


NATIONAL EDUCATION COLLABORATION TRUST

Fresh Start Schools Programme (FSSP)

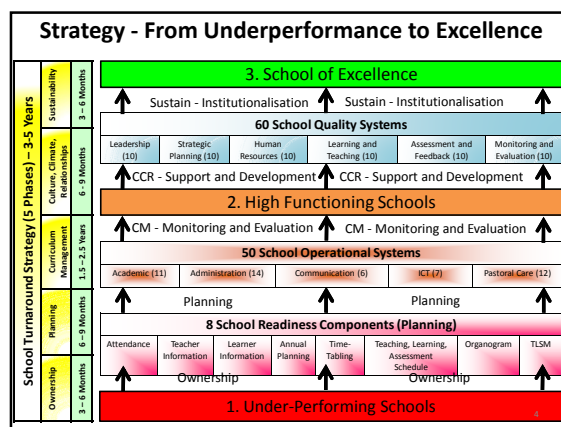
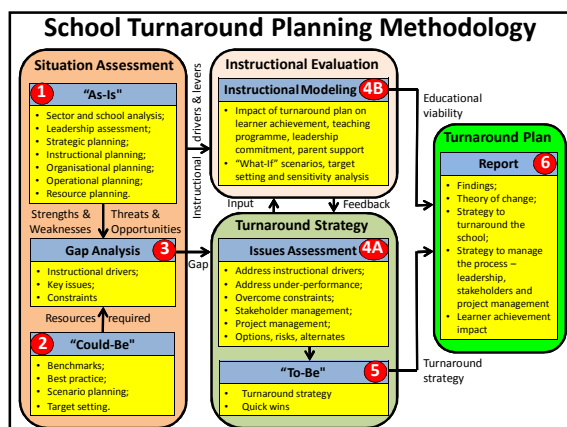
Presenter:
Dr Muavia Gallie (PhD)
Education Moving Up Co.
muavia@mweb.co.za
http://muavia.gallie.blogspot.com
http://superlearningwithadifference.blogspot.com
www.movingup.co.za



Defining FSSP

A dramatic and comprehensive intervention in schools that need urgent and focused attention. The service and support serves to accomplish the following:

1. Produce significant gains in **learning achievement**;
2. Create base conditions to enable transformation towards **high performance and sustained excellence**;
3. Empower schools to embrace, manage and sustain their development through improved standards that guide **self-improvement, and promote self reliance**;
4. Provide these schools with **measures** of ongoing development and performance so that they can **compare themselves to their counterparts** across the country.



50 School Operational Systems					
Academic (11); Administration (14); Communication (6); ICT (7); Pastoral Care (12)					
1.1 Teacher Substitute Management	2.1 Co-Curricular Management	3.1 Admissions Management	4.1 External Doc. Supp. Management	5.1 Funds Management	6.1 Finance and ICT
1.2 External Exams Management	2.2 Discipline Management	3.2 Calendar Management	4.2 Human Resources Management	5.2 Finance Management	
1.3 Internal Exams Management	2.3 Enrolment Management	3.3 Daily Bulletin Management	4.3 Inventory Management	5.3 Fin. Accountability Management	
1.4 Assessment Process Management	2.4 Learning Info Management	3.4 Good News Management	4.4 Human Relations Management	5.4 Data Management	
1.5 Teaching Info Management	2.5 Learner Absence Management	3.5 Parent Info and Communication Management	4.5 Teachers and Learners Risk Management	5.5 Digital Management	
1.6 External Reporting Management	2.6 Rewards/Conduct Management	3.6 SMS Management	4.6 Learner Profile Management	5.6 Network Management	
1.7 Teaching Process Management	2.7 Physical & Mental Health Management	3.7 Feeder Schools Management	4.7 90-investment Management	5.7 Publishing Management	
1.8 Timetable Process Management	2.8 Gifted and Talent Management	3.8 Other Schools Management	4.8 Class groups and Subjects Management	5.8 Document Management	
1.9 Learner Perf. Tracking Management	2.9 Special Needs Management	3.9 Enrolment Management	4.9 Literacy Management	5.9 Website Management	
1.10 Second Chance Management	2.10 Social Support Management	3.10 Volunteerism Management	4.10 School Workshops Management	5.10 ICT Integration Management	

4.6 Learner Profile Management

- Do we know learners beyond their 'results' or 'marks'?
- What are their dreams, aspirations, targets?
- What is the context from which they come from?
- How should we take into account from their context?
- What excites them?
- Are we assisting them to achieve 'what they want' or 'what we want to give'?

1.8 Timetable Process Management

- Policy on timetable assumes prescribed time (27,5 hours) will be honoured per week throughout the year;
- We are still not clear for how many weeks, out of 40 weeks, despite the construction of curriculum based on assumed time;
- What about, when learners and/or teachers are absent? Do they have to 'make up' or 'receive' their 935 hours p.a.?

60 School Quality Systems					
1. Leadership Process	2. Strategic Planning	3. Human Resources	4. Learning and Teaching	5. Assessment and Feedback	6. Data Monitoring and Evaluation
1.1 Leadership Process	2.1 Develop Process	3.1 Work Alloc. & Management	4.1 Learner Care Management	5.1 Core Compet. Determination	6.1 Info and Knowledge Design
1.2 Comm. Effectiveness	2.2 Action Plan Formul.	3.2 Recruit. Plan & Retain	4.2 Learner Knowl. Determination	5.2 Key Process Determination	6.2 Info and Knowl. Manages. Process
1.3 Governance Process	2.3 Resource Allocation	3.3 Prof. K. S. and Application	4.3 Learner Diversity Segmentation	5.3 Process Design & Develop.	6.3 Info and Knowledge Sharing
1.4 Governance Management	2.4 Resource Reflection	3.4 Prof. Ethics, Values & Attrib.	4.4 Learner Content Segmentation	5.4 Process Rec. Determination	6.4 Prof. and Knowl. Measures & Analysis
1.5 Succession Planning	2.5 Sourcing Process	3.5 Prof. Learning	4.5 Teaching Features Determin.	5.5 Implementat. Management	6.5 Prof. and Knowl. Selection and Use
1.6 Financial Process	2.6 Assumpt. Development	3.6 Career Progression	4.6 Learner & Teacher Relationships	5.6 Assessment Preparation	6.6 Data and Knowledge Analysis
1.7 Financial Accountability	2.7 Risk Assessment	3.7 Prof. Management	4.7 Learner Complaints	5.7 Second. Change System	6.7 Data and Knowl. Evaluation
1.8 Financial Transparency	2.8 Resource Commitment	3.8 Perform. Review	4.8 Teacher Complaints	5.8 Learner Feedback Process	6.8 Target Setting Management
1.9 Priority Determination	2.9 Deploy. Management	3.9 Sub. Climate Assessment	4.9 Learner Satisfac. Determination	5.9 Learner Feedback Process	6.9 Success Indic. & Comparison Building
1.10 Priority Decision-Making	2.10 Assess. Management	3.10 School Environ. Impr.	4.10 Learner Expect. and Achievement	5.10 Parent Invol. Management	6.10 Data, Info and Knowl. Reliability

6.8 Target Setting Management

- No school target on pass should be less than 100%;
- Otherwise 'you are planning' for learners to fail!
- Based on their Performance Schedule, increase with 5% as Annual Yearly Progress;
- All those PS marks below 35% should have a target of at least 40%;
- Target should act as evaluation expectation at every assessment event;
- Personalised Learning!

4.10 Learner Expectation and Achievement Agreement

- Every learner indicates his/her dreams (what they want to be beyond schools);
- School assists learners to understand the level of performance which will allow them to 'achieve dreams';
- Learners identify their areas of improvement, and get 'buy-in' from teachers on their expectations;
- School know what they 'prepare' every learners for, in terms of their dreams, and not what schools 'want to offer'!

Change Agents

- 'Best fit' would be the retired Circuit Managers and Principals (with proven turnaround records);
- They know how to manage schools, although from a 'bureaucratic' point of view;
- We focus on their **EXPERIENCE**, while shifting their **THINKING & BEHAVIOUR**;
- Circuit Managers often focus on 'reasons why things are not happening or changing', while Change Agents focus on 'why things have to change, and what they need to do to make things change';
- We have a 'Problem-Solving Approach' to school turnaround – understanding the problem within the context it exist!

Thank You!

Any Questions of Clarity?