No. 707   **11 June 2004**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Education Management and Leadership

Registered by NSB 05, Education, Training and Development, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 13 July 2004.* All correspondence should be marked **Standards Setting – SGB for Education Management and Leadership** and addressed to

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JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Advanced Certificate: Education (School Management and Leadership)

SAQA QUAL ID	QUALIFICATION TITLE		
48878	Advanced Certificate: Education (School Management and Leadership)		
SGB NAME	SGB Education Management and Leadership		
ABET BAND	PROVIDER NAME		
Undefined			
QUALIFICATION CODE	QUAL TYPE	SUBFIELD	
EDU-6-National Certificate	National Certificate	Schooling	
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS	
120	Level 6	Regular-Unit Stds Based	
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE	

PURPOSE 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 school management team (principal/deputy principal or head of department) but are either not qualified as managers or are qualified inappropriately; OR
> Would like to be principals/deputy principals or heads of departments; OR
> Are departmental officials involved in the evaluation, monitoring and/or support of schools and school educators.

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:
To provide the leadership and management which enables the school to give every pupil 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 teacher and effective use of resources and ensure improved standards of achievement for all learners.
> For district officials:
to develop a greater understanding of management, leadership and governance of schools so that they can monitor, assist and guide those responsible for school management and governance.

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 in the department or those aspiring to such leadership positions.

Current school management qualifications tend to concentrate predominantly on foundational knowledge about education management, rather 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.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification 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

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 fundamental and elective unit standards may be achieved through assessment for recognition of prior learning:
> Demonstrate basic computer literacy in school management.
> Demonstrate effective language skills in school management and leadership.
> Plan and conduct assessment.
> Moderate assessment.
> Mentor school managers and manage mentoring programmes in schools.

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:
> Develop a portfolio to demonstrate leadership and management competence.
> 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'.

QUALIFICATION RULES

N./A

EXIT LEVEL OUTCOMES

Fundamental learning
1. Communication and literacy
2. Computer literacy

Core learning
3. Understand school management and leadership
4. Develop a portfolio
5. Manage teaching and learning
6. Manage policy, planning, and school development
7. Lead and manage people
8. Manage organizational systems and physical and financial resources.

ASSOCIATED ASSESSMENT CRITERIA

1.1 Demonstrate competence in the reading, writing, listening, speaking and communication skills necessary for effective management in schools.

2.1 Use information and communication technology to improve professional and administrative efficiency.

3.1 Apply a basic understanding of school management and leadership in South Africa to an evaluation of own management and leadership practices.

4.1 Develop a reflective portfolio to present evidence of school management and leadership competence in the South African context.

5.1 Demonstrate the following personal qualities:
> 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.

6.1 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 policies and plans, and carry these forward.
> Commitment to cooperative governance of the school and involvement of parents and the community
6.2 Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.
6.3 Develop and maintain sound working relationships with the SGB, as well as parents, learners, the community and the department.
6.4 Understand and be able to apply reflectively relevant content knowledge in policy, planning, school development and governance

7.1 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.

7.2 Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.

7.3 Develop the professional skills of groups and individuals to enhance their performance and that of the school.

7.4 Create an environment conducive to collective bargaining, collaboration, negotiation and conflict resolution.

7.5 Understand and be able to apply reflectively relevant content knowledge in leading and managing people.

8.1 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 running 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.

8.2 Set up, implement, maintain and evaluate organizational systems for the management of the school, where possible making use of appropriate information and communication technology.

8.3 Manage the financial resources of the school in a transparent and accountable way.

8.4 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.

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 a visitor 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); 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 through the Higher Education Quality Committee. 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.

NOTES

N/A

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	115441 Understand school management and leadership	Level 5	10	Draft - Prep for P Comment
Core	115434 Manage organizational systems and physical and financial resources	Level 6	20	Draft - Prep for P Comment
Core	115436 Manage teaching and learning	Level 6	20	Draft - Prep for P Comment
Core	115437 Lead and manage people	Level 6	20	Draft - Prep for P Comment
Core	115438 Develop a portfolio to demonstrate school management and leadership competence	Level 6	10	Draft - Prep for P Comment
Core	115439 Manage policy, planning, school development and governance	Level 6	20	Draft - Prep for P Comment
Elective	7978 Plan and conduct assessment of learning outcomes	Level 5	15	Reregistered
Elective	7977 Moderate Assessment	Level 6	10	Reregistered
Elective	115432 Mentor school managers and manage mentoring programmes in schools	Level 6	12	Draft - Prep for P Comment
Elective	115435 Lead and manage a subject/learning area/phase	Level 6	12	Draft - Prep for P Comment
Fundamental	115433 Demonstrate basic computer literacy in school management	Level 3	4	Draft - Prep for P Comment
Fundamental	115440 Demonstrate effective language skills in school management and leadership	Level 5	6	Draft - Prep for P Comment

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UNIT STANDARD:

Demonstrate basic computer literacy in school management

SAQA US ID	UNIT STANDARD TITLE			
115433	Demonstrate basic computer literacy in school management			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Education Management and Leadership		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Schooling	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-SCH-0-SGB Ed Man	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Be able to use information and communication technology.

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UNIT STANDARD:　　　　　　　　　2

Demonstrate effective language skills in school management and leadership

SAQA US ID	UNIT STANDARD TITLE				
115440	Demonstrate effective language skills in school management and leadership				
SGB NAME			**ABET BAND**	**PROVIDER NAME**	
SGB Education Management and Leadership			Undefined		
FIELD DESCRIPTION			**SUBFIELD DESCRIPTION**		
Education, Training and Development			Schooling		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
EDU-SCH-0-SGB Ed Man		Regular	Level 5		6

Specific Outcomes:

SPECIFIC OUTCOME　1

Demonstrate competence in the reading, writing, listening, and speaking skills.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Understand school management and leadership

SAQA US ID	UNIT STANDARD TITLE			
115441	Understand school management and leadership			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Education Management and Leadership		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Education, Training and Development		Schooling		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
EDU-SCH-0-SGB Ed Man	Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate a basic understanding of what is involved in school management.

SPECIFIC OUTCOME 2

Make an assessment of own abilities in management and leadership.

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UNIT STANDARD: 4

Develop a portfolio to demonstrate school management and leadership competence

SAQA US ID	UNIT STANDARD TITLE		
115438	Develop a portfolio to demonstrate school management and leadership competence		

SGB NAME		ABET BAND	PROVIDER NAME
SGB Education Management and Leadership		Undefined	

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Schooling	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-SCH-0-SGB Ed Man	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME   1

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

SPECIFIC OUTCOME   2

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

SPECIFIC OUTCOME   3

Compile a portfolio to reflect own management and leadership competence.

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UNIT STANDARD: 5

Lead and manage a subject/learning area/phase

SAQA US ID	UNIT STANDARD TITLE			
115435	Lead and manage a subject/learning area/phase			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Education Management and Leadership		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Education, Training and Development		Schooling		
UNIT STANDARD CODE	UNIT STANDARD TYPE		NQF LEVEL	CREDITS
EDU-SCH-0-SGB Ed Man	Regular		Level 6	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Lead and manage the planning, implementation and monitoring/evaluation of teaching.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　6

Lead and manage people

SAQA US ID	UNIT STANDARD TITLE			
115437	Lead and manage people			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Education Management and Leadership		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Education, Training and Development		Schooling		

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
EDU-SCH-0-SGB Ed Man	Regular	Level 6		20

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the personal qualities necessary for effective leadership and management of people.

SPECIFIC OUTCOME 2

Plan, allocate, support and evaluate work undertaken by groups, teams and individuals.

SPECIFIC OUTCOME 3

Develop the professional skills of self, groups and individuals to enhance their performance.

SPECIFIC OUTCOME 4

Create an environment conducive to collective bargaining, collaboration and negotiation.

SPECIFIC OUTCOME 5

Understand and be able to apply relevant content knowledge in leading and managing people.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Manage organizational systems and physical and financial resources

SAQA US ID	UNIT STANDARD TITLE				
115434	Manage organizational systems and physical and financial resources				
SGB NAME		**ABET BAND**	**PROVIDER NAME**		
SGB Education Management and Leadership		Undefined			
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**			
Education, Training and Development		Schooling			
UNIT STANDARD CODE	**UNIT STANDARD TYPE**		**NQF LEVEL**		**CREDITS**
EDU-SCH-0-SGB Ed Man	Regular		Level 6		20

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the personal qualities necessary for effective management.

SPECIFIC OUTCOME 2

Set up, implement, maintain and evaluate organizational systems for the school.

SPECIFIC OUTCOME 3

Manage the financial resources of the school in a transparent and accountable way.

SPECIFIC OUTCOME 4

Understand and be able to apply relevant content knowledge and skills.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Manage policy, planning, school development and governance

SAQA US ID	UNIT STANDARD TITLE				
115439	Manage policy, planning, school development and governance				
SGB NAME			ABET BAND	PROVIDER NAME	
SGB Education Management and Leadership			Undefined		
FIELD DESCRIPTION			SUBFIELD DESCRIPTION		
Education, Training and Development			Schooling		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
EDU-SCH-0-SGB Ed Man		Regular	Level 6		20

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the personal qualities necessary for effective management.

SPECIFIC OUTCOME 2

Develop and communicate school values, vision, mission, policies and plans.

SPECIFIC OUTCOME 3

Develop and maintain sound working relationships with the School Governing Body.

SPECIFIC OUTCOME 4

Understand and be able to apply relevant content knowledge in leading and managing people.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Manage teaching and learning

SAQA US ID	UNIT STANDARD TITLE				
115436	Manage teaching and learning				
SGB NAME			**ABET BAND**	**PROVIDER NAME**	
SGB Education Management and Leadership			Undefined		
FIELD DESCRIPTION			**SUBFIELD DESCRIPTION**		
Education, Training and Development			Schooling		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
EDU-SCH-0-SGB Ed Man		Regular	Level 6		20

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the personal qualities necessary for effective management of teaching and learning.

SPECIFIC OUTCOME 2

Manage the planning, implementation and monitoring/evaluation of teaching.

SPECIFIC OUTCOME 3

Create, manage and sustain a safe, caring and disciplined environment.

SPECIFIC OUTCOME 4

Understand and be able to apply relevant content knowledge.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　10

Mentor school managers and manage mentoring programmes in schools

SAQA US ID	UNIT STANDARD TITLE			
115432	Mentor school managers and manage mentoring programmes in schools			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Education Management and Leadership		Undefined		

FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Education, Training and Development	Schooling

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-SCH-0-SGB Ed Man	Regular	Level 6	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the skills and personal qualities for successful mentoring.

SPECIFIC OUTCOME 2

Manage the establishment, monitoring and evaluation of a mentoring and coaching programme.

SPECIFIC OUTCOME 3

Understand and be able to apply relevant content knowledge in mentoring.