
CHAPTER 7

**A MANAGEMENT STRATEGY FOR THE IMPROVEMENT OF THE
EFFECTIVENESS OF SECONDARY SCHOOLS THROUGH TQM**

7.1 INTRODUCTION

In chapter 1, the lack of effectiveness of pre-tertiary education in South Africa was considered as the impetus for organisational renewal and change to optimise the effectiveness of schools. The concept of TQM was suggested as a remedy to bring about comprehensive change in the theory and practice of school management. A literature study was undertaken (see Chapters 2, 3 and 4) to explore the theory and practice of TQM and the implications thereof to schools. Thereafter an empirical study was conducted to ascertain which elements of TQM were prevalent in pre-selected secondary schools (see Chapter 6).

In Chapter 7, both the literature review (see 2.10, 3.5 and 4.9) and empirical study (see Chapter 6) are put into context with the aim to develop a management strategy, which could serve as a guide to senior school leaders to improve the effectiveness of their schools through the implementation of TQM.

7.2 CONTEXT

Chapter 2 provided an overview of the nature of TQM in schools, while in Chapter 3, different methods were discussed to implement TQM in schools. In Chapter 4, a few case studies were selected from the literature to give an overview on the implementation of TQM in individual schools. From these analyses it becomes evident that there are various models and methods that can be employed to implement TQM in schools. There is, however, a lack of adequate management strategies to implement TQM effectively in schools.

In Chapter 6, it was investigated in a quantitative study to what extent schools apply the different aspects/items (76 different items divided into seven sections) of TQM. A qualitative study was also undertaken to determine the role of management in the implementation of TQM in schools, therefore, the role of management in the manner in which TQM is implemented in schools. The

schedules were based on the Malcolm Baldrige Program (see 5.3.2.4).

The conclusions from the literature review are:

- That TQM is a holistic and fundamentally new way of thinking and doing in management and affects, in particular, the school's managers, educators, learners, parents and the broad community (see Chapter 2);
- That there are various methods to implement TQM and to establish a system for quality assurance in schools (see Chapter 3);
- That schools that can be typified as effective schools are applying TQM (see Chapter 4), and
- That an effective school could already be linked to the use of TQM.

From the quantitative research data the following may be concluded *inter alia* (see Chapter 6):

- That the respondents apply all items related to TQM in either a moderate or to a full extent in their schools (mean scores varies from 2,70 – 3,80);
- Only four items have a mean score of less than 3,00 out of 4,00, which means less than 75% of all items (see Table 6.6; Table 6.10);
- That some of the respondents apply some principles of TQM without necessarily knowing that they are implementing TQM;
- That the respondents apply some TQM strategies to ensure school effectiveness;
- That the responses were elicited from a population that had been identified by the EMIS system of the North West Department of Education as effective in terms of a grade 12 pass rate of between 80% and 100% between the years 1997 and 2000 (see 5.2.5), and
- That there is a relation between a high pass rate, an effective school and the

use of some of aspects of TQM.

The qualitative research data points to the fact that (see Chapter 6):

- Different strategies are used when implementing TQM;
- That the different strategies are used more or less by the respective schools;
- That diverse action steps were developed for a school's particular situation, and
- That all respondents regard the use of TQM to improve the effectiveness of schools as imperative.

The following became evident from the literature study as well as from the quantitative and qualitative data:

- That TQM is being regarded as an important means to improve the effectiveness of schools;
- That there is a link between TQM and the effectiveness of a school;
- That, although there is a variety of models and methods to implement TQM in schools, there is a lack of a uniform management strategy, and
- That there is a need for a set of systematic management strategies through which the general principles of TQM can be implemented in schools.

It appears from the preceding information that there is a need to establish management strategies that can be used for the implementation of TQM. These management strategies can be used for the establishment, improvement and/or maintenance of effective schools. This may have the effect that, through the implementation of a TQM system, the effectiveness of schools in the North West Province in general may be improved. This could, in turn, be generalised for the RSA.

The question that, therefore, arises is: where and when to begin with the

implementation of a system of TQM for the establishment of effective schools and/or the improvement of existing effective schools. In particular when it is evident that school principals regard the 76 items to a large extent as critical factors for the implementation of TQM to ensure the effective functioning of schools.

Therefore, the next step is to develop management strategies that can be used for the implementation of TQM in schools with the aim to improve their effectiveness. The management strategies are developed and compiled from both the literature review and the qualitative response (as summarised in the respective tables in Chapter 6). Particularly from the qualitative data (see Tables 6.3; 6.5; 6.7; 6.9 6.11 and 6.13), important information was identified that can be used in management strategies as tested and implemented in practice by some of the respondents.

These management strategies intend to be exemplary and could, therefore, be tailor-made for the needs of individual schools. In this chapter, the focus is on the aim and core strategies only in order to restrict the magnitude. The development of action plans is the school's task and should form part of their strategic plan.

7.3 TERMINOLOGY

- **Aim**

An aim is a broad statement that refers to the intention to achieve certain goals and objectives.

- **Strategic objective**

This term refers to an organisation's articulated aims or responses to address major change/improvement and/or competitive issues. Strategic objectives are generally focused externally and relate to significant learner/stakeholder, market, service or technological opportunities and challenges. Broadly stated, they are what an organisation must achieve to remain or become competitive. Strategic objectives set an organisation's longer term directions and guide the allocation and redistribution of resources (NIST, 2001:36).

- **Action plan**

The term refers to specific actions that respond to short and longer term strategic

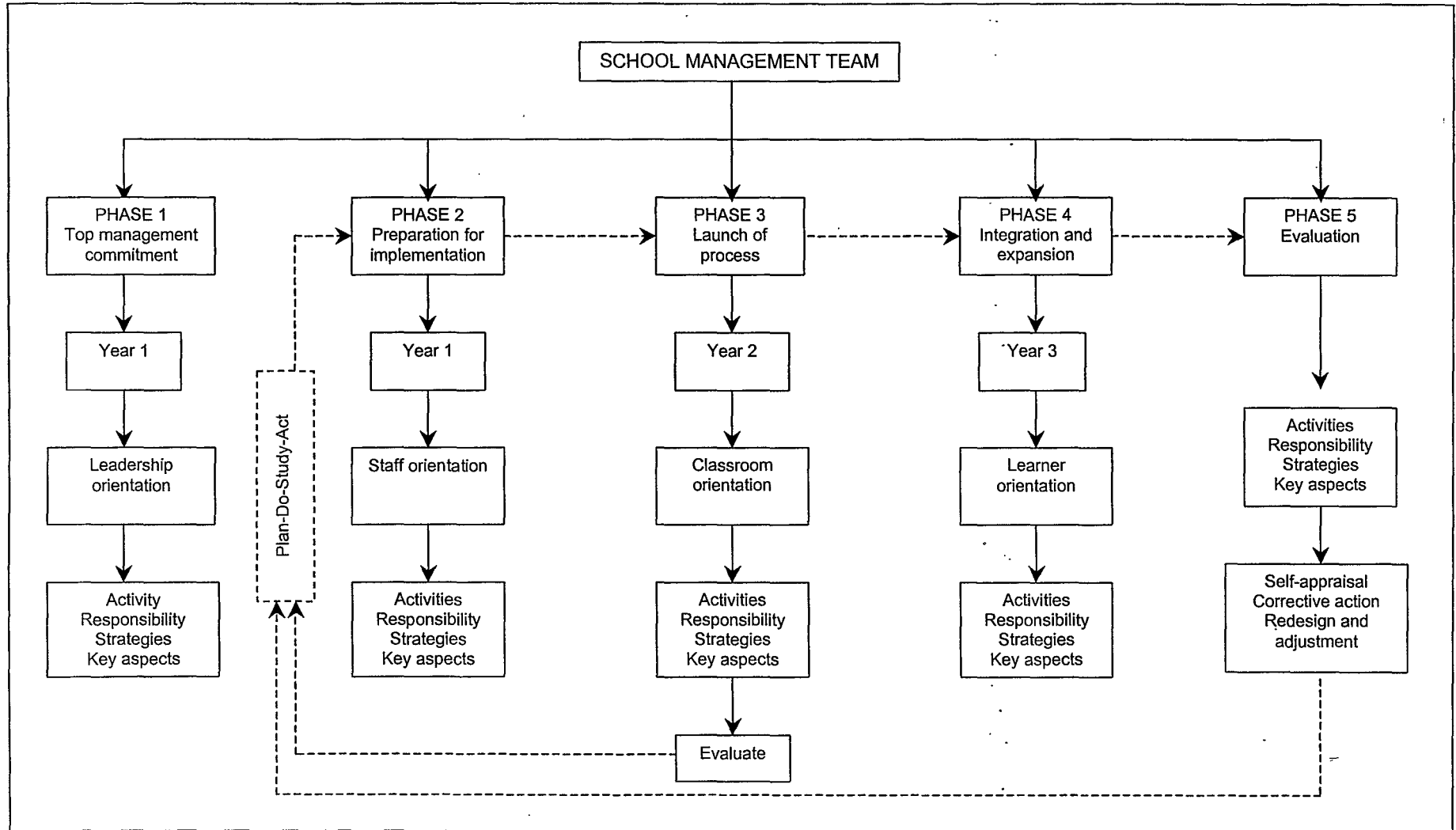
objectives. Action plans include details of resource commitments and time frames for accomplishment (NIST, 2001:34).

7.4 A MANAGEMENT STRATEGY FOR IMPLEMENTING TQM IN SCHOOLS

The literature was used to construct various theoretical models (see 3.2; 3.3) and subsequently an implementation strategy (see 3.3.3). This theoretical implementation strategy (see 3.3.3) provided the formal structure for the management strategy for the implementation of TQM in schools. The structure of the management strategy consists of 5 distinctive phases. The construct of these phases is close to that of the theoretical implementation strategy (see 3.3.3, Table 3.3). The 5 phases of the management strategy form an integrated and continuous process of quality improvement and the key indicators of each phase are: aim, activities, participants, strategies/guidelines, and key factors pertaining to TQM (see Fig. 7.1).

The management strategy contains elements of the structure and content of the Baldrige Education Program (see 3.4.4, Lockwood *et al.*, 1996, Bernardin & Russel, 1998) and of TQM elements that were identified in the literature (see 2.10, 3.5 and 4.9). The main focus of this management strategy, however, is on the application of strategies or guidelines as identified in the empirical study (see Chapter 6). These strategies/guidelines were used to develop the 5 phases of the management strategy.

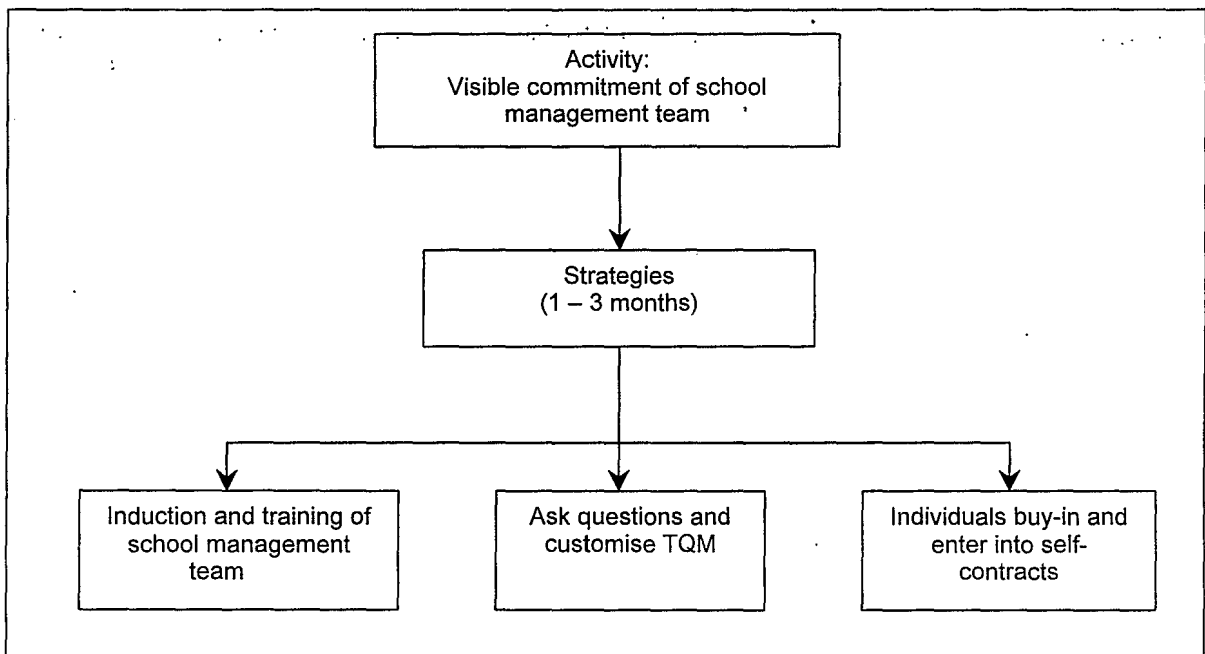
Figure 7.1 A management strategy for implementing TQM in schools



7.4.1 Phase 1: Commitment of school management team

This phase equips senior school leaders to take the initiative in changing the system. During this phase, senior school leaders are prepared to understand fully and to commit themselves substantively to quality improvement. The example and commitment of the school management team is critical to ensure that the whole school adopts a quality ethos (see Par. 3.3.3.1; Figure 7.2; Table 7.1).

Figure 7.2 Activity and strategies to commit school management team



The main elements of a strategy to prepare senior managers for their role in the implementation process are captured in Table 7.1

Table 7.1 Commitment of senior management

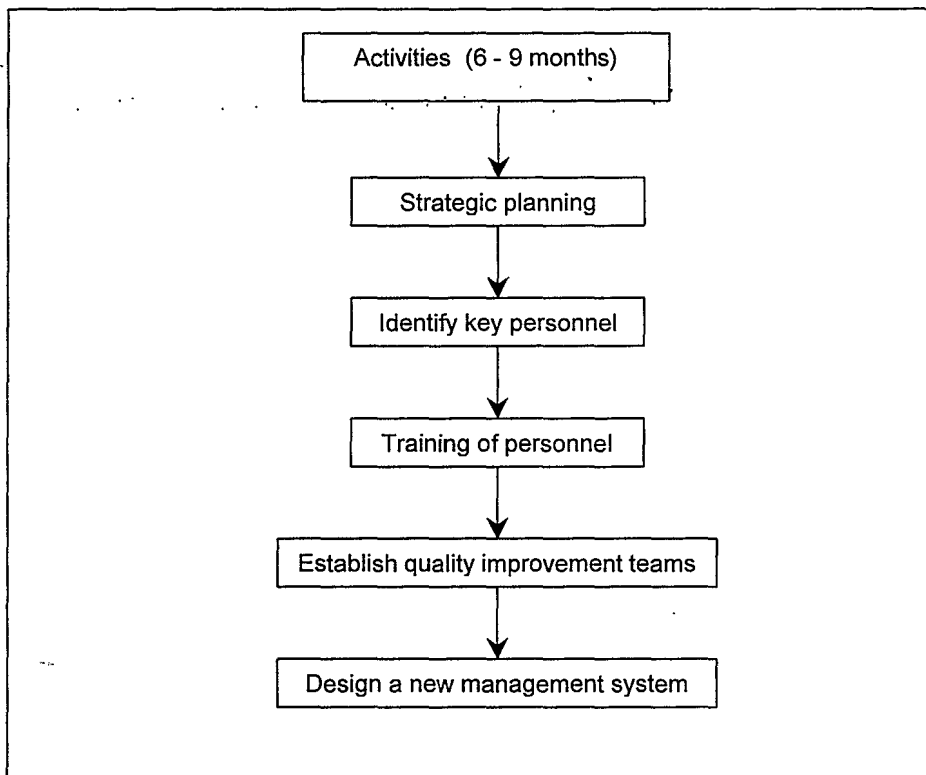
Activity	Responsibility	Strategies/Guidelines	Key aspects
<ul style="list-style-type: none"> Visible commitment of senior school leaders (see 6.4.2.1.1; 6.4.2.1.2) 	<ul style="list-style-type: none"> Principal Deputy principal 	<ul style="list-style-type: none"> Acquaint senior managers with the requirements of implementing and maintaining TQM through induction and training (see 3.3.3.1; 4.9). Conduct open discussions and ask fundamental questions on how to customise and refine TQM principles to suit the culture of the school (see 3.3.3.1). Individual members enter into self-contracts about their roles in the launching and follow-through of the process (see 3.3.3.1). 	<ul style="list-style-type: none"> The thrust for changing the school must start at the top and then be cascaded down to educators, learners and other stakeholders (see 6.4.2.1.1). The behaviour of every member of the senior management team has to be changed profoundly (“quality at the source”) (see 2.7.6). Commitment can never be delegated or dictated (see 3.3.3.1). Senior managers should tangibly and visibly demonstrate their commitment to effective schooling (see 3.2.5; 6.4.2.1.1; 6.4.2.1.2). As a role model, the principal should reinforce values and expectations while building leadership, commitment and initiative throughout the school (see 6.4.2.1.3).

			<ul style="list-style-type: none">• Senior managers have to support educators and learners to be committed to hard work and to pursue high achievements themselves (see 6.4.2.1.1).• The institutionalisation of permanent change depends on senior managers who are respected, trusted and committed to the school's vision and who can communicate it convincingly and consistently throughout the school (see 2.7.6; 6.4.2.1.3).• Senior managers have to realise that their attitude and activities exercise an important influence on the culture of the school. Quality in the school is strongly influenced by its culture (see 2.7.6).
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7.4.2 Phase 2: Prepare for implementation

This phase focuses on the planning of the implementation process and the preparation of the participants for quality improvement. The approach is site-based and intends to improve the quality of the organisational structure, the instructional programme and personal and professional development (see Par. 3.3.3.2; Figure 7.3; Table 7.2).

Figure 7.3 Preparative activities



The following table contains information on the activities, responsible agents, strategies and key aspects of a strategy to prepare the school for the implementation process (see Table 7.2):

Table 7.2 Preparation for implementation

Activity	Responsibility	Strategies/Guidelines	Key aspects
<ul style="list-style-type: none"> • Strategic planning (see 6.5.2.1; 6.5.2.2) 	<ul style="list-style-type: none"> • Principal • Deputy principal • HOD's • SGB 	<ul style="list-style-type: none"> • Identify key participants (see 6.5.2.1.1). • Conduct a needs analysis (see 3.3.3.2; 4.9). • Identify best practices, e.g. senior managers compare their own school's performance to that of other quality schools (see 6.6.2.1.5). • Develop a vision, mission and goals for the school and emphasise values (see 2.6; 6.4.2.1.3). • Identify the main problems of the school and investigate solutions (see 4.7). • Determine the core business of the school (see 3.3.1; 6.5.2.1.2). • Address the challenges of a competitive environment, e.g. the offering of market-related subjects (see 3.3.2; 6.5.2.1.4). • Set priorities for an action plan (see 4.8). • Set quality specifications (see 3.3.3.2) and establish baseline data for all quality indicators, e.g. test and examination results, attendance figures, parental involvement, follow-up on learner success rate at university or in employment, rate of staff turnover (see 2.8.2). • Develop a specific and detailed action plan (see 3.3.3.2; 4.9). • Capture the action plan in a working document for purposes of quality assurance (see 6.5.2.1.6). 	<ul style="list-style-type: none"> • Anticipation of the school's future environment (see 3.2.3; 3.3.3.2; 3.4.3). • Adaptation to a changed educational environment (see 6.5.2.1.4). • Application of techniques to project the future (see 3.4.4.3). • Address staff's concerns and attitudinal barriers (see 4.9). • Phasing in of strategies and ensuring inclusiveness (see 3.3.1). • Communication and people management (see 2.2.2.2; 3.2.5; 3.3.3.1; 6.5.1.2; 6.5.2.2.1).

		<ul style="list-style-type: none"> • Document the obstacles and advantages of the action plan (see 4.9; 6.5.2.1.6). 	
<ul style="list-style-type: none"> • Identification of key personnel (see 6.8.2.1.2) 	<ul style="list-style-type: none"> • Principal • Deputy principal • HOD's • SGB 	<ul style="list-style-type: none"> • Establish an innovative recruitment system, e.g. to sponsor prospective students in education (see 6.5.2.1.4; 6.8.2.1.2). • Establish recruitment criteria, e.g. training, experience, task orientation, responsibility, dedication, problem solving skills, and mental equipment and trust (see 6.8.2.1.2). 	<ul style="list-style-type: none"> • The quest for effective education and excellence should be the drive behind the recruitment of educators. • Well-skilled educators are essential for effective education (see 6.8.2.1.2).
<ul style="list-style-type: none"> • Training of personnel (see 6.8.2.2) 	<ul style="list-style-type: none"> • Principal • Deputy principal • HOD's • Team leaders 	<ul style="list-style-type: none"> • Assess the training needs of the school. • Involve staff in the design of their training (see 3.3.3.4; 6.8.1.2). • Develop a staff and skills development programme (see 6.8.2.2.2). • Provide opportunities for personal learning (see 6.8.2.2.1). • Provide ongoing training through in-service training and self-improvement (see 2.7.13; 6.8.2.2.3). • Establish professional development plans for individuals through staff assessment, self-assessment, in-service training and developmental assignments (e.g. internships/shadowing) (see 6.8.2.2.3). • Evaluate the effectiveness of staff training on regular basis. Take into account the principal's evaluation, staff self-evaluation and peer evaluation (see 6.8.2.2.4). 	<ul style="list-style-type: none"> • Staff and skills development programmes should reflect the school's strategic objectives. • Staff and skills development should focus on the staff's needs in terms of skills and ideas to achieve the school's vision over 3 to 5 years (see 6.8.2.2.5). • Training is essential to address the staff's concerns and attitudinal barriers to quality (see 3.3.3.4).

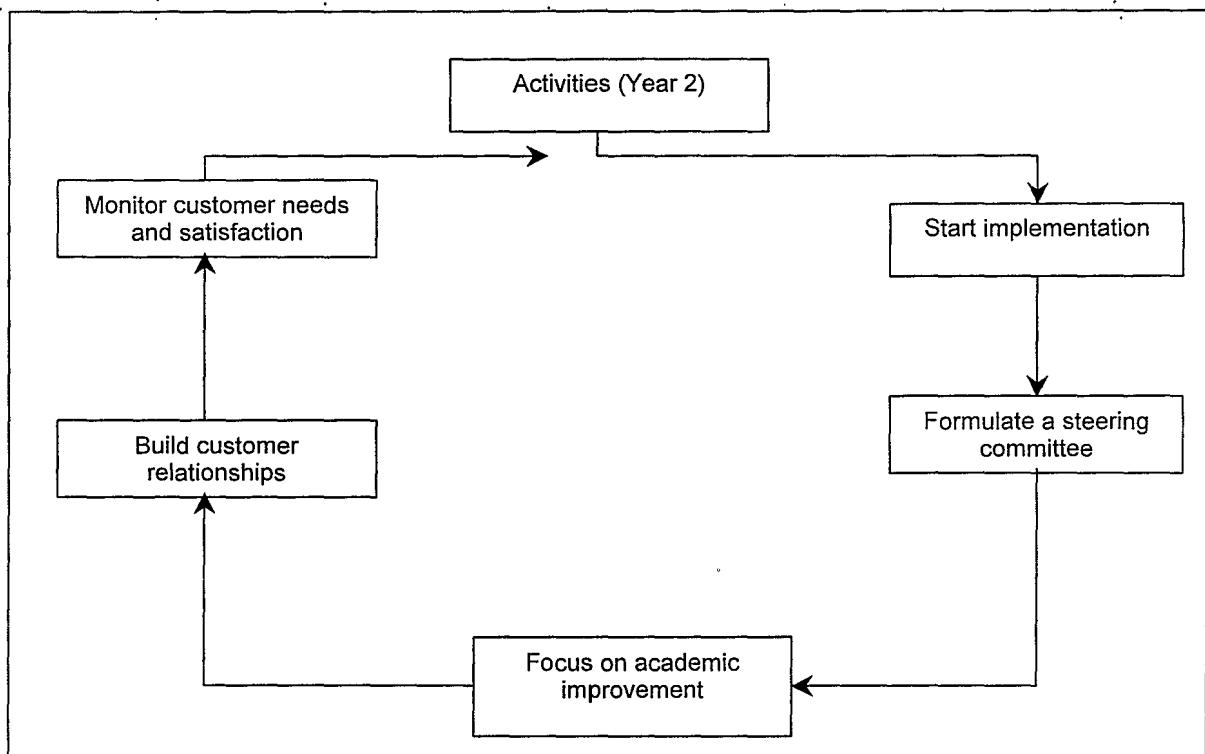
<ul style="list-style-type: none"> Establishment of quality improvement teams (see 6.5.2.2.4; 6.8.1.1) 	<ul style="list-style-type: none"> Principal Deputy principal HOD's Team leaders Educators Learners Parents 	<ul style="list-style-type: none"> Establish work teams or committees at all levels (see 6.5.2.2.4). Involve all role-players as team members and allow them to make inputs (educators, learners, parents) (see 6.4.2.1.4). Define the role, functions and authority of each team (see 6.5.2.2.4). Allow teams to determine own procedures, sub-goals, objectives and self-control (see 3.3.4.3), e.g. to conduct research to ensure well-informed decisions, educators for a grade group convene daily (see 6.5.2.2.4). Ensure that goals and objectives of teams are congruent with school goals (see 3.3.4.5). Assign the right of veto to the principal to ensure compliance with the strategic objectives of the school (4.7; 6.5.2.2.4). 	<ul style="list-style-type: none"> Reduce hierarchical levels of management and create a 'flat' organisational structure (see 3.3.4.5). Team structures should be formal, permanent and autonomous (see 3.3.4.3). Teams enable participants to have direct access to senior management (see 6.5.2.2.4). Devolve authority and responsibility to people closest to the problem (see 3.3.4.3; 3.3.4.5). The assignment of responsibilities to teams has to be negotiated (see 3.3.4.4). Provide opportunities for personal growth and development of team members (see 3.3.4.3).
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<ul style="list-style-type: none"> • Design of a new management system (see 6.4.2.1.4) 	<ul style="list-style-type: none"> • Principal • Deputy principal • HOD's • Educators • Learner leaders 	<ul style="list-style-type: none"> • Listen to educators' ideas on quality improvement (see 2.6). • Ensure representation of learner leaders in management structures (see 6.4.2.1.4). • Involve learners in decision making through consultation (viz. questionnaires) and voting (see 6.4.2.1.4). • Engage in partnerships with community groups (see 6.4.2.2.1). • Develop policy guidelines to ensure a collective strive toward a common destiny (3.3.3.1; 6.4.2.1.4). • Set performance standards for administrative systems on the basis of a zero-defect approach (see 6.8.2.1.1). • Allocate money and time to the quality process (3.3.3.1). 	<ul style="list-style-type: none"> • Adopt an open, democratic and supportive management style (see 6.4.2.1.4). • The school should function as a single system. Optimisation is to unite all systems to meet a common purpose (2.7.1; 6.8.1.1). • Quality improvement teams are the most common structural sign of TQM in progress (see 4.7). • A zero-defect approach is applicable to administrative systems only, not on educational processes or on people (see 4.6).
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7.4.3 Phase 3: Launch the process

During this phase, senior managers together with the staff have to determine what is likely to be reached under a given set of assumptions over the next 4 to 5 years project with realism and honesty (see 3.3.3.3). Then they must start off with the implementation of TQM as a cyclical process, comprising incremental change on a small scale. This should be followed by studying the effects of the change and then either institute changes on a permanent basis, discard or refer them back to the initial step (see Par. 2.8.2; Figure 7.4; Table 7.3).

Figure 7.4 Activities to launch the process



The main elements of the launching process in respect of activities, responsible agents, strategies and key TQM aspects involved are captured in Table 7.3.

Table 7.3 Launching of the implementation process

Activity	Responsibility	Strategies/Guidelines	Key aspects
<ul style="list-style-type: none"> • Start with implementation 	<ul style="list-style-type: none"> • Principal • Deputy principal(s) • HOD's • Team leaders • Team members • Programme specialists 	<ul style="list-style-type: none"> • Name the quality process as a reflection of the actual strategy and circumstances of the school. • State the purpose of the quality programme. • Provide ongoing training to staff on all levels (see 3.3.3.3). 	<ul style="list-style-type: none"> • The quality process should be recognisable through its name (see 3.3.3.3). • Engage in incremental improvements (Kaizen) at the places in the school where the real actions take place (Gemba Kaizen) (see 2.3.2.5). • Apply a four-step cycle (PDSA Cycle: Plan-Do-Study-Act) in all improvement processes (see Figure 2.5).

<ul style="list-style-type: none"> • Formulate a steering committee 	<ul style="list-style-type: none"> • Principal • Deputy principal/HOD's • SGB • Educators • Learners • Unions • Administrative staff • General assistants 	<ul style="list-style-type: none"> • The principal and quality coordinator (viz. deputy principal) are permanent members. Other members should serve on the committee on a voluntary basis (see 4.3; 4.7). • The functions are to <ul style="list-style-type: none"> - Manage and to drive the TQM process (see 4.6; 4.7; 4.9). - Oversee, coordinate, monitor, evaluate and support individuals, teams and committees implementing the quality improvement process (see 3.3.3.3; 4.3; 4.6). - Use measures and quality indicators to measure the school's goals and objectives (see 3.3.3.3). • The committee meets on a regular basis (viz. once per week after school hours) (see 4.3). 	<ul style="list-style-type: none"> • The steering committee needs a period of approximately 12 months to investigate problems and to suggest solutions (see 4.7). • A steering committee might already be formulated during the planning phase to coincide with strategic planning (see 4.6; 4.7; 4.9).
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<ul style="list-style-type: none"> • Improve the academic performance of all learners (see 6.5.2.1.2). 	<ul style="list-style-type: none"> • Principal/Deputy • HOD's • Team leaders • Educators • Learners 	<ul style="list-style-type: none"> • Set reasonable targets for learner achievements to enable all learners to perform optimally (see 6.9.2.2.1). • Teach learners to have personal goals and to be prepared to work hard to achieve those goals. • Provide adequate resources. • Ensure good classroom administration, management control and clear guidelines to educators. • Provide support to learners, e.g. computer assisted education, counselling etc., that will lead to academic success and good matriculation results (see 6.9.1.2; 6.9.2.2.1; 6.9.2.2.2). • Guide and support educators and provide professional development. • Ensure professional enrichment of educators, e.g. by providing subject magazines and training. • Review learner academic results continuously. Provide additional lessons and individual attention to learners to prepare them for the final examination. • Utilise formative assessment as a means to promote learners to a next grade. • Give a high profile to learners who achieved academically well. 	<ul style="list-style-type: none"> • Incorporate the quality process into the classroom (see 3.3.3.3). • The academic development of the child is the core business of the school (see 6.4.2.1.3). • Develop a strong sense of academic mission and engagement within the school (see 2.2.3). • Commit the school to academic performance and results as the key drive behind strategic planning (NIST, 2002). • Create a climate and culture that is conducive to optimal performance (see 6.5.2.1.2). • Discipline, self-discipline, hard work and trust are prerequisites for achievement (see 6.5.2.1.3; 4.6.4). • School systems and processes should serve the aim of academic achievement (see 6.8.2.1.1).
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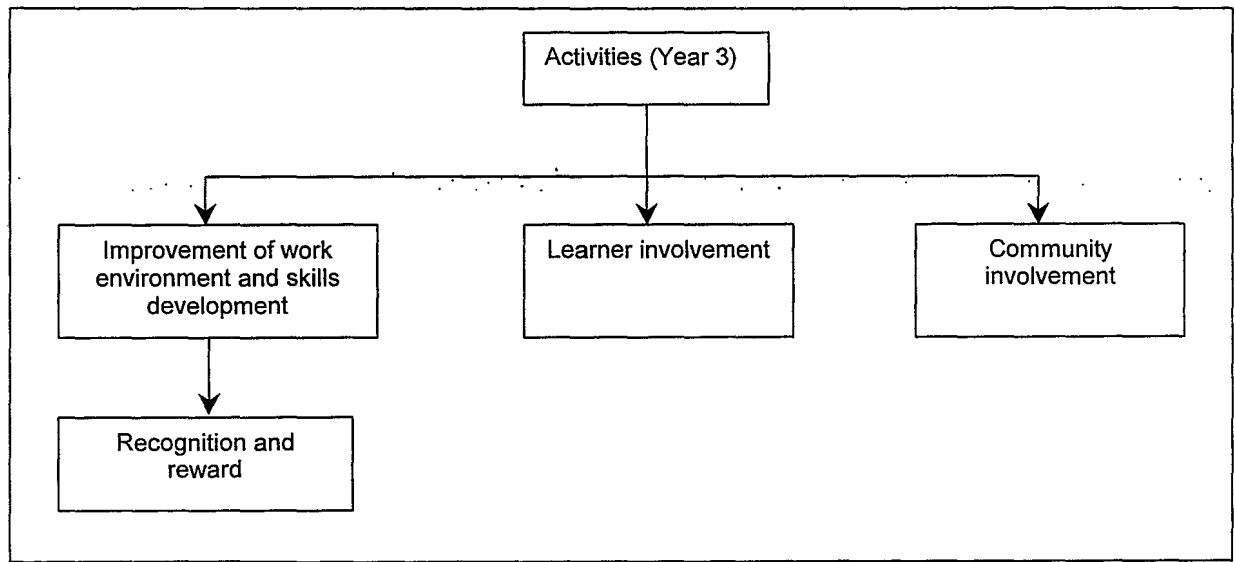
<ul style="list-style-type: none"> • Build relations with customers (see 6.6.2.2.1) 	<ul style="list-style-type: none"> • Principal/deputy • HOD's 	<ul style="list-style-type: none"> • The principal as supplier delivers educational and diverse services to educators, learners, parents and school workers (see 6.6.2.2.1). • The customer-supplier relationship is put into reverse when those 'customers' provide services to the principal. The 'customers' then become the suppliers while the principal is to be perceived as the customer, e.g. the principal is the customer of the educator when he/she pays an evaluation visit to the educator (see 6.6.2.2.1). • The educator is the supplier of educational skills and knowledge to the learner. The relationship is reversed when the learner has an assignment or homework to do, then the learner becomes the supplier of work and the educator the recipient or customer (see 6.6.2.2.1). • Build relationships with parents through involvement on parent committees, the SGB, parent meetings and regular communication via newsletters. Parents should be treated as customers with a special relationship to the school: as sponsors of their children's education and to provide support at home (see 2.7.1). • Establish close links with primary schools as feeder schools, and with the business community to ensure their goodwill towards the school (see 6.6.2.2.1). • Build partnerships with customers inside and outside the school (see 2.8.1). 	<ul style="list-style-type: none"> • Use the term 'customer' (business terminology) with circumspection in the school environment. (see 2.9; 6.6.2.2.1). • Customer service is a series of transactions between suppliers (providers) and customers (recipients). Each transaction should produce an output designed to meet customer needs. The customer-supplier relationship between the school and its customers forms the basis for all activities (see 2.8.1; 2.2.2.2; 3.2.3; 3.4.2; 3.4.4; 4.7). • Learners are the primary customers of the school (see 2.7.1; 4.4; 6.6.2.2.1).
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<ul style="list-style-type: none"> • Monitor customer needs (see 6.6.2.1.2; 6.6.2.1.3; 6.6.2.1.5)) 	<ul style="list-style-type: none"> • Principal • Deputy principal(s) • HOD's • SGB • Team leaders • Educators • Learner leaders 	<ul style="list-style-type: none"> • Collect data to measure customer satisfaction. Use data collection techniques, e.g. individual interviews with learners, feedback from universities on alumni, consultation, surveys and questionnaires and benchmarking (see 2.8.1; 6.6.2.1.2; 6.6.2.1.5). • Apply listening and learning strategies, e.g. building of relationships, focus groups, and critical incidents such as complaints, interviewing and factor analysis (see 3.4.4; 6.6.2.1.1). • Determine and anticipate the changing needs and expectations of future learners. Consider demographic data and trends, changing requirements of graduates in the workplace, changing local, provincial, national and global requirements and education alternatives for prospective learners (see 3.4.4; 6.6.2.1.2). • Develop a capacity for prompt and flexible response to the needs of learners and stakeholders (agility) (see 3.4.4.3; 6.6.2.1.3). • Utilise existing school representative structures to channel customer responses, e.g. grade and class representatives, LRC, and SGB (see 6.6.2.1.3). • Simplify school structures and processes to ensure effective problem resolution (see 3.4.4.3). Ensure accessibility of the principal and educators for learners and parents (open-door policy) (see 6.6.2.1.3). 	<ul style="list-style-type: none"> • The measuring of customer satisfaction is essential to TQM (see 2.2.2.2; 2.2.3; 2.3.2.1; 2.5; 2.6; 2.8.1; 3.2.3; 3.3.3.3; 3.4.2; 3.4.3; 3.4.4; 4.6; 4.8).
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7.4.4 Phase 4: Integrate and expand

In this phase, current processes of quality improvement are integrated and expanded in order to improve the school as a whole (see Par. 3.3.3.4; Figure 7.5; Table 7.4).

Figure 7.5 Activities for integration and expansion



The next table (Table 7.4) provides details of the activities, responsible agents, strategies and the key TQM aspects involved in this phase.

Table 7.4 Integration and expansion

Activity	Responsibility	Strategies/Guidelines	Key aspects
<ul style="list-style-type: none"> Skills development and improvement of work environment (see 6.8.2.2; 6.8.2.3) 	<ul style="list-style-type: none"> Principal/Deputy HOD's Team leaders Team members Educators Learners 	<ul style="list-style-type: none"> Plan for skills and knowledge diversity among staff members, e.g. through a system of internal promotions to create more promotional opportunities and to retain quality people (see 6.8.2.3.4). Provide support to newly appointed staff (see 6.8.2.2.4) Convene regular staff meetings to consult, plan and test educators' ideas during group discussions. Establish development plans for academy, sports and cultural activities (see 6.5.2.1.6). Arrange for educators to meet in teams to discuss ways of improving their work through the modification of existing processes (see 6.8.2.2.4). Address stress-related behaviour of educators through the creation of good relationships, staff participation, and moral and mental support (see 6.8.2.3.1). 	<ul style="list-style-type: none"> A safe and healthful work environment and support climate that contributes to the well-being, satisfaction and motivation of all staff (see 6.8.2.3.1). Be open to new ideas and innovation, e.g. to improve discipline and punctuality and facilitate expertise of external agents to improve skills and knowledge (see 6.5.2.1.6). Engage in self-improvement, the improvement of other people and processes within the school (see 2.8.2; 3.4.6). Group discussions of educators are aimed at fostering the collaborative development of a true learning environment (see 2.8.2).

<ul style="list-style-type: none"> • Recognition and reward (see 6.8.2.3.2) 	<ul style="list-style-type: none"> • Principal/Deputy • HOD's • Educators 	<ul style="list-style-type: none"> • Give recognition to all educators who participate in the quality improvement process, e.g. to acknowledge the contribution of educators who educated learners from grade 8 up to grade 12 for excellent grade 12 results. • Subtle recognition of senior school leaders through visible engagement in TQM in their daily activities, e.g. to behave as a team. • Motivate educators (intrinsic), e.g. mention all good performances, praise them for good work, convey appreciation personally, delegate responsibilities, publish achievements in local press (see 6.8.2.3.2). • Motivate educators (extrinsic), monetary compensation and incentives (see 6.8.2.3.2). • Evaluate staff well-being, satisfaction and motivation regularly (see 6.8.2.3.3). 	<ul style="list-style-type: none"> • Recognise participation in the quality improvement process, and not only successful solutions and achievements (see 6.8.2.3.2).
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<ul style="list-style-type: none"> • Involvement of learners in quality improvement (see 6.5.2.1.3; 6.9.2.1) 	<ul style="list-style-type: none"> • Principal/Deputy • HOD's • Team leaders • Educators • Learners 	<ul style="list-style-type: none"> • Ensure sufficient human resources and effective teaching. • Equip learners with multiple learning skills, e.g. process skills, lifelong learning skills, academic skills and life skills (see 6.5.2.1.3; 6.6.2.1.1). • Prepare learners to become self-directed and take a high degree of responsibility for managing and assessing their own learning (active learning skills) (see 4.5). • Prepare educators to facilitate active learning, e.g. learner projects, use of multi-media and technological aids, experimentation, etc. (6.9.2.1.4; 6.9.2.1.5; 6.9.2.2.2). • Evaluate all learners continuously (formative assessment) to measure and control learning early in the learning process. Formative assessment can provide information with which to make real-time improvements in teaching methods, techniques and approaches. Approaches to formative assessment: regular control of learners' homework, projects, portfolios, journals, observations of the learning process and learning outcomes, discussion groups, self assessment, regular tests and examinations (see 3.4). • Involve business enterprises to assist with quality assurance ratings of vocational subjects (networking) (see 4.3). 	<ul style="list-style-type: none"> • Process skills: knowledge, application of knowledge, problem solving, learning skills, interpersonal skills, character development, critical thinking skills, conflict resolution, decision making, listening, team building and citizenship (see 3.4.4.3). • Equip learners with lifelong learning responsibilities: willingness to learn understanding tasks and a willingness to co-operate, determination to understand concepts, develop responsibility, self-discipline and self-direction and active involvement and willingness (see 3.3.3.4).
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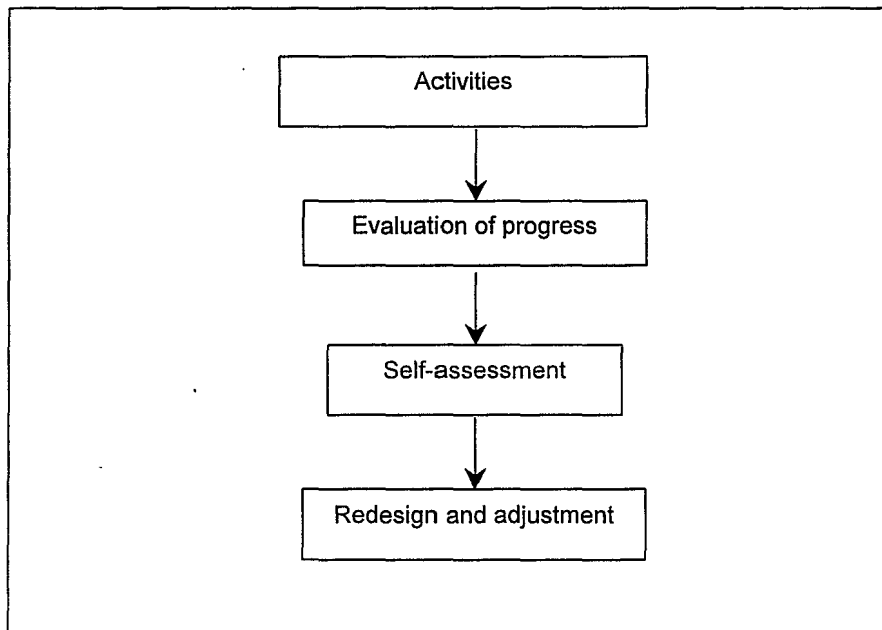
			<ul style="list-style-type: none">• Develop learners' academic skills: learners equipped with skills to work independently, conduct research, debating in and outside the classroom, and develop an inquiring mind and own opinion (see 6.6.2.1.1).• Equip learners with life skills: values and norms, emotional intelligence, assertiveness, punctuality, self-confidence, hard work and perseverance (see 6.6.2.1.1).• Assist learners in applying quality principles and processes (see 3.3.3.4)
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<ul style="list-style-type: none"> • Community involvement (see 6.4.2.2) 	<ul style="list-style-type: none"> • Principal/Deputy • Team leaders • Educators • Learners 	<ul style="list-style-type: none"> • Sensitise learners to take initiative in reaching out to vulnerable people in the community, e.g. campaigns to make the youth aware of life-threatening diseases and poverty (see 6.4.2.2.2). • Prepare learners for their future role in society, e.g. what it takes to feature in a competitive society, familiarise them with their public responsibilities, and encourage learner involvement in community structures (see 6.4.2.2.3). • Reach out to low performing schools to assist with teaching methods, learning resources and management practice (networking) (see 6.9.2.1.6). 	<ul style="list-style-type: none"> • Establish a climate for community involvement (see 6.4.2.2.2; 6.4.2.2.3).
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7.4.5 Phase 5: Evaluation

All participants have to be involved during this phase of regular reviews of the school's TQM programme to determine the effects of all investments and efforts. This is the time to refocus and reinvigorate the school's overall strategies and to maintain alignment and commitment. Senior managers and all implementers need to coordinate the process of self-evaluation conducted by teams. During this phase, the successes or failures of the process will dictate whether these processes have to be completely redesigned ("re-engineering") (see Par. 3.3.3.5; 6.9.2.2.3; Figure 7.6; Table 7.5).

Figure 7.6 Activities for evaluation



The elements of the evaluation process are captured below in Table 7.5.

Table 7.5 Evaluation

Activity	Responsibility	Strategies/Guidelines	Key aspects
<ul style="list-style-type: none"> Evaluation of progress (see 6.4.2.1.5; 6.7.2) 	<ul style="list-style-type: none"> Everybody 	<ul style="list-style-type: none"> Measure the effectiveness of all aspects of the school's operations (see 2.2.2.2; 2.2.3; 2.4.2; 2.5; 2.7.5; 2.8.1; 2.8.2; 3.4; 6.9.2.2.3). Detect problems early through informal deliberations among educators (see 6.4.1.1). Convene management and staff meetings to afford people opportunities to discuss problems and suggest solutions Review the school's overall performance annually to identify weaknesses. Document the strengths and weaknesses of the school's action plan (see 4.9). 	<ul style="list-style-type: none"> Use baseline data as quality indicators (see 2.8.1). Select, manage and use data and information for measuring customer satisfaction and operational progress (see 2.8.1). Data collection techniques to collect, analyse and understand relevant data (see 2.7.5; 2.8.1; 6.7.2).

<ul style="list-style-type: none"> • Self-appraisal (see 6.9.2.1.5; 6.9.2.2.3) 	<ul style="list-style-type: none"> • Everybody 	<ul style="list-style-type: none"> • Conduct regular evaluation and self-appraisal of all school operations and learning activities. 	<ul style="list-style-type: none"> • Establish a climate in which principals, educators and learners are empowered to continuously evaluate and improve their own productivity and services (see 2.8.2). • Use external quality assurance systems e.g. ISO 9000 (International), Malcolm Baldrige Education Criteria for Performance Excellence (USA), and Whole School Evaluation (RSA), to conduct internal quality assurance (see 3.4).
<ul style="list-style-type: none"> • Redesign and adjust processes and structures (see 6.9.2.2.3) 	<ul style="list-style-type: none"> • Principal/Deputy • HOD's • Team leaders 	<ul style="list-style-type: none"> • Take corrective actions to ensure future improvement (see 6.5.2.1.6). • Redirect resources to adapt to new needs. 	<ul style="list-style-type: none"> • Apply best practices (benchmarking) from other quality schools and organisations (see 6.4.2.1.5).

7.5 CONCLUSION

In this chapter, a management strategy was constructed from the literature study and empirical research. The strategy indicates that the values and beliefs that define the school's culture and direct peoples' actions are based on TQM assumptions. The aim of the management strategy is to provide senior school leaders of secondary schools with guidelines to improve the effectiveness of their schools in terms of TQM. The management strategy intends to be exemplary and may be tailored to meet the needs of individual schools.

The challenge to school managers set by this strategy is to develop a work culture that is conducive to quality improvement and that provides the context for all work in the school. The interconnected phases of the strategy are school management team commitment, preparation for implementation, the launch of the process, integration and expansion of the process and evaluation.

In the management strategy, provision is made for 5 distinctive phases of implementation, which form part of an integrated and continual process of quality improvement (see 7.4). The implementation of TQM is a process and should, therefore, be phased in over time.

The focus of the management strategy is on core strategies/guidelines and key TQM aspects and not on action plans. Schools have to develop their own action plans according to their particular circumstances and requirements.

The next chapter consists of a summary, findings and recommendations of this study.