacked onto the content after the programme has been put together. Nor is it simply a matter of changing the outline of existing programmes by adding the words: ‘The learner will be able to achieve the following outcomes...’ and then claiming that the programme is outcomes-based.

“Outcomes ... are not attached to the content ... after (the learning programme) has been put together ... Outcomes-based ... is not a format. We speak of based because the entire structuring, the designing of what goes into the programme is based on the skills, the outcomes, the competencies that need to be acquired and applied by the learner. This means a process of analysis before deciding on what the content will be, before deciding what methods and media will be used to enable the learner to experience that learning” (Bellis, 2001: 192).

Prof Ian Bellis states that for a learning programme to be truly outcomes-based, its entire structure and design must be based on the skills and competencies that need to be acquired and applied by the learner. This implies a process of analysis to determine what these are and how their achievement will be assessed. This needs to happen before deciding on the content, methods of delivery, or materials that will be used in the learning programme (Bellis, 2001: 192).

## Criterion- vs. norm-referenced assessment

The outcomes-based system introduced a criterion-referenced assessment system, in which judgements are made about learners by measuring their achievements against set criteria. These criteria are pre-determined and are part of the standard set for the outcome. The criteria must be objective and be described as clearly as possible. Learners who achieve the outcomes and meet the criteria are certified as ‘competent’ and those who do not meet these requirements are certified as ‘not-yet-competent’. This implies that they should be given additional learning and/or assessment opportunities to achieve the required standard.

In the more traditional norm-referenced assessment system learners are graded in relation to each other on a scale of 0% to 100%. Learners who meet the minimum criteria pass and those who do not, fail. The individual learner’s

achievements are assessed, but the final achievement is judged in relation to a group of learners.

The differences between these two assessment systems are summarised below: (SAQA, 2001: 25)

**TABLE 5: COMPARISON BETWEEN CRITERION-REFERENCED AND NORM-REFERENCED ASSESSMENT**

CRITERION-REFERENCED ASSESSMENT	NORM-REFERENCED ASSESSMENT
<ul style="list-style-type: none"> <li>• Makes judgments about learners by measuring learners' performance against set criteria</li> <li>• An individual is assessed in a way and at a time appropriate to his/her needs</li> <li>• The criteria are pre-determined and are associated with the specific learning outcomes</li> <li>• The criteria are objective and describe the nature of the assessment explicitly</li> <li>• Where grading is used, learners are graded against the criteria for assessment.</li> <li>• Associated with being assessed as competent or not yet competent against the set criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Makes judgment about learners by measuring them against each other</li> <li>• A group of learners is assessed in a common way at the same time</li> <li>• Assessments are curriculum-based, i.e. based on knowledge content</li> <li>• Associated with the grading and ranking of learners</li> <li>• Associated with the averaging of group scores of learners</li> <li>• Associated with the adjustment of scores to fit the profile of the learner group</li> <li>• Associated with the concepts of passing, failing or being promoted</li> </ul>

Outcome statements should always be described with their associated assessment criteria, as together they answer the following questions: What will the learning outcome be? What is the standard of achievement required? How will learners and assessors know that these outcomes have been achieved? How will assessors measure whether these outcomes have been achieved?

Assessment criteria are statements that describe the standard to which learners must perform the specified outcomes. They are a clear and transparent expression of requirements against which successful (or unsuccessful) performance is assessed. They are statements whereby an assessor can judge whether the evidence provided by a learner is sufficient to demonstrate competent performance. The main purpose of assessment criteria is to remove (or at least reduce) the guesswork on the part of the assessor by providing clear criteria against which learners must be assessed.

The assessment criteria should specify aspects such as the knowledge, understanding, actions, skills, values and attitudes that a learner has to display/demonstrate. This will serve as evidence that outcomes and competence have been achieved, the level of complexity and quality of these, and the context of and conditions under which demonstrations should occur.

One of the features of the new system that relates directly to the portfolio is the acceptance that learning does not only occur in formal training sessions.

Learners can be credited for such learning if valid and appropriate evidence is submitted of such prior achievements, and if these achievements relate directly to outcomes described in registered unit standards or qualifications. This has also resulted in the introduction of a system of recognition of prior learning (RPL). This systems enables learners to be awarded formal recognition for previous learning though formal or informal learning, life or work experiences.

### Principles of assessment in outcomes-based education

SAQA highlights four principles to promote quality assessment: fairness, validity, reliability and practicability (SAQA, 2001: 16). Each of these is described below, with examples of assessment practices that reflect these principles.

- Assessments must be **fair**: The assessment must provide all learners with an equal and fair opportunity to demonstrate their competence. It should not favour any learner, nor should it be biased against any learner. Examples: The description of the assessment process is clear, transparent and available to all learners. Appeal mechanisms are available to learners who feel that the assessments were not fair. It may be necessary to use different assessment strategies for different learners, for example, a learner who is blind or dyslexic or unable to write.
- Assessments must be **reliable**: Reliability in assessment is about consistency. Every time the assessment is conducted or the assessment instrument is used, it must assess the same outcomes at the same level. Examples: The same or similar conditions prevail each time the assessment is administered, and the same or similar procedures, methods and instruments are used.
- Assessments must be **valid**: The assessment must measure what it purports to assess. This means that the exam or competence demonstration must 'test' what it is supposed to test. Examples: Assessment procedures, methods, instruments and materials are appropriate for what is being assessed. The outcomes being assessed are clearly stated and the assessment remains focused on assessing those outcomes.
- Assessments must be **practicable**: Assessments must take into account the available financial resources, facilities, equipment and time and must be designed to accommodate these. Examples: Assessment procedures are manageable and time-efficient. The cost of the assessment is realistic in terms of the scope of the assessment, for example the assessor doesn't take a full day to assess a two-day programme.

The following additional principles are included in unit standard 115755: 'Design and develop outcomes-based assessments':

- Assessments must be manageable: This is similar to the principle of practicability above. The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- Assessments must be integrated into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible. This is often referred to as 'naturally occurring evidence'.
- Assessments must be systematic: The overall process ensures that assessment is fair, effective, repeatable and manageable.
- Assessments must be open: The process is transparent, i.e. learners understand the assessment process and the criteria that apply. They are also

given opportunities to contribute to the planning and accumulation of evidence.

### Benefits of outcomes-based assessment for learners

Because outcomes-based assessment (OBA) is learner-centred, it holds many benefits for learners. The most important benefits are described below (EC DoE, 2005: 50):

- Assessment forms an integral part of learning and teaching, thus helping learners who need support and remediation.
- It provides all learners with the time and help to realise their full potential. Constructive feedback is vital here.
- OBA is participative, democratic and transparent through the use of self, peer and group assessments and because the process of assessment is clearly communicated to all learners.
- OBA ensures that each learner is assessed according to his/her ability (i.e. ability referenced) and against nationally agreed learning outcomes and criteria (i.e. criterion referenced).
- Assessment is continuous, which makes it possible to assess the learning outcomes over a period of time and to allow improvements to be made (i.e. growth referenced).
- Assessment takes many forms, uses a wide range of methods and gathers evidence from diverse sources, depending upon what is being assessed and the needs of the learner. This assists the learner to achieve his/her full potential.
- It involves a shift away from testing as the sole method of assessment, and uses testing as one of a multitude of methods.
- OBA involves learners actively, using relevant knowledge, skills, attitudes and values in real-life contexts, i.e. connecting the assessment to everyday life.
- Assessment makes use of reflection by encouraging learners to look back at what they have done and giving them a chance to improve their performance.

### Who conducts assessment?

Assessments are not only conducted by lecturers, educators, instructors or formally registered assessors. Different assessors can be involved in the assessment process in outcomes-based assessment, thereby contributing to the value and benefits of assessment. Let us look at the most important assessors that will be involved in this ACE programme.

#### **ASSESSMENT BY AN ASSESSOR, LECTURER, EDUCATOR OR LEARNING FACILITATOR**

The person acting as assessor:

- Conducts assessment of individuals or groups of learners continuously or at given intervals;
- Assesses for different purposes, e.g. diagnostic or judgmental;
- Uses the assessment to judge the learners' competence against standards or to identify the learners' areas of strength and their developmental needs; and
- Also uses the assessment results to improve teaching and learning strategies and the learning programmes.

**SELF-ASSESSMENT**

- Learners are given the assessment criteria (standards) before starting the task;
- Upon completion they are asked to reflect on what they have learned;
- Reflection is a demonstration of learners taking responsibility for their own learning; and
- Awareness of what the learner values is conveyed to the lecturer/ educator/ learning facilitator, leading to constructive feedback.

**PEER ASSESSMENT**

- A learner is asked to assess the performance of another learner during teamwork on a task;
- Before the task everyone is made aware of the criteria against which performance must be assessed; and
- Learners thus have an opportunity to assess their own and their peers' work.

**GROUP ASSESSMENT**

- A group of learners discuss their own or another group's performance;
- Specific evidence is assessed, e.g. how group members cooperate, help one another, divide work up and combine individual efforts; and
- It is useful to assess social skills and time management.

Your competence may also be assessed through self-assessment, assessments by peers and tutors, as well as the on-site verification of practical management competence by an authorised verifier (ACE qualification, par. 5.5 under 'Integrated assessment').

There are no fixed rules about who should be conducting assessments, except that this will be determined largely by what is being assessed and the type of assessment. For example, it is unlikely that you would use a self-assessment to determine whether a learner is competent in using a firearm, but self-assessment would be valid for identifying current or future learning needs.

## Types of assessment

Now that we have a good idea of the nature and purpose of outcomes-based assessment, let us move on to look at the more practical aspects of outcomes-based assessment. This section will enable you to understand the different types of assessment of your competence in the ACE qualification, both during and at the end of the programme.

There are four main types of assessment:

- **Formative assessment:** The purpose is to determine the progress the learner has made towards the outcomes.
- **Summative assessment:** The purpose is to determine whether the learner has achieved the outcomes specified for the whole programme or parts thereof.
- **Diagnostic assessment:** The purpose is to determine any gaps in teaching and learning.
- **Baseline assessment:** The purpose is to determine the level at which the learner is able to function to be able to pitch the learning at the correct level for the learner.

SAQA also stresses the importance of integrated assessment. This is not really a type of assessment, but a way of conducting assessment. Integrated assessments are deliberately structured to assess the ability of the learner to integrate different parts of a unit standard, module or programme and to demonstrate understanding of the interrelationships. Integrated assessment is particularly valuable for enabling learners to demonstrate applied competence. Both formative and summative assessments can be conducted in an integrated way.

The main features of formative, summative assessment, baseline and diagnostic assessment are summarised in the comparative table below (Hattingh, 2005: 15; EC DoE, 2005: 57).

**TABLE 6: COMPARISON BETWEEN TYPES OF ASSESSMENT**

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	BASELINE ASSESSMENT	DIAGNOSTIC ASSESSMENT
<ul style="list-style-type: none"> <li>- The main purpose is to support the learning process by assisting the learner and the lecturer to determine progress and further development areas.</li> </ul>	<ul style="list-style-type: none"> <li>- The main purpose is to measure and judge the learner's achievement of the specified outcomes, in order to determine if the learner is competent or not yet competent.</li> </ul>	<ul style="list-style-type: none"> <li>- It assists in planning learning programmes and learning activities.</li> <li>- It establishes what the learners already know, understand and can do (prior learning).</li> </ul>	<ul style="list-style-type: none"> <li>- It identifies the nature and cause(s) of the barriers to learning.</li> <li>- It indicates if learning has not taken place.</li> <li>- It helps the educator to provide remediation and guidance to the learner.</li> </ul>
<ul style="list-style-type: none"> <li>- It should form an integral part of the teaching/learning process, and happens throughout the programme.</li> </ul>	<ul style="list-style-type: none"> <li>- These assessments are usually conducted at the end of a learning programme, or after completion of a module or a section of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>- It is done at the beginning of a learning cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- It is generally done when ongoing formative assessment reveals that learning has not taken place.</li> </ul>
<ul style="list-style-type: none"> <li>- A wide variety of methods can be used, e.g. oral questioning, class debates, group discussions, knowledge tests and case studies.</li> </ul>	<ul style="list-style-type: none"> <li>- A final test, examination or project is typically used as summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of methods can be used, e.g. role-play, checklists, questionnaires (self-assessment), demonstrations, tests and random questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of methods can be used, e.g. personal interviews, assignments, practical exercises and tests.</li> </ul>
<ul style="list-style-type: none"> <li>- It assists in determining the</li> </ul>	<ul style="list-style-type: none"> <li>- It is conducted when the assessor</li> </ul>	<ul style="list-style-type: none"> <li>- The purpose and timing of the</li> </ul>	<ul style="list-style-type: none"> <li>- Learner readiness is not the</li> </ul>

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	BASELINE ASSESSMENT	DIAGNOSTIC ASSESSMENT
learner’s readiness for summative assessment.	and learner agree that the learner has sufficiently mastered the outcomes to be formally assessed.	assessment is the determining factor, not the learner's readiness.	determining factor as the assessment is conducted when there is a need for diagnosis.
- Feedback is developmental in nature, and informs the learner on areas in which he/she has mastered (or not mastered) the outcomes, but should also provide guidance on how to improve in development areas.	- Feedback is focused on whether the outcomes have been achieved, but could also indicate development areas and further learning.	- Feedback is focused on indicating which knowledge, skills, etc. are already in place, and identifying further learning and development activities.	- Feedback is focused on remediation and guidance on gaps and development areas identified.
- Credits/certificates are not awarded for formative assessment. - The results from formative assessments can be used for summative assessment, if the appropriate assessment procedure was followed.	- The assessment is designed to award credits and/or certificates to learners for successful completion of the learning programme.	- This type of assessment is not aimed at giving formal recognition for learning achievements.	- This type of assessment is not aimed at giving formal recognition for learning achievements.

### Formative, summative and integrated assessment in the ACE programme

These three types of assessment are particularly relevant to the ACE programme, so we will look at them more closely.

#### FORMATIVE ASSESSMENT

Formative assessment is useful during the ACE programme as it can assist you to:

- Identify your strengths, weaknesses and problem areas so that you can take the necessary corrective steps and plan further learning;
- Receive feedback on your progress (or lack thereof) and assist you to understand whether you are on track or need to take corrective steps;

- Motivate you through the feedback on learning achievements and strengths; and
- Evaluate the effectiveness of the learning programme so that it can be adapted where necessary, to improve the quality and relevance of the learning experience.

#### **SUMMATIVE ASSESSMENT**

SAQA emphasises the point that summative assessments should not only be conducted at the end of a programme, and that it should not only be through written examinations. "... (it is) possible for summative assessments to be done on a continuous basis throughout the learning experience. It can be carried out at any of the given points of the total learning experience. This notion of summative assessment therefore does not confine assessment to a written examination that can only assess a sample of learning within a limited time ... It allows for the use of a range of assessment methods (observation, product evaluation, written and oral questioning) and for a range of assessment instruments (practical, role-plays, written assignments, ... etc). This is applicable to both formative and summative assessment with the proviso that the assessment method and instruments match what is being assessed and that appropriate and sufficient evidence is collected." (SAQA, 2001: 27)

Summative assessment is conducted whenever a learner and/or educator needs to know whether the learner has attained a specific outcome, or competence in a distinct task, function or activity.

The importance of summative assessment is that the results will form the basis of the decision taken by the assessors on whether you have met all the requirements to be awarded the ACE qualification at the end of the programme. Therefore, you need to make sure that you understand which assessments are summative. Then you must ensure that you demonstrate competence in all the outcomes that are being assessed in such assessments.

#### **INTEGRATED ASSESSMENT**

Now that we have covered formative and summative assessment, let's move on to integrated assessment. As indicated above, integrated assessment assesses competence across a number of outcomes together in an integrated manner. This could be through assessing the qualification as a whole, rather than each module separately. Integrated assessments can also assess a number of outcomes or modules together. It provides the learner with an opportunity to demonstrate the ability to integrate knowledge, skills, theory and practice in a way that reflects the appropriate combination of practical, foundational and reflexive competence.

Assessments should, where possible, be integrated to avoid the cost-intensive and atomised approach of assessing each outcome or each assessment criteria separately. This was never the intention of the NQF, as the ability to demonstrate competence in a small number of outcomes in isolation from others is rarely indicative of competence. The two school-based projects as well as the journal and portfolio are all examples of integrated assessment tasks in the ACE (School Leadership) programme.

## Assessment methods and instruments

The type of assessment does not tell us exactly how the assessment will be conducted. That is indicated by the assessment method and instrument. Formative and summative assessments can make use of a variety of methods and instruments. The only requirement is that the methods and instruments must be appropriate to the outcomes that are being assessed. For example, the evaluation of a written document would not be appropriate for assessing your demonstration of personal qualities/abilities such as the ability to be a model of values and mission in the school.

Sometimes it is necessary to use more than one assessment instrument. For example, a learner may give a good written description of how to handle difficult people, but may not be as effective in demonstrating this in real life situations.

Assessment methods refer to the activities that an assessor engages in as he/she assesses a learner and the learner's work. The three most commonly used assessment methods are: observation, evaluation of a product and questioning. (Adapted from SAQA, 2001: 27-28.)

**TABLE 7: EXAMPLES OF ASSESSMENT METHODS**

ASSESSMENT METHOD	EXAMPLES OF RELEVANT METHODS FOR THE ACE
<b>Observation:</b> Observing the candidate while he/she carries out tasks, real or simulated, in relation to specified outcomes	
<b>Evaluation of a product:</b> Evaluating/judging something the candidate has produced after the task has been completed	
<b>Questioning:</b> Asking questions orally or in writing, which are answered orally or in writing (This could be done to check the candidate's knowledge; to determine understanding of why certain activities were carried out; or to test the candidate's ability to work within contexts required in the range statements or in the assessment criteria.)	

(SAQA uses the term 'Candidate' to refer to a person who has applied to be assessed, or who is in the process of being assessed.)

Not all assessments have to be conducted in a formal setting such as a classroom. The only requirement is that the site where the assessment takes place must be relevant to the assessment method, and this must be appropriate to the outcomes being assessed. For example, many of the assessments in this ACE programme will be on-site assessments conducted in your actual workplace.

All three assessment methods can be used in on-site assessments. For example, an assessor can observe you while leading a strategic planning session, or evaluate your school's financial records, or question you on practices observed during the on-site assessment.

Assessment instruments refer to the nature of the assessment task given to the candidate, for example, oral tests, multiple choice questions, assignments, case studies or role-plays. Again, the assessor must make sure that the instrument selected is appropriate to the outcomes being assessed. For example, multiple-choice questions are not appropriate for testing your insight into managing organisational systems, and a written knowledge test does not adequately measure the ability of school principals to apply financial principles in drawing up budgets.

**TABLE 8: EXAMPLES OF ASSESSMENT INSTRUMENTS**

ASSESSMENT INSTRUMENTS	REAL EXAMPLES FROM YOUR OWN WORK ENVIRONMENT THAT COULD SERVE AS ASSESSMENT INSTRUMENTS
Assignments	
Case studies	
Checklists	
Demonstrations	
Diagrams	
Examinations/tests	
Journals	
Log books	
Multiple choice questions	
Oral tests/questions	
Organograms	
Personal interviews	
Practical demonstrations	
Practical exercises	
Portfolios	
Practical exercises	
Projects	
Questionnaires	
Role-plays	
Simulations	
Structured questions	
<b>Other</b>	(You could insert other instruments that you think could be useful for the assessment of the ACE programme.)

(For a description of these instruments, refer to SAQA, 2001: 30-36.)

## Text 5: Portfolio assessment matrix

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The portfolio brings together the two site-based projects and any additional information that students may wish to offer regarding their competence as school leaders and managers.

The following matrix identifies the core learning outcomes of the programme for which evidence of competence needs to be supplied.

LEARNING OUTCOME	EVIDENCE FROM PROJECT 1	VERIFIED BY:	EVIDENCE FROM PROJECT 2	VERIFIED BY:	OTHER EVIDENCE IN PORTFOLIO	VERIFIED BY:
	<i>(to be completed by student)</i>		<i>(to be completed by student)</i>		<i>(to be completed by student)</i>	
Demonstrate a basic understanding of what is involved in school management and leadership in South Africa						
Make an assessment of own abilities in management and leadership in terms of current notions of competence and relevance in South Africa in relation to management and leadership						
Demonstrate competence in reading, writing, listening and speaking skills appropriate for school leadership and management						
Demonstrate the personal qualities necessary for effective management of policy, planning,						

LEARNING OUTCOME	EVIDENCE FROM PROJECT 1	VERIFIED BY:	EVIDENCE FROM PROJECT 2	VERIFIED BY:	OTHER EVIDENCE IN PORTFOLIO	VERIFIED BY:
school development and governance.						
Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.						
<b>Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community and the department.</b>						
<b>Understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.</b>						
<b>Demonstrate the personal qualities necessary for effective leadership and management of people.</b>						
<b>Plan, allocate, support and evaluate work undertaken by groups, teams and individuals</b>						

LEARNING OUTCOME	EVIDENCE FROM PROJECT 1	VERIFIED BY:	EVIDENCE FROM PROJECT 2	VERIFIED BY:	OTHER EVIDENCE IN PORTFOLIO	VERIFIED BY:
<b>ensuring clear delegation of tasks and devolution of responsibilities.</b>						
<b>Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.</b>						
<b>Create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution).</b>						
<b>Understand and be able to apply relevant content knowledge in leading and managing people.</b>						
<b>Demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems and financial and physical resources.</b>						

LEARNING OUTCOME	EVIDENCE FROM PROJECT 1	VERIFIED BY:	EVIDENCE FROM PROJECT 2	VERIFIED BY:	OTHER EVIDENCE IN PORTFOLIO	VERIFIED BY:
<b>Set up, implement, maintain and evaluate organisational systems for the school where possible making use of appropriate information and communication technology ICT.</b>						
<b>Manage the financial resources of the school in a transparent and accountable way.</b>						
<b>Understand and be able to apply relevant content knowledge and skills in the management of organisational systems, and physical and financial resources.</b>						
Create, manage and sustain a safe, caring and disciplined environment.						
Demonstrate the personal and professional qualities necessary for effective management of teaching and learning.						

LEARNING OUTCOME	EVIDENCE FROM PROJECT 1	VERIFIED BY:	EVIDENCE FROM PROJECT 2	VERIFIED BY:	OTHER EVIDENCE IN PORTFOLIO	VERIFIED BY:
Manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy.						
Understand and be able to apply relevant content knowledge in the design, implementation and evaluation of teaching and learning and the organisation of the school environment.						
Create, manage and sustain a caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organised.						
Assessor verification ratings: L1: Minimal achievement; L2: Rudimentary achievement; L3: Commendable achievement; L4: Superior Achievement; L5: Exceptional achievement						

## Text 6: Examples of portfolio evidence in the IQMS

IQMS PERFORMANCE STANDARD	IQMS CRITERIA	POSSIBLE PORTFOLIO EVIDENCE
2. Creation of a positive learning environment	<ul style="list-style-type: none"> <li>• Learning space</li> <li>• Learner involvement</li> <li>• Discipline</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of classroom organisation</li> <li>• Classroom management philosophy</li> <li>• Classroom discipline</li> <li>• Strategies to promote respect for diversity</li> <li>• Pictures of classroom and classroom activities</li> <li>• School rules</li> <li>• Positive evaluation reports</li> <li>• Evidence of challenges solved</li> <li>• Learner projects / assignments</li> </ul>
3. Knowledge of curriculum and learning programmes	<ul style="list-style-type: none"> <li>• Knowledge of learning area</li> <li>• Skills</li> <li>• Goal setting</li> <li>• Involvement in learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Statement of the goals and outcomes of curriculum</li> <li>• Examples of diagnostic assessment of learners</li> <li>• Original lesson plans</li> <li>• Involvement in planning of learning programmes</li> <li>• Curriculum management plans</li> <li>• Positive evaluation reports</li> <li>• Evidence of challenges solved</li> <li>• Reflection on curriculum and learning programmes</li> </ul>
4. Lesson planning, preparation and presentation	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Presentation</li> <li>• Recording</li> <li>• Management of learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Original lesson plans</li> <li>• Self-evaluation of lessons</li> <li>• Examples of planning at meso and macro levels</li> <li>• Positive evaluation reports (formative and summative)</li> <li>• Examples of learner support</li> <li>• Reflections on planning preparation, presentation of lessons and management of learning programmes</li> <li>• Record-keeping of lesson plans</li> </ul>
5. Learner assessment / achievement	<ul style="list-style-type: none"> <li>• Feedback to learners</li> <li>• Knowledge of assessment techniques</li> <li>• Application of assessment techniques</li> <li>• Record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of feedback to learners</li> <li>• Examples of assessment instruments</li> <li>• Examples of learners' work, e.g. portfolios</li> <li>• Assessment plan based on lesson plan</li> <li>• Examples of feedback from DSG</li> <li>• Learner worksheets</li> <li>• Charts and graphs</li> </ul>

IQMS PERFORMANCE STANDARD	IQMS CRITERIA	POSSIBLE PORTFOLIO EVIDENCE
		<ul style="list-style-type: none"> <li>• Assessment records</li> <li>• Reports to SMT, parents</li> <li>• Reflections on assessment</li> </ul>
6. Professional development in field of work / career and participation in professional bodies	<ul style="list-style-type: none"> <li>• Participation in professional development</li> <li>• Participation in professional bodies</li> <li>• Knowledge of education issues</li> <li>• Attitude to professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions with DSG</li> <li>• Professional Growth Plans</li> <li>• SDT policy and minutes of meetings</li> <li>• Participation in professional development activities</li> <li>• Certificates of attendance of INSET courses</li> <li>• Examples of professional dialogue / networking</li> <li>• School Improvement Plan</li> <li>• Reflections on professional development</li> <li>• Evidence of involvement in professional organisations</li> <li>• Evidence of involvement in current education issues</li> <li>• Evidence of lifelong learning</li> </ul>
7. Human relations and contribution to school development	<ul style="list-style-type: none"> <li>• Learner needs</li> <li>• Human relations skills</li> <li>• Interaction</li> <li>• Co-operation</li> </ul>	<ul style="list-style-type: none"> <li>• Positive evaluation reports</li> <li>• Testimonials / references</li> <li>• Correspondence to parents</li> <li>• Reflections on interactions with learners, parents and colleagues</li> <li>• Evidence of involvement in school development</li> <li>• Reflections on contributions to school development</li> </ul>
8. Extra-curricular and co-curricular participation	<ul style="list-style-type: none"> <li>• Involvement</li> <li>• Holistic development</li> <li>• Leadership and coaching</li> <li>• Organisation and administration</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of extra-curricular and co-curricular involvement, e.g. fixtures, logs, minutes</li> <li>• Pictures and newspaper clippings</li> <li>• Awards</li> <li>• Evidence of development of learners (coaching)</li> <li>• Examples of own administration and organisation of these activities</li> <li>• Records of achievements</li> <li>• Opportunities for leadership</li> <li>• Reflections on extra- and co-curricular activities</li> </ul>
9. Administration of resources and records	<ul style="list-style-type: none"> <li>• Utilisation of resources</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of school grounds and buildings</li> </ul>

IQMS PERFORMANCE STANDARD	IQMS CRITERIA	POSSIBLE PORTFOLIO EVIDENCE
	<ul style="list-style-type: none"> <li>• Record keeping</li> <li>• Maintenance of infrastructure</li> <li>• Circulars</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for utilisation of resources</li> <li>• Positive evaluation reports</li> <li>• Evidence of effective stock control</li> <li>• Asset management policy</li> <li>• Collection of school fees</li> <li>• Utilisation of library and computer centre</li> <li>• Reflections on physical, financial and human resources</li> <li>• Mentoring and orientation</li> </ul>
10. Personnel	<ul style="list-style-type: none"> <li>• Pastoral care</li> <li>• Staff development</li> <li>• Provision of leadership</li> <li>• Building commitment and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of pastoral care</li> <li>• Staff development policy and plan</li> <li>• Reflections on building motivation, commitment and confidence</li> <li>• Evidence of attempts to identify staff needs</li> <li>• Minutes of staff meetings</li> <li>• Positive evaluation reports</li> <li>• Educator appraisals</li> <li>• School Improvement Plan</li> <li>• Labour relations issues reflections on leading and managing people</li> </ul>
11. Decision-making and accountability	<ul style="list-style-type: none"> <li>• Stakeholder involvement</li> <li>• Decision-making</li> <li>• Accountability</li> <li>• Responsibility</li> <li>• Mentorship</li> <li>• Objectivity / fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of participative, democratic decision-making</li> <li>• Process of getting stakeholder buy-in</li> <li>• Reflections on decision-making and accountability</li> <li>• Testimonials / references</li> <li>• Positive evaluation reports</li> </ul>
12. Leadership, communication and servicing the governing body	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Support</li> <li>• Communication</li> <li>• Systems</li> <li>• Commitment and confidence</li> <li>• Initiative, creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of contextual challenges of leadership</li> <li>• Evidence of communication processes and procedures</li> <li>• Examples of community involvement</li> <li>• Positive evaluation reports</li> <li>• Evidence of school-initiated capacity building of SGB</li> <li>• Personal Growth Plan</li> <li>• Reflections on leadership, communication and school governance</li> </ul>
13. Strategic planning, financial planning and EMD	<ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Financial planning</li> <li>• Project management</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• The process of strategic planning</li> <li>• Example of a recent strategic plan</li> <li>• Finance policy and practices</li> <li>• Process of producing a budget</li> <li>• The year's budget</li> </ul>

IQMS PERFORMANCE STANDARD	IQMS CRITERIA	POSSIBLE PORTFOLIO EVIDENCE
		<ul style="list-style-type: none"><li>• Minutes of meetings of Finance Committee</li><li>• Evidence of project planning</li><li>• Evidence of lifelong learning</li><li>• Financial statements</li><li>• Reflections on strategic and financial planning and EMD</li></ul>

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## Text 7: Example of the content of a portfolio

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### CONTENTS

(Note: Provide a detailed contents list in your portfolio to assist you in organising the evidence. This will greatly assist the assessors and moderators to locate relevant evidence.)

PART 1: STUDENT DETAILS

PART 2: PLAN FOR DEVELOPING THE PORTFOLIO

PART 3: EVIDENCE OF COMPETENCE IN THE ACE PROGRAMME

PART 4: PERSONAL GROWTH PLAN

ANNEXURE A: ADVANCED CERTIFICATE IN EDUCATION (SCHOOL LEADERSHIP)

## PART 1: STUDENT DETAILS

### PERSONAL DETAILS OF STUDENT

LAST NAME	
NAME	
ID NUMBER	
GENDER	
DISABILITY	
NAME OF SCHOOL	
POSITION IN THE SCHOOL	
MENTOR FOR THE PROGRAMME	
WORK ADDRESS	
POSTAL ADDRESS	
TEL. NUMBER	
FAX NUMBER	
CELL NUMBER	

## CURRICULUM VITAE

*(Insert a CV here with details of work history and a description of current work.)*

## PART 2: PLAN FOR DEVELOPING THE PORTFOLIO

*(Insert the plan you developed in Unit 3 of Module 10 here.)*

## PART 3: EVIDENCE OF COMPETENCE IN THE ACE PROGRAMME

### 3.1 UNDERSTAND SCHOOL LEADERSHIP AND MANAGEMENT IN THE SOUTH AFRICAN CONTEXT.

#### Section 1: Introduction

#### Section 2: Evidence

NOTE TO PARTICIPANTS: This is the where you should file all the evidence that you have produced during the various classroom and work-based assignments completed during the programme. Also include any documents that you have produced, before or during the programme, that relate directly to the outcomes described in the learning programme.

#### INTRODUCTION

- 1.1 CLASS ASSIGNMENTS
- 1.2 ON-SITE ASSESSMENTS
- 1.3 WORK-BASED PROJECT
- 1.4 MODULE EXAM
- 1.5 REFLECTIVE JOURNAL ENTRY

### 3.2: MANAGING TEACHING AND LEARNING

#### Section 1: Introduction

#### Section 2: Evidence

- 2.1 CLASS ASSIGNMENTS
- 2.2 ON-SITE ASSESSMENTS
- 2.3 WORK-BASED PROJECT
- 2.4 MODULE EXAM
- 2.5 REFLECTIVE JOURNAL ENTRY

### 3.3: LEAD AND MANAGE PEOPLE

#### Section 1: Introduction

#### Section 2: Evidence

- 3.1 CLASS ASSIGNMENTS
- 3.2 ON-SITE ASSESSMENTS
- 3.3 WORK-BASED PROJECT
- 3.4 MODULE EXAM
- 3.5 REFLECTIVE JOURNAL ENTRY

### 3.4: MANAGE ORGANISATIONAL SYSTEMS AND PHYSICAL AND FINANCIAL RESOURCES

#### Section 1: Introduction

#### Section 2: Evidence

- 4.1 CLASS ASSIGNMENTS
- 4.2 ON-SITE ASSESSMENTS
- 4.3 WORK-BASED PROJECT
- 4.4 MODULE EXAM

#### 4.5 REFLECTIVE JOURNAL ENTRY

### **3.5: MANAGE POLICY PLANNING, SCHOOL DEVELOPMENT AND GOVERNANCE**

#### **Section 1: Introduction**

#### **Section 2: Evidence**

- 5.1 CLASS ASSIGNMENTS
- 5.2 ON-SITE ASSESSMENTS
- 5.3 WORK-BASED PROJECT
- 5.4 MODULE EXAM
- 5.5 REFLECTIVE JOURNAL ENTRY

### **3.6: LEAD AND MANAGE A SUBJECT/ LEARNING AREA/ PHASE (ELECTIVE)**

#### **Section 1: Introduction**

#### **Section 2: Evidence**

- 6.1 CLASS ASSIGNMENTS
- 6.2 ON-SITE ASSESSMENTS
- 6.3 WORK-BASED PROJECT
- 6.4 MODULE EXAM
- 6.5 REFLECTIVE JOURNAL ENTRY

### **3.7: MENTOR SCHOOL MANAGERS AND MANAGE MENTORING PROGRAMMES IN SCHOOLS (ELECTIVE)**

#### **Section 1: Introduction**

#### **Section 2: Evidence**

- 7.1 CLASS ASSIGNMENTS
- 7.2 ON-SITE ASSESSMENTS
- 7.3 WORK-BASED PROJECT
- 7.4 MODULE EXAM
- 7.5 REFLECTIVE JOURNAL ENTRY

### **3.8: PLAN AND CONDUCT ASSESSMENT (ELECTIVE)**

#### **Section 1: Introduction**

#### **Section 2: Evidence**

- 8.1 CLASS ASSIGNMENTS
- 8.2 ON-SITE ASSESSMENTS
- 8.3 WORK-BASED PROJECT
- 8.4 MODULE EXAM
- 8.5 REFLECTIVE JOURNAL ENTRY

3.9, 3.10, 3.11, 3.12?

## Text 8: Template - Plan for developing a portfolio

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CORE EXIT LEVEL OUTCOME	EVIDENCE REQUIRED <small>(Note: Study the assessment criteria for each SO as they provide guidelines on the evidence required.)</small>	NATURE OF THE COMPETENCY <small>(i.e. knowledge, skills, personal abilities or application)</small>	RELEVANT HISTORICAL EVIDENCE <small>(Note: This is evidence that is already available. Insert the name or description of the document, and possibly also where to find it.)</small>	NEW EVIDENCE TO BE PRODUCED <small>(Note: Give a brief description of what must be produced.)</small>	START DATE	DUE DATE	COMPLETED (YES/NO)
<b>US 115434:</b> Manage organizational systems and physical and financial resources							
<b>SO 1:</b> Demonstrate the personal qualities necessary for effective management							
<b>SO 2:</b> Set up, implement, maintain and evaluate organizational systems for the school							
<b>SO 3:</b> Manage the financial resources of the school in a							

transparent and accountable way							
<b>SO 4:</b> Understand and be able to apply relevant content knowledge and skills							
<b>Planning strategy:</b> (Note: This is where you will be describing the actions you will undertake to obtain/develop the evidence. This would include aspects such as what you will have to do, persons you will be consulting, actions to overcome obstacles you anticipate, how you will fit this into your school schedule, etc.)							
<b>Notes/comments:</b> (Note: Use this row for additional comments, e.g. to indicate assignments for the module, to indicate cross-references to other outcomes, to record progress, to describe follow up actions required, queries to resolve, or people to contact to assist in obtaining or producing the evidence.)							



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## Text 10: Glossary

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List of terminology included in the glossary:

- Applied competence
- Assessment
- Assessment criteria
- Assessment instrument
- Assessment method
- Competence
- Critical cross-field outcomes
- Exit level outcomes
- Formative assessment
- Integrated assessment
- Learning programme
- On-site assessment (Site-based assessment)
- Outcomes
- Portfolio
- Specific outcomes
- Summative assessment

(Note: Most of the information in this section is taken from Hattingh, 2005a.)

### APPLIED COMPETENCE

Applied competence is the ability to put the learning outcomes that have been developed through a learning programme into practice in the relevant context. Qualified learners must be able to understand what they have learnt and also do something useful with it in a real-world context.

Applied competence includes three dimensions of competence that are all necessary for the meaningful accomplishment of any task:

- Practical competence is the demonstrated ability to perform a set of tasks – to do a particular thing, to consider a range of options/possibilities and make decisions about practice.
- Foundational competence is the demonstrated understanding of what you are doing and why.
- Reflexive competence is the demonstrated ability to integrate or connect our performances with our understanding of those performances so that we learn from our actions, and are able to adapt to changes and unforeseen circumstances.

### Assessment

Assessment is a structured process for gathering and weighing evidence about an individual's achievements in relation to specified learning outcomes, in order to determine whether he/she has demonstrated competence. The evidence is used for making judgements and taking decisions about the learner's achievements and/or non-achievements. Outcomes are specified in unit

standards and/or qualifications registered on the NQF, but could also be described in workplace performance standards or learning programmes.

### Assessment criteria

Assessment criteria are statements that describe the standard to which learners must perform the specified outcomes. They are a clear and transparent expression of requirements against which successful (or unsuccessful) performance is assessed. They are statements whereby an assessor can judge whether the evidence provided by a learner is sufficient to demonstrate competent performance.

### Assessment instrument

Assessment instruments refer to the nature of the assessment task given to the candidate, for example, oral tests, multiple choice questions, assignments, case studies or role-plays. It is important to ensure that the instrument selected is appropriate to the outcomes being assessed. For example, multiple-choice questions are not appropriate to test the learner's insight, and a written test does not adequately measure that learner's ability to apply something in the real world of work.

### Assessment method

Assessment methods are the activities that an assessor engages in as he/she assesses a candidate and the candidate's work. The most commonly used assessment methods are:

- Observation: observing the candidate while he/she is carrying out real or simulated tasks as described in an outcome statement
- Evaluation of a product: evaluating/judging something the candidate has produced after the task has been completed, and
- Questioning: asking questions orally or in writing, which the learner answers orally or in writing. This could be done for a number of reasons, e.g. to check the candidate's knowledge, to determine understanding of why certain activities were carried out, or to test the candidate's ability to work within contexts required in the range statements or in the assessment criteria.

### Critical cross-field outcomes (CCFOs)

This refers to a number of outcomes that are deemed to be critical for developing the capacity for lifelong learning. They are also critical as learners can apply the competence developed in these outcomes in all learning, work and life contexts. The intention of the NQF is that every learning programme should include a selection of these critical outcomes that are particularly relevant to that programme.

### Exit level outcomes

This refers to the outcomes to be achieved by qualifying learners at the point at which they leave the programme leading to a qualification. Learners who have achieved these outcomes will have achieved the purpose of the qualification.

## Formative assessment

Formative assessment takes place on a continuous basis throughout the teaching/learning process. It is developmental and is built into the learning activities so that it is not something that occurs as a separate part of the learning programme. Its main purpose is to determine the learner's progress towards achieving the specified outcomes. Feedback is an important characteristic of formative assessment.

Formative assessment is usually conducted by the person facilitating the learning, which could be an educator or trainer of a training institution or a coach or line manager in the workplace. It is generally not a formal assessment process that is conducted strictly according to assessment rules. However, the evidence demonstrated during formative assessment can be used as part of the summative assessment of learners against outcomes of registered unit standards or qualifications.

## Integrated assessment

Integrated assessment assesses competence across a number of outcomes or unit standards together in an integrated manner. Integrated assessment is not a type of assessment, but a way of conducting assessment to enable the learner to demonstrate applied competence. It provides the learner with an opportunity to demonstrate the ability to integrate knowledge, skills, theory and practice, in a way that reflects the appropriate combination of practical, foundational and reflexive competence.

## On-site assessment

*THIS REFERS TO ASSESSMENT UNDERTAKEN IN THE WORKPLACE MAKING USE OF NATURALLY OCCURRING EVIDENCE.*

## Outcome

Outcome statements capture what the learner should be able to do, perform and demonstrate at the end of a learning programme, in terms of demonstrating knowledge, understanding, insight, skills, values and attitudes. SAQA defines outcomes as "the demonstrable and assessable end products of a learning process. They are statements regarding elements of competence" (SAQA, 2001: 21). Outcome statements must be clearly and accurately formulated to ensure that the learners and assessors understand precisely what learners are required to demonstrate.

## Portfolio

A portfolio is a collection of evidence compiled by candidates wishing to be assessed to receive formal recognition for competence in relation to defined outcomes described in unit standards and qualifications. It contains a collection of evidence from diverse sources, which is gathered together and cross-referenced with the outcomes in the unit standards or qualification. The evidence in the portfolio should contain a variety of items to show consistency in the person's performance over a period of time.

Assessors will judge the evidence in portfolios submitted for formal assessment against the standards described in unit standards or qualifications, and will give

formal recognition for evidence that covers the outcomes described in the national standards. The candidate and assessor usually plan the portfolio together, and it is then the responsibility of the candidate to collect the evidence and compile the portfolio.

### Specific outcomes

Specific outcomes describe what a learner should know, understand and be able to do at the end of a learning event. Specific outcomes generally reflect a combination of knowledge, understanding and application, but could also include analysis, synthesis, evaluation and reflection on performance. Every unit standard has a number of specific outcomes, but all learning programmes should be developed around outcomes.

Specific outcomes should always be described with related assessment criteria, which indicate what constitutes competent performance. Outcomes have to be described in ways that are observable and measurable, but this does not exclude demonstrations of intangible, higher-level skills such as complex reasoning, critical thinking or generating creative solutions.

### Summative assessment

Summative assessment is aimed at assessing whether a learner has successfully achieved the outcomes of a learning programme or not, in terms of being awarded a credit, qualification or certificate. Its purpose is to judge whether or not the learner has achieved the outcomes described for the module/programme. It is generally conducted at the end of a learning programme, at the end of modules, or after completing sections of learning that have covered one or more unit standards. The learner must be informed and must clearly understand when an assessment is summative.