

**MANAGING TRANSFORMATION IN
GAUTENG SECONDARY SCHOOLS**

by

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ABSTRACT

An education manager is a transformation manager. In his efforts to transform an institution, he is expected to maintain an improving relationship with the community he is serving. As a school leader, he must preserve the right to allocate and manage resources, empower both the educators and parents, form partnerships with external bodies, provide quality service in the school, as well as execute his duties with perfection and precision.

Our nascent democracy has taken great strides in introducing philosophical and fundamental changes in ushering in a new era in education and policy formulation. This is reflected in the manner in which the government has taken pains to eradicate the disparities that existed in the former education in terms of accessibility, accountability, redress and equitable provision and allocation of resources.

The introduction of Curriculum 2005 (also known as Curriculum 21) ushered in a paradigm shift in the recognition of educational outcomes and the promotion of lifelong learning. Learners are expected to be responsible and eventually live a meaningful, fulfilling life as adults.

Most heartening is the manner in which gender sensitivity penetrates the education circles as a way of protecting the integrity and probity of the rights of women in this country. The swift eradication of gender stereotyping and discrimination by heeding the principles and guidelines expatiated upon in the Employment Equity Act of 1998 will also benefit people with disabilities.

An upswing in violence, crime and the HIV/AIDS pandemic has seen learners, educators and communities traumatised by the nature of the deaths of their loved ones. The education manager is tasked to transform the school by drawing up a security management plan and an HIV policy to map out the school's intentions of resolving the issues.

Quality management as a means of improving the standards of performance in learning and teaching is required to uplift the South African economy. Prioritizing research in education by gathering theoretical and statistical information objectively will help unpack and understand the realities that exist in our communities.

Keywords:

- | | |
|----------------------|-------------------|
| transformation | relationships |
| quality | competence |
| empowerment | excellence |
| partnership | vision |
| education management | capacity building |

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ABSTRAK

'n Onderwysbestuurder is ook 'n bestuurder van verandering. Van hom word verwag om gesonde betrekkinge met die gemeenskap wat hy dien, te handhaaf. As 'n skoolleier moet hy hom die reg voorbehou om hulpbronne toe te ken en te bestuur, beide opvoeders en ouers te bemagtig, 'n vennootskap tussen die skool en buite instansies te vorm, kwaliteitdiens aan die skool te lewer, asook om sy pligte met nougesetheid en presiesheid uit te voer.

Die opkomende demokrasie in die Republiek van Suid-Afrika het groot vordering gemaak om filosofiese en fundamentele veranderings teweeg te bring in 'n nuwe era van opvoeding en beleidsformulering. Dit word weerspieël in die manier waarop die regering dit hul erns gemaak het om die ongelykhede wat voorheen bestaan het, in terme van toeganklikheid en aanspreeklikheid, reg te stel deur die billike voorsiening en toewysing van hulpbronne.

Die loodsing van Kurrikulum 2005 (ook bekend as Kurrikulum 21) het 'n nuwe paradigma-verskuiwing vir die erkenning van opvoedkundig uitkomsgebaseerde onderwysbevordering as 'n lewenslange leeringesteldheid teweeg te bring. Van leerders word verwag om verantwoordelik op te tree en om 'n sinvolle en vervullende lewe as volwassenes te lei.

Bemoedigend is die wyse waarop geslagsgelykheid die opvoedkundige binnekringe van die stelsel infiltreer het om die integriteit en onkreukbare regte van vroue in hierdie land te beskerm. Die vinnige uitskakeling van geslagstereotipering en diskriminasie deur die erkenning van die beginsels en riglyne wat in die Wet op Gelyke Indiensneming 1998 vervat is, sal ook tot voordeel van gestremdes strek.

Die toename in geweld, misdaad en die MIV/VIGS-epidemie het veroorsaak dat die leerders, opvoedkundiges en gemeenskappe getraumatiseer is deur die dood van hulle

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geliefdes. Die onderwysbestuurder se taak is om die skool te transformeer deur 'n sekuriteitsbestuursplan en 'n MIV-beleid daar te stel ten einde die skool se voornemens vir die oplossing van bogenoemde sake te verwoord.

Kwaliteitsbestuur is 'n voorvereiste om die standaard van werkprestasie in leer en onderwys te verbeter asook om die Suid-Afrikaanse ekonomie op te hef. Die beklemtoning van navorsing in die opvoedkunde en onderwys deur die objektiewe insameling van teoretiese en statistiese inligting sal bydra om die realiteite van ons gemeenskappe bloot te lê en om dit beter te begryp.

Kernwoorde:

transformasie	verwantskap
kwaliteit	bekwaamheid
bemagtiging	uitmuntendheid
vennootskappe	visie
onderwysbestuur	kapasiteitsbou

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This volume is presented with the belief that it will address core issues in education, and that it will encourage readers to contribute more towards further research in education and related fields. The above-mentioned could not have materialised if it were not for the involvement of the following people:

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- Mrs Gesina Retief, for the typing.
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DECLARATION

I, MOKGADI AGNES URSULA MOHLAKWANA, declare that

"MANAGING TRANSFORMATION IN CULTURAL SECONDARY SCHOOLS"

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that it was never before produced by anybody in any of the tertiary institutions.

*Do not conform yourselves to the standards of
this world, but let God transform you inwardly
by a complete change of mind ...*

Romans 12:2

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signed:

M.A.U. MOHLAKWANA

.....

DATE

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