UNIVERSITY OF KWAZULU-NATAL

School Leadership in South Africa: Towards embedding presence for principals for the creation of societal value

by

Mlamuli Delani Kuthula Mthembu

Student Number: 203515182

Submitted in fulfilment of the requirement for the degree of Doctor of Philosophy in Management Studies in the College of Law and Management Studies, Graduate School of Business and Leadership at the University of KwaZulu-Natal, Westville College Campus, Durban, South Africa.

Supervised by

Prof Bibi Z. Chummun

August 2022

DECLARATION

I, Mlamuli Delani Kuthula Mthembu declare that:

(i) The research reported in this thesis, except where otherwise indicated, and is my original research.

(ii) This thesis has not been submitted for any degree or examination at any other university.

(iii) This thesis does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.

(iv) This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

a) their words have been re-written and rephrased but the general information attributed to them has been referenced, and

b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

(v) This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the reference sections.

Signature:

_____
MDK Mthembu

ACKNOWLEDGEMENTS

ABSTRACT

The study examined school leadership in terms of 'presence,' sensing, and societal values in schools in Ekurhuleni South District, in Gauteng, South Africa. The value contribution of society to build cohesion with school leadership was explored. Selective approach was used to select fourteen (14) secondary school principals and three (3) NGOs working with schools. The school leaders and NGOs were involved in structured interviews using Scharmer's Theory U for the process through an inductive approach and interpretive research. Analyses of the responses helped to establish themes and their categories to explore school leadership and societal values that build school effectiveness. The thesis relied on three research pillars: 1) The Ontological view as the external world of learning and experience; 2) The Epistemological view as a relationship of the researcher and the school leadership as the researched; and 3) The Axiological view as the school context of work for the principal and educators. Challenges identified facing secondary schools are leadership failure, lack of discipline, socio-economic conditions, and instability.

The following objectives guided the research: 1) To provide a South African based school leadership framework that expresses South African context; 2) To identify key pillars and drivers for visibility and influence on school leadership; and 3) To identify enablers that promote the alignment of societal value as an expression of presencing. This made the research process participative, conversational, and facilitative to solicit experiences of the participants. To collect data, questionnaires were developed as research instruments. To analyse data, ATLAS.ti tool provided qualitative available data to make information arranged, reassembled and managed systemically. That helped to inform and validate school leadership framework that influences school excellence, collective responsibility, and shared leadership. The research concluded and recommended that the context of society where schools are adds an indirect but important role towards school improvement plans. The study concluded that there is a need for further research on school leadership framework to address school related challenges. School leadership was found as an important factor for school functionality, to inspire teaching and learning and to encourage 'presencing' and societal value creation in a post democratic society.

Keywords: Change, School leadership, Societal value creation, Accountability, Sustainability, Transition, and Transformation, and 'Presencing.'

ABREVIATIONS AND ACRONYMS

	LIST OF ACRONYMS	
1	GDE	Gauteng Department of Education
2	DBE	Department of Basic Education
3	NDP	National Development Plan
4	SMT	School Management Team
5	SGB	Schools Governing Body
6	CPD	Continuous Professional Development
7	BRICS	Brazil, Russia, India, China, and South Africa
8	VUCA	Volatility. Uncertainty. Complexity. Ambiguity.
9	HOD	Head of Department
10	PPP	Public, Private Partnership
11	SDP	School Development Plan
12	SIP	Subject Improvement Plan
13	CAPS	Curriculum and Assessment Policy Standards
14	NEEDU	National Education Evaluation and Development Unit
15	PDOU	Planning, Delivery and Oversight Unit
16	CoP	Community of Practice
17	ICT	Information and Communication Technology
18	NCS	National Curriculum Statement
19	WSE	Whole School Evaluation
20	KT	Kagiso Trust
21	KST	Kagiso-Shanduka Trust
22	SVC	Societal Value Creation
23	ABESA	Anglican Board of Education for Southern Africa
24	PIRLS	Progress in International Reading Literacy Study
25	TIMSS	Trends in International Mathematics and Science Study
26	MEO	Multiple Examinations Opportunities
27	PDP	Personal Development Plan
28	PGP	Personal Growth Plan
29	CPTD	Continuous Personal Teacher Development

LIST OF ACRONYMS

30	EASA	Education Association of Southern Africa
31	PERMA	Positive. Engagement. Relationships. Meaning. Achievement
32	SOP	Standard Operating Procedures
33	ISASA	Independent Schools Association of South Africa
34	4IR	Fourth Industrial Revolution
35	AI	Artificial Intelligence
36	SOC	Self, Others and Context
37	IQMS	Integrated Quality Management System
38	SDC	School Development Champion
39	ACE	Advanced Certificate in Education
40	WEF	World Economic Forum

Table of Contents

CHAPTER 1:   INTRODUCTION AND BACKGROUND

Prior to the attainment of democracy in South Africa in 1994, the prevailing attribute and character of the most prominent leadership, both in government and the private sector, reflected a protectionist tendency dominated by a top-down approach (Mbeki & Mbeki, 2016). Crous (in Veldsman & Johnson, 2016: 31) supports this argument:

> *"Because of their positional/hierarchical power, leaders tend to exercise control by means of authority, which tends to inhibit human potential."*

This approach was predominantly influenced by the inherent power, position, and authority based on the societal construct of white domination. In line with the core principles of justice and democracy expressed by the South African Schools Act of 1996 (Mestry & Sing, 2007), this style of leading is not legitimate and aligned to the ideals and aspirations of a democratic South Africa.

Landsberg (2004) states that this historical past created an oppressive, segregated, fragmented and illegitimate social trajectory. Collins laments this past (2015: ii) when he states that:

> *"For more than 400 years, the majority of South Africans were deprived of an education that could support our nation's future."*

With reference to the position of principalship and school leadership, which is the focus of this research, this has been one of the factors that has resulted in the prevailing discourse in the current education system (Naicker, 2014). In this era, schools became socio-political grounds for influence, control, and ideological contestation. Louis et al., (2006) argue that school leadership, does not have a single common or authentic basis of reference and direction. This tended to yield 'un-leaderlike' characteristics, such as lack of assertiveness, poor pro-activism, complacency, and compliance with the status quo. Quinteller (2010); Caldwell (2013); and Naicker (2014) state that in this regard, there is a need to investigate and to analyse poor performing schools and the degree to which ineffective and poor school leadership has a direct impact on such performance in South Africa.

Kgwete (2014: 1) argues that

> *"Poor school leadership is a serious concern in most schools in South Africa."*

This research looks into the school leadership challenges and explores a framework for the 21st century to emphasise the important role of leadership 'presence' and argues for a process to elevate its essence to respond to societal values.

1.1 The Scope of the Study

I was a principal of high schools for four years and have worked with more than 300 schools supporting school leaders as a leadership coach and facilitator since 2010 to date. I have witnessed how school leaders execute their duties, some exceptionally, but in most cases dismally. Being a leadership coach and facilitating teams of educators for the last ten years has really been enlightening with regard to the leadership behaviour and shortcomings of school leaders. I have witnessed many novice school leaders whose level of interactions and skills have been far below expectations. This made me see the relationship between the quality of leadership and the effective results-driven culture of schools. Moseneke (cited by Mbeki, 2016: xvi) asks a critical question of a true liberator:

> *"Was our democratic transition all in vain?"*

This question highlights glaring pointers of a failed transition and a poor transformational character where there is still poor education, poor results, and ineffective culture of teaching and learning. Ramphele (2017: 26) sums this up:

> *"What had changed was that I could no longer contain my outrage at the betrayal of the dream."*

Jonas (2019) is direct when he states that leadership absence creates existential crisis of a nation that distorts identity and vision.

While early constitutional changes permeated all the echelons of our society and institutions, both locally and internationally, the gains of such efforts have not impacted education positively. The researcher emphasises the importance of education as a 'civil rights' issue of our generation (Duncan (2009) and therefore, require effective school leadership. These challenges form the foundation of a school-based leadership character that should be displayed and modelled. Such

leadership should live up to new beliefs, paradigms, ethos, and examples of behaviour that are reflective of our *Constitutional* dispensation. These should be embedded as part of the national framework to drive development, and implementation of the national vision of education stated in Chapter 9 of the *National Development Plan (NDP)* and supported by Batho Pele principles.

1.2. The Significance of the Study

This research should provide insight into how the character of school leadership thrives and flourishes, despite the legacy of domination and oppression, and the triple challenges of poverty, unemployment, and inequality, that have been previously a norm in our society for over decades. (Moseneke, 2016). To highlight the 'blind spot' around the evolution of democracy, Moseneke (2016:352) states that:

> *"When the Constitution was negotiated, the parties skirted around the need for social change. The negotiators did not face head-on the historical structure and inequality in the economy. There was no pact on how to achieve the equality and social justice that the Constitution promised. This is what I would call the 'blind spot' of our liberation and negotiated settlement that was later to be called 'a miracle' ".*

Such reality is at the core of a fractured and broken education system that continues to be changed with no proper grounding in the core values. The above opin ions about the *Constitution* are pertinent when one considers and continues to explore the characteristics and qualities needed for authentic school leaders. The researcher argues that if social change is not given much of a focus at this time, how can we expect that school leadership development and what goes with it, will flourish? As a result, to date, the education sector continues to be challenged by failures that result in unintended consequences and poor performance. The Centre for Development and Enterprise (CDE, 2015) argues that effective teachers, led by effective leaders, are the most important factors in determining student achievement. This is supported by Villiers & Pretorius (2011) when they argue that effective school leadership and management are critical in ensuring successful outcomes in education. This research, therefore, should contribute to a school leadership framework as an important pillar to improve the correlation between school leadership and school effectiveness aligned to societal values.

1.3. The Rationale of the Study

There is no shortage of research on school leadership as an influencer for school improvement according to Senge (1995); Jansen & Blank (2015); Collins (2015); Heller (2019); Herrera (2010); Kgwete (2014); Naicker (2014); Block, Price & Clarch (2011). This research explores this phenomenon of school leadership, its influence and visibility, and its responsiveness to the values of the society. Theory U in the research is a model and framework for unfolding leadership, innovation, and creative action (Scharmer, 2009) – is important as an informative base and process to realise the research objectives and questions. However, practicalities and time for conducting the research did not allow full engagement with Theory U, except for Phases 1 Downloading (Scharmer; 2009: 119) and 2 'Presencing' (Scharmer; 2009: 163). The term 'presencing' is explained by Scharmer (2009: 161) as:

> *"… the blending of sensing and presence … to connect with the Source of the highest future possibility and to bring it into the now."*

This will be discussed further in section 1.10.2 in this chapter. Senge (2006: 14) states that an institution is "continually expanding its capacity to create its future." This research should contribute to the body of knowledge on school leadership to make school leaders catalysts for change. This process recognises Scharmer's point (2009: xiv) of:

> *"Open mind, open heart and open will."*

The above three factors are critical elements in the process of developing an innovative school leadership framework. They are a state of welcoming, openness, and an invitation.

1.4. The Problem Statement

South Africa has been at the crossroads since 1994. Thuli Madonsela (2016: iv) puts it like this:

> *"… leadership is a timely contribution as South Africa reflects on its decades of transitioning … in search of its catalyst to accelerate progress towards the constitutional promise…"*

This promise is of a united society that offers every citizen the right to have equal opportunities to life's potential. This includes the capacity to make education a priority and thus to promote improved quality and access. However, Hermosilla, et al., (2014), argue that there is little evidence of a formal and well-coordinated school leadership programmes which encourages provision of support by the state.

Efforts have been made to ensure that school leadership capability is given attention. Ramphele (2017) mentions the establishment of the Langa Education Assistant Programme (LEAP) in various provinces as one in many efforts. The researcher's experience of work being done with schools over the past decades involving principals and educators, affirms this problem of school leadership in South Africa. The importance of school leadership training is affirmed by Ramphele (2017: 148), when she states that:

> *"The quality of education is equal to the capacity of its teachers."*

School leadership in the context of the 21st century would benefit from such a balanced support. Such support should be holistic and integrated. The three-legged pot metaphor will be discussed further in chapter six when a school leadership framework is recommended.

The intention and logic of this thesis is to provide further discourse and research to provide a framework that recognises the effects of the constitution, the national development plan (NDP) and Batho Pele principles as the basis of modelling societal values and to enhance 'presencing.' Van Rhyn, et al., (in Veldsman; 2016: 189), state that:

> *"Leadership is key in achieving a high performing education system."*

School Leadership needs attention as a variable to school effectiveness and to enhance influence for change and transition. Scharmer (2009: 11) prioritises leadership when he argues that:

> *"The essence of leadership is to shift the inner place which we operate from both individually and collectively."*

1.5. Research Objectives

This research aims to provide a school leadership framework that is able to face the challenges that continue to challenge stability of the South African schooling system. The objectives are influenced by the research topic which has three key concepts: school leadership, 'presencing' and societal value. At the centre of the research process, Theory U gives guidance on the path of the inquiry to drive the deeper 'Why', and to illuminate the inner source of being and becoming a school leader. Therefore, the following objectives are critical to the research:

- To construct a school leadership framework that reflects South African societal values,
- To define the pillars and drivers for the effective visibility and influence of school leadership, and
- To identify enablers that promote the alignment of school leadership with societal value as an expression of presencing.

1.6. Research Questions:

There is no doubt that the fulfilment of the research objectives is dependent on the quality of the research questions, according to Walliman (2005) and Saunders, Lewis & Thornhill (2009). The following questions each address the above objectives:

- What kind of school leadership framework resonates with societal values in schooling?
- What are the pillars and drivers that promote visible and influential school leadership?
- What are the enablers for school leadership that promote societal value application?

These objectives and questions will be critical to guide the research process, inform the data analyses, exploring the school leadership framework, and the recommendations and conclusions.

1.7. Research Process and Approach

The key research methodologies critical for this research are 1) qualitative research, and 2) the use of journaling. Qualitative research, according to Creswell (2013); Creswell, Plano & Clark (2011); and Saunders et al., (2009), uses a phenomenological research process, which recognises provision

of a sense of hearing, seeing, and feeling human experiences within a social context, in this case the school. This is also applied to research questions, group discussions, interviews and observation and data analysis through triangulation to improve credibility (Denzin, 2012). Alignment with the epistemological approach, which is referred to as the theory of knowledge and reason, demanded of the researcher and the researched subject to play an important part. Semi-structured interviews were used for this purpose. This created attention to the ontological domain, as perceived reality; the epistemological domain, that is, the relationship between the researcher and the subject of research, and to the axiological domain, that concerns the matter of ethics (Lincoln 2010). This was at the centre of a lived experience of the participants and the researcher.

In addition, the process was informed by reflective practice, appreciative inquiry, conversational process, and observation during all processes of engagement in workshops, interviews, and discussions. This provided constant engagement to ensure continuous learning, involving experience, observation, conceptualisation, and experimentation (Finlay: 2008). Reflective inquiry allowed for the practical experiential expression of the educators and the researcher to inform the research. Appreciative inquiry helped to identify and recognise the best in people involved in the research especially during group sessions and to understand their context through four (4) stages of AI: discovery, dream, design, and delivery (Cooperrider: 2017).

Informed by the research questions, the researcher involved school leaders, members of the Senior Management Teams (SMTs), and senior educators to tap into their experiences and insights. Journaling allowed the researcher to keep notes during school's meetings, educational conferences, conversations and facilitated sessions (Yin; 2015). There were some limitations to the process of observations and subjectivity of the researcher (Merriam; 2009) and related mental models (Senge; 2006). The research looked at school leadership from a school's point of view and followed the Theory U process with insight towards change of leadership consciousness. The process included Five Phases and Five Sessions for Phase 2 as indicated in Table 1.1 below and follows the Theory U process. This is in line with applied research as a focus on the functionality and culture of a working school.

Phases	Description of Sessions				
Phase 1 Principals and SMTs Questionnaires (Sensing)	The intention of this phase is to allow the voices, insights, and experiences of the principals to be recognised and heard and to give the researcher an opportunity for practical reflections that could shape the construction of a leadership framework for schools.				
Phase 2: Principals and SMTs Conversations (Sensing)	Dialogue 1 State of Being and Sensing (Observe)	Dialogue 2 Inquiry and Co-initiating (Retreat and reflect)	Dialogue 3 Connecting and Co-sensing ('Presencing')	Dialogue 4 Constructing a Framework (Envisioning and Enacting	Dialogue 5 Leadership Embodying and Sustainability
Phase 3 Education Practitioners and Experts Interviews	The interviews with private, public, and civil society players and influencers involved in education gave an external perspective that is more objective. This helped to find key pillars for school leadership framework reflective of values.				
Phase 4 The Legacy Organisations	The involvement of the organisations that are a 'legacy' and who are South African icons involved in education gave the researcher a benchmarking and tunnelling opportunity to identify emerging principles of leadership in education.				
Phase 5 Data Analysis and Interpretations	This is the phase in which analytical process and thinking took place in order to synthesise information and to draw conclusions based on the construction of leadership framework applicable in the education environment in South Africa. A Likert Scale framework and ATLAS.ti were used for data analysis. This helped to provide various analyses of the respondents' summative reflections.				

Table1.1. Research Framework process

The intention was to look at how school leadership becomes an anchor to facilitate solutions to the challenges faced by schools. There were fourteen school principals (14) involved directly, together with eight (8) members of the SMT and senior educators. The first phase was an engaging process, which was conducted in a workshop conversational style. The process and questioning methods followed the Theory U process of observing, sensing, reflecting, co-sensing, envisioning and lastly embodying and sustainability. Research instruments used were: 1) Interviews, 2) Questionnaires, 3) Group Conversation sessions, and 4) Records for conversation as part of journaling.

The above research framework is in line with the research questions on school leadership for effectiveness, the manner of the school leadership's visibility, impact, alignment, and expression of societal values. The prevalent forces that shape the school activity, form part of the pillars and enablers of change, transition, and a culture of effectiveness. The intention of the researcher was to emphasise the importance of the character and the quality of school leadership.

1.8.   Research Theoretical Framework and Philosophy

It is argued that research should be influenced and directed by the research questions (Creswell, 2011). In line with the nature of the school context, Ndlala (2010) describes it as challenging and of a saving nature. Denzin (2012:81) states that to understand pragmatism, one must acknowledge that:

> *"It is a doctrine of meaning, a theory of truth. It rests on the argument that the meaning of an event cannot be given in advance of experience."*

The clarity of meaning does emerge out of real experience based on action and involvement in a social context. Nelson Mandela, 1969 (in Smith, 2014:44), in the quotation below supports the need for involvement in the education challenges in order to understand and appreciate the enormity of the challenges.

> *"A new world will be won not by those who stand at a distance with their arms folded, but by those who are in the arena, whose garments are torn by storms and whose bodies are maimed in the course of contest."*

The research focuses on the role of school leadership in schools that are struggling and mostly black. Senge (2019) argues that a school is a learning organisation to drive change and transformation, which needs a school leader as a designer of vision, purpose and values and a steward of resource for sustainability. Jansen & Blank (2015) refer to this as 'schools that work.' The researcher agrees that the influence of school leadership is not just what is believed (doxology) but what is true (epistemology) according to Caldwell (2013), Naicker (2014), Senge (2012), and Jansen (2015). However, school leadership exists in a social context and thus cannot be a solution provider alone. Therefore, the framework of this research is influenced by the external world

(ontology), which is the relationship between the investigator (researcher) and the investigated object being the school leadership (epistemology), together with our own knowledge of the world and the internal school context and culture as a place for ethics (axiology) in the research choice (Hill & McGowan, 1999). The research philosophy is thus embedded in those pillars of external context (the community and the bigger system), and the relationship between the researcher and the researched (school leadership). The researcher adapts the notion that leadership is influence (Covey; 1989) and requires it to mobilse others towards shared aspiration (Kouzes, and Postner; 2007) and that it is guided by:

> *".... a transitional period, when it seems that something is on the way out and something else is painfully being born." (Scharmer, 2009: 1)*

1.9. Research Structural Model

The research study is structured to allow both practice and theory to be embedded together to develop a school leadership framework for South Africa. The use of the Theory U model provides a process to follow and to evaluate other leadership theories that are aligned to its philosophy. Theory U is described by Hayashi (2010: 2) firstly as a:

> *"Framework for a change process, secondly, as a method for effecting plausible change personally, organisationally and in communities and thirdly, as a description of phenomena in the world."*

It is a tool for transformation and sustainability to support individuals and organisations to deal with complexity of the emerging future. Theory U, as explained below, allows for the establishment of a common purpose and intention, provides an experience to observe and listen, and it establishes a state of silence to be in tune with the inner self. This prepares for emergence and new birth of co-creation and co-evolving.

Figure 1.3: Co-Creation in Theory U: Leading from the Future as it Emerges

Source: Otto Scharmer (2007: 6)

Theory U forms the foundation and the core of this research process, although there was limited time to pay attention to phases four (4) and five (5) of the models. The phrases 'letting go', as it relates to the left downward side (1 and 2) of the model, and 'letting come,' which is about the right upward side (4 and 5) of Theory U, has captured my imagination. The bottom side (part 3) holds both sides and is the determining factor towards emergence through will and inspiration. The concept of Theory U and its elements is intended to support leaders and managers in the public, private and societal sectors to deal with their unproductive patterns of behaviour. These patterns include ignoring their own staff and client's wisdom and other symptoms that produce ineffective habits of decision-making. The research process was designed to allow the educators to confront their reality, to engage in challenging conversations, and to use questionnaires and workshop settings to create a common base while exploring a new way of defining a framework for the emerging future. Otto Scharmer (2009: 54) argues that:

> *"So, I wondered: What if the quality of the visible social world is a function of the invisible field that resides in our blind spot of perception?"*

The research structure also recognises the similarities of the process to what Bridges (2009: 23) describes as change and transition which emphasises that:

> *"Before you do something new, you have to end (let go) what used to be."*

This process is corroborated by work done by Rock (2008), on his iceberg theory, and Beck (2008) in his Spiral Dynamics. These models will be discussed later together with emerging realities of the 21st century, and now the Fourth Industrial Revolution, require a leadership mind-set that is agile and innovative. The democratic environment requires school leadership that can operate in an environment of a multiplicity of stakeholders. This capability according to Scharmer (2018) requires pursuance of vision, purpose, courage and resolve that carries a strong sense of destiny.

1.10. Definition of Key Concepts

South Africa's democracy and its freedom is founded on the basis of social transformation and transition that has affected a number of individual and collective lives. Such areas include politics, demographics, economy, psychological conditions, and teaching and learning in schools. All the concepts below are complimentary to each other to establish a process of newness in education as mapped by the Theory U process. The research topic is premised on the following three concepts:

1.10.1. School Leadership

This concept in this thesis is inclusive and broad to describe the principal and the school management team (SMT). According to Kgwete (2014), the concept is social, political, economic, instructional, and transactional. This puts the school in a complex environment that requires the ability to balance different interests. Scott (2010: 68) states.

> *"These contextual problems pose challenges to fully trained principals."*

According to Bush & Glover (2016), there is a link between school leadership, values, and the application of school vision. They collectively play an important part to set the tone of the culture, build a positive and proactive mind-set, support an enabling environment for teacher development and performance, and establish motivation, excellence, and success. Horng & Loeb (2016) describes the role of school leadership as providing instructional leadership and managing relationships. The Wallace Foundation (2013) adds the importance of trust, respect and providing the soul and spirit of the school. Point, Nusche & Hunter (2008); and Schatzer et al., (2014) regard school leadership as correlated to school results, quality of teaching and the climate of the school

environment. Leithwood et al., (2010) argues that members of the SMT are the potential drivers of change, and their relevance in providing significant leadership to their departments and schools should be recognised. The researcher took a broader and inclusive view of the concept.

1.10.2. 'Presencing' Phase of Theory U

The third phase of Theory U process is 'presencing' which is a coined word that combines a sense of being present (visible, present, and engaged: past and future) and 'sensing' (being emotional and expressing feelings). This new amalgamated word means the full realisation of the future potential by the individual person who is engaged in the context - the field.

At this point of the trajectory, Scharmer (2009: 29) states:

> *"I began calling the state at the bottom of U "presencing" … seeing from the deepest source."*

It is about being aware of the underlining condition and experiencing the present moment. This is an authentic level of being in the moment of now and envisioning the emerging future. Abib-Pech (2013: 46) describes this self-awareness thus:

> *"This knowledge is essential as it enables you to stay in tune with your emotions, understand and help your decision- making process, and develop authentic relationship with your team."*

While the researcher questions the validity of 'authenticity' in a complex, emerging and ever-changing world, it is important to lead self adequately in order to model to others. Scharmer (2009: 163) explains that:

> *"… the blending of sensing and presence, means to connect with the Source of the highest future possibility and to bring it into the now."*

1.10.3. Societal Value Creation

Societal value creation highlights the interrelationship of the individual and the context in which they exist including the influence and impact they exert and create. The societal value-creation leadership approach is intended to provide an aligned support and service to improve performance conditions that meet the expectations of the learners in a school. It demonstrates commitment to behavioural change, emotional balance, and execution of tasks and challenging paradigms. Creating societal value, as explained by Auerswald (2009), tends to look at three critical pillars: 1) the financial, 2) the reputational and 3) the ethical. While financial and ethical values are paramount, the school's reputational value to the researcher is the most important of the three because it is at the centre of legacy creation and brand security. The quality of school performance takes priority in this instance. There is no doubt that the core of basic education has been founded on its reputation and ethical values as described by the *South African Constitution, Section 29 (1)* and the *National Development Plan (2011).* The concept of availability, accessibility, acceptability, and adaptability expresses good intention and societal expectations. The 21ˢᵗ century dynamics require an education system that develops readiness to manage complexity and change, builds relationships and instils value-based and ethical behaviour that resonates with the society that is served.

1.10.4. Additional concepts complementary to the research topic:

According to Maarman & Lamont-Mbawuli, (2017) in spite of all positive developments in the education system in South Africa, challenges remain in the education outcomes. At the core there is transformation to take people from the state of 'letting go' of the old (Scharmer, 2009) in order to 'let come' of the new state of being. The South African trajectory indicates the lack of transition as seen through Ramphele (2017: 113) when she states.

> *"We need help from those trained in facilitating conversations so that as participants we can tell our stories without feeling judged."*

Otherwise, racial utterances, the blame games, a culture of entitlement and unionism, which lacks a sense of responsibility and accountability, take precedence. Unionism and activism in education

and other social areas is a constitutional right and helps to raise consciousness of society. It should be encouraged, though there are some elements of responsibility that need attention. Mbeki (2011: 1) rightfully argues that:

> "Leadership therefore requires at least three capabilities: 1) capacity to innovate, 2) ability to implement by mobilising the required resources, and 3) capability to create followers."

So far, it is easy to mobilise and have followers, but innovation needs new thinking and sometimes changing the norms. The following concepts three (3) are important to add value to school leadership, 'presencing' and societal value creation:

1.10.4.1. Change and Transition

Change and Transition model by Bridges (2009) and Covey (1989), describes change as an external trigger 'outside-in' and transition as an internal 'inside-out' both being transformational processes. It begins from the ending when we 'let go' of the old habits, behaviour, and paradigms to usher in the new ways of thinking and seeing. Covey's (1989) SEE-DO-GET process of change emphasises the 'What'-labelling and seeing the 'How'-process – methods, skills, and tool sets – and lastly, the ''Who'-source – soul, heart and will – that impact on the desired results defined as 'getting' or facing the consequences. Change for Bridges (2009) is situational, however, transition on the other hand, is also psychological, and people have to go through it themselves internally and learn to own it, experience it and acknowledge it. As Bridges (2009: 7) explains:

> "Transition is different. The starting point for dealing with transition is not the outcome but the ending that you have to make to leave the old situation behind."

Covey (2004; 98) explains that:

> "To communicate the worth and potential of others so clearly, so powerfully and so consciously that they really come to see it in themselves is to set in motion the process of seeing, doing and becoming."

Therefore, change and transition, just like Theory U, are a process not an event, and require personal ownership and the ability to tap into individual talents, to ignite passion, address a great need that attracts and lights the fire within (Covey; 2004).

1.10.4.2. Spiral Dynamics

Spiral Dynamics was developed by Graves (1971) and applied by other psychologists such as Beck (1999, 2001, and 2003) and serves as a theory that resonates with Theory U and its process of human transformation and transition. What makes sense to this research about Spiral Dynamics is the admission in its description that it is value-based and accepts that human nature is not a fixed phenomenon, but is adaptive, flexible, and responsive to its context and complexity. Its application in the education system is that it looks into life conditions in which schools exist and the thinking capacities and various abilities and skills that provide solutions to change. In this process, Spiral Dynamics helps to establish where school leadership is located at a particular time and at a particular stage in a process.

1.10.4.3. Instructional and Transactional Leadership

Aziz, et al., (2017) provides the following elements for instructional leadership: 1) promoting a vision and change 2) improving the quality of teaching and learning, 3) responding to the 21st century needs, and 4) continuous learning for excellence. These concepts both relate to management orientation that is grounded in supervisory, organisational, and performance-driven (Charry, 2012) processes that are structural and top down. Simply explained, the concept is about the management of the curriculum and school leadership instruction within the school. However, the education context also requires a transactional approach to respond to compliance. While the emphasis of the application is the principal, this research deliberately moves beyond this narrow confine and looks at a responsive role of the expanded school leadership (King, 2002; and Spillane et al., 2000). Instructional leadership is grounded on effective teaching to maximise learning.

1.10.4.4. Appreciative Inquiry (AI)

Cooperrider & Fry (2017) argue that organisations are a product of human interaction and social construction. Therefore, AI is a worldview and a process for facilitating positive change in human systems and promotes positive conversations, inquiry and human stories through discovery, dreams, design and delivery or destiny. This has been applied throughout the research process.

1.11. Emerging Realities Affecting School Leadership

The challenge of school leadership is a global one and is in constant response to evolving challenges of broken promises (Mohamed, 2020) in the South African context. The South African educational system has gone through many policy changes since 1994, making it one of the most challenging and complex systems yet devised. These changes have had a huge impact on school leadership. The research aims to contribute to the knowledge of literature dealing with school leadership in a democratic and constitutional context. This has prompted a need for school leadership framework that can be relevant for application in an ever-changing school context and in other relevant organisations.

Over and above these challenges in education, the foundational principles of the *South African Constitution* and the *National Development Plan* promote participation, consultation and reconciliation and the provision of a voice in education. The *NDP's summary report (2011)* states that building capability for the country requires improving the quality of education and management. Such improvement is centred by the principal and the senior management team (SMT) as school leaders, supported by all interested stakeholders. Debates amongst the *International Positive Education Networks (2018)* argued for a need to approach teaching and learning from a positive mind-set. This is about a holistic approach that acknowledges experience, the context, meaning and purpose and that encourages strong relationships.

The COVID-19 current reality has exposed the country's poor capability to provide service delivery in education, as expressed by the lack of access to data and the poor infrastructure to meet the requirement of the regulations.

The other growing challenge facing schools is racism that is well explained in a public letter by the Head (principal) of St Benedict's (2020) in Bedfordview, Gauteng who states:

> *"The scourge of racism continues to shape our daily interaction and destroy our lives as human beings. It continues to limit the richness of our true potential. … The long walk is not yet over. … I call upon the boys, parents, and staff of our school to take a united stand against racism. It is abhorrent thinking that leads to reprehensible behaviour."*

In this context, more vibrant voices have emerged with a deep sense of inquiry. There are growing civil society and student movements that are putting the focus on these matters calling for fairness and equity. The challenge presented is to create access to digital learning platforms and resources such as computers, software, and data to support learning (Mugo; Odera & Wachira, 2020). At the centre of all these complex and competing needs and demands, school leadership finds itself under an unbearable pressure. They are expected to lead differently, inspire confidence and to facilitate long-term breakthroughs on these challenges. This research emphasises a need to prioritise the development of a school leadership framework that will be responsive and transformational.

Ramphele (2017:66) acknowledges that:

> *"We failed to infuse them (teachers and students) with the values to match our ambition to be a society characterised by Ubuntu…"*

All these required areas of challenges and improvement depend on the quality of school leadership as Salahuddin (2016); Scott (2010); Samuel (2016); Jansen & Blank (2014); and Senge (2012) all state. The former ideals and dreams to build a strong transformative education system as the pillar for an economic and entrepreneurial spirit have become a shadow of its past. Browne, (2021) describes the complexities that schools face as a turmoil of political demands for transformation and social change inspired by constitutional democracy, technology, and stakeholder participation.

1.12. Delimitation

The study is premised on three pillars of the research topic: school leadership, 'presencing' and societal value creation. This is applied to the fourteen (14) selected schools in Ekurhuleni South District in Gauteng and involved school leaders (principals and SMTs). Due to the limited number

of the research sample, the researcher expanded the pool by involving twenty-five (25) practitioners, active players, educationists and three organisations funding education, through questionnaires. In addition, the researcher kept a research journal which recorded three (3) local conferences and one (1) international conference in the United States of America, in Fort Worth. There were additionally thirteen (13) school engagements in the form of workshops and conversations that followed the Theory U process that the researcher undertook.

The research focused primarily on the role and character of school leadership as a centre for school leadership effectiveness, change, and as an embodiment of the societal value system. The study, therefore, while acknowledging the role of principals in a school context, does not delve into much detail on the various roles of a principal in his or her designated work context, such as in managing finances, the curriculum, and teaching and learning. These roles as embedded in the principal's character and competence, and as a product of society these are influenced through societal values as defined throughout this research study. The research does not aim to explore the causes of various changes and their impact on education post-1994. This research is South African-based and cannot be generalised elsewhere without adaptation. However, it will refer to and compare best practices internationally and locally regarding school leadership for schools that learn and work.

1.13   Contribution to the body of Research

1.13.1. Theory

A significant quantity of literature pertaining to school leadership has informed this research work using action learning, appreciative inquiry, reflective theory, change and transition. Theory U is an overarching process that I have used and filtered it through Spiral Dynamics, while identifying elements of principled centeredness, spiritual leadership, and servant leadership. However, as described by the research questions, more work is required to provide an applicable framework that supports principals of schools to lead with clarity and purpose. This research will advance a contribution on the topic defined, by formulating a new framework for turning schools into centres of excellence quality teaching and learning, by providing insight into personal change and transition that should help to give a theoretical framework based on the Theory U process.

1.13.2. Practice

An attempt will be made to animate the theory process and to provide scrutiny using other leadership models and theories in a schoolwork context and to establish their tangible functionality, relevance and impact on learning and teaching. The latent potential inherent in the model and emergence for principals will allow recommendations that should inspire and encourage new energy in school leadership, in order to orchestrate and evaluate impactful new interventions that should promote an integrated, responsive, and functional school leadership framework required for education.

1.13.3. Application

The objective will be to provide research results that facilitate a practical, relevant, and impactful sustainable solution for school leadership that can be replicated throughout the education system. The school leadership framework will also apply to different organisations and sectors of society. This should give new hope and add a solution to the problem of how to retrieve professionalism and a sense of purpose, and to give back pride and honour to the teaching profession and to school leadership.

1.14.   Outline of the Chapters

Chapter 1

This chapter serves as an introduction, which provides an over-all view of the research. It defines the problem, the objectives, and the questions that the researcher was pursuing and provides definitions of process, approach, philosophy, and the contribution the research should add to the body of knowledge.

Chapter 2

Research requires to be embedded in a strong empirical literature review that relates to the research topic. In this case, the context of education in South Africa and the theoretical approaches to education leadership and management were analysed. Over and above this, leadership qualities and capabilities that impact on education were dealt with and aligned to societal value creation,

constitutional imperatives and how the state, business and civil society interact with each other to address challenges related to education.

Chapter 3

The intention of this chapter is to promote relevance, applicability, and synergy of the research relative to the South African societal value-creation applied through school leadership. The basis of the researcher's undertaking of this research was that, at the end, there should be practical application and insight to make school leadership through principals and members of the SMT catalysts for change, transition and transformation. At the centre of this chapter is the creation of an enabling environment for an effective and efficient school that prepares learners for the future, inspires educators for excellence and produces quality results that espouse societal values. Elements that support the embedding of societal values through a school leadership framework as a centre of excellence are enumerated.

Chapter 4

This chapter provides insight into the research, in order to get to the practicalities of the research design and methodology. These include ethical matters, validity of the research process, research approaches, and it defines the research field of study. This is important so that research design, data collection and processes provide the relevant data for analysis.

Chapter 5

This chapter provides an analysis of the qualitative research based on the interviews, group conversations, insights from school leadership models and observations made in various conferences and sessions. All this looked at societal value creation in school leadership, as informed by research data analysis to build a case for school leadership framework that is South African based. This includes data obtained through journaling records. These are subjected to the application of the research objectives and the key questions of the research exploring school leadership, 'presencing' and societal value creation. Global trends are also used to understand commonalities and trends critical to school leadership. Finally, research findings are highlighted, covering themes, critically burning issues, triggers for change and transition to define support for principals.

Chapter 6

This chapter provides the overall findings, conclusion, and recommendations for a school leadership framework in education. At the core of the research here is a proposed school leadership framework for excellence and high performance that is rooted in the notion of the African pot. The researcher looked at the study of the 'schools that work' by Jansen & Blank (2015), 'schools that learn' by Senge (2012) and Collins (2015) on Partners for Possibility as the bases for igniting radical change and added value to the research conclusions.

1.15. Chapter Summary

The effectiveness of a school, as expressed by Blumberg & Greenfield (1980), should be guided by leadership principles that are informed by societal values. There is need to envision, dream and reimagine a new desired state of education. Ramphele (2017: 88) maintains that the required process is anchored on two key foundation stones:

> *"Emotional settlement and fundamental socio-economic reconstruction."*

This chapter has provided a base for the research by defining the problem, objectives and questions, research process, concepts, structure, and approach for the research. The focus on school leadership, as a matter of 'presencing' and expression of societal values, has been described and highlighted as critical to reimagining a desired state of education (Ramphele; 2017). This builds a holistic and balanced principles and values that bind society together.

1.16. Conclusion

In conclusion, this chapter has highlighted the following emerging themes; evolutional complexities of Basic Education in South Africa, the importance of school leadership to explore application of 'presencing' as an expression of societal value creation to build effective schools, prioritisation of school leadership as a catalyst for change, transition, and transformation, ensuring that school leadership frameworks are contextual and reflective of the local fields and context.

CHAPTER 2:   LITERATURE REVIEW AND THEORETICAL APPROACH

2.1. Introduction and Setting

This research argues that school leadership is effective when there is a sense of 'presence' which is the opposite of 'absence' as it exist in schools. Presence gives rise to impactful visibility, and which resonates with the societal values. This visibility factor is articulated by Jansen & Blank, (2015: 156):

> *"What strikes you immediately about the school leader is visibility. The principal walks around, checks on who is not in the classroom-and why."*

This kind of school leadership allows constant conversation, timely observation and on-going feedback within the environment that creates lived values. These values are founded on the South African *Constitution, the National Development Plan (NDP) and the Batho Pele Principles*. The *Constitution* covers the values of human dignity, equality, human rights and freedoms, non-racialism, non-sexism and the supremacy of the constitution and rule of law. Batho Pele principles are consultation, service delivery, redress, access, courtesy, information, transparency and value for money. The *National Development Plan (2011)* highlights principles and values of love, respect, caring and community. Living these values would support schools towards the achievement of excellence through the quality of their results. These principles and values characterise distinctiveness of school leadership that strives to improve performance of learners and thereby to make a positive impact on the lives of the future generations. The reality is the opposite of this vision since the service delivery and the quality of education and its impact are not yet suitably realised.

The determinants of students' performance is a subject of ongoing debate among educators, academics, and policymakers. Cullinan, Walsh & Flannery (2020) found that students from the lowest social class and those with the greatest difficulty in making ends meet were the most challenged in terms of study success. However, when school leadership practices the values shared above, such leaders as Ramphele (2017: 156), states, become:

"…. called to be inspirational guides for young people to help them find the genius within."

Whilst this thesis uses the Theory U model as the foundation for research processes; it has also included other related and complimentary leadership concepts and frameworks, such as spiritual and servant leadership, spiral dynamics, change and transition and instructional and transactional leadership. All these are further explained in terms of their value to the research topic and the processes of Theory U.

2.2. Embedding School Leadership in Theory U

Socrates as quoted by Plutarch on education and used in Scharmer's article entitled:
"Education is the kindling of a flame, not the filling of a vessel: How to reinvest the 21st century University." (Scharmer, 2018; 1)

This is worth noting as this quote is as true today as it was two thousand years ago. Prof O'Connell (in Collins, 2015: ii) emphasises this when he states:
"Building a learning nation is perhaps the greatest of all South Africa's transformation challenges, and all of the others depend on this for their success."

This emphasises the importance of education as a stimulus, a lighting of the fire, sourcing of knowledge and a foundation for transformation. The emergence in the 21st century of the Fourth Industrial Revolution (4IR) as expressed by the World Economic Forum (2016) challenges such notions and makes education the kindling of the flame that Plutarch talked about. This takes away the misconception of the old mind-set of education as a vessel-filling activity that makes learners non-active recipients. In this context, school leadership deserves attention as a catalyst for knowledge. Seldon argues (2018: 37) that the essence is:
"Helping each student to acquire a genuine humility and curiosity for life, and become grounded in their own deepest identity…"

These changes need re-assessment of the 'self' viewed as self-awareness, or being in a state of openness in mind, heart and will (Scharmer, 2009). According to the Theory U process, transformation and change requires the self to suspend self-judgment, cynicism, and fear of the unknown and to 'let go' of limiting beliefs and assumptions related to self, others, and context. Deep understanding and sensing, or learning, occurs when relationships with self, others, and the world (school context) are seen as interconnected. Relationships is the product of the interaction of the parts in a system to make the whole greater than the sum of its parts (Senge, 1990). In this research, Theory U provides an insightful process towards building a school leadership framework for South African schools. School leadership is essential to serve the needs of the learners, parents, and the educators. This offers an opportunity to encourage teachers to take up leadership roles and to transform schools for the future. School leadership can be aligned to Theory U process as a leadership change and transformative journey for effectiveness as follows:

Figure 2.1. Theory U Model (Scharmer, 2009:45)
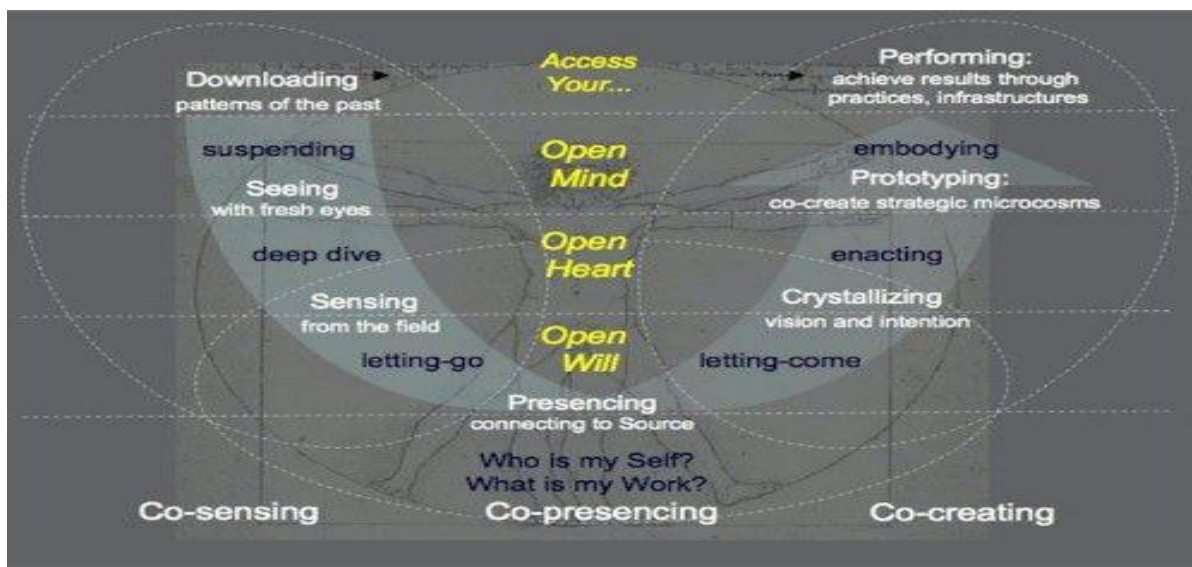
Scharmer's Theory U's 7 stages above are encompassed in three broad themes that are:

- Co-sensing which is about downloading, seeing, and sensing. It is about: Observing throughout and being able to reach places of the most potential and to listen to their minds and hearts with openness in order to build common intent. This requires

school leaders to pause and to listen to others and to respond with consciousness and to be in tune with themselves (Open Mind) through stimulation of conversation.

- 'Co-Presencing' relates to defining a sense of self and relationship in defining work. It is about connecting to the 'Source' of Inspiration and 'Will' that enable school leaders to reach their place of silence and to allow the inner power of knowing to emerge. Critical questions here are about defining self and clarifying work and position as a calling. All this needs an open possibility within self (Open Heart).

- Co-creating is about crystallising, prototyping, and performing. Prototyping is about living by modelling behaviours that explore a new way of doing. Such state of Co-evolving is to embody the New Ecosystems and facilitation of seeing and acting in a holistic manner. This is a state of transition and transformation in which a person emerges in the new state of being (Open Will). This research could not devote enough time to this phase of Theory U due to time limitation and contextual constrains of the school environment. Further research is required to pursue this.

Scharmer (2009:8) depicts a flow from the current to the new future, by asking:

> *"How can we act from the future that is seeking to emerge, and how can we access, activate, and enact the deeper layers of the social field?"*

Every school leader who is committed to school improvement needs to ask this question and respond to the research questions. This is an inside-out process of transition and change with a great sense of 'Will' and 'Choice.' Such a state of being is transformational and is informed by a shared vision. (Schatzer, et al., 2014, Heck & Hallinge, 2014 and Dhuey & Smith; 2014). Such a state of being is described by Scharmer (2009:20), as:

> *"Our old leadership is crumbling similar to the way the Berlin Wall crumbled in 1989."*

Theory U does not assure a transformationally perfect relationship that automatically turns a person or organisation around and creates miracles. It also does not give a solution to participative behaviour and co-creation for the future but provides a framework for engaging in a complex and transformative context to become fully present, alive, and competent, and to be in relationship with self and the context of existence; in this case, the school (Scharmer, 2009).

Through the Theory U model, the researcher describes the change process that school leadership (principals, SMT members and senior Staff) can embark on through their conversations. During the research process and journaling, leadership conversations were conducted and premised on research questions and the Theory U process, taking the Self from the past and to letting go of unhelpful barriers to self-growth. The process presents an opportunity to make way for a new future reality to come into being. The researcher observed Theory U as a curve that spans the domain of 'I' on the left side where awareness and learning takes place, and 'We' on the upward right side, where behavioural changes happen, and emerging outcomes are evident. This change process is embraced to achieve sustainable organisational and personal change. However, the model is not a silver bullet for resolving all the challenges and negative dynamics of school leadership. When the Theory U model is integrated with other frameworks such as servant leadership, spiritual leadership, and spiral dynamics, there is greater meaningful application of the process for school leadership. The researcher's learning experience in the school 'field' has helped to create the realisation that school leadership is contextual (Ndlala, 2010) and Veldsman & Johnson (2016: 202) support this when they state that:

> *".... school exist within a community and the opportunities exist for it to become the centre of that community and for it to draw on the skills, enthusiasm, and manpower available."*

This requires the use of different leadership styles for specific emerging realities. Explained differently by David Cooperrider in *Appreciative Inquiry*, (in Veldsman & Johnson; 2016: 189), emerging reality is that:

> *"... which is a statement that "bridges the best of 'what is' with your own speculation or intuition of 'what might be."*

2.3.   School Leadership Dynamics and Complexities

> *"We will be the first to concede that, despite the notable stability of and improvements in the system, we are yet to cross our own Rubicon. We must agree that much has been achieved, but much more needs to be done in the areas of efficiency and quality"* *(Motshekga: 2019: 19).*

The honesty of the statement indicates the seriousness of the school context and a need for a solution. Through work done with schools since 2010, the researcher has observed that the greatest success of a school depends on effective school leadership. Jansen & Blank (2015: 160) describe this school leadership proactiveness as:

> *"Rather than limiting themselves to endless correspondence with the district office, they move on their own to identify and recruit resources from the outside."*

Such leadership is at the foundation of effectiveness of principals working with senior and middle management at a school level. The complexity of the South African school landscape is distinctly uneven, as there are public schools (93%) and independent schools (7%), which include faith-based schools, privately owned schools, and secular schools (Veldsman & Johnson; 2016). Spaull (cited in Veldsman & Johnson; 2016: 191) describes this as:

> *"A Tale of Two Systems."*

The glaring differences of this context is ably explained by the Minister of Education in January 2016 when she called for a paradigm shift to address this reality of 'two education systems in one country;' the independent one is a high performing system with excellence; while the public system is deprived of resources and has 'pockets of disaster'

In attempting to close the gap in this strange reality, the *Whole School Development and Evaluation* directives (2012) by the Basic Department of Education have been introduced to handle these challenges through 1) Effective curriculum management and support through effective and quality teaching and learning through completion of the syllabus and improved academic performance; 2) Managing change and transformation through building resilience, behavioural excellence, improved self-esteem, strategic thinking, innovation and paradigm change; 3) Building effective leadership and good governance to promote facilitation and responsiveness which promotes inclusivity, delegation, resilience, effective communication, ownership and accountability; 4) Enhancement of partnerships, sustainability and predictability, leveraging of resources, facilitating conversation, stakeholder relationships for sustainability and sustained team culture; 5) Service and operational efficiency and academic excellence, effectiveness in procurement, financial management, enabling teaching and learning and

resource mobilisation; and 6) Development of instructional and visionary leadership and management competence that can deal with the complexities of today's education sector.

Christie (2010: 9) confirms the need for a solution as:

> *"The level of funding and resource capacity within the system have not been sufficient to redress the backlog of infrastructural inequalities left by apartheid."*

This is at the core of the difference between independent and public schools. Such a situation exposes school leadership in terms of learner migration. There is a need for creating schools that work through effective curriculum management (Goals 1-13) and leadership training support (Goals 14-27) as expressed on the *Whole School Development and Evaluation, the National Schools Guidelines and Schools That Work research* (Jansen & Blank, 2015).

2.3.1   Theoretical Approaches to School Leadership

Complexities that face schools lately require an understanding of school leadership that has become of great interest in international education as stated by Cruikshank (2017:115):

> *"…. it is increasingly recognized as having a key role in improving student outcomes.*"

Day, Gu & Sammons, (2016), Heck & Hallinger, (2014); and Dhuey & Smith, (2014); and have demonstrated the influence of teacher quality on student results. Research literature by Christie et al., (2007), Bush, at al., (2011), Moorosi (2010) and Msila (2011) confirms that the dominant school leadership styles in the South African context are transformational, instructional, and transactional leadership. This research will examine these as a base towards building a value-based and societal aligned framework.

Veldsman & Johnson (2016: 1) describe the importance of leadership as follows:

> *"At this critical juncture in our history, the search is on for better and different leadership. Leaders and leadership have to reinvent themselves if they wish to be successful in the unfolding world of tomorrow."*

Leaders, whether they are born or made, offer an opportunity of being made or unmade in one's own context, through personal choices and actions they take. Khoza (2011) in his reference to 'Attuned' Leadership, grants leaders the capacity to live in synergy with and to be synchronised to the context of their followers through human relationships, connectedness, trust and predictable results. This is also in line with authentic leadership, principled leadership, servant leadership and spiritual leadership. Shelton (2012) takes this further when he refers to 'awakened leadership.' His views combine spirituality and worldly success as one concept of the essence of leadership. Awakening for him is about acceptance and surrender to the bigger and larger spiritual forces of self-growth and development. This, by its nature, requires integrity, wholeness of life and reconciliation of the future with the current reality. Rhyn et al., (2016: 192) in Veldsman & Johnson argue that:

> "Intervening at school level and building the leadership capacity of principals therefore have the potential for significant leverage in facilitating change in the SA education system."

This research further affirms the role of successful school leadership based on quality of teaching and learning. This is also supported by the work the researcher has done for schools with the Star for Life, Gauteng Department of Education (GDE) through Matthew Goniwe School of Leadership and Governance, Kagiso Trust and Kagiso-Shanduka Trust. While school leaders are appointed to their positions, it is evident that schools that work are led by those who have chosen to lead with clarity of purpose. The processes and approach in this work have followed Sabbage (2018: xiv), who in her book states:

> "The last of the human freedoms is to choose your own attitude in any given situation, to choose your own way."

Nobatembu Mpambani (cited in Veldsman & Johnson; 2016: 76) maintains that:

> "We are living here and working as a family. We are not just here to teach the children the knowledge, but we are here as counsellors, we are here as their mothers, we are here to assist them."

Cooperrider is quoted by Crous (in Veldsman & Johnson 2016: 31) as follows:

> *"It could be argued that all leadership is appreciative leadership. It is the capacity to see the best in the world around us, in our colleagues, and in the groups, we are trying to lead… It's the capacity to see with an appreciative eye the true and the good, the better and the possible."*

This research affirms a need for appreciation of personal stories and experiences in schooling, and affirms that change, transformation, and transition are processes of discovering the authentic self. In such a process, is can be called a 'life events' Sabbage (2018: 94) refers to these as 'life shocks' that are:

> *"…. moments in time that we do not want or expect, offering opportunities for awakening."*

This sense of awakening, consciousness, courage, and resilience is what Theory U requires as a journey to 'letting come.' School leaders and principals in particular face such life events all the time in their call of duty. Their ability to welcome 'life shocks' and to find self-discovery through such experiences and choices they make defines the essence of school leadership. It is at such moments that character is formed, ownership affirmed, and accountability occurs, and freedom is discovered.

2.3.2. Models impacting on the research topic

Three leadership models are discussed here as they are critical to school leadership and to the application of the Theory U process. These are: *Principled-Centred Leadership* (Covey, 1992), *Spiritual Leadership* (Fry & Slocum (1970) and *Servant Leadership* (Greenleaf, 1970). These are selected for their relevance and alignment to the nature and context of the education system for South Africa. They are critical in providing insights as they are aligned with each other to provide a relevant transformative process with tools and processes for school leadership. Cameron, (2017) states that School leadership in the South African context should provide wisdom and humility; knowledge and skills; educating to instil a sense of hope and aspiration; to make community live well together and education to establish dignity and respect. When the old system can no longer

be relevant and the consequence of conformity to procedures and policies produces failure, it is time to search for a new school leadership framework that provides success. Collins (2015: 83) refers to this as:

> *"... the idea of emergence: the order that arises from the interactions between the various parts of complex systems."*

This is based on a belief that school leadership can create collaborative and abundance mind-sets for students to find their personal sense of identity. In this case, school leadership effectiveness is a vision whose realisation is long overdue to be realised. Therefore, a positive and supportive school culture will encourage teamwork, effective communication, and professional behaviour. These principles when practised ensure regular, tough, and courageous conversations, learning of new knowledge and skills, and assumption of new roles and responsibilities (Behrstock et al., 2009). Such leadership support provides an adequate response to education challenges of the 21st Century and of the 4th Industrial Revolution dynamics which need creative and innovative skills. Such an environment promotes human flourishing with passion.

2.3.2.1. Principled-Centred Leadership

Based on a principled–centred leadership framework by Covey, (1992), maturity entails the following qualities: personal values aligned to organisational values: trust and trustworthiness, empowerment of followers, continuous learning, positive energy, humility, and emphatic listening. This is also what Covey calls 'Character Ethics' which is anchored to principles that govern human choices and effectiveness. According to Covey (1989) such character is embedded with integrity, fairness, honesty, human dignity, and excellence. He further explained that principles are like a foundation, the roots that are unchanging, firm, and strong in determining one's sense of being and responsive behaviour.

Wulffers (in Veldsman, 2016: 393) comments that:

> *"Furthermore, they are true to their leadership positions, with a strong moral underpinning ... for the greater good of all."*

It defines the source of the inner being that remains firmly anchored in trust. It is a function of personal ability to notice, see and to break with comfort and self-centred habits to discover breakthroughs into the new opportunities awaiting in the now. Callinicos, (2011: 448) explains this sense of character in the following extract:

> *"Tambo would look beneath the communist, anti-communist or atheist and observe the human being and assess the intrinsic worth of the individual. His African humanism taught him 'that there is something in all of us that can be applied to in the name of decency and in the name of justice. In order to prioritise the movement, Tambo suppressed important facets of his nature. His own natural creativity and love of arts and culture were set aside. Instead, Tambo sublimated his urge for creative performance by acknowledging the value of the cultural and symbolic terrain of the struggle'."*

This statement on the late OR Tambo reflects a deep holistic leadership that is anchored on principles of trust, service, and authenticity. In a school context that has a multiplicity of stakeholders, school leadership has to live by objectivity that is informed by a principled mind-set. In support of this, Covey (2004: 346) argues for a need for:

> *"Developing the five components of emotional intelligence (EQ) such as 1) self-awareness, 2) personal motivation, 3) self-regulation, 4) empathy and 5) social skills."*

These are critical for school leadership effectiveness that demonstrate 'presencing' and alignment to societal vales. Theory U (Scharmer, 2009) and Principled-centred Leadership (Covey; 1992) provide insights into school leadership to sustain change and transition and build resilience. This demonstrates the greatest challenge that the school leaders face to find solutions in solving educational and school-based challenges and to building social cohesion.

2.3.2.2. Spiritual Leadership

There is no surprise that spiritual leadership is founded on morality, principles, faithfulness to a higher calling, belief and ethics which provides discernment ability and intuition. The *South African Advanced Certificate in Education (ACE): School Leadership documents through the Department of Basic Education (2008:11)* refer to this as the "importance of spiritual intelligence."

Spiritual intelligence has a correlation with effectiveness of teaching and its results (George & Visvam; 2013) and is an expression of life with purpose and meaning that carries the quest for wisdom. Law (in Veldsman and Johnson, (2016:444) refers to spirituality as the:

> " …. search for a universal truth, find meaning in and purpose to life, experience a connectedness to a greater purpose related to a higher power and strive to reach their highest potential."

This state of being does not relate to religion nor does is call for rituals or being a member of a group. Parker (1997) shares a more informative insight when he focuses on the power of the heart of teaching and habits of the heart factors. As Bridges (2004) describes transition as an internally driven force, spirituality is also an inside out personal commitment. This for school leaders is at the centre of being in touch with one's integrity, identity, passion, and purpose. William (2010) describes this as the human heart of democracy where questions about equitability, generosity, service and listening with the whole beings are being asked. Presencing has a spiritual connotation (Scharmer, 2009)

In the context of the 21st century and now the 4th Industrial revolution, discerning leadership that can see the future and that commits to its attainment is important in education. In this, the character and the heart are demonstrating the inner being as it looks at teaching as a calling and as a profession. However, there are challenges to this notion of teaching and leading from the heart as it exposes leaders to their vulnerable side of being. Such state of being if not well managed and professionally supported by mentorship could be open to abuse. This form of leadership is still regarded as doubtful in the context of a number of professions including education. In support of the research topic and Theory U, there is a need for spiritual leadership as part of introspection, deep thinking, and courage to confront the past, the present, and being in touch with the new. This leadership model aligns well with principled and servant leadership models and complements what Scharmer (2009: 5) in Theory U describes in its framework as:

> "This process pulls us into an emerging possibility and allows us to operate from an altered state rather than simply reflecting on and reacting to past experiences."

2.3.2.3. Servant Leadership

Greenleaf's (1977) view is that a natural servants understand is that their task is to serve first and to strive to meet the needs of others. This description fits the South Africa's context and its negotiated democracy. According to Mookgo in an article dated 1st February 2018, South Africa needs a servant leader and Khoza (2005) calls this a 'server' leader. Servant leadership, according to Wilkes (2012: 12).

> *".... emphasises shared responsibility and authority with ability to build teamwork."*

It is anchored in humility and in the ability not to take title, position, and power as the ultimate mantra for leadership to do personal will but 'thy will.' This model is always seen as being very close to Christianity and Spiritual leadership but is not in form and application. It is a form of being human for others. In a school context that is so centred on a multiplicity of stakeholders and on a complexity of relationships and partnerships, school leadership models finds themselves having to be providers of social psychological support, food provision and care. Zohar (2005) says that servant leaders serve with love through the fruits of the spirit, ethics, and moral presence.

The *South African Constitution* and the *National Development Plan* contains the soul and spirit of servanthood in their content and preambles. This is further affirmed through the manifesto on education values and democracy that promotes equity, tolerance, multilingualism, openness, accountability, and social honour. Robert Greenleaf (in Sipe & Frick, 2009:1) state:

> *"The first and most important choice a leader makes is the choice to serve, without which one's capacity to lead is severely limited."*

There are a number of similarities with the Theory U process.

- Firstly, Theory starts on the first three stages of Suspension of downloading, Seeing and Sensing that require a sense of submission to the process of change and transformation,
- Secondly, it further resonates with Theory U in terms of an open mind, heart and will ('presencing'); and
- Thirdly, the final stages of crystallising, prototyping, and performing affirms a place of newness that enables organisations to embark on a journey of developing individually and

collectively. This brings about the ability to lead from the source objectified as stated by Scharmer and Kaufer (2013).

2.4. School Leadership in South Africa: towards the 21st century

Collins (20015: 12), describes the South African reality in this way:

> *"But as the new dispensation grappled with the realities of building a new nation, the true complexities of the task were revealed. It was clear that the fingers of apartheid were far reaching even though black citizens had political freedom, inequality was systematically entrenched, with vast backlogs in education and infrastructure."*

Without taking away the good work done since 1994 on policy, free education and access, there are stark realities of inequality, unintended racism, and exclusion in the public and private education in South Africa.

According to the *Centre for Development Enterprise Report* (CDE, 2011: 2):

> *"The South African education system is large and complex, comprising more than 12 million learners, more than 350 000 educators, and more than 30 000 schools in 70 districts in nine provinces. It is also very diverse, with huge differences within and among provinces, districts, and schools."*

Veldsman & Johnson (2016: 189), boldly state that:

> *"... around 80% of South Africa's schools are considered to be dysfunctional."*

This means the country depends on the 20% for quality of skills and human resources in generic terms. While improvements have been made in some areas, the public education system continues to be a challenge that fails many young South Africans. However, there are reasons to have hope and belief that this will improve over the next few years in line with the National Development Plan trajectory.

The Minister of Basic Education, Mrs Angie Motshekga stated (statement on the release of Grade 12 results, 3rd January 2019):

> *"Government must be applauded for its pro-poor polices, which in the Basic Education arena, alleviate poverty through a variety of interventions. Among others, it is worth mentioning the pro-poor funding of schools; the provision of nutritious meals on a daily basis; and the provision of scholar transport to deserving learners on a daily basis. These interventions, which are called the 'social wage' by Statistics South Africa, have definitely improved access and retention of learners in schools; thus, simultaneously promoting equity, efficiency, and quality immeasurably."*

While Government should be applauded for its unwavering effort to address issues of social justice through the enforcement of redress, equity, inclusivity, efficiency and quality, there is more to achieve to address the core of quality and character of education. The South African Government has always prioritised education as evidenced by the level of investment made since 1994. Ramphele (2017: 145) states:

> *"The education budget at 17.5% of government expenditure is an indicator of the government's commitment to education, but the expenditure is inefficient and ineffective. In his 2017 budget speech, the Minister of Finance allocated R240 billion to basic education for 2017/18."*

In this research, the challenge of school leadership is exacerbated by lack of adequate in-service training, poor use of technology and inadequate leadership training. The inability to manage the human side of schools for change in the new emerging future is a major contributor to failure. This results in inefficient and unsuccessful school progress and the inability to get quality of results in a sustainable period of time. According to the *Star* newspaper in January (2011), Demartini argued that leaders should "build and destroy that which is no longer relevant or adding value." This simply means that leaders should be creative, innovative and should provide bold and courageous decisions to break with the past and welcome the emerging future needs that will make the lives of the learners better. School leadership is at the centre of such responsibility.

2.4.1. 'Presencing' of School Leadership

School leadership of this century has to realise a need to embrace new forms of leading and managing. The following elements are essential for encouraging 'presencing,' visibility and legitimacy of school leadership, 1) participation and partnership, 2) awareness of the needs and action to observe and support, 3) legitimacy through transparency and shared purpose, 4) involvement and visibility to provide reassurance and familiarity, and 5) clarity and innovation. This ability of a school leader to resemble these elements brings 'presencing' into reality. Scharmer (2009) defines this as blending the school leadership presence and sensing thus enhancing relationships and connections to the higher possibility of the emerging future.

Bishop (2013) and Avolio & Gardner, (2005) describe the ownership of personal experiences, such as thoughts, emotions, needs, wants, preferences, or belief-processes captured by the injunction to know oneself. This further implies that one acts in accordance with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings. At the foundation of school leadership in South Africa, the *Constitution,* the *South African Schools Act, 84 of 1996*, and the *National Policy Act*, all govern schooling and guide school leadership in their functions. The *South African Schools Act* regulates all areas of education including governance through the establishment of the School Governing Bodies (SGB), the professional management led by the principal and involvement of the Head of Department. The *South African School Act* also outlines responsibilities for school leadership. *Section 29(1) of the Constitution* proclaims that:

> *"Everyone has the right to basic education including adult basic education and to further education."*

School leadership 'presence' and visibility provides clarity of knowing, sets the pace of decision-making and change, and provides guidelines for all stakeholders to belong and to be affirmed.

Moseneke (2016: 352-353) states:

> *"On the face of it, the protections were praiseworthy, and they promised a state-sponsored reduction of poverty, but in practice, socio-economic rights did not speak to how to restructure the economy in a way that rendered it more productive and inclusive.*

The absence of a social pact was a far-reaching omission given the inequality embedded in the social structure of the country at the start of the transition."

Schools are at the centre of such a social structure that has been affected by omission of restructuring. School leadership's awareness of these broad, but essential matters, offers a catalytic opportunity for change and transformation. What is required is a realisation as argued by Gordon (2014) that draws a parallel between transformational leadership and charismatic leadership. She states that recent thinking about effective leadership tends to emphasise the importance of the leader's charisma. Using charisma to inspire followers, a transformational leader talks to followers on the importance of performance, confident in the followers, their exceptional work ethics and the expectations related to group's exceptional performance. School leadership requires this combination of transformational and charismatic leadership to exert their influence and share their presence and authority in the schooling system. Tshawane (2019: 24) shares an account of the impact that demonstrates a calming presence:

> *"Tutu's presence penetrates the core of those whom he meets and with whom he shares his life."*

Central to the role of school leadership is their self-leadership and the ability to be truthful to themselves. As stated by the *Wallace Report* (2013: 17):

> *"Without effective principals, the national goal we've set of transforming schools will be next to impossible to achieve."*

Transformational school leadership through 'presencing' requires an understanding of context, the various sectors of society, parents, learners, educators and the SGB to become catalysts for change.

2.4.2. The Fourth (4th) Industrial Revolution (4IR) in schooling

Emma Goldman, in the World Development Report, (2018: 38) states:

> *"No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure."*

Education faces a number of technological influences to align to the new global developments. The debates on the 4ᵗʰ Industrial Revolution affirm several characteristics of the past pathfinders who had the courage to go where no one else tried to tread. Today, innovation, creativity, agility have become a global reality for managing of complexity. School learners have a better disposition and agility to work with technology better and faster. This makes school leadership not immune to such developments that influence education greatly today. Such developments have caused technological disruptions, which have created new streams of opportunities. According to the *World Economic Forum* (2018), about 65% of children entering primary school are facing working realities that are completely unexpected and unknown offering jobs that don't exist currently. This challenge of connectivity, data access and usage poses a serious threat to the school 4IR and COVID 19 realities that requires school leaders to be creative about teaching and learning.

Marwala (2020") states:

> *"For us to succeed as a nation in the 4IR, we must be able to provide our people with education in its totality."*

In my view this is an opportunity to prioritise both human and social sciences and include science and technology to solve complex challenges.

The *Wallace Report on the role of a principal* (2013) states that, the top priorities for school improvement are school leadership and the quality of teaching. Schools need to develop skills for jobs of the future that are driven by technological advancements. Future learners are supposed to know about artificial intelligence, robotics, 3D printing, quantum computing, Blockchain, 5G and many more technologies. The critical question is: what kind of education and schools do we envision or desire? What kind of a school leaders will be needed? There is no doubt that that we need school leaders who are change pioneers, technological savvy, positive in their mindsets, inspirational, curious, and innovative. At the end of it all, Seldon (2018: 37) describes the challenge as:

> *"Helping each student to acquire a genuine humility and curiosity for life, and become grounded in their own deepest identity, rather than learning to give the 'right' answers is*

a priceless quality of education and one which is often lacking in the factory education of today."

2.4.3. Support and Capacity Building

On the month of August 2014, Minister Motshekga approved the 'South African Standard for Principals' in the Government Gazette which stated that:

> *"The South African Standard for Principalship provides a clear role description for school leaders and sets out what is required of the principal. He or She, working with others in the school and wider communities, must effectively promote, record, manage and support the best quality teaching and learning; the purpose of which is to enable learners to attain the highest level of achievement for their own good, the good of their community and the country as a whole."*

The above statement provides the depth of thinking and vision about school leadership role and the influence thereof in the South African context. It sees the school leader as an all-encompassing role player whose impact and influence touches the learner, the administration, management and leadership of the school, the community, and the attainment of the future of both the learner and the community. The nature of school leadership is complex and challenging, as its roots are deeply entrenched in the past apartheid system. While there are many areas in need to improve the current system, for this research school leadership development is a priority. Change and transformation of schools need leaders who are able to influence and be in the forefront of such change. Collins (2015: 109) puts this bluntly:

> *"When the principal sneezes, the whole school catches a cold."*

The reference to 'principal' in this instance refers to school leaders as an inclusive term. The task of school leadership development and capacity building is important and urgent, and it requires multi-stakeholder partnerships to create scale and impact.

In order to address this challenge, a number of initiatives have taken place in this area with the following mentioned by Veldsman & Johnson (2016) and Ramphele (2017): 1) Advanced

Certificate in Education: School Leadership (ACE: SL). This programme is set at NQF 6, with an understanding of the challenges of lack of preparation of teachers for management and leadership, 2) the above has been phased out when the National Qualifications Framework Act of 2008 came into effect. The new Advanced Diploma in School Leadership and Management, set at NQF 7, includes leading and managing the school, managing the school as an organisation, developing and empowering self and others, and working with and for the community, 3) LEAP School, now called LEAP Future Leaders Programme, exist in the Western Cape in Gugulethu and Crossroads, Gauteng in Alexandra, Diepsloot and Johannesburg, Ga-Rankuwa in Pretoria and Jane Furse in Limpopo, 4) The African School of Excellence (ACE) has provided support for in-service training, 5) The Funza Lushaka initiative uses the Bridge model for teacher training, and 6) Most Higher Education Institutions of Learning (Universities) have established their focused academic streams that cover school leadership. However, support and mentoring is important to ensure that any capacity building is of value and impact in terms of application.

There are new forms of school support that have emerged, influenced by global business practices. In Partners for Possibility, Collins (2015) adds the following in their programmes, 1) coaching and mentoring led by learning process facilitators or professional coaches, and 2) Community of Practice, which takes place in small clusters that are designed to enforce learning and change.

2.5. Responsiveness to the Constitution and the National Development Plan

The South African Constitution presents a greater step towards a new future of unity, reconciliation, and equality. The NDP took this further by presenting what Collins (2015: iv) calls
".... an ambitious strategy for the country… to eliminate poverty and create jobs."

Chapter 9 of the NDP is dedicated to education as a foundation to the desired future. The statement of 2030 mentions the following issues about education; 1) unfolding learning, 2) we love reading, 3) we have a good school with well educated, trained and caring teachers, 4) each community has a school, with teachers who love teaching and learning, 5) and we see the faces of our children and we know they will always be there for us as worthy future support. However, this illuminating and

enlightening vision is in contrast to the reality of where we are now. Scharmer (2009:145) describes this current experience of our schools as follows:

> *"We collectively create results that nobody wants because decision-makers are increasingly disconnected from the people affected by their decisions"*

School leadership exists at the coal face of reality of schooling and learning. There is no way that a leader can be disconnected from the community unless such an educator has lost consciousness and soul (which, in the language of Theory U, we term 'Presence').

Consequently, organisations and schools in particular, are reaching the limits of leadership capability. Such limits are challenging the traditional top-down leadership styles that worked in the past through institutional silos. In the current world of change, and the Constitutional nature of the South African context, leaders need new forms of knowledge, skills and approach. This is at the core of the challenge facing school leaders and calls them to provide a clear vision.

In view of the critical challenges facing the South African education system, there is an urgent need to build capability and competencies for character, integrity, and ethical and value-based school leadership. These elements are important as a response to the constitution and the NDP needs. This, however, requires commitment and capability to respond to national Constitutional imperatives and responsibilities for a better future for all. Scharmer (2009: 11), refers to this as the foundation of

> *"The essence of leadership to shift the inner place from which it operates both individually and collectively"*

Collins (2015: ii) states that:

> *"This makes school principals the key source for securing our nation's future, and their status must be elevated to reflect their responsibility."*

This becomes the state of inner place to operate from and to relate to inner power, inner fire, passion, and commitment that drives resilience and dedication. The differentiator to impact positively on education in such diverse points of views is the human mystery that needs to be

understood and dealt with to make a difference and to improve behaviour. The emerging behaviour and challenges that are experienced in schools recently demonstrate the importance of impacting positively at the level of the mind, the emotions, the values and principles, and those human elements that influence thoughts. The consequences of neglecting to respond to the vision of the constitution and NDP, and to make these documents come, alive will be too dire to contemplate.

2.6.   Quest for Impact and Sustainability

According to Motshekga's address on the release of G12 results, the NSC (2018)

> *"Examination results, are one of the most important barometers to evaluate progress made by Government in improving access, redress, equity, inclusivity, efficiency and the quality of teaching and learning outcomes."*

This statement is at the centre of provision of a single unified education system that is transformative in building a new united society based on the values of the *Constitution* and the *NDP*. However, reference and emphasis on results should be seen in a broader sense. Results should include quality, relevance to the priorities and needs of the country and its economy, contribution to self-employment and entrepreneurship, innovation, and creativity, building knowledge and bridging the divide between basic education, higher education and the world of work. At this time, there is enough evidence that the throughput of the education system is not up to standard due to high failure rates, lack of employability of graduates and the shortage of critical skills. Jonas (2019) states that there are direct factors affecting incomparability of labour skills including chronically low trust, lack of return on investment due to political risks, social instability, and corruption; inefficient systems that create bureaucracy and lack of quality education that responds to the economic needs that constantly evolve with the global fourth industrial revolution. These are factors that require a productive education system that is effective.

The formation of a child and the development of human character can be instilled at a family home level, complemented by school education. However, we cannot ignore the brokenness of family structure in South Africa with instances of child-headed families, orphanages, single-parental situations, and high levels of illiteracy (SAIRR, 2011). To build impact and sustainability, various

forms of partnerships and ownerships in education have to be encouraged. Such possibilities can even encourage collaboration with independent schools, home schooling, business-owned schools and faith-based religious schools on the basis of shared values and practice. They should provide a holistic form of education to develop character and knowledge to serve society. The research framework recognises this dilemma which Collins (2015: 10) describes as:

> *"The disparities between black and white schools." Such disparity is a reality of our times to harness."*

According to South African Institute of Race Relations research (2011), only 35 per cent of children lived with both their biological parents, 40 per cent lived with their mothers only, 2.8 per cent with their fathers only, which left 22.6 per cent of children living with neither of their biological parents. In their report, about 62 per cent of men are absent in the lives of children. This is a dilemma South Africa faces in the quest to improve participation of parents in education and in building a value-based society. This challenge lands on the shoulders of school leadership and educators who become substitute parents. Ensuring impact and sustainability in schools is affected by such structural societal factors that are beyond the influence of the school, but these have an indirect impact to school effectiveness.

In order to address these challenges, the importance of the role of the district and circuit administrations is important. The National and Provincial Departments have formulated empowering policies, the implementation of these policies at a district or circuit levels and at the school level needs improvement. The reason for the failure of transformation and poor improvement of quality in education rests on the shoulders of society. The ability to create an effective interface between schools, circuits, districts, and the provincial offices is important. In search for impact and sustainability of school's performance, societal contest needs an African philosophy of '*ubuntu*' which creates space to encourage collaborate, encourage interdependence and service mindsets with solidarity. Khoza (2005: xxi) states that:

> *"Ubuntu superseded everything including hierarchical relationships."*

Covey (1992); encourages the nurturing of creative circles and networks, build talents, form commitments, and a common purpose that ensures sustained relationships. Partnership-based

leadership ensures that results are sustainably achieved. Khoza (2005) and Clark (1991) agree that integrated strategic modelling for sustainable schools' development can be achieved in a context that is complex, challenging, and diverse. School leadership benefits most in an environment that encourages principled-centeredness, partnerships and 'Ubuntu'as a guiding philosophy. Creating a cluster of schools' leadership good practices is core to sharing best practices, peer mentoring and creating model of impact and sustainability.

2.7. Pillars for School leadership Effectiveness

The education system has been affected by constant ever-changing political and governance systems that struggle to focus in execution the mandate. The *Constitution* is transformative as it seeks to improve and strengthen development of human personality as stated:

> *"To heal the divisions of the past and establish a society based on democratic values, social justice and fundamental rights; improve the quality of life of all citizens and free the potential of each person."*

This puts school leadership at the centre of constitutional imperatives to ensure that schools are places of healing, inclusion, clarity of democratic values, improvement in the quality of life and free the potential of each child as a future participative citizen. This means that school leadership philosophy and mind-set should be holistic in its engagement with both educators, parents and learners to develop the social, economic, spiritual and mental components of humanity.

William Gumede in his opinion in the *Sunday Times*, 8 December (2019) identifies this weakness in his opinion when he states:

> *"The NDP is out of kilter with the real economic, the state weakness and societal needs."*

At the core of improving the quality of education, there is a need to strengthen the foundations of literacy and numeracy to improve the level of skills that the country requires. There is a need to align educational strategies and school support plans to strengthen teaching and learning, to provide adequate required materials and infrastructure. In addition, organisational and professional support for teachers and principals requires attention. The use of technology is critical as the basis of administration, teaching and learning, monitoring, and management of curriculum. Education

should involve (Scharmer: 2010) both technical knowledge (technical skills), Relational knowledge (stakeholder management), and Transformational Self-knowledge (identity and will) at individual, organisational and systemic levels to respond to the 'what' and the 'how' in such a way that finds alignment with the 'source.' The following elements need attention from school leadership:

2.7.1. Preparedness of School Leadership

Chapter 9 of the National Development Plan (2011:261) is very instructive and direct as it provides a commitment statement and vision about education to prepare leadership for the future:

> *"We are Africans. We are an African country. We are part of our continent. We feel loved, respected, and cared for at home, in community and in public institutions. We learn together…. We love reading. Each community has: a school, teachers who love teaching and learning, a local library filled with the wealth of books, a librarian. All our citizens read, write, converse, and value idea and thought. We are fascinated by scientific invention and its use in the enhancement of our lives. We live the joy of speaking many languages"*

Jansen & Blank (2015) provide what readily prepared schools have: 1) firm routines, extension of time, 3) daily teaching, 4) they raise expectations higher, 5) instil love and discipline, 6) encourage parental involvement, 7) provide visible school leadership, 8) encourage social entrepreneurship, 9) manage external context and 10) schools offer opportunities for a life beyond school. The link between education, schooling and societal values is a unifying factor that influences character building of the learners and drives innovation and creativity. School leadership is the catalyst for school effectiveness. Veldsman & Johnson (2016: 189) state:

> *"Leadership is the key to achieving a high-performing education system."*

Therefore, school leadership support should go beyond instructional leadership and curriculum implementation and offer educators skills to manage complexity, problem-solving, mastery of self and relationships and to building sustainability. In addition to this, school leaders are to enhance

their facilitative skills to develop school improvement plans (SIP), school development plans (SDP) and school strategic plans.

2.7.2. Enabling Context for School Leadership

These are the three (3) enabling pillars for school leadership to emphasise:

2.7.2.1. Advancement of Infrastructure Capabilities

The pace of taking care of infrastructure and provision of adequate support to schools has had its challenges described by Collins (2015: 12) as:

> *".... fingers of apartheid… with vast backlogs in education and infrastructure."*

Many schools remain below standards and maintenance is poor. Children continue to be at risks with lack of toilets in some schools. Application of the required minimum norms is a concern and the quality of teaching and learning remains a challenge. The *UNESCO Report for 2015* also states that the education system is as good as its educators. They are the pillars that support quality and effective education. Failure to guarantee this erodes the right of pupils to pursue their future dreams and aspirations. Learning in the 21st century should be synchronised and interwoven with the needs of society and its future needs. School leaders add value in the creation of meaning, imaginative ability, risk-taking, intentionality in developing a whole human character. They are also at the core of expanding the dreams and ideals of society moral and ethical values.

2.7.2.2. Prioritising of Learning and Teaching

The World Development Report (2018) states that in many countries and communities learning isn't happening. The Report further states that positive learning for all should take cognisance of the three interrelated factors; 1) ensuring that learning outcomes are assessed to make them achieve their goals. Information attained should create incentives for reform, learning and transformation; 2) acting on evidence that makes schools safe places for learning. Schools that work are built on strong teacher-parent and learner relationships; and 3) ensuring alignment of stakeholders to make

the entire education system enabling for learning. In this case, innovation in classrooms will create impact if technical and political barriers in the school are eliminated and the focus on learning is prioritised and protected. School leadership is expected to enable such elements of securing the elimination of barriers to learning and teaching. This according to Brandon, Hollweck et al., (2018) is the realisation that that instructional skills and school leader effectiveness in the new era require complex knowledge and skills of administration and supervision more than what is now current.

2.7.2.3. Growing waves of fundamental reforms, change and transformation

School leadership faces an increasing wave of what Jacolyn et al., (2013) refer to as positive education; an emerging uniting science of positive psychology and related disciplines. These trends are described by van der Veen &Wolbert; (2014) as a study of education that is innovative, research based, enables academic excellence and human 'flourishing.' These concepts are about actualisation of potential as best as possible. The other waves according to Seldon (2018) include 1) the fourth education revolution: Artificial Intelligence (AI), 2) according to Seldon (2018: 7),

> *".... the World Economic Forum in January 2016 called it the "Fourth Industrial Revolution.'"*

There are other social, economic, and political waves that have affected schooling, thus challenging school leaders to respond with speed. These are 3) racism, 4) decolonisation of education, 5) total free education, 6) schools as centres for feeding schemes, 7) psycho-social support for educators and learners and 8) growing unionism influence and a culture of demands.

The goals that drive change are all towards progress and positive growth. They need new equipping of learners, teachers, parents and community partners with skills and tools to 'flourish' and to contribute to the individual strengths and motivation of others, in ways that support learning. Such major areas of change are driven by technology and requires attention to new learning areas such as automation, mobile supercomputing, and robotic intelligence. Such revolutions present a challenge to reassess the concept of education, skilling, teaching methods and to re-imagine learning differently. In this research, school leadership and its role in response to emerging trends

and dynamics is related to the Theory U process. Chapter three will deal with school leadership in more detail in relationship to societal values.

2.8.   Recommendations for the Future

Bishop (2013) brings the element of authenticity and authentic leadership to the values debate which is one concept of the research topic. He suggests that the quality and the character of a leader is informed by the values, ethics, and self-will they hold to define life and choices they make from an authentic point of view: their thoughts, emotions, needs, wants, preferences and beliefs. This factor of authenticity introduces what Klenke (2007) defines as self-leader and spiritual identity and a distinctive feature of leadership and leader value. This is about the source of self-meaning and the deeper level of being and becoming that is critical to learner development and future career. Ehrlich (2011) in his research argues that to succeed, a person must first stop the action (downloading) and clear the noise in the head. Then reflection (connection to the source of 'presence') enables a person to observe what they are doing and to modify the approach. This discipline helps to focus the mind and to define purpose and intention. In my experience providing leadership coaching in schools and in the private sector has demonstrated the importance of strong principles and values that help individuals to define who they are and why they work and align their behaviour to the purpose of existence. Collins (2006) in his research concludes that leadership effectiveness and success is based on the combination of humility, modesty, persistence and courage anchored in principles and values. Transitional leadership offers a process that leads to humility, modesty and 'servanthood.'

2.9.   Conclusion of the Chapter

This chapter has captured a number of elements that unpack school leadership and its related areas, including theoretical approaches, models, and readiness for the 21st century and its technological advancements, impact and sustainability and school leadership effectiveness. This chapter has highlighted a need for school leadership support and a conversation that allows social engineering that generates new and disruptive models for school leadership and societal transformation. Only through education can a country prepare its children and its citizens to thrive in the future and to

develop their potential for transformation. There is a new desire for new knowledge through collaborative problem-solving. This ensures school leaders are prepared ahead of their learners in terms of change and transformative content of today and the emerging future world of learning.

2.10. Chapter Summary

The Chapter should contribute to a knowledge base in terms of school leadership literature review and approach to provide content and contestation for the research. This, when applied adequately, should sustain school effectiveness, and add value to the economic needs and returns of the investment made in education. The chapter has also dealt with the complexity and context of education in relationship to school leadership and societal value creation and change management in relationship to the Theory U model. In discussing this, the relationship and alignment of three leadership models – the principled-centred, spiritual and servant leadership models – are key elements of the research topic in regard to the Theory U model. The principles of the *South African Constitution* were discussed in terms of their value to sustainability, alignment to the *NDP* and impact on education. The following chapter three will engage more with school leadership and its response to societal value creation, prior to the design and methodology of this research, to unpack the challenges, lived experiences, insights and to explore possible solutions. These will lead to later recommendations that would allow school leadership 'presencing' and underscore societal-value creation for the education system.

2.11. Summary of Emerging Themes

This chapter has provided triggers to consider the following themes as part of the next chapters: the importance of embedding Theory U into school leadership framework, ensuring that school leaders continue to be responsive to the 21st century challenges of emergences and technology, creating a discipline and capability to strive for impact and sustainability, improving school leadership capability for stakeholder partnership, complement school required resources independently through asset-school based planning, and provide means for continuous school leadership capacity building and training.

CHAPTER 3: SCHOOL LEADERSHIP FOR SOCIATAL VALUE-CREATION

3.1.   Introduction and Context

The purpose of this chapter is to emphasise that school leadership is a critical leverage for educational change and cannot operate from a static perspective. Chisholm, (2012); Jansen & Taylor, (2003) state that a number of initiatives have been affected since 1994 including the unification of racially segregated education, the extensive teacher rationalisation programme, equalisation of teacher pay structures across race and gender groups and a large redistribution of education spending to formerly disadvantaged schools. In addition, the school governance role has been decentralised, curriculum revisions have been affected, pre-primary education prioritised, and a nutrition programme has been rolled out to the majority of school-going children (NPC, 2012). Spaull, (2013a) argues that despite all these valuable efforts children are failing to acquire even the most basic levels of literacy while inequalities in learning seem to follow apartheid patterns of poverty and privilege. Scharmer (2007: 5) argues that leaders need to:

> *".... operate from the highest possible future, rather than being stuck in the patterns of our old experiences."*

This research considers school leadership as an important lever to address the challenges of change, transformational and societal value alignment. Wills (2019) highlights a need for stable school leadership to address scarcity of capable leaders that may be a root cause to poor learning and teaching. OECD (2018: 10) defines the role of school leaders as important:

> *".... in establishing a learning culture and promoting and facilitating school effectiveness."*

OECD, (2013 and Spaull, (2013b) both conquer that the state of basic education in South Africa is undesirably paralised as confirmed through a number of reports and cross-national tests of learner achievement in which South Africa has participated since 1995 and performed poorly.

Monyooe (2019:3), quotes William Ayers:

> *"In a democracy, teachers must be models of thoughtfulness and care, exemplars of problem-solving and decision making."*

When interventions in education are poor and ill-prepared, dysfunctional institutions are created, poor outputs and outcomes are achieved. South Africa, with all its well-developed policies and systems has not demonstrated value for its efforts in the past decades of democracy. The latest NPC report (2020) states that most recent assessment noted that despite improvements, key education indicators point to South Africa being behind other middle-income countries, and its levels are more typically associated with low-income countries (Van der Berg et al., 2020). The signs are there as evidence to attest in high unemployment, unemployed graduates, shortage of skills to support economic growth, and low economic growth. Sohmen (2016: 103) argues that:

> *".... the destination of the leader—and those who follow— is a picture of irrevocable and often unrecognizable change in the world within the leader's sphere of influence. It is obvious then that leadership is a deliberate endeavor actuated by vision, ambition, purpose, and values—and even a deep sense of destiny."*

To improve school leadership, attention should be paid on the quality of leadership in order to determine the quality of outputs. The CDE, (2017: 4) states the following:

> *"The third priority to improve the nature and quality of support, training and professional development opportunities for teachers and managers ..., so that they are able to perform at higher levels and improve learner achievement."*

Christie, (2010) concludes that social relationships of power and influence where power is involved; leadership has to entail ethical consideration and they should be mindful of vision and values to be embedded throughout the school culture. In the NPC report (2020), four priorities of the NDP to achieve basic education objectives are enumerated. One of those is priority 1: 'Reboot' the NDP's focus on accountability in the schooling sector. The priority is to focus on a 'results-oriented mutual accountability system', support for the school and the school leadership and to ensure implementation of the new rules for school principal recruitment, as well as annual reports which assess the learning outcomes trends of schools, and how schools compare to other socio-economically similar schools.

3.2. Societal Value Creation and Theory U

This research study is a construct of societal value-creation leadership in education to provide support, and to guide and mentor school leaders. Through this they will expand their insight and impact to explore different points of view in facing emerging challenges. Moeletsi Mbeki (2011: 1) states:

> *"A leader is someone who identifies political or social opportunities that can lead to the solution of overwhelming social problems or challenges facing his or her community and successfully persuades others to work with him or her to implement those solutions."*

Defining the inner source that influences societal value creation-based leadership requires a defined sense of being and a conscious 'presence' within a context (the school) and ability to be open-minded, with an open heart an open will that serves society (Scharmer; 2009). Practicing values and principles requires school leaders to be anchored in communities where schools are and to understand the social and political realities that exist (Bush & Glover, 2016). This needs school leadership to embrace social, economic, and cultural elements of society in which schools exist (Christie, 2010).

The failure to be tuned to reality is what Scharmer (2009) calls 'The Blind Spot' of 'The Source' that defines the question of 'Who?' Ramphele (2017: 147), argues:

> *"We must acknowledge that our education system today, at both the basic and tertiary levels, has failed to rise to the historical opportunities."*

Again, Moseneke (2016:352) gives a narrative picture as he explains this as:

> *"…. the wrinkles of our democratic transition."*

These weaknesses of the education system do not prepare learners for the 2030 world of work that will be greatly technologically centred, and it will require learners that embrace change. According to the NDP report (2020: 6) one of the top three (3) priorities is:

> *"Developing human capabilities through education and skills, innovation and social protection."*

The application of societal value-creation through school leadership 'presencing' requires a clear understanding of the following three issues facing education system. These issues are 1) the question of character and influence of school leadership, 2) the value it adds to the school context and 3) the modelling of the societal values that create a school culture. This threefold relationship is key to the research topic which is on school leadership, its visibility and presence and embedding of societal values. This determines the quality and effectiveness of management, teaching, and learning as Bush, et al., (2009); Bloom, et al., (2015) and Crowfurd, (2017) state.

Scharmer (2009: 246) identifies the following triads to be addressed to create a trusting culture of change: Firstly, the 'voice of judgment', which shuts down intellectual intelligence and inquiry which Scharmer refers to as the open mind. Secondly, the 'voice of cynicism', which shuts down emotional intelligence, and feelings or the open heart. Thirdly, the 'voice of fear', which shuts down spiritual intelligence and discernment or the open will. This triad according to Korthagen, et al., (2013) is used as the basis of reflection and action, such a leadership insight makes things happen by acknowledging reality through consultation, listening, clarifying boundaries, and enforcing delivery (Khoza; 2005). The results of such leadership behaviour builds social stories that carry values and perceptions, build cohesion, trust, commitment, innovation, and a common purpose. This also provides an experience of community, shared accountability, complementarity, sustainability, excellence, and quality of service. Theory U process requires these foundational principles and values to be authentic, practical, and impactful in the journey of change and transformation that affect school culture. Scharmer (2009: 7) further states that effective leadership is dependent on the:

> *".... quality of attention and intention that the leader brings to any situation."*

Scharmer (2009: 11) maintains that:

> *"The essence of leadership is to shift the inner place from which we operate."*

This statement affirms a need for school leaders to pay attention, to notice and to understand their context with deep appreciation. This capability to source the inner place is informed by values and principles. Therefore, the quality and the character of leadership determines the quality and the depth of the influence and solutions they provide. It is for this reason that school leadership must

be anchored in the founding values and principles of the *South African Constitution,* especially *Section 29 (1)* supported by the NDP and measured through Batho Pele Principles. It emphasises the right to education, availability, accessibility, acceptability, adaptability and development of human personality, human rights, and freedoms to improve, empower and build a meaningful humane vibrant society. This makes education to be a vehicle to free human potential, encourage inclusion and to build an admirable quality of life.

3.3. Enabling Environment for School leadership

Peyana in his address on the 16 January 2019 in the O.R. Tambo Coastal District in the Eastern Cape reminded educators of the following:

> *"Say Good. Do Good. Be Good."*

This, as he explained, is about spoken words, lived behaviour and character display by good educators. He further reminds educators of the Teacher's prayer:

> *"We are making a mark upon minds which time will never erase."*

School leadership is part of this prayer and commitment. The country's failure to improve education, according to Jansen, et al., (2011), rests on effective implementation of CAPS, adequate support, helping of learners for the world of work, the efficient supply of required material and basic infrastructure, accountability and balance of power and authority to solve late-coming, absenteeism, poor teaching and learning and quality of preparation for teaching. Fullan (2011) in his pragmatism asserts that the essence of the change process is measured by the capacity of organisational leadership especially in a context of uncertainty, chaos, and rapid change- to generate organisation-wide energy and passion through action. In this research, organisational change resides at the door of school leadership that finds itself in a world of constant change. Effective school leadership is at the core of such intervention and school support.

Herrera (2010) argues for creating an enabling school environment and readiness for effectiveness, inspiration, clarity of roles and a culture of complementarity must be practised. These needs acknowledging the complementary nature of roles of teachers as facilitators of ownership and

application of knowledge in life. HODs provide support to school leadership with oversight and execution, the Deputy Principals are the bridge for controls and ensure adherence to procedures and the principals are to encourage a positive spirit, vision, direction, and inspiration. A good effective school leader does this through unwavering and authentic caring, responsiveness, enthusiasm, professionalism, consciousness, inspiration, dedication, passion and by being principled and value-based in all decision-making and behaviour. This is the state of being that enjoins trust, legitimacy, and teamwork. Leveraging leadership for change requires commitment to sustainability which according to Fullan, (2005: ix) is to:

> *"...engage in the complexities of continuous improvement, consistent with deep values of human purpose."*

I believe that school leadership thrives on the following three (3) enabling points for excellence:

3.3.1 Teaching and Learning Practice Culture

School leadership is at the centre of teaching and learning culture in a school. Any educator that fails to inspire children to develop an inquiring and positive mind or to develop a child's aspirations for a better future is not worth the 'calling.' What is important in this ecology of learning is the improvement of competency of teachers and the effectiveness of school leaders. Competencies in this case includes knowledge, skills, and attitudes of the teacher and school leadership. To realise education's goals and objectives, principals need to prioritise quality learning, not just schooling. The *World Bank Report (2018: xii)* states that learning for all will require three complementary strategies:

> *"Firstly, assessing learning to make it a serious task and enforcing accountability. Information Management should be used to create incentives for reform and improvement; secondly, building strong and effective schools based on teacher-learner relationships in the classrooms; and thirdly, innovation in classrooms won't have much impact alone if technical and political barriers continue to prevent focus on learning at the school level."*

School leadership in this environment is not about position or power. Herrera (2010: 24) states that:

> "*Effective leadership style would require less command and control, more learning and leading and less dictating.*"

Van Rhyn et al., (2016:189) have argued for the importance of school leadership as having

> "*.... a direct and substantial effect on pupil achievement… that the influence of school principals on educational achievement is considerable.*"

In the day-to-day context of school leadership and management with good governance is important to enforce basic principles of personal and organisational ethics. They are not to be utilised from the mechanical execution of policies and procedures but on the pillars of 1) the moral stature of the leader; 2) the ethical values and the vision, and 3) The morality of the processes based on ethical choice and behaviours that leaders and followers collectively pursue. This assures the legitimacy of societal expression in the processes and exposes the quality that govern choices.

3.3.2. School Leadership Character: Trust and Integrity

Considering the work of Branch, et al., (2012) in the United States, recognition is required for the importance of school leadership quality as an anchor to educational improvement beyond individuals. Leadership legacies that I have been observed in this research include the three 'icons': Eric Molobi, Beyers Naude and OR Tambo whose characters not personalities have left an indelible legacy in our education system. Character defines:

> "*Who are you? Why do you exist?*" (City Press, 19 June 2019),

Sango Ntsaluba reminds us of Langston Hughes poem, *Harlem*:

> "*What happens to a dream deferred?*
> *Does it dry up like a raisin in the sun? Or*
> *fester like a sore- and then run.*
> *Does it sink like rotten meat?*
> *Or crust and sugar over like a syrup sweet?*
> *May be. It just sags like a heavy load.*
> *Or does it explode.*"

The poem *Harlem* is a cry and protest against racial injustice of the time in the United States. The poet was addressing the frustration and anger felt by African Americans whose dreams of equality was continually being deferred. South Africa finds itself in the same context, facing the same questions-being at a crossroad indeed. There is a call for drastic action to transform education in a society that seems broken and fractured.

According to Lewiski & Tomlinson (2003) and Hurley (2013); at the centre of character, trust is the value to the enhancement of collaboration, information-sharing and problem-solving. McGowan & Shipley in their article dated 27th March 2020, argue that going through the maize of a learning culture will require not just stored knowledge and experience, but a flexible and ready ability to learn, adapt, collaborate, and create.

This fragility and brokenness of leadership character is evident through violence, racism and bullying in schools. This has made schools become battlefield for fights, power abuse, political posturing, drugs and 'gangsterism.' This cannot be divorced from what society is experiencing as schools are part of society and they mirror the following: 1) a poor sense of 'family' care and belonging to a home and to a community; 2) a lack of 'parental' care, love, and nurturing; and 3) the influence of societal gangs and pressures that have dominated the context of social reality.

Scharmer (2009: xiii) states the importance of trust as:

> *"Many of us have known first-hand the excitement and energy of a team that is deeply engaged in its work, where there are trust, openness and a pervasive sense of possibility."*

Successful school leadership builds such principles as the foundation of a school culture. This is at the backdrop of the latest report on the Trust barometer by Edelman (2019) which indicates that trust levels have gone down drastically in the world. In the education sector, this is a challenge especially when schools and communities are highly politicised. South Africa by its historical struggle for freedom is a highly political country. School leadership has to model the cores of trust that starts at self-trust, relationship building, stakeholder trust and inspirational trust to make schooling progressive, productive and memorable for learners (Covey & Merrill, 2006).

The South African situation with issues of inequalities and racial past, is exposed to low trust and questionable integrity of its leaders. School leaders face these same matters from parents and leaners alike. This is an awakening that Jaworski (2011: 175) describes as a concept of:

> *"'knowing how we know,' as organisations and individuals moving 'from resignation to possibility.'"*

According to Saavedra (2017), from the *World Bank* IBRD, the principal, as a school leader is required to be a pedagogical person to all teachers and should be able to observe teaching, evaluate school performance, and mentor them for the professional development opportunities needed. O'Connel (cited in Collins, 2015: 11) explains the challenge:

> *"But despite their sterling efforts, something is amiss with basic education in South Africa and our nation is in danger of failing to respond successfully to the incredible natural and social challenges now facing humankind."*

This thesis focuses on school leadership as a catalyst to guide and to contribute to the provision of a solution to the challenges that schools are facing. Ramphele (2017: 143), describes this as:

> *"Reimagined education and skills training."*

Such a sense of reimagining needs a fertile ground at school leadership level whose soil is full of trust and integrity to geminate change.

3.3.3. Working Relationships and Partnerships

Partnership is a cut-across-setting based on alliance in which individuals, groups and organisations work together to fulfil an objective or undertake a specific task, to share the risks and the benefits, and to commit to review the relationship regularly, revising their agreement as required. (*International Business Leaders Forum, Working Together* (2005). Abib-Pech (2013: 186) explains building teams as:

> *".... ecosystems where members feed off each other's energy, build on each other's strengths and, to some extent, counterbalance each other's weaknesses."*

Relationships and partnerships have the same elements that keep teams together. In this research, partnerships are a value created mutually and for the benefit of related people or organisations that share a common long-term commitment that is natured by agreed measurable results. Schools thrive when partnerships and relationships are formed with stakeholders who impact on their results and the sustainability of a school. Successful schools in an ever-challenging environment requires a school leader who engages closely with, and who is consequently highly trusted by key stakeholders and the surrounding community as argued by Hargreaves, Halasz & Pont, (2008). School leaders today deal with emerging realities that bring together the visible and the invisible challenges. They are not immune from such complex issues and therefore, need new forms of alliances to increase their capacity, skills and experiences that improve accountability and promote participation. These kinds of partnerships should be long-lasting, scalable, and transformative, based on shared values and common will. Mohale (2018: xiii) shares his insight on the power of collaboration when he states:

> *"We are each a product of many inputs-the sum of how we have been raised, our experiences, our influences and our choices; what has been sown into our lives and what we learn along the way."*

Collins (2015:15) provides a key foundation behind *Partners for Possibility* as:

> *"... approach is designed to be a response to the third scenario (Walking together), because it aims to make the school the centre of an engaged community of citizens who work-and walk-together to help the school to realise its potential."*

In essence, partnerships and relationships are a mechanism that builds collaboration. Core to relationships and partnerships are principles of common purpose, mutuality, risk-sharing, value-added benefits, and ability to work together. These can be practiced by schools when leadership is open to the idea of partnership.

3.4.   Embedding Societal Value-Creation through School Leadership

The strength of an organisation or society lies in the internalisation of its *Constitution* and values. Prof Brian O'Connell (cited in Collins: 2015: ii) states:

"In 1994 this changed, and every South African citizen now had the responsibility to transcend the past and address the challenge of rapidly building a learning nation capable of holding its own in the 21ˢᵗ century."

He continues to bemoan the failure and lack of evidence of success to establish a good future for our nation. The establishment of the Moral Regeneration Movement in the early days of democracy was an attempt to avoid such a challenge. The movement carries the positive values and aspirations of the South African society. In this research, societal values are a synthesis of the South African constitution, the NDP and the Batho Pele Principles as the three dominant national documents that have gone through parliamentary scrutiny. Mpungose & Ngwenya (2017) support the work of Hambleton (2003) which states that the importance of leadership is to promote a desire of a clear vision that can shape standards for performance and inspire commitment to shared values and aspirations. Schools in essence operate in a context that is engaging and influencing. They are an 'open system' that is sensitive to the external environment. Schools as learning organisations continuously scan their environment to monitor, analyse and respond to external challenges and search for opportunities for the future. The following table provides a summary of principles and values that schools should embrace to model new leadership for future generations.

Table: **3.1: Leadership Societal Values and Principles**

National Development Plan **and the** *Constitution*	*Batho Pele* **Principles**	**(Khoza) African Values and Servant Leadership and Frick**
Unity and Inclusion	Consultation that enforces dialogue and participation	Ubuntu and Character
Human Dignity and Love	Service standards as a means for benchmarking	Consensus and Collaboration
Equality and Respect	Access to equality for the provision of services	Governance and Moral Authority
Social Justice and Caring	Courtesy as values for high consideration.	Energy and Communication
Learning and Innovation	Information that is detailed and accurate;	Empowerment and Systems Thinking

Non-racialism and Diversity	Openness and transparency.	Server Leadership and People First
Self-actualisation	Redress where apology and a full explanation and social justice is called for.	Cohabitation
Responsibility and Accountability	Value for money and effective services.	Social Arbitrage
Freedoms and Empowerment		Emotional Intelligence and Foresight

The above is summarised into the following themes: Collaboration, Social Justice, Ubuntu, Character, Consultation, 'Servanthood', Good Governance, Empowerment, Inclusion and Diversity, Redress and Forgiveness and Transparency. The following elements are important for societal value creation to be practiced by school leadership to create and model at a school level.

3.4.1. Significance of Dialogue and Conversation

School leadership lives and exist through dialogue and conversation. At the centre of such engagement there is a need to build required competencies for success. After all, South Africa's democracy is a product of negotiation, dialogue, and courageous conversations. Schools and their leaders need to learn from these experiences that are explained by Khoza (2005: 84) as follows:

> *"Consensus is "built", while consent is "given". Consensus suggests that participants proactively shape the direction to be taken by leadership. Consent conveys a more passive acceptance of rule by those to whom authority has been ceded."*

Sustained Dialogue is a systematic and open-ended practice that supports transforming partnerships through consensus. It provides a platform for organisations with their concerned citizens and leaders to look into the underlying relationships to address issues of common purpose. This helps to develop a process that Covey (1989) calls a 'win-win' solution. Schools have for

years become platforms for mobilisation of communities and a political field for student politics that affect stability of leadership.

Dialogue and Conversation are embedded in a change and transition process through communication. The importance of communication throughout the change process cannot be underestimated as it forms part of the Theory U model. According to Duck, (1993); Kotter, (2002); Freda, Arn & Gatlin-Watts, (1999) conversation is part of the change process that is consistent and frequent. This becomes complex in the 21st century and in the 4IR when technology and social media platforms have become essential tools for communication and drive relationships. In that process of seeing and sensing, 'presencing' of leaders and individuals can reinforce sustained change. Enhancers of sustained dialogue and conversation are built on inquiry, openness, shared language of concepts and learning and re-learning.

3.4.2. Social Compact and Collaboration

The ultimate purpose of dialogue and conversation is an intended cementing of relationships through social compact and collaborative commitment. This requires a process supported by principles for influencing behaviour, stimulating maturity of character, and changing paradigms of leaders as they facilitate collaborative relationships and build commitment and passion. Covey (2004) states the following six pillars of execution that are of value to strengthen social compact and collaboration and are applicable in a school context: 1) clarity through involvement and inquiry, 2) commitment that needs the totality of being, 3) translation that comes through aligned goals for results, 4) an enabling context through aligned language and culture, 5) synergy which is demonstrated by finding alternative communicated solutions, and 6) accountability levels that are frequent, transparent, mutual and compelling.

The above elements need school leaders with ability to influence and manage the multiplicity of relationships that may be outside of their control. Leadership in this context cannot be taken lightly and for granted. South Africa's democracy is founded on these principles and values that sustained dialogue. These according to Khoza (2005) and Covey (1992) are about '*Ubuntu'* and a 'principle-centred' paradigm supported by interactive conversation, consensus seeking, collective ownership,

64

and empowerment. Covey (1990: 207) describes this as the importance of interdependence paradigms which is anchored on the fourth principle of win-win as:

> *".... a frame of mind and heart that constantly seeks mutual benefit in all human interactions."*

This is important as Caldwell (2013) notices the emergence of self-managing and self-reliant schools which rely on the role and value that the school governing body (SGB) plays. The context of education policies including the *South African Schools Act (SASA)* and the Integrated Quality Management System (IQMS) demonstrate an increasing drive to make South African public schools self-sufficient and relatively independent. This is particularly evident with the introduction of school governance through School Governing Bodies (SGBs) to represent the interest of parents. This works well when there is assurance that all local stakeholders participate in a consultative manner to support the school. According to Christie et al., (2010) this can be defined as distributed - shared leadership. While the intentions are worthwhile for participation of communities and parents, it is a challenge in an unequal society where gaps in income, literacy levels and economic status prevail. It is, therefore, not a surprise that the affluent and model C schools are likely to exploit this to their advantage of independence (Wills, 2019, Spaull, 2013, and Christie, 2010).

3.4.3. School Improvement Plan to encourage ownership and accountability

The Department of Basic Education in its whole school improvement framework requires that all school leaders ensure that planning is done adequately and as per guidelines provided for in the school development plans (SDP) and school improvement plans (SIP). In my experience, this has remained a challenging exercise for principals and their SMTs. Christie, et al., (2010) argue for support to encourage collective effort and participation to develop capability and competence to work effectively in this area. However, when such planning has become well-articulated, and well-integrated it encourages the following behavioural practices: 1) Relationships that encourage identity, interest, shared purpose, alignment, and collaboration; 2) Trust as a means for building integrity, congruency, performance, credibility, transparency, reliability, accountability and responsibility; 3) Dialogue and Conversation represent a process of instilling willingness,

commitment, co-accountability, participation, consensus, ownership and solidarity by educators and SGBs; 4) A Social Compact to develop and formalise leveraging networks, an enabling environment, acknowledging integration, instiling good governance and developing political 'savvy'; and 5) Principle-based Leadership as a distinct contribution influencing character, moral authority, insightful thinking and synthesis, effective performance, and a capacity to manage complexity. This kind of leadership instils sacrifice, personal trust that has confidence and humility which Collins (2001) refers to as Level 5 leadership that promotes humility and courage.

3.4.4. School Leadership: Modelling the Way

The role of school leadership is key in improving effectiveness in education. This has not been duly harnessed both locally and in the international context (Weinstein, Munoz & Raczynski, 2011; Hanushek, 2013). The application of the Theory U Model in this research allows the truth, authenticity, and the ability to demonstrate 'presencing.' This requires individuals to free themselves of things that are not important to the process of change. The process encourages emergence of the future possibilities with an open mind, open heart, and open will.

In contrast to rational knowing, the importance of knowing is spontaneous and connects to the larger whole of existence. Looking at the experience of working with schools, exemplary leadership framework is very important to drive behavioural change. Such a framework is an effective, clear, and evidence-based path to achieve the extraordinary performance for individuals, teams, and learners. The concept of 'leadership' rather than 'management' has taken prominence for the past decades in policy development in South Africa a stated by Christie; (2010). This is a shift from control and compliance and from instruction to facilitation and inquiry.

Kotze (2017) recently confirms that significant learning gains are evident in attending a better-quality school within the context of the South African system. There is a relative gap in learning that needs to be closed across both historically advantaged and disadvantaged parts of the system. This is supported by Wills (2019) who shows a need for leadership stability for learning, particularly in poorer no-fee schools. Kellerman (2015) believes that school leadership needs skilling to be successful in performing their tasks which has become very diverse and complex.

School leadership is to be developed purposefully while a leader can be appointed sometimes for ulterior motives. Leadership implies responsibility and influence, being a leader may involve some degree of status and power. Kouser & Posner (1987) includes the following pillars of the model:

3.4.4.1. Power of Connection (PoC)

Modelling the way of leadership involves connecting to the magic and heart of relationship. It is like a meeting of minds and hearts, a sense of shared acknowledgement or recognition. This is the place of creativity and discovery in which 'one and one adds up to more than two...' It is the place where our separate interests give rise to bigger abundant purposes. This is about learning and leading from the *inside out.* School leaders have greater personal influence when they are able to influence situations positively, easily demonstrate and model best practices. Covey (1989:42) puts this well when he states that:

> *" As we look around us and within us and recognize the problems created as we live and interact within the Personality Ethics, we begin to realise that these are deep, fundamental problems that cannot be solved on the superficial level …"*

3.4.4.2. Power of Transition and Change (PoTC)

Figure 3.1. Managing Change Levels of Consciousness

According to Snee, (2008), Deming states that every system is perfectly designed for the results it currently produces. Changes for every being touches on the following levels indicated below, (Edgeman & Fraley, 2008):

Change requires higher levels of authority

HIGHLY VISIBLE

LESS VISIBLE

EVENTS

SUPPORTING STRUCTURES

PATTERN OF ACTION

BELIEFS & ASSUMPTIONS

Define the culture and signal change.

Systems. structures, policies that limit or support change and reinforce patterns of action.

Methods of interaction, communication, decision making often normative in the culture.

Individually and collectively held assumptions about relationships anc what can or cannot change.

67

Managing Change through Systems Thinking

The above sheds light on and provides insight into the levels of change structures critical for school leadership. Theory U and the research approach process used has been mindful of the above levels of consciousness in managing change and transition. Scharmer, (2009:163), describes the ability of modelling and connecting as an affirmation of the concepts of:

> *"Presencing, the blending of sensing and presence, means to connect with the Source of highest future possibility and to bring it into the now."*

In my view, modelling is about 'Being' in personal existence, 'aliveness' and authentic self. Jaworski (2011: 58) comments that:

> *"It has to do with our character, our total orientation to life, it is a state of inner activity."*

School leadership benefits and grows in character and stature when transition is embedded and practiced in the leader's lives according to Bush, (2008) & Weeks, (2012). This requires a commitment to service that needs greater courage to leave behind what exists and to move towards the unknown without fear. It allows leaders to define possibilities of their leadership styles and to align them to their purpose that is connected to an image of a new world and the willingness to make it happen in practical and concrete terms, through a credence of accountability as stated by Collins, (2001) & Covey, (2004).

3.4.4.3. Power of Vision (PoV)

The Minister of Basic Education (Motshekga; 2019: January), during the release of 2018 Grade 12 results, affirmed a need for more work when she stated:

> *"Fellow South Africans, making sure that every young South African receives quality schooling is an imperative. Yet, we realise that this cannot be brought about overnight. We need a clear vision of where we want to be in 2030, or even before then, if possible. And we must make sure that every year we move a bit closer to our vision of recognising that a large improvement is actually an accumulation of many smaller changes."*

Visioning is a powerful form of uplifting an existing process to define an emerging desired ambitious future (Ofsted, 2012). School leaders require to work on this on their own first before

they influence others by powerful evoking language and images to inspire them (Mombourquette, 2017).

3.4.4.4. Power of Delegation (PoD) and Shared Leadership

This element is at the core of fostering collaboration, through corporation and building synergy. At the core of this is ability to establish shared trust, caring and a sense of vulnerability. Delegation and shared tasks create growth and development of leadership within the organisation and teams. However, this requires a culture of trust to exist. MacBeath (2005) argues that; if mutual trust, relationships, and respect are compromised, mistrust exerts a corrosive influence on delegation.

3.4.4.5. Power of Trust (PoT) through the Heart

One of the important competencies of leadership is discernment which is the ability to see beyond the personality and to spot the potential. This is to recognise the power of trust in others to contribute and to encourage them to commit as being contributors. School leadership depends on five pillars: 1) the ability to encourage, 2) acknowledge, 3) affirm others through celebratory moments, 4) acts of recognition and 5) praise (Covey, 2004).

The above five pillars of modelling the way are important elements throughout Theory U process to encourage the journey of change, transformation, and transition. Theory U model is, in my view, an inward-looking process that encourages mindfulness and self-awareness as a transformative journey. While Scharmer's process does not directly mention 'inward looking,' this is alluded to in Theory U model as a deep personal transformation. The concept of deep personal transformation is the ability to see and experience the world differently when a paradigm shift has taken place. Sabbage (2018) argues for the importance of practicing the power of noticing as being key to human freedom. Noticing is about awareness of things that affect and influence our behaviour which she refers to as 'lifeshocks' or events that are generated by our minds which indirectly triggers feelings. She further states (2018: 100):

> *"When you re-experience the lifeshock, you are likely to notice your thoughts about what happened racing through your mind. This is mindtalk. This is often unconscious but re-experiencing the lifeshock brings it back up to the surface."*

This is the reason that this research has focused on school leadership 'presencing' as a state of consciousness and awakening to live societal values as Victor Frankl says in *Sabbage*, (2018: xiv), that the survivor believes that:

> *"The last of the human freedoms is to choose your own attitude in any given situation, to choose your own way."*

Such sense of choice should be anchored in principles and values that influence behavioural change. The character and the soul of a school is driven by these applied principles and values to strengthen positive behaviour and strengthen relationships amongst all stakeholders. School leadership value and influence is founded on such pillars that create lasting impact and value.

3.5. Pillars for School leadership Excellence

High performance and excellence are dependent on enhancing purposeful partnership. High performance is also about effectiveness that brings the maximum possible long-term beneficial results. A school that does not provide such results loses its relevance. Such effectiveness is the basis of school leadership that has the character and ability to create an empowering and an enabling context from which learners and educators can solve problems, maximise opportunities and learn to integrate principles of life for growth effectively. Therefore, high performance like effectiveness requires balance of execution and productivity with skills and capability to perform. Such balance takes into cognisance that private and public victory matters as stated by Covey (1989: 61):

> *".... you will discover and unleash both desire and the resources to heal and rebuild important relationships that have deteriorated or are even broken."*

The focus is on sustainable change in mind-set, skills and behaviour that drives impactful change and creates pillars for high performance and excellence, effectiveness, and impact. The following three subsections are the pillars of excellence.

3.5.1. Facilitative and Mentoring Leadership

Leadership facilitative and conversational ability especially in the education sector that has so many stakeholders and interest groups is an important competence. Collins (2015: 83) states that:

> *"…. a recipe for change to implement in many schools has emerged from the experience of working in schools, being in conversation with principals, trying things that didn't work and then reflecting on them."*

At the core of theory of change by Daniel Kim (cited by Collins; 2015: 85), the following critical pillars for success are mentioned: 1) quality of collective thinking, 2) quality of relationships, 3) quality of actions and 4) quality of results.

Covey (1992) sees conversation as communication vertically and horizontally as authentic sharing of information with trust and honesty. It gets enhanced when the ground rules are informed by relationships, clarity of expectations, separating people from the issues, flattening the structure, building mutual gain and constantly demonstrating empathy. The ability to create a culture of mentoring is an investment in the future and sustainability of the system and the school in particular. This requires school leadership to embrace coaching and mentoring (Makhurane, 2017).

School leadership should be able to address these challenges through facilitative, empowering, and distributive leadership that shares, identifies talents, and opens space for participation and innovation (Day & Sammons, 2016). In such a context, there is a need for a clear plan to achieve 2030 goals and objectives sooner than at the present rate of achievement. This thesis should contribute towards strengthening the role of school leadership as a foundation for quality, success and effective teaching and learning. It also prioritises a need to pay attention to school leadership including and expanding SMTs and clustering of subjects to inculcate teamwork culture and cohesion.

3.5.2. Defining Emerging New Roles for School Leadership

Callinicos (2011: 135) stretches the role of teaching and school leadership beyond the now when she reminds us that:

> *"For Oliver Tambo, teaching went beyond a mere occupation-it was a vocation bestowed on him in trust, an opportunity to nurture and groom the next generation to fulfil a noble destiny."*

She further states that competencies for this 'noble destiny' include conscientiousness, attention to each child's potential, confidence, and calmness, interactive and affirmative teaching methods. Callinicos (2011: 35) further states this is about being:

> *"Inspired by the literal meaning of education- "to draw out,"*

The future of today's learners cannot be determined by compliance with instruction only but through an enabling environment to be actively engaged and to stimulate knowledge.

The importance of education has created a new energy amongst educators, parents and social scientists that affirms and recognises a desire to better equip young people with the life skills for success. Rhyn et al., (2016) have emphasised the increasing attention of turning to education's new emergence effort by academics and practitioners that focuses on the whole human being: the life skills for well-being, or preparation for what Aristotle called 'the good life' and a life of 'character' and 'flourishing.' Motshekga (2019) states that the Basic Education system is currently addressing issues of social justice through the principle of access, redress, equity, inclusivity, efficiency and quality. She further expresses the view that efforts towards quality schooling are bearing the hallmarks of a silent revolution. This revolution emerges in various forms and in different places. I have had a privilege to represent the Anglican Board of Education for Southern Africa to attend the World Positive Education Conference on June 25-28, 2018, at Fort Worth Texas where over 800 people from over 30 countries came together to turn inspiration into action and practice with regard to education. This was an unprecedented platform that witnessed the contribution and wisdom from Seligman & Cooperrider adding value and insight into applicability of Appreciative Inquiry (AI) to the emerging challenges in education. The following quotes were shared at the

conference of the *World Positive Education Accelerator Report*, (2018: 6) as the conference asked the following:

> *"How might we accelerate a union between the best in 21st century learning, with the best in the science of human flourishing, and the positive psychology of human strengths?"*

This was supplemented by the following quotation:

> *"Education is not preparation for life, education is life itself". John Dewey (World Positive Education Accelerator Report, 2018: 6).*

The World Positive Report states (2018:7):

> *"Moreover, the leading-edge evidence-based research in the field of positive education has shown that helping each person grow into the best versions of themselves has profound impacts. Rigorous studies show that positive education can raise overall levels of curiosity; elevate love of learning; promote heightened engagement; create better learning outcomes; contribute to more thriving learning communities; build more elevated emotion such as hope, inspiration and joy; generate increases in social intelligence and better relationships; lead to stronger career opportunity and success; support better health and decrease risky behaviours; open minds toward acceptance and inclusion of others; build leadership capacities; and serve as preventative and as a provider of better routes to treatment of depression, despair, or thoughts of suicide than anything pharmacologically."*

The same report shares very challenging statistics about a need for a new form of education. At the centre of this are statistics that (2018:7):

> *"Only half of adolescent's report feeling engaged in school, with a fifth actively disengaged, and 10 percent both disengaged and discouraged. Engagement studies report 70% of teachers are not emotionally connected to or are dissatisfied with their workplaces".*

The above highlights the changing context of education and a need for new skills for school leadership. Educators in schools are experiencing first-hand challenges of unfamiliar behaviour where learners stab each other, gangsterism takes place and drugs have become a norm. In all these challenges, school leadership is expected to lead and provide direction. School leadership should become a catalyst for positive thinking, appreciative inquiry, personal development of educators and learners and create a culture of 'flourishing' in a school environment. The emerging future requires awareness of a school and an economy, an enterprise, and a societal place of attention. School leaders therefore need socio-psychological savvy and political insight to see the influence network and encourage parental presence. The Early Childhood Review Report (2019) emphasised the importance of ECD as the foundation for education and the role of school leadership to ensure integration of services and partnerships. In summary, emerging roles of school leadership are making the school prepare learners for the future, building capability to see and drawing out talents and potential, and making the school an enabling environment for teaching and innovation.

3.5.3. Enabling Community of Practice Culture

Jaworski (2011: 66) describes this effort of leadership community practice as:

> *".... the release of human possibilities. One of the central requirements for good leadership is the capacity to inspire the people in the group: to move them and encourage them and pull them into the activity, and to help them get centred and focused and operating at peak capacity."*

While this research is about school leadership and its 'presencing' in expressing societal values, there is a need to highlight the value of Community of Practise (CoP) amongst school leaders to encourage a shared learning culture, to provide quality feedback, to share best practice and to sustain consistent communication (Lace & Wenger, 1991). Communities of practice are formed by people who are in a process of collective learning and shared human endeavour. These could involve learning to survive and seeking new forms of expression, that are working on similar problems. Educators define their identity in schools through a network of professional activities to explore new techniques and helping each other to cope. In needs passion and commitment to do together to achieve a greater purpose.

'Community' is described as a state of 'presence' and visibility of a group of people. Such a group is formed when individual members have enough as a group and all members share a trust relationship. Achieving this state of 'Community' is not about a formula but is an organic process that is unique to each group, and it emerges as a self-organising process. This process allows for, without assuming intentionality, elements of learning that give the reason for CoP to be formed. There are three characteristics crucial for CoP to establish in support of school leadership. These are: 1) the domain for a common practice that is not defined by shared interest that distinguishes members from other people. Such a group values collective competence to learn from each other, 2) is defined by pursuance of interest of members who are engaged in joint activities to help each other, and share information, and 3) they practice as professional practitioners who have developed a shared repertoire of resources such as experiences, knowledge, stories, tools, and ways of addressing their recurring problems. Dukhan (2017) asserts that this takes time to sustain such an interaction that ultimately develops into a shared narrative and culture for community of practice.

According to the research report on *Schools that Work* by the Ministerial Committee (2007), success of a school is not determined by its context but is influenced by human agency and purpose supported by imagination, courage and commitment for change, transition, and transformation. The following selected four strategies for schools that work (Jansen & Molly; 2015) are important to enforce positive culture; 1) Focus on the central work of teaching, learning and management with purpose, responsibility and commitment to excellence; 2) Strong organisational capacity, professional leadership and management, demonstrated through competence, confidence and a correct mind-set that supports hard work; 3) Organisational cultures of success and achievement supported by inspiration, motivation and drive for excellence; and 4) Strong internal and external accountability systems that promote shared responsibility, monitoring and evaluation (IQMS) and partnerships with parents. Wray & Jansen (2018: 66) feel that the benefit of CoP is that it encourages participants to:

> *"...reflect, on their practice, behaviours, their thinking, and their actions often".*

3.6. Conclusion

This chapter has put school leadership at the centre of school success and change by applying societal values to influence behavioural change. This takes place at a time when there are so many challenges that have emerged, and which need attention from a school leadership. Naidoo (2011: 1) states that:

> "Schools are seen to be responsible for everything: from an individual's lack of conformity and adherence to the norms and values that society holds dear, to all the misdemeanours that trouble society."

This puts school leadership at the centre of change and transformation in the South African context of democracy.

This chapter has looked at four (4) critical themes that are essential for school leadership to express societal values as core to change and effectiveness. These themes are 1) Societal Value and Theory U, 2) creating an enabling environment for school leadership, 3) embedding societal values and 4) defining key pillars for school leadership excellence.

3.7.   Chapter Summary

Application of societal value-creation is one of the three key concepts for the research topic which includes 'presencing' and school leadership effectiveness through school culture and practice. At the centre of education delivery, curriculum management and implementation, school leadership plays a critical role. This is informed by the knowledge of what is right given the context of where the schools is and the position of its community. Therefore, school leadership modelling of values defines the essence of community life and the desire for quality education. These shared principles and values should be reflected in attitudes and behaviour of learners and educators and should build good and responsible citizenship. This chapter also emphasises commitment to stakeholder management, defining roles and establishing social contracts. Over and above these, tolerance, responsibility, love, courage and appreciation are principles that make education distinct. When such principles and values are inculcated, the society is assured of young people with confidence,

self-esteem, good conduct, discipline, and strong character. Such realisation ensures that young people grow in their mastery of three types of reality (Biko, 2019): 1) Objective reality through shared experiences; 2) Subjective reality which is aesthetic in nature to perceive context and self-appreciation; and 3) Lastly inter-subjective reality which is an expression of a group's shared beliefs.

3.8. Summary of Emerging Themes

The chapter has explored areas that relate to 1) school leadership in relationship to Theory U process, 2) the significance of conversation and shared practice of community of practice (CoP), 3) ability to embed societal value-based culture through school leadership influence, 4) facilitating a shift from management to facilitative and participative shared-leadership, and 5) building of a legitimate school improvement plan involving all important key stakeholders.

The instability of secondary schooling has deprived millions of learners of their right to quality education. At the center of these challenges, Scot (2010) specifies the problem as the absence of fully trained and supported principals in South Africa. This is explained by Covey, (2004) as bad leadership which creates bad education. This indicates that the quality of school leadership is indirectly determined by the quality of the results and culture that the school demonstrates.

CHAPTER 4:   RESEARCH DESIGN AND METHODOLOGY

4.1. Introduction

In this thesis, I have used the phenomenological research approach, which is qualitative, and it focuses on lived experience (Creswell, 2013) as an overarching methodology. The research also used qualitative research in a limited manner. However, due to the context of the research, interpretive and transpersonal research methodologies have been applied in the process. Interpretive research is a philosophical and methodological way of understanding social reality (Putnam & Banghart, 2017). On the other hand, transpersonal research is about developing intuition, empathy, and self-awareness (Braud & Anderson, 1998). The research process was also participative and thus involved conversational methods together with reflective practice (Schon, 1983 and Kvale, 1996). These complemented the researcher's practical experiences of more than a decade with schools conducting leadership workshops and conversation sessions on emerging realities facing the education system. Supportive notes captured these experiences captured in a journal. According to Rowlands (2005: 81-92):

> *"Interpretive research does not predefine the dependent or independent variables or test hypotheses. It aims to understand the social context in which the phenomenon influences and is also influenced by the social context."*

Appreciative inquiry (Cooperrider & Whitney, 2005) on the other hand, has added value to the research process through transformative positive conversation that gave a voice to those involved in education. At the centre of this research, school leadership is seen as the creator of spirited schools with magnanimous leadership or 'great souled' personalities.

4.2.   Research Paradigms and Assumptions

Thomas Kuhn introduced the word paradigm in 1962 for the first time. This concept was initially derived from the Greek word *'paradeigma'* that signifies a pattern amongst a group of scientists working with a framework for problem analysis and solutions (Kuhn, 1962). It is about the way of things. Further argument by Guba & Lincoln (1994), Wills (2007) and Taylor & Medina (2013),

states that a research paradigm is the distinct individual comprehensive belief system, world view or framework that directs inquiry in a particular manner and with a specific style. The three elements within the paradigm include the following paradigms (Rehman & Alharthi, 2016):

- Positivist paradigm is ontological in essence, which is the sense and assumptions about nature of reality. It is based on the fact that understanding of human behaviour happens through observation and reason,

- Epistemology which defines the relationship between the perceived reality and the investigator that can generate standards for justification. It explores questions the possibility and desirability of knowledge, and

- Critical theory is a methodology which encompasses the techniques and a disciplined approach to explore reality and to generate knowledge. It engages the subject under investigation to bring about change.

This research has relied on the above paradigms in its process and approach due to the context of school environment and its dynamics. The researcher assumes that the context of school leadership is complex, dynamic, multi-stakeholder based and ever changing (Bush & Glover, 2016).

4.2.1. Influence of Experience and practice on the research study

Some writers such as Mertens (2005) prioritises and explains the two prominent paradigms in social science research-positivism and interpretivism. Mertens, (2005: 8) claims that if positivism is the paradigm applied in research, then:

> *"The social world can be studied in the same way as the natural world, that there is a method for studying the social world that is value free, and that explanations of a causal nature can be provided"*

Therefore, the aim of positivism is to validate theories or experiences (O'Leary 2004) that advocate quantitative methods of data collection and analysis. This makes it become a scientific method. Mertens (2005: 12) continues to demonstrate the existence of contrasts between positivism and interpretivism by reminding us that interpretivists argue that:

> *".... reality is socially constructed"*

It is aligned with qualitative methods of research but can also incorporate quantitative means to deepen the integrity of qualitative interpretations. Rehman & Alharthi, (2016) support the interpretivist paradigm as the overarching paradigm that mirrors the constructs of interpretivism. Creswell (2009: 6) supports this thinking as he prefers the term; 'worldview' as the guiding force, based on personal preference that shapes the research position. He then lists the four worldviews that include post positivism, constructivism, advocacy, participatory and the pragmatic worldview which is appropriate for the following reasons: 1) It is not bound by a single reality or philosophy, 2) it gives freedom to the researchers to choose research tools and techniques that best support the substance of their research, 3) it does not advocate absolute conformity but is open to different possibilities, 4) it is dependent on the existing situation, 5) It allows research to acknowledge its existence and influence by different circumstances with socio-economic, political and historical undertones, and it accepts that the world exists independently of what is conceived of in the mind.

The research investigates the causes of school leadership challenges that continue to create a leadership vacuum within the South African schooling system that results in poor school performance and poor learner results (Wills, 2016). Therefore, the researcher has used experience, practice, and available research to assume that there are existing challenges of school leadership gaps (Bush & Glover, 2016). These gaps create a need to look at the nature and character of required school leadership and recommend a leadership framework that is relevant and responsive to the *Constitution of South Africa*. The researcher's paradigm is also influenced by other models such as Servant, Spiritual and Principle-centred leadership. These have been subjected to Theory U process to look at their implementation. Appreciative Inquiry (AI) as a mechanism for cooperative expression by Cooperrider & Whitney (2005) has also been applied in the research. At the core of any research paradigm and assumption is an acceptance that principals are key change agents in the school context. The process provided opportunities for courageous conversations (Gleason, et al., 2017), deep questioning and dialogue with principals and educators.

4.2.2. A Systems view of research

The systems perspective is a pragmatic worldview that has parallels with the work of Jackson (2003) on creative holism, also referred to as critical systems thinking. It is an approach that sees

integration as a belief that looks at the component part of a system interdependently. In this domain, the foundation of total system intervention and critical system practice upholds what is referred as 'meta-paradigmatic status.' This strengthens the view of pluralism and flexibility in choices, acknowledging the benefits of multi-paradigms in response to a complex world. Jackson endorses this perspective as it encapsulates the four sociological paradigms (shared vision, mental models, team learning and personal mastery) to evaluate the merits of a programme. According to Jackson (2003: 322), functionalism centres on "efficiency and efficacy," "effectiveness and elegance" relates with the interpretative outlook, radical humanism (emancipatory), focusses on:

> *"Empowerment" and liberation whilst radical structuralism (postmodernism) emphasises "exceptions and engaging the emotions."*

The crux of systems thinking involves seeing the overall patterns and cycles in systems and responding with a new mind-set to thrive in the hub of existing complexity. The language of systems thinking embraces patterns of interrelationships instead of linear cause and effect outcomes. Fundamentally, the awareness in systems thinking comes through taking responsibility for one's role in the system and recognising that one's reality is shaped by personal views (Senge 2006a). The interpretation of findings for participant feedback through the questionnaires in this research, embodies this thinking.

4.3. Research Design, Techniques and Data Processes

The following five (5) instruments were applied: 1) Structured questionnaires were administered in fourteen (14) school principals covering vision and mission, societal values; personal leadership, and school leadership 'presencing,' These were themed through five (5) questions on school leadership readiness for change, planning and influence, leadership skills and partnerships with open questions on aspirations, values, and exceptional school leadership, 2) Conversational dialogue with representatives of three legacy organisations took place covering school leadership, presencing and societal values. In addition, a research journal was kept with records and field notes of conference conversations with professionals, practitioners, and school educators.

4.3.1. Brief description of research instruments

This research is designed on the basis of instruments such as:

4.3.1.1. Structured distributed questionnaires that were administered in fourteen (14) schools involving their principals and SMT members. These were clustered as follows: vision and mission which related to societal values; personal leadership principles as they inform school leadership and 'presencing'.

4.3.1.2. Guided questionnaires to support clustered group conversations with the same selected schools for a population of 165 educators. Clustered group conversations involved predetermined themes and five (5) questionnaires for facilitated conversations and discussions on school leadership (readiness for change, planning, influence, leadership skills on relationships and partnerships) and general open questions on aspirations, values, and elements for an exceptional school leader.

4.3.1.3. Directed interviews and conversations with 25 selected individuals comprising education practitioners and experts. There were also five (5) questions for face-to-face discussions with twenty-five (25) education practitioners, experts, and sponsors of school leadership. These interviews covered broad themes on school leadership (school improvement plans, building cohesion, school leadership pillars, participation, and partnerships) and societal values covering serving community and personal leadership values.

4.3.1.4. Conversational dialogue with representation of legacy organisations. These questionnaires were segmented into topics that aligned to the research topic on school leadership, presencing and societal values. This had four (4) broad questions addressed to representatives of three (3) selected legacy organisations.

4.3.1.5. To strengthen the data, a research journal was kept on conferences attended and professional conversations that took place with practitioners, educators, and school educators in

different school engagements. Overall, all engagements with participants were aligned to the three (3) research questions.

Literature on school leadership was used to identify trends and patterns for leadership effectiveness. The research process was conversational and discursive in nature and content was delivered through the use of Theory U process. It affirmed an approach that helps to profile the specifics amongst the schools, and to identify phenomena in terms of how they are perceived by the actors in the situation.

4.3.2. Authenticity of the sampled Population

In the study, the sample of fourteen (14) principals of secondary schools was drawn from Ekurhuleni South District and three (3) NGOs working with schools all based in Gauteng, South Africa. The selection was based on my judgment as the schools have been involved in school leadership programmes for more than a decade. The sampling was purposive, and convenience based to consider access and community dynamics such as informal settlements and township schools. In this research, purposive sampling was applied. It is defined by Kerlinger & Lee (2000) to applying discernment in selecting a specific sample from a defined population. This is done to help the research by acquiring a relevant and representative group to be investigated. The interviewees and research participants were selected based on five criteria, namely, 1) knowledge, 2) practical involvement, 3) ease of participation, 4) proximity and 5) commitment to self-learning reflection. Together with this requirement, certain elements were considered to ensure that there was significant diversity of context and views to obtain alternative perspectives and to derive objective inferences from the responses.

This approach acknowledges the researcher's personal experience and relationships with the Gauteng Department of Education, therefore applying transcendental phenomenology (Sheehan; 2014) which seeks to understand human experience of the field of reality.

4.3.3. Sources of Data

The researcher has had a decade of relationship with GDE and its schools involving the provision of school-based leadership. This prompted an interest in looking deeper into school leadership and to explore the creation of a school leadership framework for the education system. Three (3) level-directed questionnaires were administered in fourteen (14) schools, to principals and SMTs, in clustered sessions and to 25 selected leaders, practitioners and experts. This included interviews with three legacy organisations that are committed to sponsoring and supporting school leadership programmes and improving of quality learning and teaching: Eric Molobi, Beyers Naude and OR Tambo. The research undertook to gather further relevant information from a selection of various documents such as the *National Planning Commission Report (2011), Seven Pillars of Servant Leadership* (Frick et al., 2009), *Servant Leadership* (Greenleaf; 1977), *Principled Centered Leadership* (Covey; 1992), *Spiritual Leadership, Batho Pele Handbook* (2002), *Leadership and Self-Managing Systems* (Caldwell; 2005), *Emerging Voices* (HSRC; 2005) and from feedback from school leaders, senior educators and educators, all of which provided the data used for this research.

Research notes and journaling helped to undertake an additional analysis using personal experiences and shared reflections on the schools that were part of the research and other informative conversations about school leadership. Lived experience of the researcher included involvement with ten (10) Star for Life facilitated schools' leadership conversations, three (3) facilitated leadership sessions with Vuleka School cluster, and the researcher attended four (4) conferences on education (three locally organised by the Anglican Board of Education and one in the United States of America). These records were made in my research journal notes and these can be made available.

4.3.4. Techniques of Data Collection, Analysis, and Interpretation

The researcher was supported by a researcher from the University of Johannesburg as an independent professional to strengthen research techniques and analysis. A thematically based and pre-emptive approach was used supported by ATLAS.ti as a qualitative data analysis tool. A code

list was developed from the interviews using a deductive approach. In this a predetermined set of codes were assigned to new defined themes. The use of a phenomenological study helped to provide lived experiences and participative research. It helped to deepen understanding of experiences, perceptions, perspectives and understanding of a situation (Leedy & Ormrod; 2016). This confirms the four existentialisms of human behaviour, namely: relationships to things, people, events, and situations (Richards & Morse; 2012). Wolcott's (1994) methodology of data analysis was used following its three-stage approach: description, analysis, and interpretation.

The Likert scale was used in questionnaires sent to the select schools and participants to share their attitudes and views to questions. The structuring of the questions was deliberate in ensuing standardisation (Terre Blanche & Durrheim 2004) on the following four (4) phases.

Phase 1. The distributed questionnaires to schools for principals and SMTs who together were 14 were based on a scale of measurement consisting of 5 response alternatives.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

This left no space for uncertainty, with a neutral option, as participants had to commit to a stance. Considering that this could present rigidness in the inquiry through limiting the thinking of participants by conforming only to this framework, the questionnaire also allowed for additional comments. In addition to the above, respondents had to choose three responses out of five options on two questions. The last question was on the district which required effective rating for support on a scale of 1 to 5 (1 low and five high).

Questionnaires were used to provide valuable information that can be interpreted either qualitatively or quantitatively. They were useful as

> *"An efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variable of interest" (Sekaran, 2003:236).*

The many advantages of this undertaking included: 1) The ability to acquire information from a large population due to the ease with which it can be administered, 2) Less invasive as participants

are not overtly questioned directly, and 3) Apparent simplicity and minimal time requirements which adds to the response rate and reliability of the study (McClelland: 1994).

Phase 2. This involved conversational cluster-based facilitated sessions with all 165 SMT members in a workshop format but divided into smaller groups for guided discussions. There were five thematic-based conversation sessions on 1) Exploring sensing, 2) Inquiry and Co-initiating, 3) Exploring presencing, 4) Envisioning leadership framework and 5) Embodying sustainability. This involved respondents on the following offered choices of seven response options:

1=completely unconfident	2=mostly unconfident	3=somewhat unconfident	4=neither unconfident nor confident
5=somewhat confident	6=mostly confident	7=completely confident	

At the end of the questionnaires, there were five (5) open-ended questions for soliciting experiential views of the respondents. The last question gave an option to choose three answers.

Phase 3: These were questionnaires that were recorded from 21 education practitioners and experts involved in school leadership either as facilitators, consultants, retired educators, and employees of donor organisations. There were five (5) questions and the last one provided option to choose three (3) responses from six answers. The researcher also recorded notes on such interviews

Phase 4: This was a guided conversational engagement with those who have worked closely with the late OR Tambo, Eric Molobi and Buyers Naude as they have organisations and programmes in their memory that provide support to schools. In addition, this was an opportunity to tap into the memory of what character these leaders espoused that could be of value to school leaders today.

4.3.5. Researcher's Contextual view

The decision to do this research study on school leadership in South Africa as a societal value-creation was inspired and informed by the researcher's quest and desire to contribute to the education sector. It was also in appreciation and acknowledgement of the experience gained working with schools over the past decades. This has offered an opportunity to propose a school leadership framework that supports principals as agents of change, transformation, and transition. It is an opportunity for a personal and professional contribution to value-based leadership aligned to the national values and principles of the constitution and NDP to encourage a calling to serve, care, develop and influence others within the education system. This research should add value to the question of school leadership effectiveness, presence, legitimacy, and problem-solving ability to improve the effectiveness of school leaders in a complex environment.

4.4. Thematic Analysis

The study has identified eight (8) themes (Table 5.40) expressing school leadership challenges from data responses and analysis. These were consolidated further from responses to explore school leadership challenges of 'presencing' to create societal values that build sustainability and leadership character for resilience and school effectiveness. These themes have added value to the recommended school leadership framework.

4.5. Ethical Considerations and Validity

The participants in this research are all professionals and individuals who provided independent contributions and reflections based on their experiences when ethical approval was secured. Taking heed of the advice given by Dwyer & Buckle (2009), I am well aware that as a participant and insider researcher, I am faced with the critical question: When qualitative researchers are members of the population they are studying, how reliable are their findings? Such an enquiry involves ontological issues as assumptions and existence of things in the social world and epistemological ways as concerns for knowledge, ways of knowing and learning practice about the social reality. The researcher has worked to be aware of this receptivity and made a conscious

effort to suspend biases during the research process, what phenomenologists call 'eposche' (bracketing). I have ensured that the data is both rich and personal, making it even more important to honour the data rather than to infuse in them my own prejudices. I have worked with an independent researcher, a professional co-reader, an independent data analyst and an editor whose roles were to check the validity, credibility, and integrity of my interpretations of data and conclusions drawn. Denzin (2003)) quoted by Aluwihare-Samaranayke (2012: 73 clarifies this when he remarks that:

> "The view that individuals or communities that allow the researchers into their lives and lived experiences join qualitative researchers in painting their pictures in a reciprocal manner."

The interpretations are without presupposition or intentionality. All participants were informed about the nature and expectations of the study for them and got a clear indication of what the research study was all about, who would be involved and how the data would be collected. The ethical clearance from organisations involved gave assurance for the research to proceed. Participants were also made aware of any risks that they could be exposed to during interviews and in the processing and dissemination of the data. The principle of the right to privacy and confidentiality was discussed and made clear with options of withdrawal at any stage during the research process.

4.5.1. Ethical Considerations

Hesse-Bieber & Leavy (2006) suggest that preliminary to conducting research, ethical concerns must be forestalled and controlled at the correct phase of the research. Hence, this study considered ethical issues and steps that were taken to uphold the credibility and integrity of the research. This was done when research clearance was attained from the University of KwaZulu Natal. It has demonstrated adherence to transparency concerning the details of the research to circumvent any contraventions during the course of the enquiry.

Considering the involvement of different people and organisations in this process, approval to conduct research was formally granted. The objective was to create awareness of the investigation

and to seek support for granting time off for the research proposed and for attendance at workshop-based sessions, and interview sessions and conversations with the individual participants. Furthermore, the content and outcome of this thesis is impartial was not conducted specifically to benefit any of the parties associated with the research study.

As mentioned previously, an introductory letter was submitted providing proper coverage of the research intentions and requesting voluntary participation. The data were treated with confidentiality and integrity by signing the undertaking for such confidentiality and assuring participants that the University through the Supervisor remained the sole custodian of all documents.

4.5.2. Validity of the research process

Validity is twofold, namely, internal, and external. Internal validity is about authenticating the cause-and-effect connections. External validity considers to what level the research situation can be generalised to other scenarios (Yin 2015). To address the requirements of validity, the questionnaire design was deliberate in defining the connections between research topic, objectives, and school leadership environment. According to Smith & Fey (2000), the validity is defined as the standard measure to which the researcher has determined what is set out to be measured. According to Wilkson & Dale; (2000: 38):

> *"Validity relates to the extent to which the measure achieves its aim, i.e., the extent to which an instrument measures what it claims to measure, or tests what it is intended to test."*

To establish validity in this research, I had to justify and align each research question in relation to the objectives of the research within the context of education.

Koro-Ljungberg (2008) maintains that validity is not a concept that can be attained easily but can be interpreted in various ways not as the truth. Ali & Yusof (2011) further state that validity should be understood with its distinctive nature of character, and quality in the assessment in relationship to its purpose and circumstances. To achieve this, I have ensured that the participants' reviews are

checked (respondent validation) to ensure that the data collected are dependable as participants are given the opportunity to review their responses in the transcripts created. Reliability measures the extent to which similar results emerge at different points of testing, *ceteris paribus*. It sanctions repeatability to minimise errors (Yin 2015).

4. 6.   Research Credibility and Trust

The following defines the researcher's ability to ensure trust and credibility with all the research sources and informants during this study. The selection criteria for the choice of organisations, individuals and schools involved was on the following bases: 1) commitment to work with the researcher throughout the research period, 2) commitment of time without disturbing contact learning and teaching, 3) openness to share each schools' stories of strengths and weaknesses, 4) engagement to explore their experience of Theory U model to influence school leadership framework. The following two areas explain the details thereof:

4.6.1. Credibility and Trust:

A common method used to check assurance of credibility and trust are an authentic signed 'agreement' between various sources and methods of information through transferability, dependability, and conformability. Olsen (2004) suggests that through triangulation one attempts to relate the sum of the different kinds of data; and to get the data to meaningfully relate to each other as collected from different sources. This helps to achieve the purpose of completeness.

Guba & Lincoln (1985) propose four criteria to assess the trustworthiness of qualitative data which includes credibility, transferability, dependability, and confirmability. The participants' perspective and credibility are factors that make the results of the research believable. Briefly, these concepts mean the following:

- Transferability relates to the generalisation of findings for the use in other contexts. De Vos et al., (2005) argues that increased generalisability can be achieved through triangulation of multiple data sources. This helps to either confirm, contradict, or make conclusions.

- Dependability, as viewed by Babbie & Mouton (2001), requires that the qualitative researcher should demonstrate that consistency and predictability if similar respondents were in a similar setting and the study was repeated, the same results would be produced.

- Confirmability addresses the degree to which others are able to verify the results (Guba & Lincoln 1989) to uphold objectivity of the research. This makes the research conclusion plausible and credible.

With regard to the above criteria, respondents were asked if they would like to review their feedback after the research study had been completed. Those who requested feedback would be sent a copy of the thesis once it has been completed and evaluated.

4.6.2. Triangulation

The process undertaken in this research study involved synthesising different sets of data to present similar results in line with what is termed 'triangulation' (Rowley 2002: 23). Triangulation fosters accuracy of research results and avoids any exclusion that may result from information from a predisposition for a singular research approach (Mouton & Marais: 1991). Yin (2003) believes that triangulation responds to ethical considerations of validating the research process. Tobin & Begley (2004) associate triangulation with completeness of the investigation and suggest that it is meant not to validate the results but to expand the research platform and scope for a more holistic appreciation of the findings. Pragmatism thus supports this concept to embrace a systemic stance.

4.7. Research Approach

While deliberate democratic concepts are defined as legitimacy that sees outcomes as legitimate to the extent that they receive reflective assent through participation in authentic deliberation by all those subject to the decision in question (Cooke, 2002), this thesis relied on qualitative research as the main research methodology which included participative research. Through the use of journaling, there were details of written notes and conversations that have been used that added more insight and enriched data relevant to the research. In addition, Appreciative Inquiry and (Macpherson, 2015) Positive Education (Seligman, 2011) approaches have influenced the study

as these are becoming prominent for educators and parents to be at the centre of affirmation, inspiration, and in identifying the good in every child. This is the source for learning and teaching, to release the potential with passion and commitment.

4.7.1. Qualitative Research

Kilbourn (2006:546) remarks that:

> *"Somewhere in the qualitative research, it is appropriate to comment on one's own biography as it relates to the study because this too is an issue of personal perspective."*

The purpose of quantitative research is to explore explanations, comparisons, and causality (Stainback & Stainback: 1988). It can be described as a method of exploring numerical data (Mansourian & Madden: 2007). Relationships between variables, through statistical modelling, is possible to predict (Saunders, Lewis & Thornhill 2009) using a larger sample size. The methodology also looks at meanings, concepts, definitions, and characteristics of the researched subject. This also uses trends of thoughts and perceptions to search the foundations of the problem. Information was collected through both unstructured and semi-structured techniques using selected schools, group conversations and discussions, interviews, participation, and observations. The process of this research used multi-stakeholders, the schools with diverse locations, character, culture, and different results. The researcher has also drawn upon his more than a decade of personal and professional experience partly as a teacher, principal, leadership coach, consultant, tutor, and facilitator of school leadership programmes. In my opinion, qualitative research includes the following six subsections of research methods:

4.7.1.1. Phenomenological Research

This is the overarching methodology for this research. The approach helps to elucidate the specific, by identifying phenomena in the manner in which they are seen by the participants in the context. It also helps to describe the experience of the individuals rather than explain and start from a perspective free from hypotheses or perceptions. It is further described to require gathering information by the use of inductive qualitative methods such as interviews, discussions, and

participant observation and representing different perspectives and paradigms based on subjective personal knowledge and experience of the participants.

The research therefore relied on structured interviews and through conversation workshops with educators and desktop research report analysis to establish whether or not the framework of societal value-creation school leadership can be enhanced and influenced by Theory U.

These methods help to support the Theory U process through raising the consciousness and a sense of being and enhancing the role of leaders in a social context to add insight and constructs to the existing contributions that have been made by 'deliberate democracy' (Parkinson; 2004) and 'aggregative democracy' (Cohen; 1989). Deliberate democracy is also accredited to provide legitimacy that sees outcomes to the extent that they become reflective through participation in authentic deliberation by those who are subject to the decision in question. To add value to the phenomenological research, the Theory U process and the CoP framework would enforce this practice.

4.7.1.2. Reflective Practice Analysis

Facilitation process and conversations applied Gibbs' reflective cycle (Potter; 2005: 336-342) that provides six (6) level processes including: "Description (What happened?); Feelings (What were you thinking and feeling?); Evaluation (What was good and bad about the experience?); Analysis (What sense can you make of the situation?); Conclusion (What else could you have done?); and Action Plan (If it arose again what would you do?)." Reflective practice is the ability to think deeply on every action and to remain engaged in the process of continuous learning to provide improvement. The school environment requires this constant reflection to evaluate its effectiveness, to improve constantly and to learn from its own mistakes. When applied in a school context, results and general outputs are likely to improve in quality and substance of the offerings. The school also becomes innovative, creative, and present in the emerging future described as the 4th Industrial Revolution and a century of technology. When reflective practice is used with Theory U, they both enhance deep thinking, insightful understanding of the emerging future and deeper emotional intelligence and provide a sense of 'presence' for leaders.

4.7.1.3. Additional Access to Document analysis for research.

The research relied on a number of available books, research publications and articles that appeared in different forms. There is a body of knowledge that has been developed and exists within the education environment that has been mined for this thesis. The organisations such as Kagiso Trust, Cyril Ramaphosa Foundation (Shanduka), OR Tambo Foundation and Star for Life were helpful with available reports, written articles on their work as vital in this process to ensure that deeper understanding and reflection takes place on school leadership interventions already implemented. This has provided practical experiences and reflections through reports generated from these organisations. This also included latest research papers on school leadership in scholarly articles.

4.7.1.4. Workshop conversations.

This involved gathering of information and perceptions through informal and formal discussions during conversations, meetings, participants' observations involving the 165 SMT members from 14 schools. This form of research process brought to light the experiences and feelings of those involved to express their own perspectives while challenging the existing structural and normative assumptions. It also equipped the researcher with the capacity to analyse and observe behaviour expressed and to identify key themes, to attend to deep unheard voices, assumptions and perceptions, trends, clustered segments and to determine gaps, findings, and recommendations.

4.7.1.5. Conducting Interviews

The objective of qualitative interviews is to understand the interpretation of a specific phenomenon through the meaning that it brings to the interviewee (Kvale 1996). In this regard, the interviews were structured to extract information from subject matter experts as a means to understand fully the literature review as well as to acquire the personal experiences of professionals in the field of action learning. As part of the interview processes, professional dialogue during informal discussions and meetings occurred as and when opportunities became available. Yin (2009: 109) describes interviews as:

"Guided conversations rather than structured queries".

This perspective is important as interviewees should feel comfortable to share information in a safe and relaxed space as opposed to experiencing a formal inquisition. Interviews may take different forms including face-to-face formal, informal, and group-based conversations.

While questionnaires were used, this was supported by further discussions and analysis of the research process. In recognition of the limitations of size of the sample, the researcher kept a formal research journal which recoded participation at an education conference, formal and informal conversations and dialogue that involved school leaders and other local and international contributors in the field of education and school leadership in particular. Structured or standardised interview process was administered by the researcher in order to ensure its quantitative nature. This approach assures that the same questionnaires are used for all respondents, that the time factor is adhered to while providing interaction for clarity and follow-through.

4.7.1.6. Appreciative Inquiry (AI)

According to Cooperrider & Whitney (2005) AI is a model of change leadership that reinforces positive behaviour and mind-sets. It is my view that educators do require affirmation and positive enforcement. The *World Development Report (2018)* has emphasised a need to assess learning, to act on evidence and to align players involved in education. At the centre of a failing education system, the report identifies four factors: 1) the challenge of unskilled and unmotivated teachers; 2) learners that are unprepared for schooling; 3) school support programmes that do not help to improve teaching and learning; and 4) school management that does not add positive value to improve teaching and learning. In this research especially during facilitated workshop conversations, Appreciative Inquiry has helped to put the positive spotlight onto the context of learning, experiencing, and teaching through definition, discovery, dream, design, and delivery/destiny. It helped to discover each participants' strength for change, planning, transition, implementation, positive mind set and collaboration ability with key parents, other educators, and all stakeholders. It allowed a positive voice to emerge while at the same time determining their goals, expectations, and dreams. This followed a process of discovery, dream, design, and

destiny/delivery. In a challenging context like a school, this gave a boost and inspired educators from their hearts and minds to face the reality of change, transform and of 'letting go' of the old habits and behaviour. Stavros & Torres (2018: 3) state that:

>*"Change begins with a single conversation."*

4.7.2. Participative Research

This Research needed to be as objective as humanly possible. I agree with the notion that our human subjective experiences play an important part in shaping and influencing our perceptions and understanding of our social world. A participative approach is gaining interest in the social sciences since it adheres to the current social science approaches to participatory worldviews related to the purpose of human inquiry in practical terms (Heron & Reason; 1997). This methodology and process is flexible and open-ended and is informed by the principles of *'participation'* and *'self-development'* It treats people as *'research participants'* rather than as *'research subjects*. It is *people-centred* and involves *appreciative inquiry* to acknowledge and respond to the experiences and needs of people involved. The importance of the process is that it addresses fears and hostility that could be found in the education space through its elements of alignment to social change, through enforcing people-ownership and it is consultative.

4.7.2.1. Interpretive Approach

This research approach encompasses social theories and perspectives that embrace a view of reality that is socially constructed through participants in the events. This research process has been influenced by a number of elements to gain deeper understanding of the challenges facing school leadership in their context. Such a context at a school level can be cultural, political, interaction-based and philosophical (Rowlands, 2005). This becomes the basis of qualitative research. This allows the researcher to be an active participant throughout the research while at the same time remaining objective and outside of the field.

4.8. Steps in the research progression

The following phases describe the research steps that informed the process:

4.8.1. Phase 1: Literature review

The establishment of a conceptual model in a qualitative manner took place. A comprehensive review of literature pertaining to key concepts of the research topic on school leadership, 'presencing' and societal value; were undertaken to establishing what texts already exist that relate to the field of study (Mouton 2001). The aim was then to critique the varying contributions, to find gaps, to determine emerging themes and to segment the theory into specific research topics. This helped to define the topic and informed the research trajectory of all the chapters.

4.8.2. Phase 2: Interviews

There were 25 participants involving school leaders, experts, practitioners in the field, consultants, sponsors, and retired educators to enhance the model in its qualitative nature. This phase only began when ethical clearance was obtained. It was appropriate for a qualitative mode to analyse and interpret all data received through conversations with interviewees to better understand their context.

4.8.3. Phase 3: Facilitated sessions

These were organised with principals, SMTs (165 together), in small and large plenary groups. In these sessions, determined frameworks and guiding questions were used through predetermined themes. (Qualitative and Quantitative research) to guide the process. These sessions were influenced by the Theory U model of change using stages 1 to 3 of the process.

4.8.4. Phase 4: Rigor of the data

This related to an assortment of data variables, using both qualitative and quantitative methods and applying ATLAS.ti coding methods that helped to define themes. As the research has strong systemic nuances and acceding to the pragmatic worldview of multiple realities, a qualitative method was applied to create data records. Both qualitative and quantitative techniques were used to undertake data analysis in chapter 5 to examine feedback from respondents.

4.9. Data Collection Instruments

Information was sourced through varying channels and tools for the research, namely:
- Interviews.
- Internal programme documents.
- Questionnaires; and
- Purposive sampling.

4.9.1. Interviews

The objective of qualitative interviews is to understand the interpretation of a specific phenomenon through the meaning that has for to the interviewee (Kvale 1996). Yin (2009: 109) describes interviews as

> *"Guided conversations rather than structured queries."*

This perspective is paramount as interviewees are able to feel comfortable and open to share information in a safe and relaxed context and not to experience a formal inquisition. Interviews take various forms depending on the personality of the interviewee. In this regard, the interviews were guided to extract information from subject-matter experts and practitioners as a means to understand fully the literature review as well as to obtain the personal experiences of professionals in the field of action learning, the school system. However, the richness of the emotive responses that were experienced through face-to-face interviews became my preference for this research. This became possible due to location of all the participants being in Gauteng.

4.9.2. Researcher's programme documents

Informed by the work the researcher has done with schools on leadership development and coaching, numerous records and reports were made available. Departmental and Government documents relevant to school leadership and education especially, SDPs, SIPs, reports on values in education were also relevant to this research study and review. The intent of this was to assess the merits of the existing work and interventions made and to assess the impact on school change.

4.9.3. Questionnaires

Questionnaires help to provide valuable information that can be analysed and interpreted through qualitative or quantitative lenses. They are useful as

> *"An efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variable of interest" (Sekaran; 2003: 236).*

The advantages of this process include:

- The ability to acquire information from a large population due to the ease of access and administration.
- Less invasive enquiry technique as participants are not overtly questioned as with other more personal face-to-face methods of interviews; and
- Simplicity and minimal time requirements adds to the response rate and reliability of the study (McClelland, 1994 and Taherdoost, 2016).

The selected schools and their defined participants were invited to complete questionnaires which were collected by hand and have been analysed in Chapter 5. The aim was to elicit specific information on the model components by following pre-determined themes aligned to the research topic.

4.9.4. Purposive sampling

Purposive sampling as defined by Kerlinger & Lee (2000) refers to applying discernment in selecting a specific sample from a defined population. This is to aid the research by acquiring a relevant and representative group to be investigated. All the participants to the research were selected for their knowledge, availability, and position of influence and understanding of the school environment and school leadership to be specific.

4.10. Value to the field of Research

To establish the value of this research, I have justified and aligned each research question in relationship to the objective of the research and the topic. Informed by the researchers' experience and working with schools, a need emerged to add to the body of knowledge in terms of school leadership presencing and alignment to societal values. I have approached this research with such an intent to make it focused enough to gather data from various sources and to use practical experience with involvement of participants as individuals, collectively and in conversation with each other. This has brought to the study a level of authenticity and input of value to the school leadership framework that is Afrocentric in its nature. This has also emphasised the importance of school leadership in education (Carlo; 2011).

This study has been informed by principles of integrity, character, and quality, experience, and peer effect. In order to achieve this, I looked into existing literature on school leadership and identified a gap in the school leadership framework. This should add value to the emerging knowledge that challenges the past and the current behaviour and practices.

4.11. Limitations of the Study

Generalisation is of paramount importance in many research studies, and it should be managed with intention. However, in this research study, it was not my intention to generalise the findings, but rather to make meaning of how school leadership in its nature of being visible and aligned to

values can take place within a school context. Since this is small sample-based research the method of data collection, the findings cannot be used in other leadership practices without adaptation.

4.12.   Chapter Summary

It has been stated by Peters & Howard (2001: 598) that we attribute value to those things that can be measured, but there should be a movement to 'measure what we value'. With this argument and mind-set, the approach that was developed through this chapter should be tested to add meaning, value, and substance to its existence when analysis is done in the next chapter. Hence, the process of verifying and measuring the value of the systemic approach and research design and methodology on school leadership has been documented and exposed in this chapter. The next chapter will provide the details in terms of data analysis and findings.

4.13. Emerging Themes and Conclusion

In this study, phenomenological methods, which are qualitative in nature, were applied as they are effective in making participants provide inputs from their life experiences. This allows the feedback and reports to be as descriptive as possible. In addition, three research views were applied: Firstly, ontological view involves the external world of learning and being to be observed as lived experience. This helped to use my observation to make deductions on the experiences of the study. Secondly, epistemological view encouraged the relationship between the researcher, and the researched school leadership context to be valued. My relationship with the schools added value. I was able to build relationship of trust and openness as to elicit experiences of school leaders in a way that made them feel heard and not judged. Thirdly, axiological view used the internal school context wherein, the principal and educators exist to the advantage of the study (Nehez & Blossing 2020). Analytical processes and thinking helped to synthesise research information and to draw conclusions and construct a leadership framework supportive to work on the school leadership challenges. In this analytical thematic process, a Likert Scale framework and ATLAS.ti were used for data analysis to provide themes and summative reflections. Themes that have dominated were leadership trust and credibility, ethical character-based leadership, appreciative inquiry through conversation and authenticity and credibility.

CHAPTER 5: RESEARCH ANALYSIS AND FINDINGS

5.1. Introduction

The data that have been collated and presented for this thesis are now analysed for comprehension and formatted into a theoretical model that is informed by the Theory U and related theories for school leadership and 'presence' through a reflection of societal value creation. The data feedback has been analysed as follows:

- Thematic expressions as they relate to the research topic: school leadership, 'presencing' and societal value-creation,
- Theoretical literary support underpinning qualitative elements of views, differences, connections, trends, and concurring opinions,
- Conclusions and recommendations, and
- Identified gaps that relate to the Theory U model as applied in a school context.

The field work involved questionnaires, interviews, clustered sessions, conversation sessions with legacy organisations and reflections on my personal experiences of working with schools. The intention of this process was to fulfil the research aim of understanding how the Theory U model and process influences the growth and development of principals and how it applies to societal value-creation through 'presencing' in school leadership. Through these various but interconnected research activities and workshops, as well as through my journaling throughout the process, I was able to engage in a reflective process of comparing the contrasting elements, similarities and contradictions that emerged. This also helped me make sense of the data coming from the clustered workshops and questionnaires that were completed thereafter, the interviews conducted with education stakeholders in legacy organisations, my personal experiences working with schools and with those in leadership and finally, from my reflections and notes during the process.

It is widely known in the South African context that to transform schools is a daunting and complex task (Mestry, 2017). This is the reason why the challenge to make schools better is something that keeps educators, SGBs, public officials and parents awake and busy. What makes this task

difficult, and complex is the multiplicity of interested stakeholders both direct and indirect who are committed to contribute. This is further encouraged due to the fact that failure of the education sector affects everyone and other sectors of society such as the economy, technology, and innovation. What is required is to encourage all stakeholders affected by poor education to freely contribute to this regard. This also needs stronger partnership with the State and all key players in education (Myende, 2018). Government alone will not succeed to solve all the challenges faced by education. Multi-stakeholder partnerships and commitment are the pillars for success and progress which is also why I took a participative and discursive approach and engaged those stakeholders who deal with education support rather than looking to government departments and policy makers. The voices and experiences of school leaders themselves as well as those who have an interest in and who fund or implement education interventions are vital to understanding the gaps as they provide suggestions to improve schooling. Kiat, Tan, Heng, & Lim-Ratnam (2017); Early, (2013) and Yu, (2009) argue that school leadership and the quality thereof has a direct impact on a school's ability to be successful in curriculum management and in yielding good results.

.

I therefore provide a hypothetical argument which is based on the Theory U that was the point of departure for this research. Bush & Glover (2016), Christie, (2010) and Dobbie & Fryer, (2011) confirm that success in schools lies in good quality leadership, reflected in the quality and character of the kind of principal that sees himself/herself as a conscious 'presence' in his or her pursuit of leading and managing a school as a community and the clarity of his/her purpose and vision to create a legacy worth being proud of.

5.2. Description of Profiles of participants in the research
5.2.1 Sampled School for research

My work with schools began in 2010 and through this I have been able to interact with a number of secondary schools in Ekurhuleni Metropolitan, Gauteng Province in South Africa. These schools are Ekurhuleni South District which comprises Vosloorus, Thokoza, Spruitview, Katlehong and Zonkizizwe. This is a very mixed area with old and new residential developments that are surrounded by informal settlements and a number of old hostels.

Overview of the analysis and Schools Profiles: School Demographics are summarised below in the breakdown including school performance history over four (4) years. Names mentioned are all schools that have signed confidentiality agreements for their participation in this research:

School Name	Region	2015	2016	2017	2018	% Change
1. Alafang Sec	Ekurhuleni South	76.70%	76.30%	78%	80.40%	2.40%
2. Eden Park Sec	Ekurhuleni South	75.60%	83.20%	76%	67.00%	-9.00%
3. Eketsang Sec	Ekurhuleni South	79.40%	80.20%	53.30%	80%	26.70%
4. Fumana Sec	Ekurhuleni South	64.10%	86.20%	83.30%	91%	7.85%
5. Greenfields Sec	Ekurhuleni South	52.70%	83.10%	60.60%	70.30%	9.70%
6. Illinge Sec	Ekurhuleni South	69.10%	97.10%	69.20%	52.90%	-16.30%
7. Lethukuthula Sec	Ekurhuleni South	92.90%	99.50%	91.50%	90.00%	-1.50%
8. Mpilisweni Sec	Ekurhuleni South	76.80%	85.80%	78%	85.50%	8.00%
9. Mpontsheng Sec	Ekurhuleni South	77.40%	91%	74%	88.80%	14.40%
10. Palm Ridge Sec	Ekurhuleni South	87.50%	74.30%	89.60%	84.20%	-5.40%
11. Ponego Sec	Ekurhuleni South	72.80%	80.80%	77%	77.60%	0.70%
12.Windmill Sec	Ekurhuleni South	78.00%	86.40%	83.60%	81%	-2.50%
13. Winile Sec	Ekurhuleni South	71.50%	66.10%	64.80%	85%	19.80%
14. Zonkizizwe Sec	Ekurhuleni South	93.70%	86.70%	86.40%	82.20%	-4.20%

5.2.2. School Leaders involved in the Research

The school profile below indicates the number of school leaders involved in the study (Principals, Deputy Principals and HODs). This group forms an SMT for each school. Here I have included the number of learners from Grades 8 to 12 per school, which gives an indication of the span of control that each school leadership has, the numbers of educators and learners involved per each grade is indicative of the size of each school, the capacity and the possible strain placed on school leaders and educators in relation to their responsibility. The school leaders demonstrate transformational leadership by encouraging individuals to participate. Participants appreciate that their concerns are being heard and acknowledged and are willing to contribute their ideas. According to an article in *Transformational Leadership in Education,* by Burns on December 5, (2019) educators who are transformational leaders get positive results, including higher student engagement with their course material and with other school pursuits.

The achievement of such results requires teamwork and complementary skills and abilities to work together and to share common objectives. The profile of the school exposes the challenges that face school leaders as they provide:

- Visible leadership as an expression of 'presencing,'
- A model as a reflective learner and leader who reflects the societal values of their context; and
- Capacity to inspire other educators as future school leaders.

In the table below, there are fourteen (14) schools, 165 SMT members, 23 907 learners and 893 educators in total. The ratio in terms of school leadership (SMT) to educator population is 1:5.4. The population of participants involved in Phases 1 and 2 questionnaires and clustered sessions were a total of 165. These included principals, Deputy Principals and Heads of Departments. Analysis of their feedback has been presented through graphs highlighting their responses and providing numerical analysis which was interpreted and then supplemented and given deeper meaning through recalling details from the journaling of my experiences and from my reflections. Bush & Glover (2016) have emphasised a need for reviews of literature on school leadership and management in South Africa. They found that there are emerging challenges that require attention and observation. In spite of the limited scope and small scale of the research projects, this research has paid attention to the provision of a school leadership framework that should provide quality of change, transformation, and transition. In recognition of the stated challenges, the details shared below on the selected schools should provide more insights:

School District Area	School No.	SMT Members	No. of Learners	No. Of Grade 8	No. of Grade 9	No. Of Grade 10	No. of Grade 11	No. Of Grade 12	No. Of Educators
Ekurhuleni South	1	1 Principal 2 Deputy Principal 8 HOD's	1848	432	390	389	370	267	58
Ekurhuleni South	2	1 Principal 2 Deputy Principal 8 HOD's	1766	340	356	410	337	323	68
Ekurhuleni South	3	1 Principal 2 Deputy Principal 9 HOD's	1568	276	417	374	286	215	66
Ekurhuleni South	4	1 Principal 2 Deputy Principal 10 HOD's	1235	377	268	245	196	149	57
Ekurhuleni South	5	1 Principal 2 Deputy Principal 8 HOD's	1372	370	265	283	199	255	51
Ekurhuleni South	6	1 Principal 2 Deputy Principal 10 HOD's	2672	630	489	578	499	476	89
Ekurhuleni South	7	1 Principal 2 Deputy Principal 11 HOD's	2475	599	498	578	496	304	104
Ekurhuleni South	8	1 Principal 2 Deputy Principal 8 HOD's	1192	287	186	253	266	201	56
Ekurhuleni South	9	1 Principal 2 Deputy Principal 8 HOD's	1390	387	298	307	198	200	54
Ekurhuleni South	10	1 Principal 2 Deputy Principal 10 HOD's	1862	431	373	346	348	364	64
Ekurhuleni South	11	1 Principal 2 Deputy Principal 8 HOD's	1757	473	380	444	266	194	58
Ekurhuleni South	12	1 Principal 2 Deputy Principal 8 HOD's	1546	366	312	366	280	222	52
Ekurhuleni South	13	1 Principal 2 Deputy Principal	1899	544	482	393	302	174	68

		9 HOD's							
Ekurhuleni South	14	1 Principal 2 Deputy Principal 8 HOD's	1325	242	218	323	295	247	48
TOTAL	**14 Schools**	**165 SMT Members**	**23907**	**5754**	**4951**	**5289**	**4338**	**3591**	**893**

The 21 respondents were broken down as follows:

- 10 out of 21 (47%) respondents were female educators; and
- 11 out of 21 (53%) respondents were male educators.

On average, there are 27 learners per educator on the above schools. While gender is not the focus of this research, I did consider that experiences might vary based on gender. In South African school's female educators still encounter many challenges especially as school leaders. Ndebele (2018) lists the following challenges: negative attitudes, being undermined, and their lack of confidence. An opportunity to observe and notice their roles and presence on this section is an important element of awareness and inquiry.

5.2.3. Interviews with Practitioners, Experts and Individuals involved in education (21)

The participants in these interviews were subdivided into the following categories.
   A. Independent Education resource person, school coaches and mentors (n=5)
   B. Education Sponsors and officials for education-based organisations like Kagiso Trust, Star for Life and Lafarge Foundation (n=11).
   C. Retired and current principals of schools (n=3)
   D. District Officials (n=2)

The data were collected, recorded, transcribed, and then thematically analysed using Atlas.ti®. An initial coding list was developed from the interview schedule, using a deductive approach, i.e. the codes were generated using the themes from the interview guide as the research already had a sense of which themes would emerge based on the questions and objectives of the study. Under the major themes, there were sub-themes identified. Through determining frequency, connection

and sequencing, the findings are grouped under the key themes of the research topic: school leadership, presencing and social values. Under each concept direct quotes have been selected in relation to their meaning.

5.2.4. The Historical Legacy Organisations

5.2.4.1. Kagiso Trust

According to a CDE publication (November 2020), Kagiso Trust bases its core interventions on a similar analysis, although it tries to fill the education sector gaps by stepping in and supporting schools, principals, and teachers through a co-funding model with the DBE at the provincial level. Their flagship programme, the Beyers Naude School Development Programme (BNSDP), was launched at secondary schools and then expanded to include primary schools. Later they established Kagiso Shanduka Trust (a partnership between the Kagiso Trust (KT) and the Cyril Ramaphosa Foundation) that believes that subject advisers and most other district officials should be supported to do their jobs. They argue that there are systemic deficiencies and a lack of capacity in the education bureaucracy, and that the support the system provided to rural schools is particularly weak. They have encountered a culture of despondency where educators have given up. Their interventions have managed to turn schools around quickly with a renewed sense of energy. The values of KT are: 1) Integrity; 2) Accountability; 3) Passion for development; 4) A hands on; and 5) A bottom-up approach.

5.2.4.2. The Oliver and Adelaide Tambo Foundation

This is a public benefit organisation that was established in 2011. It actively promotes the memory and ideals of the struggle icon through education, community upliftment, arts and culture and women empowerment programmes. This includes a number of dialogues with institutions of higher learning and stakeholders in the private and public sector to instil the values to promote critical consolidation of democracy by providing a foundation for future leaders. The foundation's values are: 1) Collective leadership; 2) Humility; 3) Integrity; 4) Justice and equality; and 5) Pan-Africanism.

5.3. Key Findings

5.3.1. Analysis of Data

For the purpose of data analysis, three theories have been used for reflection: Firstly, Reflective Theory which is an epistemological framework to account for knowledge that is used to understand and think about the phenomenon. This theory supports a constant gathering of evidence about effectiveness of actions that are analysed through discovery, envisioning, design, and delivery. Secondly, Appreciative Inquiry theory has also helped in this research through its four principles of appreciation, collaboration, provocation, and application. All questions distributed offered an opportunity for educators to use appreciative principles and self-experiential reflection. This is a shift from the problem-based approach. Thirdly, the greatest psychologist supportive of these theories is Seligman (2011) who argues that the state of someone's mood determines more than 70 per cent of how much life satisfaction is displayed. In his thesis, the five pillars of positive education that increase flourishing are: positive emotion, engagement, relationships meaning, and accomplishment (PERMA) have been recognised and applied during conversations. These have been important to the processes of engagements with school leaders and their SMTs. The section of questionnaires and conversations can be subdivided into the following phases:

Phase 1: Questionnaires for Principals and SMT members covered the following broad areas:

1) School Leadership Strategic positioning: vision and mission, principles and values, teamwork and cohesion, service to community, participation, and partnership with the district. (Linked to research question 1)

2) Personal Perceptions of principles, values and 'presencing': professionalism and fairness, influential leadership, value statements, shared leadership, enabling conversations and pillars for performance. (Linked to research question 2)

3) Desired School elements: curriculum delivery, discipline, motivation, and extra mural activities. (Linked to research question 3)

Phase 2: Clustered School Sessions were organised into the following seven themes:

1) School Leadership Positioning and Solutions: emergencies, school improvements, improved teaching and learning, leadership framework relevance, resource mobilisation,

influence on partners (educators, SGB and District), change and transition, implementation of sustainability and innovation. (Linked to research question 1)

2) Confidence and Problem-solving Skills: innovation and novelty and discernment of opportunities. (Linked to research question 2).

3) Relationships and Partnership Framework: inquiry, probing, and motivation ability. (Linked to research question 2)

4) Managerial School Leadership: team conversation and mastery of school-based leadership. (Linked to research question 1).

5) Tolerance for Change and Transition: problem-solving complexity, verbal expression of challenges and writing expression of challenges. (Linked to research question 3)

6) Embrace Change and Transition: acknowledging complexity, challenges and blind spots and written meaning of challenges and blind spots. (Linked to research question 3)

7) Responding to Change and Transition: resilience, complexity, plan for challenges, and empowering others to engage with challenges. (Linked to research question 3)

Phase 3: Conversations with Experts and Practitioners focused on the following:

1) Aspirations: principles and values. (Linked to research question 2)
2) Elements of school leadership effectiveness and accountability (social alignment and linked to research question 3)
3) Characteristics of an exceptional principal (presencing linked to research question 1).

Phase 4: Conversations with Legacy Organisations paid attention to the following:

1) Principles and Values. (Linked to research question 1)
2) Distinctive Contribution to School Leadership. (Linked to research question 1)
3) Start, Stop and Continue matters. (Linked to research question 3)
4) Organisational aspiration and legacy. (Linked to research question 2)

5.3.1.1. Questionnaires for Principals and the SMT. Phase 1

The questionnaires were returned by school principals and members of SMTs as a response to those distributed. These were required to contribute to deeper understanding by educators of the

leadership challenges schools face, the context of practice, the culture prevailing and being experienced in schools and an understanding of broader societal South African issues as expressed through the *Constitution* as requirements to fulfil this PhD research enquiry into school leadership 'presencing' and societal value-creation. The self-administered questionnaire was forwarded to fourteen (14) schools and managed to be received by twenty-five (25) participants. This comprised a mix of principals and members of the SMT representatives per school. Of the total of 25 participants, only 21 returned the questionnaires. Individual participants were given ample time to respond without pressure and without declaring their names to allow for confidentially objectivity and honesty.

Concepts that are part of the questions such as vision, mission, values, principles, and shared leadership were part of the workshops facilitated by the researcher and also formed part of the Department of Education documents related to *School Improvement Plans*, *School Development Plans, School Strategic Plan*, the *Whole School Improvement* process, and the *National Policy on Whole School*.

The following analysis includes only the data received from the respondents identified and subdivided by gender and scores per question. The application of gender while not a primary matter in this research has been used due to the power dynamics and the historical practices that excluded females. This is also important to highlight issues of equity and to make deductions and views on transformational progress. Williams (2010) argues that before 1994, South African teachers especially women were excluded from meaningful roles of leadership and management. While it is not the intention of this research to debate gender-related issues, exposing these from this data opens up the opportunity to understand the reality of the complexity of the school context.

A: The school leadership applies its vision and mission effectively

Figure 5.1: My school applies its vision and mission effectively
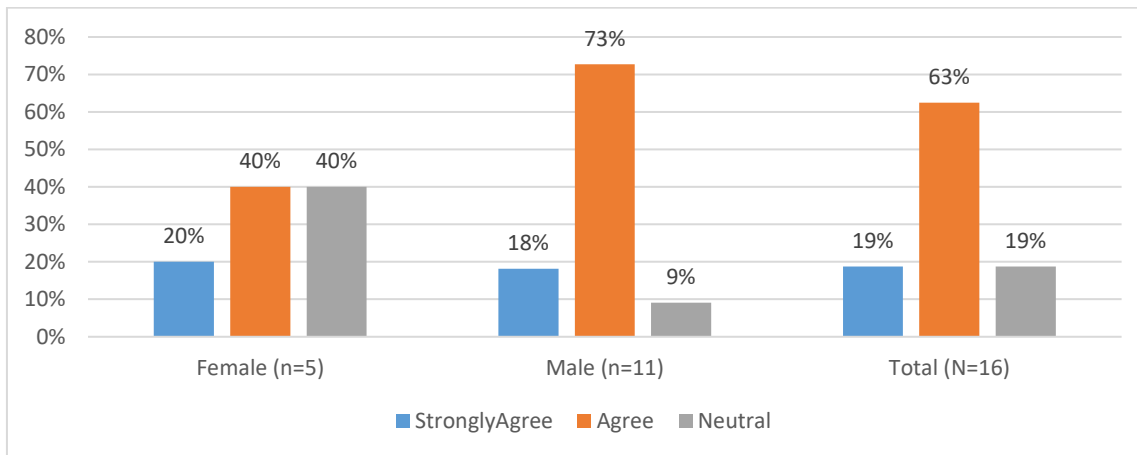
As the figures above illustrate, almost two thirds (63%) of the respondents agree that their school applies its vision and mission effectively as encouraged by the Department. About the same percentage, (18% and 20%) of female and male respondents strongly agree with the above statement. Significantly, a higher percentage (73%) of males agree with the statement compared to 40 per cent of females. Perhaps the most interesting difference between the genders is the percentage of respondents who responded 'neutral' to the above statement; 40 per cent were female respondents compared to 9 per cent of male respondents. The difference shows that females may be more calculative in their response or reluctant to be honest. This factor is likely to be evident in lack of diversity and inclusion that still prevails. Only sixteen (16) respondents chose to respond to this question.

Table 5.1. Effective application of vision and mission

My school applies its vision and mission effectively	Female (n=5)	Male (n=11)	Grand Total
Strongly Agree	1	2	3
Agree	2	8	10
Neutral	2	1	3
Total	5	11	16

The highest response from male participants is indicative of male dominance in education especially at principal level and lack of gender equity. This puts male counterparts out of decision making and areas of influence that would be important to change and transformation. Schools

are work sites for expression of dreams and aspirations that were imagined prior 1994. Such dreams and aspirations should ignite hope and energy for pursuing a new struggle to build a new society in a context of what sometimes looks impossible to achieve (Auriacombe & Meyer, 2020). The school's vision and mission statement provides direction for the future hopes of a school. It also becomes a motivational point for the stakeholders of a school. That is the reason the South African Schools Act 84 of 1996 encourages school together with their SGBs to develop vision and mission statements. This also adds value to the content of SDPs which is an element of strategy development and planning.

Figure 5.2: My school practises its values and principles
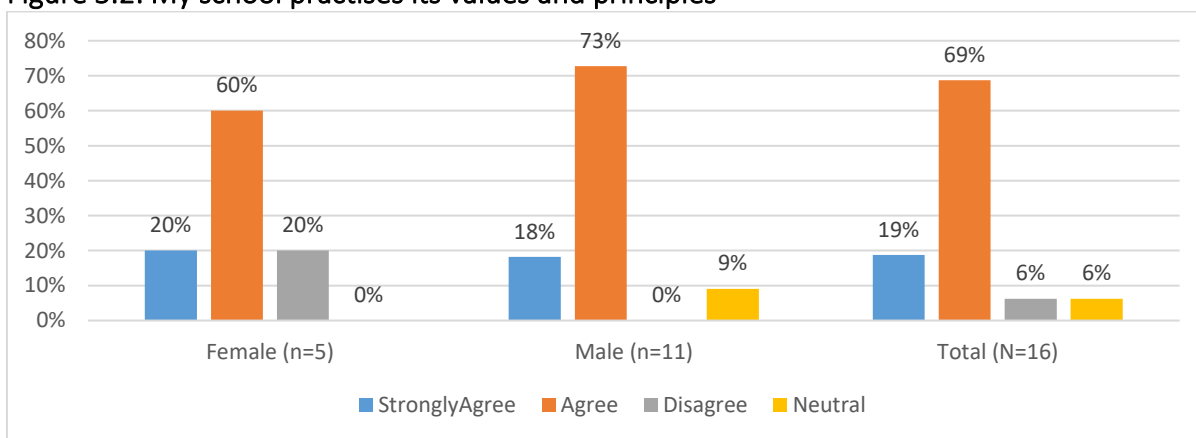
As the figure above illustrates, on average over two thirds (69%) of the respondents strongly agree that their school practises its values and principles as discussed during workshop sessions and explained in Departmental strategic documents. The main difference between male and female respondents were that one fifth (20%) of the female respondents agreed compared to none of the male respondents. Furthermore, 9 per cent of the male respondents disagreed, they do not think their schools practices its values and principles. Masote (2016) highlights the decline of moral standards in South African society as a motivating factor to pay attention to the values and principles of the educators. The Department of Education (2011) published a manual that expresses constitutional values in action as a provision for social change in a democratic school context to encourage fairness, transparency, equity, and integrity. Therefore, schools that take the process of developing values benefit on the strategic positioning and building cohesion.

Table 5.2. Practises of values and principles

My school practises its values and principles	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree	1	2	3
Agree	3	8	11
Disagree	1		1
Neutral		1	1
Grand Total	**5**	**11**	**16**

Mohale (2019) argues that there are three requirements for leadership:

1) A compelling vision that inspires,

2) Courage with conviction, belief, and truth; and

3) Integrity that defines character and authentic self.

The three principles and values mentioned above build a culture, credibility, virtue, and goodness. The Theory U model is designed to provide processes and a structure for meaning and clarity for change and transformation. It gives confidence in the journey to respond and act at a deeper and highest level of 'presencing' while defining and welcoming the emerging future as:

> *"The source from which people act when, for example, they operate at their highest possible level or, alternatively, when they act without engagement or commitment."* *(Scharmer: 2009:22).*

Figure 5.3: Senior Management Team's behaviour demonstrates cohesion & unity
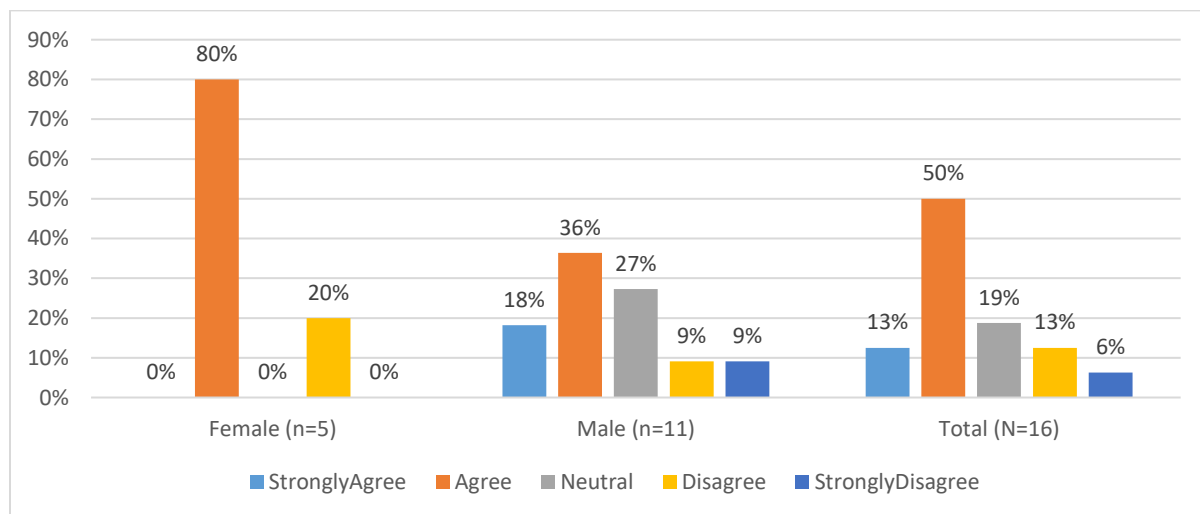
As the figure above illustrates, on average, half (50%) of the respondents strongly agree that the Senior Management Team's behaviour demonstrates cohesion & unity. Interestingly, 80 per cent of the female respondents agreed to the above statement compared to only 36 per cent of the male respondents. Male respondents demonstrate reluctance and doubt concerning teamwork. While I do not have the basis for this, I can only argue that they are not happy with leadership and are hard on themselves as the SMT when it comes to the effort to work together. Ehrich & Cranston (2004) and Shaw (2019) have found that cohesion and unity works well when there is a working cultural practice to promote relationships, teamwork, and connection to values, cooperation, and collaboration.

Table 5.3. SMT's behaviour on cohesion and unity

Senior management Team's behaviour demonstrates cohesion & unity	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree		2	2
Agree	4	4	8
Neutral		3	3
Disagree	1	1	2
Strongly Disagree		1	1
Grand Total	**5**	**11**	**16**

Group 'savvy' is about observing unwritten rules and organisational structures which includes:

1) Symbolic elements,

2) Role clarification,

3) Interactive elements of behaviour and norms, and

4) Context and organisational reality of existence and relationships (Shankman, et al., 2008).

The strength of a team is directly influenced and impacted upon by the ability that, Scharmer (2009: xvi) describes as

> *"Arises from people and groups who are capable of letting go of established ideas, practices and even identities."*

Teamwork requires individual effort to work together and to work hard to discover ourselves free from the ego and to create one's reality. When this is achieved, teams are able to be stronger and to use their collective power positively. The principal is the source for this capability for team

synergy and culture of collective wisdom that serves the school, the educators, and the community. The Theory U Model adds value to team performance, productivity, and process to deal with the lack of change in mind-sets, patterns of behaviour and old habits. This requires collective 'presence' and authenticity that comes out of the ability to have critical, open, and honest self-correction, courageous contributions, and shared leadership. These are elements that the Theory U Model (Scharmer, 2009: 18) encourages through its process of co-initiating, co-sensing, 'co-presencing', co-creating and co-evolving. Such contribution to change is personal, driven by will and intention as Scharmer (2009: 19) states:

> *"All people effect change, regardless of their formal positions or titles…. shifting the structures of collective attention…"*

Figure 5.4: The school culture exists to serve its community
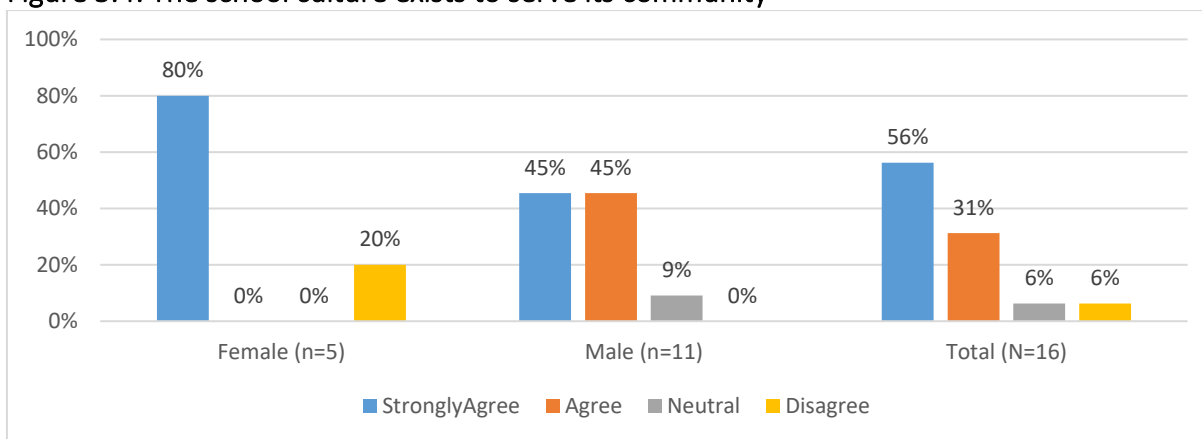
As the figure above illustrates, on average, just over half (56%) of the respondents strongly agree that the school culture is to serve its community. Interestingly, 80 per cent of the female respondents agreed to the above statement compared to 45 per cent of the male respondents. Different from the previous response, female responses are positive towards serving community. This in my view is an expression of servant –community-oriented leadership and humility. Tom (2018) argues that school leadership that promotes a culture of engagement between the school and the community creates innovation and quality service. Collins (2015: 81 states:

> *"The school can be a magnet for gifts and contribution from the community."*

This affirms that the school is a living system within a community to serve an educational purpose.

Table 5.4. Community-serving school culture

The school culture is to serve its community	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree	4	5	9
Agree		5	5
Neutral		1	1
Disagree	1		1
Grand Total	**5**	**11**	**16**

Community forms the foundation for school context, culture, security, and character. Veldsman (2016:667) declares:

> *"…. it must be clearly stated as a departure point that a leadership community forms a dynamic, organic whole… that reconfigures itself in self-organising and fluid ways."*

According to Khoza (2005), there are three concepts that distinguish leadership and to my view they are vital to community-based leadership. These are:

1) Server leadership which is a source of legitimacy and power for collaboration,

2) Cohabitation which is about living harmoniously with others through shared context, inclusion, and empathy, and

3) Social arbitrage which is applied as a trade-off to accommodate conflicting demands and to ensure rewards for everyone.

Figure 5.5: The School Improvement Plan has been developed with the involvement of educators
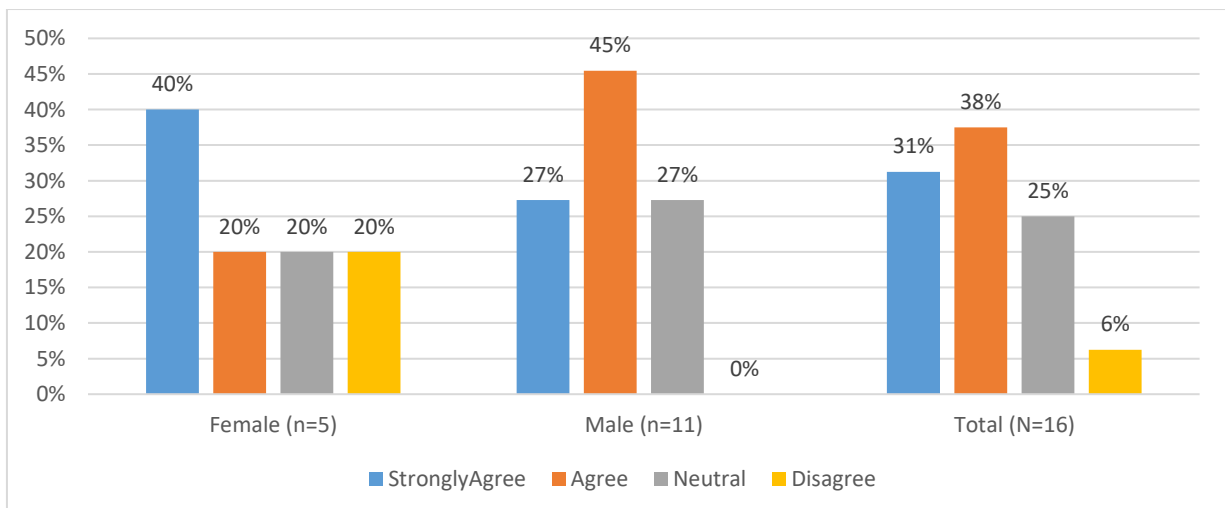
As the figure above illustrates, about 40 per cent of the female respondents agreed strongly and 45 per cent of males agree that School Improvement Plan has been developed with the involvement of educators. Interestingly, for me this is not and encouraging score, as it is below 50 per cent. The overall score is even worse with 31 per cent strongly agreeing against 31 per cent on neutral and disagreement combined. This confirms my experience while working with schools which showed challenges of capacity and lack of thinking depth and insight in developing a credible quality of SIP to improve participation of stakeholders, to encourage shared planning discipline and to support a strategic thinking culture. According to Xaba (2011) SIP is central to the Whole School Evaluation planning and is critical to effect change and innovation and deep understanding of the school intention.

Table 5.5: Development of the SIP involving educators

The School Improvement Plan has been developed with the involvement of educators	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree	2	3	5
Agree	1	5	6
Neutral	1	3	4
Disagree	1		1
Grand Total	**5**	**11**	**16**

The process of developing SIPs should be participative, inclusive, and innovative to provide a school with a long-term plan for improvement of learning and teaching to improve quality of results. Theory U is about learning and management which helps leaders and managers to break through their past of unproductive patterns of behaviour that prevents them from listening, understanding, and knowing the realities they face. In this section, planning requires to answer Scharmer's (2009:53) question:

> *"How does one help people collectively tap into the real reserves that exist for profound change, for facing things which seem insoluble, impossible to alter?"*

SIP should respond to this question by identifying goals and objectives, priorities, and strategic solutions to improve learning and teaching. Hallinger P. et al., (1996) argue that:

> *"That the principal can have an indirect effect in school effectiveness through actions that shape the school's learning climate."*

Figure 5.6: Our district gives support to ensure that the school runs effectively
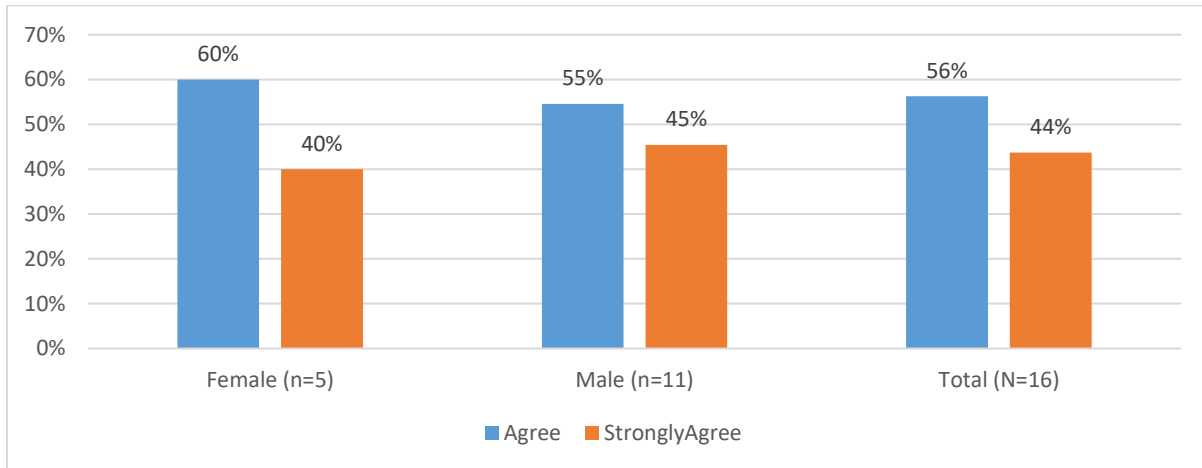
As illustrated above, there is affirmation for the support received from the district with 60 per cent females, 55 per cent males and an overall 56 per cent in the positive. I am not surprised by this response as I also regard Ekurhuleni East District as the most supportive and involved and better than many others that I know of. It does indicate that schools need adequate support from their Districts to ensure that planning is professionally done and that it supports action learning. Van der Voort & Wood (2014) have discovered that most schools struggle in this responsibility. That is the reason that most stakeholders (SGBs, parents and learners) involvement is minimum in the planning process and thus the quality of results becomes questionable and lacks buy-in (Makgopa & Mokhele (2013).

Table 5.6. District support for school effectiveness

Our district gives support to ensure that the school runs effectively	Female (n=5)	Male (n=11)	Total (N=16)
Agree	3	6	9
Strongly Agree	2	5	7
Grand Total	**5**	**11**	**16**

The Department of Education (2008: 113) concludes that:

> *"The principal is at a centre of ensuring that the school is a successful in its goals and that it lives through a genuine and effective sense of collaboration with others."*

Establishing professional working relationships with Districts needs principals who are strategic. Districts should play mentoring roles that provide inspiration, insight into teaching practice and problem-solving. Scott (2010) asserts that the principal is a value contributor to support, and mentor educators to improve their experience in the teaching practice.

B: Personal Perceptions leadership principles

Figure 5.7: Professionalism is practiced with fairness
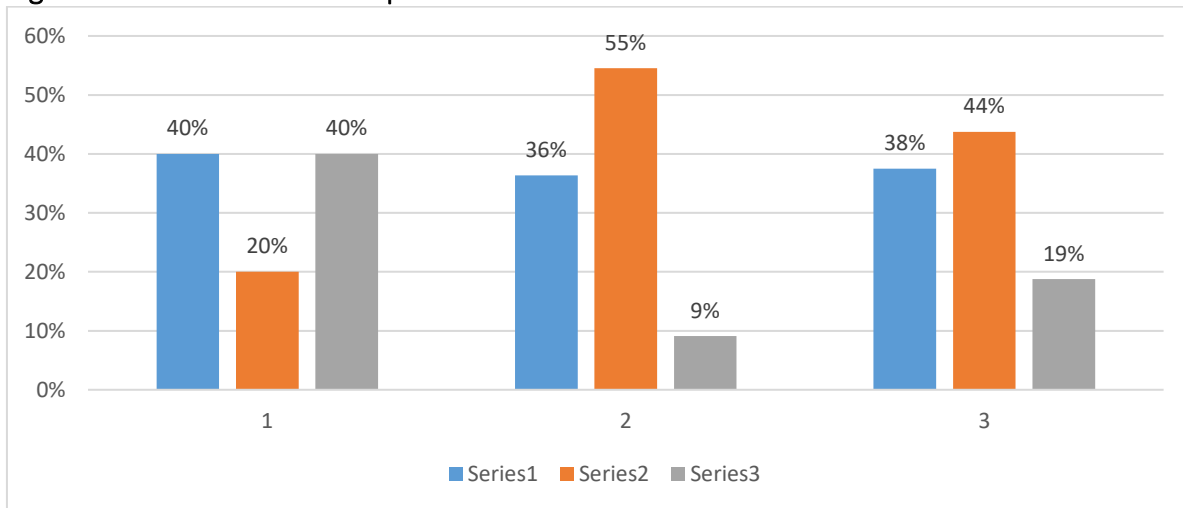
Overall, 44 per cent of the respondents agree and 38 per cent strongly agree with the statement on professional practice of fairness. This indicates an overall low score of personal leadership principles. This means that Professionalism is practiced, and fairness is not practised. Personal leadership is at the centre of change, transition, and transformation. This requires leaders as individuals to understand themselves cooperatively. Scharmer (2009) advocates, any leader should have a need to see, learn and do differently and with newness. Lilwane (2017) and Mestry (2017) suggest that there is a greater role for SACE and DBE to ensure stringent measures to determine professionalism and defined standards that ensure quality and fairness.

Table 5.7: Practicing professionalism with fairness

Professionalism is practiced with fairness	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree	2	4	6
Agree	1	6	7
Neutral	2	1	3
Grand Total	5	11	16

Scharmer & Kaufer (2013: 6) advocate leading from the future. They emphasise a need for mindfulness, and the realisation of what is being born while allowing the old to die. This is a personal leadership journey that gives birth to professionalism with fairness. They state:

> *"This inner shift from fighting the old to sensing and 'presencing' and emerging future possibility, is at the core of all deep leadership work today."*

It is my view that personal leadership and professionalism in schools is at the centre of school leadership improvement and excellence. Failure to work on this leads to an emerging broken school system.

Figure 5.6: I have an influential style in leading my school
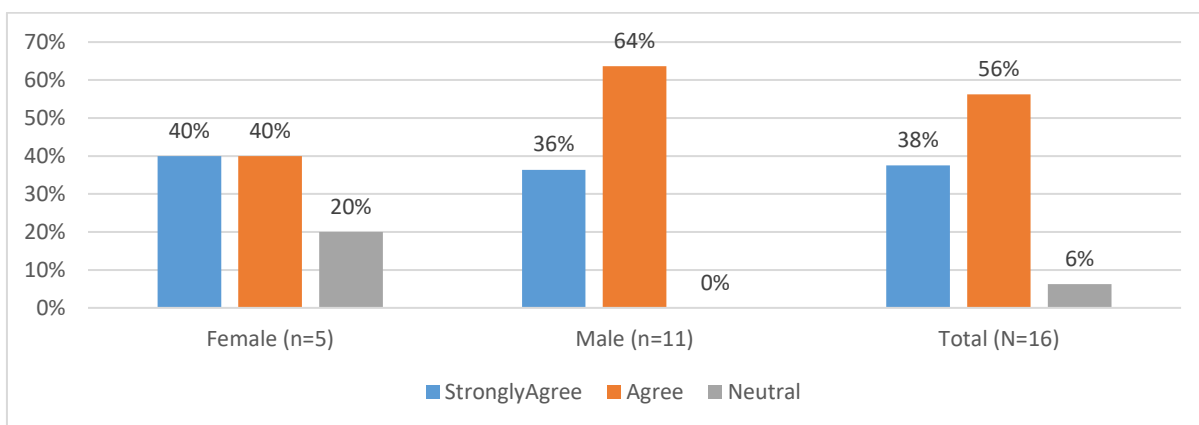
As the figure above illustrates, on average, just over half (56%) of the respondents agree that they have an influential style in leading their schools. Interestingly, 64 per cent of male respondents agreed to the above statement compared to 40 per cent of the female respondents. However, this is reflective of the lower number of females in positions of influence at the moment. It could also be a sign of lack of transformation and gender equity in the education sector, and this needs attention especially when one recognises that most leaners in schools are girls. In this case, transformation is the greatest need and requires attention and effort. Balyer (2012) states that successful school leadership sets the tone to influence success and that school leadership requires skills to be able to influence school culture and its transformation.

Table 5.8: Influential style in leading school

I have an influential style in leading my school	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree	2	4	6
Agree	2	7	9
Neutral	1		1
Grand Total	5	11	16

The figure below presents the value statements regarding leadership principles. There are no differences between female and male respondents therefore the responses are not separated by gender. The scores are very high and perceptions from the respondents are positive in terms of value statements. There are possible reasons for this. Either it is due to lack of understanding of the school values or Constitutional values - a mere sense of over simplicity. According to Otto & Katrin (2013) the connection between governance and the voiceless; the servers and the beneficiaries lies in the strength of values. They also argue that any transformation that holds value needs the power of attention in order to impact positively on the system. This requires the strength and conviction founded on values individually and collectively. Such values in this response are accountability, equality, consultation, and integrity.

Figure 5.7. Value Statement
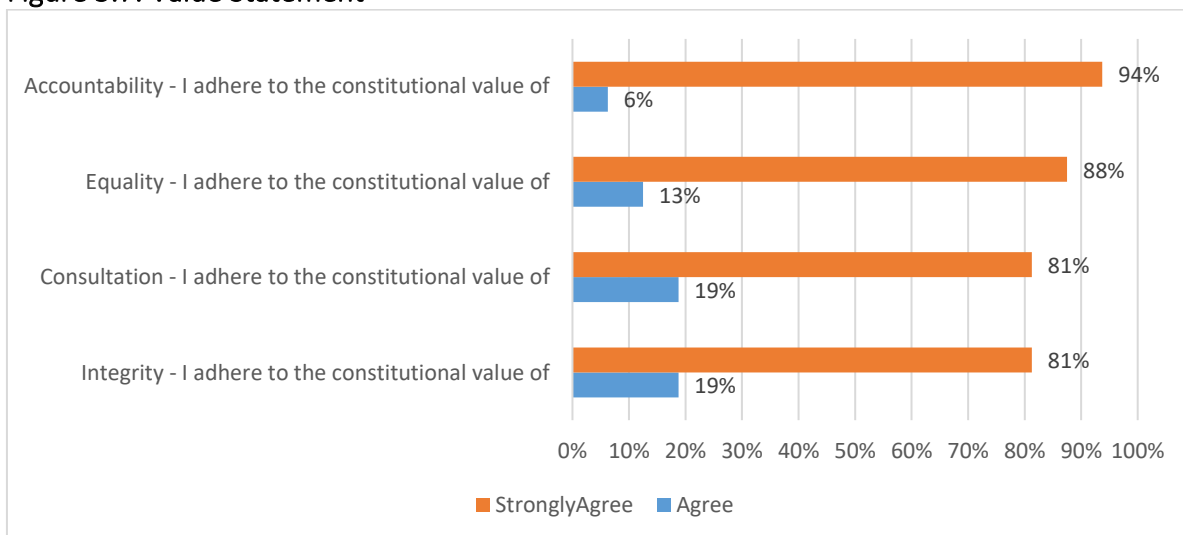
Findings suggest that accountability and equality are the most commonly respected leadership values, followed by consultation and integrity. This is an area that requires constant effort and

sustained application. The Department of Basic Education through its manual on constitutional values and school governance (2011) states its quest to develop and enhance democratic ethos and compliance with the founding values of democracy such as: dignity, freedom, and human rights. This is hard to achieve with school leadership facilitating the process and having the energy to do so. Based on the data received and analysed for this research form NDP, Batho Pele principles, KT and OR Adelaide Foundation the following values are dominant for schools: 1) accountability, 2) equality, justice, and redress, 3) integrity, 4) collective leadership, social honour and consultation, love, passion and caring, unity, humanity (Ubuntu), innovation and self-actualisation.

Table 5.9. Adherence to Constitutional value

	Agree	Strongly Agree	Total
Integrity - I adhere to the Constitutional value of	3	13	16
Consultation - I adhere to the Constitutional value of	3	13	16
Equality - I adhere to the Constitutional value of	2	14	16
Accountability - I adhere to the Constitutional value of	1	15	16

Figure 5.8: I practice Shared-Participative Leadership through delegation
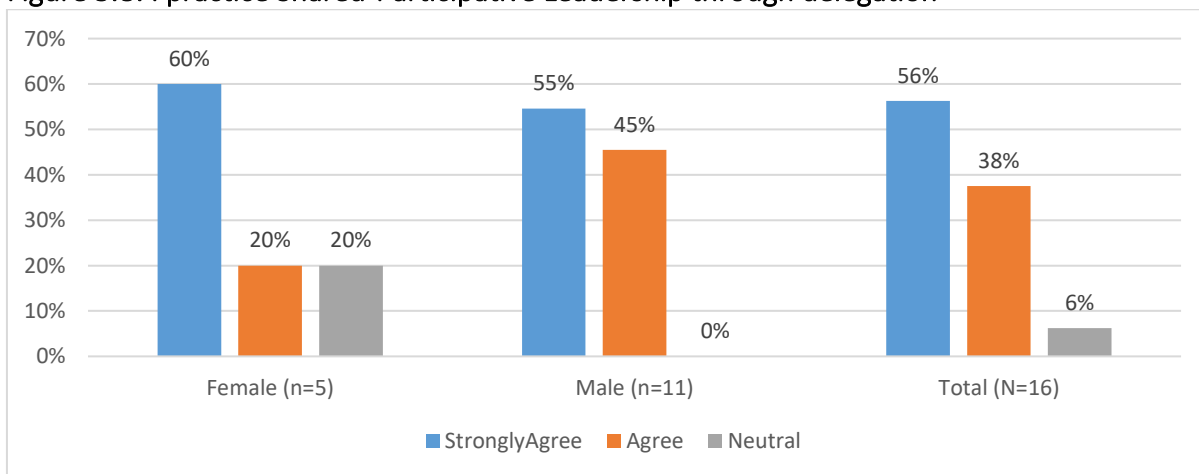
As the figure above illustrates, on average, just over half (56%) of the respondents strongly agree that they practice Shared-Participative Leadership through delegation. 45 per cent of the male respondents agreed to the above statement compared to 20 per cent of the female respondents. Du Plessis & Heystek (2019) refers to this as distributive leadership.

Table 5.10: Shared Participative Leadership through delegation

I practice Shared-Participative Leadership through delegation	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree	3	6	9
Agree	1	5	6
Neutral	1		1
Grand Total	**5**	**11**	**16**

Shared –Participative style of leadership encourages a community of practice through a sense of belonging and shared vision. Members in this context, behave as; 'social learning systems' where cooperation, professionalism, shared solutions, and functional relationships are practiced. (Snyder, Wenger & Briggs; 2004: 112). At the foundation of shared-participative leadership, is a concept of inner awakening explained by Shelton (2012:4) as:

> *"Leadership concepts must be birthed from within the truth of experience."*

It is my view that such a state of awakening is the rock that makes shared leadership practical, responsive and honest. School leadership must live such values when it has reached its self-mastery and a character trait that displays no ego and no sense that discourages abundance and cohesion. Some scholars refer to shared leadership as distributed leadership. Shava & Tlou, (2018) believe that distributed or shared leadership helps to mobilise all stakeholders and expertise at all levels and to generate opportunities for capacity to drive change and improvement.

Figure 5.9: I have created an environment open for conversation amongst educators
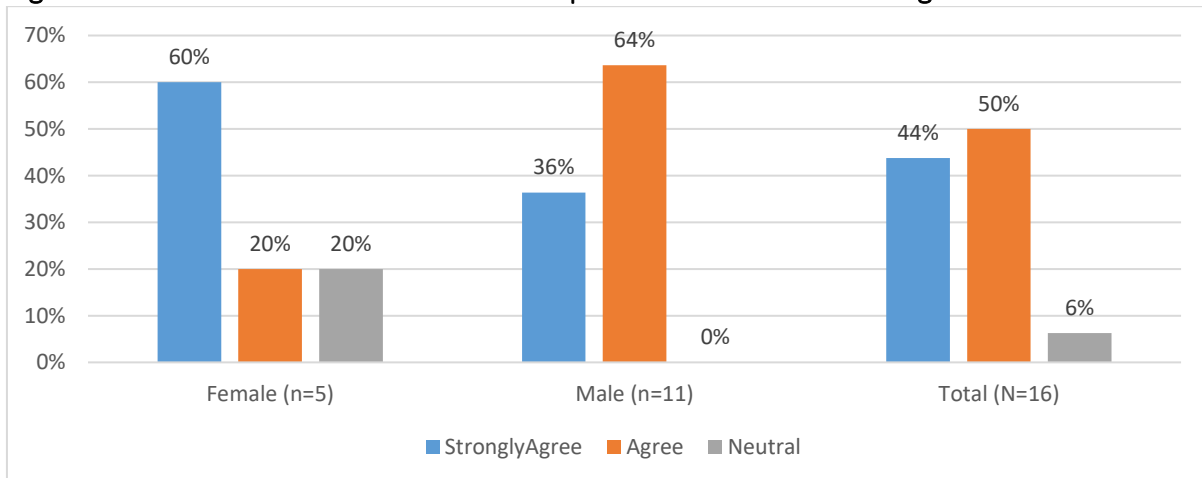
As the figure above illustrates, on average, half (50%) of the respondents agree or strongly agree (44%) that they have created an environment open for conversation amongst educators. 36 per cent of male respondents strongly agreed with the above statement compared to 60 per cent of the female respondents. Then again, 64 per cent of the male respondents agreed against 20 per cent of the female respondents. The responses indicate that female responses are not in tune with an open state of conversation amongst educators. Such a perception may be due to lack of inclusion and integration. On the other hand, male counterparts see themselves as being open to conversation practice.

Table 5.11: Creation of an environment for open conversation.

I have created an environment for open conversation amongst educators	Female (n=5)	Male (n=11)	Total (N=16)
Strongly Agree	3	4	7
Agree	1	7	8
Neutral	1		1
Grand Total	**5**	**11**	**16**

The Theory U model is designed to affect both the individual and the organisation. Organisations are systems formed by different parts of components that according to Scharmer (2009) grow organically from individuals to small groups and permeating as networks throughout organisations. Such a connection of individuals and groups starts to establish a new social field to tap into collective minds, experiences, and creativity. I have realised from schools I have worked with that when the culture is open to conversation, teamwork and positive energy is encouraged.

Figure 5.10: Elements of an ideal and desired future school

125
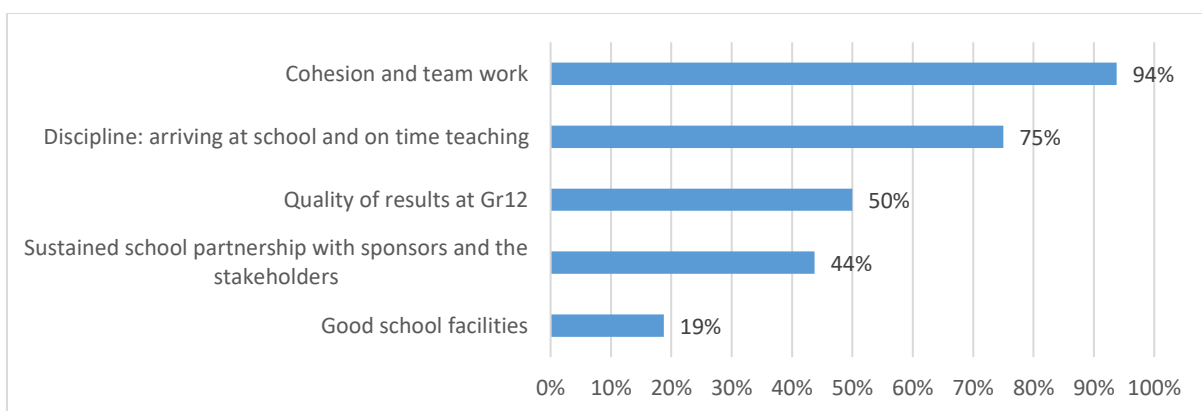
Findings suggest that cohesion and teamwork are the most highly considered elements of the ideal and desired future schools, followed by disciplined educators. The two most highly rated elements based on the scores are cohesion and teamwork followed by discipline which relates to punctuality and honouring teaching time. The reasons behind these two elements being prioritised are likely to trigger existing division, poor cooperation and lack of teamwork that is being experienced in schools. More information has been shared from school leadership feedback analysis in Phase 1 of the process and gives the following points for an ideal and desired future school: 1) Effective curriculum management; 2) Discipline; 3) Motivation; 4) Teamwork and cohesion; 5) Quality of school results; 6) Sustained partnerships; and 7) Good and adequate facilities.

Table 5.12: Elements of an ideal and desired future

Elements of an ideal and desired future school	Yes	No
Good school facilities	3	13
Sustained school partnership with sponsors and the stakeholders	7	9
Quality of results at Gr12	8	8
Discipline: arriving at school and on time teaching	12	4
Cohesion and teamwork	15	1

It is my view that above matters for desired school are a commitment to meet the Constitutional imperative of prioritising education and opening education as a right. There are also matters that are at the core of skills development and innovation. The following are important:

- Transformational character,
- Inclusion and diversity,
- Linkage between school learning and teaching to the world of work, research, innovation, technology, and creativity, and
- Balancing personal interest and community and societal imperatives such as job creation, employment, poverty, and diversity.

Figure 5.11: Essential pillars to achieve good performance
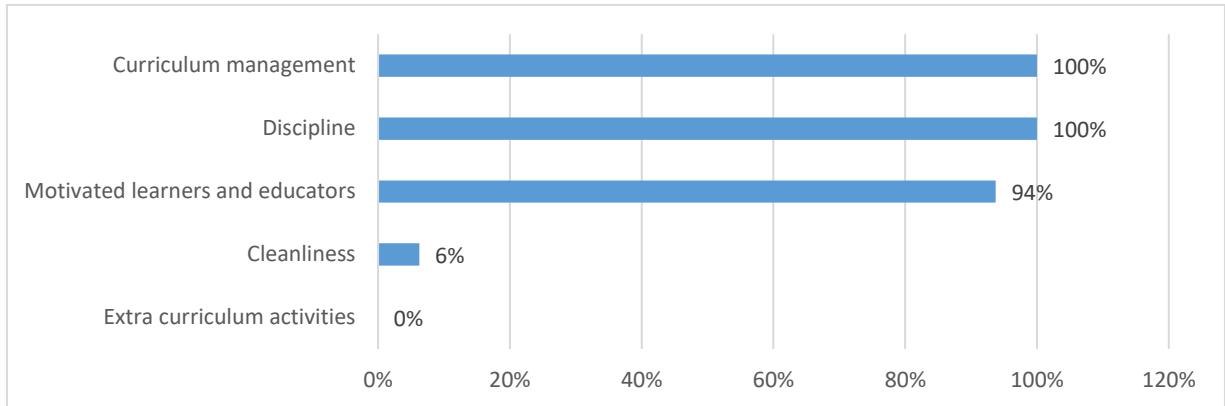
The above findings suggest that curriculum management and discipline are the important pillars to achieve good performance of learners, followed by motivated learners and educators. Interestingly extra-curriculum activities were not considered as important pillars contributing to performance management. Masimo (2016) concludes that good performance is informed by 1) a clear theory of change, 2) physical and human resources, 3) policies that are used to influence behaviour, 4) bottom-up and top-down leadership approaches to engage the community and that align with societal norms.

Table 5.13. Essential pillars to achieve good performance.

Essential pillars to achieve good performance	Yes
Extra curriculum activities	0
Cleanliness	1
Motivated learners and educators	15
Discipline	16
Curriculum management	16

In conclusion, in this segment of personal leadership, the following issues are important to mention:

Firstly, personal leadership needs transformational process and change of thinking and doing. Ramphele (2017:148) puts this squarely on the shoulders of educators as she states:

"The quality of education is equal to the capacity of its teachers."

Secondly, the desired state of schooling can be explained in agreement with what ISASA (2013) calls upon teachers to do: 1) Prepare learners for study, work and life in a changing country and world; 2) Meet the obligation to provide learners with a sound basis for meaningful cross-racial cultural interaction with others to produce a normal society; 3) Equip learners to recognise, analyse and appropriately respond to the impact of power, privilege and race in their daily lives; and 4) Provide an analytical framework for learners to understand the effect of transitional societal structures.

This research focuses on the character and nature of school leadership that promotes the notion of the school becoming a desired school. It is for this reason that school leadership requires attention and support to improve the quality of schooling that results in good performance as explained. The following summary of themes require further attention and development:

1. Responsive and Proactive Leadership with innovation and agility,
2. Problem-Solving skills,
3. Planning ability to improve teaching and learning,
4. Implementation ability of plans and a leadership framework,
5. Resource Mobilisation,
6. Team Building through encouraging meaningful and robust conversations,
7. Building insight to see and lead through emerging complexities,
8. Mastery of verbal communication ability with clarity of meaning,
9. Development of a School Leadership Framework relevant to the context, and
10. Building resilience and courage to manage and lead change and transition.

5.3.1.2. Clustered Schools Conversation: Seven Themes. Phase 2.

Self-administered questionnaires were forwarded to four (4) clustered schools (two groups of three and two groups of four each) including principals and their SMTs (165). They responded on the importance of school leadership effectiveness to improve performance and to model societal values.

In the end of conversations and guided dialogue returned group responses covered the following seven (7) themes of the questions:

1) Leadership readiness and innovation (School leadership),
2) Leadership confidence skills (School leadership),
3) Relationship-based leadership Framework (Societal value),
4) School Leadership through teamwork (School leadership),
5) Resilience to Change and Transition (Presencing),
6) Embracing Change and Transition (Presencing), and
7) Building Capability for Change and Transition (Presencing).

A: Leadership Readiness and Innovation

Table 5.14. Question 1: Responsiveness of school leadership to address emergencies

Can you conceive of a unique responsive school leadership to address emergencies?	Total
1 Somewhat unconfident	1
2 Neither unconfident nor confident	3
3 Somewhat confident	4
4 Mostly confident	11
5 Completely confident	2
Grand Total	**21**

Figure 5.14. Conceive unique responsive leadership
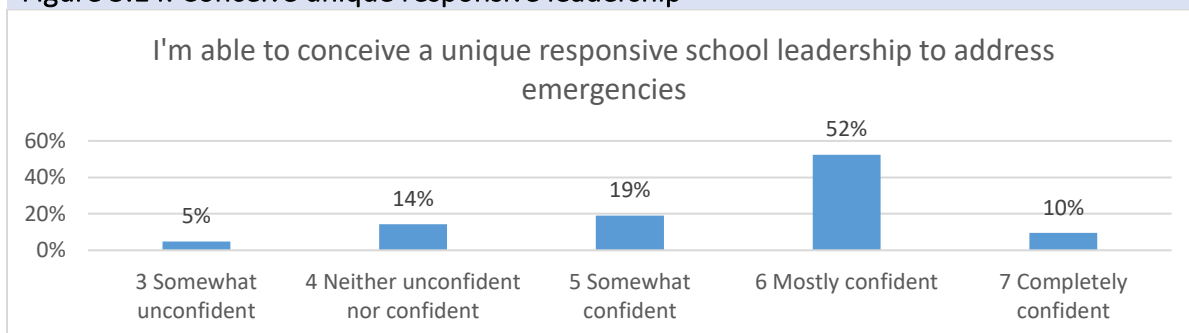
The above indicates a positive response of 62 per cent on the positive side of confidence to address emergencies. The ability to do so requires courage, decisiveness, decision-making and improved instructional intervention (Sugai & Horner, 2009).

Table 5.15: Question 2: Identification of school leadership improvement for solutions

I'm able to identify school leadership improvement for solutions	Total
1 Somewhat unconfident	2
2 Neither unconfident nor confident	4
3 Somewhat confident	4
4 Mostly confident	9
5 Completely confident	2
Grand Total	**21**

Nannyono (2017) argues on the importance of school leadership to discover effective ways to find solutions as: 1) School leadership impacts positively or negatively on all areas of education: teacher motivation, conditions of teaching and learning and interaction with the society; and 2) School leadership is at the centre of creating enabling conditions for transformation and change. Furthermore, Bush (2016) adds the following supportive elements for finding solutions: greater efforts displayed, addressing challenges of poor learner outcome, conflict with unions and relationships with SGB, and educators.

Figure 5.15: Identification of school leadership improvements for solutions
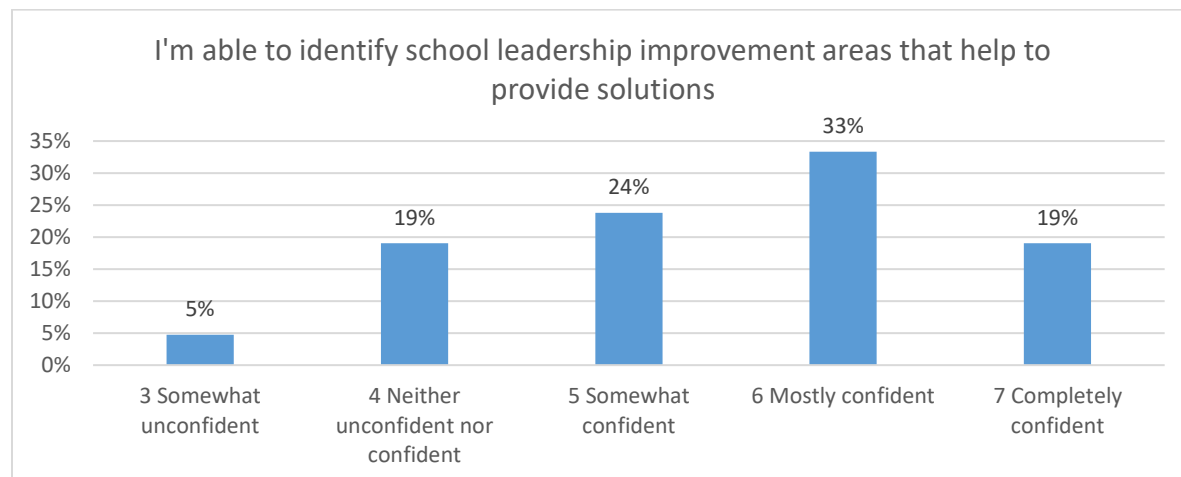
The scores above are very close, with 48 per cent doubtful and 52 per cent confident score. This is a positive response showing a better side of school leadership competence. However, this school leadership area needs attention for improvement to establish competence for constant identification of improvement areas in a school. This is very important for school maintenance, problem-solving, results analysis and improvement and for determining learner improvement areas on curriculum completion and execution. It is my view that the Theory U Model and its process is likely to make

a great contribution to improving the process of developing quality and innovative SIPs. This will support school leaders to improve their insights and thinking and to identify solutions. However, this cannot be just a cut and paste exercise. It require as Jaworski (2011: 176) puts it as:

> *".... a network of interacting elements that gives rise to the emergence of a new entity with completely new properties."*

Provision of solutions should be about new thinking, new solutions and freshness of ideas to meet the future emerging possibilities. While the positive score of 52 per cent combining mostly confident and completely confident is encouraging, it indicates a need for improvement and support to meet the needs of the future. Meintjes & Kroon (2015) argue that there is a need for competencies to problem-solve in South African schools.

Table 5.16: Question 3: Identification of partnership opportunities for SIP

I'm able to identify effective partnership opportunities for the school leadership improvement plan	Total
1 Somewhat unconfident	2
2 Neither unconfident nor confident	4
3 Somewhat confident	4
4 Mostly confident	9
5 Completely confident	2
Grand Total	**21**

Figure 5.16: Identification of partnership opportunities for SIP.

Partnerships play an important part in school leadership to create relationships that add value. Most schools struggle with development of school development plans and school improvement plans. This is an area where principals need to find a way to work with those who are able to do this or to identify external expertise willing to support them. The score above is very close with 48 per cent being lesser confident and 53 per cent being positive. However, this is an area that needs attention for improvement and development. Makoelle (2014) describes school improvement as an ongoing process of continuous effort to sustain high level of productivity and effectiveness. This requires great collaboration and participation of all school stakeholders internally and externally. This practice supports school leadership to build cohesion, teamwork and a commonly shared purpose.

Table 5.17: Question 4: Planning for SIP to improve teaching and learning

I'm able to plan a new school improvement plan for improvement of teaching and learning	Total
1 Neither unconfident nor confident	2
2 Somewhat confident	9
3 Mostly confident	6
4 Completely confident	4
Grand Total	**21**

Figure 5.17: Planning for a SIP to improve teaching and learning
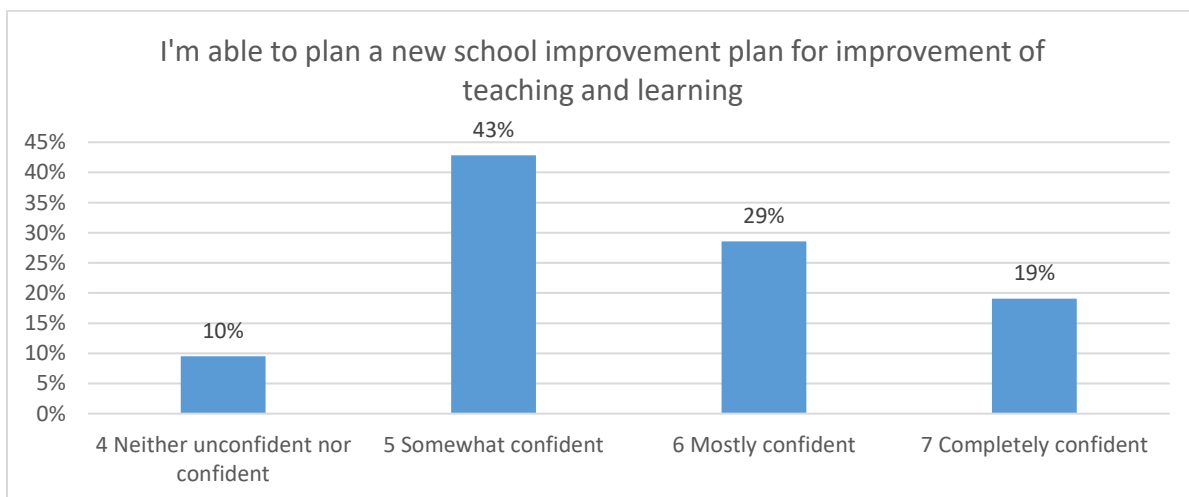
The graph tells a clear and compelling narrative of a need for capacity building and mentoring of school leaders to be skilled and able to facilitate a SIP for improvement of teaching and learning. I am not perturbed about this lower score of 53 per cent lack of confidence. The implication of this score indicates a poor level of planning in schools which contributes to poor performance and curriculum completion. This score of 48 per cent on the positive is not far from the previous figure 5.16 and together they emphasise a need for school leadership and support. School leadership needs to improve their capacity for deep thinking and for the ability to manage conversations. Jaworski (2011: ix) states:

> "...sense and actualise emerging futures and to shape the future instead of simply responding to them at large."

Such ability enhances school leadership to be creative, empowering, and intuitive. Otto (2009) in his contribution on organisational complexities states that all leaders face three (3) dynamics of complexity as:

1) Dynamic complexity-whole system approach,

2) Social complexity-multi-stakeholder approach, and

3) Emerging complexity-sensing and a 'presencing' approach.

School leaders need to understand these phenomena in order to lead in the complex and changing environments they face and to use SIP as a tool for change and transformation.

Table 5.18: Question 5: Development of a school leadership framework relevant to the context.

I'm able to develop a school improvement leadership framework relevant to the context	Total
1 Somewhat unconfident	2
2 Neither unconfident nor confident	5
3 Somewhat confident	4
4 Mostly confident	8
5 Completely confident	2
Grand Total	**21**

Figure 5.18: Development of school leadership framework relevant to context
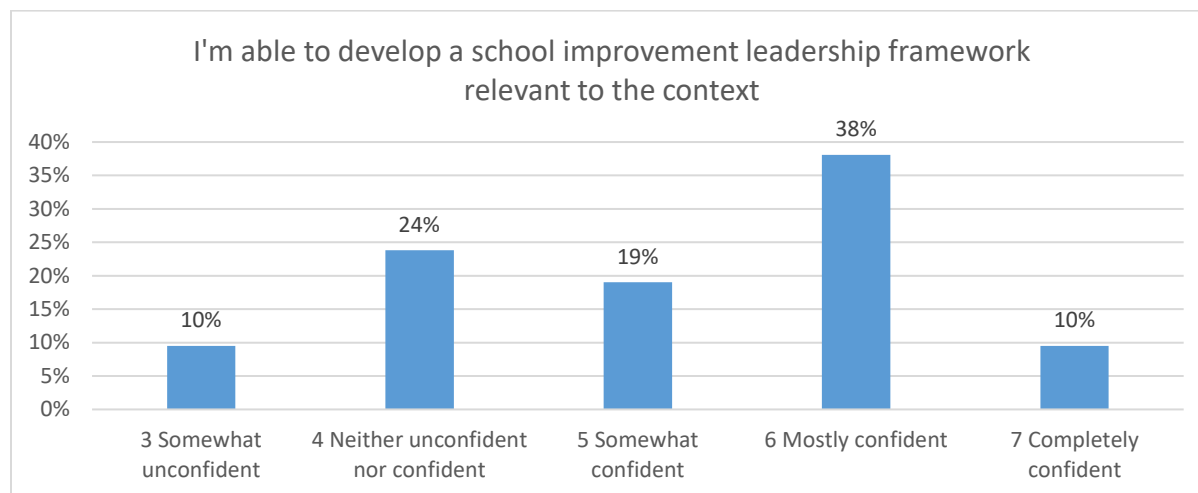
This thesis attempts to contribute to the creation of a school leadership framework that responds to the societal needs for education. It is evident that school leaders experience a great challenge in coping with new demands and they find themselves inadequately prepared to lead. The reason for according to Mestry (2017) is a 4lack of skills, knowledge, and attitudes to lead and manage schools effectively and efficiently. Therefore, a leadership framework that innovatively responds to the reality of the school context is needed. The score of 53 per cent is a total of the low scores against 48 per cent on the positive side of confidence, which is not encouraging. It is unfortunate that programmes that are designed for development of school leadership have not been funded adequately and those that take place within departments are not up to the expected level of quality (Mestry, 2017). To make schools centres of change and transformation and to be well-equipped to provide responses to challenges of the 21st century, new leadership models and frameworks should be developed. The day we see schools become research operational fields for teaching and learning, new methodologies, true pedagogy will emerge.

Table 5. 19: Question 6: Resource Mobilisation for implementation of plans

I'm able to mobilise resources to start implementing a new school improvement plan	Total
1 Somewhat unconfident	1
2 Neither unconfident nor confident	3
3 Somewhat confident	8
4 Mostly confident	6
5 Completely confident	3
Grand Total	**21**

Figure 5.19: Resource Mobilisation for implementation of plans
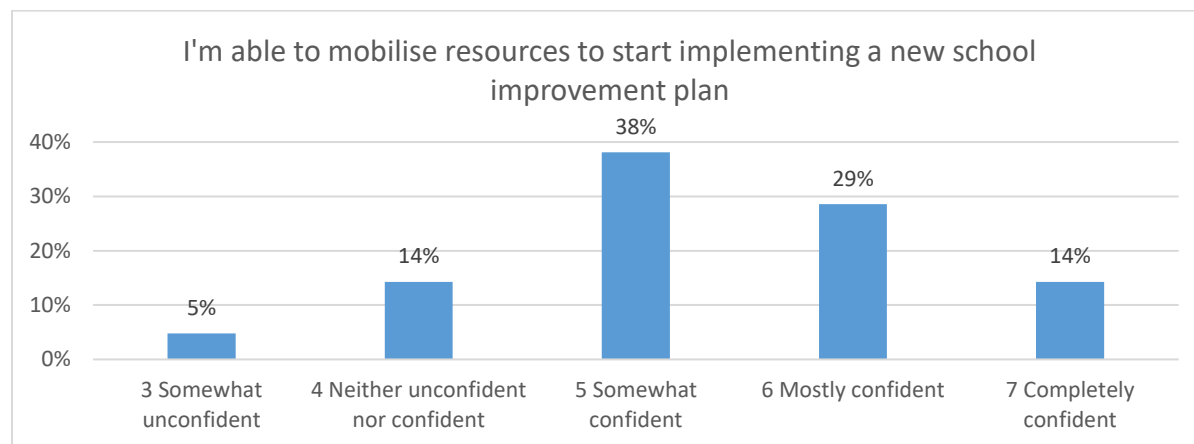
One of the results from the questionnaires that came out was a need for school leadership to display financial management or financial literacy. The above graph is a direct confirmation that the ability to mobilise resources for school sustainability is vital. The score of 57 per cent indicating lack of confidence against a positive of 43 per cent is emphasising an urgent need for support. When school leaders are appointed, the important areas acknowledged are their skills related to teaching and having been HODs in some instances, but they need more human-related and leadership skills (Mpungose & Ngwenya, 2017 and Steyn, 2009). I would go further to suggest that the use of holistic leadership assessments for school leaders as part of their support would be of great help. Schools lately, are highly resourced by government and have attracted sponsorship. Current conflicts experienced in schools are in areas of procurement and supply chain management. Therefore, skilling of school leaders in these areas should alleviate conflicts and provide stability of resources.

Table 5.20: Question 7: Convincing and influencing educators to support the SIP

I am able to convince all educators to support the new school improvement plan	Total
1 Mostly unconfident	1
2 Neither unconfident nor confident	1
3 Somewhat confident	7
4 Mostly confident	9
5 Completely confident	3
Grand Total	**21**

Figure 5: 20: Convincing and influencing educators to support the SIP

I'm able to convince all educators to support the new school improvement plan
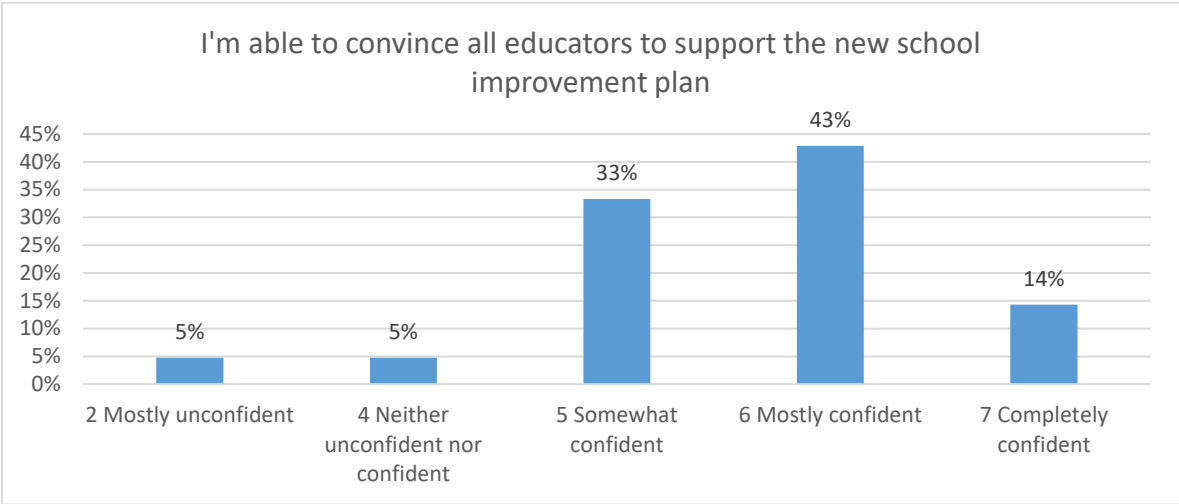
This is an area where most school leaders feel comfortable. They have gone through the ranks of the system and have mastered instructional management which makes them familiar with providing direction with confidence. A score of 43 per cent less confident is not good while 57 per cent positive agrees with my experience of schools that are successful and well-run. According to Nathan (2000) and Mathebula & Barnard (2020), planning is a foundation for effective delegation and influence, and it requires attention to the following elements:

1) Defining clear areas of responsibilities and accountability.

2) Mapping out distinct authority for the delegated job; and

3) Defining clear performance standards of quality compliance to be applied during evaluation.

I am convinced, that school leaders need targeted support and skills development in areas of delegation, objective monitoring, and evaluation, exerting influence and in building team culture.

Table 5.21: Question 8: Convincing and Influencing the SGB to support the SIP

I'm able to convince the SGB and parents to support the new school improvement plan	Total
1 Somewhat unconfident	2
2 Neither unconfident nor confident	3
3 Somewhat confident	4
4 Mostly confident	8
5 Completely confident	4
Grand Total	**21**

Figure 5.21: Convincing and Influencing the SGB to support the SIP
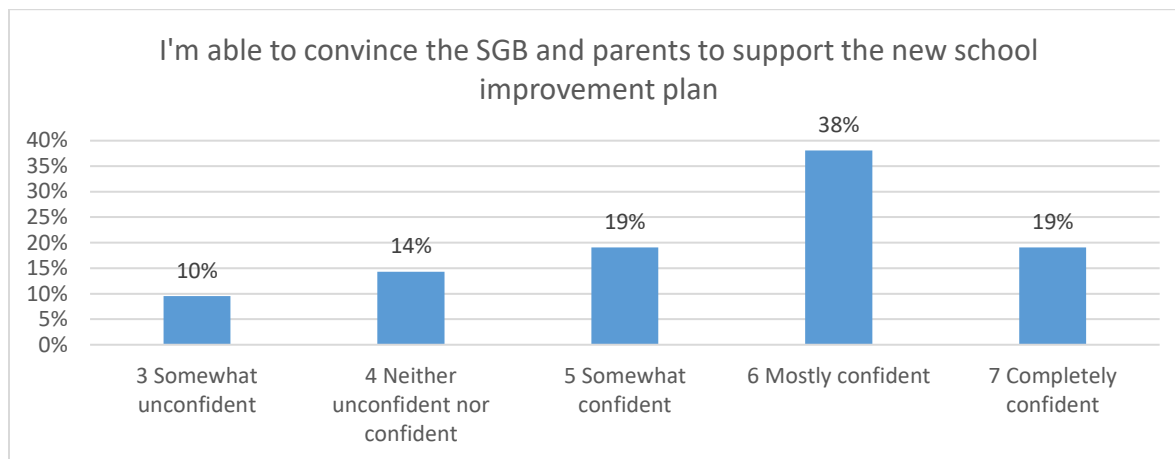
Just like the previous graph, there is a similarity in the scoring and an indication of comfort in terms of influence of the governing body. The score of 43 per cent less confident is of concern but 57% positively confident is appropriate. According to Cinstantidou (1995: 135),

> *"The school is a system for social engagement. It is an organised whole with participative personalities working together in an organic relationship."*

This makes the school exposed to pressures and conflicts. The SGB is at the centre of such contestation and conflicts. Senge (2006) explains this as a system that is interrelated with elements functioning as a coordinated unit. School leaders are the glue that holds the school together.

Table 5.22: Question 9: Influencing the District/Circuit to support the new leadership framework.

I'm able to influence the District/Circuit to work with the school principal in support of the new leadership framework	Total
1 Somewhat unconfident	3
2 Neither unconfident nor confident	2
3 Somewhat confident	5
4 Mostly confident	8
5 Completely confident	3
Grand Total	**21**

Figure 5.22: Influencing the District/Circuit to support the new leadership framework

I'm able to influence the District/Circuit to work with the school principal in support of the new leadership framework
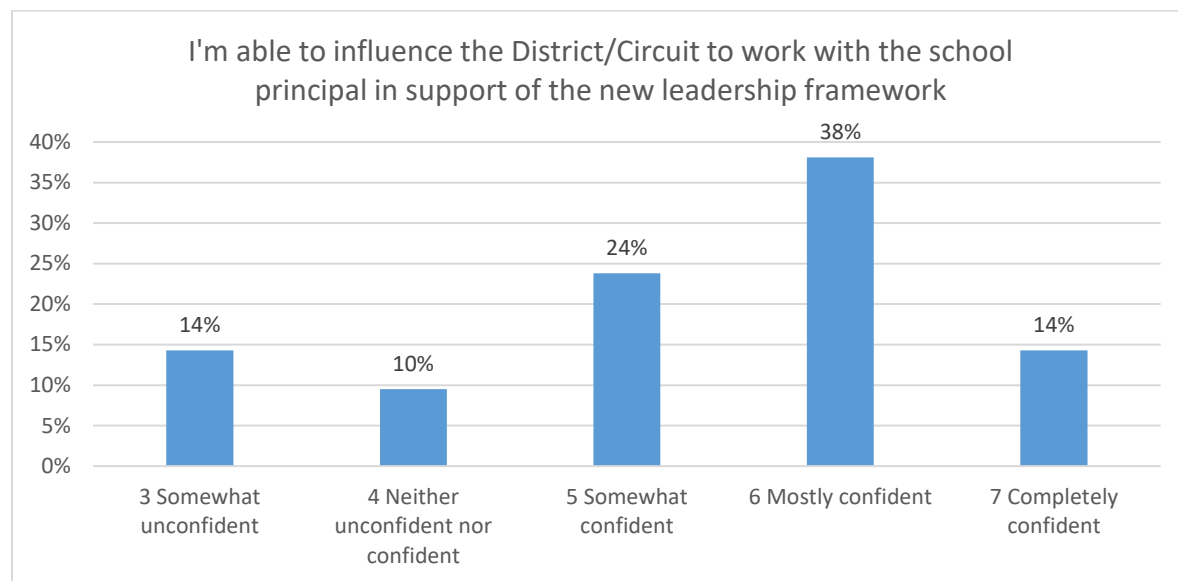
The area of influence is presented in the positive at a school level, the SGB level and now at a District level. There is no surprise for me as all these stakeholders are all committed to a good running school and building common purpose is a logical matter. There is no reason why they would struggle to work together. A score of 48 per cent less confident against 52 per cent positive looks closely but remains reasonable. Influencing upwards is not a simple matter and I am comfortable with the responses. Districts play a vital role in education providing an enabling environment. However, Hertzog (2018) contends that in South Africa there is a need to equip districts with skills and knowledge to adequately provide this supportive role. Maxfield, Wells et al., (2008) state that Districts set the tone for change and quality assurance and act as a model for advocacy and curriculum management.

Table 5.23: Question 10: Managing of execution of the SIP for change and transition

I'm able to manage the execution of the new school improvement plan for change and transition aligned to societal values	Total
1 Somewhat unconfident	3
2 Neither unconfident nor confident	2
3 Somewhat confident	7
4 Mostly confident	6
5 Completely confident	3
Grand Total	**21**

Figure 5.23: Managing of execution of the SIP for change and transition
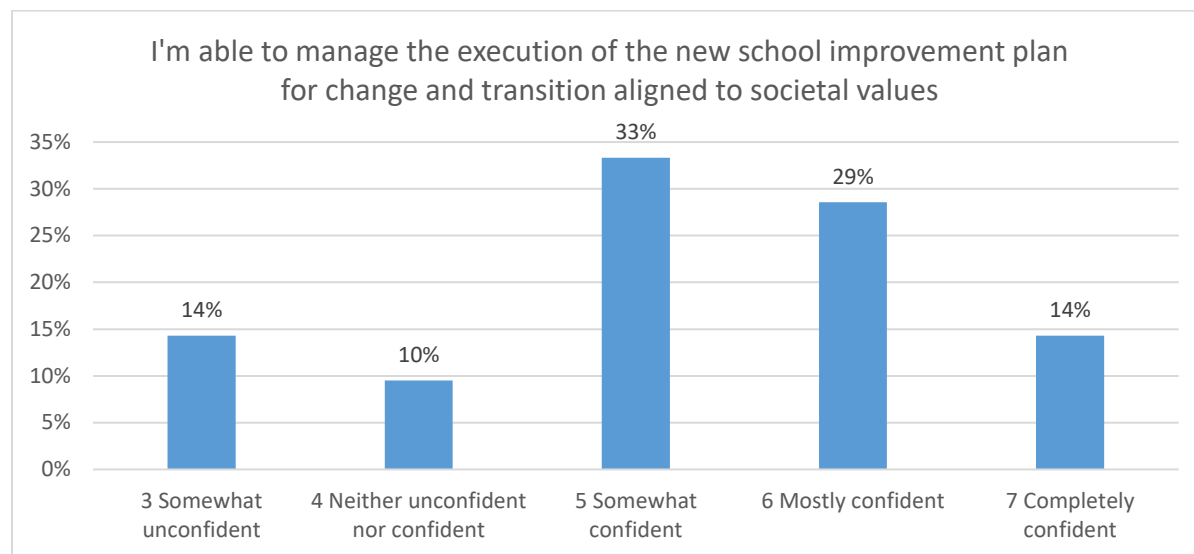
In many of my sessions and discussions with educators, execution of plans remained problematic. Literature indicates that the greatest shortcoming of leaders is failure to implement their plans. In a school context, there are many reasons including delays in the release of required resources, poor planning as indicated in this feedback, multiplicity of stakeholders who have different interests and in the political dynamics of the locality of the school. A score of 57 per cent on the less able to execute side with 43 per cent positive is not a surprise but it needs attention. The introduction of the New Public Management principles according to Mpungose & Ngwenya (2017) provide insights to execution.

Table 5.24: Question 11: Sustainability of the SIP and Teamwork

I'm able to sustain the new school improvement plan and improvement of teamwork amongst educators	Total
1 Somewhat unconfident	2
2 Neither unconfident nor confident	3
3 Somewhat confident	5
4 Mostly confident	8
5 Completely confident	3
Grand Total	21

Figure 5.24: Sustainability of SIP and Teamwork

I'm able to sustain the new school improvement plan and improvement of teamwork amongst educators
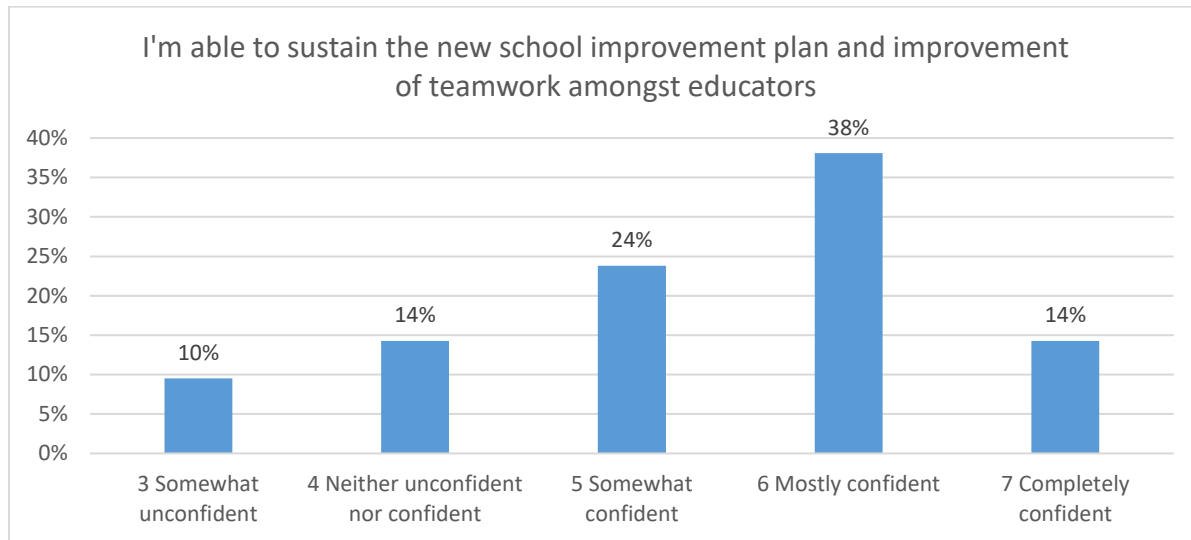
The feedback on this area indicates that teamwork in many schools is a challenge. Even the best performing schools have to work very hard to build synergy and teamwork. Where it exists, constant efforts are required to sustain the culture. Therefore, a score of 48 per cent less able with 52 per cent on the positive is not a surprise but indicates a need for improvement to build predictability and sustainability of success.

In concluding consideration of this theme on leadership readiness and innovation the following can be indicated: Msila (2012) in his study of school leadership effectiveness argues that school principals are challenged to identify the problems that are endemic to their contexts. This helps them lead and manage emergencies and to become solution-oriented, with a capacity to identify value-adding alliances, to find gaps in curriculum planning and execution, to mobilise resources to build sustainability, and to be agile and innovative. Results of this research indicate the following themes for school readiness:

- Communication as a pillar for leadership effectiveness. Bennis & Nanus (2003) indicate that leadership is all about communicating skills in engaging, influencing and soliciting beliefs and ideas,
- Delegation ability is important for effective school leadership. Johnson & Packer (2000) view delegation as working through others. Morake et al., (2012) state that delegation saves time, develops people, prepares for successors, and motivates employees; and

- School Leadership programmes should be designed to address fundamentals of effective leadership, management, teaching and learning and policy directives that provide choice in planning,

B: School Leadership Confidence skills for affirmation

Table 5.25: Question 12: Novelty and Innovation

I'm able to design something novel and innovative	Total
1 Completely unconfident	1
4 Neither unconfident nor confident	5
5 Somewhat confident	4
6 Mostly confident	8
7 Completely confident	3
Grand Total	**21**

Figure 5.25: Novelty and Innovation
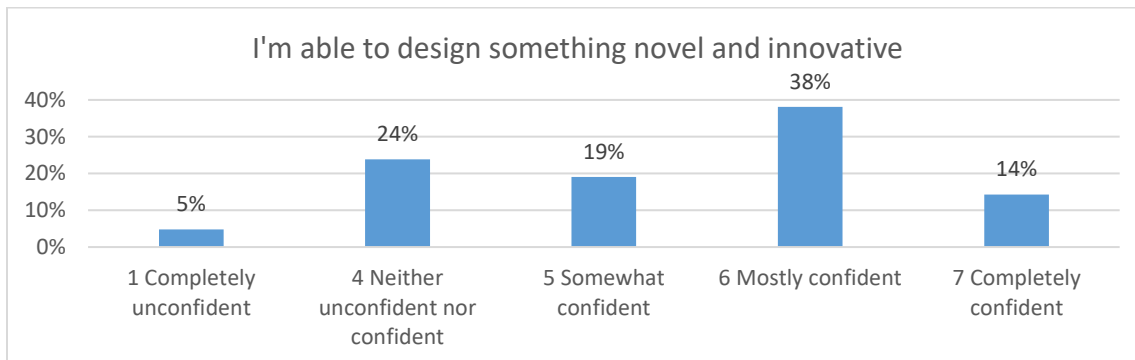
This is an encouraging response to realise that educators see themselves as innovative and able to design novel means of teaching and running schools. A positive score of 52 per cent against 48 per cent less confident is not all that encouraging but it is too close to represent a doubtful mind. I do believe that educators are always innovative as they face challenging and complex realities where they are called upon to respond. Such challenges they face include dealing with progressed learners, lack of adequate infrastructure, and overcrowding, socio-political pressures of poverty and unemployment which affects financial stability of schools. Meintjes & Grosser (2010) argue for the importance of creative thinking to be recognised as a new requirement to respond to the future and to generate new ideas. They also clarify further that creative thinking is about cognitive functioning to generate ideas. In view of so many developments in the technology and 4IR space,

Marwala (2020) maintains that education should be integrated and be applied in its totality. He further states (2020: 156).

"As we move forward, we also ought to foster creativity in our education experiences."

Such a deliberate choice will develop orientation towards solution-orientation, multi-dimensional thinking skills and integration of diverse sciences.

Table 5.26: Question 13: Recognition of a good opportunity

I'm able to recognise a good opportunity	Total
1 Neither unconfident nor confident	2
2 Somewhat confident	4
3 Mostly confident	11
4 Completely confident	4
Grand Total	**21**

Figure 5.26: Recognition of a good opportunity
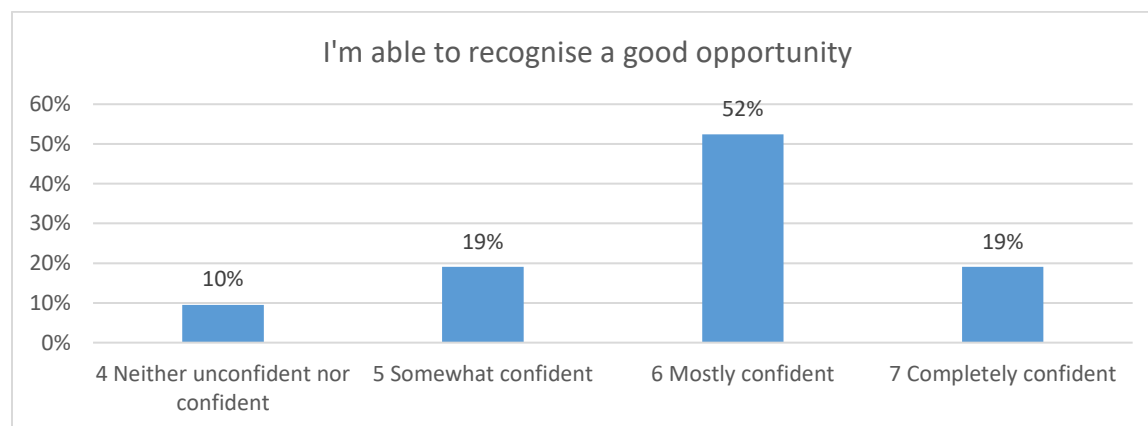
The above indicates a positive score of 71 per cent for the ability to recognise good opportunities against 29 per cent less confident. Schools have now become competitive and mindful of a need to move out of their comfort zones to make things happen for the better. Those schools that are amongst the best schools that work have demonstrated strength in this area.

In closing this section on confidence in leadership skills, the concept of an informal teacher leader provides an opportunity for emergence, and the spontaneous organic nature of development. Danielson (2007) relates positively to this concept.

C: Relationship-based Leadership Framework

Table 5.27: Question 14: Asking Probing Questions that clarify cooperative behaviour.

I'm able to ask probing questions that clarify cooperative behaviour	Total
1 Mostly unconfident	1
2 Neither unconfident nor confident	2
3 Somewhat confident	5
4 Mostly confident	9
5 Completely confident	4
Grand Total	**21**

Figure 5.27: Asking Probing Questions that clarify cooperative behaviour
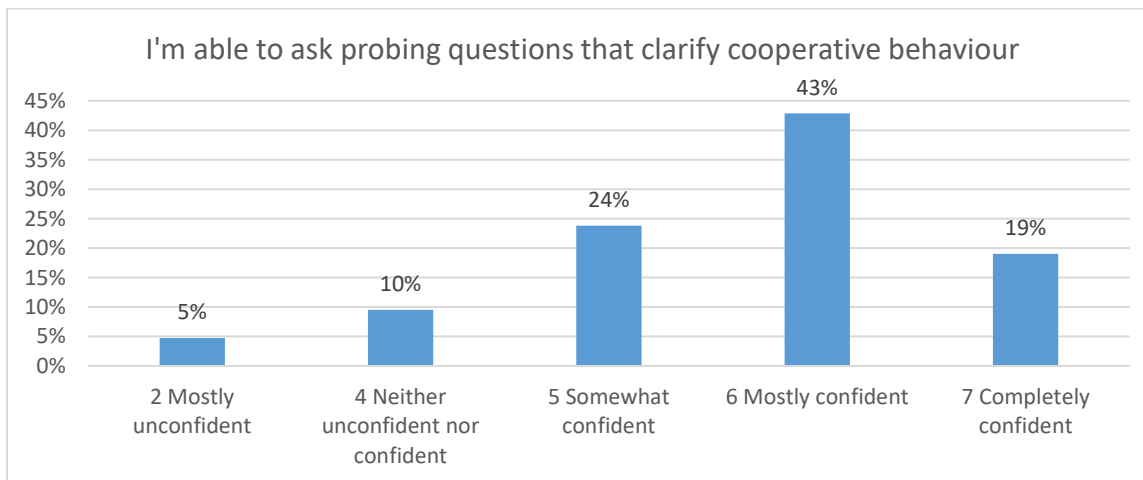
It is not a surprise that this area reflects a good score as it is related to other areas such as teamwork, partnerships, and identification of opportunities. The score of 62 per cent positive is encouraging against 38 per cent. The future of effectiveness in defining a breakthrough in facing challenges lies in the ability to enhance dialogue through questioning and in ensuring clarity. Chlopczik (2014) shares his views on changing patterns and challenging paradigms when he presents Gregory Bateson's description of the two processes of developing the mind. He states that there is an inward process that continually reproduces itself over time. The other process is the outward one which is directed at adjusting the system to change conditions in the environment to make it viable to

survive in the system. The education system is challenged to respond both inwardly and outwardly to the needs of the 21st century and to the 4IR dynamics through encouraging deep thinking, learning, searching, inquiring, and learning. This requires educators who can think and have inquiring minds. The Theory U model is designed to offer a process to access the deeper source of thinking and perception. While respondents score highly in recognising good opportunities, I still believe that school leaders need support to use the Theory U model processes to enable those embedded in the school system and culture to facilitate on-going change and transformation. A cooperative leadership mind-set encourages leaders to be according to Marwala (2020: 159):

> *"…. connected to our people, technology, and the world. They must be present in our communities, government, and industries."*

Table 5.28: Question 15: The ability to motivate others to work as a team

I'm able to motivate others to work together	Total
1 Neither unconfident nor 2onfident	1
3 Somewhat confident	4
4 Mostly confident	9
5 Completely confident	7
Grand Total	**21**

Figure 5.28: Ability to motivate others to work as a team

I'm able to motivate others to work together

Motivation drives positive energy, and it provides reasons for working together and gives meaning to the concept of working together. This is even more critical in a school context where complexities are many and educators can easily be discouraged. It is encouraging that 76 per cent of the respondents are on the positive side and only 24 per cent are on the less confident side. My experience especially in Gauteng schools is that due to high pressure for performance with Grade 12 and the support they receive from the Department, this area of motivation goes a long way to underpin school leadership. This environment actually encourages educators to work together. There is evidence that schools can be as effective as the people who lead them. This puts a spotlight on the ability of a school leader to become influential in many respects Heystek & Terhoven, (2015) have encouraged educational leadership consistently to be motivational and to build team culture.

Concluding this theme on relationship in the School Leadership Framework which has a high score from respondents, I underscore the awareness that motivation is the key to good performance and to a positive leadership culture. This also improves a culture of engagement, commitment, and partnerships and it builds positive relationships within schools. In support of Scharmer's Theory U process, Argyris & Schon (1974) and (1996) present their views on relationship deepening with different intentions and learning processes. They believe that these are done through double-loop learning which examines assumptions and preconditions. Teamwork is about relationship and school leaders need capacity to demonstrate the following three characteristics:

1) Ability to re-examine their thinking and assumptions,

2) Willingness to live with discomfort of challenging cultures and habits, and

3) Courage to take risks to learn and re-learn new knowledge and practices.

D: School Leadership through Teamwork

Table 5.29: Question 16: Effective Team conversations

I'm able to start effective school leadership team conversation platforms	Total
1 Neither unconfident nor confident	3
2 Somewhat confident	8
3 Mostly confident	6
4 Completely confident	4
Grand Total	**21**

Figure 5.29: Effective Team conversations
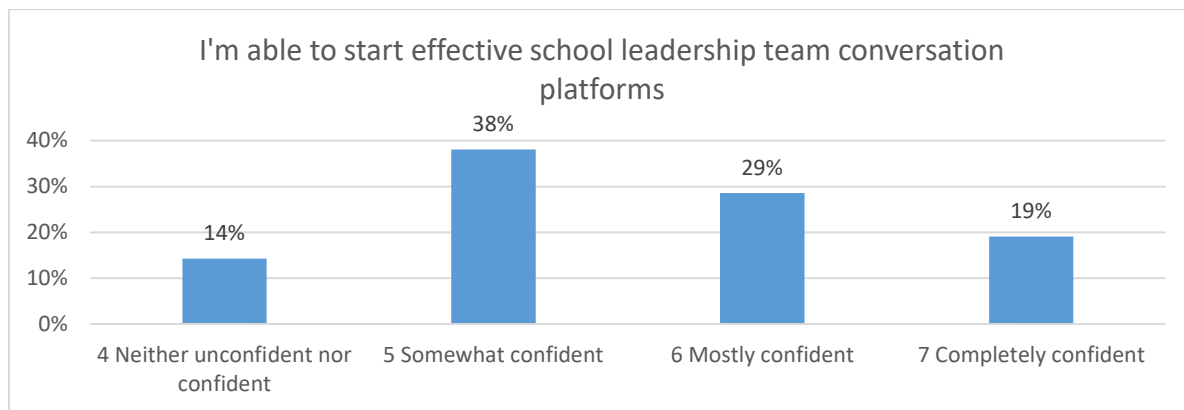
I have, for some time now, realised the power of conversation lead by leadership to drive team cohesion and to enhance performance. I am therefore, concerned that feedback as presented in the graph indicates poor ability to facilitate conversation. The score of less than 52 per cent against 48 per cent positive ability to facilitate conversation is not encouraging. This needs attention through capacity building and skills development for school leadership. I am not surprised though as I have experienced the level of disunity that exists in some schools. School leadership would benefit most if they were supported sufficiently to be comfortable with tough conversations, robust and difficult dialogue, responding to difficult questions and have the capacity to listen and understand other people's views without judgement, cynicism, and fear. Stavros & Torres (2018) state that conversations are at the heart of interaction and dialogue. They state (2018: x) that effectiveness is:

> *".... to have conversations that are productive while strengthening relationships and generating possibilities for the future that works for everyone."*

This is more important in the current context of 4IR and AI which are both critical to foster positive change and shared meaning. Makoelle (2014) shares the knowledge with us that the National Department of Education has encouraged school-based support teams to deal with inclusive education and its implementation. This can be successful through teamwork and an inclusive paradigm.

Table 5.30: Question 17: Understanding the need for mastery of school-based leadership for impact

I'm able to understand what it takes to master the school-based leadership framework for impact	Total
1 Neither unconfident nor confident	1
2 Somewhat confident	8
3 Mostly confident	10
4 Completely confident	2
Grand Total	**21**

Figure 5.30: Understanding of the need for mastery of school-based leadership for impact
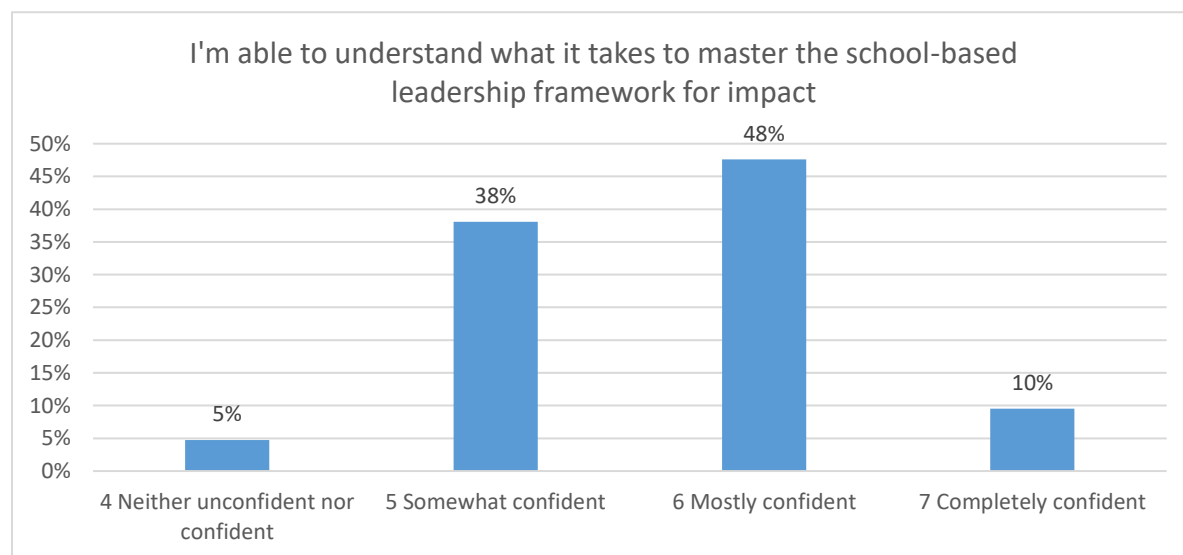
School leaders are committed to their work and professional tasks. It is not a surprise to realise that feedback is positive in this area. It is encouraging that 43 per cent indicate less ability whilst 58 per cent indicate a positive ability to master a school-based leadership framework for impact. This supports the culture of performance that has been demonstrated with Grade 12 results in Gauteng, Free State and Western Cape provinces.

As part of the conclusion to this theme, management of school leadership for teamwork, I am mindful that leadership impact is about behavioural experience which is about the feeling of experiences. Every school context is different and carries its own culture as a unique phenomenon that is influenced by its context. Therefore, school leadership must be intuitive and should sense

situations with insight. This affords school leaders an opportunity to connect to their environments and to establish foundations for teamwork and collaboration efforts. These attributes require leaders to suspend their own personal judgements, and their state of cynicism and fear. School-based leadership that has impact needs to be engaging with its stakeholders and needs to have the courage to face the reality as it emerges. This is what Scharmer (2009: 44) describes this as:

> "... constantly observe, and sense (connect), allow the inner knowing or intuition to emerge, and then act in an instant."

This is followed by 'seeing' and 'sensing'. I refer to this as being visible, present, and alive to the call of duty within a particular context. This state of leadership behaviour leads to a state of 'crystallising' and 'prototyping' to reach the climax of being impactful in leadership and change.

E: Resilience to change and transition

Table 5.31: Question 18: Problem-solving of complex problems

I'm able to solve emerging complex problems speedily	Total
1 Neither unconfident nor confident	3
2 Somewhat confident	7
3 Mostly confident	9
4 Completely confident	2
Grand Total	**21**

Figure 5.31: problem-solving of complex problems
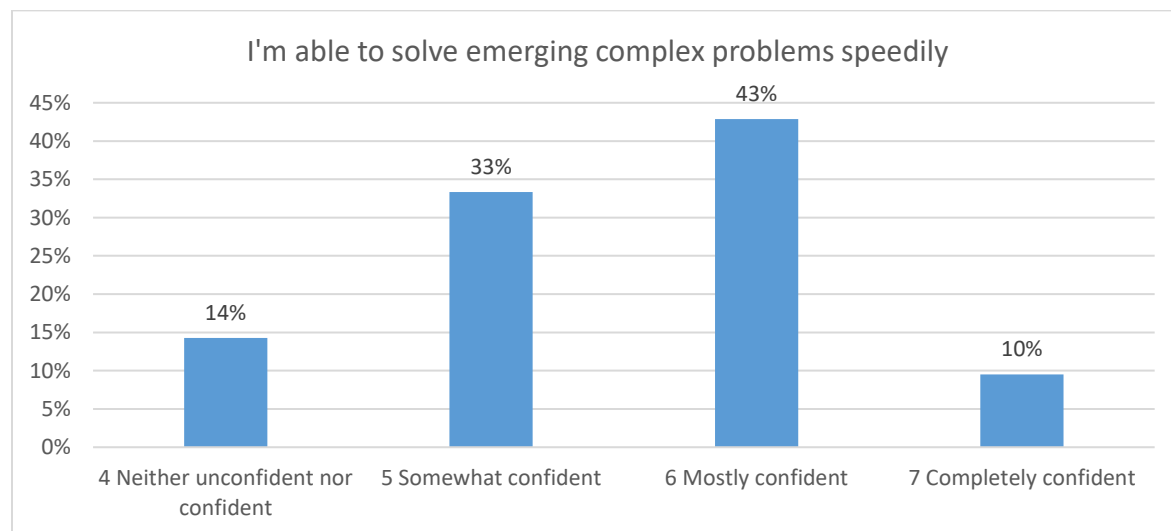
Schools continue to become complex areas of work that require leadership that is able to lead in such complexity all the time. While the above scores are close with 47 per cent on the lesser side and 53 per cent on the positive side, this presents a concern that needs attention. Failure to build skills around this area and to build resilience, stability and a safe space for learning is a challenge. Scharmer (2009) presents the Theory U as a 'social technology' that marks the different ways of self-perception characterised by various stages of change. In such stages of change, complexities that organisations face trigger an urge and a need to think differently. Theory U provides tools and methodologies that are holistic towards change, transition, and transformation. These help to respond to people's needs for meaning. The 21st century and 4IR emergency require a total change of thinking through a creative process at higher levels. As stated by Scharmer (2009: 3):

> *".... We haven't learned to mold, bend, and transform our old collective patterns of thinking, conversing, and institutionalising to fit the realities of today."*

While ability to solve problems is required, school leaders of today have to ensure that discernment ability is created by being innovative to avoid problems.

Table 5.32: Question 19: Verbal description of challenges and blind spots.

I'm able to describe challenges and blind spots verbally	Total
1 Neither unconfident nor confident	2
2 Somewhat confident	5
3 Mostly confident	10
4 Completely confident	4
Grand Total	**21**

Figure 5.32: Verbal description of challenges and blind spots
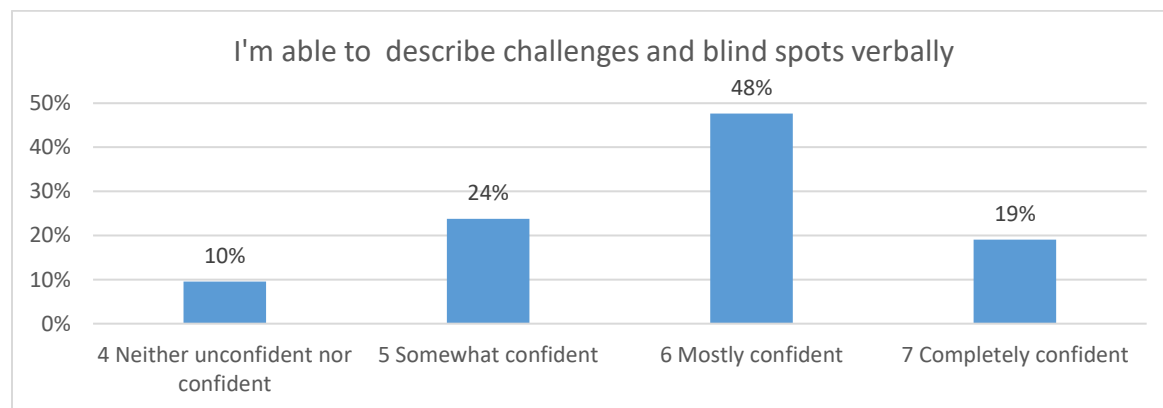
Articulation is an important attribute for school leaders. It requires awareness and constant improvement in the mastery of language and communication. The above graph is encouraging as it affirms its positive standing with 67 per cent Leadership in its essence is an exploration of meaning through articulation by the appropriate use of language. Communication is also about dialogue and conversation. Jaworski (2011:11) states that:

> *"At times, dialogue was used to resolve complex issues facing the group, such as those revolving around their class projects."*

The process of conversation and dialogue requires tools and skills of verbal expression, thinking, listening and consciousness. I have observed during interactions with schools that this is the area that needs attention by school leaders.

Table 5.33: Question 20: Clear description of challenges and blind spots in writing

I'm able to write and describe challenges and blind spots clearly in writing	Total
1 Neither unconfident nor confident	4
2 Somewhat confident	6
3 Mostly confident	8
4 Completely confident	3
Grand Total	**21**

Figure 5.33: Clear description of challenges and blind spots in writing
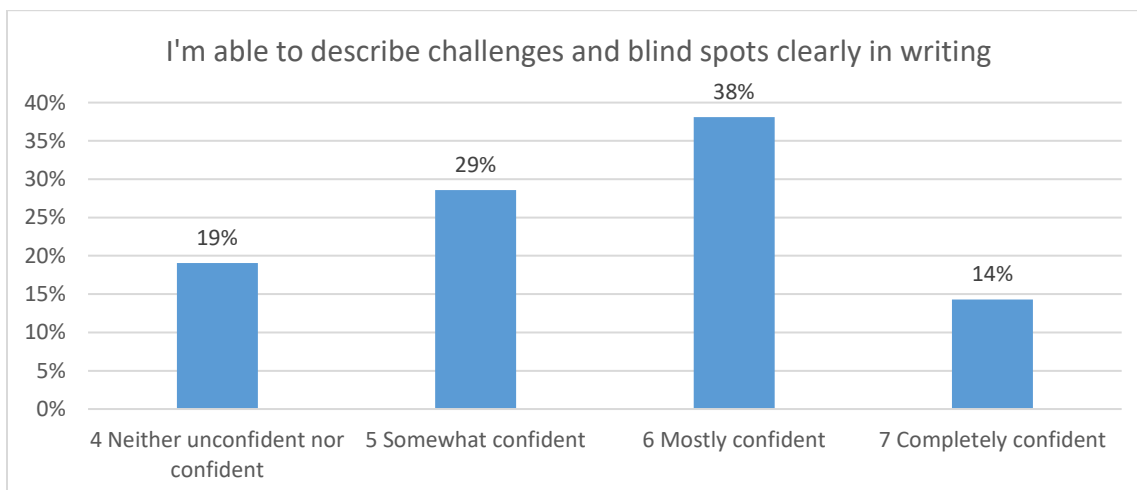
In this feedback, school leadership has the confidence to articulate the challenges and to define areas of weakness. A score of 52 per cent positive against 48 per cent is not the best but whilst it is too close to cause alarm the capacity to use language to describe challenges needs attention for improvement. At the core of school leadership, there is a dominance of instructional management with less emphasis on the means of communication such as writing and verbal articulation. Such articulation does not emerge from the deep understanding of the real issues and the source, (Jaworski, 2011).

Giving birth to a new world requires the ability to see the emerging challenges, understand and acknowledge one's blind spots. This provides new knowledge that compels leaders to see things differently and experience life in a different manner.

F: Embracing change and transition

Table 5.34: Question 21: Ability to acknowledge emerging complex problems

I'm able to acknowledge emerging complex problems	Total
1 Neither unconfident nor confident	5
2 Somewhat confident	7
3 Mostly confident	6
4 Completely confident	3
Grand Total	**21**

Figure 5.34: Ability to acknowledge emerging complex problems
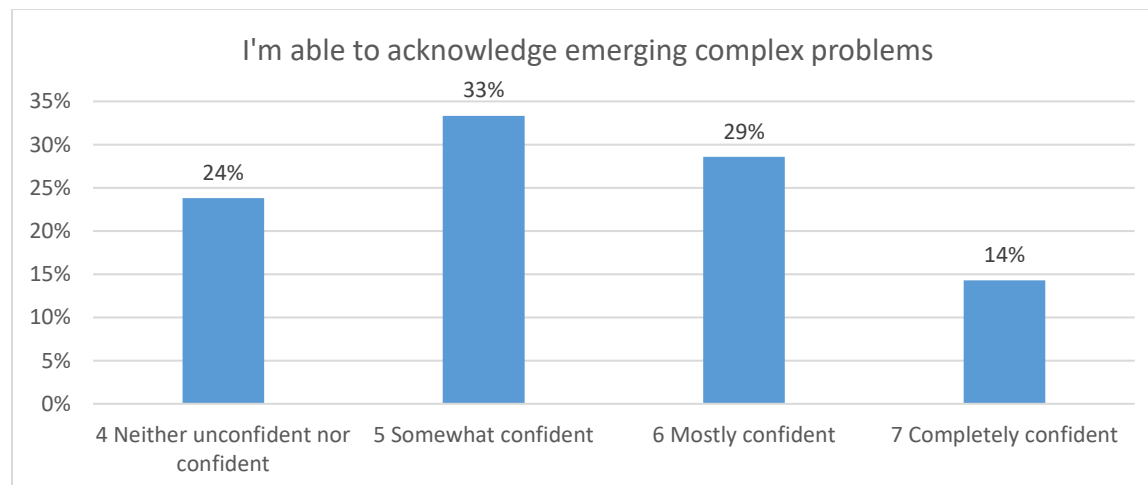
The above score indicates a lesser ability to see and acknowledge emerging complex challenges by an indicative 57 per cent against 43 per cent positive. This confirms the earlier lower indicator of problem-solving ability and defining challenges and blind spots. School leadership needs to give attention to this area of strategic thinking and discernment in order to avoid crisis management and failure to foresee problems in the context. The concern observable relates to a below 50 per cent score which demonstrates lower capacity to acknowledge complex problems. In term of the Theory U Model, failure to acknowledge makes it difficult if not impossible to engage in the Theory U process. This state of affairs is articulated by Scharmer (2009: xiv) when he states:

> *"… we selectively hear only what we recognise, interpret what we hear based on our past views and feelings, and draw conclusions much like those we have drawn before."*

School leaders need support and capacity building to avoid this sense of emptiness and blindness and move towards "open mind, open heart and open will" (Scharmer, 2009: xiv) to challenge assumptions.

Table 5.35: Question 22: Ability to give meaning verbally to challenges and blind spots

I'm able to give meaning verbally to challenges and blind spots	Total
1 Neither unconfident nor confident	1
2 Somewhat confident	9
3 Mostly confident	7
4 Completely confident	4
Grand Total	**21**

Figure 5.35: Ability to give meaning verbally to challenges and blind spots

152
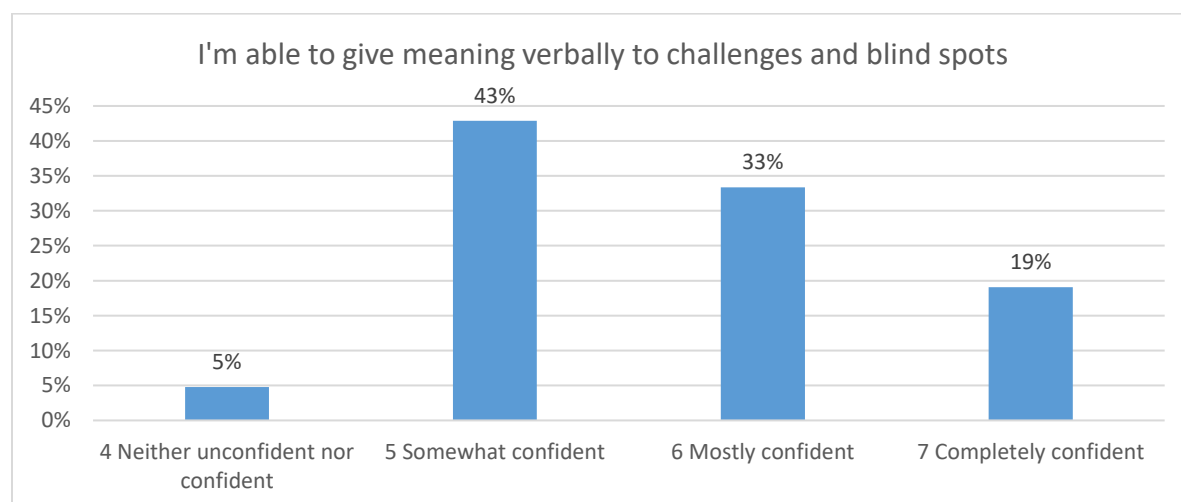
Verbal ability has already been noticed as an area of need for attention in other responses. This could be a symptom of an environment dominated by instructional management and less on a culture of conversation and dialogue. However, the lesser score of 48 per cent against 52 per cent is close to being reassuring but School leaders do require improvement and skilling in the area of verbal ability to convey the intended meaning in areas of challenges and blind spots.

Table 5.36: Question 23: Giving written meaning to challenges and blind spots

I'm able to give written meaning to challenges and blind spots	Total
1 Neither unconfident nor confident	2
2 Somewhat confident	9
3 Mostly confident	7
4 Completely confident	3
Grand Total	21

Figure 5.36: Giving written meaning to challenges and blind spots
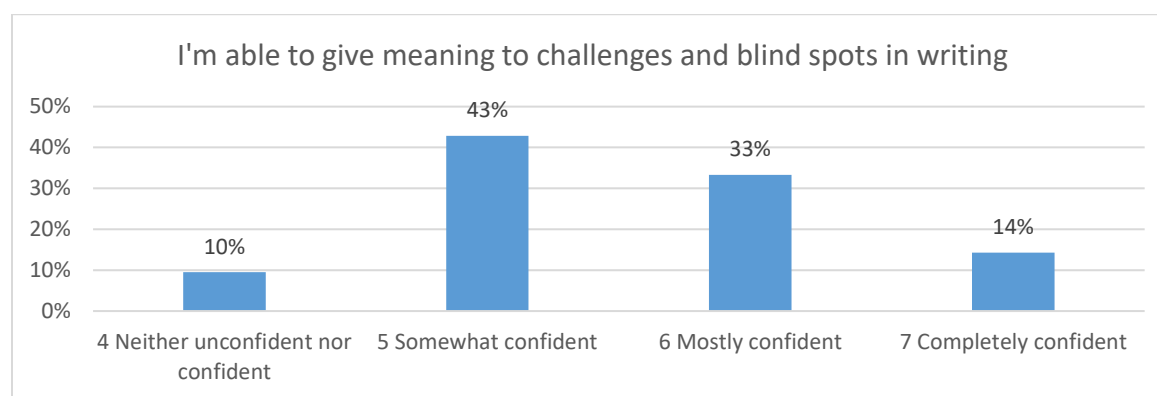
This is different from the previous statement as it ignores verbal ability and emphasises written ability. The response has remained close at 53 per cent on the less confident side as against 47 per cent on the positive. It does not take away the need for support as stated earlier but highlights it even more. The theme of change and transition indicates a lower overall score of 51 per cent. This needs attention as school leaders need courage and mastery of authentic self.

At the centre of embracing change and transition, there is a need for personal mastery supported by emotional intelligence. This requires the ability to conquer the voice of judgement and to enter firstly, into a space of open mind; secondly, into a social dimension and emotional frame of mind to overcome the voice of cynicism and to open the heart, and thirdly, into the dimension of time

to develop trust in and to see the wisdom of the process. This is delving into the inner condition of open will leading to integration of the past and present into the highest future possibilities.

G: Building capacity for change and transition for school leadership

Table 5.37: Question 24: Building resilience in facing emerging complex problems

I'm able to build resilience in facing emerging complex problems	Total
1 Neither unconfident nor confident	3
2 Somewhat confident	9
3 Mostly confident	7
4 Completely confident	2
Grand Total	**21**

Figure 5.37: Building resilience in facing emerging complex problems
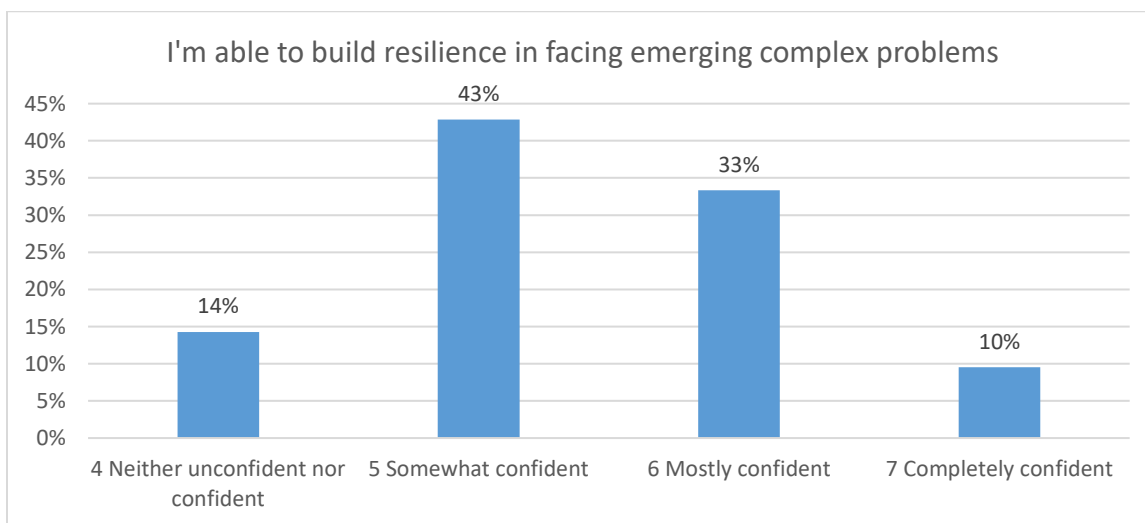
Albert Einstein (Jaworski, 2011: 197) states:
> *"Intuitive mind is a sacred gift, and the rational mind is a faithful servant. We have created a society that honours the servant and has forgotten the gift"*

Intuitive mind comes with experience and builds discernment ability to be in tune with the future. This reflects a lower score of 57 per cent against a higher score of 43 per cent which confirms a challenge in ability to build resilience when there are complexities. The school environment is a complex context with a number of multiple stakeholders and competing interests. When school leadership cannot manage and is not able to create resilience, it is of concern as it makes for leadership that is disposed to stress and emotional breakdown. Educators need support to build

resilient leadership competencies. Education and schools in particular are confronted with complex and systemic problems that appear to be beyond their capacity to solve. School leaders, therefore, find themselves inadequate to provide leadership. This blind spot creates fear which triggers resistance to face the emerging complexities of the times.

Table 5.38: Question 25: I can clearly map plans on challenges and blind spots

I'm able to map out a plan clearly on challenges and blind spots	Total
1 Neither unconfident nor confident	3
2 Somewhat confident	7
3 Mostly confident	7
4 Completely confident	4
Grand Total	**21**

Figure 5.38: I can clearly map plans on challenges and blind spots
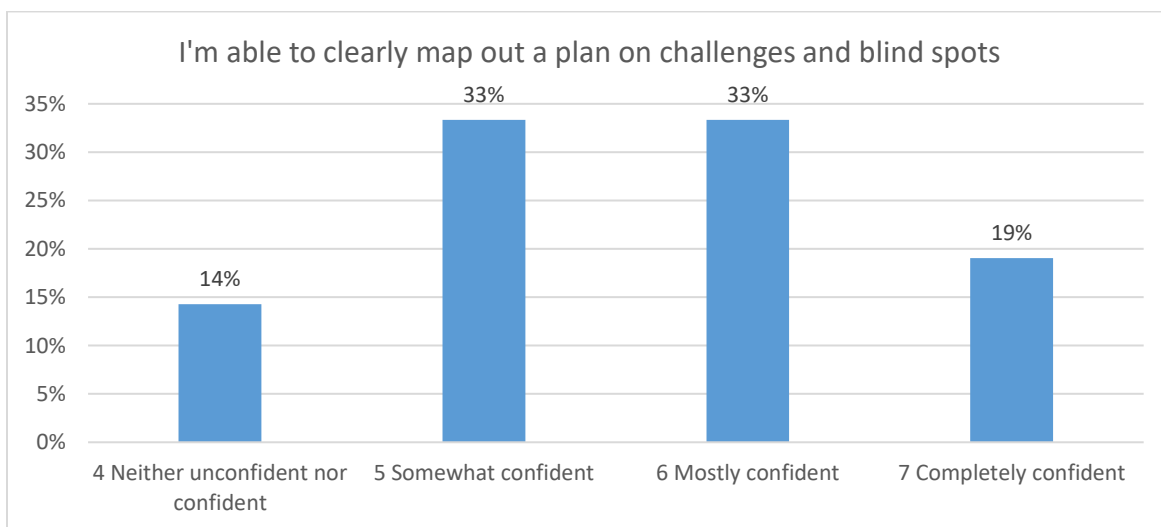
The area of planning and managing blind spots has been a concern in some responses. It is not a surprise that the score is so close with 47 per cent claiming lesser ability to map out a plan in response to challenges and blind spots, against 52 per cent on the positive side. This does not take away a need for attention and intervention to improve planning or to create clarity in managing challenges. The inability to provide problem-solving leadership as indicated in the previous score makes it difficult to plan for challenges. It is no surprise that school leaders need support in this area of leadership competence.

Table 5.39: Question 26: Empowering engagement with challenges

I'm able to empower others to engage with challenges	Total
1 Somewhat confident	7
2 Mostly confident	12
3 Completely confident	2
Grand Total	**21**

Figure 5.39: Empowering engagement with challenges
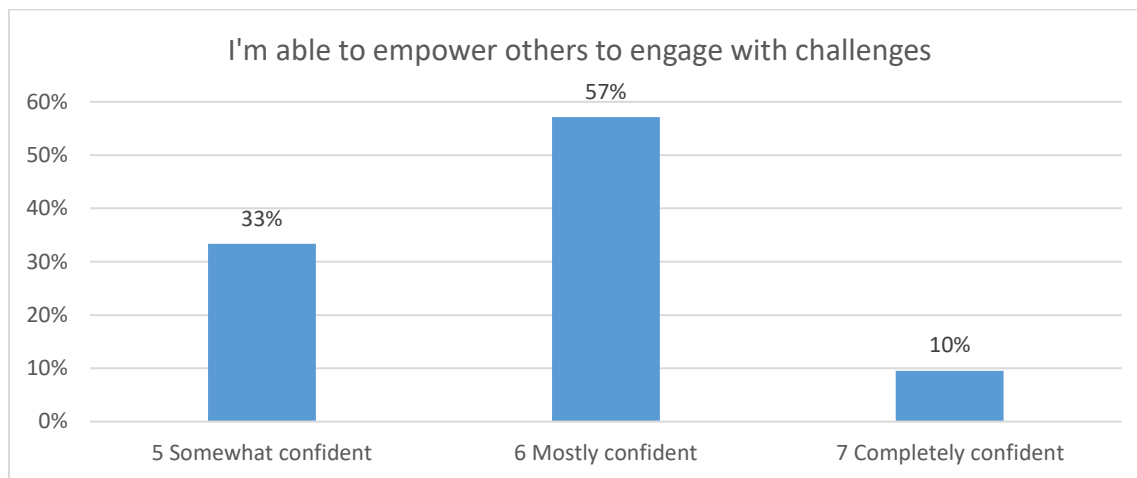
It is encouraging that respondents score a 67 per cent positive in their ability to empower others against 33 per cent who claim lesser ability. This indicates that school leaders do provide a leadership style that develops, encourages and is likely to be delegated to others. Such behaviour does come with maturity and trust. This is an encouraging reflection.

The Theory U model provides something important to consider for the future and for education in particular. Complexity of education carries serious consequences and the impact it creates cannot be left unattended to. Scharmer (2009) describes this as something about to reach a state of awareness and a structure of attention and intention to be refined. This is about arriving at the state of embodiment and embedding ideas into practice. Building resilience requires refinement, letting go of the old, and welcoming challenges as stated by Scharmer, (2009: 246) this involves:

"The voice of judgement, the voice of cynicism and the voice of fear."

To confront such voices and to crush them we need to operate through 1) mindfulness-focus at a specific place, and 2) awareness – the ability to connect and explore the context of societal and natural fields. The Theory U model is regarded as a framework for change and learning and development. It provides processes and tools for planning and for facilitating the change process, changing thinking, and learning organisationally (Argyris & Schon; 1974 and 1996) and changing the organisational culture (Schein; 2016).

A: Leadership Readiness and Innovation:

    1) Response to leadership emergencies: courage, decisiveness, and fortitude,

    2) Identification of solutions for improvement: problem-solving creativity and speed,

    3) Effective partnership opportunities: sustained partnerships and shared responsibility,

    4) Planning for teaching and learning: mentoring, inspiration, and implementation,

    5) Leadership framework relevant to the context: conversational, facilitative, and reflective,

    6) Resource mobilisation: fundraising, project management, and accountability,

    7) Influence of educators, SGBs and District on SIP: define influencers, communication and facilitation skills and storytelling ability,

    8-10) Managing execution for change and transition: design operational plan, develop M & E system and procedures, and

    11) Sustainability and teamwork: long term planning, succession planning, establishing CoP platforms and staff development.

B. Confidence Leadership Ability:

    12) Novelty and innovation: attention to details and research capability; and

    13) Recognition of opportunities: programme design and conceptualisation ability.

C. Relationship in the School Leadership Framework:

    14) Probing and clarity of cooperative behaviour: inquiry mind-set, and sustained dialogue; and

    15) Ability to motivate others: use of AI, public speaking and clearing shared purpose.

D. Managerial School Leadership:

16) Effective team conversations: listening, collaboration and managing feedback; and

17) Mastery of school-based leadership: understanding the context, embedding local culture, and applying societal principles and values.

E. Tolerance for Change and Transition:

18) Solving emerging complex problems: embrace and thrive in complexity and 4IR,

19) Verbal description of challenges: linguistic proficiency and public speaking; and

20) Clarity of written description of challenges: writing skills and reading interest.

F. Embrace Change and Transition:

21) Acknowledging emerging complexities: discernment, imagination, and visioning,

22) Verbally give meaning to challenges: communication and clarity of thinking, and

23) Give written meaning to challenges: expression ability, and good writing skills.

G. Building Resilience for Change and Transition:

24) Build resilience in facing emerging complex problems: focus on priorities and defined goals and plans,

25) Map out a plan on challenges: develop strategic plans and operationalise them, and

26) Empower others to engage with challenges: encourage develop and mentor others.

5.3.1.3. Interview Responses: Experts and Practitioners. Phase 3 (ATLAS.ti Report):

The analysis has followed a thematic approach (coding) around three (3) main research topic concepts: school leadership, 'presencing' and societal values. A sample of quotations has been presented to provide insights of the respondents with a summary of dominant themes.

1) **School Leadership-question 1**: Principal attributes requirements to instil effectiveness and accountability. Direct comments from the respondents are the following:

"A school is a catalyst for change and transformation for mental freedom." "A school is a spark for hope and self-expression."

"Speaking the truth and facts to the core task."

"Leadership that creates enabling space for expression and flourishing."

"Speaking to be heard and understood; all stakeholders need to know what you are up to."

"I am also picking up that the failure of a schools affects many souls… and also the success of the schools' impacts on everyone (professionals, administrators, communities, parents, learners, educators). For me it's not only at an individual, it a group matter; but starts with an individual."

"My biggest challenge is saying to principals "You don't have to follow the book (CAPS curriculum) - look into the broader community and contextualise.   Show your own passion and creativity."

"Schools are centres of many activities and projects, and it is critical that principals establish fair, applicable and aligned systems to take away any biases and personalities in decision-making."

2) **Dominant Themes:** Establishing relationships, Ethical Leadership, Respect, and Servant Leadership, Learning, Enthusiasm, Caring, Passion and Sense of Calling, Accountability. Conversation and dialogue, Managing Partnerships, Relationships, Guidance and Mentorship, Recognition of excellence, Policies and Procedures and Financial Literacy.

3) **Presencing-question 2:** These could be negative or positive attributes. Negatively: emotions and beaurocracy. Positively: emotions and empathy, caring and love, family experience and emotional support, and integrity, trustworthiness. Respondents shared the following:

"I am thinking of some of the schools that we worked with, the problem was that there was so much paperwork. What if they could teach and are unencumbered by the bureaucracy, paperwork, and fear"

"Speaking to be heard and understood – all stakeholders need to know what you are up to."

"Acknowledging that they may be drowning (with all the potentials that they hold) in the complexities of the context and not see potential to turn things around."

"A school needs to hold a vision with energy and behavioural influence."

"A sense of freedom, joy, acknowledgement and back to basics of teaching."

"Build capability to manage and lead in complexity."

Dominant Themes: Influence, connected relationships, sense of calling, followership, empowering others, self-esteem, inspirational, potential unleashed and openness.

4) **Societal Values-question 3**: Principles and values influencing school leadership.

"Influential, Ubuntu, Understand the history of South Africans and Diversity and Inclusion"

"Caring and religious ethos, Respect for human rights and Equality and Inclusion."

"Strengthening shared leadership and robust communication."

"Co-partnerships with parents and all stakeholders and Collegiality and Teamwork."

"Make sure that the school has a holistic approach to support learners - not only academically also emotionally (we believe if a child is emotionally okay, they are able to give their best selves). And bridge the gap of societal gap."

"A school community is the future of the country in empowerment – if you work with the schools, they are in every community irrespective of how poor the community is - there will always be a school where there are educators, parents and learners involved."

Dominant Themes: Holistic education, social change, Ubuntu, Empowerment, fulfilling a purpose, cohesion, servanthood, partnership, caring and sharing.

5) **Aspirations for schools:** Desired character of the school are as follows:

"A school is a catalyst for change, and a source for hope and aspirations."

"At the core of education is the child whose future we hold in our hands."

"Ensures a conducive learning environment that is holistic."

"Inspiring and enabling environment to work at and belong to."

Dominant Themes: Influential and Positive mind-set. Empathy and Servanthood. Learning, Enthusiasm, Caring, Passion, Change and Sense of Calling,

The last section of the questionnaires required an indication of which of the three (3) responses respondents agreed with regarding an exceptional principal. Dominant scores are as follows:

5.1. Has the ability to help others to grow and develop talents. (n=17)

5.2. Establishes effective relationships and partnerships (n=10)

5.3. Takes cautious and measured steps towards critical decisions and prioritisation. (n=8)

5.4. Delegates well while providing guidance and mentorship. (n=8)

5.5. Ensures an enabling, open and trusting working environment for educators and learners. (n=7)

5.6. Manages and sustains conversation and dialogue. (n=3)

The above reflection and responses indicate the dominant aspects of service-oriented leadership, building effective relationships and partnerships, ensuring well thought-out critical decision-making and the power of delegation with guidance and mentorship.

In summary, participants were asked about the three statements describing the qualities they valued most in an exceptional principal. From their perspective, servant leadership and a principal's ability to grow and develop talents within the school community and amongst staff were the most important. This was followed by a principal's ability to establish effective relationships and partnerships. And lastly, participants felt that taking measured steps towards critical decisions and prioritisation as well as being able to delegate well while providing guidance and mentorship were also important features of an exceptional school leader.

The initial target was to interview 25 practitioners including those that play an expert role in the field of education. At the end of the process, twenty-one (21) were available for interviews. Of the 21 interviewed, only fourteen (14) accepted to be recorded and seven (7) requested to be more informal, discursive, and conversational. Notes were taken for all discussions. There were four (4) professionals working in education, twelve (12) senior managers working in trusts and foundations sponsoring and facilitating school support and five (5) who are either retired principals or executives working with schools. I had to rely on my notes for record purposes. However, the original typed transcripts have been submitted to the University.

Overall Summary and Dominant Themes

Aspirations for a School: A spark of hope, Integration, Catalyst for change, Holism, Technology savvy, Critical thinking, and Development of a critical mind.

Societal Principles and Values: Integrity, Respect, Trust and Trustworthiness, Caring, Enthusiasm, Accountability, Commitment, Confidence, Transformation and Change, Contribution and Calling with Conviction and Passion, Shared Collective Leadership, Justice, and Equity.

Characteristics of an exceptional principals: Engaging Communication, Empathy and Patience, Diversity and Inclusion, Engagement and Sharing, Enabling Leadership, Passion and Free Expression, Accountability and Responsibility, Understanding of Self-Others and Context.

Below is a collage of key words that have dominated the responses on the coding and thematic expressions on this interview segment: school, respect, integrity, community, trustworthy, ubuntu, culture, empathy, accountable, building learners, communication, and holistic vision.

The above also represents the challenges that require partnerships of parents, SGBs, educators and society. Therefore, principal's role is being an all-rounder who can be a community builder, curriculum expert, financial expert, facility manager, procurement officer, expert in overseeing governance and legal prescripts and a policy developer and implementer. Some challenges facing schools are leadership and management which manifest themselves in poor management, lack of discipline and fluctuation of quality results. Maarman & Mbawuli (2017) add that challenges include curriculum management, improved outcomes, and improved contribution of all stakeholders. School leadership confirms the importance of interdependence and stakeholder partnership which includes priority of learner achievement and effective of school leadership.

In conclusion, on this segment based on responses from experts and practitioners, Ngidi and Qwabe (2006: 530) identify the problem in a school as:

> *"Very few studies have attempted to investigate the tripartite partnership of parents, educators and principals as a group of stakeholders in creating culture of teaching and learning in schools."*

Some of the challenges facing schools are leadership and management which manifest themselves in poor management of schools, lack of discipline and fluctuation of quality results. Maarman & Mbawuli (2017) add that challenges include curriculum management, improved outcomes, and improved contribution of all stakeholders. Such challenges require partnerships of parents, SGBs, educators and society. This raises another emerging dynamic about the principal's role as being an all-rounder who can be a community builder, curriculum expert, financial expert, facility manager, procurement officer, expert in overseeing governance and legal prescripts and a policy developer and implementer.

5.3.1.4. Responses from Legacy Organisation are presented as follows. Phase 4.

5.3.1.4.1. OR and Adelaide Tambo Foundation

The interview and conversation took place on the 2nd of October 2019 with an ANC struggle veteran (Mavuso Msimang) who worked with the late OR Tambo. He shares a story of a leader whose philosophy of life was founded on strong family principles and values of service, faith, inquiry, trust, critical and practical thinking and unwavering standing for the truth and justice at all costs. To quote him on the subject of O.R. Tambo:

> *"He was the soul and moving spirit of the struggle with courage and unmovable confidence".*

The following seven values were highlighted: 1) Equality and freedom (justice), 2) Humility and Modesty (service), 3) Wisdom and knowledge (critical thinking and inquiry), 4) Ethics and morality (virtuousness), 5) Uncompromising principles (predictability), 6) Discipline with truth and honesty (truth); and 7) Listening and 'presence' (empathy and 'sensing').

When I asked what his distinct contribution to the current world of complexity and politics would be, the answer was the following: 1) Inclusiveness of decisions that build a new diverse society that is multi-racial and united; and 2) Ability to discern and identify talents amongst young leaders and to nurture them for growth and empowerment with love. This was demonstrated by the establishment of schools and bursaries for young 1976 students e.g., Mazimbu.

On reflection, the conversation gave three points of action to consider:

Stop Doing: Corruption, division, power abuse, over-promising and non-delivery, inequality and poverty,

Continue Doing: Inclusion, open conversation, prioritise education and teaching, and

Start Doing: Make education a priority, focus on basics, quality, encourage selflessness, and practice. The lesson from this conversation is reflected on the following words:

> "He would not, however, air his views at the beginning of the discussion, but would rather wait, listen to people, take copious notes, and let everybody speak as they saw it fit" Foreword by Thabo Mbeki, from Oliver Tambo: Beyond the Ngele Mountains. (Callinicos 2017: 7).

5.3.1.4.2. KT: Eric Molobi Education Conversation

I had the privilege to spend time interviewing the daughter (Ms Lele Rikhotso) of the late Eric Molobi who is currently a businesswoman of note in her own right. While I had the privilege to work with him in the early 1990's and later served on the first board of the National Development Agency as Chairperson in which he was an esteemed member, I learned a whole new side of him. The daughter shared a very powerful family story of a mentoring relationship between her father and grandfather, Enoch, who later became conflictual when the young Eric challenged the unjust treatment his father experienced at work. The work context exposed the weaker side and a dual character of this strong disciplinarian and faithful man that the family knew and respected. The father was a strong practicing and dedicated Christian, a preacher, church leader and a principled

person. This foundation of a strong family background gave courage to the late Mr Molobi to model a principled struggle life, sacrificing himself, providing humility of leadership, and mentoring many young people who are in business today. He constantly fought for sustainability and independence through the genesis of the Kagiso Trust. All this instilled a character of commitment building and humanity of the soul and spirit that forgives abundantly and serves unreservedly. Nine (9) principles and values highlighted in the conversation were: 1) Professionalism and discipline, 2) Responsibility and accountability, 3) Consistency and fairness, 4) Authenticity and selflessness, 5) Sacrifice and service, 6) Inclusiveness and unity, 7) Empowerment and compassion, 8) Identity and consciousness, and 9) Love and forgiveness.

When in discussion with her, we explored uniqueness of character and contribution in the context of complexity, and the following was shared:

- "Be a leader even when you are absent and alone."
- "Forgive even when you know the depth and pain of betrayal"
- "Faith and soul are the only options in the absence of family"
- "Teach, mentor, model and evaluate success all the time with discipline and quality."
- "Prioritise provision of professional support to educators who face violence, stress, societal pressures and political complexities."

On reflection the conversation gives three points of action to consider:

Stop Doing: Teachers being absent in class and not teaching,

Continue Doing: Teach Life orientation and make it compulsory and mainstreamed. This is imperative to deal with bullying, violence, drug abuse and broken families, and

Start Doing: Value teachers fairly and adequately. Pay educators fairly. Engage parents and provide them with support. Reward soft skills and behavioural change and improvement. I have listened to the shared views and experiences of the two historical organisations, KT, and OT Tambo Foundation. Information shared brought light to their lives, aspirations, beliefs, convictions, and regrets. There are now no doubts about the reason behind their resilience and

courage that kept them going during the most difficult time in our history. Scharmer (2009: 7) believes that they were:

> *"Leading from the source… awareness of the place from which our attention and intention originates"*

This holds true to this history. There is no doubt that great and effective leader's stand on a firm foundation of principles and values that hold their vision together. When this happens, leaders are deeply engaged, excited, energetic, and they hold on with unwavering attention to discipline that opens their calling to serve. This is a demonstration of what Scharmer (2009: xi) describes as:

> *".... learning how to access this source of mastery collectively."*

These iconic leaders were firmly committed to the bigger and higher purpose. They were dedicated as authentic agents of change, transition, and transformation. I believe that they had discernment competence that made them to live and act into the future they desired. These leaders were committed to live in complexity with open minds and open hearts.

Summary of critical Character-building pillars:

- Forgiveness and Love. Scharmer (2009) labels the 4th field of listening as genuine entering an altered state of communion and inner knowing. This is similar to what Buber (1958) calls the: 'I Thou' relationship and 'Being in care' when unity of being takes place and the 'Self and other' disappears,

- Faith and Conviction in the truth. Scharmer (2009: 13) calls this,
  "Grace or communing" with the inner and deeper levels of the experience- source dimension, and

- Trust and trustworthiness in the creation of relationships, commitment that expands influence and establish a followership mind-set and behaviour. Covey (2004: 147); describes trust as:
  "Key to relationships and as a glue that keeps organisations together. It is also regarded as fruits of trustworthiness of both people and organisations."

Studies on school leadership confirm the importance of interdependence and partnership between learner achievement and effective of school leadership. Huber (2004: 1-2) argues that

"Successful schools have a competent and sound leadership."

Bush, et al., (2011) have stated that the 21st century school leadership requires preparation. This is further supported by Bush (2008) with the following requirements: 1) Principals must engage with their communities to lead effectively; 2) Decentralisation system has increased the scope of a principal; 3) Principals improve their leadership when they follow specific training; and 4) New principals require formal induction and support.

5.3.2. Leadership Themes, Critical Issues, and Triggers for Change and Transition

The following table represent data collection from this research in all the four (4) phases above.

Table 5.40: Research Summary of eight (8) Themes that are triggers for change

These eight (8) themes represent synthesis of data collected from the fourteen (14) secondary schools and three (3) NGOs that formed the core of the study.

General Leadership Themes	Critical Issues facing School Leaders	Triggers for Leadership Change and Transition
1. Build and nurture character not personality	Refine and remodel a leadership framework	Self-Consciousness and Meaning of Life and calling
2. Instil Faith, Trust, and Discernment mindset	Balance personal Conviction and administrative imperatives	Strong family support based on principles and values. Develop a sense of calling
3. Provide platforms for conversation and inquiry	Deal with the broken fabric of society	A Compelling Vision
4. Establish a shared leadership and responsive culture	Drug abuse, violence, and lack of discipline	Commitment to building an impactful Legacy
5. Encourage 'Presence' and Abundance behaviour	Quality and adequate infrastructure	Sense of knowing and 'presence'

6. Sustainability of results and career readiness for learners	Safety Security and quality of results	Societal Transformational need to address inequality
7. Provide an empowering leadership through team building and coaching	Lack of shared purpose and lack of self-management	Building a personal development plan and courageous dialogue
8. Establish individual passion and accountability	Education and knowledge for wisdom and problem-solving	Building a solution-oriented mindset and innovation

5.3.2.1. Building and nurturing character for school leadership: Theme 1

School leadership requires a strong foundation to build the character of school leaders that meets the needs of the context and is committed to adding value to society. The challenges they face are complex and involve racism and prejudice, sustainability, quality of schooling, and democratic imperatives and inequalities. Insights on Schools that Work (Jansen & Blank 2015) and Schools where I Belong (Wray & Jansen 2018), provide elements that support character building for school leaders such as 1) Curriculum Management with systems and frameworks, 2) Managing exceptions and problem-solving, 3) Dedication, Commitment and hardworking, 4) Strategic planning and visioning, 5) Servant and principled leadership, 6) Parental participation for social justice and truth, 7) School leadership modelling and bringing hope, 8) Build partnerships and relationships for sustainability, 9) Leading and Managing Complexity, and 10) Build character and flourishing life for wisdom and knowledge. Therefore, school leadership is social, political, economic, instructional, transformational, and transactional. It contributes towards school culture, values, and principles, and sets the pace for transformation and performance. School leaders are responsible to mend, connect, and bind the broken systems that have the scars and wrinkles of the past and democratic transition to give hope and meaning to the emerging future. Respondent Principal 1, stated:

> "It is critical that the principals establish fair, applicable and aligned systems to take away any biases and personalities in decision-making."

5.3.2.2. Instil faith, trust, and discernment mindset: Theme 2

School leaders face complex and constantly changing situations in the education context and communities remain an evolving environment. Therefore, the challenges of school leadership needs insight that is beyond ordinary knowledge and skills. It is, for this reason, that self-belief supported by faith, trustworthiness, and a discerning mind becomes a differentiator for leadership. The Wallace Foundation (2013) asserts the importance of trust, respect, and providing the soul and spirit of the school. Leithwood (2016) argues that members of the senior management team, which include the principal, collectively provide the potential drivers of change, and their relevance in providing significant leadership is paramount. A respondent Principal 2, stated:

> *"Speaking the truth and facts to the core is important for school leadership."*

5.3.2.3. Provide platforms for conversation and inquiry: Theme 3

South Africa, with all its well-developed policies and systems, has not demonstrated the value of education for its efforts in the past decades. The NPC report (2020) states that despite improvements, key education indicators point to South Africa being behind other middle-income countries and is more typically associated with low-income countries (Van der Berg et al., 2020). One of the frameworks to establish platforms for conversations is the Community of Practice (CoP). Communities of Practice is where school leaders share best practices and hold meaningful and honest conversations. The conversational approach creates openness, a sense of belonging, and contribution. In such a platform, school leaders learn to be comfortable, hold meaningful conversations about school challenges they face and how they can create societal value through schooling. They will also be encouraged to share best practices and support each other to solve problems. Respondent Principal 3, purported that:

> *"Leadership that creates enabling space for expression and flourishing."*

5.3.2.4. Establish a shared leadership and responsible culture: Theme 4

South Africa's historical background gives reasons to explore school leadership within the context of change and transformation. The ensuing post-democratic era presented a moment in which the

past met its death as the new was born. This needs a leader's 'presencing,' and the comfort to build shared leadership as expressed by Archbishop Emeritus Desmond Tutu, an anti-apartheid struggle activist stated:

> *"Tutu's presence penetrates the core of those whom he meets and with whom he shares his life. He is a man whose hearty laughter fills the air with gusto that remains long after he has departed." Tshawane (2019:24)*

Archbishop did not shy away from being in the context of where challenges and complexities existed. His empathy and courage expressed both commitment, and laughter. His shared leadership encourages collective responsibility to create transformational leadership as Bush (2018) calls it collegial" management. School leaders should move beyond the traditional instructional leadership which turns to be top down and non-participative to 'presencing' and shared leadership as a competence for the future. Presencing and shared leadership encourages conversation, and ability to listen and allow others to share their views. This models the fullness of life and laughter, with the toughness of mind, and tenderness of a loving heart (Tshawane 2019). Respondent Principal 4, supported the above as:

> *"Strengthening shared leadership and robust communication."*

5.3.2.5. Encourage 'presence' and abundance behaviour: Theme 5

The South African context continues to evolve and emerge as the citizens explore their meaning of 'presence' and make the dream of unity, goodness, and democratic promise a lived experience. Such reality presents a fractured and broken education system that continues to be changed with no adequate improvement. Moseneke (2016:352) explained this as:

> *"The wrinkles of our democratic transition."*

This remorseful state of schooling fails in preparing learners for the 2030 vision which is technological, robotic, and complex (Marwala 2020). However, this does not take away the good work achieved so far, such as high university enrolment, improved matric pass rate, and improved black children enrolment. In such a complex environment, school leaders such as secondary principals need encouragement to build resilience, create a bold sense of 'presencing' and let their

voices be heard with abundance behaviour. Running a school efficiently and effectively is a complex challenge. A principal as a school leader needs to be a pedagogical person to educators: observing their quality of teaching, monitoring, and evaluating school performance, and supporting them to get the professional development opportunities they need. Principals must deal with hundreds of students in their personal and academic challenges. They need to respond to parental needs and demands and address their expectations for learning. Principals also need to contend with the administrative and financial burdens imposed by the administration. Respondent Principal 5, stated the following:

> *"A school is a catalyst for change and transformation for mental freedom. A school is a spark for hope and self-expression."*

5.3.2.6. Sustainability of results and career readiness for learners: Theme 6

There is an undeniable link between educational purpose and societal values. Society and parents send their children to school with the hope to build a solid foundation for their future lives. This is measured by the quality of the school results, the culture of the school, and its reputational image. A school must express the collective shared vision of the community value that influences the readiness of learners to be contributors to the future of work. This encourages the participation of all stakeholders to create meaning and a common purpose for teaching and learning. The South African Schools Act (No. 84 of 1996) has introduced the following to encourage sustainability of schooling for results: 1) School Self Evaluation (SSE) plan and 2) Whole School Evaluation (WSE). These tools encourage the involvement of all stakeholders in the Department of Basic Education to develop School Development Plan (SDP) and School Improvement Plan (SIP) to express collective ideals and commitments. These require a school leader to give attention and effort, (de Villiers & Pretorius 2011) to bring hope, improve the quality of conversation, instil discipline, and develop a results-driven mindset. Khoza, in van der Merve (2021) asserts that resilience is an important pillar for sustainability. This requires organisational capability to have effective leadership, scenario-based strategy, and customer/citizen-centric service delivery of the promise/mandate. In a school context, this emphasises the important of school leadership, long-term data driven planning, effective desired throughput that meets the requirement of the economic and social needs of society. This makes education rekindle the flame to prepare learners for the

future. Wills (2019), confirms a need for impactful leadership that creates improvement of learning outcomes. He further argues that school functionality and sustained learning requires harnessing the potential of school leadership. Respondent P6, stated that:

> *"At the core of education is the child whose future we hold in our hands. Co-partnership with parents and all stakeholders creates teamwork."*

5.3.2.7. Provide an empowering leadership through team building and coaching: Theme 7

The South African Constitution promises a better future of unity, reconciliation, and equality. This is expressed by the NDP which has prioritised education as a foundation for the desired future. The 2030 statement mentions the following points about education: 1) unfolding learning, 2) love reading, 3) having a good school with well educated, trained, and caring teachers, 4) each community has a school, with teachers who love teaching and learning, 5) and schools makes society to see the faces of children smiling. The challenge facing school leaders today is to build competencies for ethical and value-based school leadership to respond to the NDP expression on education. Collins (2015: ii) states that.

> *"This makes school principals the key source for securing our nation's future, and their status must be elevated to reflect their responsibility."*

Scharmer (2017) addresses the challenge of the knowledge gap that is created by solo mentality of leadership. This tends to disconnect between our collective consciousness and our collective actions. He further argues for new platforms for cross-sector co-creation and an upgrade in the operating system that people use to collaborate-practices that facilitate a shift from ego-system to eco-system awareness. School leaders would benefit by provision of coaching for empowerment in this case. Respondent Principal 7, purported the following:

> *"For me, it is not only at an individual level, it is a group matter, but it starts with an individual. This builds capacity to lead in complexity."*

5.3.2.8. Establishing individual passion and accountability: Theme 8

When all the above has been said and committed, there is a need for a sponsor and an influencer whose intention is to coordinate, inspire and make all things happen. In this instant, the school principal as a leader should demonstrate energy, focus, and passion and build school systems for accountability of educators, learners, SGB, parents, and the broader community. A catalyst is like a conductor of an orchestra whose job it is to provide space for the voices to synchronise and to create music and harmony in their strength of diversity. Such a role needs authenticity, ethical leadership, and passion. This role is effective when there is the ability to see, hear and notice talents that exist and acknowledge them and give them a safe space to thrive.

> *"Research has shown that the leadership of school principals has a direct and substantial effect on pupil achievement." Louise van Rhyn, Gail McMillan & James Ndlebe in (Veldsman & Johnson, 2016:192).*

The tendency of abuse of power, heightened corruption, and lack of public accountability in the South African context raises a need for a unique approach to public governance, accountability, management, and leadership. They call for a different system that can turn governance around to make it more trustworthy and accountable. Kgatle (2018) argues that at the foundation of building servant leadership, individual passion, moral authority, and conviction are important. Baeck & Beeth (2012) describe the power of the collective as a source of inquiry, the practice that brings the benefit of generating collective wisdom on behalf of the whole. This also offers a deep, ongoing engagement with the collective wisdom, social and natural field from which generative social transformation of the kind emerges. Respondent P8, stated:

> *"While the curriculum is core to learning, the principal has to encourage a broader look to the community and show passion and creativity."*

5.4. Synthesis of Data

In this research, I have found it imperative and important to look at the Theory U and other related models such as Spiral Dynamics as they are complementary, and they provide common

interpretation to the process of leadership maturity, transition, and growth. Such a combination and analysis helped me to arrive at a much deeper level of defining a school-based leadership framework, the importance and effect of 'presencing' and the expression of societal values. These can be responsive and meaningful to the education challenges of the 21st century in a South African democratic dispensation.

5.4.1. Making Sense of Theory U

The work I have done to support an effort of turning around poor performing schools was based on simple questions by Covey (2009) such as 'Who Am I?', 'What is my work?', 'Who is my source of my authentic self?', 'What are the principles that influence my decisions and choices?', and 'What legacy do I want to leave?' These questions shine a spotlight on the inner self and on the conscious self, the inner true voice of purpose and reason to explore possibilities, build self-trust and trustworthiness, encourage a proactive mind-set, and evoke discernment with a spiritual eye, heart, soul and will.

Theory U in my view propagates such an 'open will' to create interdependence and connection of the mind, heart and will as a deeper process and an outside-the-box be thinking inquiry. The concepts of the Theory U has features that are designed to support leaders and managers or organisations in breaking through their unproductive patterns of behaviour. This provides a clear journey starting from the downward side of releasing oneself from the old trap that makes people stuck, moving to the bottom part that settles the person to come to terms with the process of 'silence' and 'discovery' of self. When such a phase has been achieved, then emergence and a new 'birth' takes place. This includes breaking through barriers of ignoring their own staff and those they lead and manage to tap into their wisdom and other competencies they have that produce patterns of decision-making that are effective and impactful.

During my engagement with school leaders, the core of interaction was about conversation, listening, courageous dialogue, and listening to their voices. The intention was not to come up with solutions but to allow participants to immerse themselves through a process that makes them conscious, awake and alert to being present with feelings ('presencing'). This became the turning

point for transformation, change and transition. It became an opportunity for them to find their authentic voice and truth and face difficult questions to find solutions for learning and teaching. Human evolution has something to do with human consciousness, awakening first to itself, then to others, and to its context and tough choices for change. Otto Scharmer's diagram and practices below includes an accessible illustration of the importance of listening, connecting, and seeing as a reinforced process from the left and the right side of the Theory U model. One of the important elements of the model for myself is the 'art' of communication. Covey (2004: 98) agrees with this when he says:

> "Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves."

Figure 5.40: The Theory U Transition process (www.presensing,com/permissions) Accessed on 29 November 2019
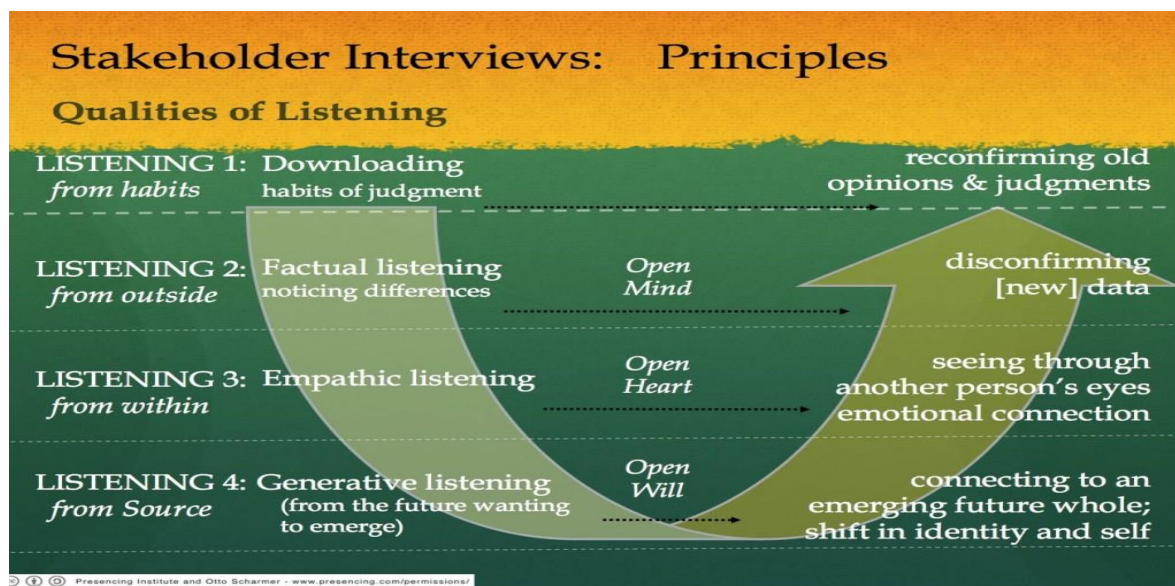
The above is essential to explore a school-based leadership framework that is African in context and relevance while it is global in its elements and applicability. In the above figure, numbers 1-3 relate to the responsibility to attend to and listening to what life calls to be done and thus to download such life-based experiential information. Secondly, one should attend to number four (4) which is about connecting and listening through the application of dialogue with the involvement of partners in the field of the emerging future. This stage is similar to the metaphor

of a seed buried underground and getting the warmth it requires to geminate. This is a stage of re-birth and allowing creation of a new way of being to take responsibility for a process of transition, transformation, and change. Thirdly, the upward trajectory should be attempted. This involves co-initiation and prototyping which brings a diverse mix of elements to uncover and inspire a common intention to create a new world that is different from the current one.

5.4.2. Making Sense of an African Perspective

The responsibility for leadership practitioners and experts is to accept diversity and that South Africa has as a way forward to a future with a promise for inclusion. I have become part of translating different thinking systems in an attempt to create this shared understanding from my early years related to an African perspective and philosophy. The importance of such an approach and thinking is to integrate the reality of one's upbringing and culture and to connect to life's conditions and thinking capabilities as part of a change and transformative process. This is also informed by an understanding of the worldview context and systems of thinking by Steiner (1996):

> *"Just as in the body, eye and ear develop as organs of perception, as senses for bodily processes, so does a man develop in himself soul and spiritual organs of perception through which the soul and spiritual worlds are opened to him. For those who do not have such higher senses, these worlds are dark and silent, just as the bodily world is dark and silent for a being without eyes and ears."*

Lorraine (2013), in her PhD research from Da Vinci Institute for Technology Management, discovered an amazing life experience while doing Value Circles facilitation through her organisation. She used societal problem-solving methodology through human niches, a term that defines excellence through questions of existence that they ask. Clare Graves, Don Beck, and Chris Cowen in their 1996 writings argued that beings by nature are not fixed and that when they are confronted by changing life conditions, they can respond proactively by recreating optional capacity to develop new coping mechanisms to face emerging reality based on their values.

However, I argue that when Theory U is applied, there is no intention of coping but total submission to transition and change. Lorraine's research looked into an African perspective

that resonates with my view of contextualising school leadership and the management perspective. I am intrigued by the meeting of minds involved in an African leadership model or framework. For myself, African Pot (Figure 6.2) symbolism can be used to express Theory U Leadership framework with depth of meaning, content, and shape. This shape is similar to the warrior formation that King Shaka and King Cetshwayo used to conquer their enemies. In this case, the greatest enemy is SELF deception and a need for self-leadership. There are elements that are not the authentic self that must be eliminated or allowed to die through life experiences that resemble fire and energy. Theory U provides the framework for such transition, as argued below. Just like grass that withers in winter and grow again in summer, human character goes through similar phases of growth; 'death,' 'rebirth,' and flourishing.

Beck & Cowan, (2006: 8), explain this as:

> *"Spiral leadership firstly, involves establishing positive relationships through three universal principles: Politeness, Openness and decisive Autocracy."*

Relationships and established commitment to change and transformation are important towards taking personal responsibility to go through Theory U Model process. This is even more a requirement for organisations, schools, and teams to facilitate a positive outcome to achieve the best results.

The influence and nature of transformation resembles human behaviour when confronted with complex emerging realities. Theory U in this research, defines the stages of change, transition and transformation as individual leaders build resilience and courage to define their stages of 'letting go', 'presencing' and 'letting come.' Otto Scharmer (2009) agrees with this when he states that a need to learn and process is the ability to access a source of mastery individually and collectively. This is what he calls human invention and the creative process that brings forth new realities. Theory U is a path of a selfless inner change by leaving the old habits, behaviour and thoughts while becoming open and vulnerable to welcome the unknown emerging future founded on connecting to the deeper source of knowledge and alertness. This clarity of self prepares us for a rebirth of a new humanity. There is no short cut to transformation and no predetermined outcome to be imposed. Process matters most and

determines the quality of the outcome and prototype. Both theoretical models are based on values influencing the source of worldview experiences of life. Value structure plays a major role both in Spiral Dynamics and in Theory U as described through stages of development.

5.5.   Proposed Framework on societal value-creation school leadership

"I am a little pencil in God's hands. He does the thinking. He does the writing. He does everything and sometimes it is really hard because it is a broken pencil and He has to sharpen it a little more" Mother Teresa, The Joy in Living: A Guide to Daily Living, (1987). (Accessed on 29 November 2019 from www.idlehearts.com)

We have developed egos that create our blind spot to our true realities as we avoid the hand that writes our narratives. There is a new stage of individual and collective awakening, where we are all being called increasingly to practice the new life-form composed of groups of individuated possibilities merging their collective intelligence as the 'Circle of Being.' A new movement of abundance challenges the now in order to welcome the emerging future. In this context, the epistemology as a word means to 'educate' while 'to lead out' relates to the environment of teaching and learning which is allowing the 'leading out' and learning from within the student and the educator to represent the best practice for good teaching and learning. Society continues being challenged and disrupted by the advent of what the World Economic Forum (WEF, 2018) has calls 'The Fourth Industrial Revolution'. This revolution is constantly emerging in various unfamiliar forms and is driven by digital transformation and platforms of societal transformation through, 'ways beyond what we can yet imagine'. This will require a new 'mind-set', knowledge and 'skillset' from learners, educators, leaders, parents, and society. Such change will impact on the nature of doing things and eliminate many kinds of old ways of work. It will also transform the nature of classroom learning and teaching methodology. This digital era can and must be used to turn around education and to develop good teachers at scale. These teachers will become practitioners of today's transition and change. Learners will, therefore, be in the hands of competent teachers who can face 'The Fourth Industrial Revolution' with confidence and comfort. Such competent teachers need to understand and experience the Theory U processes of transformation and be patient enough to go through the pain of 'death and resurrection'.

5.5.1. Key Pillars of an ideal and effective school.

In a South African environment, schools are expected to be relevant and to add value as well as supported by Jansen & Blank, (2014) and Wray & Jansen (2018). They should reflect the needs of the community, the broader society, respond to the needs of the economy and strengthen an understanding for transformation and change. However, since the emergence of democracy and the finalisation of the *Constitution*, it does seem that the majority of the population has not internalised nor understood the essence and vision of this freedom. People live a unique set of values every moment of their everyday lives. They face life as a struggle and an experience of pain and joy of change, transition, transformation, and transition.

Leonard, C. (2010: 11), in an article entitled Nine *Roles of Value-driven Leaders*, states:
> *"This is why great leadership emerges in times of war, when immense adversity catalyses a very powerful desire to survive."*

In her article, Leonard states that a leader who is able to articulate a simple and clear message about a better future has a greater opportunity to challenge circumstances. Such values-driven leadership implies a conscious commitment at all levels to lead with values and to create a culture that optimises ethical practice and a social contribution.

Mkhondo (2019) in an Article on Servant Leadership, *JFK and CR17*, News 24) states his belief that servant leadership is encapsulated in what John F Kennedy's stated:
> *"Ask Not What Your Country Can Do for You ... Ask What You Can Do for Your Country,"*

The statement encourages the rainbow nation to realise the dream for positive change stated by President Cyril Ramaphosa's '*Thuma Mina*' (Send Me), peace, and sustainable development. This, however, needs re-education and re-learning by the South African society to define a new purpose and new responsibility as sponsors for change not beneficiaries only. These elements enforce Positive Emotion (Discover and Appreciate); Engagement (Dream and Envision with a collaborative mind-set); Relationships (Design the future using Provocation process); Meaning (Deliver with innovation and apply with impact) and Accomplishment which is about ensuring monitoring and evaluation with sustainability.

In applying these five pillars, I have also found principles and characteristics in various research articles in the literature to enable me to put together a leadership 'stew pot' as my leadership mentor Colin Hall states that a good leader is an artistic cook, and a good manager is an obedient baker. Leadership is about cooking because it needs full attention, expression, soul, mind, and spirit to influence the organisation and to give a 'smell' that resonates with its employees. The content of the ingredients in the pot include lessons from the *Constitution,* the *NDP, Batho Pele* document and publications on 'Schools-that-Work' research. In addition to the literature study, interviews done with participants, workshop and conversation sessions that took place strengthened the data and insights. In addition, information from journaling helped.

In the report on Schools-that-Work, Leonard, (2007) states that schools are not the only influence to be brought to bear on a child's life achievement that is free from their background of social context. The inequalities experienced by children from their background of upbringing are carried along into their adult lives after schooling. This statement was regarded as controversial but has remained in the research field as a challenge to acknowledge. It has been accepted that the family and home background is an important factor to learning. This does require to be addressed by schools that are concerned about the effectiveness of teaching and learning. It is important in a South African context which continues to face inequality, single family-oriented realities, and fatherless children in society. Schools find themselves having to provide support to compensate for these social challenges and disadvantages faced by learners. The success of Schools-that-Work depends on the following nine (9) domains of functionality as described in following by Bridge report on DBE, WSE (2018:2)

- Basic Functionality,
- Leadership, Management and Communication,
- Governance and Relationships,
- Quality of Teaching, Learning and Education development,
- Curriculum provision and Resources,
- Learner Achievement,
- School Safety, Security and Discipline,
- School Infrastructure, and
- Parents and Community.

5.5.2. Exploring South African Societal Value Initiatives

The South African Constitution (1996) articulates the values that drive the national democratic project such as: democracy, social justice, and equity; equality, non-racialism, and non-sexism; human dignity (Ubuntu), open society, accountability and responsibility; the rule of law, respect and reconciliation. *The Constitution, Section 29 (1)* further states the right to education, availability, acceptability, accessibility, adaptability, and human development. In addition, the *Batho Pele* document and the *National Development Plan* both provide essential elements to South African societal values. *Batho Pele* means 'People First' and was launched in 1997 as a framework for the Public Service to encourage new skills and attitudes needed to meet and address developmental challenges that the country is facing. The country also needed to face its new journey of transformation, change and service delivery for all its citizens regardless of race, gender, and colour. In this instance, a need was important to set apart the past historical practices and map a new form of vision to influence behaviour and change the mind-set to make a new start. After all the decades since 1994, there is still a need to debate, understand, and integrate these values and principles into societal culture. These should become the blood that runs through societal systems and the air we breathe to live. They must be core to moral regeneration which needs meaning and practice even today.

Figure 5.42 below provides the eight principles for the public service: *Batho Pele* Principles
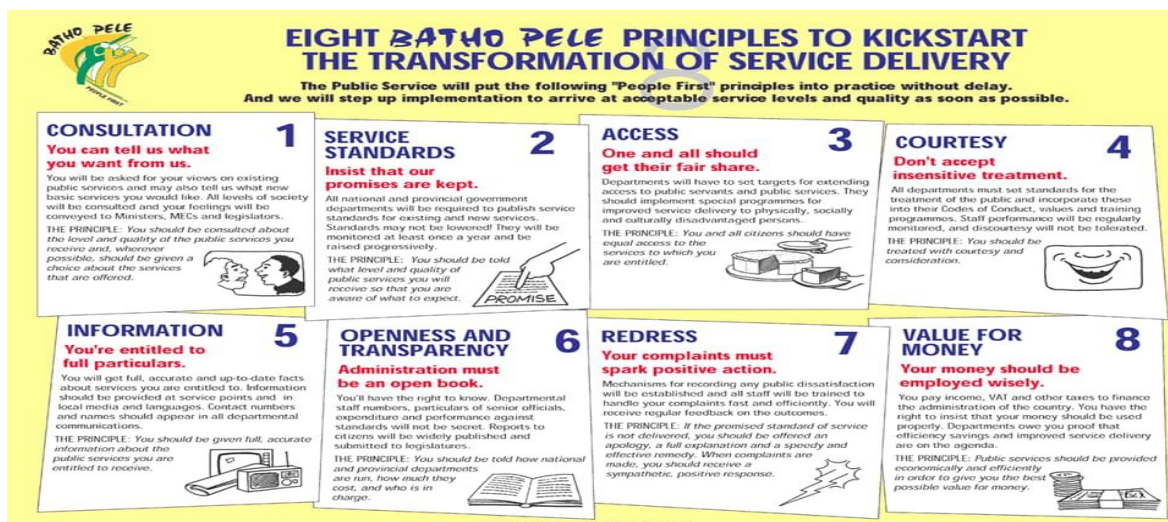
Scharmer (2009: 14) states the importance of values when he says:

"The turbulent challenges of our times force all organisations and communities to renew and reinvent themselves. To do that, we must ask: Who are we? What are we here for? What do we want to create together?"

The *NDP* takes *Constitutional* expression in support of moral regeneration as it highlights the values of love, unity, respect, caring, learning, innovation and self-actualisation as vital for the society in a democratic dispensation as Taylor (2014: 4) puts it:

"Seen in this way, development does not come about through 'top down' interventions, or from the 'bottom up'; developmental transformation always comes about from the inside out. It is about knowing and appreciating self as an emerging interdependent entity. It is about changing yourself and your world by changing the way you relate in it and to it."

The essence of societal value for this thesis is expressed in the following *NDP* elements in the figure below:

Figure 5.43: *NDP* Journey to 2030 Summary (2011: 4)
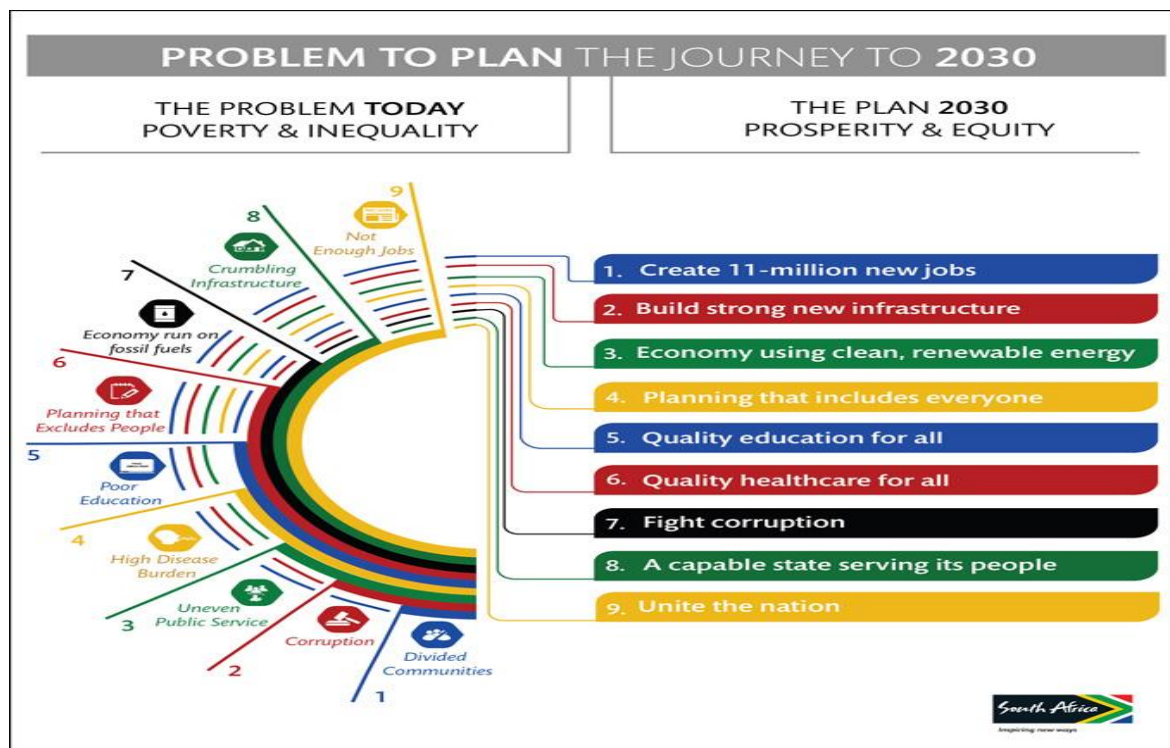
In the above figure representing the *NDP* key pillars, education's added value is about paying attention to job creation, inclusive participative planning, and quality of education, fighting corruption, building a capable state and uniting the nation.

The *NDP* states the following in *Chapter 9 (2011: 296):*

> *"By 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The performance of South African learners in international standardized tests should be comparable to the performance of learners from countries at a similar level of development and with similar levels of access. Education should be compulsory up to Grade 12 or equivalent levels in vocational education and training."*

The *NDP* (2011: 18) statement further commits as follows:

> *"Government begins in the home, grows into the community, expands towards the city, flares toward the province, and engulfs the entire land. We know our leaders as we have elected them and pledged them into office."*

- They are wise in the use of our wealth,
- Wise in knowing and understanding our wishes and needs,
- Wise in expecting us to express ourselves to them in any appropriate manner we have agreed to be allowable, and
- Wise in not silencing those who criticise, but enable them, through our rules of engagement, to be even more rigorous in supporting a just society."

The above statements remain to be realised after decades of freedom and democracy. Leadership challenges in all spheres of society continue to alert the nation to the need for a search for a leadership model to emulate. Education and schools in particular, are called to search constantly for such a leadership model to build and influence future generations. Opportunities are not lost though late to be realised and South Africa can yet bring a special perspective to the African Continent in terms of leadership and humaneness based on the *Constitution.* These are founded on democratic consultation, dialogue, listening and sensing, and '*Ubuntu*' leadership philosophy. According to Mandela in Khoza (2005: xxxi):

"African Leadership is communal in nature and calls for the leader, as an individual, to be principled; willed and utterly committed to pursuing strategies that many followers may not understand or agree with."

At the centre of Scharmer's Theory U Model, I can state that sometimes leaders who become the torch bearers and champions for these principles and values and who hold out the promise for the emerging future still need the discipline to act in the present ('co-presencing' and co-creating). That is why leaders lead from the inside out by body, mind, soul, and spirit highly attuned intuitively to the collective hopes, desires of society while being realistic about the concerns and fears that citizen face daily. In the views of Khoza (2005: 2), our *Constitution* holds the following five (5) *Ubuntu* principles and values:

- 'Server Leadership which relates to leader-follower relationships, followership, and partnerships,
- Cohabitation as an ability to communal learning and living together in harmony and love,
- Social Arbitrage, which is an application of techniques for conversation, dialogue, reaching compromise with win-win solutions for optimal and impactful results,
- Emotional Intelligence which requires maturity of thoughts and character, mutual dependence, and shared humanity, and
- Leading in paradox and ambiguity as an expression of intuition, discernment spiritual leadership and clarity of managing complexity.'

The report of the *Working Group (2000) on Values in Education* that the late Prof Kader Asmal commissioned, highlighted the promotion of: Equity, Tolerance, Multilingualism, Openness, Accountability and Social Honour. The Department of Education in their model school concept have looked at schools that are already accorded with the status of model schools or centres of excellence by looking at three qualifying criteria: schools that are well managed, schools that are well governed, and schools that are producing good results.

5.5.3. Characteristics of an effective school leadership

Some of the critical areas of development for school leadership projects that I have run in Gauteng and Free State included curriculum and managerial support, coaching, and mentoring and conducting leadership workshops which certainly made an impact on both educators and learners in terms of improved quality of results. At the core of effective schools are the individual players on the school stage, the principal, the HODs, the educators, the learners and the parents working together with the SGB. The success of the school depends on the quality and competence of all these partners including the following elements enumerated by Caldwell (2013) who argues that managers and leaders of self-managing schools reach a stage of maturity which enables them to develop and implement a process involving seven managerial functions: goal setting; needs identification; priority-setting; planning; budgeting; implementing; and evaluating.

In addition, Leithwood & Jantzi (2000) conceptualises transformational leadership along eight dimensions which are: building, vision; establishing goals; providing intellectual stimulation; offering individualised support; modelling the best practices and important organisational values; demonstrating high performance expectations; creating a productive school culture; and developing structures that foster participation in school decisions. In addition to these, transformational leadership is essential to let leaders succeed in gaining the commitment of followers to such a degree that higher levels of accomplishment become virtually a moral imperative. In my view, transformational leadership is required in education for successful transition towards effective schools. The model provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence outcomes rather than on the nature or direction of those outcomes.

At the core of effective schools, school leadership is the game changer as stated by van Rhyn et al., (2016) as she identifies standards for principalship as role description, clarity of roles, partnering with the wider community, improve quality teaching and learning, and encourage learner achievement for their future careers.

The following mapping by Joshua (2011), adds differently to the Domains of School Functionality and provides seven elements that are applicable for school leadership in terms of mind-set shift required to position mastery of self, the influencing of others, and the understanding of a school:

Table 5. 41: Joshua's Seven Mind shifts (Adapted by MD Mthembu):
LEADING AND MANAGING YOURSELF, LEADING AND MANAGING SCHOOLS

Leading and managing Yourself	Leading and managing Schools
Doing: Accomplishing tasks on your own	**Leading**: Influencing, negotiating, facilitating, and conceptualising
Exchanging Information: Giving and receiving information wide about your own activities.	**Communicating:** Creating a two-way dialogue with a constituent group about the school's activities and future plans, vision, and the brand.
Relationship Building: Building individual relationships with teammates and the SMT	**Networking:** Building a broad network of peers, learners, SGBs community and Government officials.
Self-Development: Working towards personal and professional growth	**Coaching and Team Development:** Selecting, delegating, motivating, and developing.
Personal Accountability: Monitoring personal work, processes, success, deadlines, and goals.	**School Accountability**: Measuring School success, achievements, efficiency, quality, service impact, infrastructure, and results
Task Analysis: Problem-solving and solutions to projects and tasks in order to achieve desired state.	**Sector Analysis**: Deciding on best practices, benchmarks and comparative measures and standards in schooling.
Self-Awareness: Knowing strengths and weaknesses, behaviour, and styles of leading and managing others.	**Interpersonal Awareness**: Managing personal emotions, feelings, and thoughts as they impact on others and on the school.

The elements enumerated above, are a response to the statement by Louise van Rhyn and her colleagues for a need to focus on school leadership. The Department of Basic Education also agrees that there is a need for differentiated and targeted development for professionalisation and training of school leaders to clarify their roles and to inspire them with skills for recruitment, induction, mentoring, leadership, managing and influencing others and partnerships with other schools and their principals.

5.5.3.1. Experience in the practice field and on Journaling activities.

A: Experience through the broader work with schools:

I have worked as a principal in two high schools in KZN in 1988 to1991and managed to contribute to turning those schools around to being effective and vibrant. This experience created a passion to offer support to school leaders since 2010 in Gauteng (130 schools), KZN (50 schools) and Free State (45 schools). This has been a privilege to engage with schools, District and Circuit officials and Provincial Officials. I have witnessed the pain and the concerns expressed by all those involved in education. While Unions are known to be gate keepers in some instance, I have received unqualified and positive support at all times even from shop stewards and union leaders. This, I observed, has been based on my approach used which is developmental, positive affirmation and solution-orientated in terms of process. Story telling has also been of great help in sharing personal experiences, demonstrating knowledge, and making education a constitutional imperative and acknowledging educators as champions and experts in teaching, managing and leading schools.

On reflection, I can affirm that the approach and processes I have followed, while guided by Theory U, were enriched by the PERMA model developed by positive psychologist, Martin Seligman (2011), and widely published in his book, *Flourish*. The emersion in the Theory U process requires a spirit of will in order to go through the journey positively. This process needs cognitive strength to commit to the journey without doubt. In his writing, a word 'PERMA' stands for the five essential elements that should be in place to experience lasting well-being with a sense of ownership. These are the following:

- **P**ositive emotions – feeling good and looking at life as an opportunity for greatness,

- **E**ngagement – being completely absorbed in activities and meaningful conversation,

- **R**elationships – being authentically connected to others and building shared purpose,

- **M**eaning – purposeful existence that defines the true purpose of living and legacy, and

- **A**chievement – a sense of accomplishment and success which adds value.

The support role I have played in my contribution to all schools started with a preparatory phase. This was the most important phase to engage all critical stakeholders, clarify expectations, the approach, assumptions and roles and responsibilities. This phase helped to get commitment of all key stakeholders to an integrated and holistic plan that continued to reflect purpose for schools, their mandate, their concerns and dreams and their understanding of the context and existing societal dynamics. Secondly, profiling of schools, their needs, determination, leadership assessment and 360 assessments were designed and approved by educators. These provided authenticity and legitimate data that was objective and defined the status quo.

The third phase was an actual roll out of support interventions that focused on school leadership, good governance, and management, Change and transition, building relationships and partnerships, self-mastery and building resilience. This involved principals, the SMTs, and senior educators. This phase was divided into four one day sessions through the year. Parallel to this support, one-on-one leadership coaching and SMT team coaching took place through professionally qualified school coaches. The last phase focused on building sustainability and on establishing a Community of Practice through the intervention of teams given guidelines after a launch and orientation. Such interventions were developed, adapted, and facilitated on the basis of building school leadership internal capacity, acknowledging educators as experts, and asserting their position as leaders and models for school effectiveness and excellence. This is the process that allowed the application of 'flourishing' and five elements applied throughout the process.

The following themes provide a summary of areas that have become critical and identified by educators during leadership, and team conversation sessions. These themes have also been confirmed through feedback data on 5.3.1 from fourteen (14) selected schools including education practitioners, experts and legacy organisations that were part of this research. This also

includes conversations recorded on research journal. Figure 5.44 below reflects critical themes that have emerged to support school leadership conversations developed through past experiences working with schools (Kagiso Shanduka Trust Report, 2016).

Figure: 5.44. Pictorial view of the eight (8) elements of school leadership effectiveness

The above statements of characteristics of an ideal school provide a promise for the heart and mind of a school leader. In line with commitment to the *Constitution of South Africa,* the above statements are for the common good of the whole school community and the country. These serve to equip educators with an understanding of a transformative curriculum that must nurture active, engaged, and compassionate learners and parents in a democratic society holding the spirit of the *Constitution*, the *NDP* and *Batho Pele* values. According to the *ACE Leadership Programme (2008),* school leadership requires transformation of the context, culture and form, reflection of values based on the community, responsiveness to the challenges and the envisioned ideals,

adequate planning for impact and improvement, decisiveness in decision-making and problem-solving with monitoring and evaluation.

B: Journaling Records and Notes

My personal experience and engagement in a number of education and school-related activities during this research have been captured through journaling records. This provided an opportunity for observation, listening, insightful conversations, learnings from other experiences, noticing and being aware of trends and perceptions. The following facilitation conversation events took place:

1) Working with ten (10) Volvo Group sponsored schools in KwaZulu Natal; and
2) Two (2) schools in Gauteng where the conversations focused on: school leadership change management, team effectiveness and strategic planning sessions.

The above activities together with the Anglican Board of Education three (3) conferences added to the data base to the study. Here are the comments on the following themes:

School Leadership:

- "Commitment and passion for excellence."
- "A sense of voluntarism and Clarity of vision."
- "We are cohesive in decision making. However, there are other agendas to prove others wrong and not able to take the organisation forward. We are promoted without support for skills to fit to the positions."
- "Positive Attitude and understanding each other's character."
- "Open and honest communication, and where it is possible to ask for clarity. There must be a clear understanding and knowledge of when and how colleagues communicate with each other."
- "Much as we love to do this -we are pressurised, and we forget the action plan and there are demands which interfere."
- "Four Elements of Purposeful Framework: Knowing your purpose, having a clear plan, managing time effectively and having fun and joy."

- "That I need to be purposeful driven. Achieve Self-Mastery. Build systems that are understood by all stakeholders. Understand where each component fits in decision-making."

Presencing:
- "Motivation, moral and work ethics, commitment and discipline."
- Adding value to the team and dedicating my time to improving the school, use my knowledge and my networks to source every assistance the school can get.
- "Engage with respect and collaborate more with colleagues."
- "Openness and creation of an SFL Model of Change. We must not lose momentum."
- "Constantly find source of existence and purpose."
- "Maintaining our individuality/ true north is important however we have to reach a common ground and vision to move the organisation forward."

Societal values:
- "Parental involvement and Ubuntu."
- "Non-participation by parents and lack of role models in the community."
- "We work against the negative environment but there is a glimpse of hope since we still produce some good results."
- "Home visits by educators to learners."
- "Living the values of honesty by all staff members with the management leading by example."

The above responses can be clustered into the following five (5) additional themes:
- Shared leadership,
- Building a culture of Team effectiveness,
- Providing strategic direction and shared vision,
- Establishing a Community of Practice, and
- Provision of continuous learning and development.

Anglican Board of Education events working with Vuleka Cluster School leaders for three (3) leadership sessions with 15 participants, attended two conferences on education at St Mary's School for Girls and St John's College for Boys and attended one (1) international conference at Fort Worth, USA on World Positive Accelerator. Appreciative Inquiry on Positive Education.

School Leadership:

- "We have the power to change the way young people experience and view the world to create a more thoughtful, united, and flourishing 21st century!"
- "School engagement and retention can be enhanced through positive psychology interventions."

Presencing:

- "A focus on well-being is not only about how individual students feel, but also about their journey toward becoming contributing members of society."
- "Positive education aims to explicitly and implicitly shift school cultures in ways that empower educators and students to develop a positive lens to the world."
- "We have an unprecedented opportunity in human history to create the best educational systems that the world has ever seen."

Societal values:

- "Educators, parents and social scientists have recognised a desire to better equip young people with the life skills for success."
- "A sense of belonging strongly impacts academic, psychological, social, and behavioural outcomes."
- "Social and emotional learning programmes that specifically target social skills can help school leaders understand and manage their emotions, develop positive relationships with others, make responsible decisions, and possibly improve performance of the school."
- "Education happens in collaborative learning spaces that are agile, flexible and multi-purpose and include teachers, students, and the community and industry leaders."

These events gave the following summary of insights:

- Creating habits of the heart and passion,

- Instiling positive mind-set and opening possibilities for innovation, and

- Encouraging leadership for change, transformation, and partnerships.

- Improving teaching and leadership models to become more innovative, agile, and participative.

5.5.4. 'Presencing' of School Leadership

The school's educational philosophy is expected to be fundamentally principled, and value-founded in line with the *Constitution* of South Africa. At the core of schooling and learning we are to ask ourselves the question: What is the soul of a distinct and effective school? The National Institute for Excellence in Teaching (NIET) on 16 September 2020 stated the following pillars for supporting a school leader: 1) Visibility, which is about being seen and present, 2) Modelling being a reflective lead learner, and 3) Building capacity for others and creating opportunities for their leadership roles.

The above three (3) pillars concur with what Scharmer (2009: 54) asserts:

> *"What if the quality of the visible social world is a function of this invisible field that resides in our blind spot of perception-the quality of invisible world defines the quality of the invisible social world?"*

I do believe that life is a gift from the 'source' being which defines the invisible essence and therefore, people should live and work with generosity and gratitude of spirit. Every child needs love as a treasured gift from parents, the family and society for a pre-destined purpose. The pursuit of knowledge must be regarded as an exploration of gifts and talents that are freely offered to humanity by this 'source' that created the world. Education provides a bridge to fully unlock this gift in its abundance. Life is lived and expressed through the intellectual framework with honour and humility and witnessed as an incarnational and sacramental experience of life. Regardless of faith and religion, human spirituality regards this 'source' as a centre of our lives that invisibly makes learning take place. At the same time, we welcome our 'presence' and emotions with sensitivity, diversity of faith, and belief in our schools as prescribes by the *Constitution*. This sense

of 'presencing' (present and emotional) influences the character of learners and educators to commit to their roles with passion and conviction as a calling by the higher 'source' of life. School leaders carry this spirit of 'presence' that requires their whole being to be anchored in defined principles, values and ethos that cannot be compromised in any situation. Alan (2012), in explains effectiveness, capacity, power, 'presence' and equality as something that emerges when individuals surrender themselves completely. This kind of deepening process calls school leaders to look inwards, starting by *observing what is*, with a focus on the fullness of experience (physical, emotional, and subtle) in the here and now, of whatever is arising and emerging in their context.

In a school context educators and learners are guided and mentored to explore their understanding of life's meaning and are free to identify with it and take ownership with responsibility. Without being prescriptive, educators seek to make known the understanding of the world mysteries and the truth with its relational and moral consequences. Educators need to understand that they have an inherent spirituality of life offered through the mystery of the 'Life Source' in a hopeful, loving, trustworthy and reconciliatory manner. Such a mind-set makes the eyes of stakeholders open to the will and work of life. Like a farmer's seeds that are sown so that they will be able to geminate with hope and trust to a flourishing future, a principal holds the future. The school with its parents and teachers must also be supported to know these fundamental values and principles and be enlightened to the importance of a soul of a school. The school's daily life should reflect the beauty, truth, and goodness of living through:

- Seeking to grow in reflecting about the essence of the fullness of life for all learners,
- Serving community through offering quality of the curriculum, dedicated to teaching and learning, and to be supportive and committed to make a difference in effective governance,
- Self-assessment and quality assurance as part of the school operative systems in every sense and reflect critically on its progress and alignment to the societal values, and
- Modelling a spirit of kindness, compassion and respect for human beings. This requires a healthy relationships and partnership spirit with the community. In an ideal world the school becomes a welcoming, safe place that is responsive to societal needs.

The above reflects the signs, symbols and commitment of values and principles that define an ideal of a desired future character of a school.

5.6.   Chapter Summary

Motshekga (2018) stated in her address on the announcement of 2018 Grade 12 results in January:
> *"We will be the first to concede that, despite the notable stability of and improvements in the system, we are yet to cross our own Rubicon. We must agree that much has been achieved, but much more needs to be done in the areas of efficiency and quality"*

Based on the above statement, it is clear that life is a constant moving trajectory, a journey in which all those you meet, and the events experienced on this journey help to 'chip away' that which is not your true self. Therefore, there is a need to accept that human behaviour is a movement that is fundamental to understanding and mastery in order to know how to lead and how to become a leader. This research has helped to put a spotlight on and to define every moment of the journey of the school leadership trajectory, giving it meaning and creating a language to tell a story of self-transformation and transition. The Theory U process and the research methodology followed has provided an opportunity to empower school leaders to understand the importance of leadership, 'Presencing'and expression of societal values. Such felt experience is societal value based.

Insights from work done in this thesis demonstrate that attention is needed to profile school leadership as a catalyst for success. This chapter has presented the data analysis from the sources involved and that responded to the research goals and objectives. These have helped to give practical shared experiences and views from the field and to observe how Theory U model and its process can be applied in a school context. The next chapter is focused on overall recommendations and provision of a school leadership framework for application.

5.7. Conclusion

This chapter has provided essential insight to the research analysis and findings. Such information helps to define roles and responsibilities regarding school leadership as a calling. In such a case, there is a symbiotic relationship between the school and its immediate society that establishes an atmosphere of safety, free expression, love and caring. In such a culture, there is constant learning and growth that models informed practice for decision-making.

CHAPTER 6:   CONCLUSIONS AND RECOMMENDATIONS

6.1.   Concluding Summary

Biko (2019: 23) in his book states how the reimagining of Africa is presented by Cheikh Anta Diop on the approach to the study of norms and values:

> *"For every individual his or her own cultural identity is a function of that of his or her people. ... We know that three factors contribute to its formation: 1) a historical factor; 2) a linguistic factor; 3) a psychological factor."*

In the South African democratic context, the *Constitution of the Republic of South Africa, (Act No. 108 of 1996)*, commits its citizens to observe the following four principles and values: 1) "Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; 2) Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; 3) Improve the quality of life of all citizens and free the potential of each person; and 4) Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations."

6.1.1. Aspirations of healing and openness

This research is not attempting to deal will all the factors mentioned above for this thesis. What is of importance here are the aspirations for healing, openness, the will of the people, quality of life, freeing the potential of citizens through education and to experience democracy. However, the Theory U model, its process and the philosophy has offered a glimpse of how one's history should not determine one's future. It also provides a process of self-directed fundamental freedom from the old. This is what the importance is of downloading the downward trend of 'let go' of the historical factors but with ability for learning and re-learning. The other elements that the theory illustrates touches on the psychological factors as it provides a process of self-cleansing, self-forgiveness and spiritual connection to allow one's mind to settle at the bottom of U in 'presencing' before the reimagining prototyping phase. Scharmer (2009) provides a process that is about

reconstruction of emerging reality through focusing on the future that is given birth to in our minds and hearts. This research demonstrates that school leadership, like all others in leadership positions, depends on the quality and indomitable courage of the principal. Such a character is anchored in unshakeable principles and values that leaders have internalised throughout their lives influenced by educational experience, family orientation, societal influence, and personal choices.

6.1.2. A principled and value-based Trajectory

I have looked at the *Constitution*, the *National Development Plan*, *Batho Pele* document and related leadership models that promote principles and values. I have also been enriched by insights and personal expressions shared by those that responded to questionnaires and those that I managed to interview. All this has made me conclude that to lead is a special sacred moment of displaying greatness and to building a legacy. The recommended and redesigned Theory U in this chapter is an expression of my deep experience and insight to localise the model and subject it to an African way of thinking, being and becoming. Theory U affirms the power of brokenness as being in the new making not destruction.

> *"Brokenness involves removing inappropriate pride and self-reliance and building healthy God-reliance. God tamed Moses' self-reliance and pride in the desert, but to create trust He had to break the man's fears. Moses dealt with different kinds of fear in his encounter with God". John Maxwell on Trading fears for God's faith (2010:130) from: A Leader's Heart: 365- Day Devotional Journal.*

Taking information from the 2000 Prof Kader Asmal's *Values in Education Working Group Report*, Values expressed through Kagiso Trust, OR and Adelaide Tambo Foundation, the NDP, the Batho Pele Principles and consolidation of Phase 1 questionnaires on school leaders, the following dominant principles and values have been enumerated: 1) Accountability; 2) Access, Openness and Transparency; 3) Equity and Redress; 4) Integrity; 5) Justice and Equality; 6) Collective leadership, Consultation and Social Honour; 7) Love, Passion and Caring; 8) Ubuntu, Humility and Unity; 9) Innovation and 10) Self-Actualisation.

6.2. Recommendations and Key Remedies for School Leadership

Jansen & Blank (2015:72-73) provide a powerful quote from Nelson Ma'Afrika, the principal of Masiphumelele High School in the Western Cape as follows:

> *"We give them hope. We try to make the school their second home. And that gives them some confidence. I just can't describe how much the teachers are doing to make those learners feel valuable about themselves. ... It makes them feel human. And then it makes them know that they count."*

This statement is at the heart of what this research has cut through to: hope, home, confidence, value and being humane. This is what a school leader represents, ignites, and gives meaning to directly and indirectly. This is what authenticity, character, 'presence' and principled centeredness means to leadership. This is what Collins (2015: 85) describes as Complex Responsive Processes of Relating in a school and

> *"Is the understanding that the adaptability and creativity of the overall system is strengthened by the quality of the relationships between the various parts of the system?"*

6.2.1. Reflections: Interviews and Conversations

In reflecting on the last phase of the interviews and conversations with the OR Tambo protégé' and Eric Molobi's daughter; the following distinctive seven (7) elements emerged to learn from: 1) Leadership strength of character sustains leaders internally and externally to face challenges and still to be firmly grounded in truth, integrity and fairness; 2) Leadership promotes social and ethical justice for all including those who are different and opposed to the course; 3) Leadership is about understanding the pain of living with competing interests, opposing personalities, family, organisations and society all with their own principles and values; 4) Leadership is ability to lead with ambiguity and avoiding predictability but able to provide solutions that are guided by specific events, individuals involved and prevailing context and time, 5) Leadership requires insight and discernment that sees the potential, opportunity and talents within and amongst all generations, regardless of formal advantages of background, and certification; 6) Leadership thrives on

abundance, forgiveness and generosity of spirit and on an open heart; and 7) Leadership models stress the capacity of abundance heart and creative mind.

In addition, the following words capture the essence and depth of leadership behaviour and impressions during the last two conversations: discernment capability, being the moving spirit of the struggle, defining the source of purpose, uncompromising and enlightening wisdom, ignite fire and connectedness within, leader's backbone to be firm to face complexity, being a source of inquiry, reason and deep faith, expression of generosity of spirit to be inclusive, embracing and collaborative, capability to serve beyond personal gain and having the character to sacrifice beyond the current needs.

6.2.2. Emerging challenges in the schooling system

The Centre for Development Enterprise in its November 2020 publication on COVID 19 and Education share critical lessons for improving the schooling system. Some of these are the involvement of public-private partnerships such as the Early Grade Reading Study (EGRS), the National Education Collaboration Trust (NECT) and projects such as the Programme to Improve Learning Outcomes (PILO), and efforts to improve schooling in South Africa through Kagiso Trust's Beyers Naudé Schools Development Programme (BNSDP) that are an attempt to raise performance across the entire education system.

In my view in the South African society has become fatigued with and tired of poor and ineffective transformative agendas for the country. It is only recently since 'The fees must Fall' movement and now the 'Zondo Commission' that the civil society has taken the baton to lead and to ask difficult questions. The responses from this research's, conversations and interviews confirm a need to develop new school leaders who are able to respond to the challenges of the time and question more to find needed solutions.

In our quest for speedy responses to the ever-increasing pace of education, most educators are conditioned to deliver solutions and answers that produce immediate results, at the expense of exploring alternative learning. When we understand that each one of us encounters reality in our

own unique way, we begin to appreciate the opportunity that this offers and appreciate that leadership challenges are varied and contextual from school to school. Many challenges are rooted in relationship issues to clarify how effectively we coordinate our actions with others – internal or external, our stakeholder base is of wider scope than ever before) and there are always a myriad of possible answers.

The new societal responsibilities are affirmed in Moseneke's title of his book, *My Own Liberator*. The former President, Mbeki in the foreword to this book states:

> *"We were confident that as a liberator he would defend the victory he had helped to bring about. We knew that he would do this inspired by the values of social and political justice. We were convinced that he would bring into the judiciary the requisite integrity along with the requisite knowledge of the Constitution and the law." (Moseneke, 2016: xvi)*

6.2.3. School Leadership Insights

I share the same views as all those who look to education as a vehicle for attaining democratic goals. School leadership needs this collective effort and commitment by society to make improvements take place. To capture the essence of critical matters for school leadership, I am reflecting on Jansen & Blank's (2015) seven (7) lessons of good practice in schools and ten (10) key strategies from Schools-that-Work. These have been synthesised into lessons taken from the feedback received from interviews.

Van der Merve (2016) argues that the society is challenged and will be disrupted by the advent of what the World Economic Forum (WEF) has named 'The Fourth Industrial Revolution.' This revolution is driven by amongst other drivers, massive digital transformation of society, in ways beyond what we can yet imagine. The WEF warns that the future will require new knowledge and skills from our school leavers. It will change the nature of work and eliminate many kinds of work. It will also change fundamentally the nature of classroom learning. The consolidation of these in the table 6.1. below reflects my learning and insights observed from the non-profit organisations formed by our legacy leaders.

Table: 6.1. Key Remedies for School Leadership that Matter Most

Ten Key Strategies from Schools-that-Work	Seven lessons from good practice in Schools	Insightful lessons from Feedback from Educators and Experts
Schools establish and maintain firm routines	No photocopy for change but contextualises solutions	Curriculum Management and sound policies, procedures, and teaching frameworks
Extend time for learning	Find lasting and sustainable solutions and give every learner a chance	Managing exceptions and problem-solving ability
Teach every day and be in every class on time	Be integrative and holistic in strategy development	Dedication, Commitment, and hard work
Set high expectations for students	Resources alone don't matter but human capability to do the job is essential	Strategic planning and visioning for hope and impact
Provide love and discipline	Complexity kills capacity and possibility. Make things simple and easy to do.	Servant and principled leadership with discernment of spirit. Educating for dignity and love.
Parental involvement is a norm	Change is reversible, ensure that skills for change build resilience and deep insulation from destruction	Involved and Cooperative Parents bring meaning to social justice and truth.
Principals are visible in their leadership	Develop excellence and share best practices for replication of learning.	Highly Effective and Present Principals are influential and provide hope, aspiration, and character
Principals and educators are social entrepreneurs		Build partnerships and relationships for sustainability and resourcing
Principals act and manage the external environment		Leading and Managing Complexity of context: educating for society.
Students are offered a life beyond the school		Build character and the fullness of a flouring life through wisdom, knowledge, skill and creativity

In conclusion, schools-that-work and display excellence are led by school leaders who model the above elements and remedies that matter most to build legacies that contribute to societal growth.

6.2.3.1. School Leadership Readiness and Governance

According to Scharmer (2009), the leader's role is to sense and interpret the present through the future. The ability to do this is defined by the leader's success in uncertain, complex environments of emerging realities. This is what Gabel & Walker (2006) describe in their insightful writing on Buckminster Fuller, who epitomises 'the anticipatory leader.' They write:

> *"For leaders, trendspotting not only requires a feel for timing, but also the ability to tune in to the relevant topics, tune out the noise, and act at the right time. Picking up on so-called 'weak signals' long before anyone else is paying attention is a key habit leader must develop if they are to accurately anticipate and respond to future needs." (p. 40-41).*

Developing of learning capability provides maturity on issues of governance and instructional management. Learning in social systems like a school requires focus on what matters, what counts as learning, and what is supported by planning. The critical nature of learning suggests an edge towards doing something better and worth the investment given to it. Schools are reliant to a form of governance which provides a process that is based on partnerships. It is a learning that drives governance, not the other way round. Therefore, governance for its effectiveness needs specialised skills and knowledge to execute its intentions (Xaba, 2011). This must reflect the complementary character of leadership in the school and in the community. On the one hand, our imagination as society must give us the opportunity to project what we care about, individually, and collectively, into the future and across social spaces. In reality, our knowledge and our visions are limited by our own realities of existence. School leaders and educators need to respond to and embrace the unexpected challenges of their reality. This suggests a need to consider the following two types of school governance that contribute to the improvement of school leadership capability:

- *Stewarding of governance*. This type of responsibility derives from a concerted effort to improve and align social systems in a school with societal standing. This required a formalised on-boarding of an appointed school leader through orientation and coaching.

Stewarding governance is a process of seeking agreement and alignment across a social system through policies and procedures that focus on shared goals and objectives; and

- ***Emerging nature of governance.*** This kind of governance arises from a widely distributed system of interactions that involve schools responding to their ever-changing environment. Challenging events are the quintessential reality of organisations. In that reality, schools stimulate and trigger problem-solving ability that emerges out of many interactions. Similarly, aspects of learning capability emerge as the cumulative effect of school-based decisions, negotiated and shared by educators. Like networks and communities, emergent and stewarding forms of governance have complementary strengths and weaknesses in their effects on learning. This aspect is appropriate to support a school when it develops SIP and SDP each year. It is the combination of the two that can maximise the learning capability of social school systems.

6.2.3.2. Measures to Improve School Development Plans

To strengthen schools planning capacity, there is a need to establish '*School Development Centres' (SDCs)* to provide the principal and the SMT with a platform to create a base for development and sustenance of programmes for growth and empowering educators. This provides a strategic partnership with existing stakeholders to address critical issues that inhibit learning and teaching and to instil a learning culture, community collaboration and enhance management and leadership capabilities. In performing this service, recognition of existing interventions such as the *National Curriculum Statement* and other legal frameworks is important to guide SDI and SIP. It is well-acknowledged that successful organisations are able to comprehend what it takes to deliver outstanding results – a clear strategy, empowered and committed staff, leadership that lives the strategy and are able to articulate it in ways that build real support and commitment as well as constant, ongoing evaluation, and course correction. The Researchers at Stellenbosch University in a 2016 report concluded that:

> "...the root causes of South Africa's low educational outcomes, while multifaceted, generally fall into one of two categories: (1) a lack of accountability, and (2) a lack of capacity. Consequently, any proposed solution would need to address both of these elements to gain traction. (CDE, 2017: 28).

In the same research, the results identified four binding constraints to address in order to improve educational outcomes for the poor. These are: 1) Weak school functionality, 2) Undue union influence and pressure, 3) Weak subject content knowledge and poor pedagogical skill, and 4) Wasted learning time and insufficient opportunities to learn.

6.2.3.3. Five Leadership Practices

The acknowledgement of the union influence, in my view, is not expressed as a negative. The country's constitution protects the rights of association and of belonging to organised labour organisations. However, there are responsibilities of a professional nature that everyone needs to acknowledge and choose to act upon responsibly. This is at the core of the discourse that the school context faces in relationship to activism. Williams (2011) affirms this complexity when he states that since 1994, teachers are being expected to contribute towards transforming their schools to become democratic, professional, and collaborative centres of learning and teaching. In addressing these challenges, work done by Jansen & Blank (2015) defines seven (7) lessons for 'Schools That Work': 1) Schools are different in context and culture and change cannot be replicated; 2) Lasting and sustainable change is difficult and cannot be a quick fix effort; 3) Change is a multi-pronged process and need integration; 4) Effectiveness of schools requires capacity to use resources effectively use; 5) Solutions should involve simple and easy to do tasks; 6) Change should be systemic and should be deeply embedded in the school culture; and 7) Change works effectively when good practices are isolated and implemented well.

The above reflections work effectively where stakeholders such as teachers, pupils, SGBs, parents and learners are committed to unity and collaboration and are committed to learning for results. In the same spirit, societal stakeholders such as local government employees, leaders of the community, businesspeople and members of the unions have to work together to achieve a shared purpose. The following leadership practice framework together with the three (3) balancing elements, provide areas to improve the quality, relevance, and applicability of SDP outcomes. When leaders are authentic and are true to their inner selves, they can demonstrate and model the following leadership practices to build solutions as proposed by Kouzes & Posner (2007):

Table: 6.2: Five Leadership Practices – Revised and Adapted Summary of Modelling

	Key Behaviour patterns	Detail
Model the Way	This is about setting example of behaving in ways that reflect shared values. Achieving of small changes, builds confidence, commitment, and consistent progress.	The leader sets an example and defines the shared behavioural, standards and then exemplifies them. This is essential to achieve small changes and to build momentum.
Inspiring a Shared Vision	Envisioning is an uplifting, exciting process of anticipating a meaningful future. This helps to enlist others into a common vision by appealing to their values, interests, hopes and dreams.	Leaders begin to work on their own vision before enrolling others to refine it and make it theirs. Emphasis is on visualisation and the use of powerful evocative language to capture the vision that inspires others.
Challenge the Process	Searching for challenging opportunities to change, grow, innovate, and improve their behaviour. Risk-taking and learning from experiences is important in this phase.	The leader becomes the agent for change through questioning, challenging, and seeking new ideas. Experimenting, learning from, and allowing for mistakes. This helps to encourage new ideas to flourish.
Enabling Others to Act	Fostering collaboration by promoting cooperative goals and by building trust. Strengthening people's ability is done through delegation of power, developing competence, and offering visible support. This provides enabling space for shared and emerging leadership	Building a spirit of trust and collaboration is about encouraging people to share information. Leaders start to disclose what they believe and care about and, when necessary, show some vulnerability. This also entails believing in others and investing in followers' training and education.
Encourage the Heart	Recognising individual contributions to the success of the tasks. Celebrating team accomplishments regularly and where possible give incentives and acknowledgement.	Praise, Recognition and Celebration.

6.2.3.4. Balancing pressure and support

My experience with schools that I have been involved with indicates that success is linked to the balancing of pressure on and support for the school by the SMT, the educators and the district office. At the core of this, is a need to hold schools accountable and responsible for the quality of learning and teaching they offer. Gauteng and Free State as best performing provinces demonstrate this factor very well. The have managed to communicate clearly, set unambiguous targets, and provide a planned programme of action with strict consequential management. This is made possible through a robust engagement with the educators, the unions, student organisations and parents through SGBs. There is no debate on recognising that the education system has to take responsibility for the results they achieve. This pressure takes various forms e.g., calling on the school management to explain poor learners' results and demanding school measures for improvement, monitoring the progress of schools, making curriculum delivery and learner assessment a critical component of each school, and providing incentives for excellence.

In addition, the above support mechanisms, some provinces have now provided additional support such as weekend classes, holiday classes, after-school teaching, specific subject camps, and bursaries for the best performing learners. Of the most important is the provision of capacity building through training on subject matter, instructional leadership and coaching and mentoring. All these interventions are data-driven and evidence-based to provide objectivity and to get a buy-in from all players.

6.2.3.5. Balancing Maintenance and Development

Successful school improvement internationally has shown that school needs require assistance in both maintaining the work done, and in providing oversight towards curriculum delivery and operations on a regular basis to ensure continuous improvement. This should also ensure that schools constantly improve results in all grades and in quality moving to a higher level of achievement. This cannot happen through one element of the partnership and thus relationships with business and civil society play a critical role. The districts need to balance maintenance work together with curriculum related work. Schools need to be serviced for the purposes of

maintenance of infrastructure and human capital. There is a need to be creative and to create a balance so that while the district does not neglect to assist its schools with maintenance, it must also not neglect to focus on development of educators, learner, and parental bodies.

6.2.3.6. Balancing conditions for teaching and learning

The core function of any school is the delivery of the curriculum, the readiness of its learners and the support of the parents. This is dependent on the existence of conducive conditions for teaching and learning. Such conditions include at one level, the provision of basic resources for the classrooms, stationery, learning materials, and at another level, suitable and adequate buildings and equipment and the aesthetic conditions of the school, and appropriately skilled human resources. Educators have a number of personal issues that need to be addressed if the quality of their attention is of critical importance. There is no empirical link though between school condition and resourcing and the quality of teaching, learning and results. However, such support is definitely necessary to improve conditions.

According to the research report on *Schools-that-Work* by the Ministerial Committee supported by the *Coleman Report (1996),* success of a school is not determined by its context but is influenced by human agency and purpose supported by imagination, courage and commitment that affirms human beings as catalysts for change, transition, and transformation. Dynamics and strategies for schools-that-work are vital and provide the following for consideration:

- Focus on the important and primary task of teaching, learning and management,
- Organisational capacity that includes leadership and management, to instil a culture of professionalism, competence, confidence, and a mind-set that supports hard work,
- Organisational cultures of success and achievement supported by inspiration, motivation, and a drive for excellence, and
- Strong internal and external accountability systems that promote shared responsibility, monitoring, and evaluation (IQMS), and partnerships with parents.

Facilitation during conversation and discussions during programmes should be holistic and assist in addressing issues that confront fears and limitations by opening up possibilities through

appropriate modes. The facilitator in this process should be led to finding the answers from the participants themselves guided by the Theory U process, through greater self-awareness, engaging in practices and exercises. It is called 'integral' because it involves all the domains of the participants–cognitive, emotional, spiritual, somatic (body) and relational.

6.2.4. Overcoming Hindrances for Leadership Effectiveness

One of the engagement and conversation sessions with educators related to the questions of 'what to start?', 'what to stop?' and 'what to continue?' in order to make meaningful change and progress in education. This simple tool helped to address hindrances and open up new ways of effective conversation that needed attention. It provided the following thought processes that give more insight into encouraging school leadership effectiveness to emerge out of the questions below:

6.2.4.1. What to STOP?

Nepotism, favouritism of some staff members, deliberate exclusion and not involving key staff members in certain discussions and communication must stop. Failure to involve others encourages the 'us-and-them' syndrome and builds cliques. Stop creating structures randomly that are confusing, superficial, and self-serving with no desired purpose. Taking decisions that are short on principles and which do not reflect a clear vision should not be the norm.

6.2.4.2. What to START?

Skills to 'strategise' together as a team with transparency and ability to communicate builds leadership with integrity. All levels of governance portfolios should have transparency in every decision. They should network more, create more room for engagement and listen to all voices, create a clean structure, and start implementing according to an agreed plan. This requires courageous and honest conversations, empowerment of team members to make decisions and influence direction for healthy levels of ownership. A culture of engagement and principled ethical

leadership (that is not self-serving), but relevant must be encouraged. All educators must become authentic in their behaviour and act in a decisive manner with clarity of intentions.

6.2.4.3. What to CONTINUE?

Reinforcement and encouragement of team building including organisational development can attract donor/funding agency partnerships. Schools should continue with educator development that is relevant, and which encourages hard work and being loyal to teaching. In addition, leadership development across all levels must embrace motivation, continuous improvement, and redefinition of personal roles in the emergence of new realities through workshops to inspire educators, facilitate counselling to add value, through promoting a positive attitude and resilience.

6.2.5. Recommendations

The ability to know when and how to pay attention to the development of capability and to the building of resilience may be the uncommon signs of wise leadership (Kim & Hays, 2010). For Buckminster Fuller, according to Gabel & Walker (2006), anticipatory qualities are important to anyone committed to making the world a place in which to flourish. Scharmer's beliefs on the power of possibility emphasises this as he states:

> *"When leaders develop the capacity to come near to that source [the inner place], they experience the future as if it were 'wanting to be born'…. That experience often carries with it ideas for meeting challenges and for bringing into being an otherwise impossible future" (Scharmer, 2007: 1). My parenthesis added.*

The current South African education situation is characterised by a need for transformation and transition on the one hand, but also for a strong core of school leaders that can improve the levels of thinking, inquiry, creativity, and a culture of productivity in schools on the other. This requires school leaders who have the ability to manage all their resources optimally, but foremost, utilise the diversity within their staff to the advantage of the country, the schools, and individuals they work with. This needs serious thought to look at the appointment of school leaders, their leadership development and orientation, the provision of school leadership coaching and mentoring and

improving performance contracting systems. The following recommendations follow the research questions and objectives of this thesis:

6.2.5.1. Managing barriers for school leadership change and transition.

The challenges that schools face that hinder progress are self-doubt, lack of teamwork, personalised political interest and political ideologies that are in conflict with educational objectives. This works positively when educators prioritise professional standing and are able to balance personal interest against educational imperatives of quality teaching and learning for the future needs of society. Scharmer (2009) warns against those gate keepers of the mind such as 1) the voice of cynicism (VOC), 2) the voice of judgement (VOJ), and 3) the voice of fear (VOF) which can become hindrances to change. Elements to eliminate barriers include the following:

- Being honest and acting with integrity so that you can stand for a 'No' or a 'Yes' without fear of disappointing or of being a lone voice of reason; and

- Constant and continuous school leadership development focused on personal mastery and resilience, leading emerging realities, change and transition, instructional management and good governance and building sustained relationships and partnerships.

6.2.5.2. Ensuring Principles and values that influence the desired culture

School leadership character that responds to the challenges of today has to be grounded in strong principles and values. Every educator especially principals must develop personal principles and values and link those to school ones. These should be openly discussed and integrated into day-to-day activities to guide behaviour. While it may be challenging to infuse these into appraisals and evaluation systems, it is important to get Teacher Unions to commit to some form of assessment of performance. Wray, Hellenberg & Jansen, (2018: 65) affirm this need as follows:

> *"Some of the best teachers and school leaders we have met are in part great because they are on a continual journey to learn more about themselves. They reflect on their practice, behaviours, their thinking, and their actions often."*

The desired culture of effective and working schools also comes from the following contribution by the principal's presence: 1) leading change through aspiration, 2) empowering others by allowing diverse voices, 3) working in a local context to solve basic problems and 4) providing leadership that makes principles and values come alive, being visible and showing commitment.

6.2.5.3. Encouraging character, authenticity, and responsiveness.

The quality and values of education can be seen and experienced through the quality of school leadership. Covey (1992) refers to the character ethics as: integrity, fidelity, courage, compassion, contribution, responsibility, and justice. Sipe & Frick (2009) add their views that character is: being insightful, ethical, and principle-centred, which is displayed in humility and in pursuing a higher purpose. The following ethos should be based on these elements:

- *Ubuntu* Ethics and values of inclusion, diversity, honour, and love,
- Positive disposition towards the leaner's academic potential, future professional possibilities, and character building,
- Commitment towards self-growth and development that encourages deep processing and truth telling for change and transition, and
- Modelling behaviour that stimulates good and responsible citizenship and accountability amongst learners and educators.

The School Leadership Framework proposed reflects the South African societal values, cultural expression, and symbolism of an 'African pot' narrative. This defines school leadership as an influencer of change and transition. It also identifies pillars and the essence of Theory U model application. It affirms the inquiry of the researcher in diving deeper into 'Why' and illuminating the inner source of being and becoming, challenging inner cynicism, judgement, and fears.

6.3.   Limitations of the Research

This research is based on a journey for fundamental and transformational change of individual school leaders and their teams following the Theory U process. It is obvious that this is not a short-cut process but a slow but steady long walk that needs time, tracking, monitoring, and capturing

of every step on the journey. Due to a limited number in the sample pool and the time constraints, journaling was introduced to provide additional data and reflections to note. The research did not aim to explore the causes for various school leadership changes and their impact on education. This is just the tip off the iceberg and it leaves more room to continue over future years of application, study, and documentation of lessons. The limitations of resources, depth of data and time constraints could not provide the longer-term engagement with schools that the researcher would have wanted. Such a process would give ample time to take educators through the last two steps of Theory U model and process to observe and identify learning points and behavioural changes. Moreover, this study is South African-based and school focused and cannot be applied elsewhere without adaptation.

6.4.   School Leadership Framework for effectiveness

In this research, there is an emphasis on the improvement of leadership of schools beyond normal instructional management. Schools have become production centres of learning and knowledge and therefore, they need different skills and thinking just like ordinary businesses. The old paradigm of instruction at all costs does not apply any more as educators assert themselves more and call for involvement, recognition, and respect. Schools compete for quality of results, image, or branding and for enrolment of learners. They are also expected to prepare learners for the future world of work and for serving society. This happens when schools subscribe to the values and aspirations of society expressed through the *Constitution*. In this case, teachers become catalysts for progress and change. They become sources of applied research in a networked context as mentors, creators and innovators and sources of inspiration and hope. Theory U in this instance can be described as a spiritual-based model that influences the journey from the downward left side of surrender, downloading a 'letting go' mind-set, to the bottom part of 'presencing' and emotionally engaged and lastly on the upward slope of emergence through a 'letting come' mind-set of a new world and a 'Life Giving' experience of newness. However, no single framework or model guarantees a magic solution. The model adapted in Figure 6.1 is a preamble to a proposed Theory U school leadership framework in Figure 6.2. It gives insight into '*Being'* and '*Doing'* informed by vision, principles, and values in the process.

6.4.1. Theory U and School Leadership effectiveness

I believe that school leaders can become effective through the use of Theory U involving SMTs and educators to develop greater leadership capacity and skills to manage and lead (Bligh et al., 2006; Kauffeld, 2006; Spreitzer et al., 1999; and Taggar et al., 1999). Using Theory U principles and practices advocated by Scharmer (2009) can contribute towards building collaborative school leadership. While this is not the intention of the research to examine this, Theory U process and practices can assist to improve performance, help change management, and develop far-reaching capacity for transition. When such support and processes are applied, school leaders and their management will become integrated human beings, who can revolutionise the whole school system.

Scharmer (2009) describes the U process as a series of five movements to inform a future through decisive action. Through mapping the journey of the model and my own transformation through this research study, I have mirrored the constructs of the 'U'. The 'U' framework was a purposeful choice to inform and track school leadership design and to attest to its influence and impact. During all sessions that I conducted with schools my intention was always to let them learn to use their experience to reflect and converse with each other over their real experiences and application of learnt knowledge. This included co-initiating, co-sensing and presencing processes of the five 'U' models to stimulate conversations. They were able to go back to their schools refreshed and inspired, and endeavouring to lead in a new way, from a source knowledge they barely knew existed. They began to enjoy working with teams in unconventional ways and they also learned not surprisingly to work with resistance. They shared stories and case studies of improved morale and enhanced quality of results. It is however too soon to tell whether or not the changes experienced will accomplish all the intended improvements or for how long such improvements will last. I can confirm that these senior educators have experienced the taste of a new beginning and a new possibility for their schools. They are likely to bring more of their authentic selves to the schools' environment with urgency, insight, and energy.

Professor Theodore Zeldin, founder of the *Oxford Muse*, suggests that the 21st century is about uniqueness which is achieved through honesty; behaving naturally rather than adhering to some

perceived etiquette which has been handed down through generations. He further argues that many social habits have been designed to 'keep us in our place' – to control, manipulate and thus allow the systems to imprison us. Theory U challenges this stereotypical mind-set and promotes a transformative process and transition. South Africa and the schools in particular need leaders who are truthful and courageous to break the stereotypes of the old habits associated with possessions, power, status, and behaviour that separates them from reality.

6.4.2. Encouraging Authentic Leadership

Authentic leadership in the school context is about being introspective, assertiveness, risk taking, living by values and principles, clarity of ground rules, self-awareness, and empowering others. In an incisive discussion on transformational leadership, Judith Gordon (1991) draws several parallels between transformational leadership and charismatic leadership. She states that recent thinking about effectiveness of leadership has tended to emphasise the importance of the leader's charisma. A transformational leader has the ability to change an organisation by developing a vision, communicating it to members of the organisation and mobilising them to accept it. This what school leaders of the current century and a complex environment are expected to do?

The leadership model in Figure 6.1 bellow accords well with the seven elements by Joshua in Table 5.41 and Kouser & Posner's five leadership practices in table 5.2 as they all emphasise the importance of the following four leadership imperatives:

1) Leadership Responsibilities to include a) Establishing a Shared Vision to define the 'Doing', capacity to act, think and plan systematically and holistically; and b) To establish quality of conversations and engagement for alignment and sustainability and resilience (Doing and Modelling),

2) Identify Core Values that influence behaviour and personal qualities and character (Being and Inspiring),

3) <u>Good Governance Systems and Compliance:</u> mentoring, building, and rebuilding systems and processes for feedback and relationships (Doing and Enabling), and

4) <u>Leadership Development</u> Results for Legacy Building (Encourage the Heart).

Figure 6.1:   Revised Leadership Model: Adapted from Kleiner & Roth (2000:108).

Leadership Responsibilities

Building Shared Vision

Creating as well as responding to the future that is based on a clear vision   which is aligned with the national and organisation's vision.

Creating the Capacity to Act with Impact

Building an environment that includes rewards and recognition systems, in which learning promotes both personal growth and organisational self-renewal. Setting clear direction and achieving alignment.

Thinking and Acting Systemically and Holistically

Understanding of complexity and interconnectedness -how the parts fit into the whole. Identifying the leverage areas in the system. Avoiding unintended consequences. Taking the long view by using a scenario-based strategy approach.

Conversation Quality and Engagement to build Alignment

Engagement in generative conversations that strengthen understanding and commitment to the larger purpose of the organisation:
1. Courage
2. Boldness
3. Discernment

Sustainability and Resilience

Lifelong learning, lowest possible cost i.rt.o. Carbon footprint, financial costs and time spent. Enabling early detection of error and the capacity for self-correcting:
1. Continuous Improvement
2. Applicability of Knowledge

Good Governance Systems and Compliance

National, Organisational, and Community best practice governance systems and processes for encouragement and enforcement of compliance and accountability.

Engaging and Involving Others as a Coach, Mentor, and Educator

Demonstrating belief in the people of the organisation by giving them the freedom to create – and the accountability for producing – quality results. Creating an environment of Inclusion.
1. Transformation and behavioural Change
2. Experiential learning

Building and Rebuilding Feedback Processes

1. Relationships
2. Data Based Analysis

Core Values

People-centered

Trustworthiness

Inclusion

Engagement

Excellence

Innovation

Sense of Urgency

Reconciliation

Agility

Faith and Conviction

Personal Qualities

Commitment to the Truth anchored in the source through spirituality with courage to take a principled stand with:
1. Openness

2. Compassion

3. Humility

4. Authenticity

5. Integrity

6. Empathy

7. 'Servanthood'

8. Honour

Being

Leadership Dev. Results: Legacy

Competence-Based Dev.

Personal, Org., National Mastery

Transformation

Transition

Results-based

Performance

Individual, Org

Capacity Building

Continuous

Improvement

Doing

The above resonates with the proposed adapted Afrocentric Theory U framework, Figure 6.2 which is based on a three-legged pot symbolism and imagery of fire below providing energy. The above describes leadership personal qualities of 'Being', the leadership responsibilities of 'Doing', and the core values and desired leadership to 'Become.' Below, I will expand on the three research questions that inform this research thesis before the recommended framework:

6.4.3. Elements for School Leadership Framework that support change and transformation

Scharmer & Kaufer (2013) challenge the current forms of learning and leadership as they depend on the patterns of the past. With the current global complexities that are disconnected to the social, economic, and spiritual worlds, the collective must operate from an emergent future possibility. This acknowledges that the outcomes of a system are a consequence of the level of awareness of the agents within the system. With this outlook, school leadership programmes should prepare individuals for this emerging reality. The model features concepts such as mind-set change, integration and collaboration, the cycle of learning conversations and change coupled with mindfulness around sustainability of the emergent future as it embodies some of Scharmer and Kaufer's thinking. The model has taken note of the leadership challenges experienced and the reality of the context gained through interface with schools. In this, the research placed the principal and SMT at the centre of change, transition, and transformation. There are five (5) elements that are presented below:

6.4.3.1. Curriculum Management Support: instructional management

There is a need for closer and purposeful targeted school visits to be undertaken regularly to be intensely supported on curriculum content and methodology based on the needs of each school and baseline outcomes. HODs and SMTs must be encouraged to monitor and control their departments effectively with the support of the subject educators. In this process, the school must identify struggling learners, so that they are offered special assistance to cope, and to identify sections which are difficult for learners. Subject educators also need support especially in areas where they themselves struggle and be encouraged to complement each other. According to the *Leadership Insight, 8* November (Mestry, 2017) 'Instructional leadership' is an important element

in the education system that involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for the instructional principal whose role should be expanded to incorporate a shift away from just 'management', or working in terms of administrative tasks, but getting stretched and empowered to engage in leadership for the 21st century and 4IR developments.

> *"In order to achieve this objective, a strong principal with solid ideas is not enough; success will require a redefinition of the role of the principal. Barriers to leadership must be removed by reducing emphasis on bureaucratic structures and procedures. Relationships must be reinvented." (Mestry, 2017: 257-280)*

6.4.3.2. Effective use of resources: stewardship

It isn't sufficient for principals just to know their faculty's strengths and weaknesses. They are required to understand and to be skilled in finance, record keeping and infrastructure maintenance. If specific resources can benefit the staff, the principal should be ready and prepared to provide them. They should also clearly recognise that stewards of resources and assets should be appreciated and acknowledged for good performance. This requires knowing about Resource Mobilisation and Partnerships. School leaders are expected to understand the basis of financial management and how to manage budgeting and donor-related funding with care and stewardship. Schools I have worked with, and some that I have visited demonstrate poor understanding of this responsibility as it becomes costly later when maintenance must be done.

6.4.3.3. Communication skills: empathy

Of course, instructional principals should be excellent communicators. Interpersonal or people skills are fundamental to the success of principals who must be able to communicate their beliefs, strategies and plans pertaining to education, including their conviction that every student is capable of learning. These skills can inspire trust, spark motivation, and empower teachers and students.

It is my view that leadership support provided should include effective communication and facilitation of meaningful conversation and management of feedback. SASA's model below, regarding communication is applicable for school leadership to facilitate buy-in and commitment: ISASA (2013) uses the following Transformation Charter as key to communication:

The Exemplary School Model (ISASA)

The Example School provides quality education. We, the Example community, agree that the values and ethos of the school are essential factors in striving towards a position of leadership.

We strive to develop the individual talents and attributes of each boy/girl, to acknowledge and celebrate his/her abilities, and to provide for his/her wellbeing.

We provide and involve the boys/girls in a broad range of opportunities across academic, sport, music, art, and other activities.

We expect to deliver and achieve the highest standards in all pursuits, and to be at the forefront of the appropriate use of technology, teaching methods and learning support.

We are a school that respects and welcomes all religions.

We are proud of our heritage. We protect appropriate traditions while embracing valuable change.

We recognise that social and economic privilege has concomitant responsibilities.

The above charter by ISASA is something to consider for the school commitment process and engagement with school leaders. In sessions I have conducted, I have also used Stephen Covey's frameworks on Personal, Win-Win and Team commitment charters as an enforcement of this modeling framework.

6.4.3.4. Serving as an instructional resource: 'servanthood'

Teachers rely on principals and other administrative officials to be sources of information and support to become effective in instructional practices, sharing of current trends in education and development of data. Instructional leaders should be allowed to handle all the pertinent issues and latest developments related to curriculum management, assessment, and monitoring. Leadership support in this area should include Shared leadership, Principled Leadership Servant, and Followership Leadership as a response to ***James Taylor*** complexity and change.

6.4.3.5. Being visible and accessible: 'presencing'

Effective and responsible principals display a positive, vibrant, and visible 'presence' in their schools. Modeling such behaviour, focusing on learning, and leading by example are fundamental to the success of the principal. Leadership support here should cover Self-Leadership, Authenticity, Building Trust, and Purposeful Leadership that instills leadership development at all levels. In doing this, principals will be the drivers for teacher personal development plans (CPTD) and programmes approved by SACE, which require planned application.

6.4.4. Compatibility and Applicability of School Leadership Framework

Informed by my experience, school leadership interventions should be preceded by a process of data collection, leadership assessment and 360 assessments to determine personalised challenges and development areas for each principal and the SMT. This is important to ensure that there are empirical data to inform all the support and to establish relationships with the principals, clarify the process and expectations and also to evaluate educator needs. Such an approach helps to determine where the school is in terms of the nine (9) key areas of a functioning school as determined in the whole school evaluation (WSE) framework and to understand the leadership readiness and capacity.

Key to the support for school leadership is to ensure normality, reconciliation of self and others, transformation and change, good human relations and commitment and curriculum mentoring and

support to provide an enabling school environment for the principals, educators, SGB, parents and all strategic stakeholders. In this case, the school becomes a centre of excellence and professionalism with learners as the centre of attention and care.

The approach and philosophy that informs the above interventions includes the following:

- A Principled-Centred Leadership paradigm and teamwork,
- Experiential Learning to support sustainability, and quality assurance,
- A systemic and integrated approach that covers the whole school as a single unit,
- Transformational key principles for Change Management, and
- Diagnosis process and assessment to provide data-informed interventions.

6.4.5. Pillars and Drivers to promote "presencing"

The critical factor of the research topic is centred on Scharmer's concept of 'presencing' as a foundation for school leadership effectiveness. Pillars and drivers for this behaviour, according to Wray & Jansen (2018) require understanding of the unconscious biases that the school holds and the impact of these on learning, management and leadership, critical inquiry and questioning of the existing traditions, behaviours and policies in terms of the transformative purpose, ensuring that educators, learners and parents are continuously equipped with skills to understand their own biases and to be able to have empathy to experience feelings of exclusion, and provide support for psycho-social needs to handle change, loss of the old and current culture and the ability to welcome risks of the emerging future.

Marwala (2020; 159) describes 'presencing' as

> *"Our leaders must be connected to our people, technology, and the world. They must be present in our communities, government, and industries."*

This statement calls for learning and re-learning and being conscious and deliberate in knowledge creation, innovation, creativity, and an evidence-based, researched leadership approach. In the digitalised world that is driven by 4IR technologies, school leaders must be practically engaged and present through their application of technology such as internet, digital platforms, social media, Artificial Intelligence (AI), machine learning and big data (HBR *Analytic Services*, (2017). The complexity of these developments arises from the requirement that school leaders should be ethically alert and responsible.

6.4.6. Enablers to promote societal values

The emergence of COVID 19 has exposed several gaps and challenges affecting societal values and behaviours. The traditional schooling system has been dismantled and revolutionalised. This has introduced new forms of teaching and partnering such as

> *"This form of cooperative education and co-construction of the teaching and learning processes… "(Marwala, 2020: 158).*

In addition to these new ways, home schooling is on the increase due to isolation and lock down prescriptions. All these developments require school leaders who are attuned to change, transformation and who can articulate societal values well and ensure that they are acknowledged and integrated into the schooling system.

According to Bunn & Lumb, (2019: 6), students should be

> *".... afforded the ease of being at home within a familiar cultural setting."*

This addresses what Fraser's (2009) theory of inequality highlights as: status inequality which elevates one culture over others; distributive inequality or privilege access to resources and economic structures (Falconer, 2019) and political inequality where a certain group voices their views and representation diminishes. Cappy (2016) recognises educators and school leaders as agents of social change in South African schools. A societal value system cannot be taken for granted in South Africa whose freedom is anchored in the constitutional values of equity, quality, and social justice in education. When these elements are not adequately managed, the door of

education will be shut, and this is likely creating a sense of betrayal and a crisis in education especially for the affected historically disadvantaged and marginalised South Africans. This responsibility of enabling societal values need the following: 1) Becoming a transformational leader by encouraging societal and parental participation in decision-making, 2) Modelling acceptable morals, ethics and behaviour that creates a brand, 3) Encouraging a culture of peer mentoring, reflective thinking, and conversations, and 4) Identifying and utilising collaborative opportunities that build sustainability.

6.5. Gaps established from previous research studies

There is a responsibility required to accept and understand how schools in poor communities effectively overcome severe poverty-related challenges, including but not limited to hunger, homelessness, illiteracy, unemployment, gangsterism, drug abuse, and a mind-set of hopelessness. Literature from these writers:(*cf.* Day & Hadfield (2001), Harris & Chapman (2002), Jacobson, Johnson, Ylimaki & Giles (2005), Jesse, Davis & Pokorny (2004), Kamper (2008), and Taylor (2006), give insights into this subject. Schools are able to have happy and motivated learners to be sent out into the world of work and higher education and be able to fit into the skills needs that the South African private and public sector requires. The quality of school leadership makes the difference in high-poverty schools in particular, but also for the empowering the school leadership and the SMTs to act as a catalyst for community development in addressing the legacy of the past.

6.5.1. The Bases for Research

The study offers an opportunity to put the role and capability of a principal as an educator and a school leader at the centre of championing and influencing school improvement and effectiveness. Societal value creation leadership frameworks through the power of relationships, and institutional and systemic factors that support school improvement and quality of outcomes was vital for this research. In a well-considered and relevant discussion paper, Kamper (2008) shares his values and principles for effective leadership as follows:

- Commitment: This is an inclination to go an extra distant to strive for continued extra effort and time to give adequate support to close the gap. Otherwise, the gap between the wealthy and the poor increases and complacency blinds the ability to notice life realities,

- Excellence: This is a about realisation that everyone must be accorded respect and dignity they deserve as human beings. They must be affirmed reciprocally by all,

- Transformation: This is a radical vision concerning the 'development' of people in a holistic sense. It is about change and transformation in terms of life and world view,

- Collaboration: This is an approach that demonstrates that working together can involve local initiatives that improve accountability. Co-operation between those within and those outside of a community has the greatest potential to provide compassion, 'Ubuntu'. This must be formed on the basis of openness and co-dependency, and

- Relationships: It is a method for personal and interpersonal relations with mutual trust and respect that is built by a relationship with the poor and sharing a common desired future.

The above shared values and principles constitute the ethical and moral framework for poverty alleviation and transformation which is relevant for effective school leadership in high-poverty and non-performing schools. This research should add knowledge that addresses all the above points as they relate to the importance of leadership and leading in a totally different manner which comes from 'within'- the source (Who).

6.5.2. Research Insight into School Leadership

Research work conducted into school leadership development programmes in developing countries has focused on the role of planning for school leadership rather than on the programme effectiveness. They have described training support and development efforts for principals as something occurring in different forms of management. These include indirect preparation through performance of past roles, participation in in-service training courses, and attending conferences, as well as personal initiatives of principals. In developing countries such as Kenya, Uganda, Ghana, and South Africa there are no system-wide provisions or funding for initial preparation of principals prior to appointment. In-service programmes are few and irregular in terms of quality. Consequently, most of the preparation becomes informal, practical and happens within the

workplace as stated by Bush & Oduro (2006). While this argument is not fully true in my experience, there is an element of caution and awareness that does need attention. The Wallace Foundation (2008) confirms the noticeable weaknesses of many university-based school leadership programmes such as for standards of admission, inadequate curricula, and knowledge not responsive to context, lack of links between theory and practice, poor experience and internships that do not provide value and relevance. I have knowledge of programmes designed to support school leaders in South Africa but according to feedback from educators the content and quality is inadequate and does not meet the expectations.

Research done by Oplatka (2004) and Bush (2009) on school leadership in developing countries deals with issues related to authority, autocratic leadership, the role of principals in teacher evaluation, degree of change initiation, and lack of management or instructional leadership functions and capacity. Few studies have explored elements hindering or preventing leaders from implementation of effective practices in their schools. As previously noted, no system has knowledge of the characteristics, roles, behaviour, and effectiveness of educational authorities in terms of leading and supporting school improvement. Scharmer's (2009) explicit research on the core and the source that influences mind-set, attitude, behaviour, and choices that leaders make is closer to the solution as it deals with the practical and process-related matters not just the 'What' which can be theoretical and subjective.

6.5.3. Importance of Education

The National Development Plan (NDP) published by the National Planning Commission (NPC) has quickly become a roadmap for South Africa's progress, being acknowledged as authoritative by government, business, academia, and the public at large. The document is both explicit and comprehensive, giving equal treatment to the reasons for the country's underperformance and the proposed solutions going forward. One area which receives considerable attention is that of education as explained in Chapter 9 of the document. The report stresses the links between education, opportunities, and employment, with particular emphasis on the notion of building capabilities (NDP, 2012). This is at the core of school leadership character that adds value to societal influence to build quality schooling.

The capability-approach, developed by Amartya Sen (1999), states that people as citizens should be afforded the freedom to attain their well-being and to develop their capabilities. This he argues begins with access and real opportunities to do and be what they have reason to value. It is now part of the received wisdom in all of the developmental social sciences that economic and social development is not possible without increased access to education, and an improvement in the quality thereof.

Lewin (2007: 2) summarises this concept as follows:

> "… poverty reduction is seen as unlikely unless knowledge, skill and capabilities are extended to those who are marginalised from value-added economic activity by illiteracy, lack of numeracy, and higher-level reasoning that links causes, and Grade 12 and the National Senior Certificate are both often referred to as 'matric' effects rationally. … The rich have few doubts that the investments pay off; the poor generally share the belief and recognise that increasingly mobility out of poverty is education-related, albeit that their aspirations and expectations are less frequently realized."

These statements make the South African poor education system a tragedy. If not fixed, it negatively affects the current and future generations of society and perpetuates unintended discrimination that remains a curse in our society.

6.5.4. Insights into the National Development Plan

The NDP concurs with the challenges I have identified that improving the quality of education, skills development and innovation is one of three priorities that stand out as a concern for education in South Africa. The quality of education for most black children is poor and this denies many pupils' accesses to employment. It also reduces the earnings potential and career mobility of those who do get jobs – and limits the potential dynamism of South African business (2012). The NDP report highlights institutional and systemic factors that prevent progress in South Africa's schooling system. The four notable recommendations are emerging from these themes are:

- Improve management of the education system by reducing the layers of bureaucracy; provide practical tools that are supportive and corrective to challenges faced by schools,

- Increase the competence and capacity of school principals through the provision of support that addresses their areas of leadership and management needs in managing of powers and responsibilities that make them accountable for their performance,

- Move towards a results-and–impact-oriented approach to strengthen the schooling value chain from top to bottom, eliminate a culture of blame-shifting; and improve reliability of the system-wide measures of quality, relevance, and feedback to parents, and

- Improve teacher performance and innovation through continuous training, personal development, incentives, time on task, content, and pedagogical support.

This thesis focuses on the first two of the above by looking at what drives a transformational and transitional behavioural change for school leaders to become enablers and facilitators for lasting and sustainable schools' excellence. School leaders face many challenges in a context of societal change and complexity. They require support that is systemic, continuous, and contextual. Such kinds of support should be considerate of their personal state and also respond to societal principles and values that influence a school culture.

6.6. The Recommended Design: Afrocentric-based School Leadership Framework

School leadership is an idea that is worth exploring and can provide opportunities adequate to recruit and retain talented individuals in the profession who might not otherwise have been able to go into teaching. Research by Behrstock & Clifford, (2009) indicates that in order to increase the likelihood of 'Y'Gen teachers to remain in the profession, they need opportunities to participate in decision-making. This requires a positive and supportive school culture which fosters teamwork and effective communication. School leadership should be collaborative and use technology as part of support for management and learning. Furthermore, efforts are needed for recognition of potential for those who are willing to take added responsibilities. The intention is to develop a Teacher-Leader Model with Standards to codify, promote and support teacher leadership as a means to transform schools for the needs of the 21st century. The following quote provides supportive insight to the school leadership framework on Figure 6.2. below:

"Another paradox is that leaders promise the future yet to act in the present. What they say and do now is predicated upon a vision of time to come. Between the now and the then is a wide gulf where the credibility of the leader can be lost." Nelson Mandela, Foreword from Reuel Khoza's Book; Let Africa Lead (2005: xxxii)

According to the pioneers of positive education, Martin Seligman (credited as the founding thought-leader of positive psychology) and David Cooperrider (credited as the founding thought-leader of *Appreciative Inquiry*) states that the World Health Organisation reports (2012) that, by 2030, depression and mental health problems will be among the most widespread and costly diseases, chronically straining national health systems in the developed world. To address this, there is a need for an education system that not only teaches academic skills, but also raises adolescent psychological wellbeing, and promotes human flourishing. This quotation on the principal touched my heart as meaningful to the exploration of school leadership in this thesis:

> *"The school takes on the personality of their principal. If the principal is mean, the staff will be mean to one another and the kids; the kids will be mean to one another. If the principal is full of energy, excitement, and enthusiasm, the teachers will be energised to teach, and the students will be excited about learning. The principal can either extinguish a flame of possibility or ignite a flame of hope. The principal is responsible for the culture and mood of their school." Dr Marcus Jackson.*
> *(http://drmarcusjackson.org, accessed on 29 November 2019)*

As a contribution to the development of school leadership framework, I have used the metaphor and symbolism of a three-legged pot, which is presented below (Loraine, 2013). This metaphor and symbolism describes an approach to school leadership in a transformative context like South Africa. Each aspect is discussed with adaptation to present an Africanised Theory U Framework for school leadership. The concept 'Africanised' is used here broadly to indicate a need for localisation or contextualisation to ensure relevance and applicability. It is a sense of being. At the core of this is what Mdiba in *Let Africa Lead* (2005: xxix) states as:

> *"Humaneness does not weaken business. It strengthens it. It cements the relationships upon which teamwork and innovation must rest."*

The leadership framework below symbolises togetherness, diversity, inside-out leadership, complementarity, and authenticity. It is presented as the following themes: 1) the school world of existence (the social field), 2) the pot as a solid holding frame of change, 3) the fire as a source that gives energy to the transformational process, and 4) the desired end in mind as the final emerging purpose of school functionality and impact. These are explained further below:

Figure 6.2: Adapted Loraine's Three-legged Pot from her PhD Thesis at Da Vinci, (2013: 23).
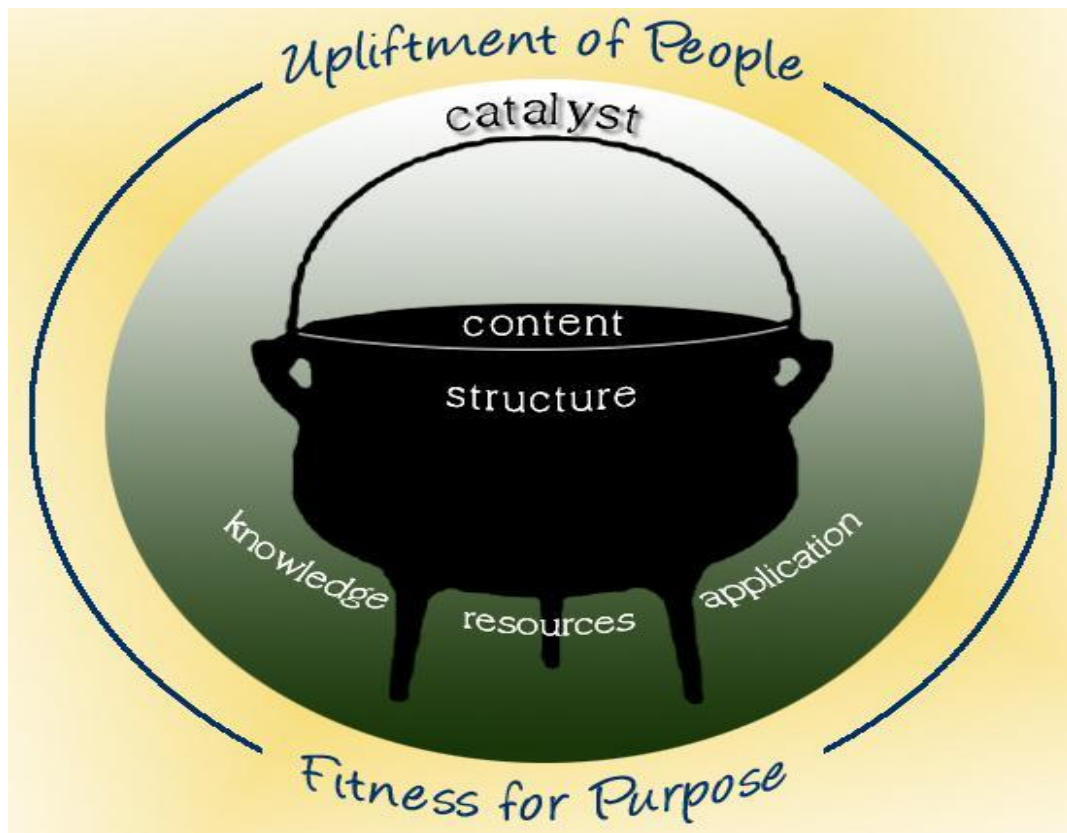
Fire (Passion and Energy)

The framework above responds to Scharmer's (2009: 8), underlying question:

> *"How can we act from the future that is seeking to emerge and how can we access, activate and enact the deeper layers of the social field."*

Ramphele (2017: 181) provides relevant response to the shape of the framework as:

> *"We need to learn the wisdom of Africa in the choice of three-legged pot as a cooking tool. Once there is no balance it wobbles and does not provide stability. This balance requires 1) a constitutional leg, 2) socio-economic leg, and 3) emotional leg to be all developed to build stability."*

The African pot metaphor is a powerful image that with explanation added, resonates well with the Theory U framework. The three legs of knowledge, resources and application form the basis on which the structure, its content and the catalyst stand complete for the desired school. In my own addition, the work never gets finalised without the fire doing its work. Fire is energy that generates heat to make the content ready for consumption and application for life to flourish.

The energy generates the heart that makes the content to mature. Mohale (2018), states that leadership requires a compelling vision, inspiring motivation, courage of convictions and integrity. Fire tests these three attributes of leadership as experiences are felt and the desire challenged. Energy in the context of school leadership also helps to search for purpose, meaning and resilience. The left side downward movement on Theory U of the pot to where the fire is at 'presencing' is of fundamental importance. This is the point of surrender for growth, development, and maturity. I believe that without fire below, the reversal back to the old behaviour and status quo is easy to happen. The upward trajectory drives transition from social engineering to redefine the character of being and purpose and the dictates of the prototypes to embed new habits and freedom. Any completion of a change and transition process is seen through the newness of personality and character. It is also a time of beginning for new things. The above model can be used as part of conversational leadership processes for school leadership change, transformation, and transition. The intention of the framework is guide school and personal change process and conversation. It can also at a later time be designed as a game for school leadership team conversation with its four (4) main themes defined below to give meaning on the school leadership framework:

6.6.1. The Social Field: location of a school

Theory U Model is designed to for individuals, teams, organisations, and larger systems to address the root causes within a social field that create challenges faced by leaders. Scharmer (2009) explains this a constant change of the operating code in a societal system through a shift in consciousness to build eco-system awareness. In a school context, such social field involves the community, its politics and culture and historical evolution of growth and development. In this proposed framework, two field elements are explained as follows:

6.6.1.1. Uplifting People: learning and teaching

When learning and teaching has been identified and satisfied, the educators who solved the problem and those affected by its existence reach a state of flourishing, development, and freedom. In the context of a school, teachers meet their learners on a promise for teaching, learning, and achieving exceptional results. Results in my experience are not measured by the quality of the certificate attained only, but by the quality of the character of the learner and the ability to connect and fit into the world beyond schooling including being entrepreneurial. An educator holds out hope in this social contract to be realised and cemented to provide a meaningful future for a learner, making them ready to contribute to society and the world. In this case, the school leader becomes uplifted, the learner is also influenced and helped to develop to maturity of being as a contributor to a better world. This kind of upliftment is not passive but requires full participation, self-discovery, creation of meaning, inquiring minds, and ownership.

The South African context, like any others in the world are in a constant state of change to adapt to prevailing conditions. However, in such changing processes, attitudes and habits do not change overnight and the past holds people back (Khoza, 2005). Leaders are drivers of change and of a visioning process.

6.6.1.2. Fitness for purpose: the embracing assurance with resilience

"Where there is no vision, the people perish." Proverbs 29: 18 (King Janes

Version)

When a school leader is a champion of effectiveness and can identify and understand the context or its system, a school, a social or human-resources problems that are dysfunctional; breaking effectiveness of culture and good habits and relationships, then leadership fitness emerges. School leaders (principals) are appointed to demonstrate their fitness for purpose in the position as they provide prophetic vision, solve the dilemma when they notice complexity. The difficulty and the source that gives birth to the problem needs purposeful and discerning leadership that models the process for inquiry and search for 'fitness for purpose' for problem-solving. This element surrounding the model demonstrates the ability and importance of nurturing the journey through the Theory U point of 'letting go'. Scharmer (2000), in his article that describes this particular threshold, presents 'surrendering' not as a passive state but as an active deliberate choice. He further looks at this 'surrendering' as a commitment and as a step towards something. Varela, (2000) refers to this as a state of 'emptiness' as leaders exist to envision, inspire, and influence. Bell (2013: 68) states:

> *"Leaders should have an ability to establish a vision which is an important trait of an effective leader."*

Leaders facilitate solution-orientation and direction. Such a vision must be made alive and applicable, articulated, and communicated through analysis and planning. This is what ensures commitment, clarity, and execution of plans (Bush; 2007). The point of 'letting go' is a turning point as a gesture of transition and breaking with the tradition. This turnaround from emptiness and surrender to speedily crystallising the emerging new world is the highlight of character building. Without this revolution reversal of intent being a reality, there can be no envisioning and achievement of intention. The explanation above illuminates the same issue from the school perspective of learning, teaching, change, transition, and cognition. The theory responds to the issue of how to access a level of knowing and change that allows new patterns to emerge. Therefore, fitness of purpose embraces the whole process as a collective or organisational phenomenon that needs to be championed as an individual or in person.

6.6.2. The African Pot

Nussbaum, Palsule & Mkhize (2010) assert the importance of an African based mindset as they state, that the evolving world is now driven by a sense of community for sustainability and interconnectedness. They further argue that leadership is becoming brewed in the African pot to give a unique taste and flavour to the world. Such uniqueness has yet to be claimed and profiled to take its rightful place in the knowledge space. The pot is known for its strength and resilience, and balance. This research contributes to such an effort as explained by six (6) elements below:

6.6.2.1. Knowledge: the mind power (the first leg).

My observations as I worked with school leaders and officials in education, led me to the conclusion that attitudes, thoughts and perceptions drive behaviour of educators in the context of their work. That is the reason I have included other models like the iceberg and spiral dynamics to integrate them with the study of various management and leadership theories upon which this research depends. Schools are centres of knowledge generation, transfer, and application. Such a responsibility of working with knowledge requires sensitivity of deliberate intention to embed knowledge in an African context, acknowledging it, learning, and studying about it, and applying it in thought and in practice. The schools I have worked with demonstrate that their success is supported by this diversity, distinctiveness, and mastery of context. Therefore, responses to the questions I have asked and the deliberations I have had are embedded in the culture and experience that educators reflect in the South African socio-political setting of a developmental and Constitutional state.

Leaders in this 21st century with its technological development face an increasingly complex world. Therefore, every leader and school principal in particular is expected to demonstrate higher levels of knowledge that makes them distinct, relevant, and effective. Information in this regard is the differentiator and the game changer. Kerry & Murdock (1993: 221-230) state that:

> *"Leadership is not a passive status or just possession of some combination of facts."*

Leaders are involved, participative and share themselves and what they know. Leipzig (2004: 128-135) adds his opinion when he states:

> *".... leadership is about a working relationship among members in which the leader acquires status through active participation and demonstration of their capacity to influence followers."*

School leaders are not an exception in this knowledge space where learners and parents may be ahead of the game due to access to information and technology. School leaders must constantly learn and research all the time to retain their relevance and to gain legitimacy as they run schools and supervise learning and teaching.

6.6.2.2. Resources: driver of sustainability and efficiency (the second leg).

I used the Theory U framework, to develop my own interpretation in the context of my existence using the societal-value thinking, principled-centred leadership, spiritual leadership, servant leadership including a brief look into spiral dynamics. I have realised that schools struggle for resources both financial and material. Total dependence on the Department can be counterproductive to the ideals of a school. I have been able to define the kind of support that creates an enabling environment for school leadership excellence. I have integrated my knowledge and experience of having led schools myself and of having worked with schools and principals for decades. For me, resources refer to all the inputs in terms of support that are designed to make school leaders effective. These are: staff, buildings, technological support, and aesthetic appeal to provide empowerment, capacity building, self-managed change and transition processes, leadership, and mentoring support. School leadership needs to learn to build capability within the school to handle this area and to include partnerships and relationships. This is at the core of school sustainability, efficiency, and effectiveness. Schools need resource strategies and resource mobilisation and fund-raising policies and procedure to guide such processes to avoid conflicts.

School leaders in today's world are not just managing people but have to expand their roles to add value to understanding facility management, budgeting, and resource mobilisation and

fund raising, landscaping, and designing of grounds, and understanding a need for technological frameworks that drive information and research. Therefore, school leaders must be responsive and adaptive to these diverse needs of the school of today. Scott (2010: 68) argues that:

> *"School leaders need to be adaptive and responsive to local circumstances and should possess up to date knowledge."*

Leaders in a school context are planners and designers of resources for adequate and effective use to meet the local school needs. The value of investment in education challenges those in leadership to act responsibly and to do all that can be done to work with others productively. Mbeki, (2011: 99), argues that:

> *"...no other African country spends as much as 5.4% of public expenditure, as a percentage of gross domestic product (GDP) on education."*

While there has been such noticeable progress in investment, the education system is less productive in the Southern Region. This is according to Mbeki (2011: 100),

> *"Evident in the enrolments dropping through to age fifteen to 78% for 8-year-olds; grade repetition high and half of the students (51.5%) repeating in Grades 10-12; more that 4% students across grades miss a year or more of schooling; more than 20% of senior years of high school leaners are above the age-grade norms and dropout rate is very high as learners get into high school and are not completing Grade 12."*

South Africa remains at the bottom of the national and regional standards when compared with reading, literacy, and numeracy rates elsewhere. Mbeki (2011: 105-110) further indicates the following summary of major reasons for low achievement of the school system in South Africa as follows:

- "Lack of systematic routines and rituals such as staring on time and ending on time; teachers and the principal being in school every day; class attendance monitored; homework issued regularly and planned; tests scheduled and parents involved; sports and other events held regularly, enforced disciplinary codes; reports issued regularly to parents;

cleanliness and discipline enforced; fundraising and partnerships planned and working and buildings are well maintained,

- The knowledge problem is not well addressed where teachers and principals have professional support in order to improve teaching and learning and manage and influence change effectively and not just information transfer but behavioural and leadership change to respond to the needs of the context (content, teaching, learners, community dynamics and organisation and discipline),

- Bureaucratic and Administrative ineptitude which focuses on the office and systems; curriculum management; leadership and management skills and planning, and

- Poor enforcement of accountability for performance and quality throughput supported by developmental monitoring and supervision which should be able to influence political pressures and unionism challenges. This is compounded by lack of capacity and required expertise."

6.6.2.3. Application: relevant systems and procedures (the third leg).

Charan et al., (2002), in his argument about what makes organisations fail provides the six elements of execution as clarity, commitment, translation, enablement, accountability and synergy. These elements are all required and important in a school context. It is my experience and belief that school leaders are expected to provide leadership, direction and mentoring to address all the six elements. Three of these relate to the person (clarity, commitment, and translation) while the last three about the school context (enabling, synergy and accountability). Schools that do well and are functional have developed a discipline and skills to turn SIP and SDP and their strategies into operational plans that are relevant and practical in their own context. This requires the existence of standard operating procedures (SOP), and policies that guide and avoid possible conflicts of interest and poor decision-making. Balance of the three (3) legs is important and cannot be compromised. Nothing works well if one leg is weaker, broken or missing.

This is applied through a set of systems and procedures defined by the school and the Department. McNamara et al., (2008) state that systems are about working through others while Robbins & DeCenzo (2007: 7) add their view of defining the system as:

"...the process of getting things done effectively."

This ability to develop systems that work synergistically helps to maximise the value chain within organisations and that is what effective schools require for effectiveness and efficiency.

6.6.2.4. Structure: form and shape of a framework

The structure of a functioning and working school forms a critical pillar for Schools- that-Work and defines an effective school. Structure by its form is developed through many different parts that form the whole. The unity of structure should be solid, synergistic, holistic, impact-driven, and purposeful. In this metaphor, structure is the pot, its shape and strength of quality that endure and this holds the content and survives the fire below which represents life events. Energy generated by the fire affects people and generates their sense of will and feelings. The principles and values are the soul and blood that support the substance and form of the structure through inclusivity, shared principles, relevance, responsiveness, and ability of stakeholders to think and act decisively. These stakeholders are people, who are tasked with solving the situation. They facilitate provision of answers that are suitable for the school context and that work effectively to achieve the intended results. Without structure there is no school or organisation and no sense of family and belonging.

Poor or lack of structure affects organisational teamwork, delegation, and effectiveness. In my view, delegation is a form of shared responsibility and empowerment of others, and it is the cement that holds the organisation together. Morake et al., (2012: 56) describe structure as a

"...time saver, developer of people, and process for succession and staff motivator."

Schools are social systems and school leaders need to be consciously reshaping themselves to fit into the context and needs. However, principals should be mindful of their authority and responsibility as they are the accounting persons. What governs structure are the policies, procedures and systems that support the application of decisions. In this case, Marishane & Botha (2011) describe SGBs as political and societal structures of governance, the principal is an ex-officio member of the SGB and plays an important and critical role in managing and

leading the operational functions of the school. The principal is an instructional leader and provides oversight for curriculum management and all other related tasks to assist the educators to focus on teaching and learning (Fullan, 2010). School leadership is also transformational and facilitative providing support to the SMTs, HODs, Subject Heads, educators, and parents. Leithwood (1999:9) argues that:

> *"Leadership has to facilitate the redefinition of people's mission and vision … restructuring of their systems for goal accomplishment."*

6.6.2.5. Content: the mandate

The content of the mandate is provided by the school leadership with a specific requirement to address that need adequately and with speed. However, Theory U provides a map that helps leaders arrive safely at their destination they have envisioned. Such a content is therefore inclusive of educators, learners, parents, stakeholders, officials of education, donors and funders, and the alumnae, as contributors to the future of the school. All this put together is subjected to fire and allowed to go through pain of change, transformation, and transition to create the results over time that give a school its image, 'smell', brand, and value to the society. The process of this 'cooking' allows a cleansing and self-maturing process to give birth to something fundamental, greater, and impactful. The content in this metaphor is all that defines the humanity, character, results, and the culture of the school facilitated by the principal.

What defines the reasons for school existence is articulated by the *South African Constitution*, the *NDP* and the *South African School Act*. The *Constitution* spells out the need and character of education as a right for all governed by the *South African Schools Act 84, 1996* and the *National Policy Act Section 16 (1) of SASA* as they stipulate the governance nature of a school and the HODs. At the core of a school the principal ensures that the following takes place to make meaningful content: 1) Leading and Managing; 2) Teaching and Learning; 3) Accountability and Quality Assurance; 4) Developing and Empowering others; 5) Establishing partnerships through working with the community, public and private sector; and 6) Preparing learners for life beyond schooling.

6.6.2.6. The catalyst: authentic and principled school leadership hand

All systems and processes of change, transition and transformation exist and find expression and meaning when there is a sponsor, a handler, a facilitator, and a catalyst. In this research and school context, the school leaders (principals) remain the champions of all interventions. I do not mean that the principal should be a magician or a Jack of all trades and a solution finder at all costs. An effective school leader knows his or her blind spots, personal gaps and is able to identify colleagues in the team who can complement those weaknesses and use delegated support. A catalyst is like a conductor of an orchestra whose job it is to provide space for the voices to synchronise and to create music and harmony in their strength of diversity. Such a role needs authenticity and ethical leadership. This role needs the ability to see, hear and notice talents that exist and to acknowledge them and give then safe space to thrive.

> *"Research has shown that the leadership of school principals has a direct and substantial effect on pupil achievement." Louise van Rhyn, Gail McMillan & James Ndlebe in (Veldsman & Johnson, 2016:192)*

The school leader is a catalyst for change, transformation, discipline, hard work and professionalism. The use of community of practice (CoP) as modelled by Lave & Wenger (1991) provides a tool for playing a catalyst role. They define CoP as a group mechanism that gives a sense of belonging to a community due to shared and common goals. This situation creates a social learning system that encourages collaboration and cooperation. When a leader does this, people share their experiences, ideas, and best practices for the organisation to benefit from and the staff also grow in the process (Briggs, 2004: 112).

6.6.3. The Fire: Source of energy and passion

There is no completeness in the kitchen when there is no fire. There is no braai without fire. Fire is the energy that burns, purifies, and provides warmth and a process of completeness and taste. It also provides light and dispels darkness. Yes, there is an imagined and sometimes experienced pain when the fire burns and generates steam and the pot gets hot and difficult to handle with ordinary hands. However, this is an important element in this model as it

symbolises the fullness of life experience, the discipline required, the pain of loneliness and focus and the need for resilience and perseverance. Human beings and leaders in particular, need to build strength to engage with fire and find meaning of life's existence as they get challenged by context and face experiences they have never imagined especially in the context of a complex world. School leaders are expected to live with this fully. A seed geminates when there is humidity and heat on the soil and when it geminates it dies in its original form to give a new life. In Managing Transitions, Bridges & Bridges (2003) propose three phases for transition to guide change agents through the uncertain journey of change: (1) Ending, losing, or letting go; (2) The neutral or development zone; and (3) The new beginning or birth. They also focus on the emotional intelligence necessary to guide people in organisations to make the relentless transitions required in the change process. The process of change and transition is challenging and without leadership fire behind the team and the organisation, people easily go back to their comfort zones.

> *"So, I submit that there is nothing more important in our role as leaders than to create a conducive culture, an enabling culture, wherein every seed, irrespective of age, colour, creed, gender or orientation, can germinate and bear fruit in abundance."* *Mohale (2018: 71).*

It is therefore my view that school leaders are a source of meaning, reason, energy, and inspiration that provide resilience, hope and courage. This is achievable through a leadership style that is present, engaging, welcoming and warm.

6.6.4. The End in Mind: Results

Covey ((1989) presents an instructive habit 3, as a participative visualisation experience which touches every moment of experience, deep fundamental values at the heart of influence. He further explains (1989: 99), the end in mind v:

> *"... is based on a principle that all things are created twice. There's a mental or first creation, and a physical or second creation of all things."*

The process of change, transformation and transition requires school leadership that has the capacity to imagine and smell what is being 'cooked' and created for a school and what is the likely taste and flavour that the world will experience at the end. This is at the foundation of school's purpose character, existence and impact.

6.7.   Recommendations of the Research

The intentions of this thesis are spelt out in the first chapter which described the objectives and the questions behind the research. Following the process of this research and all the insights that have emerged, there are five clustered elements of the recommendations. These are fundamentals of principles and values, morality and integrity of the systems, curriculum management as the mandate, competences for principals and value additions that act as signs of functionality of a school as indicated through the following five (5) recommended themes:

6.7.1. Fundamentals of school-based leadership

The nine domains of school functionality have been enumerated in this research and I have included the principles and values of the *Constitution*, the *NDP* and *Batho Pele* principles. The following recommendations are made; that: 1) Principles and Values influence behaviour and should be instilled in the minds and hearts of school leaders through deliberate long-term leadership support and be inclusive of the following six paired values: Love and Truth, Inclusion and Diversity, Faith and Discernment, Human Rights and Social Justice, Selflessness and 'Servanthood', Abundance and Humility. These should be founded on strong faith as a source of personal meaning and reason for existence. Faith for me is not religion but the force of being that provides power that connects the spiritual sphere and the source of existence, 2) Desired outcomes that drive purpose and vision make school leadership contribute to effectiveness and functionality, ethical and principled living, school safety and aesthetic appeal, inspired and responsible learners, curriculum delivery and applicability of knowledge, entrepreneurial drive, good governance and prudent financial management, 3) School leadership should strive to encourage meaning, relevance and calling; and 4) Encouragement for leadership training and development should be the spirituality and soul to define a clear source, a mandate and professional standing for educators.

6.7.2. Morality and Integrity of Systems and Processes

This should be allowed to create schools that are well resourced, sustainable and that build on their success to establish alumni that add value and build networks of support and partnerships. I recommend that such Standard Operating Procedures be established and that they should be characterised by:1) Enabling speedy decision-making with fairness and integrity; 2) Transparency that encourages ownership, accountability and responsibility; 3) Enforcing a data-based and evaluative process that is developmentally oriented, long-term and that embrace performance management systems that are integrated and holistic; 4) Building supportive case studies that are based on the District support that tracks best practices, rewards exceptions and acknowledges highest performance; 5) Ensuring that systems combine personal and organisational principles, values, defined promise and are linked to the code of ethics; and 6) Introducing both qualitative and quantitative assessments and evaluation combining both the hard and soft competencies and behaviour for educators.

6.7.3. Curriculum Management: Response to the education Mandate

Education is a societal shared role and responsibility. It is a role that through education, value is added to the economy, enterprise development and 4IR initiatives. This area is the core to schooling and teaching and must consider implementation and integration of technology, 4IR requirements, creativity, and innovation to prepare learners for the emerging world of the future. This requires the following recommendations to be considered: 1) Decolonisation of the curriculum to ensure expression of its location, history, culture and present realities, 2) Retraining and reorientation of educators through continuous development and skilling that equip, skill and improve content and methodology for teaching and learning, 3) Improving technological mechanisms for teaching, reading, research and learner performance and provide appropriate tracking systems or these mechanisms; and 4) Encouraging the learning of life orientation that develops to create a balanced human being through strong character-building as a contribution towards a responsible and vibrant citizenry.

6.7.4. School Leadership Values in education

There was no doubt throughout this research that school leadership is at the core for school effectiveness and functionality. The *Coleman Report* states:

> *"Schools bring little influence to bear on a child's achievement that is independent of his [or her] background and general social context ... the inequalities imposed on children by their home, neighbourhood and peer environment are carried along to become the inequalities with which they confront adult life at the end of school." (Coleman et al., 1966:325).*

The importance of school leadership and its value is well articulated in this research. A school opens new opportunities and liberates the child from the historical imprisonment. It is therefore recommended that school leaders add the following to their roles: 1) Developing schools that free the potential, offer life possibilities, and inspire dreams; 2) Establishing a culture that develops socially responsible citizens; 3) Provide a window and a bridge to the desired future; and 4) Facilitating the establishment of a personal vision and values that build ethical character.

6.7.5. School Leadership Competences

Based on the four elements mentioned above, it is obvious that the quality and competences of school leaders should embrace but not be limited to the following recommendations:

- Strategic savvy and insight: to see the long term, facilitate its plans and share it adequately with a sense of discipleship, hope, faith, and aspiration,
- Communication and listening skills**:** the ability to communicate with clarity, to build influence and to get commitment and buy-inn from all stakeholders,
- Discernment ability: to see the invisible, spot the talents and gifts, pre-empt the challenges and problems before they manifest into reality,
- Project Management: execution planning and tracking performance, and
- Facilitation of a Community of Practice: schools should be clustered to share best practices, and guidelines for Schools-that-Work. A partnership with Scharmer's '*Presencing' Institute* would be an opportunity for South Africans to implement this model.

6.8. Further Research Options

This study has provided empirical evidence that there is a need to prioritise school leadership in terms of linking theory and practice to generate more case studies for best functioning schools. This has also established a need to improve and streamline personal development efforts established by the Department of Basic Education. As presented in chapter one, the scope of this thesis and the identified limitations makes it an opportune research base for other researchers to expand on the current findings. Through unfolding of inquiry, the suggestions below have been recognised for future research:

6.8.1. Theory U model as a transformative and transitional experience.

As part of this research study, Theory U model was central as a mechanism and a framework for engaging school leaders and SMTs through a journey of change, transformation, and transition. This research did not have time to take the participants through all the five (5) Theory U stages. While an effort was made to give them an experience of stages one, two and three, a deeper and more sustainable benefit could have been achieved with more time and resources. I therefore believe that defining theory of change, transformation and transition for school leadership and educators would be a great contribution to the education sector.

6.8.2. School-based coaching for character, personality, and competence.

School context faces a number of challenges that relate to employment, succession planning, and formalisation of promotion and appointment of school leaders including the matter of performance management. A number of research studies and publications have been presented in these areas, but they were mostly informed by the private business-oriented needs. Now that the education sector has prescribed for schools the development of strategic plans, schools development plans and schools improvement plans, there is a need to support this with research that is relevant to the education sector.

6.8.3. Review of Instructional Leadership model

The current context has changed drastically with the evolution of technology that provides for participation of learners and parents and the emerging influence of home learning. While the concept of instructional leadership dominates the school environment, there is a need for research to relook at its latest meaning, adaptations, and relevance to allow more insight into leading and managing complexity and emerging realities. This is likely to create a bridge between compliance-based approaches, top-down instructional tendencies, and innovative and creative approaches.

6.8.4. Application of principled value-based leadership.

South Africa in its democratic dispensation still grapples with a number of challenges that seem to boarder on the interpretation, application and understanding of the value and achievement of a negotiated settlement. The education sector is greatly affected as new discussions have emerged on decolonisation of the curriculum, and on racism issues that have affected some schools especial the most resourced and previously white schools. These matters suggest a need for more research on the influence of school leadership in building a transformational culture and in influencing the policy trajectory. Research that would look into the principles and values of the constitution, NDP and Batho Pele Principles would add value to the national discourse.

6.8.5. The Impact of School Leadership on relationships and partnerships.

This research inquiry concentrated on establishing the school leadership elements and recommendations for a framework. It was beyond the brief of this research study to delve into other elements that impact on the relationships with other stakeholders in a school context. Future researchers can use the current knowledge as a premise to investigate the quality and effectiveness of relationships involving parents, civil society, donors, and sponsors. In tandem with this, the dependent and independent framework components can be investigated which leads to cause-and-effect implications or the possibility of reciprocal relationships. Whilst all components are important on their own standing, this will help researchers to have a deeper understanding of the focus areas that create greater intensity and impact on school effectiveness.

6.8.6. Review and deepening of School Leadership model.

The outcome of this study examined a number of models that have influenced the recommended school leadership framework that was designed through categorisation of themes. In different schools and education contexts, there could be more themes that will emerge and be used for development and build on different relationships. Hence, there is opportunity for more research to arise in further research for application in different milieu. One of such effort is to focus on school leadership excellence conversations, capacity building and constant benchmarks and evaluations.

6.9. Conclusion

This thesis has asked critical questions related to school leadership and its response to a need to reflect societal principles and values and the importance of 'presencing' as an expression of effectiveness and accountability. This is informed by the fact that the school is the heart and soul of its community and principals are caught up in that context. It is also a complex and political context by its nature and design, therefore, establishing a clear direction, principles, and values, is required to strengthen the roles and responsibilities of a school leader. The thesis has cast light on the importance of effective school leadership as a catalyst for change, transformation, and transition.

Theory U model has the potential to be pursued further as part of a conversation and dialogue in a school context. Otto Scharmer provides a more obscure mode of expression than the others, using terminology such as "spirituality," "personal mastery," "flow," "value constellation," and "vision quest" (Scharmer 2009: 81) as part of the journey. This final chapter provided the overall conclusions and reflections, and it recommended an African based school leadership framework as a contribution to the body of knowledge. I have synthesised a list of principles and values, dominant themes, feedback from interviews and questionnaires. The thesis adds value and promotes new insight into school leadership. School leaders and educators, parents and learners, stakeholders and their communities need awakening to be connected and to see with new eyes and hearts the opportunities available to make the constitution of the country a living document while acknowledging emerging new realities of rapid change.

7.   REFERENCES

Abib-Pech, M. 2013. The Financial Times Guide to Leadership: How to lead effectively and get results. Financial Times Press.

Adopt a Schools Foundation. 2012. *The Whole School Evaluation Report.* Johannesburg: Government Printers.

Ali, Azaham. M. & Yusof, H. 2011. Quality in Qualitative Studies: The Case of Validity, Reliability and Generalizability. *Issues in Social and Environmental Accounting.* Vol. 5. No. 1/2, pp25-64

Argyris, C. & Schon, D. 1974. *Theory U in Practice: Increasing Professional Effectiveness*. San Francisco, Ca: Jessy-Bass.

Argyris, C. & Schon, D. 1996. *Organizational Learning II: Theory, Method, and Practice*. San Francisco, Addison-Wesley, M.A.

Auerswald, P. 2009. *Creating Social Value. Stanford Social Innovation Review*. Leland Stanford Jr. University. Graduate School of Business.

Auriacombe, C.J. & Meyer, N. 2020. The importance of Qualitative and Unobstructive Research Methods within the Broader Concept of Meaning-Making. *International Journal of Innovation, Creativity and Change.* Vol. 13, Issue 1.

Avolio, B.J. & Gardner, W.L. 2005. Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, Elsevier Inc. 16, 315-338.

Aziz, et, al., 2017. Literature Review on Institutional Leadership Practice among Principals in Managing Change. *International Journal of Academic Research in Business and Social Sciences*, Vol. 7, No. 12

Baard, J. 2008. Shared Growth and the role of the State. CDE Public Conversations. Johannesburg: 21 February

Babbie, E. & Mouton, J. 2001. The practice of social research. *Wadsworth Publishing Company.* Cape Town, 871-890.

Baipoledi, O. 2007. *The Importance of Effective School Leadership: A study of Senior Secondary Schools in Botswana*. Northwest University.

Balyer, A. 2012. Transformational Leadership of School Principal: a qualitative research based on teacher's perceptions. *International online Journal Educational Sciences*. 4 (3), 581-591.

Barely, Civilised. 2012. *What is Presencing?* Retrieved from *http://barely civilized.net/*2012/What is presencing? (Accessed on 29 November 2019).

Beck, D & Cowan, C. 1999. *Summary of Social Dynamics:* Retrieved from http://www.Spiraldynamics.com/book/SDreview.Dinan,html (Accessed on 29 November 2019).

Behrstock, Ellen & Clifford, Matthew. 2009. *Leading Gen Y Teachers: Emerging Strategies for School Leaders.* TQ Research and Policy Brief. National Comprehensive Center for Teacher Quality. Washington. USA.

Bell, E. & Davison, J. Visual Management Studies: Empirical and Theoretical Approaches. *British Academy of Management.*

Biko, Hlumelo. 2019. *Africa Reimagined: reclaiming a sense of abundance and prosperity*. Johannesburg: Johnathan Ball Publishers.

Bishop, William, H. 2013. Defining the Authenticity in Authentic Leadership. *The Journal of Values-Based Leadership*. Vol. 6: Issue 1, Article 7. https://scholar.valpo.educ/jvbl/vol6/oss1/7 (Accessed 29 November 2019).

Bligh, et al., 2006. The Importance of Self and Shared Leadership in Team. *Journal of Management Psychology,* 2 (4). 296-318.

Bloom, D. S. et al.; 2015, Are my students like me? The path to colour-blindness and white racial identity development. *Education and Urban Society. 47 (5), 555-575.*

Bloomberg, Linda D. & Volpe, Marie, F. 2009. *Compelling Your Qualitative Dissertation: a road map from beginning to end.* Forum for Qualitative Social Research. London: SEGE Publications, Vol. 10, No. 3 Article 16, September. p232

Blumberg, Arthur & Greenfield, William. 1980. *The Effective Principal: perspectives on School Leadership.* New York: Allyn and Bacon Publisher.

Browne, Liz. 2021. *Effective School Leadership in Challenging Times: a practice-first, theory-informed approach.* Taylor & Francis Ltd. UK.

Bridges, W. 2004. *Transitions: making sense of life's changes.* Cambridge, Ma: Da Capor Press. USA.

Bridges, W. 2009. *Managing Transitions-making the most of change.* 3rd Edition. Philadelphia: Da Capo Press Book Group USA.

Briggs, D.C. 2004. Causal Inference, and the Heckman Model. *Journal of Educational behavioural Statistics.* 1 December.

Brown, B. et al., 2021. Emergence in School Systems: Lessons from Complexity and Pedagogical Leadership. *Research Gate.* June.

Buber, M. 1958. *I and Thou.* New York, NY: Charles Scriber's Sons.

Bush, T. et al.; 2009. Preparing new principals in South Africa: the ACE school leadership programme. *South African Journal of Education.* Vol 31. Issue 1.

Bush, T et al., 2011. *Preparing new principals in South Africa: the ACE School Leadership Programme.* Lincoln University.

Bush, T. 2007. Educational Leadership and Management: Theory, Policy, and Practice. *South African Journal of Education*, 27(3), pp391-406 (accessed on 29 November 2019).

Bush, T. 2008. Leadership and Management Development in Education. *Journal of Educational Administration.* London: SAGE Publishing, Inc.

Bush, Tony & Oduro, George. T.T. 2006. New principals in Africa: Preparation, Induction and Practice. *Journal of Education Administration*. 44(4), pp 359-375.

Bush, Tony. 2009. Leadership development and school improvement: Contemporary issues in Leadership Development. *Educational review* 61 (4). University of Warwick, UK.

Bush, T & Glover, D. 2016. Social Leadership and Management in South Africa: findings from a systemic literature review. *International Journal of Educational Management.* (30) 2. February.

Caldwell, C. 2013. The Effects of transformational and change leadership on employee's commitment. *Journal of Change Management. 13 (1), 19-35.*

Caldwell, Brian. J. & Spinks, Jim. 2005. *Leading the Self-Managing School*. Washington, D.C: The Falmer Press. USA.

Caldwell, Brian. 2013. Leadership and Governance in the Self-Transforming School. *Annual Conference of Australian Council of Educational Leaders* (ACEL), Canberra. 4 October.

Callinicos, L. 2011. *Oliver Tambo: Beyond the Ngele Mountains.* Cape Town: David Philip Publishers. South Africa.

Cameron, Roger. 2017. *Signs of God's Presence*. Johannesburg: Anglican Board of Education. South Africa.

Cameron, Roger. 2018. Seven Educational Principles for Anglican Schools. *Johannesburg: Internal Circulation and Document. Anglican Board of Education for Southern Africa.*

Cappy, C. 2016. Shifting the future? Teachers as agents of social change in South African Secondary Schools. *Education as Change.* Vol 20, n. 3. Pretoria.

Carlo, B. 2011. Some things never change: Gender segregation in higher education across eight nations and three decades. *Sociology of Education.* 84 (2), 157-176.

Caswell, T.A. et al., 2013. Observation and Characterisation of the vestige of jamming transition in a thermal three-dimensional system.

Centre for Development Enterprise. 2011. *Round Table on Schooling Reform Possibility: Lesson for South Africa from international experience*. No. 18. September. South Africa.

Centre for Development Enterprise Report. 2015. Supply and Demands 2013-1025. Johannesburg. South Africa.

Centre for Development Enterprise. 2017. *Teacher Professional Standards for South Africa: the road to better performance, development, and accountability*. Johannesburg. South Africa.

Centre for Development Enterprise Report. 2020. *No Longer Business as Usual: private sector efforts to improve schooling in South Africa.* November.

Charan, R. et al., 2002. *Execution: The Discipline of getting Things Done*. New York: Crown Publishers.

Charry, E. 2012. A review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management. American Institute of Science.

Chlopczik, Andrea. 2014. *Magic Moments*: *Otto Scharmer's Theory U and its Implications for Personal and Organisational Development*. Vol. 36. No 3, pp 267-278.

Christie, P. 2010. Landscapes of leadership in South African schools: Mapping the changes, SAGE Publisher: Educational Management Administration and Leadership, 38(6), 694–711.

Christine, Leonard. 2010. *Nine Roles of Values-driven leaders*. 11 June.

Clark, C. 1991. *Reimagine Schools in South Africa*. Tulsa: Collins and Associates.

Cohen, Ed. 2007. *Leadership without Borders: Successful strategies from World-Class Leaders.* Singapore: John Wiley and Sons, Asia Pty. Ltd.

Cohen, Joshua. 1989. *Deliberation and Democracy Legitimacy: in the Good Polity. Normative Analysis of the State*. New York, NY: Blackwell.

Collins, Jim. 2006. *Good to Great and the Social Sector*. London: Random House Books. UK

Collins, Jim. 2001. *Good to Great: Why some companies make the leap and others don't.* London: Random House.

Collins, M. 2015. *Partners for Possibility: How business leaders and principals are igniting radical change in South African Schools*. Knowres Publishing. Randburg. Johannesburg, South Africa.

Coleman, J., Campbell, B., Hobson, C., McPartland, J., Mood, A., Winefeld, F., & York, R. 1966. *Equality of Educational Opportunity Report*. U.S. Government Printing Office, Washington D.C.

Constitution of South Africa, *Act 108 of 1996.* Pretoria: Government Printers.

Cooperrider, D. et al., 2007. *Appreciative Inquiry Handbook for Leaders of Change*, 2nd Edition. Oakland, CA: Barrett-Koehler Publishers.

Cooperrider, D. & Whitney, D. 2005. *Appreciative Inquiry: A Positive Revolution in Change*. San Francisco. California: Barrett-Koehler Publishers, Inc.

Cooperrider, David. 2017. *Appreciative Inquiry in Organisational Life: Research in Organisational Change and Development.* West Yorkshire, UK: Emerald Publishing Ltd.

Covey, S.M.R & Merrill, R.R. 2006. *The Speed of Trust: The one thing that changes everything*. New York, NY: Simon & Schuster. Inc.

Covey, S.R. 2004. *The 8th Habit - From Effectiveness to Greatness.* New York, NY: Simon & Schuster Inc.

Covey, S.R. 1989. *The Seven Habits of Highly Effective People – Restoring the character Ethics.* New York, NY: Simon & Schuster Inc.

Covey, Stephen. R. 1989. *The Habits of Highly Effective People: Powerful Lessons in Personal Change*. Rockefeller Center. New York, NY: Simon and Schuster Inc. USA.

Covey, S.R. 1992. *Principle – Centered Leadership*. New York, NY: Simon & Schuster Inc.

Covey, Stephen. R. 1989. *The 7 Habits of Highly Effective People*. Review. Melbourne. Business Library.

Crawford, R. 2017. Rethinking and Learning pedagogy for education in the twenty-first century: blended learning in music education. *Music Education Research.* 19 (2), 195-0213.

Creswell, J.W. & Clark P. 2011. Designing and Conducting Mixed Methods of Research. California: *SAGE Publication.*

Creswell, J.W. 2013. *Qualitative Inquiry and Research Design: Choosing Among the Five Approaches*. Thousand Oaks, CA: SAGE Publications, Inc.

Cruickshank, V. 2017. Followership in the School Context. *Open Journal of Leadership*, 6, 95-103.

Cruikshank, V. 2017. The Influence of School Leadership on student outcomes. *Scientific Research Publishing. Open Journal of Social Sciences.* Vol 5, 115-123.

Cullinan, J. & Flannery, D. 2020. The disconnected: COVID 19 and disparities in access to quality broadband for higher education students. *International Journal of Educational Technology in Higher Education.* Nature Publishing Group. 13 June.

Darling-Hammond, et al., 2011. Teacher Leader Model Standards: Teacher Leadership Exploratory Consortium. *California: SAGE Publications. Inc*.

Day, C. Gu Qing & Sammons, Pam. 2016. The Impact of Leadership on Student Outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly. SAGE Journal*. 9 February.

Day, C & Hadfield, M. 2001. Grounding knowledge of schools in stakeholder realities: A multi perspective study of effective school leaders. *School leadership and management,* 21 (1) 19-42. University of Nottingham.

Denzin. 2012. *Ethics in Qualitative Research: A view of the Participants' and Researchers.* California: SAGE Publications.

Denzin, N. 2012. Triangulation 2.0, *Journal of Mixed Methods Research,* vol. *6*, pp. 80-88.

Department of Basic Education. 2008. *ACE, School Management and Leadership*: *implementation guidelines*. Pretoria: Govt. Printers.

De Villiers, E. & Pretorius S. G. 2011. Democracy in schools: are educators ready for teacher leadership? *South African Journal of Education*. Vol. 31. No. 4, pp574-589

De Wet, C and Wolhuter, C. 2009. *A transitiological study of some South African educational issues.* South African Journal of Education. August. 29 (3), pp359-376.

Dhiman, S. 2017. Leadership and Spirituality. *In* Marques J. Dhiman S. (eds). *Leadership today*: *practices for personal and professional performance*. 1st Edition., Switzerland: Springer.

Dhuey, E. and Smith, J. (2014) How Important Are School Principals in the Production of Student Achievement? Canadian Journal of Economics/Revue canadienne d'économique, 47, 634-663. https://doi.org/10.1111/caje.12086

Dhuey, E. & Smith, J. 2014. How school principal influence student learning. *Canadian Journal of Economics.* Vol47, Issue 2: 634-663.

Dobbie, W. & Fryer, R. 2011. Are High Quality Schools Enough to increase Achievement among he poor? *Evidence from the Harlem Children's Zone*. November.

Du Plessis, A, and Heystek. 2019. Possibilities for distributed leadership in South African Schools. Policy ambiguities and blind sports. SAGE Journals. May.

DPSA. 2006: *Batho Pele. Handbook*. Pretoria: Government Printer.

Duck, J.D. 1993. Managing Change: The Art of Balancing. *Harvard Business Review, November-December, Issue* 17 (6), pp 29-32

Dukhan, S. 2017. Implementing Communities of Practice in Higher Education. *Springer, Singapore. 205-226*

Dwyer, Sonya. C. & Buckle, Jennifer. L. 2009. The Space Between: On Being an Insider – Outsider in Qualitative Research. *International Journal of Qualitative Methods*. Vol. 8, Issue No. 1. California: SAGE Publications. Inc. USA.

Ehrlich, Joshua. 2011. *Mindshift: focus for performance*. Great Barrington: Portal Books.

Ehin, Charles. (Dr). 2005. *Leadership and Self Managing Systems*. Academic viewpoint Vol 19, Issue 5: March World Business.

Ehrich, L.C. & Cranston, N. 2004. *Public Sector Managers and Ethical Dilemmas. Journal of Management and Organisations.*

Finlay, L. 2008. *Reflecting on Reflective Practice*. A discussion paper prepared for PBPL CETL (www.open.ac.uk/pbpl. London: Open University.

Freda, G.G. Arn, J.V, & Gatlin-Watts, R.W. 1999. Adapting to the Speed of Change. *Industrial Management.* 41 (6), pp 31-33

Frick, Don. M. & Sipe, James. W. 2009. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. New York: Paulist Press.

Ry, L.W. 2002. Towards a Theory of Spiritual Leadership. *The Leadership Quarterly*, 14, 693-727.

Fullan, M. 2010. All Systems go: The Change imperative for Whole System Reform. *International Journal of Leadership.in Education*. January.

George, R.M. & Visvam, Salini. 2013. Spiritual Intelligence, its correlation with Teacher Effectiveness and Academic achievement. *International Journal of Education and Psychological Research*. April Vol. 2, Issue 2, Issue2, pp 106-110.

Gleason, David, Nkomo Stella & Jongh, Derick. 2017. *Courageous Conversations: A collection of interviews and reflections on responsible leadership by South African captains of industry*. Pretoria: Van Schaik Publishers.

Gordon, E. 2014. *Spiritual and Ethical Transformational Leadership: critical discourse analysis within a practical theology praxis.* Pretoria: UNISA. South Africa.

Graves, C. 1971. Level of Existence related Learning Systems: Ninth Annual Conference of the National Society for Programming Instruction, *Rochester,* New York.

Greenleaf, R.K. 2002. *Servant Leadership: A journey into the nature of legitimate power and greatness.* New York, NY: Paulist Press.

Greenleaf, Robert. 1970. *Servant Leadership.* San Francisco: Center for Servant Leadership, Greenleaf Publishing Center

Greenleaf, Robert. K. 1977. *Servant Leadership: a journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press. USA.

Guba, E. G. & Lincoln, Y. S. 1994. Competing paradigms in qualitative research. *In N.K. Denzin & Y.S. Lincoln (Eds),* Handbook of qualitative research, pp 105-117. London Sage.

Gunter, H. M., Hall, D., & Bragg, J. 2013. Distributed leadership: A study in knowledge production. *Educational Leadership, Manage*

Harris, A. & Chapman, C. 2002. *Leadership in Schools facing challenging circumstances*. New York: SAGE Journals.

Harris, A. & Jones, M. 2018. *Leading Schools as learning organisations. School Leadership Management.* Vol 38, Issue 4. July pp 351-354.

Hartley, L. 2013. Opening Space through Contemplative practices: How facilitators foster a field of collective learning. In O. Gunnlangson, C. Baron, M. Cayer (Eds). *Perspectives on Theory U: Insights from the field*. Hershey, Pa: IGI, Global.

Hayashi, A. 2010. Feminine Principles and Theory U. *Oxford Leadership Journal.* Volume 1, Issue 2, 1-4.

Heck, R.H & Hallinger, P. 2014. *Modelling the longitudinal effects of school leadership on teaching and learning. Journal of Education Administration, 52. 653-681.*

Heller, W.P. 2018. The Philosophy of Theory U: a critical examination philosophy of management. *Cross Mark*. 18:23-42.

Hermosilla, M et al., 2014. *Education Management and Leadership: A Rapid Review of the Literature.* Ontario Institute for Studies, University of Toronto, Canada.

Herrera, R. 2010. Principal Leadership and School Effectiveness: Perspective from Principals and Teachers. *Western Michigan University*. USA.

Jansen, Jonathan & Blank, Molly. 2015. *How to Fix South Africa's School: Lessons from Schools That Work*. Johannesburg: Bookstorm (Pty) Limited.

Hill, J. & McGowan, P. 1999. *Small Business and Enterprise Development: Questions about Research Methodology. International Journal of Entrepreneurial Behaviour and Research*. Vol 5. No. 1, pp.5-18.

Horng, E. & Loeb, S. 2016. New Thinking about Institutional Leadership. *Phi Delta Kaplan, Stanford, Centre for Education Policy Analysis*. CA.

HSRC. 2005. *Emerging Voices: a report on education in South African rural communities.* Pretoria: HSRC.

Huber, S.G. 2004. School Leadership and Leadership development: Adjusting leadership theories and development programs to value and core purpose of schools. *Journal of Educational Administration*. 1 December. Vol. 42. No 6, pp. 669-684. Emerald Group Publishing Ltd.

Independent Schools Association of Southern Africa. 2013. *Toolkit for Transformation and Diversity*: *Quality Values and Diversity*. Published by ISASA. Johannesburg: South Africa.

International Positive Education Network Report (2018*). International Summit*. June. USA. Fort Worth-Texas.

Jacobson, S., Johnson, L, Giles, C., & Ylimaki, R. 2005. Successful leadership in U.S. schools: Enabling principles, enabling schools. *Journal of Educational Administration,* 43 (6): pp 607-618.

Jonathan, Jansen & Molly Blank. 2015. How to Fix South Africa's Schools: lessons from schools that work: *Johannesburg. Book Storm*, pp. 128-129.

Jansen, J &Taylor, N. 2003. *Educational Change in South Africa 1994-2003*: *Case Studies in Large–Scale Education Reform*. Washington, DC. Vol. 2, No 1.

Jansen, J, et al., 2011. Fixing of Education and Schools: Article on Reflecting on the South African Context. *South African Journal of Education,* 21 (4), pp242-246.

Jaworski, Joseph. 2011. *Synchronicity: the inner path of Leadership.* Oakland, Ca: Barrett-Koehler Publishers, Inc.

Jesse, D., Davis, A., & Pokorny, N 2004. High-achieving middle schools for Latino students in poverty. *Journal of Education for Students Placed at Risk*, 9 (1), pp 23-45.

Jonas, Mcebisi. 2019. *After Dawn: Hope after State Capture*. Johannesburg: Picador Africa.

Keller, D. Leadership of International Schools: understanding and managing dualities. *SAGE Journal*, October.

Kamper, Gerrit. 2008. A profile of effective leadership in some South African high-poverty schools. *South African Journal of Education*. Vol. 28, No. 1, pp 1-18.

Kerry, J. & Murdock, T.B. 1993. Education Managers as leaders: some thoughts on the context of changing nature of schools. *SAGE Journal*: Vol. 13 (3), pp 221-230

Kgatle, M. 2018. Servant Leadership: an urgent style for the current political leadership in South Africa. *AOSIS,* 15 May.

Kgwete, E. M 2014. *Understanding School Leadership: a study of ACE School Leadership programme and leadership practices*. University of Pretoria, October.

Khoza, Reuel. J. 2011. *Attuned Leadership: African Humanism as Compass*. Johannesburg: Penguin Books. South Africa (Pty) Ltd.

Khoza, Reuel. J. 2005. *Let Africa Lead: African Transformational Leadership for the 21st Century Business.* Sunninghill: Wezabantu Publishing (Pty) Ltd.

Kilbourn, B. 2006. *The Qualitative Doctoral Dissertation proposal:* www.torecord.org (Accessed 29 November 2019).

King, G. 2002. Crisis Management & Team Effectiveness: A Closer Examination. *Journal of Business Ethics*. 41, 225-249.

Klenke, Karin. 2007. Authentic Leadership: A Self, Leader, and Spiritual Identity Perspective. *International Journal of Leadership Studies* 3(1). January.

Kotter, John. P. 2002. *The Heart of Change: Real Life Stories of How People Change their Organisations.* Boston Ma: Harvard Business School.

Korthagen, Fred; et al., 2013. Promoting Presence in Professional Practice: A Care Reflection Approach for Moving through U': In O Gunnlangson, C Baron, M Cayer (Eds). *Perspective on Theory U: Insights from the field* (138-160). Hershey p A. IGI Global.

Kouser, J & Posner, B. 2007. *The Leadership Challenge: the five practices of exemplary leadership.* 4th Edition. San Francisco, CA. Jossey-Bass

Kvale, S. 1996. *Interviews: An Introduction to Qualitative Research Interviewing*. California: Sage Publication.

Landsberg, C. 2004. *Quiet Diplomacy of Liberation.* Johannesburg: Jacana Media (Pty) Ltd.

Leipzig, J.S. 2004. Modelling the Corporate Communication dynamics of uninspired leadership. *An International Journal,* 9 (2), pp 128-135.

Leithwood et al., 1999. School Leadership: Concepts and Evidence. *National College for School Leadership*, p.12.

Leithwood, et al., 2010. *Leading School Turnaround: How successful leaders transform low-performing schools*. New Jersey: John Wiley and Sons.

Leithwood, K & Jantzi, D 2000. The Effects of Transformational Leadership on organizational conditions and student engagement with School. *Journal of Educational Administration*. 38 (2). Emerald Publishing.

Lewiski, RJ & Tomlinson, EC. 2007. *Trust and Trust Building.* Available at
http://www.beyongintractability.org/essay.trust-building. (Accessed on 23 December
2019).

Lewin, Keith. M. 2007. *Improving Access, Equality and Transitions in Education: Creating a
Research Agenda*. Falmer: University of Sussex. Centre for International Education. UK.

Maarman, G. & Lamont-Mbawuli, K. 2017. A review of Challenges in South African Education
and possible ways as suggested by decades of research. *African Education Review.* 14 (1) April.

Madonsela, Thuli. 2019. The South Africa we want: *City Press. The Voice*, 2 June.2019.

Makhurane, L. 2017. *A review of coaching and mentoring in SA Schools and Districts and
suggestions for the way forward*. SEED Educational Trust Research.

Makoelle, T. M. 2014. Exploring Facts Contributing to school improvement in South African
Secondary Schools in FS. *July. Sociology* 7 (1): 120-130.

Makgopa, M & Mokhele, M. 2013. Teachers' Perceptions on Parental Involvement: a case study
of two S A schools. *Journal of Education & Social Research*. Vol. 3, n.3 319.

Mathebula, B. & Barnard, B. 2020. *Factors of Delegation success: the accountability compliance
& work quality*. March. Wits Business School. Johannesburg. South Africa.

Macpherson, A. 2015. *Introduction to Appreciative Inquiry*. Kwantlen Polytechnic University.
January.

Marishane, R.N & Botha, R.J. 2011. *School Leadership towards the changing context: A case for
School-based Management*. Pretoria: Van Schaik Publishers.

Marwala, T. 2020. *Closing the gap: The Fourth Industrial Revolution in Africa.* Macmillan. South Africa.

Masipa, T. 2018. South African Transition to democracy and democratic consolidation: a reflection on socio-economic challenges. Journal of Public Affairs. Vol 18. Issue 4. 16 April.

Masote, S. E. 2016. *Teachers' understanding and implementation of values education in the foundation phase*. University of Pretoria. South Africa.

Mathibe, I. 2007. The professional development of school principals, South African Journal of Education, 27(3), 523–540.

Makoelle, T. 2014. Inclusive Education: Are We There? Some Global Challenges, Contradictions and Anomalies. *Sociology.* 5 (2): 3303-309.

Maxfield, C. R, Wells, C.M, Keane, W, & Klocko, B. 2008. *The Role of Superintendents in supporting teacher leadership*. Available at http://cnx.org/m.18262/ (Accessed 23 December 2019).

Mbeki, Moeletsi. 2011. *Advocates for Change: How to overcome Africa's challenges*. Johannesburg: Picador, Africa.

Mbeki M & Mbeki N. 2016. *A Manifesto for Social Change: How to save South Africa.* Johannesburg: Picador Africa.

McNamara, John. M. et al., 2008. The Evolution of Choosiness and cooperation*, Nature*, 451 (7175).

Meintjes, H. & Grosser, M. 2010. Creative thinking in prospective teachers: the status quo and the impact of contextual factors. *South African Journal of Education*. Vol. 30. No. 3. January.

Meintjes, A. & Kroon, J. 2015. Teaching problem-solving competency in Business Studies at Secondary School level. *South African Journal of Education*. Vol. 35. No. 3. August.

Mestry, R., & Singh, P. 2007. Continuing professional development for principals: A South African perspective. *South African Journal of Education*, 27(3), 477–490.

Mestry, Raj. 2017. Principal's perspectives and experiences on their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education*. Issue 69. No. 3. July. Durban: University of KwaZulu-Natal.

Mkhondo, Richard. 2019. Servant leadership, JFK and CR17 spirit can get us out of the crazy and chaotic times. *News 24.* South Africa.

Mohamed, S. 2020. Broken and Unequal: The State of Education in South Africa. *Amnesty International Today.* 11 February.

Mohale, Bonang. 2017. *Lift as you Rise: speeches and thoughts on leadership.* Johannesburg: Tracey McDonald Publishers.

Mombourquette, C. P. 2017. The Role of Vision in Effective School Leadership. *International Studies in Educational Administration.* May.

Monyooe, Lebusa. 2019. *City Press.* May

Moorosi, P. 2010. 'South African Female Principals' Career Paths: Understanding the Gender Gap in Secondary School Management', *Educational Management Administration and Leadership*, Vol. 38, no. 5, pp. 547-562.

Motshekga, A. 2019. *The Statement on the release of Grade 12 Results*. January. Vodacom Dome: Noordwyk, Midrand.

Motshekga, A. 2016. *Basic Education Department Budget Vote*. Pretoria: Government Printers.

Motshekga, A. 2018. *The Statement on the release of Grade 12 Results.*

Morake, at al., 2012. The Effectiveness of Delegation as a process in primary schools in South Central Region of Botswana. *International Journal of Education Service*. 4(2), pp 153-162.

Moseneke, Dikgang. 2016. *My Own Liberator: A Memoir*. Johannesburg: Picador Africa-Pan Mcmillan.

Mpungose, J. E. & Ngwenya, T. 2017. *School Leadership and Accountability in managerialist times: Implications for South African public schools*. Education as Change. Vol. 1. 21. No.3.

Msila, V. 2012. School Management and School Leadership. *J. Communication*, 3(1): 25-34

Msila, V. 2011. School management and the struggle for effective schools, *Africa Education Review,* 8 (3): 434-449

Msila, V. 2014. Teacher unionism and school management: a study of (Eastern Cape) schools in South Africa, *Educational Management, Administration and Leadership,* 42 (2): 259-274.

Myende, P. E. 2018. Creating functional and sustainable school-community partnerships: lessons from three SA cases. *SAGE. Journal*. 12 June.

Naicker, S. P. 2014. *A Case Study of Educational Leadership development intervention programme for public school principals and district officials in school district in Gauteng*. University of Johannesburg.

National Planning Commission (NPC), 2012. Pretoria: The. Presidency, Government Printers.

National Planning Commission Report. 2011. NDP 2030. Our Future-Make It Work. Pretoria: The Presidency Government Printers.

NDP Diagnostic Report, 2011. Pretoria: Government Printers.

NDP Executive Summary 2011. Pretoria: The Presidency: Government Printers.

National Planning Commission Report, 2020.

Ngidi, D & Qwabe, J. 2006. The partnership of parents, educators, and principals in creating a culture of teaching and learning in schools. South African Journal of Education: 26(4) No. 4, pp 529-539.

Ndala, N. 2014. *Investigating the provision of Entrepreneurship Education and Training in Tertiary Education and Training Institutions in Malawi*. Graduate School and Leadership.

Ndebele, M. 2018. Homework in the Foundation Phase: Perceptions of Principals of eight public primary schools in Johannesburg. *South African Journal of Education*. Vol. 38.No. 2, May.

Nehez, J. & Blossing, U. 2020. Practices in different schools' cultures and principal's improvement work. *International Journal in Education*. Vol. 25. No. 2, p 310-330. Oxford: Routledge, 12 May.

Nussbaum, B Palsule, S & Mkhize. V. 2010. *Personal Growth: African Style*. Penguin Publisher. London. Westminster. UK.

OECD. 2018: TALIS Results. Teachers and School Leaders as Valued Professionals. Vol. 11. *OECD Library.*

Olsen, Wendy. 2004. *Triangulation in Social Research: Qualitative and Quantitative Methods Can Really Be Mixed.* Manchester: Causeway Press.

Oplatka, Izhar. 2004. The principalship in developing countries: context, characteristics and reality. *Journal Comparative Education*. Vol 40. 2004. Issue 3, pp427-448.

Parker J. Palmer. 1997. The Heart of a Teacher: identity and integrity in teaching. *Change. ProQuest Education Journals* November/December.; 27, 6.

Peyana, B.B. 2019. *Say Good. Do Good and Be Good. Motivational Presentation to Palmerton Secondary School.* Eastern Cape Department of Education. O.R. Tambo Coastal District. 16 January.

Quinteller, E. 2010. Effect of School political participation: a multilevel logistic analysis. *Research paper in education. 25 (2), 137-154.*

Ramphele, Mamphele. 2017. *Dreams, Betrayal and Hope.* Cape Town: Penguin Random House.

Republic of South Africa. 1996. *South African Schools Act 1996, No. 84 of 1996.* Cape Town: Government Printer.

Richards, Lyn & Morse, Janice. 2012. *Readme First: for a user's Guide to Qualitative Methods*. New York: SAGE Publications. Inc.

Richards, Lyn, & Morse, Janice. M. 2013. *Readme First for User's Guide to Qualitative Methods*. New York: SAGE Publication. Inc.

Rehman, Adil. A. & Alharthi, Khalid. 2016. *An Introduction to Research Paradigms. International Journal of Educational Investigations*, Vol 3. No. 8: 51-59

Robbins, S. P. & DeCenzo. 2007. *Supervision today. 5th Edition*. Eaglewood Cliffs: Prentice Hall.

Rowlands B. 2005. "Grounded in Practice: Using Interpretive Research to Build Theory" *The Electronic Journal of Business Research Methodology* Volume 3 Issue 1, pp. 81-92.

Sabbage, Sophie. 2018. *Lifeshocks: and how to love them*. London: Coronet-Hodder and Stoughton.

Saavedra, Jaine. 2017. *The World Bank*. City of publication: IBRD

Saunders, M, Lewis, P & Thornhill, A. 2009. Research Methods for understanding research philosophy and approaches to theory development. *Pearson Education., cpt 8. 128-171.*

Stavros, S. & Torres, C. 2018. *Conversations worth having using Appreciative Inquiry to Fuel Productive & Meaningful Engagement*. Berrett-Koehler Publishers, Inc. CA.

Saunders, M, Lewis, P, & Thornhill, A. 2009. *Research Methods for Business Students*, 5th edition, New Jersey, NJ: Prentice Hall.

Scharmer, Otto 2009. *Theory U: Leading from the Future as it Emerges.* San Francisco, CA: Berrett-Koehler Publishers.

Scharmer, O. C & Kauffer, K. 2013. *Leading from the Emerging Future: From ego-system to eco-system economics*, San Francisco, CA. Berrett-Koehler.

Scharmer, Otto. 2018. *Education is the kindling of a flame: How to reinvent the 21st century*. Massachusetts Institute of Technology. January 08. (Accessed on the 23 December 2019). January 08.

Scharmer, Otto. 2000. *Presencing: Learning from the Future as it Emerges. Conference on Knowledge and Innovation*, May 25-26, Helsinki School of Economics, Finland.

Scharmer, Otto. 2010. *The Blind Spot of Institutional Leadership: How to Create Deep Innovation through Moving from Egosystem to Ecosystem Awareness*. World Economic Forum.

Scharmer, O. & Kaufer, K. 2013. *Leading from the Emerging Future: From Ego-system to Eco-system Economies*. Berrett-Koehler Publishers. Inc.

Schein, Edgar. H. 2016. *Organisational Culture and leadership.* Wiley and Sons, Inc.

Schon, DA. 1983. *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith.

Scott, James, C. 2010. The Trouble with the View from Above. Essay, *Cato Unbound Journal of debate*.8 September (Accessed on 23 December 2019).

Seligman, Martin E.P. 2011. *Flourish: A Visionary New Understanding of Happiness and Well-being*. London: Simon and Schuster.

Seligman, Martin, E.P. 2011. *Flourish: A New Theory of Positive Psychology.* University of Pennsylvania, Pen: Simon & Schuster.

Sheehan, Stephanie. 2014. A Conceptual Framework for understanding Transcendental Phenomenology through the Biblical Leaders. Emerging Leadership Journeys. *Regent University School of Business*. Vol 7, Issue 1.

Senge, P.M. 1990. *The Fifth Discipline: the art and practice of the learning organisation*. New York, NY: Doubleday Currency.

Seldon, A. 2018. *The Fourth Education Revolution: Will Artificial Intelligence liberate or infantilise humanity*. University of Buckingham Press.

Shankman, M.L & Allen, S.J. 2008. *Emotional Intelligent Leadership: A guide for College Students*. San Francisco, CA: Jossey-Bass.

Shelton, Ala. E. 2012. *Awakened Leadership: Beyond Self-Mastery*. Oceanside, Ca: Red Hatchet Press.

Simon Sinek. 2009. *Start with Why: How Great Leaders Inspire Everyone to take action*. Johannesburg: Penguin Group.

Sipe, J.S & Frick, D.M. 2009. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. New York: Paulist Press. New Jersey.

Smith, Daniel. 2014: *How to Think like Mandela.* London: Michael O'Mara Books Limited.

Smith, Mary L. & Fey, Patricia. 2000. Validity and Accountability in high-stakes testing. *Journal of Teacher Education* 51 (5). New York: SAGE Publications.

Snyder, W.M, Wenger, E.C & Souza Briggs. 2004. Communications of Practice in Government: Leveraging knowledge for performance. *Public Management*. 32 (4),

Spaull, N. 2013b. South Africa's education crisis: The quality of education in South Africa 1994-2011, Report commissioned for the CDE, Johannesburg: Centre for Development Enterprise.

Spaull, N. (2013). South Africa's education crisis: The quality of education in South Africa 1994–2011. Johannesburg: Centre for Development and Enterprise.

Spaull, N. 2013. *South Africa's Education Crisis: The quality of Education in South Africa* (1994-2011). Johannesburg. South Africa: CDE.

Spaull, N. 2016. The Unfolding Reading Crisis: The New PIRLS 2016 results. *Centre for Evaluation and Assessment.* (Accessed on 23 December 2019 from https://www.triaalogueknowledgehub.co.za)

Taherdoost, H. 2016. *Sampling methods in research methodology: how to choose a sampling technique for research.* April, 10

The Wallace Foundation Report. 2008. Becoming a Leader: preparing School Principals for Today's Schools. *The Wallace Foundation* (Accessed on 23 December 2019 on www.wallacefoundation.org).

The Wallace Perspective Report. 2013. The School Principal as leader: guiding schools to better teaching and learning. *The Wallace Foundation* (Accessed on 23 December 2019 on www.wallacefoundation.org).

The World Development Report. 2018. Learning to realise Education's Promise. *World Bank Publication.* Washington DC.

Tshawane, N. T. 2019. *The Rainbow Nation: the vision of the beloved South African Community and the thinking of Desmond Tutu.* Sasavona Publishers & Bookselling (Pty) Ltd. Giyani Limpopo. South Africa.

Van der Berg, S. et al., 2020. *An Incomplete Transition: overcoming the legacy of exclusion in South Africa.* World bank Group.

Van der Merve, Louis. 2016. *Failing our Future.* Durham University Education. Germany. Institute of Race Relations, South Africa. 12 August.

Van der Merve, Louis. 2021. *Ganging the Resilience of City and Town Governance: a manual for strategies.* C.I.L. Dublin. Ireland.

Veldsman, Theo & Johnson, Andrew, J. 2016. *Leadership perspectives from the Frontline*. Randburg: Kr Publishing.

Waddell, Steve. 2005. *Societal Learning and Change.* Durban: Greenleaf Publishing.

Wheatley, Margaret. J. 1999. *Leadership and the New Science: Discovering order in a chaotic world*. San Francisco: Berret-Koehler Publishers.

Wheatley, Margaret. 1999. *Servant-Leadership and Community Leadership in the 21st Century, Keynote Address,* The Robert K. Greenleaf Centre for Servant Leadership Annual Conference. Atlanta: 28 June.

Williams, Terry T. 2011. *The Open Space of Democracy*. Eugene, OR: Wipe and Stock Publishers

Wills, G. 2019. *School Leadership and Management: Identifying Linkages with learning and structural inequities. Research on socio-economic policy*. University of Stellenbosch. SA.

Wolcott, Harry. 1994. *Transforming Qualitative Data: Description, analysis, and interpretation*. New York: SAGE Publication, Inc.

World Development Report. 2018. *Education*. February 13, New York, NY: World Bank.

World Development Report. 2018*. Learning to Realise Education's Promise*. Washington DC: World Bank.

World Positive Education Conference Report. 2018. *Powering up Education: turning inspiration into action,* Fort Worth.Taxas

Xaba, Ike. 2011. The possible causes of school governance challenges in South Africa. *South African Journal of Education.* 31 (2): 201-211.

Yin, J. 2015. Five Steps procedure for qualitative data analysis. *International Journal of Business and Management*. (Accessed on 23 December 2019 on https://www.researchgate.net).

Yu, V. (2009). Principal leadership for private schools' improvements: The Singapore perspective. *The Journal of International Social Research, 2(6), 714–749.*

Zohar, Dana. 2005. Spiritually Intelligent Leadership, *Leader to Leader,* Wiley & Sons. Inc. Vol. 2005. Issue *No 38,* New Jersey.

Survey for Principals and SMTs for 14 Schools in Gauteng

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

PHD Research Project

Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)

Supervisor: Prof. Bibi Z Chummun (031-2608300)

Research Office: Ms P Ximba 031-2603587

Dear Respondent,

I, Mlamuli Delani Kuthula Mthembu, am a PhD student in the Graduate School of Business and Leadership at the University of KwaZulu-Natal. I am inviting you to participate in a research project entitled: School Leadership in South Africa: Towards Embedding Presence for Principals for the Creation of Societal Value.

This research aims to construct a school-based leadership framework to respond to the ongoing school leadership challenges facing the education sector. The results are intended to contribute to the body of knowledge in the field of school leadership to enhance the quality of teaching and learning that improves results.

Your participation in this project is voluntary and includes 14 questions. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN. Response to questionnaires should take you about 30 minutes online.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. I hope that you will take your time to participate in the questionnaires and workshop conversations.

Sincerely

Investigator's : Signature_____. Date : _____

This page is to be retained by participant

UNIVERSITY OF KWAZULU-NATAL

Graduate School of Business and Leadership

PhD Research Project

Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)

Supervisor: Prof. Bibi Z Chummun (0027 31 260 7988)

Research Office: Ms. P Ximba (0027 31 2603587)

CONSENT

I _____ (full names of the
participant) hereby confirm that I understand the contents of this document and the nature of the
research project, and I consent to participating in the research project. I understand that I am at
liberty to withdraw from the project at any time, should I so desire.

_____   _____

Signature of participant   Date

This page to be retained by the participant

SURVEY: Principals and SMTs

1. My school applies its vision and mission effectively?

1	2	3	4	5

2. My school practices its values and principles.

1	2	3	4	5

3. Mention one value or principle that influences your school leadership culture most.

4. Senior Management Team behaviour demonstrates cohesion and unity.

1	2	3	4	5

5. I have an influential style in leading my school.

1	2	3	4	5

6. The school culture is to serve its community.

1	2	3	4	5

7. I adhere to the following Constitutional values diligence.

1	2	3	4	5

(Integrity)

1	2	3	4	5

(Accountability)

1	2	3	4	5

(Equality)

| 1 | 2 | 3 | 4 | 5 |

(Consultation)

8. I practice Shared-Participative Leadership through delegation.

| 1 | 2 | 3 | 4 | 5 |

9. I have created an environment for open conversation amongst educators

| 1 | 2 | 3 | 4 | 5 |

10. The School Improvement Plan has been developed with the involvement of educators.

| 1 | 2 | 3 | 4 | 5 |

11. Professionalism is practiced with fairness.

| 1 | 2 | 3 | 4 | 5 |

12. On the following elements of an ideal and desired future school, choose three.

- Cohesion and teamwork.
- Quality of results at Grade 12.
- Good school facilities.
- Discipline: arriving at schools and on time teaching.
- Sustained school partnership with sponsors and the stakeholders.

13. Choose three critical pillars to achieve good performance.

- Discipline.
- Cleanliness.
- Curriculum management.
- Motivated learners and educators.
- Extra-curriculum activities

14. Our District give support to ensure that the school runs effectively.

| 1 | 2 | 3 | 4 | 5 |

UNIVERSITY OF KWAZULU-NATAL

Graduate School of Business and Leadership

An Action Learning Programme through Clustered Workshops and Conversations to Enhance School Leadership Effectiveness in South Africa: a case study on:
School Leadership in South Africa: Towards Embedding Presencing for Principals for the Creation of Societal Value

Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)
Supervisor: Prof. Bibi Z Chummun (0027 31 260 7988)
Research Office: Ms. P Ximba (0027 31 2603587)

Dear Recipient,

I, Mlamuli Delani Kuthula Mthembu, am a PhD student at the Graduate School of Business and Leadership, at the University of KwaZulu-Natal, Durban, South Africa. I am inviting you to participate in a research study entitled: School Leadership in South Africa: Towards Embedding Presence for principals for the Creation of Societal Value**.** This will involve you in three (3) series of half a day each workshop conversations on this theme that has five (5) guiding questions to respond to.

The main aim of this research is to investigate leadership responses to the ongoing school leadership challenges facing the education sector. Through your participation in clustered based workshop conversations, I hope to construct a new framework of school leadership that is influenced by principle-centered leadership, servant leadership and spiritual centered leadership.

Your participation in the study is voluntary. You may refuse to participate or withdraw from the survey at any time with no negative consequences. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN. If you have questions or concerns about participating in the research, please contact me or my supervisor at the numbers listed above.

As part of preparations for the workshop, you will be asked to respond to ten (10) questions covering three (3) stages that should take you about thirty (30) minutes to complete online.

I hope that you will dedicate your time to participate in this research process.

_____   _____
Investigator's signature   Date
This page is to be retained by the participant

<div align="center">

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

PhD Research Project

Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)
Supervisor: Prof. Bibi Z Chummun (031-2608300)
Research Office: Ms P Ximba 031-2603587

</div>

CONSENT

I_____ (full names of the

participant) hereby confirm that I understand the contents of this document and the nature of the

research project, and I consent to participating in the research project. I understand that I am at

liberty to withdraw from the project at any time, should I so desire.

_____   _____

Signature of Participant   Date

Questions to facilitate conversations:

1. What are your aspirations for the schools you support?

2. Which values and principles do you feel should be embedded in South African school culture?

3. What should a principal require to instil a culture of effectiveness and accountability?

4. What is your organisation's value statement?

5. Indicate which of the following three (3) you agree with regarding an exceptional principal:

- Ensures an enabling, open and trusting working environment for educators and learners.
- Delegates well while providing guidance and mentorship.
- Has the ability to serve others, grow and develop talents.
- Establishes effective relationships and partnerships.
- Manages and sustains conversation and dialogue.

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP
PhD Research Project
Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)
Supervisor: Prof. Bibi Z Chummun (031-2608300)
Research Office: Ms P Ximba 031-2603587

Dear Respondent,

I, Mlamuli Delani Kuthula Mthembu, am a PhD student in the Graduate School of Business and Leadership at the University of KwaZulu-Natal. I am inviting you to participate in a research project entitled: School Leadership in South Africa: Towards Embedding Presence for Principals for the Creation of Societal Value.

This research aims to construct a school-based leadership framework to respond to the ongoing school leadership challenges facing the education sector. This will be conducted to ensure that the new leadership framework for schools is aligned to societal values expressed in the South African Constitution. The interviews are guided through five (5) questionnaires. The results of this controlled interview are intended to contribute to the body of knowledge in the field of school leadership and enhance the quality of teaching and learning to improve schooling results.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN. If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. This should take you about 30-45 minutes to participate in a controlled interview conversation. I hope that you will take your time to participate in the interview.

Sincerely

Investigator's signature_____ Date_____
This page is to be retained by participant

<div align="center">

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

PhD Research Project

Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)

Supervisor: Prof. Bibi Z Chummun (031-2608300)

Research Office: Ms P Ximba 031-2603587

</div>

CONSENT

I_____ (full names of the participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

_____   _____

Signature of Participant   Date

This page is to be retained by researcher

Objectives for Questions:

This questionnaire is designed to solicit the following information for each participating school to reflect on the importance of school leadership effectiveness to improve performance and model the values of the constitution:

- To create an enabling school environment in support of principals to display requisite leadership styles and encourage their sense of presencing.
- To explore perceptions and values that should be lived to make the school reflective of its society.
- To get feedback on the motivations and aspirations of the school principal.
- To understand the perceptions on current and preferred leadership styles.
- To know about principal's readiness to apply ideal values that make the school responsive to societal values and commit to a need for change and transition.

School Clustered Workshops and Conversations: Field Study Pre-Workshops for fourteen (14) Gauteng based schools at Ekurhuleni South District: Three (3) series of half a day workshop.

Questionnaire items might be altered after the literature study, but the main categories will stay. The following statements reflect your confidence in school leadership aligned to societal value creation.

1=completely unconfident	2=mostly unconfident	3=somewhat unconfident	4=neither unconfident nor confident
5=somewhat confident	6=mostly confident	7=completely confident	

Using the scale above, please reflect your position on each of the following statements on tasks in school leadership readiness and innovation. All statements begin with '**I am able to'**:

SEARCHING STAGE								
Task 1	Conceive a unique responsive school leadership to address emergencies	1	2	3	4	5	6	7
Task 2	Identify school leadership improvement areas that help to provide solutions	1	2	3	4	5	6	7
Task 3	Identify effective partnership opportunities for school leadership improvement plan	1	2	3	4	5	6	7
PLANNING STAGE								
Task 3	Plan a new school improvement plan for improvement of teaching and learning	1	2	3	4	5	6	7

Task 4	Develop a school improvement leadership framework relevant to the context	1	2	3	4	5	6	7
MARSHALING STAGE								
Task 5	Mobilise resources to start implementing a new school improvement plan	1	2	3	4	5	6	7
Task 6	Convince all educators to support the new school improvement plan	1	2	3	4	5	6	7
Task 7	Convince the SGB and parents to support the new school improvement plan	1	2	3	4	5	6	7
Task 8	Influence the District/Circuit to work with the school principal in support of your new leadership framework	1	2	3	4	5	6	7
IMPLEMENTING STAGE								
Task 9	Manage the execution of the new school improvement plan for change and transition aligned to societal values	1	2	3	4	5	6	7
Task 10	Sustain the new school improvement plan and improvement of teamwork amongst educators	1	2	3	4	5	6	7

Self-Efficacy Pre and Post Conversation Workshops: Questionnaire items might be altered after the literature study, but the main categories will stay. The following statements reflect your confidence in your leadership skills. All statements begin with '**I am able to'**:

1=completely unconfident	2=mostly unconfident	3=somewhat unconfident	4=neither unconfident nor confident
5=somewhat confident	6=mostly confident	7=completely confident	

1. Opportunity-Identification of a school leadership							
Design something novel and innovative.	1	2	3	4	5	6	7
Recognise a good opportunity.	1	2	3	4	5	6	7
2. Relationship on School Leadership Framework							
Ask probing questions that clarify cooperative behaviors.	1	2	3	4	5	6	7
Motivate others to work together.	1	2	3	4	5	6	7
3. Managerial School Leadership							
Start effective school leadership team conversation platforms.	1	2	3	4	5	6	7
Understand what it takes to master school-based leadership framework for impact	1	2	3	4	5	6	7
4. Tolerance for change and transition							
Solve emerging complex problems speedily.	1	2	3	4	5	6	7

Verbally describe challenges and blind spots	1	2	3	4	5	6	7
Clearly describe challenges and blind spots in writing.	1	2	3	4	5	6	7
5. Embrace change and transition							
Acknowledge emerging complex problem.	1	2	3	4	5	6	7
Verbally give meaning to challenges and blind spots.	1	2	3	4	5	6	7
Give meaning to challenges and blind spots in writing.	1	2	3	4	5	6	7
6. Building resilience for change and transition							
Build resilience on emerging complex problem.	1	2	3	4	5	6	7
Clearly map out a plan on challenges and blind spots.	1	2	3	4	5	6	7
Empower others to engage with challenges.	1	2	3	4	5	6	7

Questions to facilitate conversations:

1. What are your aspirations for the schools you support?

2. Which values and principles do you feel should be embedded in South African school culture?

3. What should a principal require to instil a culture of effectiveness and accountability?

4. What is your organisation's value statement?

5. Indicate which of the following three (3) you agree with regarding an exceptional principal:

- Ensures an enabling, open, and trusting working environment for educators and learners.

- Delegates well while providing guidance and mentorship.

- Has the ability to serve others, grow and develop talents.

- Establishes effective relationships and partnerships.

- Manages and sustains conversation and dialogue.

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP
PhD Research Project

Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)
Supervisor: Prof. Bibi Z Chummun (031-2608300)
Research Office: Ms P Ximba 031-2603587

Dear Respondent,

I, Mlamuli Delani Kuthula Mthembu, am a PhD student in the Graduate School of Business and Leadership at the University of KwaZulu-Natal. I am inviting you to participate in a research project entitled: **School Leadership in South Africa: Towards Embedding Presence for Principals for the Creation of Societal Value.**

This research aims to construct a school-based leadership framework to respond to the ongoing school leadership challenges facing the education sector. The research process aims to construct a new leadership framework for schools that is aligned to societal values expressed in the South African Constitution. The interviews are guided through four (4) questionnaires. The results of this controlled interview are intended to contribute to the body of knowledge in the field of school leadership and enhance the quality of teaching and learning to improve schooling results.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN. If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. This will take about 30-45 minutes to participate in an interview.

I hope that you will take your time to participate in the interview.

Sincerely

Investigator's Signature : _____

Date : _____

This page is to be retained by participant

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

PhD Research Project

Researcher: Mlamuli Delani Kuthula Mthembu (079-497-0782)

Supervisor: Prof. Bibi Z Chummun (0027 31 260 7988)

Research Office: Ms. P Ximba (0027 31 2603587)

CONSENT

I_____ (full names of the participant) *I hereby consent / do not consent to have this interview recorded*. I understand that I am at liberty to withdraw from the process at any time, should I so desire.

_____   _____

Signature of participant   Date

This page to be retained by the participant

Questions:

1. How would you define your organisations' passion, and influence on the South African education context?

2. What characteristics do you want to see from an effective principal?

3. What are the values and principles that have guided the legacy of the founding leader of your organisation?

4. If you had the power and authority in education:
- What would you stop doing because it does not add value to schooling?
- What would you let continue because of its importance and value?
- What would you start afresh to improve the quality of education and Grade 12 results?

Appendix E: Gate Keeping Letter (GDE)

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	16 October 2017
Validity of Research Approval:	05 February 2018 – 28 September 2018 2017/299
Name of Researcher:	Mthembu MDK
Address of Researcher:	48a Bowling Road
	Bedfordview
	Ekurhuleni, 2007
Telephone Number:	011 455 4336 079 497 0782
Email address:	kuthulad@gmail.com
Research Topic:	Constructing a Framework for school leadership in South Africa: towards Embedding presence for

16/10/2017

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the

ASOKA ENGLISH LANGUAGE EDITING
### 45 Vausedale Crescent, Escombe, 4093

CELL NO.: 0836507817

DECLARATION

This is to certify that the FOLLOWING THESIS has been English Language Edited with THE exclusion of the Abstract, PRELIMINARY PAGES, Dedication, References and Appendices.

School Leadership in South Africa:
Towards Embedding Presence for Principals for the Creation of Societal Value

Candidate: Mthembu MDK
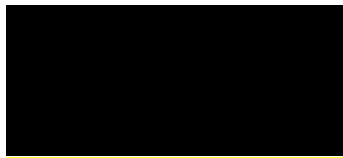
22/03/2021

DISCLAIMER

Whilst the English language editor has used electronic track changes to facilitate corrections and has inserted comments and queries in a right-hand column, the responsibility for effecting changes in the final, submitted document, remains the responsibility of the client and the editor cannot be held responsible for the quality of English Language expression used in corrections or additions effected subsequent to the transmission of this certificate on 22/03/2021.

Prof. Dennis Schauffer, M.A.(Leeds), PhD, KwaZulu (Natal), TEFL(London), TITC Business English, Emeritus Professor UKZN. Univ. Cambridge Accreditation: IGCSE Drama. Hon. Research Fellow, DUT. Durban University of Technology.

Appendix G: EC Approval Letter-Original and Amended Topic

UNIVERSITY OF KWAZULU-NATAL ™
INYUVESI YAKWAZULU-NATALI

03 March 2021

Rev Mlamuli Delani Kuthula Mthembu (203515182)
Graduate School of Business & Leadership
Westville Campus

Dear Rev Mthembu
Protocol reference number: HSS/0115/018D
Project title: School Leadership in South Africa: Towards Embedding Presence for Principals for the Creation of Societal Value

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 26 February 2021 has now been approved as follows:

- Change in Supervisor (New Supervisor: Dr Bibi Zaheenah Chummun)

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Best wishes for the successful completion of your research protocol.

Yours faithfully
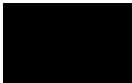
…………………………………………………………
Professor Dipane Hlalele (Chair)

/dd