
CHAPTER 6

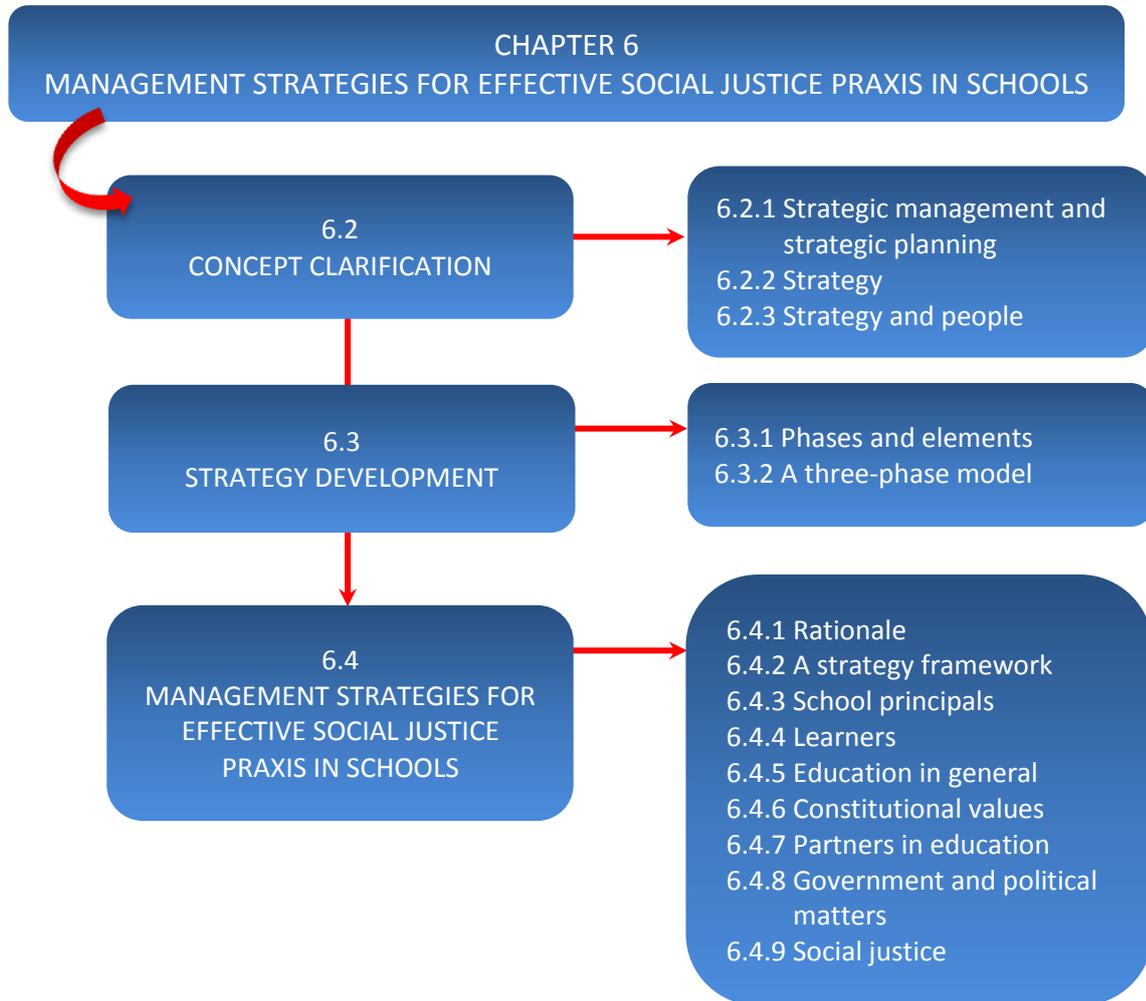
Management strategies for effective social justice praxis in schools



CHAPTER 6

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LOGIC



CHAPTER 6

Management strategies

Management strategies for effective social justice practice in schools

6.1 INTRODUCTION

Chapter Six is the execution of the fourth research aim: to develop **management strategies** for effective social justice practice in schools. The previous chapter - data analysis and discussion - determined, *inter alia*, parameters for the development of management strategies for effective social justice praxis in schools (Chapter Five). These parameters culminate as strategies in Chapter Six where the unique determinants (Chapter Three) for effective social justice become praxis. This chapter contains a section that deals with concept clarification (§6.2), strategy development in general (§6.3), and lastly the development of management strategies for effective social justice praxis in schools (§6.4).

6.2 CONCEPT CLARIFICATION

A brief clarification of concepts provides an understanding to management and planning theory. This section reflects on what it takes to be a successful organisation and whether past experiences are indicators of future success. Studies interchangeably refer to strategic planning, strategic management, and strategy in their definitions (Van der Vyver, 2011:293-295; Van Vuuren, 2008:316-317; Vos, 2010:218) and even equates one to the other where Faulkner and Campbell (Faulkner & Campbell, 2006:2) in stating that strategy *or* strategic management evolved from a number of sources. Notwithstanding the post-modern world, or maybe because of the post-modern world, it is increasingly difficult to distinguish between fused terms and concepts. Post-modern times and societies are characterised by uncertainty, disorder, if not chaos, indeterminacy and regression that are visible in phenomena of social injustice and a complex world. However, an attempt to separate these diffused concepts will be made and strategic management and strategic planning will firstly be discussed.

6.2.1 Strategic management and strategic planning

Strategic management finds its *raison d'être* in theories that assist managers to tackle the complexity of the present and the uncertainty of the future to ensure the survival of their organisations (Faulkner & Campbell, 2006:3). The difficulty to make a clear distinction between strategic management and strategic planning is emphasised in the use of **strategic management/planning** as heading (Van der Westhuizen *et al.*, 2012:73). In their definition they only refer to strategic management. However, Lumby (2004:91) distinguishes between strategic management and strategic planning in that strategic management is concerned with the *total process of planning, implementing, monitoring and maintaining the strategy over a longer*

period; whereas strategic planning is *the set of activities designed to identify the appropriate future direction* of an organisation, and includes *specifying the steps necessary to move in the direction of the envisioned' but unknowable, future.*

6.2.1.1 Strategic management

Strategic management, and giving strategic direction to an organisation, is the most complex and daunting task that top management has to perform. The act of giving direction to an unknowable future veiled in potential of what might be is a daunting task, but one that offers foreseen or unforeseen threats and opportunities. These complexities are compounded in that people are the vehicle used to realise strategic management processes (Faulkner & Campbell, 2006:4). Strategic management emphasises the monitoring and evaluation of an organisation's strengths and weaknesses (SWOT analysis) in light of opportunities and threats in the organisation's internal and external environment (Paquin & Kopyay, 2007:28). Advancing the SWOT approach, the SOAR framework builds on Strengths, Opportunities, Aspirations and (measurable) Results (Stavros & Saint, 2009:378). This approach is about actions to initiate, inquire, imagine, innovate and inspire, and is a strengths-based approach to create a strategic transformation process. Stavros and Saint claims that the term 'strengths-based' is newer to the strategy field and shifts the thinking to building upon strengths and allowing individuals to do what they do best.

However, Mintzberg (1989:69) differs in his hypothesis that implicit in management science theory are assumptions that strategic management, or what he calls strategy making, is an acceptance of a relatively static, orderly process, and adds that it is anything but. Strategic management is a grand fallacy of thought and understanding that synthesis is not analysis, but is rooted in the mysteries of intuition. Others have added to this contested notion of strategic management as a static definable and rigid process and the confusion over strategic management schools (Faulkner & Campbell, 2006:7; Haberberg & Rieple, 2008:54; Volberda, 2006:939). Moving from a static premise of the strategic management continuum to a strategic flexibility position, Volberda (2006:969) and Faulkner and Campbell (2006:6-9) view this process as unique to an organisation that evolves over accounting for cultural and economic constraints.

For the purpose of this study, the traditional notion of viewing strategic management as a process consisting of different phases (§6.3.1) and actions that attend to medium and long-term intervention plans (Lumby, 2004:91; Van der Westhuizen *et al.*, 2012:73) will be followed. However, the researcher will consider strategic management as a dynamic approach of finding a gap in the current situation and the envisaged future which has to be bridged to change an environment by being motivated - *movere* - from a current position, a strategy, to where an organisation wants to be (a vision) over time (Paquin & Kopyay, 2007:28; Van der Westhuizen *et al.*, 2012:73).

Strategic planning is discussed in the following section.

6.2.1.2 Strategic planning

Chang (2008:1) states that in the context of national education development, the term strategic planning is increasingly referred to. This notion of national education development places strategic planning in education without doubt at the macro-level (national), but also to a limited extent at the micro-level of the school as organisation. Strategic planning encapsulates alignment of essential actions (praxis) in a consistent, purposeful, coordinated manner (Naidu *et al.*, 2008:59). This alignment is achieved by means of procedures to attain expected results, ultimate goals and objectives, actions of balanced decision-making; direction of actions, and constant review of the interaction and implementation towards realising the vision and will attend to resource-allocation (Davies, 2003:299). Strategic planning at school level is viewed as vision, mission and goals that are aligned with school development planning and the organisational culture of a school (Naidu *et al.*, 2008:71; Vos, 2010:218). This alignment is dependent on a situation analysis to determine the magnitude of the current nature and shape of the organisation. These actions are sensitive to the internal and external environment, societal structures and school culture, statutory framework, and available human and physical resources (Naidu *et al.*, 2008:59). Davies (2003:295) warns that strategic planning and strategy are not synonymous.

A discussion on strategy, strategic thinking and strategic decisions will follow.

6.2.2 Strategy, strategic thinking and strategic decisions

6.2.2.1 Strategy

Scholars postulate that **strategy** is an intentional long-term plan or process under the direction of people in leadership positions. It is the ultimate responsibility of educational leaders (Manning, 2001:9). Strategy is a plan that entails conscious and purposeful intent for a course of action (praxis) (Mintzberg, 1987b:11); strategy includes plans, purposeful action, design for action, conception before action, is dynamic and continuous (Paquin & Kopyay, 2007:28), evidenced in a fundamental fit between external opportunity and internal capability (Mintzberg *et al.*, 1998:45). Haberberg and Rieple (2008:6, 36) define strategy as a set of actions through which an organisation, accidentally or by design, develops and uses strategy to achieve its goals, whilst being cognisant of the constraints imposed by key stakeholders. Mintzberg (Mintzberg, 1994:23) proposes five Ps to strategy development: **plan** (consciously intended action); **ploy** (manoeuvre to outwit opponents); **pattern** (actioned praxis about people, products and processes); **position** (external environment), and **perspective** (internal environment). Strategy is simplifying actions to ease complex tasks of top management and a manner of deciding the basic direction of an organisation (Goold & Luchs, 2006:514). A strategy may therefore be viewed as a sub-plan of an organisation such as a school, where decisions are

translated into action steps to give effect to the organisation's or schools overarching strategic management/planning and can be regarded as a 'plan or objective' carried out by means of action steps to realise an aim which has to be evaluated (Els, 2008:238).

Kay *et al.* (2006:35-37) state that strategy formulation has to answer two questions: what organisation do we find ourselves in? (often found in the mission statement of an organisation); the second question has to answer how the organisation should position itself, answered by determining strategic objectives and action plans in relation to the organisation's vision and mission statements. However, Volberda (2006:944-946) argues that a linear model of planning, implementation and evaluation might not be the answer to increased environmental uncertainty where a more comprehensive and flexible decision-making process might render better results. An adaptive model does not focus on deliberate planning and control, but on developing an organisational capacity for strategic thinking and learning. From this perspective strategies may emerge which are not guided by explicit *a priori* intentions (Mintzberg & Waters, 1985:271). Having noted an adaptive model and its relevance to strategy development, the researcher decided to follow the traditional linear notion of strategy development because the adaptive model will only be applicable during the strategy implementation phase, something this study will not endeavour to determine.

A strategy in this research is viewed as a **plan of action** over time to **achieve aims** and **objectives** and is therefore the operationalisation and implementation of strategic management and planning which has to be evaluated.

Strategic thinking and strategic decisions are discussed next.

6.2.2.2 Strategic thinking and strategic decisions

Strategic thinking is the ability of leaders and managers to rise above daily managerial processes and crises (Davies, 2003:296) like the eagle who rose above the cyclone (§5.2.3.2). This ability will bring about different perspectives of internal and external dynamics, change and effective direction (Davies, 2003:296). This entails the ability to both look forwards and backwards. Mintzberg (1998:126-128) views strategic thinking as 'seeing': seeing ahead, seeing behind, seeing above, seeing below, seeing beside, seeing beyond, and significantly seeing it through - these capture this notion of both backwards and forwards looking. Mintzberg (1987a:67-75) uses the metaphor of a potter who is not working with a fixed format, but with a pliable substance, clay, which will take on a form that is often not predictable in advance, but one that is intrinsically linked with the potter's cognition of what he or she wants to create. He argues that strategies are both plans for the future and patterns from the past; they are not necessarily premeditated or deliberate, but can also emerge in a process of cognition and of praxis.

Strategic decisions are about magnitude, time-scale and commitment (Haberberg & Rieple, 2008:47), as well as the level or levels of execution at the strategic level, tactical level, and the operational level. Haberberg and Rieple (2008:49-65) propose that strategic decisions are deliberate, emergent, imposed and/or realised, or not.

Without the involvement of people, no strategic plan or strategy will be realised.

6.2.3 Strategy and people - people and strategy

Throughout the discussion of concepts, the notion of actions/actioning/praxis-making of strategic management and related terms came to the fore. Without human interventions, no action or strategy will be realised and no organisation will exist. It will become a barren building, viewed by passers-by as an organisation, but one without the quant essential life - *vita* - that only humans can bring. People build and imagine organisations and develop patterns of action that are open to alteration and reconfiguration (Cooperrider *et al.*, 2008:19). Organisations do not need to be fixed; rather they need constant reaffirmation in a learning and development environment where the condition for organisation-wide appreciation is affirmed. This mind shift is about moving away from deficit theories and vocabularies of incompetence, organisational stress, burnout, and disabilities towards affirming vocabularies and thought patterns which will become affirming and appreciative actions (Cooperrider *et al.*, 2008:18).

The people who are responsible for the strategic implementation phase must have certain **competencies or attributes** (Haberberg & Rieple, 2008:745-746; Van Vuuren, 2008:320-321) such as organisational insight and ability to make sense of related surroundings. Strategic leadership **capabilities** are the ability to develop, communicate and build a dream-vision in an environment that emphasise effective use of human capital, maintain an effective organisational culture, and engage in ethical practices (Hitt *et al.*, 2010:439). People involved in the planning and operationalising of management strategies at school level (Vos, 2010) are: school management team (SMT) and a school development team consisting of SMT, an SGB member, persons with specific skills and abilities, and staff representatives.

A synthesis of strategic management and strategic planning follows.

6.2.4 Synthesis

From the discussion above, this researcher regards strategic management as a holistic process that evolves over time. It involves strategic management tasks at macro-level in a school moving towards the dream of effective social justice praxis. Strategic planning is a means to manage change, departing from the current or present situation, based on projections of an envisaged future. However, this researcher in thinking about strategic management and related concepts, considered the position of schools at their level and those who are responsible for strategic management actions. After careful consideration, she postulates that schools are mostly concerned with strategic planning, and more specifically the operationalisation of

strategic planning through individualised strategies. She views schools as being at the tactical and operational level, implementing vision, mission and plans of the Department of Basic Education, the *Action Plan to 2014: towards the Realisation of Schooling 2025* (Department of Basic Education, 2012), determined at strategic (national) level. At tactical and operational level, provincial and district officials, as well as schools, their principals and staff/social partners, have the task of operationalising this vision and mission as presented in Figure 6.1.

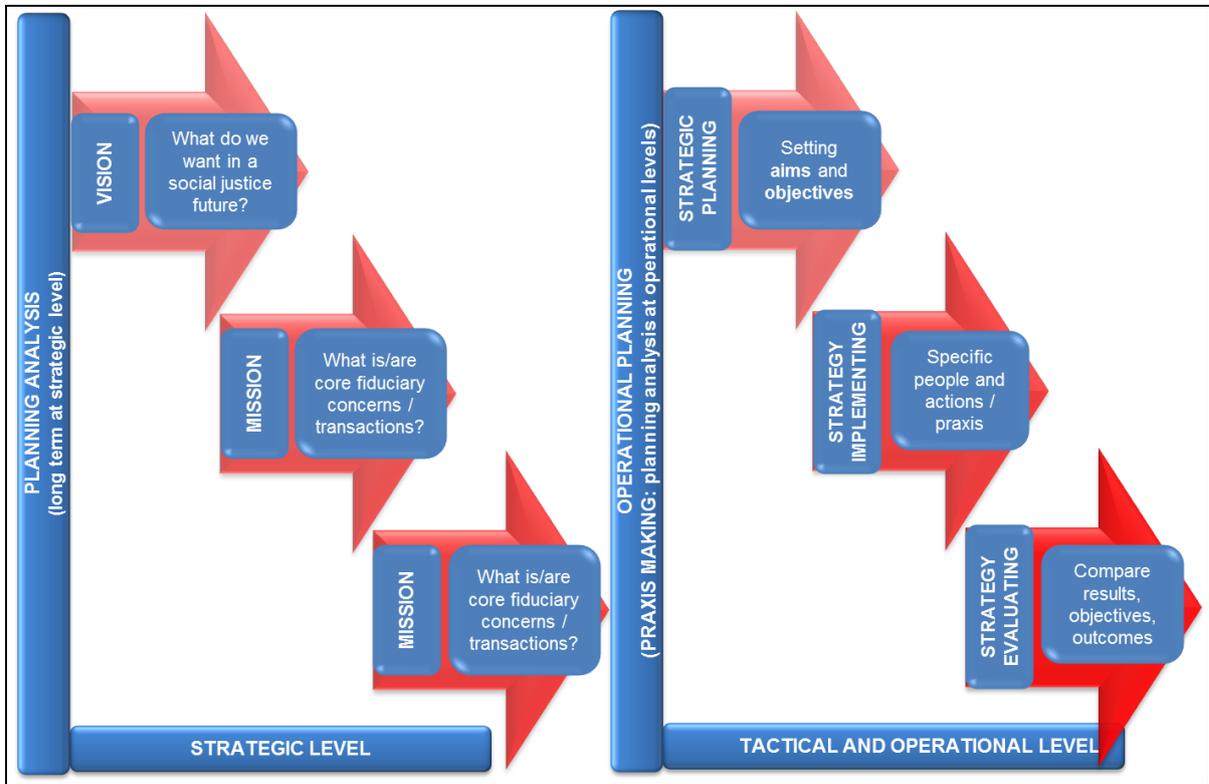


FIGURE 6.1 Strategic planning and operationalisation

The framework for strategy development will be discussed and presented in the next section.

6.3 STRATEGY DEVELOPMENT

6.3.1 Phases and elements of strategy development

Harris (2002:37-40) uses the following concepts: *planning systems*, *plan-making* and *planners* as elements of collaborative planning. Practitioners or managers of collaborative planning are required to pay attention to the *manner* in which collaborative planning will be implemented and the precise *form* it will take in practice; it has to demonstrate its qualities in *implementation* and *action* and is a *form of praxis* and a *theoretical* concern towards transformation and conception of a “good society” (Harris, 2002:37-38). Dialogue originates in the public sphere and is a form of joint-action of bodily, contextually, historically and culturally situatedness (Gergen *et al.*, 2004:7-11). It is during the process of strategic planning and strategy development that the strategic leader will consciously see *and act* ahead; behind; above; below; beside; beyond, and will have the will and ability to see the strategy through (Mintzberg *et al.*, 1998:126-128). The

scholarly literature indicates that models of strategy development consist of two, three, and five and even ten phases culminating in management, planning, strategising (Fourie, 2012:317; Kaplan & Norton, 2001:1-15; Khumalo, 2012:183; Rossouw *et al.*, 2003:4; Van Vuuren, 2008:319-320). The identified phases range from two to up to ten phases (Table 6.1). These phases are:

TWO PHASES		
(Rossouw <i>et al.</i> , 2003:4)	(Van der Westhuizen <i>et al.</i> , 2012:73)	
1) Formulating strategy	1) Planning analysis (determine vision, mission, situation analysis, and planning of strategies)	
2) Implementing strategy	2) Action steps that are about objective setting, action plan, evaluation of outcomes	
THREE PHASES		
(Van der Vyver, 2011:231)	(Price Associates, 2007; Van der Vyver, 2011)	
1) Strategy planning	1) Strategic thinking; a vision for the future (10-20y)	
2) Strategy implementation	2) Long-range planning; analytical; critical strategic issues (3-5y)	
3) Strategy evaluation	3) Operational planning is tactical (12-18 months); action plans, timelines, tasks, and accountability	
FOUR PHASES		
(Khumalo, 2012:182)	(Morita <i>et al.</i> , 2011:532)	
	Phase	Outcomes
1) Needs/problem analysis	1) Organisational visionary planning	1) Long-term, clear vision and goals, organisational consensus
2) Planning and development	2) Strategy formulation	2) Transforms environment into a strategy and is framework for operational praxis to attain vision, aim and objectives
3) Implementation	3) Operations and practice	3) Converts strategy in practice: implement strategic plan and determined strategies
4) Evaluation	4) Organisational performance	4) A set of competitive performance measures
FIVE PHASES		
(De Bruyn, 2003:301)	(Vos, 2010:220-223)	(Asan & Tanyaş, 2007:1004)
1) Top management commitment	1) Formulate problem statement	1) Preparation activities
2) Preparing and implementation	2) Objectives	2) Building a scorecard
3) Preliminary implementation	3) Action steps	3) A strategy map
4) Integration and extension	4) Operationalising	4) Deployment of strategies
5) Evaluation	5) Evaluation	5) Implementation of plans
SIX AND MORE PHASES OF STRATEGY DEVELOPMENT		
(Anon, 2001)	(Victoria Department of Treasury and Finance, 2011)	
1) Vision and mission	1) Analyse	
2) Environmental scan (SWOT)	2) Plan	
3) Gap analysis	3) Allocate resources	
4) Benchmarking	4) Implement and monitor	
5) Strategic issues	5) Evaluate	
6) Strategic programming	6) Report	
7) Emergent strategies		
8) Evaluation of strategy		
9) Review of the strategic plan		
10) Strategic thinking		

TABLE 6.1 Different phases of strategy development

All of these phases should be mirrored against what Hatcher (2007) calls progressive practice as answer to his question “yes, but how do we get there?” Hatcher describes the move from centralised and nationalised education towards a neo-liberal education in the following manner: government lead reform towards school-lead reform; competition towards collaboration; a top-down hierarchy towards lateral networks; standardisation towards personalisation; prescriptive teaching towards creative teaching for creative learning; ‘traditional academic’ curriculum towards secondary curriculum review and vocational pathways, and bureaucratic accountability towards ‘intelligent accountability’. The changed vocabulary is about returning to the core of schooling praxis at ground level where education management and social justice becomes praxis. These strategic management phases should reflect a set of values (Hatcher, 2007).

The previous discussion on strategic management, planning, strategy (§6.2) and the different phases found in the literature (§6.3.1), informed the decision to follow a three-phase strategy.

6.3.2 A three phase strategy development model

This researcher used a cyclical design to demonstrate this process (Figure 6.2). She regards the process of developing management strategies for effective social justice as an ongoing process, never fulfilled, always striving towards attaining the goal of effective social justice praxis for a better future for all in education. This model envisions three phases of a logical planning sequence in which each level stands in relation to the previous one: strategy planning, strategy implementation, and strategy evaluation.

These phases follow on the strategic management process of determining a vision, a mission, values, and a SWOT analysis (§6.2). Each of these phases is dependent on important **elements** of the process of strategy development and each phase consists of a number of steps (Haberberg & Rieple, 2008:476-477; Mintzberg *et al.*, 1998:26; Vos, 2010:220):

- Phase 1: **consultation** (discussions, meetings, workshops), **auditing/analysing** conditions and situation (swot-analysis), setting **aims** and **objectives** (expected outcomes).
- Phase 2: devising an **action plan** and **prioritising needs** (implementation of strategy with clear time frames), creating **systems, structures and resources** (ensuring ownership), involving relevant **role players** (to implement a strategy), building **capacity** (skills and knowledge development), and
- Phase 3: evaluating **performance indicators** (monitor strategy implementation).

A visual depiction of the three phases is presented in Figure 6.2.

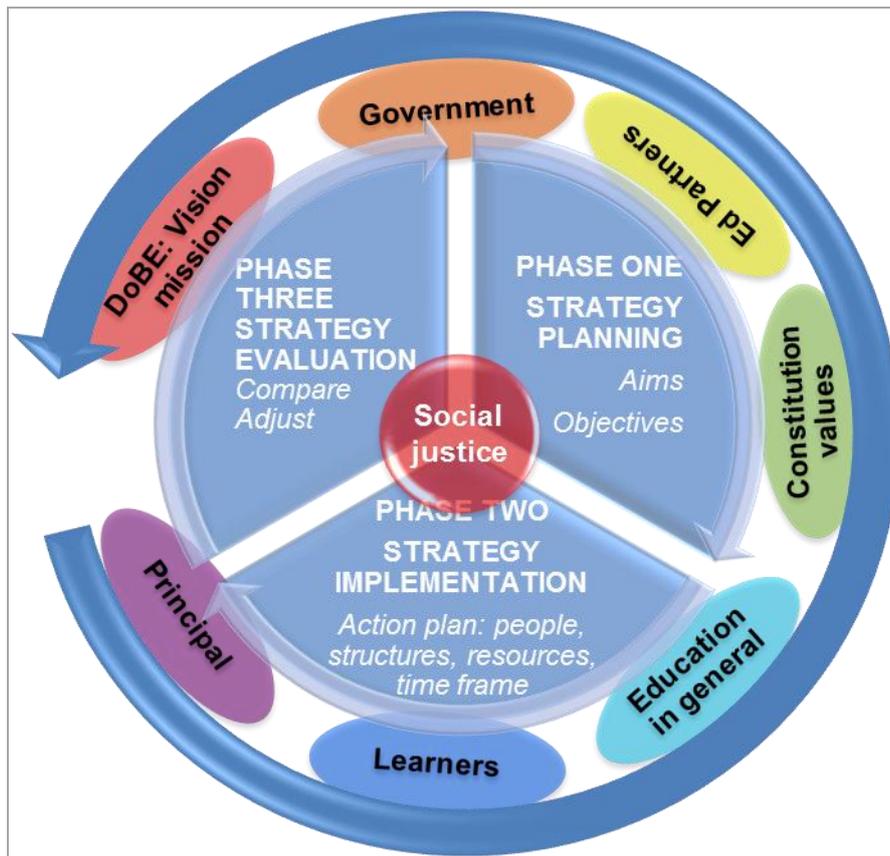


FIGURE 6.2 A three-phase model to strategy development for effective social justice praxis

The first of the three phases, **strategy planning and development phase**, will be discussed next.

6.3.2.1 Strategy planning and development phase (aims and objectives)

Strategic management and planning are rational directives at school level that will determine where the school, at tactical level, wants to be in the future, aligned with the Department’s vision and mission at this level (Naidu *et al.*, 2008:59-63). This future vision is realised through strategy planning. The first phase of the strategy development model, the **strategy planning**, refers to deliberate actions of decision making in the form of determining aims and objectives (Van der Westhuizen *et al.*, 2012:73; Van Deventer, 2003:84; Vos, 2010:220-223) according to *S.M.A.R.T.* principles:

- **Specific:** concise and forceful;
- **Measurable:** result(s)/progress toward realisation of objective(s) should be measurable;
- **Attainable/achievable/acceptable:** feasibility to identify with and reach objectives;
- **Relevant/realistic:** objectives that matter, make sense, are relevant and realistic;
- **Trackable/time-bound:** written objectives serve as benchmark to measure progress within a time-frame.

Strategy planning: Vision ↔ Mission ↔ aims ↔ S.M.A.R.T. objectives

The first phase, strategy planning and development, is followed by the implementation phase.

6.3.2.2 Strategy implementation phase (action plan and persons)

Haberberg and Rieple (2008:687) state that once managers have planned their strategy, determined aims and objectives, they have to confront the challenge of steering the organisation towards executing the strategies. This is achieved through the strategy implementation phase which consists of an **action plan**, which is a summary of what needs to be done, its **action steps**, and the persons who will do it (Van der Westhuizen *et al.*, 2012:77). Van Vuuren (2008:320) believes that the phase of strategy implementation is crucial because for a strategy to be worthwhile, it needs to be implemented, put into action or made praxis. Strategy implementation is the operationalisation of change by means of strategies brought about by leadership throughout the organisation (Haberberg & Rieple, 2008:689; 742; Rossouw *et al.*, 2003:150).

Who is responsible for strategy implementation and which competencies should they have? Managers/HoDs are responsible for strategy implementation and have to show commitment to implement the strategy (Rossouw *et al.*, 2003:150; Van Vuuren, 2008:317; Vos, 2010:223-224). Successful strategy implementation depends on the competence and quality of management; capability of all role players, and the level of staff involvement and commitment to the strategic process.

Strategy implementation: action plan ↔ person(s) ↔ target dates

The aims and objectives determined during phase 1 provide a tangible set of reference points to enable monitoring and progress evaluation during and after the strategy implementation phase (phase 2 and 3) (Haberberg & Rieple, 2008:749; Van Vuuren, 2008:321). Morita (2011:532) claims that the success of strategy implementation depends on how strong the strategy planning and development and the strategy evaluation phases are.

6.3.2.3 Strategy evaluation

Strategy evaluation forms the loop that will string together the actions in the strategic planning and implementation phases in a continuous spiral of planning, implementing and evaluating (Figure 6.2). Strategy evaluation is the opportunity to compare the determined objectives with the results (Van der Vyver, 2011:234). Others refer to this phase as measuring and assessing the impact of the strategic objectives (phase 1), the extend of successful implementation (phase 2), evaluating performance (phase 3) in a cyclical process of re-evaluation and re-steering of the strategic objectives through continuous improvement against benchmarks and good practice (Naidu *et al.*, 2008:70; Rossouw *et al.*, 2003:229; Van Vuuren, 2008:321). Vos (2010:222-223) states that strategy evaluation should be performed during two phases of the strategic operationalising process. The first is done during the implementation of the action steps to determine divergence from the plan and to adapt it if necessary. The second strategy evaluation

happens at the end of the execution of the strategy. The purpose is to determine whether the proposed objectives of the strategies were successfully implemented.

Evaluation is a cornerstone of strategic management and involves not merely checking, but a formal **progress report** stipulating objectives and needs that were adequately met, services that are in place and aspects that still need attention (Naidu *et al.*, 2008:144). They suggest surveys and action research as other means of evaluation, as well as an annual audit. The following criteria will determine the quality of this evaluation phase: consistency, suitability, validity, feasibility, risk, and attractiveness to educational partners (Rossouw *et al.*, 2003:121). This phase, like the other two phases, is dependent on people who should have the necessary power and authority to ensure strategy implementation, but they also should be in a position where they are not only responsible for the successful implementation, but also held accountable for it.

Strategy evaluation: monitor results ↔ compare criteria and practice ↔ evaluate effect and variance ↔ make adjustments

The following section provides a synthesis of the discussion on strategy development.

6.3.3 Synthesis

The discussion of strategic management, strategic planning, strategy and strategic thinking lead to an understanding that all of these concepts are about actioned praxis of thought, cognition *and* action, carried out at different levels of an organisation. This continuous process evolves over time and may bring about change because of deliberative or developmental interventions, decisions against a historical backdrop to attain a set of goals in the future. It is about an intuitive but conscious seeing and acting in the best interest of the organisation. In this research the focus is on one element of a bigger action, i.e. formulating management strategies for effective social justice praxis in schools. This focus will allow schools to dovetail their overall strategic management plan with specific strategies for effective social justice praxis. The three phases, depicted in Figure 6.2, are cyclical because the results from phase three have to inform the next cycle of strategic management and strategic planning to ensure that the ideal of effective social justice praxis remains at the core of the social justice praxis of school principals, teachers, learners, parents, educational partners, and the government. All of these actions towards change are mobilised by executive leadership (Khumalo, 2012:187-193) or making strategy happen (Haberberg & Rieple, 2008:742-778).

The discussion thus far leads to an understanding of strategic management as a process that involves strategic planning which devolves to the planning and development of strategies in terms of aims and objectives, its implementation by people by means of an action plan and the evaluation of what is with what had been set out to attain.

Strategy planning, concurrent with strategy implementation and evaluation, is viewed as a core function of management; a roadmap and a cohesive management plan to achieve aims and intended **objectives**.

6.4 MANAGEMENT STRATEGIES FOR EFFECTIVE SOCIAL JUSTICE PRAXIS IN SCHOOLS

Management strategies for effective social justice practice are developed according to research aim 4 (§1.4).

6.4.1 Rationale for the development of a strategy

From international and national media reports on the dire situation in many schools, it is evident that a strategy for effective social justice praxis in schools is of paramount importance (§1.2.2). As it has been indicated, the movement towards effective social justice praxis remains unfulfilled. Consequently, a strategy to ensure that effective social justice praxis becomes the norm and not the exception is needed. Such a strategy will be enhanced by a neo-education value system of social justice that should restore human dignity, equality and fairness. Of further importance is the realisation, an imperative of the preamble of the SA Constitution (South Africa, 1996a) that commands that South Africa “should be united in our diversity to ensure that a society based on democratic values, social justice and fundamental human rights” can be established. This imperative is applicable to teachers who hold in their hands the opportunity to realise a quality of life of all citizens and especially to free the potential of each learner. A further consideration is the reality that very few of the legislative imperatives to ensure social justice praxis has been realised. The focus and intellectual question of this research remain evident in the lack of social justice praxis which should be at the forefront of applying this country’s social justice legal framework. The answer to this question could be found in the development of management strategies that could assist in building a community of effective social justice practice in schools.

Notwithstanding the general perception of the poor quality of teaching in South Africa, exceptions to the negative portrayal of education were evident in the social justice praxis of the principals who took part in this study, found in Chapter Five. In these participating schools fairness formed the bedrock of social justice praxis and displayed the principals’ personal agency and responsibility for social justice where they engaged equally on issues of a life of justice, truth and respect based on shared values (§5.8.6). School leaders became astute activists through being sensitive to a culturally diverse learner and teacher corps. Social justice praxis has to be enforced by love that is about an attitude of the heart (*hartsaak*), non-discrimination and acceptance of the wonder of diversity of humankind which will enable ownership.

While the proposed strategies may be perceived to be generic, holistic and even general both in content and intent, it is recommended that individual schools search for ways in which to tailor them so that they may suit their own context-specific situations and circumstances. All the participating schools embraced social justice praxis and therefore not one could be targeted as in need of the proposed strategies. In fact it is with reverence that this researcher wants to acknowledge that all of the participating principals served as invaluable sources for the final development of this strategy. Where schools want to use this model of strategy building, they will have to adapt and refine the process to ensure that such a strategy fits their specific profile, strategic plan and unique circumstances (Van der Vyver, 2011:236).

Following is an exposition of the strategy framework.

6.4.2 A strategy framework

The three phases of strategy planning, strategy implementation and strategy evaluation provided the structure for this exercise. The seven themes that emerged from the data analysis (§4.4.3) and discussion (Chapter Five §5.2-5.8) served as reference point to determine these strategies. These seven themes are: school principal (§5.2), learners (§5.3), education in general (§5.4), constitutional values (§5.5), educational partners (§5.6), government and political entities (§5.7), and ontology and praxis of social justice (§5.8). Connected to the themes are the three phases in which each theme will be discussed (Figure 6.3).

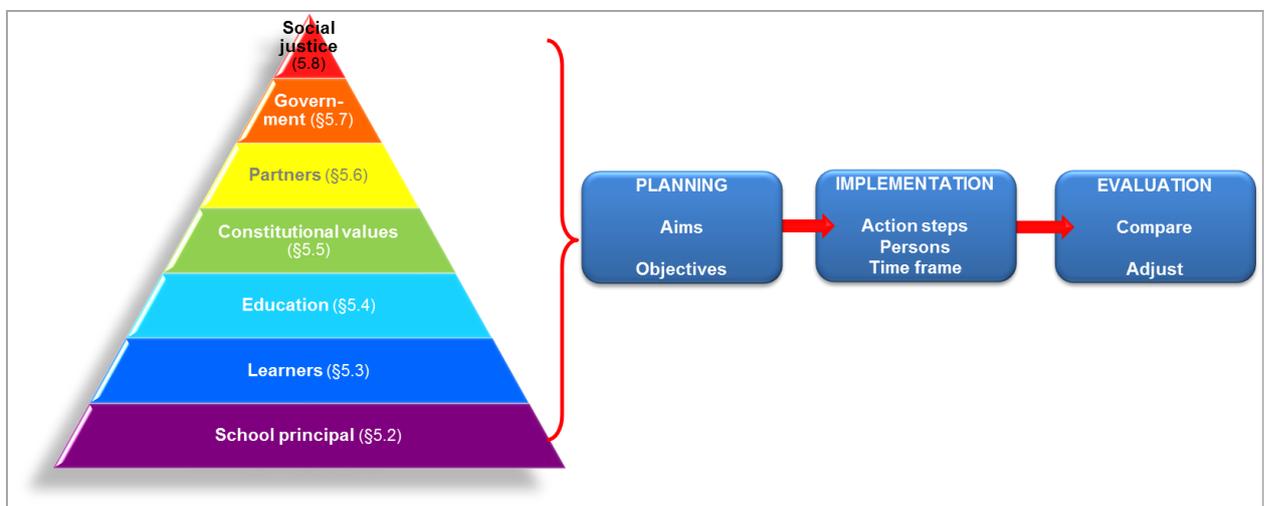


FIGURE 6.3 A framework for management strategies to ensure social justice praxis in schools

The parameters for the development of management strategies were determined in Chapter Five (§5.2.4; §5.3.4; §5.4.5; §5.5.5; §5.6.5; §5.7.5; §5.8.5). These parameters informed the management strategy in the format of seven aims derived at from the pyramid of social justice praxis in education (Figure 4.5), a number of objectives per aim, a number of action steps per objective, persons involved and an evaluation at the end of each objective. Consequently, this chapter describes the planning, implementation and evaluation of the fourth research aim, to develop **management strategies** for effective social justice in schools (§1.4).

The following section, a management strategy for the school principal to give effect to social justice, is discussed in accordance with the pyramidal exposition of the seven themes (§4.4.3) which forms the second layer of the pyramid (Figure 4.5).

6.4.3 Management strategies of the school principal to optimise effective social justice praxis

Aim 1

Optimising the school principal's virtue of responsibility, virtue of authenticity and virtue of presence (§3.4.3.2) as *gemeinschaft* (community) relationships to ensure effective social justice praxis (§5.2).

In order to realise the aim of optimising the school principal's virtue of responsibility, authenticity and presence to ensure effective social justice praxis in the school, eight objectives need to be realised (§5.2.4). This aim, resultant objectives and action steps are grounded in the following theoretical and empirical paragraphs: §2.2.4; §5.2.2; §3.2.1; §3.2.2.2; §3.3.3.2; §3.3.3.3; §3.3.4.2; §3.4.3.2; §3.4.2.1; §4.4.3; §5.2; §5.2.1; §5.2.2; §5.2.3.

The three phases in the strategy development cycle (Figure 6.2) informed the structure that will be used to develop management strategies for the school principal's effective social justice praxis in schools (Table 6.2).

SUMMARY OF THE SCHOOL PRINCIPAL'S MANAGEMENT STRATEGIES TO OPTIMISE EFFECTIVE SOCIAL JUSTICE PRAXIS (§5.2)				
PLANNING:				
AIM: Optimise school principal's virtue of responsibility, virtue of authenticity and virtue of presence as <i>gemeinschafts</i> -relationships				
OBJECTIVES (§5.2.4):	IMPLEMENTATION: ACTION STEPS: Development/training as social justice leaders (§6.4.3)		PERSONS	EVALUATION: Compare Adjust
1	To live an ethic of critique, care, and justice and act purposefully against unjust practices of discrimination, marginalisation and unfairness.	1) Lives an intrinsic ethic of critique, care, justice, awareness 2) Displays acts of cultural enrichment, individuality and dignity 3) Acquires a deep seated understanding of justice 4) Cultivates virtue of responsibility, presence authenticity 5) Acts according to ethical considerations 6) Attends workshops and/or personal development training	Department Principal SMT Teachers	Compare outcomes of development actions in a follow-up study with the aim and objectives in schools that followed these strategies. Adjust areas where divergence came to the fore in retraining, focussing curricula in schools and at HEIs
2	To encourage participative management and conduct towards a diverse learner and teacher corps.	1) Creates opportunities for critique 2) Establishes a protocol/channels of communication 3) Builds trusting relationships with staff and learners 4) Is custodian of policy and guides adherence of staff and learners 5) Principal as head teacher leads the curriculum 6) Ensures participative management that is value-based 7) Challenges/reforms taken-for-granted norms, rules and practices 8) Addresses historically marginalising conditions	Learners SGB Parents Principals' org.	
3	To practice authentic communication, common language, meaningful dialogue on social justice.	1) Follow channels of communication 2) Apply diligent <i>pater familias</i> and <i>in loco parentis</i> principles	Dept. of Higher Ed / HEIs	
4	To nurture social justice school traditions from the past to inform the present and future evidenced in tangible and non-tangibles of school culture but acknowledging the right of association	1) Build school traditions and alumni 2) Create a lifelong sense of pride and belonging 3) Annual social functions	Private sector School community	

Continued...				
SUMMARY OF THE SCHOOL PRINCIPAL'S MANAGEMENT STRATEGIES TO OPTIMISE EFFECTIVE SOCIAL JUSTICE PRAXIS (§5.2)				
PLANNING:				
AIM: Optimise school principal's virtue of responsibility, virtue of authenticity and virtue of presence as <i>gemeinschafts</i> -relationships				
OBJECTIVES (§5.2.4):	IMPLEMENTATION: ACTION STEPS: Development/training as social justice leaders (§6.4.3)	PERSONS	EVALUATION: Compare Adjust	
5	To augment citizenship and transformation to ensure that the nation's children receive education that will prepare them for a democratic and diverse world.	<ol style="list-style-type: none"> 1) Curriculum-based citizenship and democracy education 2) Are present in the lives of learners and respect human potential 3) Act on infringements of inequity and social rights 4) Create opportunities for diversity to be discussed 5) Create diversity panels 6) Opportunities to perform/act diversities on cultural days 		
6	To develop a school environment of <i>geborgenheit</i> to address issues of race, ethnicity, social class and other.	<ol style="list-style-type: none"> 1) School safety programmes 2) Challenges unjust and discriminatory practices 3) Being present in learner's communities 		
7	To advance social justice education.	<ol style="list-style-type: none"> 1) Include social justice practices in curricula 2) Include social justice in teacher training curricula at HEIs 3) Include social justice in curricula at all HEIs 		
8	To promote professional development opportunities/courses on social justice praxis.	<ol style="list-style-type: none"> 1) Develop compulsory social justice short courses 2) Include social justice in professional development courses 3) Include social justice in departmental programmes and workshops 4) Create an Office for Social Justice at all education levels 		

TABLE 6.2 Management strategies of the school principal to optimise effective social justice praxis in the school

OBJECTIVE 1

PLANNING: The principal lives an intrinsic life of an ethic of critique, care, and justice and act purposefully against unjust practices of discrimination, marginalisation and unfairness (§2.2.3-§2.2.7; §2.3.1; §2.3.2-§2.3.5; §3.2.1; §3.2.2; §3.2.2.2; §3.3.3.1; §3.3.3.3; §3.3.4.1; §3.4.1.2; §3.4.1.5; §3.4.2; §3.4.2.2; §3.4.3.1; §3.4.3.2; §3.4.4; §3.4.4.1; §3.4.4.3; §3.4.4.5; §3.4.1; §3.4.3.2; §3.4.4; §5.2; §5.2.1; §5.2.2; §5.2.1.1; §5.2.1.2; §5.2.2.1; §5.2.3.2).

IMPLEMENTATION: Action steps:

1) The principal lives an ethic of critique, care, and justice and act purposefully against unjust practices of discrimination, marginalisation and unfairness.

Persons: Principal.

Timeline: Life-long¹².

2) The principal displays acts of cultural enrichment, individuality, loyalty, human potential and dignity, and empowerment through a personal awareness in understanding that:

- it is not about a contractual or legalistic point of departure but about what a relationship asks of the principal;
- a school community has to move from accepting the way things are towards an awareness of arrangements of power and privilege and challenging these injustices;
- it gives answers to questions of power and open up spaces where hierarchies of privilege, class distinctions and distortions become visible.

Persons: Principal, school community.

Timeline: Life-long.

3) The principal acquires a deep-seated understanding of justice and the acts of justice that are about an ethic of care and a critique in asking ‘how shall we govern ourselves?’:

- sets direction
- develops people
- redesigns the organisation (school development).

Persons: Principal, SMT, SGB.

Timeline: Life-long.

4) The principal cultivates the virtue of:

- responsibility to promote social justice
- presence and community/communion to promote democracy
- virtue of authenticity to promote school improvement.

Persons: Principal.

Timeline: Life-long.

5) The principal acts according to ethical considerations, taking into account the intrinsic humanity and dignity of the ‘other’:

¹² Life-long is regarded as not only a professional task, whilst lasting and continuous refer to professional situations in schools

- actions and considerations are characterised by acts of respect and sacredness
- have a public duty and obligation to respect the human rights of fellow-citizens and the public order
- seeks the common good
- is responsible to provide services and is held accountable to the public as state representative.

Persons: Principal.

Timeline: Life-long.

- 6) The principal attends workshops and/or personal development courses to cultivate and practise an authentic leadership style and acquire a positive work ethic where programme developers/presenters
- are committed to a fundamental rethinking of content, delivery and assessment;
 - integrate social justice and equity issues, and
 - question the social and academic goals of education on a philosophical level.

Persons: Principal, department¹³, district officials, HEIs, private sector.

Timeline: Annual; biennially.

EVALUATION:

- Learners annually complete a questionnaire to evaluate the state of social justice praxis at their school ([Addendum H](#)).

OBJECTIVE 2

PLANNING: To encourage participative management and conduct towards a diverse teacher and learner corps (§2.2.5-§2.2.8; §2.3.1; §2.3.1.1; §2.3.1.2; §2.3.2.1; §2.3.2.3-§2.3.2.5; §2.3.3.2-§2.3.3.7; §2.3.4-§2.3.6; §3.1; §3.2.1; §3.2.3; §3.2.4; §3.3.3; §3.3.3.1-§3.3.3.4; §3.3.4.1; §3.3.4.2; §3.4.1.1-§3.4.1.5; §3.4.2.1-§3.4.2.7; §3.4.3; §3.4.4.1-§3.4.4.6; §3.4.5; §3.4.4.5; §3.5; §5.2.1; §5.2.1.1-§5.2.1.3; §5.2.2.1; §5.2.2.3; §5.2.3.3; §5.2.4; §5.2.5).

IMPLEMENTATION: Action steps:

- 1) The principal creates opportunities for critique:
 - where staff in his presence openly discuss his/her management style and decisions
 - in which s/he reacts in a one-to-one situation and explains decisions and actions to staff
 - this allows teachers on the same post-level to have a separate meeting but used the same agenda as the SMT where they are allowed to critique and offer solutions.

Persons: Principal, teachers, learners.

Timeline: Annual; lasting.

¹³ Department in this chapter refers to Department of Basic Education at national level and include Departments of Education at Provincial levels unless otherwise indicated.

2) The principal establishes a protocol or channels of communication and reporting lines:

- learners→classroom→class teacher→Grade Head→HoD→principal
- learners/teachers observe→report to higher authority→principal/delegated react, and
- creates opportunities to collectively take responsibility to solve problems.

Persons: Principal, teachers, learners, parents.

Timeline: Lasting.

3) The principal builds trusting relationships with staff and learners because of actions that display respect, reliance and care in a fiduciary relationship:

- creates safe spaces for learners and teachers to discuss personal problems/concerns
- provides the opportunity to act with integrity and transparency
- completes the loop by giving feedback to relevant parties

Persons: Principal, staff, learners, school community.

Timeline: Lasting.

4) As custodians of policy, including school policy, school leaders guide the staff and learners to adherence of departmental policies:

- share information programmes and policies of the Department
- enforce social justice constitutional imperatives and policies.

Persons: Principal.

Timeline: Lasting.

5) As a teacher, the principal has specific educational responsibilities:

- responsible to know the curriculum in sufficient depth, and
- prevent a policy of high-stakes tests that unjustly punish marginalised and non-English learners who have not had the opportunity to learn in their mother tongue.

Persons: Principal.

Timeline: Lasting.

6) The principal ensures participative management that is value-based by means of:

- a self-evaluation and a staff evaluation questionnaire ([Addendum H](#));
- evaluation instruments available on the internet <http://www.helpself.com/ig-test.htm> / http://psychology.about.com/library/quiz/bl_eq_quiz.htm (Van der Vyver, 2011:239).

Persons: Principal.

Timeline: Lasting.

7) Principals challenge and reform built-in taken-for-granted norms, rules and practices.

Persons: Principal, department, district officials, HEIs, Private sector.

Timeline: Lasting.

8) Principals address issues of race, class, gender, disability, sexual orientation and other historically marginalising conditions in their schools.

Persons: Principal.

Timeline: Life-long.

EVALUATION:

- Staff and learners may annually evaluate the principal’s participative management style and specifically will question inclusive practices as part of the professional evaluation plan.

OBJECTIVE 3

PLANNING: To practice authentic communication, a common language and meaningful dialogue on social justice matters (§2.3.3.3; §2.3.3.4; §2.3.3.7; §2.3.4; §3.1; §3.2.2.2; §3.2.3.3; §3.3.2.1; §3.3.3.2; §3.3.3.3; §3.4.1.5; §3.4.3.2; §3.4.4.1-§3.4.4.3; §3.4.5; §5.2.1; §5.2.1.1; §5.2.1.3; §5.2.3.1; §5.2.3.3; §5.2.4; §5.2.5).

IMPLEMENTATION: Action steps:

- 1) Principals follow channels of communication such as assemblies, letters, community meetings, cell phone and electronic media, radio and funerals.

Persons: Principal.

Timeline: Life-long.

- 2) Principals adhere to the legal principles of diligent *pater familias* and in *loco parentis*.

Persons: Principal.

Timeline: Life-long.

EVALUATION:

- Evaluate the principal’s communication skills by means of feedback, per semester.
- Evaluate the principal’s *in loco parentis* practices by means of an open-ended questionnaire on an annual basis as part of the professional evaluation plan ([Addendum H](#)).

OBJECTIVE 4

PLANNING: To nurture social justice school traditions from the past to inform the present and the future evidenced in tangibles and non-tangibles of school culture but simultaneously acknowledging the constitutional right of association (§2.2.1; §2.2.7; §2.3.1.2; §2.3.2.3; §2.3.2.4; §2.3.3.2; §2.3.3.6; §2.3.4; §2.3.6; §3.2.3.5; §3.4.1.1; §3.4.3.2; §5.2.1; §5.2.1.1; §5.2.1.3; §5.2.2.1; §5.2.4; §5.2.5; §5.4.2).

IMPLEMENTATION: Action steps:

- 1) Principals and teachers establish or build on existing alumni traditions to create a sense of inclusive belonging.

Persons: Principal, teachers.

Timeline: Annual.

- 2) Principals and teachers ensure that learners’ experience schooling that creates a sense of inclusive belonging that will last a lifetime.

Persons: Principal, teachers.

Timeline: Lasting.

- 3) Organise annual get-togethers of current learners, staff, parents and alumni to build cohesion.

Persons: Principal, teachers, school community.

Timeline: Annual.

EVALUATION:

- Alumni may contribute in the form of feedback in intervals of one to five years after they left school based on a basic SWOT analysis.

OBJECTIVE 5

PLANNING: To augment citizenship and transformation to ensure that the nation's children receive education that will prepare them for a democratic and diverse world (§2.2.1; §2.2.2; §2.2.4; §2.2.5; §2.3.1.1; §2.3.1.2; §2.3.2; §2.3.2.4; §2.3.2.5; §2.3.3; §2.3.3.3; §2.3.3.4; §2.3.3.7; §2.3.4-§2.3.6; §3.2.1; §3.2.2.1-§3.2.2.2; §3.2.3.1-§3.2.3.5; §3.2.4; §3.3.1; §3.3.2.1; §3.3.3; §3.3.3.1; §3.3.3.4; §3.3.4; §3.4.1-§3.4.3; §3.4.4; §3.4.4.5; §5.2.1.1-§5.2.1.3; §5.2.2.1; §5.2.2.3; §5.2.3; §5.2.3.1-§5.2.3.3; §5.2.4; §5.2.5).

IMPLEMENTATION: Action steps:

- 1) Transform learners through citizenship education.

Persons: Principal, teachers.

Timeline: Annually.

- 2) Be present in the lives of learners and create an environment of mutual respect for human potential.

Persons: Principal, teachers.

Timeline: Lasting.

- 3) Act on issues of inequity and infringement of social and constitutional rights, specifically with regard to democracy and diversity.

Persons: Principal, teachers, school community.

Timeline: Life-long.

- 4) Create opportunities for diversity to be discussed amongst staff, learners and parents.

Persons: Principal, staff, learners, parents.

Timeline: Semester.

- 5) Create diversity panels to measure the diversity climate at a school.

Persons: Department.

Timeline: Annual.

- 6) Provide opportunities to perform/act diversity at cultural and religious days or events.

Persons: Principal, teachers, learners.

Timeline: Annual.

EVALUATION:

- Evaluate the content of the curriculum and school practices that foster citizenship, transformation and education by means of an annual audit against in a three-year cycle.

OBJECTIVE 6

PLANNING: To develop a school environment of *geborgenheit* to address issues of race, ethnicity, social class and other discriminatory practices (§2.3.2.4; §2.3.5; §3.2.3.3; §3.3.1.2; §3.3.3.2; §3.3.4.1; §3.4.1.2; §3.4.1.4; §3.4.2.3; §3.4.2.6; §3.4.3.1; §3.4.4.1; §3.4.4.3; §5.2.1; §5.2.1.1; §5.2.1.2; §5.2.4; §5.3.1.1).

IMPLEMENTATION: Action steps:

1) The principal ensures a safe environment for all learners.

Persons: Principal.

Timeline: Life-long.

2) The principal and staff create a school environment which challenges injustices establish reporting lines (i.e. anonymous notice box, call centre, or grievance register).

Persons: Principal.

Timeline: Life-long.

3) Principals and teachers are present in their learners' communities.

Persons: Principal, school community.

Timeline: Life-long.

EVALUATION:

- Biennially evaluative learners' experience of *geborgenheit* by means of an open-ended questionnaire.

OBJECTIVE 7

PLANNING: To advance social justice education (§2.3.5; §3.3.3.1; §3.4.4.4; §5.2.1; §5.2.2.2; §5.2.3.3; §5.2.4).

IMPLEMENTATION: Action steps:

1) School curricula should contain social justice education.

Persons: Department.

Timeline: Life-long.

2) Teacher training programmes should contain module(s) dedicated to social justice education.

Persons: Department of Higher Education, HEIs.

Timeline: Life-long.

3) Include modules in HE programmes that address social justice in all HE programmes.

Persons: Department of Higher Education.

Timeline: Life-long.

EVALUATION:

- The extent to which HEIs include social justice education in the curricula could be determined by an external audit or three-yearly review and should be reported to parliament.

- A research project by the Council on Higher Education/Human Science Research Council (HSRC) 2014-2015.

OBJECTIVE 8

PLANNING: To promote professional development opportunities/courses on social justice praxis (§2.3.2.4; §2.3.4; §3.3.3.3; §3.4.1.2; §3.4.2.2; §3.4.2.4; §3.4.3.1; §3.4.3.3; §3.4.4; §3.4.5; §5.2.1; §5.2.1.1-§5.2.1.3; §5.2.4; §5.2.5).

IMPLEMENTATION: Action steps:

- 1) Develop short courses on social justice praxis for staff and attendance should be compulsory.

Persons: Department.

Timeline: Life-long.

- 2) Professional development courses include a module on social justice.

Persons: Department.

Timeline: Life-long.

- 3) Departmental programmes/workshops for principals address social justice, such as prejudice reduction workshops.

Persons: Department, principals' organisations.

Timeline: Life-long.

- 4) Create an office for social justice in the Department of Basic Education, in each Department of Education and in each School District.

Persons: Department.

Timeline: Life-long.

EVALUATION:

- The extent to which the Department of Basic Education includes social justice education in the school curricula could be determined by an annual external audit by Parliament.

GENERAL EVALUATION AIM 1: Principals complete a questionnaire to evaluate the principal's social justice praxis ([Addendum H](#)).

The following section, **management strategies of learners to give effect to social justice**, is discussed in accordance with the pyramidal exposition of the seven themes (§4.4.3) which forms the second layer of the pyramid (Figure 4.5).

6.4.4 Management strategies of/for learners to optimise effective social justice praxis

Aim 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.

In order to realise the aim of inculcating a disciplined school environment, management strategies will account for human diversity, democratic RCL elections, *Ubuntu* principles and applying academic bridging programmes, eight objectives need to be realised (§5.3.4). This aim, resultant objectives and action steps are grounded in the following theoretical and empirical paragraphs: §2.2.8; §2.3.1; §2.3.2; §2.3.4; §3.2.2; §3.2.3; §3.3.3; §3.3.4; §3.4.1; §3.4.2; §3.4.3; §3.4.4; §4.4.3; §5.3; §5.3.1; §5.3.2; §5.3.3.

The three phases in the strategy development cycle (Figure 6.2) informed the structure that will be used to develop management strategies for the learners to optimise social justice praxis in schools (Table 6.3).

SUMMARY OF MANAGEMENT STRATEGIES FOR LEARNERS TO OPTIMISE EFFECTIVE SOCIAL JUSTICE PRAXIS (§5.3)					
PLANNING:					
AIM: Inculcate a disciplined school environment to embrace human diversity, dignity, democracy, and <i>Ubuntu</i> -principles					
OBJECTIVES (§5.3.4):		IMPLEMENTATION: ACTION STEPS: Fairness and democracy (§6.4.4)		PERSONS	EVALUATION: Compare/Adjust
1	To eradicate unfairness, corporal punishment; management of protest action.	1) Register to report unfair treatment 2) Adhere to right to human dignity when disciplining 3) Manage learners' group actions	Principal Deputy	Compare outcomes of policies with praxis and assess learner protest action	Adjust policies and/or praxis; involve FEDSAS, Human Rights Watch, Human Rights Commission
2	To use the Learner Code of Conduct to apply the rules of natural justice in accordance with <i>Ubuntu</i> principles.	1) Apply Code of Conduct and rules of natural justice 2) Circle of Change and Courage 3) Use <i>Learner Discipline and School Management</i> 4) Endorse <i>Ubuntu</i> principles 5) Supporting structures for habitual offenders	SMT, HoD LO Teachers SGB disciplinary committee		
3	To develop a model for democratic RCL elections and an effective training programme.	1) RCL election process as national elections 2) RCL training programme 3) RCL exchange programme	Learners Dept. officials (Education, Social and Police)		
4	To develop a programme for conflict management, anti-bullying, anti-gangsterism and anti-racism practices.	1) Classroom techniques/plan of restoration 2) Use negative behaviour as learning opportunities 3) Teach conflict resolution, emotional, anger management 4) Parents have to be involved	Private sector		
5	To support child-headed families and first generation students to enter HEIs.	1) Dept. of Social Services/FAMSA/SAPS 2) Adopt-a-social-worker/cop and JoT 3) Support programmes to first generation students	HEIs Community		
6	To provide alternative/supportive education for learners with learning and physical disabilities at secondary school level.	1) Early identification of learners with learning disabilities 2) Challenge the lack of political will/incompetence 3) Use governmental, political structures, media 4) Study <i>UN Conv. on the Rights of Persons with Disabilities</i>			
7	To develop language and academic bridging programmes.	1) Implement DoE 2005 Guidelines for Inclusive Programmes 2) Appoint remedial teachers 3) Language and other bridging programmes 4) Build an electronic language classroom			
8	To provide sport and cultural opportunities and facilities.	1) Provide sport facilities on par with competitors 2) Community/private involvement 3) Inter-school cultural competitions			

Table 6.3 Management strategies of the school principal to inculcate a disciplined school environment for learners in the school

OBJECTIVE 1

PLANNING: To eradicate unfairness and corporal punishment, and the management of protest action amongst learners (§2.2; §2.2.2-§2.2.8; §2.3.2.3; §2.3.2.4; §2.3.3.2; §3.1; §3.2.1; §3.2.2; §3.2.2.2; §3.2.2.3; §3.2.4; §3.3.3.1; §3.3.3.3; §3.3.4.2; §3.4.2.7; §3.4.3.1; §3.4.3.2; §3.5; §5.1; §5.2.3.2; §5.3.1.1; §5.3.1.3; §5.3.1.4; §5.3.2.1; §5.3.2.3; §5.3.3.1; §5.3.3.3; §5.3.5).

IMPLEMENTATION: Action steps:

7) Keep a register in which unfair treatment according to known principles may be lodged.

Persons: Principal, Deputy Principal, HoDLO¹⁴.

Timeline: School year.

8) Adhere to the constitutional right to human dignity and the legal imperatives which prohibit corporal punishment in schools.

Persons: Department, Principal, Deputy Principal, HoDLO, SGB.

Timeline: School year.

9) Group action amongst learners must be recognised as a tool to bring learner concerns under the attention of staff and create structures for learner protest action.

Persons: Principal, Deputy Principal, SGB.

Timeline: School year.

EVALUATION:

- Determine the extent of corporal punishment and unfair disciplinary action.
- Measure the management of learner protest actions and lodge an official report to the SGB.

OBJECTIVE 2

PLANNING: To develop a disciplined learner corps by means of a Learner Code of Conduct to cultivate responsibility, change behaviour and create a culture of respect, equality and human dignity (§2.2; §2.2.4; §2.2.7; §2.2.8; §2.3.1.2; §2.3.2.4; §2.3.2.5; §2.3.3.4; §2.3.3.5; §2.3.4; §2.3.5; §3.2.2.2; §3.2.3; §3.2.4; §3.3.1.3; §3.4.2.2; §3.4.2.6; §3.4.2.7; §3.4.3.1; §3.4.3.2; §3.4.4; §5.3.1.1; §5.3.1.3; §5.3.2.1-§5.3.2.3; §5.3.5).

IMPLEMENTATION: Action steps:

1) Apply the Learner Code of Conduct based on the SASA and rules of natural justice.

Persons: Department, Principal, Deputy Principal, HoD, SGB.

Timeline: School year.

2) Follow WCED *Learner Discipline and School Management* document (Western Cape Education Department, 2007)

([http://wced.pgwc.gov.za/documents/LearnerDiscipline/Learner Discipline and School Management.pdf](http://wced.pgwc.gov.za/documents/LearnerDiscipline/Learner_Discipline_and_School_Management.pdf)).

¹⁴ HoDLO is Head of Department Life Orientation.

Persons: Principal, Deputy Principal, HoD, SGB.

Timeline: School year.

3) Behavioural change is possible if a model of a “Circle of Change and Courage” (“I belong; I am achieving; I am independent; I am generous”) is instituted by inculcating a sense of belonging, achieving, independency and generosity (Western Cape Education Department, 2007).

- Implement a learner commitment register wherein learners commit themselves to change their behaviour.
- Keep a ‘Red Book’ to record transgressions, trace frequency of offences, and use during disciplinary hearings.

Persons: Department, Principal, Deputy Principal, HoD, SGB.

Timeline: School year.

4) Endorse *Ubuntu* principles of a sense of belonging, dedication, kindness, religiosity, spirituality, consensus building, and dialogue as spiritual foundation for school cultures.

Persons: Department, Principal, Deputy Principal, HoD, SGB.

Timeline: School year.

5) Supporting structures for habitual offenders by means of:

- primary, secondary and tertiary intervention programmes (Western Cape Education Department, 2007; Western Cape Education Department (WCED), 2007);
- appoint a peer-helper system, circuit team, education support team (EST), and
- individual education development plan (IEDP) and employ teachers as mentors.

Persons: Department, Principal, Deputy Principal, HoD, SGB.

Timeline: School year.

EVALUATION:

- Internal and external measuring mechanisms per semester to determine whether learners’ behaviour is aligned with a positive Code of Conduct and a circle of courage.
- Annually evaluate the effectiveness of these actions by means of an internal 180° school evaluation and every three years by means of an external evaluation ([Addendum H](#)).

OBJECTIVE 3:

PLANNING: To develop a model of authentic democratic RCL elections and an effective RCL training programme (§2.2.4; §2.2.5; §2.3.2.4; §2.3.2.5; §2.3.3.3; §2.3.3.4; §2.3.3.7; §2.3.4; §2.3.5; §3.2.2.1; §3.2.2.2; §3.2.3; §3.3.2.1; §3.3.3.1; §3.3.3.3; §3.3.4.2; §3.4.3.2; §5.3.1.2).

IMPLEMENTATION: Action steps:

- 1) Develop an election process that replicates the national and provincial elections in detail that provides a frame for democracy and social justice praxis to come to fruition:
 - broaden the election process to include all leadership positions
 - process should include nominations, a voting system, voter education prior to elections, ballot papers in detail replicated the national ballot papers with photos, birth and known

name, etc., voting in class and grades, count the votes by a committee of learners, teachers and SGB members, explain when there has to be a change, announce at a formal assembly (parents are invited) and leaders formally pledge loyalty to the school and service to the learners,

- RCL meetings: weekly meetings, forums, feedback opportunities
- class captains and a senior executive council
- weighting: a pro-rata weighting system according to seniority; Gr. 11s and teachers' votes are doubled.

2) Formal RCL training programmes need to be a prerequisite before learners take on the responsibility of being a member of the RCL and the school governance structures:

- Use *GM South Africa Foundation Guide: RCL Training Programme* (<http://www.gmsouthafricafoundation.com/Uploads/3%20RCL%20Training%20Programme.pdf>) (Naidoo *et al.*, 2010);
- Use *Learner Representative Handbook* of the Liverpool Community College (http://archive.excellencegateway.org.uk/media/post16/files/2._learner_rep_handbook.pdf).

3) Exchange programme between well-functioning RCL and less well-functioning schools.

Persons: District officials, principal, HoD, SGB, private sector.

Timeline: Annually.

EVALUATION:

- Internal evaluation of the process and procedures after each RCL election by means of an open-ended questionnaire or SMS system, and results are shared with all role-players.
- Keep a paper trail of all relevant documents for auditing purposes for at least three years.
- Exchange programmes should annually be evaluated by a circuit manager.

OBJECTIVE 4

PLANNING: To develop a programme for conflict management, anti-bullying, anti-gangsterism and anti-racism practices (§2.2.2; §2.2.3; §2.2.5; §2.3.1.2; §2.3.2.1; §2.3.2.4; §2.3.3.6; §2.3.4; §3.4.3.1; §3.4.4.4; §5.2.1.1; §5.2.2.2; §5.3.1.1; §5.3.1.3; §5.3.1.4; §5.3.3.1; §5.3.4; §5.3.5).

IMPLEMENTATION: Action steps:

- 1) Classroom techniques include restorative actions (planned ignoring, disruption proximity, control to reduce negative behaviour, interest boosting, appeal to values (Western Cape Education Department, 2007).
- 2) Use negative behaviour as learning opportunities, strengthen and build relationships through discussions and intervention programmes that include learner(s), teachers and parents:
 - by means of conferences, parental notices, detention, suspension and expulsion;
 - use legal actions in accordance with SASA;

- develop a relationship of trust by recognising and modifying aspects of the school culture, academic failure and antisocial behaviour;
- encourage positive teacher/school/staff/learner interactions and provide counselling.

Persons: A multi-disciplinary task team, principal, HoD, JoT, SGB. **Timeline:** Continuous.

3) Principals and teachers act against anti-social behaviour, such as violence, by teaching conflict resolution, emotional literacy, and anger management skills on a school-wide basis.

Persons: Principal, HoD LO, teachers, Department. **Timeline:** Continuous.

4) Parents have to be involved (take into account where it would be better not to involve parents) where their child is accused of bullying or anti-social behaviour (Kruger, 2012).

EVALUATION:

- Feedback reports each term from task teams/individuals to the Department, SMT and SGB.
- Annual evaluation of policies.

OBJECTIVE 5

PLANNING: To support child-headed families and first generation students to enrol at FET colleges or/and HEIs (§2.3.3.5; §2.3.3.7; §2.3.4; §3.2.2.2; §3.2.3.3; §3.3.3.3; §3.4.1.3; §3.4.1.4; §3.4.2.5; §3.4.2.7; §3.4.3.2; §3.4.4.1; §3.4.4.2; §5.3.2; §5.3.2.2; §5.3.2.3; §5.3.4; §5.3.5).

IMPLEMENTATION: Action steps:

- 1) Build a working relationship with the Dept. of Social Services, SAPS, FAMSA and report instances of child-headed families.
- 2) Establish an adopt-a-social-worker and adopt-a-cop and cooperation with a JoT teacher.
- 3) First generation students to enter HEIs need family, school and institutional support by providing career advisory opportunities where they are informed about HEI requirements.

Persons: A multi-departmental task team, HoDLO, private sector. **Timeline:** Continuous.

EVALUATION:

- Report per semester to HoDLO, SGB social welfare task team, and department(s).
- Report learners' attendance of career development opportunities to SMT and district.

OBJECTIVE 6

PLANNING: To provide alternative/supportive education for learners with learning and physical disabilities at secondary school level.

IMPLEMENTATION: Action steps:

- 1) Identify learners with learning disabilities and refer them speedily to ensure that learners do not pass the primary school without reading, writing, or arithmetic skills and abilities.

- 2) Challenge the lack of political will at departmental level to pay equal attention to learners who are differently abled.
- 3) The rights of children with disabilities are a human rights and social justice issue (Boezaart, 2012) and parent organisations should use governmental, political structures and the media ([http://www.sahrc.org.za/home/21/files/Leaflet%20Posters/Leaflets/disABILITY%20Leaflet Eng.%202012.pdf](http://www.sahrc.org.za/home/21/files/Leaflet%20Posters/Leaflets/disABILITY%20Leaflet%20Eng.%202012.pdf)).
- 4) Study the *UN Convention on the Rights of Persons with Disabilities* (<http://www.un.org/disabilities/convention/facts.html>).

Persons: Department, principal, HoDLO, remedial teachers.

Timeline: Continuous.

EVALUATION:

- A non-governmental organisation such as FEDSAS could report non-compliance of the Department of Basic Education to Parliament’s Education Commission.
- The Human Rights Watch could evaluate the situation of not granting these learners their constitutional right to education.
- Evaluation of the status of alternative education for physically and intellectually differently abled learners in state-provided educational institutions by the Human Rights Commission.

OBJECTIVE 7

PLANNING: To develop and implement language and academic bridging programmes (§2.3.3.7; §3.2.3.2; §3.2.3.6; §3.4.1.1; §3.4.1.5; §3.4.3.1-§3.4.4.3; §5.2.1.1-§5.2.1.3; §5.3.3.1-§5.3.3.3; §5.3.4; §5.3.5; §5.4.2; §5.4.3; §5.4.4; §5.4.6; §5.5.1; §5.5.2; §5.5.4; §5.6.3).

IMPLEMENTATION: Action steps:

- 1) Each school should have a remedial teacher whose responsibility it is to attend to learners with learning and language disabilities.
- 2) Follow the Department of Education’s 2005 Guidelines for Inclusive Learning Programmes: <http://www.education.gov.za/LinkClick.aspx?fileticket=FTFv%2FEMBsUQ%3D&tabid=436&mid=1752>
- 3) Language programmes should build language skills through text analysis and critique, independent study plans, vocabulary and concordance, handling academic text, ITCs, etc.
- 4) Build language centres and/or electronic language classrooms at HEIs/ district offices.

Persons: Department, HEIs, principal, teachers, remedial teachers.

Timeline: Long term.

EVALUATION:

- Schools use independent assessors to determine quality of support programmes.
- Determine the quality of remedial teachers’ support with regard to language and academic bridging programmes at school, departmental and HEIs on an annual basis.

Objective 8

PLANNING: To provide sport and cultural opportunities and facilities (§3.3.3.2; §5.3.1.2; §5.3.3.2; §5.3.3.3; §5.3.4; §5.3.5).

IMPLEMENTATION: Action steps:

PLANNING: To provide sport and cultural opportunities and facilities (§3.3.3.2; §5.3.1.2; §5.3.3.2; §5.3.3.3; §5.3.4; §5.3.5).

IMPLEMENTATION: Action steps:

- 1) Sports facilities on par with competing schools should gradually made available to ensure learner participation at a broad level.
- 2) Greater community involvement in providing facilities at privately owned sport clubs.
- 3) Develop inter-school cultural competitions such as choirs, debate competitions and expos.

Persons: Private and departmental partnership.

Timeline: Continuous, long term.

EVALUATION:

- Principal, SGB and/or extra-mural organiser should annually report status to Department.
- Partnerships with private organisations should report to SGB on learners' progress.

GENERAL EVALUATION AIM 2: Learners complete a questionnaire to evaluate the school's social justice praxis on an annual basis ([Addendum H](#)).

The following section, management strategies for education in general to give effect to social justice, is discussed in accordance with the pyramidal exposition of the seven themes (§4.4.3), which forms the second layer of the pyramid (Figure 4.5).

6.4.5 Management strategies of education in general to optimise effective social justice praxis

Aim 3

Influence education in general - system and structures - to optimise effective social justice praxis (§5.4).

In order to optimise the aim of implementing management strategies for effective social justice praxis in education in general, six objectives need to be realised (§5.4.5). This aim, resultant objectives and action steps are grounded in the following theoretical and empirical paragraphs: §3.3.2; §3.3.3; §3.4.4; §4.4.3; §5.4; §5.4.1; §5.4.2; §5.4.3.

The three phases in the strategy development cycle (Figure 6.2) informed the structure that will be used to develop management strategies for education in general to ensure effective social justice praxis in schools (Table 6.4).

SUMMARY OF MANAGEMENT STRATEGIES FOR EDUCATION IN GENERAL TO OPTIMISE EFFECTIVE SOCIAL JUSTICE PRAXIS (§5.4)					
PLANNING:					
AIM: Influence education in general - system and structures - to ensure effective social justice praxis					
OBJECTIVES (§5.4.5):	IMPLEMENTATION: ACTION STEPS: Serve the best interest of the child (§6.4.5)			PERSONS	EVALUATION: Compare Adjust
1	To reduce the number of quintile schools to two categories only.	1) Reduce number of quintiles to two only 2) Use channels of communication	Department	Compare outcomes of development actions in a follow-up study with the aim and objectives in schools that followed these strategies. Adjust areas where divergence came to the fore in retraining, focussing curricula in schools and at HEIs	
2	To affirm social justice education towards a multi-cultural, multi-ethnic and multi-social construct to be a South African	1) Exchange programmes 2) Diversity awareness in black schools 3) Teaching the value of self-worth 4) Value home and school cultures 5) Residences become hubs of social justice 6) Serve all learners' best interest	Principal Deputy SMT		
3	To provide an all-embracing education of high quality where learners allow teachers to teach them as a basic human right and where teachers accept their duty of care.	1) Create circles of change and courage 2) Value positive behaviour and sense of belonging 3) School improvement plan: duty of care 4) Training and mentorship programmes 5) Recognise traditional and religious leaders 6) Perform a survey on human rights and values	HoDLO Teachers Learners		
4	To develop a personal code of conduct by learners, teachers and parents to address actions where inalienable values are violated.	1) Code allows for character building 2) A purposeful vision-driven school 3) Knowledge of SA Constitution, SASA, Manifesto 4) One school rule only: mutual respect 5) Education of quality	Parents Residence staff		
5	To provide supporting structures for learners in the main stream by appointing remedial teachers	1) Pre-service training of remedial teachers 2) Appointment of remedial teachers	Religious and traditional leaders		
6	To encourage religious and traditional interventions that enhances a culture of teaching and learning.	1) Involve religious and traditional leaders 2) Allow traditional cleansing ceremonies during trauma 3) Allow learners to attend traditional schools			

TABLE 6.4 Management strategies of the school principal to influence education in general to optimise effective social justice praxis in the school

OBJECTIVE 1

PLANNING: To reduce the number of quintile schools to two categories only (§5.3.2.2).

IMPLEMENTATION: Action steps:

- 1) Reduce the classification (quintiles) of schools due to demographic changes to two only:
 - Category 1 (school fee-paying schools), and
 - Category 2 (non-school fee-paying schools).
- 2) Use channels of communication within department to enhance the process, i.e. unions, parent organisations, political structures, courts.

Persons: Department.

Timeline: 2015.

EVALUATION:

- Provincial departments report to national Department of Basic Education in 2016.

OBJECTIVE 2

PLANNING: To affirm social justice education towards a multi-cultural, multi-ethnic and multi-social construct of being South Africans (§2.3.5; §4.3.2.3; §5.2.2.2; §5.2.3.3; §5.2.4; §5.4.5).

IMPLEMENTATION: Action steps:

- 1) Introduce exchange programmes between dominant white Afrikaans schools and fully integrated schools.

Persons: Principal.

Timeline: Annually.

- 2) Create awareness in homogenous black schools of human diversity that is much more than black and white.

Persons: Principal, Deputy Principal, HoDLO.

Timeline: Continuous.

- 3) Develop programmes to teach learners from farm-schools and others a sense of self-worth.

Persons: Principal, Deputy Principal, HoDLO, teachers.

Timeline: Continuous.

- 4) Create appreciation for one's home and school culture to be mutually inclusive in a holistic understanding that will allow learners to 'walk with kings.'

Persons: Principal, teachers, learners, parents.

Timeline: Continuous.

- 5) Ensure that residences become hubs of tolerance, acceptance and mutual respect and not dumping sites for learners with behavioural problems.

Persons: Principal, residence head, resident teachers.

Timeline: Continuous.

- 6) Serve all learners' best interest, not only the poor.

Persons: Department, principal, teachers.

Timeline: Continuous.

EVALUATION:

- Provincial departments report to national Department of Basic Education in 2016.
- Principals report SGB on status of exchange programmes, sensitisation/ conscientisation.

OBJECTIVE 3

PLANNING: To provide an all-embracing education of high quality where learners allow teachers to teach them as a basic human right and teachers accept their duty of care (§3.2.3.3; §3.2.3.4; §3.2.4; §3.3.3.3; §3.3.4.1; §5.3.3.1; §5.4.2.3; §5.4.4; §5.4.6).

IMPLEMENTATION: Action steps:

1) Create circles of courage (Objective 2).

Persons: Principal, Deputy Principal, HoDs, teachers.

Timeline: School year.

2) Nurture a school culture where the value of positive behaviour and a sense of belonging, achieving, independence and caring towards others are embraced.

Persons: Principal, teachers, learners.

Timeline: School year.

3) Develop a school improvement plan to ensure a comprehensive understanding of teachers' duty of care both from a legal and human perspective.

Persons: Principal, deputy-principal.

Timeline: School year.

4) Introduce internal and external training and mentorship programmes that focus on the educator's duty of care.

Persons: Department, district officials, principal.

Timeline: School year.

5) Teach an appreciation and nurture religious and traditional interventions during trauma.

Persons: Principal, HoDLO, community leaders.

Timeline: School year.

6) Perform a survey to determine the status of their school with regard to human rights and values (<http://www.valuesineducation.org.au/tools.htm>).

Persons: Department, district officials, principal, teachers, religious and traditional partners.

Timeline: Annually, three years.

EVALUATION:

- Provincial departments report to national Department of Basic Education in 2016.
- Annual internal and external assessment of whole-school development.

OBJECTIVE 4

PLANNING: To develop a personal code of conduct for learners, teachers and parents to address actions where inalienable values are violated (§3.2.2.2; §3.2.3.6; §5.2.1.1; §5.3.1.1; §5.3.1.3; §5.3.1.5; §5.3.4; §5.4.5; §5.5.1; §5.6.2).

IMPLEMENTATION: Action steps:

1) A personal code of conduct expresses the norms and values to allow room for character building (self-control, responsibility, obedience, excellence)

(<http://www.eduplace.com/monthlytheme/september/character.html>;

<http://www.humankinetics.com/products/all-products/character-building-activities>).

Persons: Principal, SMT, HoDLO.

Timeline: School year.

2) A purposeful, vision-driven school environment dedicated to improving and maintaining the quality of the learning process (http://www.facultyguidebook.com/3_1_1.pdf):

- Establish a high degree of trust and respect.
- Make sure both learner and mentor are committed to the learner's success.
- Get student buy-in very early in the process.
- Challenge students.
- Set clear and high expectations.
- Encourage risk-taking.
- Seek student feedback regularly by using assessment on a consistent and timely basis.
- Measure and document progress and growth.
- Create a collaborative learning space.
- Create a balance between structure and flexibility.

Persons: Principal, SMT, teachers.

Timeline: School year.

3) Personalised knowledge of the content and principles of the SA Constitution pertaining to human rights and education, philosophy and ethos of the SASA, and Manifesto on Values.

Persons: Principal, SMT, teachers, learners.

Timeline: Lifelong.

4) Build a school culture on respect towards self, others and school environment/property.

Persons: Principal, SMT, teachers, learners.

Timeline: Continuous.

5) Provide education of quality as a basic right where teachers observe their professional duties according to SACE Code of Conduct.

Persons: Principal, SMT, teachers.

Timeline: Continuous.

EVALUATION:

- Publishing the names of those schools known as human rights schools.
- Department evaluate the conduct of learners, staff and principal two-yearly.

OBJECTIVE 5

PLANNING: To provide supporting structures for learners in the main stream by appointing remedial teachers (§3.2.2.2; §5.3.1.1; §5.3.2.3; §5.3.4; §5.4.2.3).

Action steps:

- 1) Pre-service training of remedial teachers (Aim 2, Objective 6).
- 2) Appointing remedial teachers.

Persons: Department, HEIs, FET Colleges, Principal, SGB.

Timeline: 2014.

EVALUATION:

- Status of actions to support learners with learning disabilities reported to the Department on an annual basis.
- Status of supporting structures reported to the SGB on a three monthly basis.

OBJECTIVE 6

PLANNING: To encourage religious and traditional interventions to enhance a culture of teaching and learning (§2.2.3; §2.2.6; §2.3.2.5; §2.3.3.2; §2.3.3.5; §2.3.4; §3.2.2.2; §3.2.3.1; §3.2.3.3; §3.2.3.6; §3.3.2.2; §3.4.2.2; §3.4.4.3; §5.2.1; §5.2.2; §5.2.5; §5.3.1.3; §5.3.1.4; §5.3.2.2; §5.3.3; §5.3.5; §5.4.2.1; §5.4.2.2; §5.4.4; §5.4.5; §5.4.6).

IMPLEMENTATION: Action steps:

- 1) Invite religious leaders to attend to religious observances in consultation with the SGB (SA Constitution s.15).

Persons: Principal, SGB.

Timeline: Assemblies.

- 2) Allow traditional cleansing ceremonies with broad support from departmental officials.

Persons: Principal, traditional leaders, departmental officials.

Timeline: As needed.

- 3) Respect learners' and their parents' wishes to attend Sangoma, initiation and Rastafarian schools, but not allowing these to take precedence over the normal school programme.

Persons: Principal, SGB, religious and traditional leaders.

Timeline: Continuous.

EVALUATION:

- Report status of religious interventions to Department, SGB, religious groups.

GENERAL EVALUATION AIM 3:

- Principals, teachers and learners complete a questionnaire every four years to evaluate systems and structures ([Addendum H](#)).
- Study and apply the GAVIS questionnaire to assess and evaluate the quality of the school environment (<http://www.springerlink.com/content/r85166573400mw5h/fulltext.pdf>).

The following section, constitutional values and social justice praxis, is discussed in accordance with the pyramidal exposition of the seven themes (§4.4.3) which forms the second layer of the pyramid (Figure 4.5).

6.4.6 Management strategies to optimise constitutional values as effective social justice praxis

Aim 4

Foster constitutional values and human rights as effective social justice praxis (§5.5).

In order to realise the aim of fostering the constitutional values of human dignity, equality and democracy to ensure effective social justice praxis in the school, five objectives need to be realised (§5.5.5). This aim, resultant objectives and action steps are grounded in the following theoretical and empirical paragraphs: §2.2.3; §3.2.2; §3.2.3; §5.5; §5.5.1-§5.5.3.

The three phases in the strategy development cycle (Figure 6.2) informed the structure that will be used to develop management strategies for constitutional values and human rights to foster social justice praxis in schools (Table 6.5).

SUMMARY OF MANAGEMENT STRATEGIES TO OPTIMISE CONSTITUTIONAL VALUES AND HUMAN RIGHTS AS EFFECTIVE SOCIAL JUSTICE PRAXIS (§5.5)				
PLANNING:				
AIM: Foster constitutional values and human rights as effective social justice praxis				
OBJECTIVES (§5.5.5):	IMPLEMENTATION: ACTION STEPS: Respect for human rights and diversity (§6.4.6)		PERSONS	EVALUATION: Compare Adjust
1 To nurture a culture of respect for the constitution, human rights and responsibilities.	1) Create a school culture based on respect 2) Do case study research 3) Offer discourse opportunities 4) Form study groups 5) Create a visible barometer 6) Create a human rights “hot-line” 7) Implement human rights education		Department Principal	Compare status of human rights in schools and report to school development team, SGB and department on status of human rights on an annual basis Adjust areas where divergence came to the fore
2 To affirm a culture of social justice, recognition, tolerance and reconciliation.	1) Reassess individual and institutionalised practices 2) Develop culturally sensitive curricula 3) Promote an inclusive school culture 4) Distribute related information/material 5) Plan annual events such as cultural autobiographies 6) Use critical social theory and constructive inquiry 7) Perform a human rights audit		SMT HoDLO Teachers SGB	
3 To cultivate an appreciation of constitutional values.	1) Develop plans to become transformative leaders 2) Instil character-building exercises 3) Reflect on ethnic and other forms of diversity 4) Create inclusive school cultures; zero tolerance to injustice 5) Develop policies as operational statements of values 6) Mentoring programmes.		Parents Learners Researcher	
4 To accept and create a culture of tolerance of sexual orientation of LGBTIQ groups to ensure inclusivity.	1) Promote interests of LGBTIQ groups 2) Create a safe environment for LGBTIQ groups 3) Close the power gap by restructuring the institutions		Dept. of HE and Training	
5 To grow constitutional values and rights in citizenship education.	1) Problematise unjust matters 2) Prepare learners to enter a globalised world 3) Develop curricula for citizenship education 4) Complete a questionnaire			

TABLE 6.5 Management strategies to foster constitutional values and human rights to optimise effective social justice praxis in the school

OBJECTIVE 1

PLANNING: To nurture a culture of respect for the constitution, human rights and responsibilities (§2.2.3; §2.2.5; §2.2.7; §2.3.1.2; §2.3.2.4; §2.3.3.7; §2.3.4; §2.3.5; §3.2.2; §3.2.4; §3.4.1.4; §3.4.3.2; §3.4.4.1; §3.5; §5.5.1-§5.5.6).

IMPLEMENTATION: Action steps:

1) Create a school culture that is based on respect for the constitution and human rights
http://www.sahrc.org.za/home/21/files/Leaflet%20Posters/Leaflets/Equality%20Leaflet_Engl_ish.pdf%202012.pdf.

Persons: Principal, teachers, SGB, parents. **Timeline:** Continuous.

2) Do case study research to explore dichotomy of rights and responsibilities.

Persons: Principal, SGB, external researcher. **Timeline:** Five year cycle.

3) Offer discourse opportunities to debate human rights and responsibilities
<http://www.sahrc.org.za/home/21/files/Reports/My%20rights%20...%20Eng%20booklet.pdf>

Persons: Principal, teachers, learners, parents. **Timeline:** Annually.

4) Form study groups to disseminate one constitutional value on a monthly basis.

Persons: HoDLO, Teachers, learners. **Timeline:** Monthly.

5) Create a visible barometer that measures the human rights “temperature” at the school
<http://www.hrusa.org/hrmaterials/temperature/temperature.shtm>.

Persons: Principal, deputy principal, HoDLO, teachers, learners. **Timeline:** Weekly.

6) Create or use a “hot-line” to report incidents of violation of human rights similar to SAHRC Tip-offs Hotline (www.tip-offs.com / sahrc@tip-offs.com / 0800 222 618).

Persons: Principal SGB. **Timeline:** Continuous.

7) Implement human rights education as part of the curriculum in schools and at HEIs taking into account the objectives and principles of the World Programme for Human Rights Education (United Nations, 2012:14-29)
http://www.ohchr.org/Documents/Publications/WPHRE_Phase%202_en.pdf.

Persons: Department, Department of HE and Training. **Timeline:** 2015.

EVALUATION:

- A report to school development team, SGB and department on status of human rights on an annual basis.

- Evaluate school policies to ensure that it is aligned with human rights and report to a departmental committee on an annual basis that has the authority to instruct a school to change its policies and practices.

OBJECTIVE 2

PLANNING: To affirm a culture of social justice, recognition, tolerance and reconciliation (§2.2.2; §2.3.1.2; §2.3.2.3; §2.3.2.5; §2.3.3; §2.3.3.2; §2.3.3.4; §2.3.3.7; §2.3.4; §3.2.1; §3.2.2.2; §3.2.4; §3.4.3.1; §3.4.3.3; §5.2.2.1; §5.2.5-§5.5.4; §5.5.5.1; §5.8.1.3; §5.8.4; §5.8.5).

IMPLEMENTATION: Action steps:

- 1) Reassess individual/institutionalised practices rooted in low expectations, deficit thinking, marginalisation and cultural imperialism of diverse students.

Persons: Principal, SMT, teachers, parents.

Timeline: Continuous.

- 2) Develop culturally sensitive teaching and learning curricula.

Persons: Principal, SMT.

Timeline: Annually.

- 3) Promote inclusive school cultures which will nurture and develop minorities.

Persons: Principal, SMT, teachers.

Timeline: Continuous.

- 4) Distribute related information/material (<http://www.sahrc.org.za>).

Persons: Principal, HoDLO.

Timeline: Continuous.

- 5) Plan annual events such as cultural autobiographies, life histories, prejudice-reduction workshops, diversity panels.

Persons: Principal, HoDLO.

Timeline: Annually.

- 6) Use critical social theory and constructive inquiry on the purpose of education.

Persons: Principal, teachers.

Timeline: Continuous.

- 7) Perform a human-rights audit: biennially use Internet questionnaires to determine the status of the school's culture of human rights

(<http://www.ohchr.org/Documents/Issues/HIV/QuestionnaireOctoberConsultation.pdf>).

Persons: Principal, SMT, teachers, SGB.

Timeline: Continuous.

EVALUATION:

- Standardised equity audits every three years of teacher quality equity, programmatic equity and achievement equity (§3.3.4.2).

OBJECTIVE 3

PLANNING: To cultivate an appreciation of constitutional values (§2.2.3; §3.2.2; §3.2.3.3; §5.4.6; §5.5; §5.5.1; §5.5.4-§5.5.6).

IMPLEMENTATION: Action steps:

1) Development plans for school principals and teachers to become transformative visionaries, and learning, instructional, cultural and political leaders.

Persons: Department, Principal, teachers.

Timeline: Annually.

2) Instil character-building exercises to understand the value of social justice praxis (<http://downloads.cas.psu.edu/4H/BuildingCharacter.pdf>).

Persons: Department, principal, SMT, teachers, learners.

Timeline: Annually.

3) Develop reflexive exercises on all kinds of diversities to build unity and cohesion, whilst drawing on personal and organisational backgrounds of learners and teachers.

Persons: Principal, SMT, teachers.

Timeline: Annually.

4) Create an inclusive school culture to communicate zero-tolerance to all forms of injustices.

Persons: Principal, teachers, learners.

Timeline: Continuous.

5) Develop policies as operational statements of constitutional values of human rights to guide teacher-professionalism.

Persons: Department, principal, SMT, HoDLO, SGB.

Timeline: Annually.

6) Nurture and develop staff through mentoring programmes.

Persons: Department, principal, SGB.

Timeline: Annually.

EVALUATION:

- Standardised equity audits of teacher quality equity, programmatic equity and achievement equity on an annual basis (§3.3.4.2).
- Determine school climate “*Organizational Climate Description Questionnaire*” (Vos, 2010).

OBJECTIVE 4

PLANNING: To accept and create a culture of tolerance of sexual orientation of LGBTIQ groups to ensure inclusiveness (§2.3.2.3; §2.3.3.3; §2.3.4; §2.3.5; §3.4.4.2; §5.5.2; §5.5.4; §5.5.5).

IMPLEMENTATION: Action steps:

1) Create awareness and promote the interests of LGBTIQ groups against marginalisation, oppression and exclusion (<http://brunel.academia.edu/MustafaOzbilgin/Papers/151514>).

Persons: Principal, SMT, teachers.

Timeline: Annually.

- 2) Create a safe environment for LGBTIQ groups where they can report misrecognition and discrimination, and discuss experiences from diverse perspectives on issues of difference.

Persons: Principal, SGB, SMT.

Timeline: Continuous.

- 3) Close the power gap by restructuring the institutions in which we work and live; transform and reform the laws/policies (formal and informal) which shape our social interactions.

Persons: Principal, SGB.

Timeline: Continuous.

EVALUATION:

- Use formal/informal communication structures (press, social media, and courts, Human Rights Watch) to hold departmental officials and staff at schools accountable for LGBTIQ matters.
- Internal and external valuation of the school climate on the status of LGBTIQ learners and staff biennially.

OBJECTIVE 5

PLANNING: To grow constitutional values and rights through citizenship education (§2.2.2; §2.3.2.4; §2.3.3.3; §2.3.4; §2.3.6; §3.2.1; §3.2.2.2; §3.2.3.3; §3.2.3.5; §3.2.4; §3.3.3.1; §3.3.3.4; §3.3.4.2; §5.2.1.1; §5.2.2.1; §5.2.2.3; §5.2.4; §5.2.5; §5.3.5; §5.5.2; §5.5.3; §5.5.4; §5.5.5; §5.5.6).

IMPLEMENTATION: Action steps:

- 1) Leadership that allows dialogue and problematise unjust matters (i.e. privilege, traditional hierarchies, asymmetrical power relationships).

Persons: Principal, SMT, teachers, SGB, learners.

Timeline: Continuous.

- 2) Prepare learners to enter a globalised world that conforms to democratic principles through citizenship education.

Persons: Principal, HoDLO.

Timeline: Continuous.

- 3) Develop curricula that provide for citizenship education.

Persons: Department.

Timeline: School year.

- 4) Action steps in general should refer school principals, teachers, community leaders and others to education web sites to study findings on best practice of social justice and values (<http://www.hurights.or.jp/archives/pdf/publications/other-publications/wphre-sea-report.pdf>); United Nation's *A Human Rights-Based Approach to Education for All* found at (<http://unesdoc.unesco.org/images/0015/001548/154861e.pdf>).

Persons: School principals, teachers, community leaders and others. **Timeline:** Three yearly.

EVALUATION:

- Standardised equity audits every three years of teacher quality equity, programmatic equity and achievement equity
- Assess the human rights culture of a school by completing and discussing matters related to human rights.
- Publish results on the schools' website and report to the Department's desk for human rights (<http://www1.umn.edu/humanrts/edumat/hreduseries/tb1b/Section2/activity7.html>).

GENERAL EVALUATION AIM 4: Principals, teachers, learners and parents complete a questionnaire to evaluate the school's social justice praxis on biennially ([Addendum H](#)).

The following section, management strategies with regard to partners in education and social justice praxis, is discussed in accordance with the pyramidal exposition of the seven themes (§4.4.3) which forms the second layer of the pyramid (Figure 4.5).

6.4.7 Management strategies for educational partners to optimise social justice praxis

Aim 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).

In order to realise the aim of establishing a social justice culture amongst educational partners to optimise effective praxis in the school, three objectives need to be realised (§5.6.5). This aim, resultant objectives and action steps are grounded in the following theoretical and empirical paragraphs: §2.3.3; §3.2.3; §3.4.4.3; §5.6; §5.6.1; §5.6.2; §5.6.3.

The three phases in the strategy development cycle (Figure 6.2) informed the structure that will be used to develop management strategies for education in general to establish social justice praxis in schools (Table 6.6).

SUMMARY OF MANAGEMENT STRATEGIES FOR EDUCATIONAL PARTNERS TO OPTIMISE EFFECTIVE SOCIAL JUSTICE PRAXIS (§5.6)				
PLANNING:				
AIM: Establish a social justice culture amongst educational partners who are essential to school development				
OBJECTIVES (§5.6.5):		IMPLEMENTATION: ACTION STEPS: Inclusivity, collaboration and ownership (§6.4.7)		EVALUATION: Compare Adjust
1	To ensure sustained parental involvement in and support for their child/children's schooling.	1) Parental workshops to further self-confidence and cooperation 2) Inclusive practices offering fair opportunities to attend school functions 3) Offer equal platforms to learn from each other 4) Create learning hubs for parents 5) Create awareness of importance of education 6) Plan annual inclusive social events	Department Principal SMT Teachers SGB FEDSAS Parents	Compare outcomes of parental involvement (and other partners) in a national study Adjust areas where divergence came to the fore; provide training opportunities
2	To equip and train parents (SGB) re governance of schools based on respect for experiential knowledge and Indigenous Knowledge Systems.	1) Training opportunities for SGB members to develop financial and governance skills 2) Skills development re policy development 3) Share sound governance principles 4) Create co-collaborative learning opportunities 5) Establishing a parents' education union	Private sector HEIs Community leaders	
3	To advance community involvement in education based on a shared value system.	1) Involve community members to eradicate anti-social activities 2) Allow community ownership of the school 3) Involve official structures such as SAPS, Department of Social Services, etc. 4) Create structures and actions of we-ness of community and schools	Dept. of Soc. Services FAMSA <i>Badisa</i> <i>Letsamas</i>	

TABLE 6.6 Management strategies of the school principal to establish a social justice culture amongst educational partners

OBJECTIVE 1

PLANNING: To sustain parental involvement for sustainable learner and school support (§2.3.2.4; §2.3.2.5; §3.2.2.2; §3.2.3.2; §3.3.3.2; §3.4.4.3; §5.2.1.1-§5.2.1.3; §5.2.2.1; §5.2.3.1-§5.2.3.3; §5.2.5; §5.3.1.1-§5.3.1.4; §5.3.2.1-§5.3.2.3; §5.3.3.1-§5.3.3.3; §5.3.5; §5.4.1; §5.4.2.1-§5.4.2.3; §5.4.4; §5.4.6; §5.5.1; §5.5.3-§5.5.6; §5.6.1-5.6.6; §5.7.1-§5.7.6; §5.8.2.3; §5.8.6).

IMPLEMENTATION: Action steps:

1) Parental workshops to further understanding, cooperation and mutual responsibility for education; valuing parents' own capacity and knowledge (Nazzari *et al.*, 2007).

Persons: Principal, SGB, private sector.

Timeline: Per term.

2) Provide inclusive practices to offer parents a fair opportunity to attend school functions.

Persons: Principal, SGB.

Timeline: Continuous.

3) Offer platforms to parents and teachers to learn from experiential and inherited wisdom of others who were taught by ancestors.

Persons: Principal, SGB, teachers.

Timeline: Continuous.

4) Create learning hubs at schools where illiterate parents are offered the opportunity to be taught by teachers who were fortunate enough to attend further education courses.

Persons: Principal, SGB.

Timeline: Per term.

5) Create an awareness of the importance of educational opportunities for the next generation of South African citizens.

Persons: Principal, SMT, SGB.

Timeline: Continuous.

6) Plan inclusive social events/functions on an annual basis where parents bring their skills as parents and not as domestic workers.

Persons: Principal, SMT, teachers, SGB, parents.

Timeline: Continuous.

EVALUATION:

- Report on parental involvement to parent-meetings, SGB and Department to ensure that parents understand the importance of their role in education.
- An FET college in collaboration with the SGB evaluate courses presented to parents such as literacy, numeracy and ICT.

OBJECTIVE 2

PLANNING: To equip and train parents re schools governance of SGBs based on respect for experiential knowledge and Indigenous Knowledge Systems (§2.3.3.6; §3.2.2.2; §3.2.3.2;

§3.4.3.1; §5.2.1.1; §5.2.1.2; §5.3.1.1; §5.3.1.2; §5.3.1.4; §5.3.5; §5.5.3-§5.5.6; §5.6.2; §5.6.3-§5.6.6; §5.7.1; §5.7.4).

IMPLEMENTATION: Action steps:

- 1) Elected SGB members need official training opportunities with regard to legal requirements and financial management skills (JP.Rossouw@nwu.ac.za; http://www.erp.org.za/pdf/governance%20booklet_WEB.pdf).

Persons: Department, private sector, principal, SGB, HEI **Timeline:** After SGB elections and at least once again during term.

- 2) Skills development with regard to policy development (financial, religious and discipline policies) (http://thuthukanisolutions.co.za/school_governing.html; <http://www.fedsas.org.za/bysems.aspx?NID=23>; <http://www.fedsas.org.za/english/default.aspx>).

Persons: Department, principal, organisations such as FEDSAS. **Timeline:** Six monthly.

- 3) Share sound principles for governance of schools in a constitutional democracy (*Die bestuurder, die beheerliggaam en godsdiens, 14 November 2009* (jp.rossouw@nwu.ac.za); (<http://www.paralegaladvice.org.za/docs/chap14/01.html>); or Guidelines to SGB governance: (http://www.erp.org.za/pdf/governance%20booklet_WEB.pdf).

Persons: Department, district officials, principal, HEIs, FEDSAS. **Timeline:** Annually

- 4) Create collaborative learning opportunities based on experiential knowledge and Indigenous Knowledge Systems (IKS) (Villegas *et al.*, 2008).

Persons: Principal, SGB, parents, community leaders. **Timeline:** Annually.

- 5) Establish a state-subsidised national and provincial parent union with the aim to give the parents a voice with regard to the child they leave in the hands of teachers (<http://crosscut.com/2011/08/25/education/21235/The-Parents-Union-A-new-force-for-education-reform/>; <http://www.southafrica.info/services/education/edufacts.htm>); bring about a parent revolution (<http://parentrevolution.org/>).

Persons: Department, parent organisations such as FEDSAS. **Timeline:** 2015.

EVALUATION:

- The Department annually evaluate the SGBs' governance qualities, skills and performance.
- Parents complete once in a three-year cycle a questionnaire on their experience as SGB members. This questionnaire will have to be developed to serve all parents equally as none could be found on the Internet other than focused research questionnaires.

OBJECTIVE 3

PLANNING: To advance community involvement in education based on a shared value system (§2.2.5; §2.3.3.1; §2.3.2.3-§2.3.2.5; §2.3.3.2-§2.3.3.7; §2.3.4; §2.3.5; §3.2.1; §3.2.2.2; §3.2.3.5; §3.3.3.1-§3.3.3.3; §3.4.1.2-§3.4.1.4; §3.4.2.2; §3.4.2.7; §3.4.3.1-§3.4.3.3; §3.4.4.1-§3.4.4.6; §5.2.1.1; §5.2.1.2; §5.2.2.2; §5.2.3.1; §5.2.3.3; §5.3.1.1; §5.3.1.3; §5.3.1.4; §5.3.3.1; §5.3.3.2; §5.3.5; §5.4.2.2; §5.4.3; §5.5.1; §5.5.4; §5.6.1-§5.6.6; §5.7.3; §5.8.2.3; §5.8.4).

IMPLEMENTATION: Action steps:

1) Involve community members to eradicate anti-social activities such as an “oompie” related to teenage pregnancies.

http://www.sagepub.com/bartolcp3e/study/articles/Bartol_Journal.pdf.

Persons: School community, Department of Social Services, religious and community leaders.

Timeline: Continuous.

2) Allow community ownership of the school as custodians of the school and physical facilities.

Persons: Principal, SGB, community.

Timeline: Continuous.

3) Involve official structures to strengthen positive community participation such as SAPS, Dept. of Social Services, FAMSA, Badisa, Letsamas, religious denominations, etc.

Persons: Principal, government and NGOs referred to.

Timeline: Continuous.

4) Create structures and actions of ‘we-ness’ between community and schools (i.e. social).

Persons: Principal, SGB, community.

Timeline: Annually.

EVALUATION:

- Reporting structures from community partners to SGB (i.e. municipality) on an annual basis.

Management strategies with regard to government and political matters and social justice are discussed in accordance with the pyramidal exposition of the seven themes (§4.4.3) which forms the second layer of the pyramid (Figure 4.5).

6.4.8 Management strategies with regard to government and political matters for effective social justice praxis in schools

Aim 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.

In order to realise the aim of convincing government and union officials and influence political matters to ensure effective social justice praxis in the school, five objectives need to be realised (§5.7.5). This aim, resultant objectives and action steps are grounded in the following theoretical

and empirical paragraphs: §2.2.2; §2.2.3; §2.3.1.2; §2.3.2; §2.3.3; §2.3.5; §3.3.1; §3.2.2.2; §3.2.3; §3.3.1; §3.3.3.2; §3.3.4.1; §3.4.4.3; §5.7; §5.7.1; §5.7.2; §5.7.3.

The three phases in the strategy development cycle (Figure 6.2) informed the structure that will be used to develop management strategies for education in general to ensure social justice praxis in schools (Table 6.7).

SUMMARY OF MANAGEMENT STRATEGIES FOR GOVERNMENTAL AND POLITICAL MATTERS TO ENSURE SOCIAL JUSTICE PRAXIS (§5.7)					
PLANNING:					
AIM: Convince government and union officials and influence political matters to serve the best interest of the child					
OBJECTIVES (§5.7.5):		IMPLEMENTATION: ACTION STEPS: School development to realise the right to basic education (§6.4.8)		PERSONS	EVALUATION: Compare Adjust
1	To build district wide expert power-teams.	1) Establishing expert power-teams in all school districts 2) Employ retired specialists		Department Principal Teachers SGB/ parents Learners Specialists Interested parties	Compare outcomes of audit and report discriminatory practices to Human Rights Commission continuously Adjust areas where divergence came to the fore
2	To accomplish non-politicisation and non-unionism during school hours; whilst balancing the constitutional right to association with the right to education and serving the best interest of the child	1) Maintain the best interest of the child and the right to education 2) Develop a school policy which limits the attendance of political and union activities to after school hours			
3	To gain a balanced understanding of apartheid in the curriculum for a new generation of learners born under a democratic dispensation	1) Note learners' disregard for apartheid in curricula 2) Build a school consciousness and honour towards national cohesion in celebrating <i>!ke e: /xarra //ke/Ex Unitate Vires/Eendrag maak mag</i> , so that learners and teachers truly experience <i>simonye / we are one</i>			
4	To align the constitutional imperative of having the best interest of the child at heart, with the rights and actions of Unions.	1) Enhance education to realising right to basic education 2) Limit the power of unions 3) Change unions' role in failure of public education 4) Principals should not belong to unions			
5	To ensure a political dispensation where learners will not again become victims of political decisions which do not have the best interest of the child at heart.	1) Strive to establish an education system that espouses all that is good in a society			

TABLE 6.7 Management strategies for governmental and political matters to ensure social justice praxis

OBJECTIVE 1

PLANNING: To build district-wide expert power-teams (§5.7.1; §5.7.4; §5.7.5).

IMPLEMENTATION: Action steps:

- 1) Establish expert power-teams in all school districts comprising of specialists in curriculum, extra-curricular, staff, administrative, socio-economic, financial specialists and management.

Persons: Department, principal, SGB.

Timeline: 2014.

- 2) Employ retired specialists in the field of education on all levels to support disintegrating departmental structures.

Persons: Department, principal, specialists.

Timeline: 2014.

EVALUATION:

- Department evaluate power-teams and annually report to Dept. of Basic Education.

OBJECTIVE 2

PLANNING: To accomplish non-politicisation and non-unionism during school hours, whilst balancing the constitutional right to association with the right to education and serving the best interest of the child (§3.2.4; §5.7.2; §5.7.3; §5.7.4; §5.7.5; §5.7.6).

IMPLEMENTATION: Action steps:

- 1) Maintain the best interest of the child and the right to education.

Persons: Principal, SMT, teachers.

Timeline: Continuous.

- 2) Develop a school policy which limits the attendance of political and union activities to after school hours.

Persons: Principal, SGB, Unions.

Timeline: Continuous.

- 3) Build a professional teacher corps who strive towards professional conduct in accordance with the SACE Code of Conduct

Persons: Principal, SMT, SGB.

Timeline: 2013.

EVALUATION:

- Audit and report resultant actions to the SGB on an annual/three monthly basis.
- Use a questionnaire developed by Van Deventer for a short course for the Department of Education in North West Province available ldilette.vanDeventer@nwu.ac.za.

OBJECTIVE 3

PLANNING: To gain a balanced understanding of apartheid in the curriculum for a new generation of learners born under a democratic dispensation (§2.2.8; §2.3.1.1; §2.3.2-§2.3.5;

§3.2.2; §3.2.3; §3.4.3.1-§3.4.3.3; §3.4.4; §5.2.1-§5.2.2; §5.2.3.1-§5.2.3.3; §5.2.5; §5.3.1-§5.3.3; §5.3.5; §5.4.2; §5.4.4; §5.4.6; §5.5.3; §5.5.4; §5.6.6; §5.7.1; §5.7.2; §5.7.4; §5.7.5; §5.7.6).

IMPLEMENTATION: Action steps:

- 1) Take note of a generation of learners who have not experienced apartheid who want to build a new non-racial school and get rid of the nine-letter word.

Persons: Principal, teachers, SGB, learners.

Timeline: Continuous.

- 2) Conscientise towards cohesion in celebrating “!ke e: /xarra //ke; Ex Unitate Vires; *Eendrag maak mag*” so that learners and teachers truly experience *simonye* (we are one).

Persons: Department.

Timeline: Continuous.

EVALUATION:

- School leaders, teachers, learners and parents evaluate their school's level of cohesion on a two-yearly basis ([Addendum H](#)) and report findings to SGB after each evaluation.
- Address instances where national cohesion and unity are at risk.

OBJECTIVE 4

PLANNING: To align the constitutional imperative of having the best interest of the child at heart with the rights and actions of teachers' unions (§3.2.3.3; §5.2.5; §5.3.5; §5.4.2.1; §5.4.2.3; §5.4.4; §5.4.6; §5.6.6; §5.7.5).

IMPLEMENTATION: Action steps:

- 1) Enhance education that realises the constitutional right to basic education.

Persons: Department, principals, teachers, parents.

Timeline: Continuous.

- 2) Limit the power of unions not to disrupt education and to serve the rights of learners equally.

Persons: Department, principals, teachers.

Timeline: Continuous.

- 3) Challenge unions who are failing learners and enhance mediocrity and incompetence.

Persons: Department.

Timeline: 2015.

- 4) Principals should choose not to belong to political or union affiliations in order to serve the best interest of all the learners in the school system.

Persons: Principals.

Timeline: 2015.

EVALUATION:

- Report teachers to SACE for unprofessional conduct.

OBJECTIVE 5

PLANNING: To ensure a political dispensation where learners will not again become victims of political decisions which do not have the best interest of the child at heart (§2.2.5; §3.2.3.3; §3.3.1; §3.3.1.3; §5.2.5; §5.3.1.2; §5.3.5; §5.4.2.1; §5.4.2.3; §5.4.4; §5.4.6; §5.6.6; §5.7.5).

IMPLEMENTATION: Action steps:

- 1) Eradicate nepotism, self-enrichment and fraud to ensure that the good in a society will be visible in pedagogical spaces where the best interest of the child is served.

Persons: Department, principals, teachers, parents.

Timeline: Continuous.

EVALUATION:

- Report systemic and individual factors and praxis that hamper social justice and the service to the nation’s children to the SGB.

The following section deals with management strategies specific to social justice praxis.

6.4.9 Management strategies for effective social justice praxis

Aim 7

Actualise management strategies for social justice praxis that epitomise compassion, love, care and human rights in a participative and respectful environment (§5.8).

In order to realise the aim of actualising social justice praxis in schools, four objectives need to be realised (§5.8.5). This aim, resultant objectives and action steps are grounded in the following theoretical and empirical paragraphs: §2.2; §2.3; §3.2; §3.3; §3.4; §5.8; §5.8.1; §5.8.2; §5.8.3.

The three phases in the strategy development cycle (Figure 6.2) informed the structure that will be used to develop management strategies for the learners to establish social justice praxis in schools (Table 6.8).

SUMMARY OF MANAGEMENT STRATEGIES TO REALISE EFFECTIVE SOCIAL JUSTICE PRAXIS (§5.8)					
PLANNING:					
AIM: Actualise management strategies for social justice praxis that epitomise compassion, love, care and human rights in a participative and respectful environment					
OBJECTIVES (§5.8.5):	IMPLEMENTATION: ACTION STEPS: Social justice pedagogy (§6.4.9)	PERSONS	EVALUATION: Compare Adjust		
1	To build a culture of social justice to ensure a safe teaching and learning environment.	1) Ensure justice as <i>equitas</i> 2) Ensure fairness 3) Enhance social justice education 4) Establish a Human Rights/Social Justice Committee	Department Principals	Compare outcomes of evaluation study	Adjust areas where divergence came to the fore
2	To inculcate a school culture founded on compassion and love for all of humankind based on constitutional values and fundamental human rights.	1) Build a community of social justice praxis founded on compassionate love 2) Bring about a change of heart	HoDLO SGB		
3	To create ownership that embraces participative management principles.	1) Ownership is taking care 2) Be accountable to public 3) Take ownership	Teachers Learners		
4	To create an environment in which a change of heart may occur because teaching was about walking on holy ground.	1) Make social justice praxis a matter of the heart 2) Regard education as Holy Grail / holy ground 3) Establish social justice pedagogy as loving praxis 4) Inculcate fiduciary trust as the cornerstone of social justice pedagogy	Parents Society		

TABLE 6.8 Management strategies to realise effective social justice praxis in schools

OBJECTIVE 1

PLANNING: To build a culture of social justice in schools (§2.2.2; §2.2.3; §2.2.4; §2.2.7; §2.2.8; §2.3.1.2; §2.3.3.2; §2.3.4; §5.5.2; §5.8.1.1; §5.8.4).

IMPLEMENTATION: Action steps:

1) Ensure practices of justice - *equitas* - that requires equal treatment of all role-players in schools and the education system (Nazzari *et al.*, 2007)

(http://equitas.org/wp-content/uploads/2010/11/Equitas_Generic_TOT_2007.pdf).

Persons: Department, principals, teachers, learners, parents, society. **Timeline:** Lifelong.

2) Ensure fairness that forms the bedrock of social justice praxis

(http://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf

<http://www.educatie.onderzoek.hu.nl.ashx>).

Persons: Department, principals, teachers, learners, parents, society. **Timeline:** Lifelong.

3) Allow schools to enhance social justice education which values a pedagogy of cognitive (knowledge and skills) and social and/or affective (values, attitudes, behaviours) (Miedema, 2012; United Nations, 2012).

Persons: Department, principals, teachers, learners, parents, society. **Timeline:** Lifelong.

4) Establish a Human Rights/Social Justice Committee at each school consisting of the principal, a member of staff, two learner representatives and two parent representatives to ensure equality, fairness and social justice.

Persons: Department, principals, HoDLO, SGB, learners. **Timeline:** Lifelong.

EVALUATION:

- Teachers do self-assessment evaluation available at link indicated at action step 1 above on an annual basis and a report is sent to the SGB.
- Principals complete *Educational Leadership: Administration and Supervision* (<http://www.ets.org/s/praxis/pdf/0411.pdf>) and report back to SGB on results.

OBJECTIVE 2

PLANNING: To inculcate a school culture founded on compassion and love of humankind based on constitutional values and fundamental human rights (§2.2.3; §2.2.5-§2.2.8; §2.3.3.2; §2.3.4; §2.3.3.4; §2.3.4; §3.4.1.4; §3.4.2.2; §3.4.2.7; §5.2.1.2; §5.2.1.3; §5.2.2.1; §5.2.2.2; §5.2.2.3; §5.2.5; §5.3.3.2; §5.5.3.2; §5.5.2; §5.5.4; §5.6.1; §5.7.1; §5.8.1-§5.8.6).

IMPLEMENTATION: Action steps:

1) Build a community of social justice praxis that is founded on compassionate love, constitutional values and fundamental human rights, and the common good.

Persons: Department, Parent, SMT, teachers, SGB, parents. **Timeline:** Continuous.

2) Bring about a change of heart embodied in school leaders being activists for social justice.

Persons: Principal. **Timeline:** Continuous.

EVALUATION:

- School leaders, teachers, learners and parents evaluate their school's social justice climate on a two-yearly basis ([Addendum H](#)).
- Report back on findings to department and community leadership structures annually.
- Derive action plans to address instances where social justice needs to be enhanced.

OBJECTIVE 3

PLANNING: To create ownership that embraces participative management principles (§2.3.2.1; §2.3.2.5; §2.3.3.6; §3.2.2.2; §3.2.3.3-§3.3.3.4; §3.4.3.1; §3.4.3.2; §3.4.4.1-§3.4.4.3; §3.5; §5.2.1.1; §5.2.1.3; §5.2.4; §5.2.5; §5.3.3.2; §5.3.5; § 5.8.4).

IMPLEMENTATION: Action steps:

1) Ownership is visible in taking care of learners through reciprocal respectful actions.

Persons: Principal, teachers. **Timeline:** Continuous.

2) Being accountable to the public.

Persons: Department, Principal, SGB. **Timeline:** Continuous.

3) Take collaborative ownership of school buildings and school environment (§6.4.7).

Persons: Principal, SGB, community. **Timeline:** Continuous.

EVALUATION:

- Use Van der Vyver's (2011:293-295) questionnaire to determine degree of care at school.

OBJECTIVE 4

PLANNING: To create an environment in which a change of heart may occur because teaching is about walking on holy ground (§3.4.1.4; §5.2.1.2; §5.2.1.3; §5.2.2.1-§5.2.2.3; §5.2.5; §5.4.2.3; §5.4.4; §5.4.6; §5.5.2; §5.8.2.1; §5.8.3-§5.8.6).

IMPLEMENTATION: Action steps:

1) Make social justice praxis a matter of the heart (*hartsaak*).

Persons: Principal, teachers, learners, school community. **Timeline:** Continuous.

2) Regard education and all its endeavours as holy ground.

Persons: Department, principal, teachers, SGB, school community. **Timeline:** Continuous.

3) Establish social justice pedagogy as loving praxis of storying (Smith Byron, 2011).

Persons: Department, principal, teachers, SGB, school community. **Timeline:** Continuous.

4) Inculcate fiduciary trust as the cornerstone of social justice pedagogy.

Persons: Department, principal, teachers, SGB, school community. **Timeline:** Continuous.

Create national and provincial organisations of resistance - not unions - that are all-inclusive to ensure the survival of education, learners and a country.

Persons: Department, principal, teachers, SGB, school community. **Timeline:** Continuous.

EVALUATION:

- Measuring social justice as inherent dignity, constitutional values and praxis is a difficult task. However the change in school culture and individual behaviour will become visible in the regard for schooling, education and pedagogy, as a Holy Grail.
- Principals, teachers, learners, parents and departmental and union officials complete a questionnaire or an adapted version to evaluate their social justice praxis ([Addendum H](#)).
- In the final instance an evaluation of social justice is the domain of each person who calls him or herself a teacher; each person who is involved with education at whatever level, and of parents who are the source of life for their children.

This discussion on management strategies for effective social justice praxis comes to an end, although the researcher is convinced that the discourse on social justice praxis in education in South African schools and education will be a continuing discourse for many years to come.

6.5 CONCLUSION

The discussion on management strategies for effective social justice was based on the scholarly literature (Chapters Two and Three), the empirical study (Chapter Four) and specifically the data analysis and discussion (Chapter Five). This chapter answered research aim four to develop **management strategies for effective social justice practice in schools**. The proposed management strategy specifically addressed the seven foundational pillars of education, i.e. principals, learners, education in general, constitutional values, educational partners, government and political matters, and social justice praxis that is carried out on holy ground.

Chapter Seven provides a summary of the research, the research findings and recommendations with regard to management strategies for effective social justice praxis in schools.