

**HSRC**  
Human Sciences  
Research Council

**TODAY**

**Articulating a common  
transformative vision: Principals  
who are transformative leaders in  
resource constrained schools in  
South Africa**

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# CHAPTER OUTLINE AND ARGUMENT

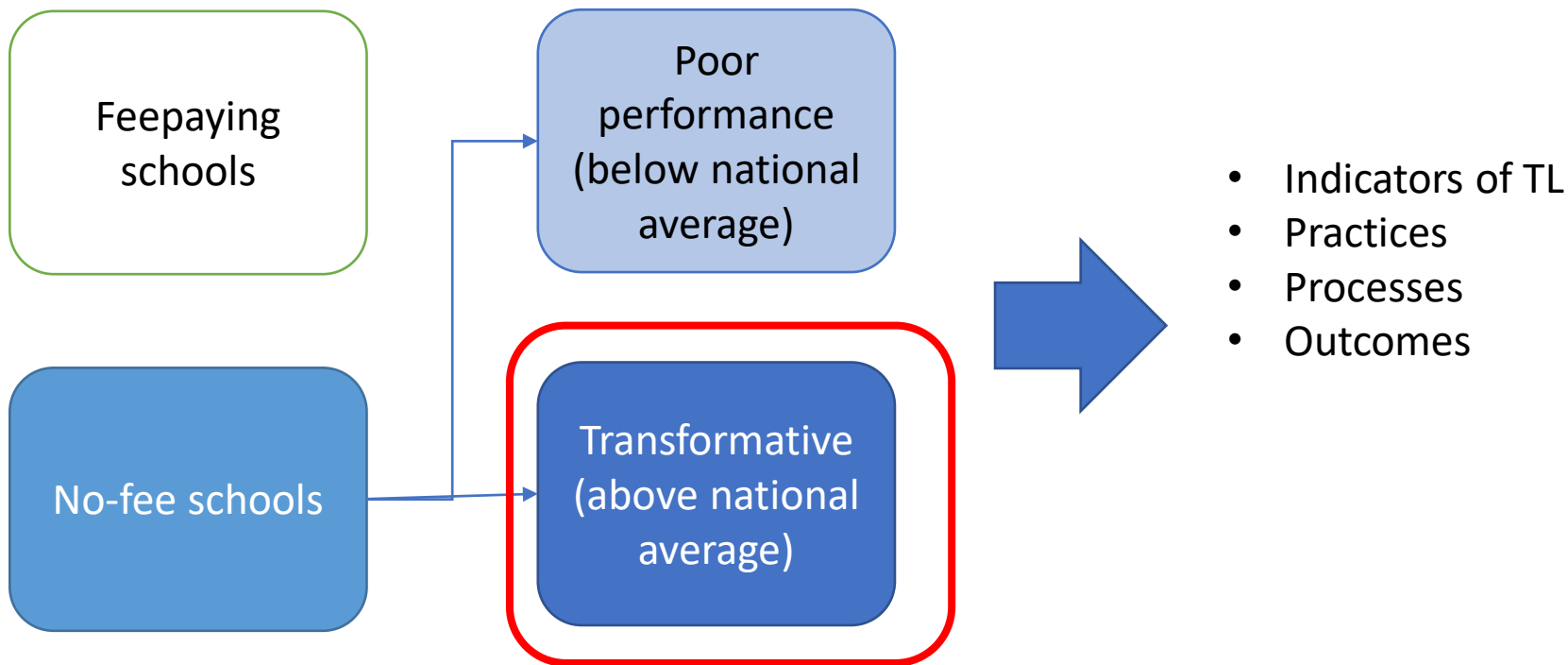


- To argue for the development of transformative leaders in resource constrained schools in South Africa as a basic requirement
- Transformative leadership is crucial if schools are to be successful in providing good learning opportunities for students.

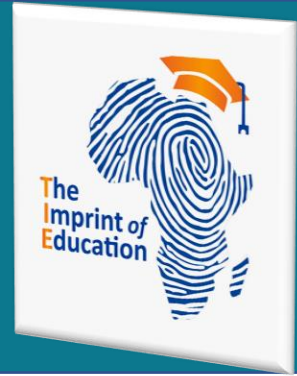
**#TransformativeLeadership** in poor schools is not an abstract notion, nor does it require herculean effort, but it can be attained by using specific practices, with system changing outcomes **#Changingtheodds**



# METHODOLOGY



# LITERATURE AND USE OF THEORY



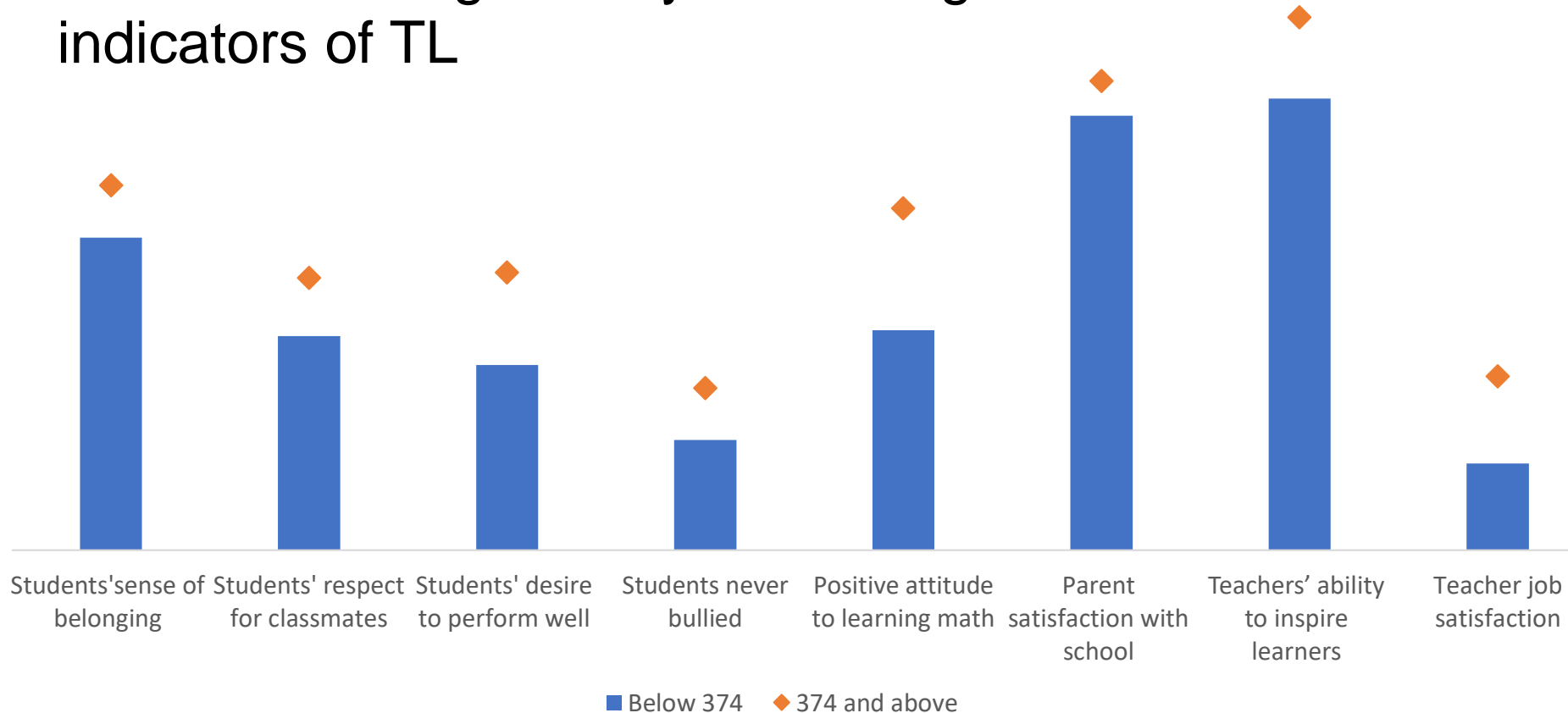
Developing a vision: articulating both individual and collective purposes

- 3 characteristics
  - Focus on excellence/academic success
  - Creating an environment conducive for learning
  - Collaboration

# MAIN FINDINGS/DISCUSSION



- 17% of no-fee schools are “transformative”
- These schools generally exhibit higher levels on the 20 indicators of TL



# A FOCUS ON EXCELLENCE AND ACADEMIC SUCCESS



*“I try to get parents and teachers to **pick a focal point**. They need to realize that this is a joint effort, **a total quality effort to become a total quality school**. Teachers are responsible for all learners” (Principal “Hilda”, in Botha, 2018, p.10816).*



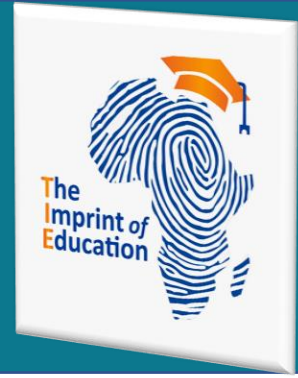
# CREATING AN ENVIRONMENT CONDUCTIVE TO TEACHING AND LEARNING



- Difficult to measure intangibles
- Innovative
- Equity-focused
- Promote a shared culture
- Be caring



# COLLABORATION



Although a strong leader is important, transformative leadership also relies on support from multiple role players both within the school (educators and learners) and beyond (parents).

# CONCLUSION



- Examples of TL in resource constrained schools should not be the exception
  - “resilient leaders borne from oppressive contexts”
- TL should be the norm
- All school leaders can be taught specific practices, processes and intended outcomes to bring about systemic change

# IMPORTANCE



- Role of particular characteristics of transformative leadership, how they operate and make an impact – requires a shift in practice
- One of the few quantitative pieces on TL in schools
- Bulk of literature (Shields etc) focuses on the individual principal - this chapter looks at a number of actors (Principals, management teams, teachers, parents, learners)
- In addition - advances literature on leadership in education in general

# REVIEW PROCESS AND HELP NEEDED



- Generally positive feedback
- More effectively set up the argument at the beginning
  - Working on reframing the introduction to more clearly present the argument
- From the presentations and discussions:
  - Understanding policy contexts to make change
  - “Fixed” and “malleable” conditions

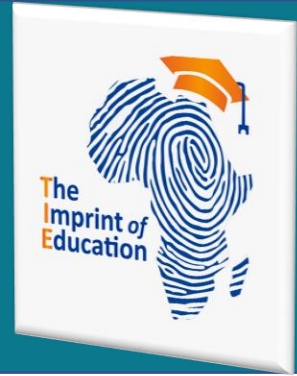
## No-fee schools

### “Fixed” conditions

- Lower home SES
- Lower parental education
- Less home early learning activities
- More limited school readiness
- Less qualified educators
- Less school resources
- Larger class sizes

### “Malleable” conditions

- Lower achievement
- Less safe and orderly schools
- More discipline problems
- Higher incidence of bullying
- Less satisfied educators
- Lower self-efficacy
- More ‘overage’ learners
- Less parental support



# 3 DISCUSSION QUESTIONS



- Are we actually talking about transformative organisations? (A **collective** form of TL where the principal is the facilitator)
- **But how?** Does this chapter go far enough in specifying how one “*does*” TL?
- Are agent interactions with the **policy context** (Adaptation, avoidance) forms of TL?