

**CAPACITY BUILDING AND SCHOOL MANAGEMENT DEVELOPMENT:
A STUDY OF PRINCIPLES AND PRACTICES OF SELECTED NORWEGIAN
AND SOUTH AFRICAN SCHOOLS.**

by

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DECLARATION

DEDICATION

I declare hereby that all the research done is my own work, and that I have acknowledged all the sources used in this research report.

I would like to thank my supervisor, Prof. J. van der Merwe, for his guidance and support throughout the course of this research. I would also like to thank my family and friends for their support and encouragement.

C.C. van Heerden

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Date: 2002-04-13

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DEDICATION

I dedicate this research to my mother, Corrie van Heerden and my late father, Willie van Heerden. They were both educators who strove for excellence throughout their educational careers. They led by example, and I would strive to be like them. God could not have given me better parents.

Summary

Capacity Building and School Management Development: A Study of Principles and Practices of Selected Norwegian and South African Schools

CARE OF LANGUAGE

I, the undersigned, testify herewith that I was responsible for the care of the language of the thesis: Capacity Building and School Management Development: A Study of Principles and Practices of Selected Norwegian and South African Schools, prepared by Ms Carolien van Heerden.

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Summary

Capacity Building and School Management Development: A Study of Principles and Practices of Selected Norwegian and South African Schools.

In recent times the emphasis fall all the more on the efficient functioning within the school set up. Several international research projects have been undertaken to establish what it is that makes a school function effectively. According to this research, one of the success factors is an exceptional kind of leadership. The importance of effective leadership can never be emphasized enough. With the latter kept in mind, the first section of the study emphasizes leadership in education.

Chapter two addresses the following aspects of educational leadership:

- Effective leadership.
- The different managerial roles of the principal.
- Encouragement of leadership.
- Leadership for school improvement.
- Leadership according to different models of Education Management.
- New leadership values.
- Importance of communication as a management competency.

Seeing that the South African education system is continuously changing, management competencies are required from education leaders in these changing and sometimes unsure circumstances. These ongoing changes lead to greater responsibilities that rest on the shoulders of education leaders (principal, management team) to manage these changes positively. Capacity building and training to address the needs that may arise, are very important. Chapter three addresses the components of Capacity Building that are necessary for our current education system. Components of Capacity Building in chapter three are the following:

- Holistic approach to education management and development.
- Strategic guidelines.

- Guidelines for education management development.
- An overview of major components.
- The meaning of change and the change process.
 - Capacity Building and joint decision-making.
 - Capacity Building Programs.
 - Capacity Building and quality contributors.

With the empirical research and the formal interviews with selected school principals, the research tries to determine the possible problems and needs that may occur in the armour of principals. Background knowledge of schools in Norway and more specifically in Bergen were given, followed by similarities and differences that may arise in selected schools in Norway and in South Africa. Major needs for Capacity Building were identified during the empirical investigation and formal interviews:

- Staff development (SA).
- Listening skills (SA).
- Managing change (SA).
- Financial management (SA).
- Knowledge of motivational theories (SA).
- Maintaining discipline (SA).
- Staff appraisal and commendations (SA & Norway).

Minor needs:

- Conflict management (SA & Norway).
- Time management (Norway).

In chapter five the researcher provides guidelines on how to address the major and minor needs that were determined by means of the empirical investigation. The complexity, diversity and responsibility with which education leaders are confronted in their day-to-day management of the school, demand a penetrating look into Capacity Building for school principals and school management,

because the constantly changing environment demands more competencies from educational leaders on a daily basis.

Key words

- Capacity
- Leadership
- Communication
- Role
- Management
- Education Management
- Capacity Building
- Constructive leadership
- Quantitative research
- Qualitative research
- Empowerment

Opsomming

Kapasiteitsbou en skoolbestuur ontwikkeling: 'n Studie van beginsels en praktyke van geselekteerde skole in Noorweë en Suid Afrika.

In die jongste tyd val die klem al meer op doeltreffende funksionering binne die skool opset. Verskeie internasionale ondersoeke is al onderneem om vas te stel wat 'n skool doeltreffend laat funksioneer. Hieruit blyk dit dat een van die suksesfaktore 'n besondere soort leierskap is. Die belangrikheid van effektiewe leierskap kan nooit genoeg beklemtoon word nie. Met laasgenoemde in gedagte, word die eerste gedeelte van die studie gewy aan leierskap in die onderwys. Hoofstuk twee spreek die volgende aspekte van onderwysleierskap aan:

- Effektiewe leierskap.
- Verskillende bestuursrolle van die skoolhoof.
- Aangemoediging van leierskap.
- Die bydrae van leierskap tot die verbetering van die skool.
- Leierskap m.b.t. verskillende modelle van Onderwysbestuur
- Nuwe leierskapwaardes.
- Belangrikheid van kommunikasie as bestuursbevoegdheid.

Die Suid Afrikaanse onderwysstelsel is voortdurend besig om te verander, wat daartoe lei dat andersoortige bestuursvaardighede vereis word van onderwysleiers in hierdie veranderende en soms onsekere tye. Hierdie voortdurende veranderende omstandighede dra daartoe by dat daar 'n groter verantwoordelikheid rus op onderwysleiers (hoof en bestuurspan) om veranderinge positief te bestuur. Op grond hiervan moet onderwysleiers toegerus wees met kennis en opleiding om leemtes wat mag ontstaan aan te spreek. Hoofstuk drie spreek elemente van Kapasiteitsbou aan wat noodsaaklik is binne die huidige onderwysstelsel. Komponente van Kapasiteitsbou wat aangespreek word in hoofstuk drie is die volgende:

- Holistiese benadering tot onderwysbestuur en ontwikkeling.
- Strategiese riglyne.
- Riglyne vir onderwysbestuur ontwikkeling.
- Oorsig van belangrike komponente.
- Die betekenis van verandering en die veranderingsproses.
- Kapasiteitsbou en deelnemende besluitneming.
- Kapasiteitsbou programme.
- Kwaliteite wat bydra tot kapasiteitsbou.

Met die empiriese ondersoek en formele onderhoude wat met geselekteerde hoofde gevoer is, poog die navorser om die moontlike probleme en leemtes wat mag voorkom in die mondering van die skoolhoofde, te identifiseer. 'n Agtergrondskennis van skole in Noorweë, meer spesifiek in Bergen, word ook gegee, gevolg deur ooreenkomste en verskille wat voorkom in geselekteerde skole in Noorweë en Suid Afrika. Belangrike behoeftes vir Kapasiteitsbou wat vasgestel is tydens die empiriese ondersoek en informele onderhoude is:

- Personeelontwikkeleing (SA).
- Luistervaardighede (SA).
- Bestuur van verandering (SA).
- Finansiële bestuur (SA).
- Kennis van motiveringsteorië (SA).
- Handhawing van dissipline (SA).
- Personeel aanprysing (SA & Noorweë).

Minder belangrike behoeftes:

- Konflikhantering (SA & Noorweë).
- Tydsbestuur (Noorweë).

In hoofstuk vyf verskaf die navorser riglyne vir die belangrike behoeftes en minder belangrike behoeftes soos uiteengesit op die vorige bladsy, wat gemanifesteer het uit die empiriese ondersoek. Die kompleksiteit, diversiteit en verantwoordelikheid waarmee onderwysleiers daagliks gekonfronteer word in hul

dag-tot-dag bestuur van die skool, vereis dat daar indringend gekyk moet word na kapasiteitsbou vir ons skoolhoofde en skoolbestuurspanne, want veranderende onderwys omstandighede vereis daagliks meer verantwoordelikhede van onderwysleiers.

Sleutelwoorde:

- Kapasiteit
- Leierskap
- Kommunikasie
- Rol
- Bestuur
- Onderwysbestuur
- Kapasiteitsbou
- Konstruktiewe leierskap
- Bemagtiging
- Kwalitatiewe navorsing
- Kwantitatiewe navorsing

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