Slide 1:

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School Performance Improvement-
"What are the SMT Practices that really impact?"

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2nd SA Basic Education Conference:31 March – 1 April 2014

Slide 2:

Can we identify critical practices?

School Performance Improvement: "What are the SMT Practices that really impact?"

"Is there a set of practices that correlates strongly with improved learner outcomes?"

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Slide 3:

Some of the challenges

The majority of school principals in SA have not been exposed to formal training and development in sound school management practices

Processes leading to the appointment of principals have often been flawed leading to sub-optimal appointments

There is still limited understanding within the Department of the challenges experienced by school principals and on how to meet these challenges

There is insufficient clarity on the role of district officials in relation to developing school management structures and many district officials lack the training to provide guidance to principals on school management issues

Many school principals operate without support and cooperation from their school management teams (SMT's) and school governing bodies (SGB's) with the latter often being unclear of their roles and responsibilities

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Slide 4:

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Performance Management Development Programme

PMDP: Approach

Slide 5:

PMDP Operating Model
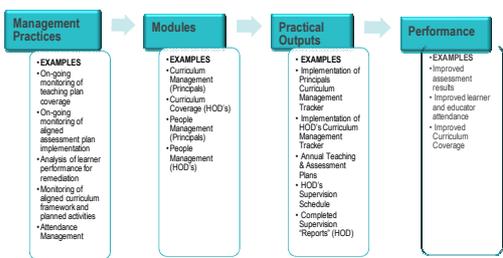
Management Practices	Modules	Practical Outputs	Performance
•EXAMPLES •On-going monitoring of teaching plan coverage •On-going monitoring of aligned assessment plan implementation •Analysis of learner performance for remediation •Monitoring of aligned curriculum framework and planned activities •Attendance Management	•EXAMPLES •Curriculum Management (Principals) •Curriculum Coverage (HOD's) •People Management (Principals) •People Management (HOD's)	•EXAMPLES •Implementation of Principals Curriculum Management Tracker •Implementation of HOD's Curriculum Management Tracker •Annual Teaching & Assessment Plans •HOD's Supervision Schedule •Completed Supervision "Reports" (HOD)	•EXAMPLES •Improved assessment results •Improved learner and educator attendance •Improved Curriculum Coverage

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Slide 6:

Principles Modules

Induction

Module 1: Planning & Direction

Module 2: Curriculum Management

Module 3: People Management

Module 4: School Governance

Module 5: Resource Acquisition & Management

Module 6: Financial Management

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HOD's Modules

Induction

Module 1: Curriculum Management

Module 2: People Management

Example: HOD's Curriculum Management Module Output

An Annual Teaching Plan for 2 Grades

An Annual Assessment Plan for 2 Grades

Implementation of HOD's Curriculum Management Tracker

A completed statistical and diagnostic analysis of a formal assessment using the provided tool along with proof of the remediation actions taken
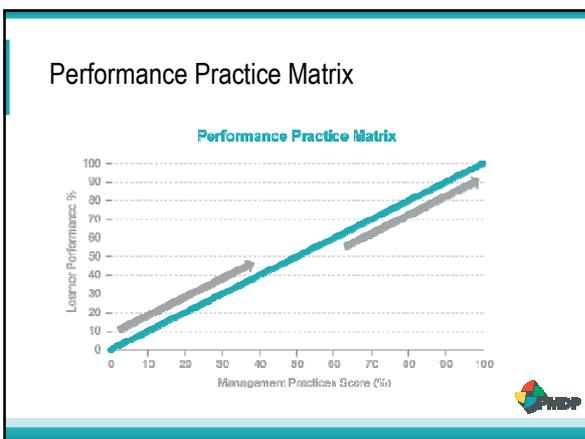
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Management Practices Identification Journey

Hypotheses

" **Key management practices applied in a school will have a direct influence on the results achieved by that school** "

Performance Practice Matrix

Performance Practice Matrix

Learner Performance %

Management Practices Score (%)

Management Practices Identification Journey

In 2011 conducted research on approximately 600 Schools from the 2009 & 2010 Cohort

Established a statistically sound correlation between the top 7 practices and improved learner performance

Follow-Up work was then undertaken, including consultations with other education experts culminating in the establishment of a set of 12 key management practices

These practices inform the PMDP Modules

The process of confirming the 12 identified practices needs to continue and requires further refinement

Practice Performance Correlations

School Type	Practices/Performance								Infrastructure/ Performance	
	All		Top 11		Top 7		Top 1			
	Corr	Sig 2	Corr	Sig 2	Corr	Sig 2	Corr	Sig 2	Corr	Sig 2
Primary	😄 .270	.000	😄 .269	.000	😄 .266	.000	😄 .189	.000	.149	0.005
Secondary	😄 .239	.003	😄 .266	.001	😄 .265	.001	😄 .198	.014	☹ .008	.922

A statistically valid, linear relationship exists between these practices and the school results achieved

A very weak to no statistically valid linear relationship exists between Infrastructure and the school results

Statistically the Top 7 Practices contribute to 7% of the variation in the results at both Primary & Secondary Schools
- Curriculum being monitored and tracked
- SMT Meets Regularly
- Class visits being conducted
- School & Curriculum Management Year Plan in place
- Monthly Financial Tracking
- Educator Absenteeism Managed
- Staff Recognition Procedure in place

Key Management Practices

- Regular monitoring of school development plan implementation
- On-going monitoring of Teaching Plan Coverage
- On-going monitoring of aligned assessment plan implementation
- Analysis of Learner Performance for Remediation
- Monitoring of aligned Curriculum Framework and Planned Activities
- Tracking of LTSM Delivery

- Monitoring of Class timetable Implementation
- Conducting of Class Visits by SMT
- Management of Educator & Learner Absenteeism
- Regular and effective Staff, SMT and SGB Meetings
- Up-to-date records e.g. financial, learner, assets
- Continuous recognition and development of staff

Mpumalanga Application Exercise 2013

- Conducted a baseline assessment on a total of 80 schools participating in the PMDP from Bohlabela and obtained a Practice score for each

- This was at the outset of the programme and was conducted immediately after the Principals & HOD's had attended the Induction module

- The practice score was compared to the participating secondary schools 2012 matric pass Rates, as well as internal school pass rates and ANA Results

- No actual statistical correlation figure was obtained however from plotting the data one could see that the correlation wasn't as strong as we had hoped (See next slide)

Performance Practice Matrix: Secondary Schools (23 Schools)

Secondary Schools: Performance Practice Matrix (2012 matric results/overall practice score)

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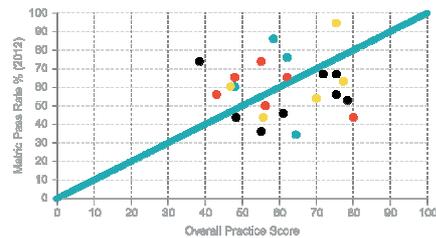
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Refinements Requirements

Refinements Requirements

Improved Tool
- Improve some of the questions as relevant for certain practices e.g. Curriculum Management
- Increase the number of rating options to enable better differentiation between the practices of individual schools

Increased Sample Size
- As an increasing number of schools are worked with this becomes easier

Improved Definitions
- Define each practice and the associated actions more clearly to reduce subjectivity in some of the questions

Improved Process
- Improve skill levels of the assessors to get more consistent rating
- Conduct the practices assessments over a longer period of time to obtain a more accurate assessment of the actual practices in the school

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Interesting questions for further research

Interesting questions for further research

Are the current 12 key management practices the key ones?

How long should they be in place before a consistently proven level of performance is achieved?

To what level can the district support or non-support influence the improvement by a school, even after they have commenced with implementation of these practices?

What is the ideal time of maturity of practices required before they have full impact on learning outcomes?

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Thank You!