

Management strategies for effective social justice practice in schools

IDILETTE van DEVENTER
10693823

Thesis submitted in fulfilment of the requirements for the degree

Philosophiae Doctor

in

Education Management
at the Potchefstroom Campus of the North-West University

Promoter: Prof. Philip C van der Westhuizen

Co-promoter: Prof. Ferdinand J Potgieter

Potchefstroom 2013

MANAGEMENT STRATEGIES FOR EFFECTIVE SOCIAL JUSTICE PRACTICE IN SCHOOLS

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SOLEMN DECLARATION

Management strategies for effective social justice practice in schools

To whom it may concern:

SOLEMN DECLARATION

SOLEMN DECLARATION BY STUDENT

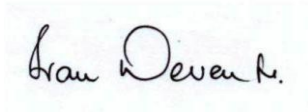
I, **IDILETTE VAN DEVENTER**

declare herewith that the thesis entitled

MANAGEMENT STRATEGIES FOR EFFECTIVE SOCIAL JUSTICE PRACTICE IN SCHOOLS

which I herewith submit to the North-West University Potchefstroom Campus, in compliance with the requirements set for the **PhD (Education Management)** degree, **IS MY OWN WORK which includes ALL conceptual and theoretical constructs with due recognition to my promoter and co-promoter, all graphical representations, transcripts, networks and technical editing**, and it has been externally language edited and has not already been submitted to any other university.

I understand and accept that the copies that are submitted for examination are the property of the University.



Signature of student

University number: **10693823**

Signed at **POTCHEFSTROOM** this **17th** day of **OCTOBER 2012**.

DEDICATIONS

Management strategies for effective social justice practice in schools

I dedicate this PhD

To my parents:

Michiel (Gielie) Heyns and Isabella (Bella) Johanna Aletta Kirchner: I miss you.

To my family:

Van Deventers, Kirchners, Bosmans

Cila and Boet Wessels, Michiel and Annette Kirchner, Peter and Christine Cooper, Manfred and the late Cecile Pracher, Hennie (H.T.), Jan and Lily van Deventer, and Nelie van Aswegen, and your children: what a privilege to call you my family; for love, support and kindness: thank you. I regard Ms. Maria Shabangu, who served the Van Deventer-family with love and care for more than thirty years, as part of my family: you were a God-sent.

To my siblings:

Cecile Pracher, my beloved sister: you died too soon.

Michiel Kirchner, my only brother: you are a good man.

Christine Cooper, my beloved and inspirational sister: without your love and support I would have been infinitely poorer.

To my beloved daughters, sons and sons-in-law:

Melanie and Frans de Bruyn

Amelia and Andrew Aitken

Hennie van Deventer (H.T.)

Kirchner van Deventer

Without you my life would not have been complete; your love and guidance sustained me and will continue to live in the lives of my dearest **grandchildren**:

Nicholas Aitken

André de Bruyn

Daniel Aitken

Mia Aitken

You truly are the light of my life.

solī deo gloria

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Management strategies for effective social justice practice in schools

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To my friends over many years:

In a personal capacity to my heartfelt friends who believed and inspired me to also believe that it is possible to do the impossible, thank you: you know who you are.

To the participant principals:

Your social justice praxis informed this study: thank you.

To learners:

As a teacher, to those learners who allowed me to teach them and whose souls touched mine: thank you, you are awe-inspiring.

To teachers who serve or served teaching as the mother of all professions:

My mother, her brother, Manus and sister, Cila Wessels (née Bosman), my own teachers and later those who became my colleagues: education is transformational.

Onderwys is lewe wek

SUMMARY

Management strategies for effective social justice praxis in schools

Keywords

Social justice, justice, fairness, democracy, human rights, common good, ethical, morality, values, and social justice as retributive or punitive, commutative and communal, contributive, distributive, prospective, restorative, and transformative justice. In relation to strategies: *management, leadership, social justice leadership, strategies and education.*

Research problem

This research focused on the following problem statement: *What management strategies can be developed and used to advance effective social justice practice in schools?*

Research aims

Arising from the problem question, the research aims were firstly to determine theoretically, the *nature* of social justice (Chapter Two) and secondly to identify and analyse theoretically, the *determinants* that contribute to social justice practices (Chapter Three). This was done by means of a comprehensive literature review. The third aim was to *qualitatively* analyse effective social justice praxis in selected schools in the North-West and Western Cape Provinces (Chapter Four and Five). From the analysis and literature review, *management strategies* for effective social justice practice in schools (Chapter Six) were developed as part of the empirical investigation.

Research methodology

The empirical investigation realised the third aim, to analyse *qualitatively* effective social justice praxis in selected schools by means of individual and focus group interviews which were based on the philosophical paradigm of a constructivist-grounded theory and a hermeneutic, phenomenological methodology that enabled me to listen and be part of the discursive portrayals of the participant-principals' effective social justice praxis. The qualitative data collection and methodology entailed considerations with regard to ethical conduct between myself and the role-players, i.e. the researcher, the Ethics Committee (NWU Faculty of Education Sciences), the role of departmental officials, the role of participant principals, and documentation used. Attention was paid to determine the target population, participant and sample selection from the North-West and Western Cape provinces in accordance with predetermined criteria. These criteria were, *inter alia*, that these principals would: have a proven track record to demonstrate an understanding of the concept of justice and social justice; would adhere to and implement legal determinants of social justice praxis with regard to the constitutional values and human rights; provide proven evidence of social justice praxis as

equality, human dignity and freedom; implement political imperatives such as the Manifesto on Values, Education for All; acknowledge the need for fair distribution and educational transformation; provide a moral basis for recognition, identity formation and social justice praxis; apply a deliberative democratic praxis; promote accountability, school achievement, and as prospective and transformative leaders believe in and practice an embracing social justice.

The researcher prepared the necessary documentation, the interview protocol and interview schedule to enter the field, as well as entering the field of research (principals at schools and district offices) to conduct and record the interviews which she afterwards transcribed. The method of qualitative data analysis included three phases: Phase I that considered the first hearing-reading, Atlas.ti™ dry-run and initial code-lists; Phase II, the translation processes, and Phase III, the abstraction and crystallisation processes. The criteria for soundness were established in the account of authentic validity and credibility of the study.

The collected qualitative data was analysed by means of the Atlas.ti™ software programme as a result of which seven themes and three sub-themes for each theme emerged. These themes were the principal and social justice praxis, learners, education in general, constitutional values, educational partners, the government and political establishments, and social justice: its ontology and praxis.

Development of management strategies

Education is about understanding and this study presented those management strategies that culminated in answers to the fundamental question: **“What management strategies can be developed and used to advance effective social justice practice in schools?”**

The development of management strategies are the result of the literature review and the empirical investigation. The strategy development process consisted of a three-phase strategy framework: strategy planning (aims and objectives), strategy implementation (action plan and persons), and strategy evaluation. From this process, seven aims were developed in accordance with the seven identified themes: the principal, the learners, education in general, Constitutional values, partners in education, government, political and union matters, and the ontology and praxis of social justice. These management strategies include *inter alia*:

- Optimising the school principal’s virtues of responsibility, authenticity and presence as *gemeinschaft* (community) relationships to ensure effective social justice praxis (§5.2).
- Inculcate a disciplined school environment for learners to embrace human diversity and dignity, democracy, and *Ubuntu*-principles (§5.3) to optimise effective social justice praxis.
- Influence education in general - system and structures - to optimise effective social justice praxis (§5.4).
- Foster constitutional values and human rights as effective social justice praxis (§5.5).

- Establish a social justice culture amongst educational partners who are essential to school development and governance to optimise effective social justice praxis (§5.6).
- Convince government and union officials and influence political matters to serve the best interest of the child (§5.7) to ensure social justice praxis.
- Actualise management strategies for social justice praxis that epitomise compassion, love, care and human rights in a participative and respectful environment (§5.8).

These management strategies were described as techniques or aims, objectives and action steps to provide answers to the questions where and how, which determined on which level or levels these strategies were to be performed.

Main findings

- *At a conceptual and a theoretical level:*

Conceptually and theoretically this study established, for the first time, specific determinants of social justice praxis (Chapters Two and Three) and its management. This contribution is found in the syntheses that followed each conceptual discussion of justice (§2.2.7) and social justice (§2.3.4), as well as the syntheses and evaluation of these determinants (§3.2-§3.4) for social justice praxis. These determinants may be regarded as an attempt at purified, cleansed theorising with respect to social justice praxis.

This study found that social justice does exist in the hearts of the principals who took part in this study and that social justice belongs to all learners, to all of humanity, whoever they are or whatever their circumstances may be. Social justice is, essentially, embodied and lived love-in-practice towards all. However, the effectiveness of social justice praxis is usually determined by pragmatic circumstances that dictate the scale and scope of its efficacy.

This study found that social justice praxis in schools should deviate from a mere legalistic or juridical notion because it progressed beyond the conceptual boundaries and theoretical limits of juristic thinking towards an attempt at linking social justice praxis to a humanising pedagogy. As a consequence, social justice in this research cuts across all man-made barriers: it has become a prospective notion that reflects its restorative and transformational nature and role.

- *At a strategic level:*

Strategically, this research found that the possibility of various cycles of action research in schools as well as in higher education institutions exists. The seven themes could be viewed in isolation, but if regarded, as found in this research, as seven levels that build upon each other and whose strengths or weaknesses are interdependent, it becomes self-evident that social justice forms the basis of cohesive and holistic social justice praxis. The seven strategies (§5.2-§5.8) developed in this research may, in future, inform research *and* praxis in schools and higher learning institutions in order to confirm or refute the theory presented herewith.

- *At policy-making level:*

This study has implications for policy design and management development, not only at basic education level, but also at national level. This study found that social justice specifically, has neither adequately, nor officially been addressed in relevant policies. If policy amendments were to be made and management strategies for social justice praxis in schools become an essential part of national policy, it will have implications at the level of further professional development of school principals, such as the current ACE School Leadership Programme. In addition, teachers' in-service professional development will have to include these management strategies in the offering of short courses. Furthermore curriculum changes will have to follow to incorporate pre-service or initial training programmes of Higher Education institutions that offer teacher training programmes which may have a snowball effect at provincial and school curricula levels. Another important finding of this research is that, in future, the binding agent amongst schools may yet prove to be social justice and not geo-social and/or socio-economic markers, as is the case at present. In this manner social justice may become a lived curriculum that will permeate the entire education system in South Africa, but more so, will permeate the school culture of every school.

Recommendations

A management strategy for effective social justice praxis in schools should be developed at national level but specifically to schools should be tailor-made for each school, because social justice praxis becomes visible in the acts of individual men and women, girls and boys, who regard the other as equally well as the self and therefore the following recommendations are important:

- Continuous professional development of principals and teachers.
- The right to education and its praxis to ensure the best interest of the child should be incorporated in the Life Orientation curriculum.
- Have a collective vision of schools that truly strive, cherish and inculcate a pedagogy of social justice praxis to ensure that education is life-generating, life engendering, causing life or life awakening (*onderwys is lewe wek*).
- Fairness as a moral construct should be visible in institutions where values of fairness, equality and social justice permeate the institution and provide a moral and structural frame for judgements based on the principle of fiduciary trust.
- Schools should become community hubs as centrifugal force that embraces views on African culture, *Ubuntu* principles and Indigenous Knowledge Systems.
- Create district-wide power teams that will train teachers in positive conduct as well as assist and provide interventions.
- Principals and teachers have to take responsibility and agency for social justice pedagogy.

OPSOMMING

Bestuurstrategieë vir doeltreffende sosiale geregtigheid in skole

Bestuurstrategieë vir doeltreffende sosiale geregtigheid in skole

Sleutelwoorde

Sosiale geregtigheid, geregtigheid, billikheid, demokrasie, menseregte, goedheid, etiese, morele, waardes. Sosiale geregtigheid as vergeldende of strafregtelike, kommutatiewe en gemeenskaplike, bydraende, distributiewe, vooruitskouende of toekomsgerigte, restoratiewe of herstellende, en as transformerende geregtigheid. Ten opsigte van strategieë: bestuur, leierskap, leierskap vir sosiale geregtigheid, en onderwys/opvoedkunde.

Navorsingsprobleem

Hierdie navorsing het op die volgende probleemstelling gefokus: *Watter bestuurstrategieë kan ontwikkel en benut word om doeltreffende sosiale geregtighedspraktyke te bevorder?*

Navorsingsdoelwitte

Die navorsingsprobleem het die navorsingsdoelwitte gerig en was eerstens om 'n teoretiese begroning oor die *aard* van sosiale geregtigheid (Hoofstuk Twee) te bepaal en tweedens om teoreties die *determinante* wat tot sosiale geregtighedspraktyke bydra te identifiseer en te analiseer (Hoofstuk Drie). Dit is gedoen aan die hand van 'n omvattende literatuuroorsig. Die derde doelwit was om deur middel van 'n *kwalitatiewe* studie doeltreffende sosiale geregtighedspraktyke in geselekteerde skole in die Noordwes en Wes-Kaap Provinsies te analiseer (Hoofstuk Vier en Vyf). Vanuit die analise en literatuuroorsig is *bestuurstrategieë* vir doeltreffende sosiale geregtighedspraktyke in skole ontwikkel (Hoofstuk Ses) wat deel van die empiriese ondersoek uitgemaak het.

Navorsingsmetodologie

Die empiriese ondersoek het die derde doelwit gerealiseer, naamlik om doeltreffende sosiale geregtighedspraktyke in geselekteerde skole *kwalitatief* te analiseer en het uit individuele en fokusgroeponderhoude bestaan met as vertrekpunt die konstruktivistiese begronde teoreties-filosofiese paradigma. Die hermeneutiese fenomenologiese metodologie het die navorser die geleentheid gegee om te luister en om deel te word van diskoers en uitbeeldings van die deelnemende skoolhoofde se doeltreffende sosiale geregtighedspraktyke. Die kwalitatiewe data-insameling en metodologie het behels dat oorweging geskenk is aan die rolspelers, naamlik die navorser, die Etiese Komitee (NWU Fakulteit Opvoedkundige Wetenskappe), die rol van die departementele amptenare, deelnemende skoolhoofde en dokumentasie wat etiese optrede verseker het. Verder is oorweging geskenk aan die teikenpopulasie in die Noordwes en Wes-Kaap Provinsies, deelnemers en steekproefneming in ooreenstemming met voorafbepaalde kriteria, en voorbereiding om die navorsingsterrein te betree en die betreding

daarvan. Die metode van kwalitatiewe data-analise het oor drie fases verloop, naamlik Fase I, wat die eerste hoor-les van die onderhoude en transkripsies behels het, 'n Atlas.ti™ oefenloopie en aanvanklike kodelys; die parafraseringsproses Fase II, en die abstraksie en kristalliseringsprosesse in Fase III. Die kriteria vir geldigheid is bepaal in die weergee van betroubare geldigheid en geloofwaardigheid van die studie.

Die ingesamelde kwalitatiewe data is deur middel van die Atlas.ti™ sagtewareprogram gedoen waaruit *sewe temas* en drie subtemas per tema geïdentifiseer is, naamlik die skoolhoof en sosiale geregtighedspraktyke, leerders, onderwys in die algemeen, grondwetlike waardes, onderwysvennote, regering en politieke strukture en sosiale geregtigheid: ontologie en praktyk.

Ontwikkeling van bestuurstrategieë

Onderwys handel oor begrip en hierdie navorsing het bestuurstrategieë daar gestel wat antwoorde verskaf het op die fundamentele vraag: **“Watter bestuurstrategieë kan effektiewe sosiale geregtighedspraktyke in skole bevorder?”** Die ontwikkeling van bestuurstrategieë was die resultaat van 'n literatuuroorsig en die empiriese ondersoek. Sewe doelwitte in ooreenstemming met die sewe geïdentifiseerde temas het na vore gekom. Die strategie-ontwikkelingsproses het uit 'n drie-fase strategiese raamwerk bestaan: strategiese beplanning (doelwitte en doelstellings), strategiese implementering (aksieplan en persone) en strategiese evaluering. Hierdie bestuurstrategieë behels onder andere:

- Optimering van die skoolhoof se deug tot verantwoordelikheid, opregtheid en teenwoordigheid as *gemeinschaft*-verhoudinge om doeltreffende sosiale geregtighedspraktyke te verseker (§5.2).
- Skep 'n gedissiplineerde skoolomgewing vir leerders om diversiteit, menswaardigheid, demokrasie en *Ubuntu*-beginsels (§5.3) te omarm om doeltreffende sosiale geregtighedspraktyke te verseker.
- Beïnvloed onderwys in die algemeen – stelsels en strukture – om doeltreffende sosiale geregtighedspraktyke te verseker (§5.4).
- Kweek grondwetlike waardes en menseregte om doeltreffende sosiale geregtighedspraktyke te verseker (§5.5).
- Vestig 'n sosiale geregtighedskultuur tussen vennote in die onderwys wat onontbeerlik is tot skoolontwikkeling om en beheer om doeltreffende sosiale geregtighedspraktyke te optimeer (§5.6).
- Oortuig regerings- en unie-amptenare en beïnvloed politieke aangeleenthede om die beste belang van die kind te dien (§5.7) om doeltreffende sosiale geregtighedspraktyke te verseker.
- Realiseer bestuurstrategieë wat sosiale geregtighedspraktyke optimeer en wat spreek van deernis, liefde, sorg en menseregte in 'n deelnemende en respekvolle omgewing (§5.8).

Hoofbevindinge

- Op 'n *konseptuele en teoretiese vlak*:

Konseptueel en teoreties het hierdie studie vir die eerste keer bevind dat spesifieke determinante sosiale geregtighedspraktyke (Hoofstuk Twee en Drie) en die bestuur daarvan rig. Hierdie bevindinge is vervat in die sintese wat elke konseptuele bespreking van geregtigheid (§2.2.7) en van sosiale geregtigheid (§2.3.4) afgesluit het, asook die sintese en evaluering van hierdie determinante (§3.2-§3.4) vir sosiale geregtighedspraktyke. Daar is bevind dat hierdie determinante gesuiwerde teoretisering oor sosiale geregtighedspraktyke weergee.

Hierdie studie het bevind dat sosiale geregtigheid in die harte van die skoolhoofde wat aan hierdie studie deelgeneem het, bestaan en dat sosiale geregtigheid aan alle leerlinge en die mensdom behoort, ongeag wie hulle is of onder watter omstandighede hulle hulleself bevind. Sosiale geregtigheid is in essensie vervat in 'n deurleefde liefde-in-praktyk teenoor alle mense, alhoewel die effektiwiteit van sosiale geregtighedspraktyke normaalweg deur pragmatiese omstandighede bepaal word wat die skaal en doeltreffendheid daarvan sal bepaal.

Hierdie studie het bevind dat sosiale geregtighedspraktyke in skole afwyk van 'n blote wettiese of juridiese idee van sosiale geregtighedspraktyke omdat dit verby sodanige konseptuele grense beweeg het na 'n poging om sosiale geregtighedspraktyke aan 'n humanistiese pedagogiek gelyk te stel. Gevolglik sny hierdie navorsing oor alle mensgemaakte grense: dit is 'n toekomsgerigte idee en het 'n herstellende en transformerende aard en rol.

- Op 'n *strategiese vlak*:

Op strategiese vlak is bevind dat verskeie siklusse van aksienavorsing in skole en hoër onderwysinstellings deur hierdie navorsing moontlik gemaak word. Die sewe temas kan in isolasie beskou word, maar indien soos in hierdie navorsing aangebied word, as sewe vlakke wat op mekaar bou waarvan die sterk en swak punte interafhanklik is, word dit vanselfsprekend dat sosiale geregtigheid die basis van kohesie en 'n holistiese sosiale geregtighedspraktyke uitmaak. Die sewe strategieë (§5.2-§5.8) wat in hierdie navorsing ontwikkel is mag in die toekoms navorsing *en* praktyk in skole en onderwysinstellings informeer om die teorie wat hiermee aangebied word te bevestig of te weerlê.

- Op *beleidmakingsvlak*:

Hierdie studie het bepaalde implikasies vir die beleidsontwerp en bestuursontwikkeling, nie slegs op skoolvlak nie, maar ook op nasionale-, basiese- en hoëronderwysvlakke. Hierdie studie het bevind dat sosiale geregtigheid nog nie voldoende of amptelik in toepaslike beleid aangespreek is nie. Indien beleidswysigings gemaak sou word en bestuurstrategieë vir sosiale geregtigheid 'n essensiële deel van nasionale beleid word, sal dit implikasies inhou vir die vlak van verder professionele ontwikkeling van skoolhoofde. Verder is bevind dat onderwysers se

indiensopleiding en professionele ontwikkeling tydens kortkursusse hierdie bestuurstrategie sal moet bevat, kurrikulumwysigings sal moet volg om inisiële onderwysersopleidingsprogramme van Hoër Onderwys instellings aan te pas, wat kan lei tot 'n sneeubal-effek op provinsiale en skoolkurrikula. Nog 'n belangrike bevinding van die navorsing is dat in die toekoms, die saambindende agent tussen skole sosiale geregtigheid sal wees en nie geosiale en/of sosiaal-ekonomiese merkers nie, soos wat tans die geval is nie. Op hierdie wyse sal sosiale geregtigheid 'n lewende kurrikulum word wat die hele onderwysstelsel in Suid-Afrika sal deurdring, maar meer so sal dit die skoolkultuur van elke skool bepaal.

Aanbevelings

Bestuurstrategie vir doeltreffende sosiale geregtigheidspraktyke in skole behoort volgens elke skool se unieke behoeftes ontwikkel te word omdat hierdie praktyke sigbaar word in individuele handeling tussens mans en vroue, meisies en seuns, wat andere in gelyke mate en daarom is die volgende aanbevelings belangrik:

- Volgehoue professionele ontwikkeling van skoolhoofde en onderwysers.
- Die reg tot onderwys en onderwyspraktyk waarin die beste belang van die kind verseker word, behoort deel uit te maak van die Lewensoriënteringsprogram se kurrikulum.
- Skole behoort 'n gesamentlik visie te hê waarin waarlik na 'n pedagogiek van sosiale geregtigheid gestrewe, bewaar en ingebed word om te verseker dat onderwys leweskeppend is (*onderwys is lewe werk*).
- Billikheid is 'n morele konstruk wat sigbaar word in institusies waar waardes van billikheid, gelykheid en sosiale geregtigheid die wese van die instelling deurweek en bied a morele en strukturele raamwerk vir besluite gebaseer op die beginsel van fidusiêre trust.
- Skole moet die gemeenskap se middelpuntvliedend krag word wat waardes vervat soos gevind in die grondwet, Afrika kulture, *Ubuntu* beginsels en inheemse kennis sisteme.
- Distrikswe kragspanne moet geskep word wat daarop gemik is om onderwysers op te lei in positiewe sosiale geregtigheidspraktyke en wat ook ondersteuning en intervensies sal bied.
- Skoolhoofde en onderwysers moet verantwoordelikheid en eienaarskap neem vir sosiale geregtigheidspedagogie.

QUOTATIONS

Management strategies for effective social justice practice in schools

Uhm social justice basically it's, it's, it's our daily bread, uhm we live with it, we live it, every time everywhere you are, for as long as you're living with people, you must uhm encounter social justice.

If you teach here social justice is your business that's what you do!

SOCIAL JUSTICE is enforced by love... doing our duty of educating the nation

So what we are trying to teach them is you get enriched by a second culture so that you can move with kings and queens

...it's because of discipline, tradition, and values and morals, that they allow you to teach them!

...this forms part of my vision to say in our school, in our country in our SMT we really need to respect what we are here for.

[i]ts your dignity... I'm a human being... you try and live it. Everybody is equal

... hierdie verandering van ons skool is soos... soos 'n brander, hy slaan jou partykeers plat en jy dink anderster omtrent dit en jy kom uit, maar vir sommige skole gaan 'n tsunami tref, want hulle is nie gewoon nie, jy moet elke keer anders dink, want dit is vir my so 'n voorreg en ek is so bly ek kon dit beleef van hoe verskillende kulture dit doen...

En al die waardes wat hier in is...respek, eerlikheid, opregtheid, daadwerklikheid...verwag ek van julle kinders.

En al die waardes wat hier in is...respek, eerlikheid, opregtheid, daadwerklikheid...verwag ek van julle kinders... elkeen...

Elkeen van die mense wat hier sit, het besondere talente in leierskap en bestuur... So die leier wat voorloop en die leier wat die waardes vestig as 'n rolmodel ...

My beginsel is reg... Beste voordeel van die kind... daar moet net heelyd regverdigheid betrokke wees. Vir my gaan dit oor regverdigheid, teenoor almal.

... weet jy dis asof jy op heilige grond trap ...

ABBREVIATIONS

Management strategies for effective social justice practice in schools

ACE	Advanced Certificate in Education
AERA	American Educational Research Association
AI	Appreciative Inquiry
CAQDAS	Computer Assisted Qualitative Data Analysis Software
COSAS	Congress of South African Students
EMGD	Education Management and Governance Development
FEDSAS	Federation of Governing Bodies of South African Schools
HEI	Higher Education Institution(s)
LGBTIQ	Lesbian, Gay, Bisexual, Transgender Inter-Sex and Queer
NEPA	National Education Policy Act
SACOS	South African Council on Sport
SASA	South African Schools Act
SAOU	Suid-Afrikaanse Onderwysersunie

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