

CHAPTER 7

AN INDUCTION PROGRAMME FOR NEW SCHOOL PRINCIPALS IN BOPHUTHATSWANA

7.1 Introduction

Despite the growing awareness of the importance of the principal as the key ingredient for success in schools as illustrated by research on school effectiveness (cf. 3.8), reforms of the administrator preparation programmes in some states in the USA (cf. 4.2.1), efforts made by UNESCO, and the Commonwealth Secretariat in the training of school principals in Commonwealth countries in Africa (cf. 4.4.2), little attention is being paid to developing comprehensive induction programmes for beginning school principals, more especially in developing countries like Bophuthatswana. Similarly, little is being written about successful induction programmes in developing countries. The importance of the principal as the heart that propels the school forward, and the absence of well-developed induction programmes in a way justify the focusing on the development of the induction programme for newly-appointed school principals.

From the theoretical framework provided in chapters 2, 3 and 4, and the empirical investigation conducted in chapters 5 and 6 (that form the basic rationale for supporting new principals), a comprehensive induction programme is developed in this chapter. As stated in chapter 1 (cf. 1.3), the main purpose of this study is to develop an induction programme for new school principals in Bophuthatswana.

Important issues in the development of the adult education programme are initially given some attention in order to provide extra lenses in the development of an induction programme for new school principals. Though more attention is focused on the development of the induction programme, implementation of the proposed programme is also considered.

7.2 Frames for developing an induction programme

The development of the induction programme is guided by assumptions about models as attempts to represent the reality. The induction model attempts to deal with major areas of concern in helping the new principal to jump the first hurdles. Because this chapter develops an induction model, attention is given to explaining some models employed in the development of adult education programmes. Initially the term **model** is explained.

The term **model** is one of the most ambiguous in the vocabulary of the social science (Mounton & Marais, 1988:138). For example, model and theory are frequently used as synonyms. A general model for induction of new school principals could be based on models from industries, or on interviews with practitioners in the field as well as observations conducted.

Models as the basis of analogies play a role in scientific research - that is, in the creation of a theory. Theory provides the practitioner with the conceptual tool to analyse the problem and develop an alternative solution to the problem. In the induction model attempts are made to represent the dynamics of the unknown, illustrating the relationship between major elements of induction in a simplified form.

An induction model can not pretend to be more than a partial representation, because certain features or characteristics that are seen not be more important are excluded, for example in the proposed induction programme the role played by teachers and students in the induction of the new principals are not given the full attention.

The model also suggests new areas of research because certain relationships, like the relationship between providers of the induction programme and the agencies that help to provide the theoretical frame of management skills are highlighted. To cite an example - in this study the relationship between the Department of Education as the provider of the induction programme and the university as an agency that helps to provide the theoretical tools is revealed.

Mouton and Marais (1988:141) provide the following characteristics of a model:

- * Models identify central problems or questions concerning a phenomenon that ought to be investigated.
- * Models limit, isolate, simplify and systematize the domain that is investigated.
- * Models provide new language games or a universe of discourse within which the phenomenon may be discussed.
- * Models provide explanations, sketches and the means for making predictions.

Therefore, a model provides questions, pointers and directions for inquiry which if pursued, lead to a better understanding of the phenomenon under investigation. An induction model, therefore, provides an explanatory sketch of the induction process. However, it may not provide a complete explanation of the phenomenon **induction**.

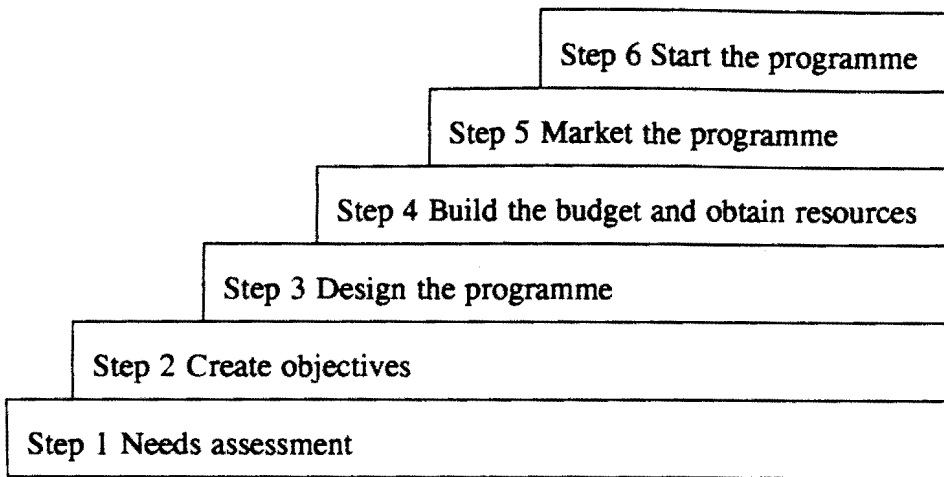
7.2.1 *Linear model*

In the development of an adult education programme like the induction programme for new principals, the linear model could be employed. In this model the development of the adult education programme has six steps as displayed by Fig. 7.1:

- Step 1: The first step is to determine the needs of the target population. In this study the induction needs of the newly-appointed school principals are underlined in chapters 2,3,4,5 and 6.
- Step 2: The needs are converted into objectives.
- Step 3: Design the programme to meet the identified needs and actualise the goal of the programme.
- Step 4: Build the budget and obtain the resources.
- Step 5: Market the programme.
- Step 6: Start the programme.

These steps could be conceptualised as follows (Kowalski, 1988:95):

Fig. 7.1: A LINEAR MODEL



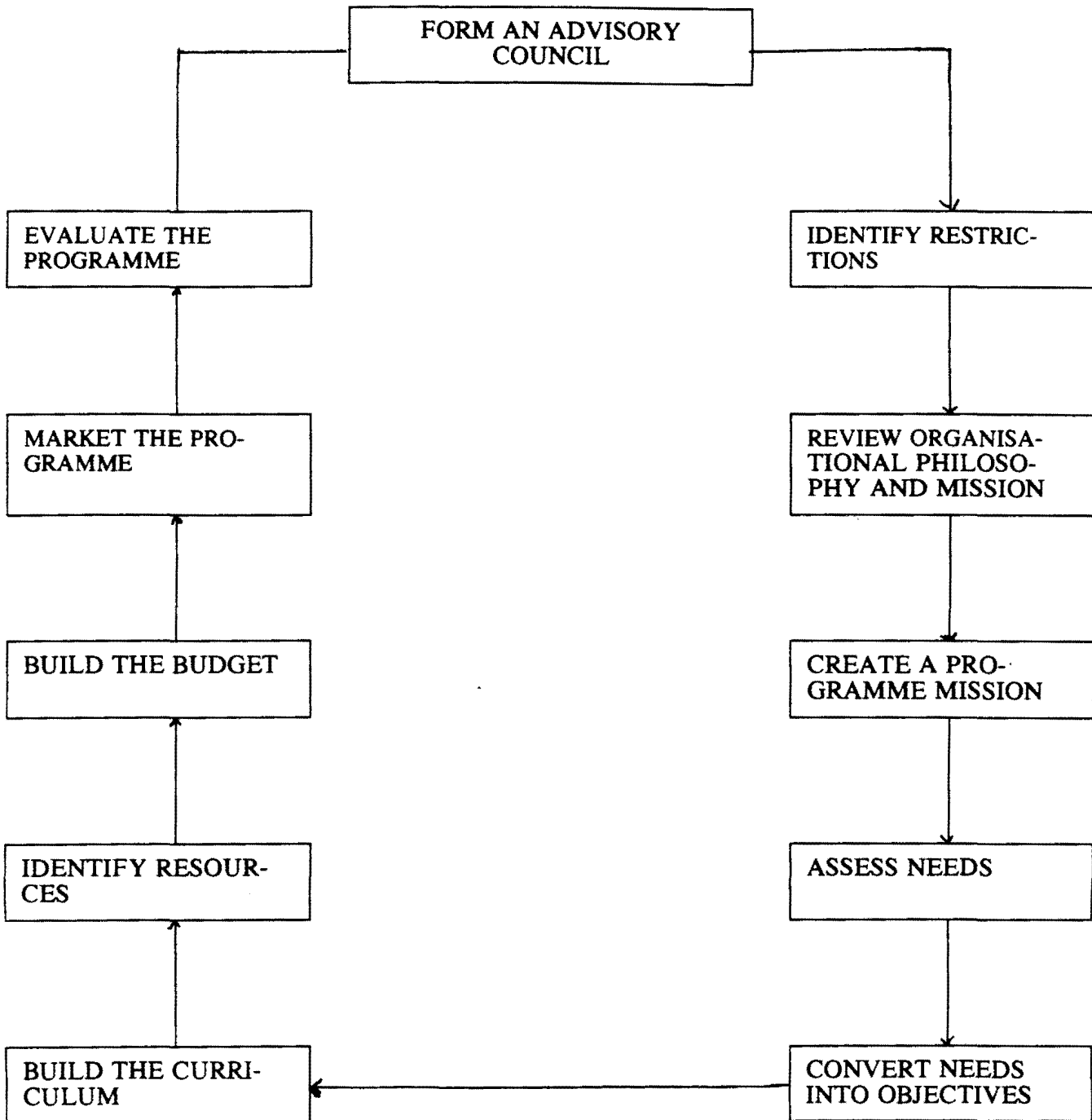
The linear model (Fig 7.1) provides a logical path for developing an induction programme. It is simple and straightforward without complications. However, the model fails to take environmental factors and organisational context into consideration.

Because of the complex nature of the induction of new school principals, and the broader objectives of the programme to meet the needs of the organisation, and the new principal, another approach in the development of the adult education programme like the induction of school principals is presented.

7.2.2 *An integrated approach to the development of an adult education programme*

This approach views the planning of the adult education programme as an on-going activity as illustrated by Fig. 7.2. This implies that the adult education programme should adjust to the changing social and political landscape. It calls for more critical thinking on what the programme proposes to do. To ensure strong collaboration among all stakeholders, in line with the current debate about democratisation of organisation, a broader perspective in the development of an induction programmes for school is essential.

Fig 7.2 CRITICAL STEPS IN PLANNING ADULT PROGRAMMES

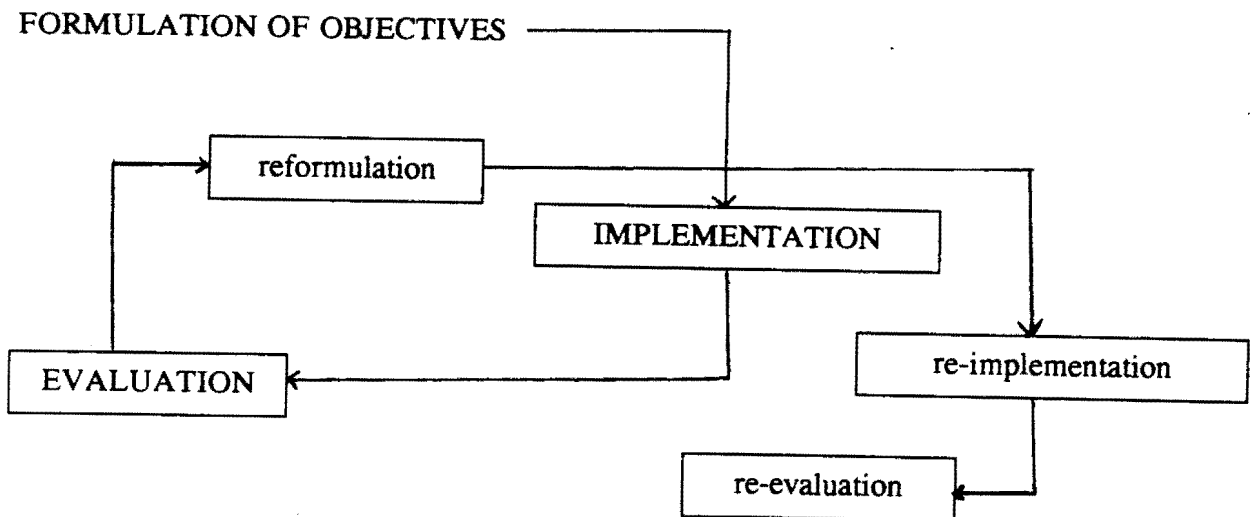


Source: Kowalski, 1988: 101.

Fig 7.2 provides an integrated model for the development of the induction programme for new school principals. This model has eleven steps. The first step, according to this model, is to establish an advisory council to facilitate the development of the programme. This is the most important step that highlights the difference between the linear model and the integrated approach.

From these two models of the development of an adult education programme three major components of the development of an adult education programme could be summarised as indicated in Fig. 7.3

Fig 7.3 PLANNING PROCESS OF THE DEVELOPMENT OF AN INDUCTION MODEL



The proposed New Principal Induction Programme (NPIP) includes a number of components of the linear model and the integrated model because of its complexity. The induction model involves a number of role players and induction activities as revealed by the literature review (cf. 2.7, 4.2.3, 4.3.6, 4.5.3, 4.5.4).

7.3 New Principal Induction Programme (NPIP) in Bophuthatswana

An overall picture of the proposed NPIP is provided in Fig. 7.4. Because of the complex nature of the New Principal Induction Programme (NPIP), a holistic view of the programme is provided, and later the major components are discussed (see Fig.7.4). Initially, the mission and objectives of the programme are outlined.

*** Definition**

An induction programme is a well-structured comprehensive professional development plan, with clearly articulated objectives designed to develop, among newly-appointed school principals, the knowledge, skills and attitudes and values needed to carry out their roles effectively (cf. 2.2.2). The induction programme is designed to address the induction needs of the inductee, to address problems of the newly-appointed principals (cf. 2.5).

*** Need assessment**

In developing an induction programme due attention is to be paid to the needs of the target group, namely new school principals. In simple terms needs could be viewed as the gap between what is present and what is required. Various strategies were employed in determining the needs of the new school principals, as highlighted in the chapters 2, 3, 4, 5, and 6.

In order to determine the induction needs of the new principals, an in-depth literature study was conducted in chapters 2, 3 and 4 on the problems facing new school principals and critical skills for beginning was conducted. Furthermore, chapters 5 and 6 provided an empirical investigation of the problems and critical skills for new school principals. These problems facing new principals and critical skills for beginning

principals to some extent reveal the induction needs of new school principals.

Without employing the needs assessment survey, new principals could see the induction programme that fails to address their felt needs as most inappropriate, so the first step in the design of the programme was to establish the needs of new school principals.

7.3.1 Rationale for the New Principal Induction Programme (NPIP)

The programme is designed for new school principals in Bophuthatswana, to help them to be more effective in their entry years (Fig. 7.4). The improvement of the quality of education depend greatly on the quality of the managerial capabilities of school leaders (cf. 2.1, 2.5.4).

The New Principal Induction Programme (NPIP) is developed from well-founded induction needs of beginning principals. Most of the new principals are plunged into principalships without real efforts being made to help them to get to know the ropes. They need a well-structured induction programme that alleviates the "reality shock" that beginning principals experience in the first years of principalship.

Problems facing new principals are documented in chapters 2, 3, 4 and the empirical investigation conducted in chapter 5 and 6 revealed that beginning principals need real efforts to support them to be more effective in carrying out their roles. New principals do not just need to survive but to be effective in leading their schools.

The high investment in recruiting and selecting suitable candidates for principalships should be maximised by launching a well-structured induction programme for new principals (cf. 2.3). The current practice of paying little attention to the induction needs of new school principals in Bophuthatswana (cf. 2.4), is unhealthy for the professional development of school principals, the improvement of the quality of education, and improvement of the efficiency of the school system.

7.3.2 *Goals and objectives of the NPIP*

Without clearly articulated goals for the induction of new school principals the programme is doomed to a be failure or could be given a lip service. Broad goals of the programme should be formulated to guide the development of the programme (cf. 2.5). Without clear goals real investment in the programme can not be made. Clear goals of the programme direct the development, the implementation and evaluation of the programme (cf. 2.5, 4.2).

* Objectives

The establishment of needs forms the basis for the formulation of the induction objectives. The identified needs are converted into objectives.

For the school system the main objective of induction:

- * To increase the retention rate of beginning principals (cf. 2.5.2.4);
- * to minimise early turn-over (cf. 2.2, 2.5.1); and
- * to improve the managerial capabilities of beginning principals (cf. 2.5.2).

For newly-appointed principals the specific objectives of the induction programme could be summarised as (2.5, 4.2):

- * Making the newly-appointed principal feel welcome and secure (cf. 2.5.2.3);
- * helping new principals to carry out their roles effectively and efficiently;
- * encouraging networking and collaboration among new principals and members of the profession;
- * improving pupil learning by improving the managerial capabilities of new principals;
- * providing learning opportunities for new principals to improve their self-awareness and technical and social skills;
- * providing opportunities for self-renewal (cf. 2.2, 4.2.2);
- * helping the new principals to adjust to the new working environment;

- * providing new principals with information about the local community, the school system, faculties and student body (cf. 2.7, 4.2); and
- * acquainting new principals with all circuit officials (cf. 2.5, 2.7).

Without well-structured induction programmes these identified objectives can not be actualised. Induction programmes should clearly specify how these objectives will be achieved. Who is going to do what and when (cf. 2.7)?

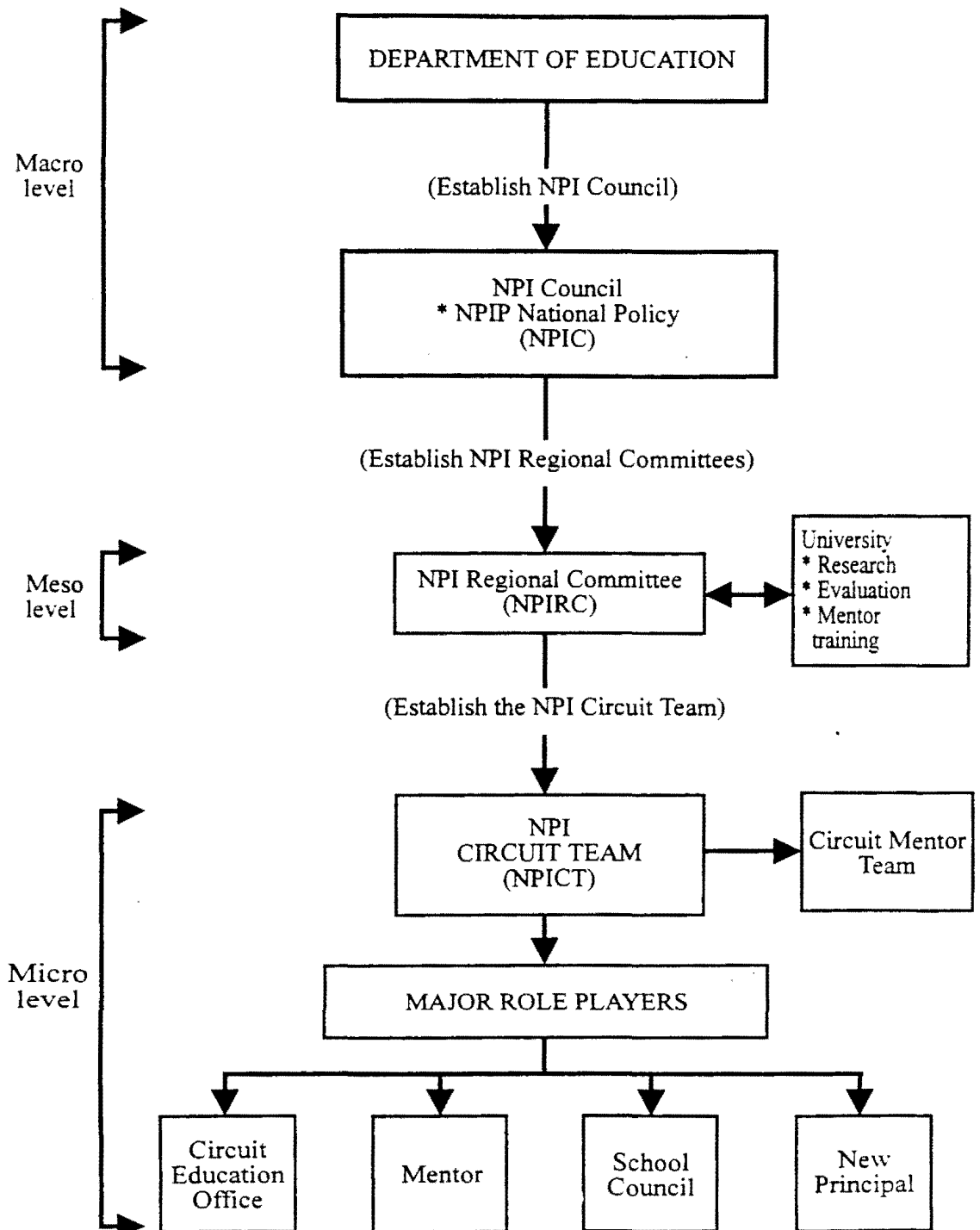
These objectives could be priorities by the new principals or the circuit induction team as they prepare the circuit induction plans to make sure that all attempts are made to achieve the stated objectives.

Furthermore it is important to prioritize the objectives so that the limited available resources could be directed at meeting the objectives that are given the first priority. This also implies that comprehensive budgeting is essential for the implementation of a comprehensive induction programme.

7.4 Development and implementation of the NPIP

In order to ensure that the stated objectives of the NPIP are actualised both the management structures of the NPIP at macro-, meso- and micro-levels are well co-ordinated as well as the operational structure as outlined by Fig. 7.4.

FIG. 7.4 THE DEVELOPMENT AND IMPLEMENTATION OF NPIP: MANAGEMENT STRUCTURE



As indicated in chapter 2 (cf. 2.7.1) the Department of Education should play a key role in the induction of new principals.

7.4.1 Department of Education

The development of the NPIP, because of its complexity, is done at various levels with due consideration taken of the present structures in the Department of Education. To avoid duplication of duties, roles and responsibilities the Department of Education takes the key position in formulating broad policy guidelines for the NPIP (cf. Fig 7.4), in order to harmonize the roles and responsibilities of all structures involved.

The NPIC could also provide guidelines for the induction of the central office professional staff, and newly appointed teachers.

7.4.2 The New Principal Induction Council (NPIC)

For the Department of Education to carry out this role more efficiently it should establish the New Principal Induction Council (NPIC), a body which would act in an advisory capacity to the Secretary for Education as shown in Fig.7.4.

The main function of the NPIC would be:

- To formulate policy for the NPIP;
- to issue a statement of assurance;
- to determine the major role players, their roles and responsibilities;
- to establish the regional committees for the NPIC;
- to consider recommendations from all structures involved in the NPIP; and
- to appoint external evaluators after every five years.

The structure of the NPIC

For the NPIC to carry out its role and functions more efficiently and effectively, its structure needs careful planning to gain acceptance. Initially it should form a wing of the National In-service Education

College (NIEC), which is presently involved in launching in-service courses for school principals (cf. 4.6). The bottom line is that the NIEC should initially take the responsibility for providing resources and services for the NPIC.

The proposed structure of the NPIC:

- * Three members representing the Department of Education (Chief Education Officer responsible for primary education, Chief Education Officer responsible for secondary education and Chief Education Officer responsible for Teacher Training).
- * Two senior officials from the National In-service College.
- * Two representatives from the university (one from the Department of Educational Management, and one from the Institute of Education).
- * One representative of the Principal Council/s.
- * One representative of the Inspectors' Association.

The chairman of the New Principal Induction Council (NPIC) is to be appointed by the Minister of Education, in the first five years and thereafter the chairman to be elected by the (NPIC). The NIEC should provide a permanent secretary for the NPIC.

The broad representation of the NPIC is to give it a more democratic structure, and a certain degree of empowerment to all structures involved in closer co-operation with all parties involved - this is essential for the success of the NPIP.

7.4.3 The New Principal Induction Regional Committee (NPIRC)

Because the number of recruits that will be employed as new principals will differ from one year to the other in each circuit, neighbouring circuits should form regions to co-ordinate and join hands in the induction of new principals. To cite examples - the training of mentors could be done at regional level (cf. Fig. 7.4). Networking and organising seminars and conferences at regional level could be more cost-effective. This will ensure better utilisation of both human and physical resources. For instance, in such a situation Colleges of Education could be used as

venues for workshops, seminars and conferences. Winter institutes could be organised and held at such centres with the necessary facilities.

For the effective implementation of the NPIP, efforts should be made to create NPIP Regional Committees. The 17 education circuits could be divided into three regions in accordance with the recommendations of the Popagano Report (Bophuthatswana, 1978):

- * The North-East Region (Marapyane, Moretele, Makapanstad, Mabopane, Garankua, Jerico).
- * The Central Region (Molopo, Ditsobotla, Setlagole, Lehurutshe, Madikwe, Mankwe, Tlhabane).
- * The South West Region (Taung, Ganyesa, Kudumane, Thaba Nchu).

The main functions of the NPIC Regional Committee would be:

- * To develop regional plans for the implementation and maintaining of the NPIP;
- * to determine the calendar of events for the New Principal Induction Programme at the regional level;
- * to identify available resources for the implementation of the NPIP at the regional level;
- * to provide opportunities for the training of mentors;
- * to participate in the development of the mentor training programme with the university;
- * to facilitate networking of new principals at regional level;
- * to organise regional seminars and conferences for new principals, including winter and summer institutes;
- * to develop the NPIP regional budget;
- * to market the NPIP in order to gain the support for the programme by the public, to attract the business sector to support the programme.

The proposed structure of the NPI Regional Committee

The structure of the NPI Regional Committee should ensure that all stakeholders are represented at a regional level.

- Chairpersons (Circuit Education Officers) of the NPI Circuit Teams.

- Representative/s of the college/s of Education in the region.
- Two representatives of Mentors Circuit Teams.
- One representative of Principals Councils in the region.
- One representative of the new principals in the region.

The chairman of the NPI Regional Committee (who should be one of the Circuit Education Officers in the region) to be appointed by the Department of Education, for the first five years, thereafter the NPIC Regional Committee should appoint its own chairman.

The NPI Regional Committee is responsible to the NPIC.

7.4.4 A university as a partner in the induction of new school principals

A university with a powerful educational management unit should be identified, and its support for the induction of new principals be enlisted. A formal agreement should be made by the University and the Department of Education, concerning the role of the University in the induction of new school principals. The agreement instrument should clearly state when the university should be on stage. The major role of the university could include:

- Providing a clearly stated programme for training of mentors - that is, the university should be responsible for the training of mentors.
- Conducting commissioned research on induction of school leaders, and keep all stakeholders informed about their findings and recommendations. Such research will help planners to reformulate their objectives, implementation strategies as well as evaluation to keep abreast with the developments on the professional developments of school principals.

The university could also provide the theoretical tools on principalship to the new principals through workshops and seminars. So, the university will also benefit by having a closer link with practitioners in the field. The possibility of establishing a principal centre at the identified university should also be explored because such centres also help in providing support to new principals.

7.4.5 *New Principal Induction Circuit Team (NPICT)*

At the grassroots level, the new principals work with the circuit education office. Thus the circuit office takes major responsibility for the implementation and success of the NPIP at micro-level, as outlined in Fig. 7.4.

For a systematic implementation of the induction programme the NPI Circuit Team should:

- * design a circuit induction plan;
- * establish circuit mentoring team;
- * select potential mentors for training;
- * provide opportunities for the meetings of the mentors and mentees;
- * structure the workload of the new principal;
- * provide feedback about induction activities to the NPIP Regional Committee;
- * develop the NPIP circuit team budget; and
- * determine the calendar of events for induction activities at circuit level.

The NPI Circuit Team is constituted by the Circuit Education Office.

The proposed structure of the NPI Circuit Team

- * Two representatives from circuit officials.
- * Three representatives from the circuit mentoring team.
- * Two representatives from the principals' council.
- * Two representatives from the new principals for each school phase (primary, middle and high).

The Circuit Education officer is the chairperson of the NPIP Circuit Team.

7.4.6 *The Circuit Mentoring Team*

The main function of the Circuit Mentoring Team is to

- * determine the circuit policy on the selection of mentors;
- * select mentors;
- * pair mentors with mentees; and
- * provide opportunities for mentors and mentees to meet.

The proposed structure of the Circuit Mentor Team

- * One representative from the circuit office.
- * Three representatives from among the new principals.
- * Three representatives from among the mentors.
- * One representative from the Principals' Council.

The Circuit Education Officer is the chairman of the Circuit Mentor Team. The proposed structure of the Circuit Mentor Team suggests that mentoring is better left in the hands of principals.

7.4.7 *The major role players of the NPIP at micro-level*

The major role players at micro-level as displayed by Fig. 7.4 should understand their roles and be more committed to the actualisation of the NPIP.

7.4.7.1 *The Circuit Education Officer (cf. 2.7.2)*

The circuit education officer as the representative of the Department of Education has to ensure that the programme reaches its desired goals and objectives.

The circuit education office takes the full responsibility of orientating the newly-appointed principal to the circuit. This starts during recruitment and selection. He should see to it that the newly-appointed principal is well informed about the policies and procedures of the circuit. Guides and manuals are provided to the new principal. Roles and expectations are

communicated to the new principal, and authority and powers entrusted to them. cf. 2.7.2).

The circuit office and the out-going principal should orient the new principal to the school. The out-going principal should provide the new principal with specific information on the strengths and weaknesses of the staff. In the absence of the out-going principals, the circuit office provides this needed information (cf. 4.5.3, 2.7.2).

The circuit office and the school council should help the new principal to understand the norms and values of the local community.

7.4.7.2 The mentor (cf. 2.7.3, 3.2.7.3, 4.3.6, 4.5.4)

The selection of mentors and pairing with mentees should be done with great care. Mentors should be willing to help new principals, and be trained in mentoring. New principals should be involved in the pairing of mentors to mentees. The role of the mentor should include:

- * advising the new principals in carrying out his role;
- * providing the needed support;
- * guiding the new principal, and acquainting him with the procedures and norms of the circuit;
- * helping the new principal in learning the needed skills in carrying out his role effectively like self-awareness, technical and social skills;
- * providing formative feedback to the new principal on his management performance.

7.4.7.3 The new principal (cf. 2.7.5, 2.8.2-2.8.4, 4.5.3)

The new principal also takes some necessary steps in his own induction. He should make attempts with the help of the circuit office to meet the out-going principals and learn more about the school, procedures, the culture of the school and staff strengths and weaknesses.

To facilitate his own induction he should carry out the following:

- * read the circuit's written policies;

- * arrange a meeting with the circuit officer responsible for the induction of new principals, and for clarification;
- * get acquainted with the local leaders, tribal authority, key people in the community and leaders of professional organisations.

7.4.7.4 The school council (cf. 2.7.4)

The school council should help the new principal to adjust to the local community by providing:

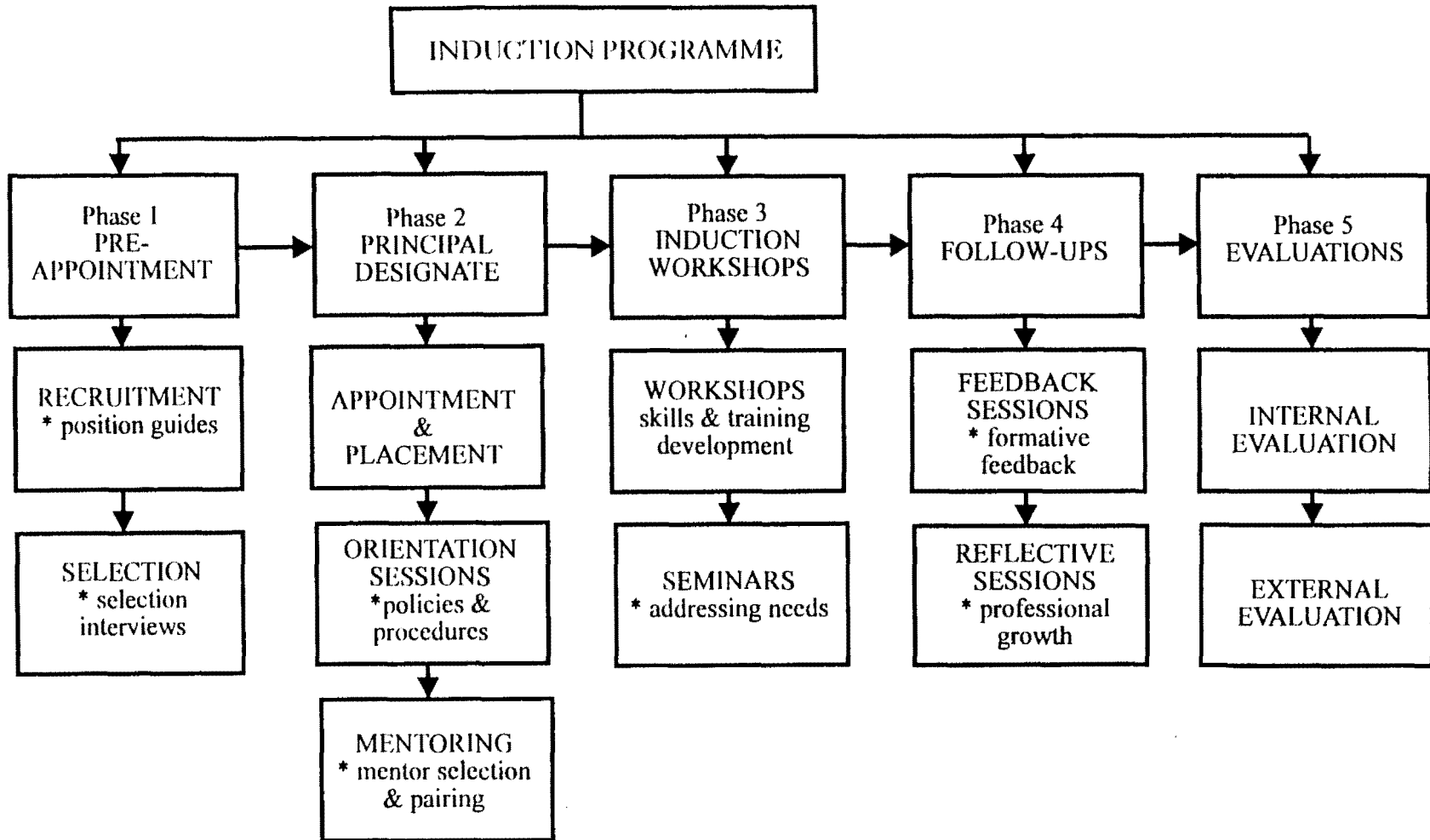
- * procedures of communicating with the tribal authority or the local council (cf. 2.7.2);
- * norms, expectations and values of the local community (cf. 2.7.2, 3.2.7) ;
- * local community structures (cf. 2.7.2, 3.2.7);
- * locating suitable accommodation (cf. 2.7.2, 3.2.1);
- * strategies in mobilising the community support for erection of schools and other community support services needed by the school (cf. 2.7.2, 3.8).

All the major role players in the induction of the school principal should know their roles, and make every effort to carry out those roles as effectively as possible. The circuit officer as the major role player at grassroots level should ensure that there is harmony and mutual respect and better understanding among all role players.

7.5 New principal induction programme

See Fig. 7.5 on next page.

FIG. 7.5 NEW PRINCIPAL INDUCTION



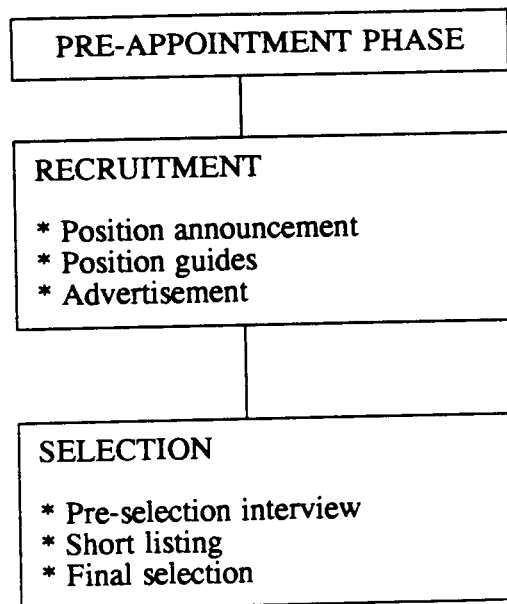
The induction programme proposed consists of five important phases as displayed by Fig. 7.5. Each phase has activities or sub-programmes focused on eliminating problems of new principals, and developing critical skills. These phases are outlined with the help of sketches.

From the empirical investigation it is clear that new principals in Bophuthatswana need more help in skills development. Hence the education programme should focus more on the critical skills needed by the new principals to carry out their roles more effectively.

7.5.1 Phase 1: Pre-appointment

Fig. 7.6 outlines major activities to be carried out in the pre-appointment phase.

FIG 7.6: PRE-APPOINTMENT ACTIVITIES



This phase should offer the opportunity to address the following problems/induction needs:

- understanding school setting (cf. 2.5.2, 2.6.1);
- understanding role expectations (cf. 2.5.2, 2.6.1); and
- understanding conditions of employment (cf. 2.5.2, 2.6.1).

* Recruitment (cf. 2.6.1.1, 2.3.1)

The induction of new principals, according to this model, starts once the vacancy has been announced. The circuit office (superintendent) prepares position guides to help the selection panel and the prospective principals to have a picture of the setting of the school, like the size of the school - that is, the enrolment and size of the staff, as well as the establishment of the school. In a way the position guide forms part of the orientation to the school (cf. 2.3.1). Pre-selection activities are performed to familiarise prospective principals with positions. Candidate and selectors exchange views on position requirements. This exercise is followed by short-listing.

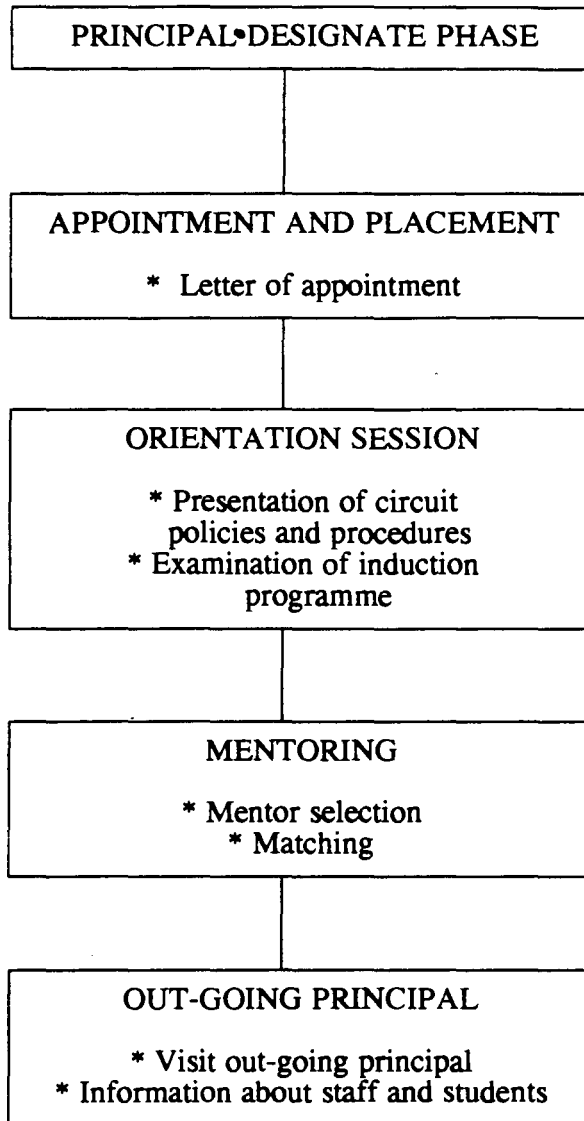
* Selection (cf. 2.6.1.2)

During the selection interviews the prospective principal is provided with a variety of information concerning the school. The interview should provide an opportunity for the new recruit to see the actual setting of the school. The candidate should be provided with full details about his expected role and conditions of employment, and the problems of the school system.

This implies that proper planning of the pre-appointment phase is essential to ensure that the investment in these activities is highly profitable to the system and the individual. The pre-appointment activities should offer an opportunity to the prospective principal to be inducted into his role.

7.5.2 Phase 2: Principal-designate phase (cf. 2.6.2)

The principal-designate phase is a crucial period for both the new principal and the circuit education officer with a number of activities. as outlined in Fig. 7.7.

FIG. 7.7 PRINCIPAL-DESIGNATE PHASE ACTIVITIES

Problems of new principals to be addressed and induction needs to be developed during this phase include:

* **Problems**

- to ensure that the new principal feels safe and secure (cf. 4.2.3.5);
- to effect orientation to system policies and procedures (cf. 4.2.3.5);
- to understand circuit policies and procedures (cf. 4.2.3.4);
- to locate housing accommodation (cf. 3.2); and
- to locate schools for the new principal's children (cf. 3.2).

* **Skills**

- knowing how to relate to the circuit office (cf. 4.2);
- understanding the staff's strengths and weaknesses (cf. 3.2.2); and
- role clarification (cf. 3.2.5).

* **Appointment (cf. 2.3.3)**

A formal letter of appointment should be sent to the new principal to welcome him and offer to give help and support (cf. 4.2.6.3).

* **Orientation (cf. 2.3.4)**

An orientation session for all new principals is organised where circuit policies and procedures are outlined.

* **Mentoring (cf. 2.7.3)**

The mentor for the new principal is selected in consultation with the new principal. Both the mentor and the new principal are provided with the mentoring guide.

A preliminary meeting is organised between the mentor, the superintendent and the new principal. This meeting enables the new principal to know his mentor, and prepare a tentative strategy for the implementation of the mentoring activity.

- * Visit to the out-going principal (cf. 2.8.1)

Visit to the out-going principal to get information on staff and students to be organised.

7.5.3 *Phase 3: Induction workshops, seminars and conferences (cf. 2.6.3)*

During this phase a number of opportunities like workshops, seminars, conferences and mentoring (as illustrated by Fig. 7.8) should be created to help the new principal to internalize the circuit system's expectations and policies and to develop essential skills to carry out their role more effectively.

New principals' needs to be addressed during this phase include:

- * **Administrative issues**

- handling administrative work (cf. 3.3.2.3, 3.8.10);
- budgeting and controlling school finances (cf. 6.6.2.1);
- education law (cf. 3.8.1); and
- time management (cf. 3.2.6).

- * **Systems problems**

- shortage of physical facilities like classrooms (cf. 6.7.1);
- how to deal with pupils who cannot buy books or pay fees (cf. 6.7.1);
- staff accommodation (cf. 6.7.1);
- shortage of teaching grants/posts;
- water supply problems (cf. 6.7.1);
- pupils travelling long distances (cf. 6.7.1).

- * **Technical skills (cf. 3.8.2.1)**

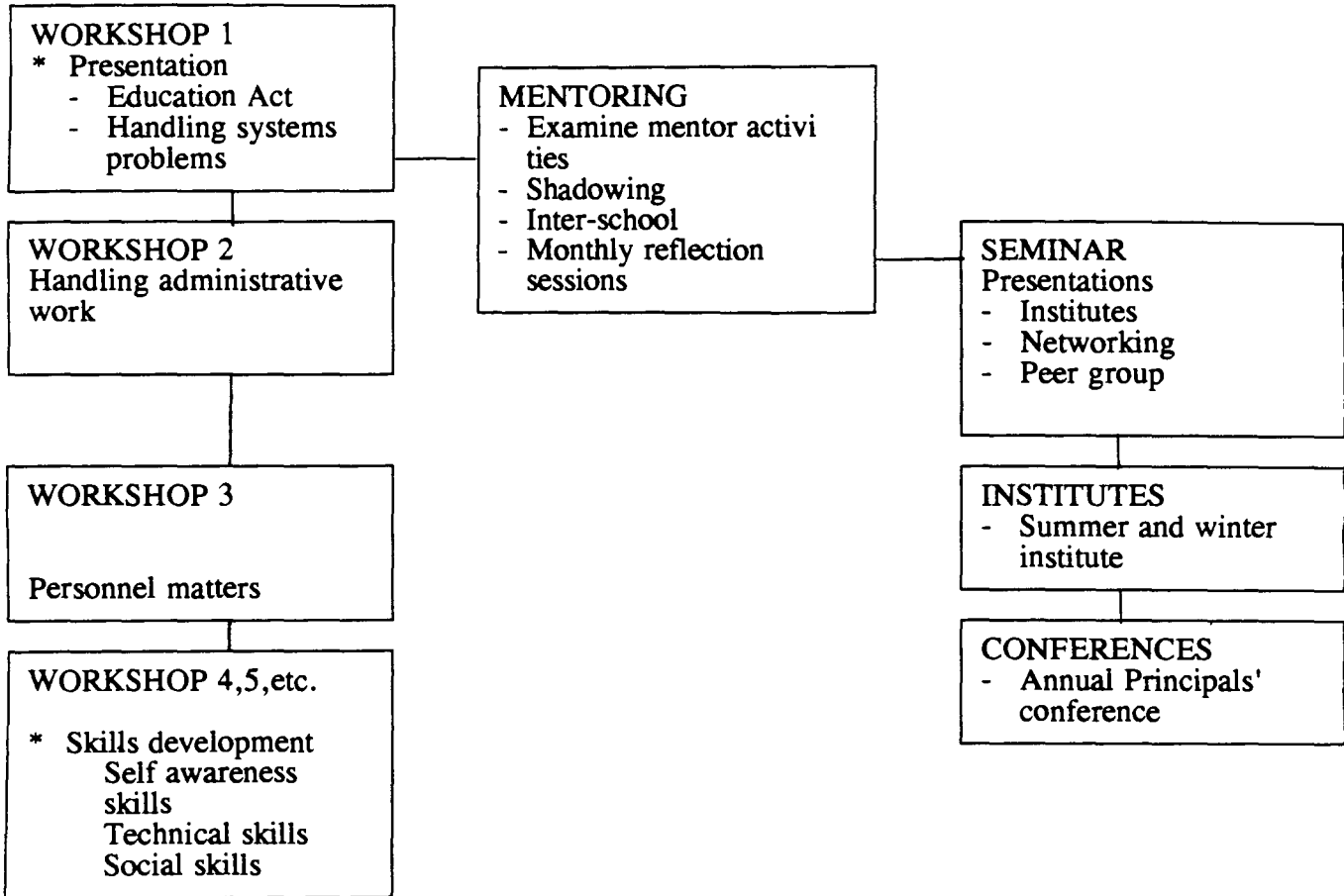
- Selection of deputies for appointment
- Staff evaluation (cf. 6.6.2.1, 3.3.2)
- Conducting effective classroom visits (cf. 3.3.2.1)
- Dealing with incompetent teachers (cf. 3.3.2.2)

- Managing stress and tension (cf. 3.2.1)

- * Self-awareness skills
 - Assessing job responsibilities in terms of the real role of principalship (cf. 6.6.2.3, 6.8.1)
 - Having a vision along with an understanding need to achieve relevant goals (cf. 6.6.2.3, 6.8.1);
 - being aware of one's biases, strengths and weaknesses (cf. 6.2.3);
 - portraying a sense of self-confidence on the job (cf. 6.8.1);
 - understanding that change is ongoing, and that it results in continual changing of visions of principalship (cf. 6.8.1).

- * Social skills
 - knowing how to relate to school council members and central office personnel (cf. 6.6.2.2, 6.8.1);
 - establishing good relations with other circuit officers (cf. 6.6.2.2);
 - having the ability to encourage involvement of all parties in the education community (cf. 6.6.2.2).

FIG 7.8: INDUCTION WORKSHOP - STRATEGIES AND ACTIVITIES



* **Circuit Induction Team**

The Circuit Induction Team organises workshops, conferences and seminars on identified themes like financial management, education law, how to handle an incompetent teacher, management of time, supervision of instruction and evaluation of staff, conflict management. The workshops should also aim at equipping new principals with the essential skills such as self-awareness skills technical and social skills (cf. 6.6).

Workshops as outlined in Fig 7.8 should be spread over two years.

* **Mentoring (cf. 4.2.3)**

In this phase the mentor should proceed to work closely with the mentee as revealed by Fig 7.7. The mentee visits the mentor for structured observations, shadowing and discussion time for interschool visits. Time for these activities by the mentor and the mentee should be set aside.

The following induction seminar and conference strategies should be planned and phased in stage by stage:

* **The institutes (cf. 4.2.3)**

The institutes focus on identified themes or a narrow range of related themes. They offer the opportunity for both new principals and veteran principals to share ideas on a number of issues (cf. 4.2.3, 4.2.3)

* **Networking (cf. 4.2.3)**

This involves linking new principals in different circuits for sharing common problems, and effective strategies of solving the problems. Networking helps to solve the problems of isolation. Seminars organised at a regional level offer better opportunities for networking (cf. 4.2.3)

The fundamental assumption of networking is that collegiality is a desirable goal for helping leaders. Common objectives to be pursued are

identified by the participants. Individuals who share common problems are able to meet together to gain support from colleagues.

* Peer group idea-sharing (cf. 4.2.3)

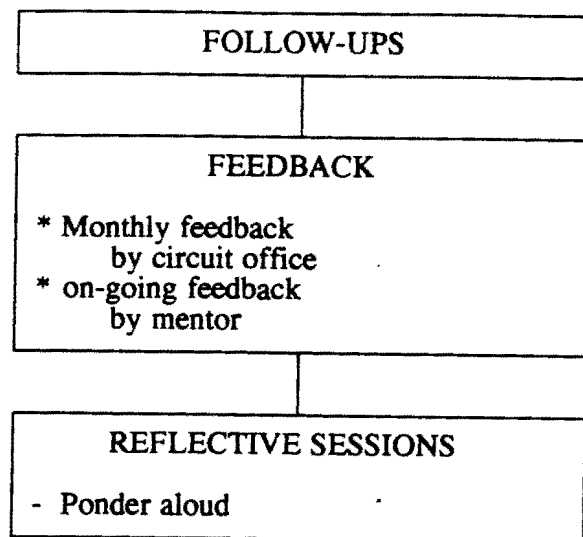
It enables the new principals to meet in a non-judgemental manner. It offers new principals opportunities to learn new skills and strategies in shadowing , collecting data, and reflective interviews. It allows new principals to reflect on the nature of their job responsibilities. By sharing ideas new principals gain a better picture of the dynamics and complexities of principalship. They learn how other principals lead their schools (cf. 4.2).

7.5.4 *Follow-up phase (cf. 2.6.4)*

Activities to be carried out during the phase are clearly outlined by Fig. 7.9.

The circuit office should provide guidelines for follow-up visits. These visits are important to clarify assignments and questions and concerns raised by newly-appointed school principals.

Follow-ups are carried out to establish how far the identified problems have been minimized, and to provide further support to new principals.

FIG 7.9: FOLLOW-UP ACTIVITIES

The frequency of follow-ups visits should be stated in the circuit induction policy. Follow-ups provide effective feedback to the new principal, and also provide a picture of how the new principal is performing.

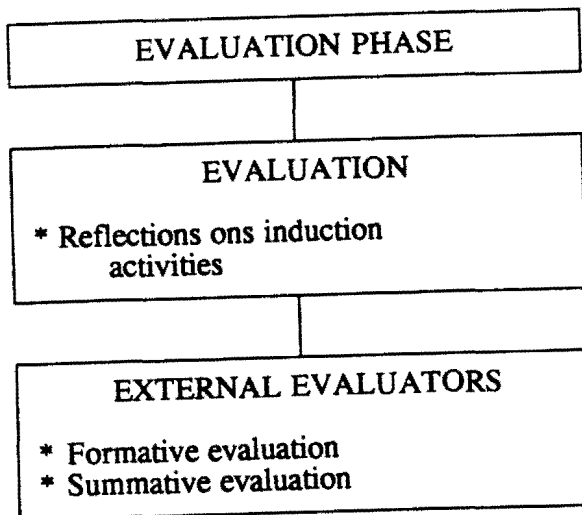
The mentoring component of the induction is important. The mentor also provides assistance and formative feedback to newly-appointed principals. The mentor helps the beginner principal to focus on immediate concerns, to help the new principal to develop a clear vision of what the organisation might become. As indicated by Fig 7.8, provision is made for new principals and mentors to meet and reflect on their observations.

7.5.6 Evaluation phase

The programme evaluation should eventually measure whether the programme objectives were met, and in order to ensure that the activities are properly done, the evaluation team, which could be based at the university, should clearly spell out the objectives of the evaluation. It

should be decided beforehand who will participate in the evaluation, and the time parameters for evaluation should also be stated. Fig. 7.10 shows that the participants should also be allowed to participate in the evaluation of the induction activities.

FIG 7.10 EVALUATION PHASE ACTIVITIES



If the programme is not implemented according to the set plan, reasons for deviating should be stated. The formative evaluation of the programme is conducted at a circuit or regional level, to help in redirecting the induction activities.

Summative evaluation should be conducted after a period of around five years.

7.6 Summary

The NPIP has been outlined to facilitate an understanding of an induction programme for new school principals. The main purpose of the programme is to help beginner principals during their entry years. Ideas on how the programme could be managed are also provided.

The development and implementation of a comprehensive induction programme for new school principals has a number of interrelated structures as illustrated in this chapter (cf. 7.4). Therefore, the induction programme should clearly spell out who is doing what, when, and where.

The involvement of the university is also an interesting feature in developing countries like Bophuthatswana, because it offers powerful theoretical tools in understanding the ship called principalship.

Specific implications of the programme are (cf. 4.2.3, 4.3.6):

- * The programme should focus more on the development of skills.
- * Both new and veteran principals will benefit from the programme through workshops and conferences.
- * Both new and veteran principals will start to look critically at what they are doing as compared to what they should be doing.
- * The profitability of investing in this programme can not be doubted, as it will eventually improve the managerial capabilities of school principals, in particular help new principals to be more effective in carrying out their roles.