SESSION 10

10. CONTROL MEASURES

Control measures:

- Monitor performance
- Take the necessary action to ensure desired results

10. CONTROL MEASURES: INTRODUCTION

A Control Measure is a process of monitoring performance and taking action to ensure desired results.

- It maintains compliance with essential organizational rules and policies
- It establishes objectives and standards
- It measures actual performance
- It enables comparison of results with objectives and standards
- It enables the necessary action to be taken.

10. CONTROL MEASURES: INTRODUCTION

The purpose of monitoring teaching practices and learning outcomes on the part of the SMT is to identify strengths and weaknesses in the school in order to make best use of the strengths and minimise the weaknesses.

10. CONTROL MEASURES: INTRODUCTION

Various concerns have been raised in the NEEDU report which could impact on the performance of the South African Education system. It is therefore the function of the principal to not only direct, but also control the curriculum management in the school.

10. CONTROL MEASURES: INTRODUCTION

The school principals have several main functions, such as:

- to lead the school's self assessment,
- collect and use the data for planning the school development plan,
- implement and then monitor the plan,
- work collaboratively with teachers, staff and the school committee.

10. CONTROL MEASURES: INTRODUCTION

The NEEDU report could be considered when focusing on the Control Measures function of the principal as curriculum manager. The two key aspects, which are informed by this report, are:

Accountability

Teacher Development

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10.1 CONTROL MEASURES: ACCOUNTABILITY

Accountability mechanisms must be directed with professional insight and judgment if they are to be useful in managing curriculum delivery

In *"leading for learning"*, leaders of schooling are more likely to achieve success if they are motivated more by a culture of professional accountability than by bureaucratic compliance procedures alone. (NEEDU, 2013:15)

10.2 CONTROL MEASURES: ACCOUNTABILITY

Teacher autonomy should be allowed in:

- Teaching methods,
- Teaching skills and methods in organising and conducting teaching in the classroom.
- Classroom discipline
- Selection of resources
- Selection of pedagogy
- Supporting learning in school activities

10.2 ACCOUNTABILITY

Teacher autonomy is impacted upon by external constraints:
- Teaching load
- Lack of time
- Salary
- Excessive school paperwork
- External pressures
- Imposed educational policies
- Contrived collegiality
- Lack of collegial and administrative support
- Institutionalised centralised power structures

10.2 ACCOUNTABILITY

The role of the principal and SMT with regard to teacher autonomy is to:
- Delineate the framework of minimum requirements
- Protect the right of the teacher by providing a sufficient set of objectives framed in school policy.
- Allow the teacher to participate in the formulation of objectives.
- Allow teachers to select appropriate methodological approaches.
- Allow teachers to deviate from excessive prescriptiveness based on defensible grounds.
- Provide in-service training opportunities
- Support establishment of Professional Communities of Learning
- Provide opportunities to show best classroom practices

10.2 ACCOUNTABILITY

The discretion of the principal is based on:
- Interpreting policies
- Establishing disciplinary sanctioning,
- Implementing and following mandated policies

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10.3 CONTROL MEASURES: CLASS VISITS

Control measures rely on instruments such as IQMS (QMS) within the context of the SIP:
- Teacher self appraisal
- Appraisal by peers
- Appraisal by principal
    - A key aspect of the appraisal by the principal is the resulting mentoring of the teacher on an aspect such as teaching methodology
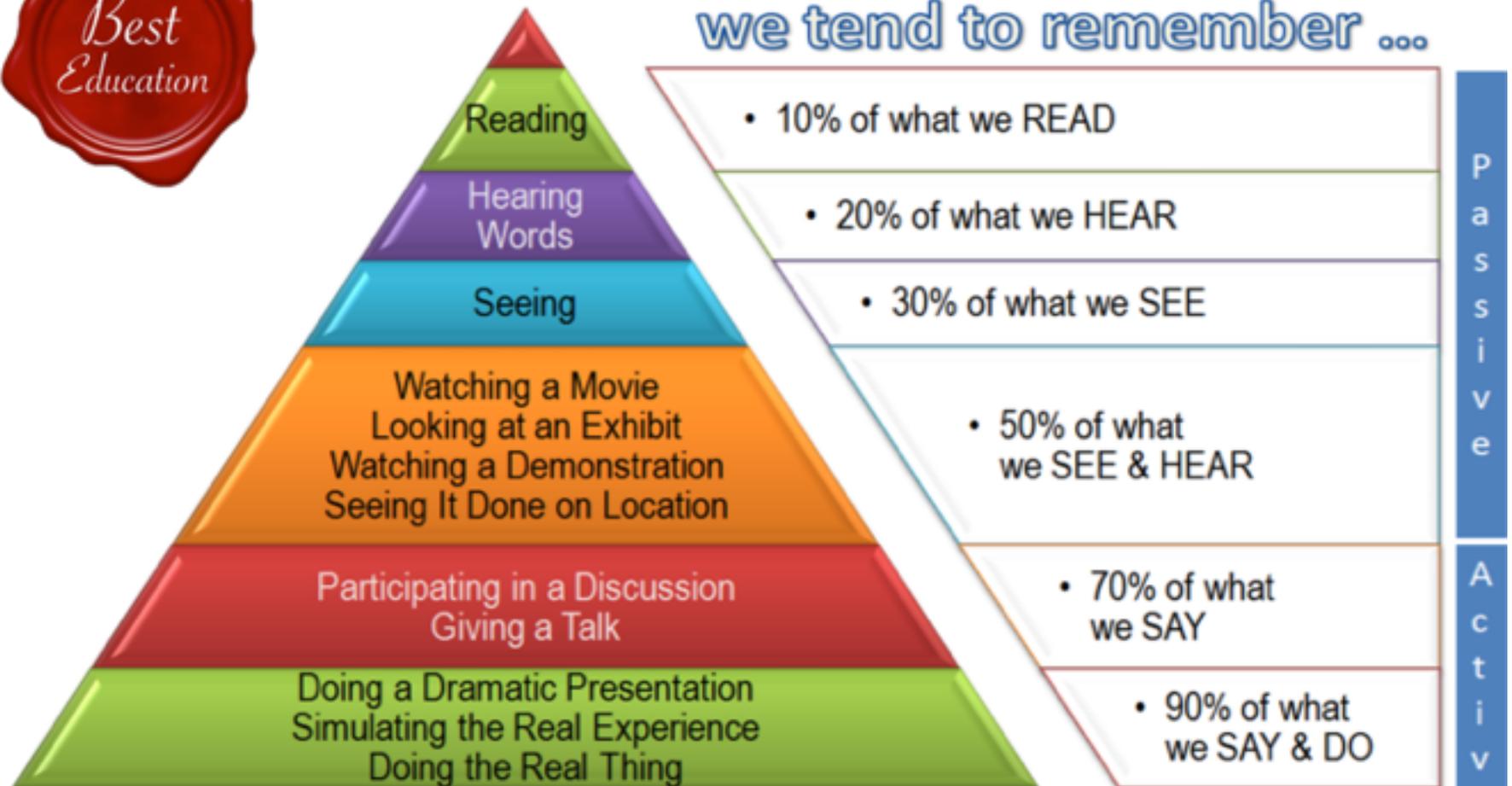
The Cone of Learning

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After 2 weeks, we tend to remember ...

Reading

Hearing Words

Seeing

Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location

Participating in a Discussion
Giving a Talk

Doing a Dramatic Presentation
Simulating the Real Experience
Doing the Real Thing

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Passive

Active

Source: Edgar Dale (1969)

10.3 CONTROL MEASURES: TEACHING METHODOLOGIES

ACTIVE LEARNING TECHNIQUE	PRACTICE
Think-Pair-Share	Give participants a task such as a question or problem to solve, an original example to develop, etc. Have them work on this 2-5 minutes alone (think). Then have them discuss their ideas for 3-5 minutes with a partner sitting next to them (pair). Finally, ask or choose pairs to share their ideas with the group (share).
Case Study	Provide a scenario for them to read. Have them discuss and analyze the case, applying concepts, data, and theory from the class. They can work as individuals or in groups or do this as a think-pair-share. Consider combining this with a brief in-class writing assignment.
Concept mapping	Enable them to create visual representations of models, ideas, and the relationships between concepts. Have them draw circles around concepts and connect phrases with lines.

10.3 CONTROL MEASURES: TEACHING METHODOLOGIES

ACTIVE LEARNING TECHNIQUE	PRACTICE
Debates	These can be formal or informal, individual or group. Allow participants the opportunity to take a position and provide information to support that view. Consider asking participants their personal view on an issue and then make them argue the opposite position.
Games	Games such as jeopardy and crossword puzzles can be adapted to course material and used for review, for assignments, or for exams.
Review session	Ask each participant to identify at least one question related to the material s/he doesn't understand, and to try to answer a question raised by another participant. Encourage them to ask questions; and allow others to volunteer answers. Provide participants who ask/answer questions receive a "treat" (i.e., small candy bars, gum, and boxes of raisins.

MONITORING POLICY

The purpose of monitoring teaching practices and learning outcomes on the part of the SMT is to identify strengths and weaknesses in the school in order to make best use of the former and minimise the latter.

The IQMS instruments could be used. All documents should be available for monitoring purposes:

- Appraisal for each teacher
- Teachers' Personal Growth Plan
- School Summary Score Sheet
- Internal moderation sheet (reflecting differences between personal and peer appraisals.)
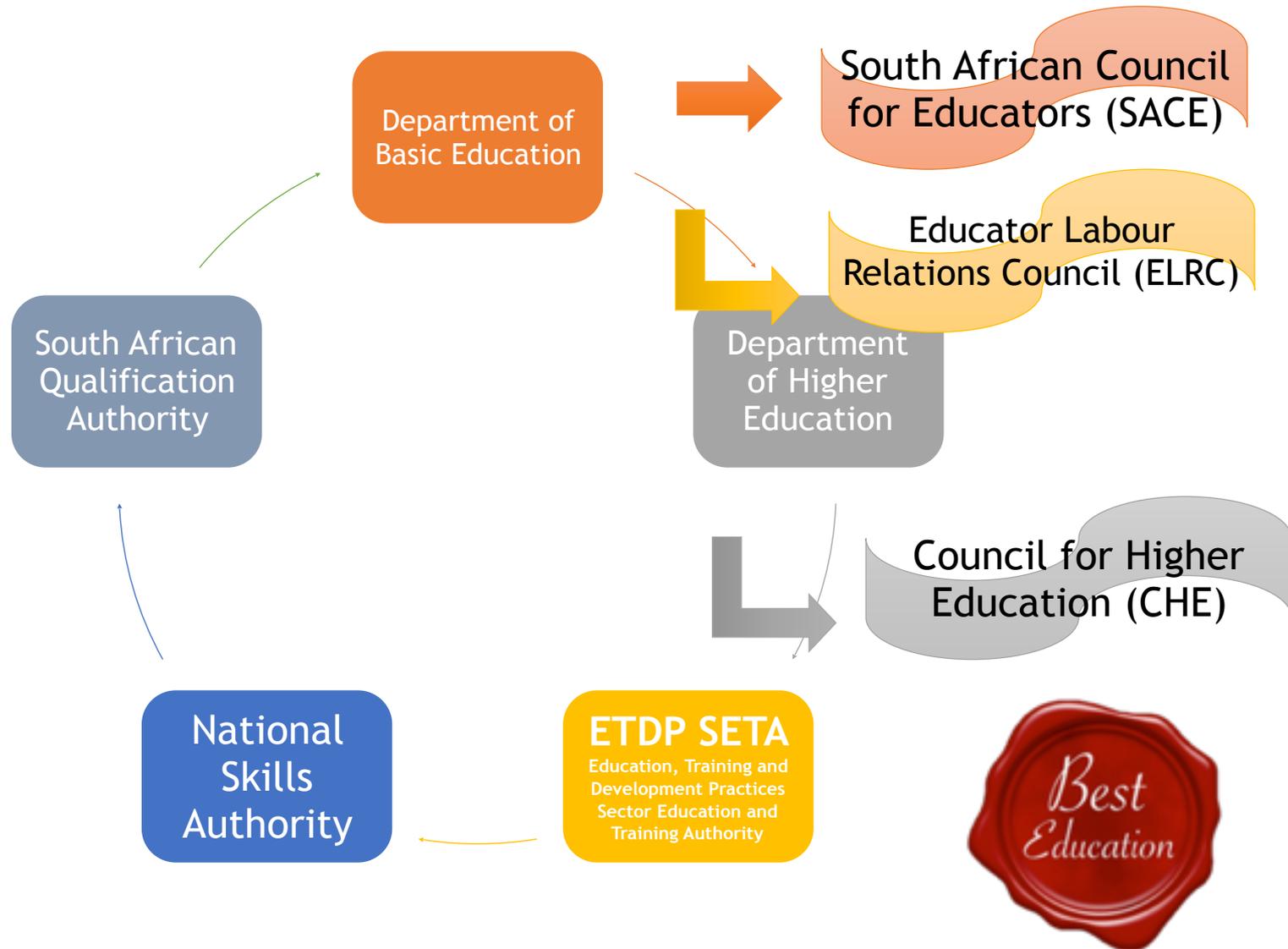
10.5 CONTROL MEASURES: TEACHER DEVELOPMENT

The NEEDU report urges principals to utilize the ANA results to inform the Control Measures function at school level, through identification of teacher development needs.
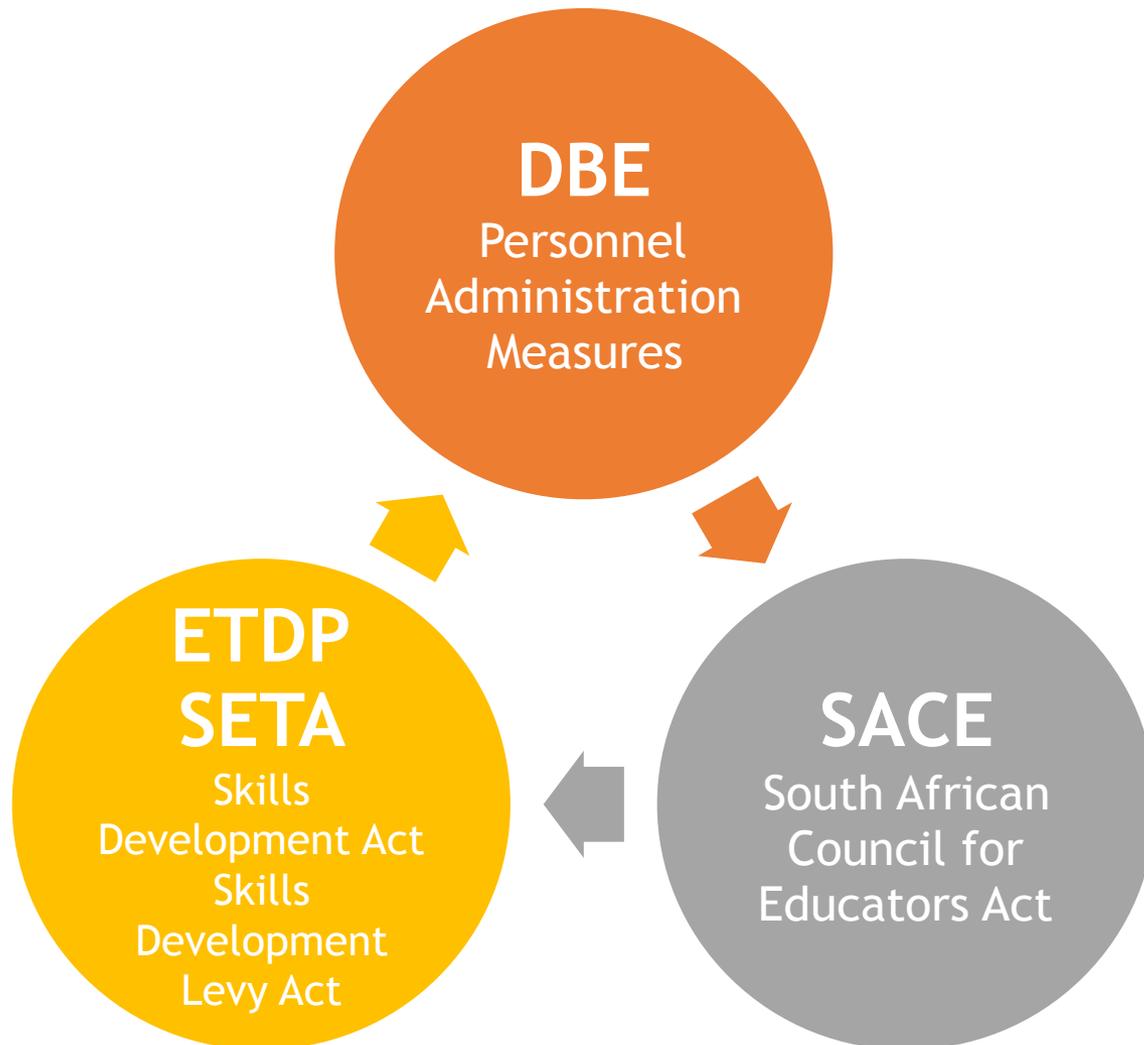
- To empower teachers by one or other model of building their knowledge resources must be the most important factor in any reform strategy for schools.

- Formal in-service training (INSET) programmes will be strengthened in the DBE.

10.5 TEACHER DEVELOPMENT

Department of Basic Education

South African Council for Educators (SACE)

Educator Labour Relations Council (ELRC)

Department of Higher Education

South African Qualification Authority

Council for Higher Education (CHE)

National Skills Authority

ETDP SETA
Education, Training and Development Practices Sector Education and Training Authority
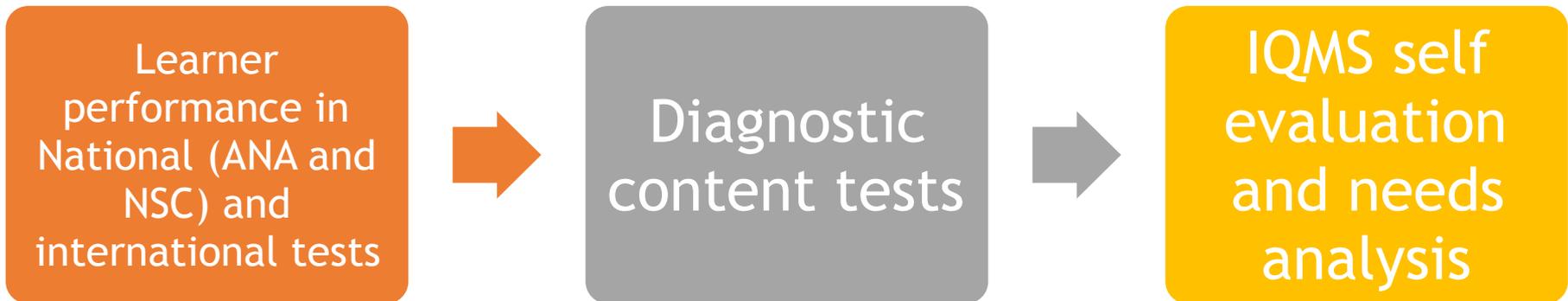
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10.5 TEACHER DEVELOPMENT

10.6 THE ROLE OF THE PRINCIPAL

The South African Government has identified Education as a key priority and Continuous Professional Development as a key strategy.

Learner performance in National (ANA and NSC) and international tests → Diagnostic content tests → IQMS self evaluation and needs analysis

The role of the principal is to:
• Conduct a needs analysis for the compilation of the School Improvement Plan
• Analyse IQMS needs identified and compile a Teacher Development Plan
• Budget for training programmes
• Request training programmes from SAOU, ETDP SETA or PED
• Provide in-service training opportunities: workshops
• Support establishment of Professional Learning Communities

10.7 SACE

Register
- 2013: Principal, Deputy Principal
- 2014: Head of Department
- 2015: Post Level 1

Cycle commences
- 2014: Principal, Deputy Principal
- 2015: Head of Department
- 2016: Post Level 1

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10.7 SACE

150 Points
3 year period

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Type 1
Teacher Initiated (50)

Type 2
School Initiated (50)

Type 3 Externally Initiated (50)

Self identified and initiated at own cost

School / District / Province identified and initiated at cost of school / province

SACE endorsed service providers present endorsed programmes

10.7 SACE

Type 1
Teacher Initiated
(50)

Reading Educational Materials	Electronic Media Educational Activities	Attending Meetings	Research and development
Leading projects	Marking and Assessing	Improving Personal Learning	**BONUS POINTS 10 per year**

10.7 SACE

**Type 2
School Initiated
(50)**

School Meetings

School workshops /
Development and
Support sessions
(Attending or conducting

School projects

BONUS POINTS
Achieving 2 Outcomes in
School Improvement Plan
10

10.7 SACE

Type 3 Externally Initiated (50)

Check website for PD points – uploaded by service provider

10.7 SACE: RESPONSIBILITY OF THE PRINCIPAL FOR THE SCHOOL

Register
- Register school with SACE before the end of March 2014

Meeting
- General information sharing session with staff
- Overview of CPTD system
- Ongoing development and support systems for the school
- Support HODs -

Manage process
Combine IQMS and CPTD processes
Analyse needs identified in diagnostic assessment (ANA, NSC, international assessments)
Compile a Teacher Development Plan
Check availability of programmes
Propose CPD budget
Monitor, control and support school and staff development
Facilitate coaching and mentorship where necessary
Plan for time allocated to CPTD

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10.7 SACE: RESPONSIBILITY OF THE PRINCIPAL FOR OWN CPTD

Start

- Register for CPTD on self-service portal
- Complete self-evaluation
- Develop a Professional Growth Plan

Process

- Take part in activities
- Record activities in Portfolio
- Upload activities and points to system
- Complete 3 year cycle

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10.9 CONCLUSION

Good curriculum management is characterised among other things, by:

- Coherent planning and coordination,

- Effective language policies and programmes,

- Good time management,

- Procurement and deployment of books

- Promoting high levels of writing

- Using assessment to improve teaching and learning and

- Fostering professional development among teachers.
   (NEEDU, 2013: 52)