



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Leadership and Management
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: Education Theory: Perspectives of Leadership and Management (HPLM00Y)
<u>SEMESTER</u>	: Year
<u>EXAM</u>	: November 2020

ASSESSOR : Dr P Naidoo (UJ)

MODERATOR : Dr K Reddy (Gauteng Department of Education)

DURATION : TAKE HOME EXAM **MARKS** : 100

NUMBER OF PAGES: 8 PAGES (including case study)

INSTRUCTIONS:

1. Answer ALL the questions. Number your answers clearly.
 2. Adhere to the word limits. Include your mobile number on your cover page and submit a PDF format.
 3. Please submit the paper online by 11:30 on the 6th November 2020.
 4. Include a signed anti-plagiarism declaration with your exam.
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QUESTION 1

EDUCATION THEORIES: PERSPECTIVES OF LEADERSHIP AND MANGEMENT

Theories provide a pedagogical basis for understanding how students learn. Each theoretical perspective must take into account the context where learning takes place. This depends upon the situation, the performance goals or outcomes and the learners. Since the context in which the learning takes place can be dynamic and multi-dimensional, a combination of theories should be considered and incorporated into the instructional design process to provide optimal learning for all students.

1.1 The relevance of theory should be judged by the extent to which it informs managerial action and contributes to the resolution of practical leadership and management “matters/problems” in schools.

1. Give a succinct description (+/- 100 words) for each education theory below.

1.1.1.1 Cultural Historic Activity Theory

1.1.1.2 Transformational Theory

1.1.1.3 Contingency Theory (3 x 10 = 30)

1.1.1.4 Using situational theory, provide an analysis of the leadership and managerial actions of your line manager. (15)

1.1.2 “It is crucial that leaders and managers in all learning organisations are conversant with Maslow’s Hierarchy of Needs Framework (Kaur, 2013) when practicing leadership skills to advance overall school improvement and student learning

outcomes.”

Briefly explain in +/- 500 words, the five levels of Maslow's Hierarchy of Needs and show the significance of this statement in the context of situational theory practiced by school leaders.

(15)

QUESTION 2 CASE STUDY

Refer to the Case study 19, Not you again! in Leadership Matters: School leadership and management cases. (2017). Edited by Conley, L.; Mestry, R. & Merseeth, K. (The Case study is attached for your convenience)

2.1 Prepare a critical report (+/-500 words) outlining the various role players' actions/thoughts/practices in this case study.

Identify and explain the education theory or theories that the author uses to frame this case.

Defend or argue against the actions of the principal and the teacher, keeping in mind the educational law and policy, legislation etcetera that governs education and the rights of all stakeholders.

(20)

QUESTION 3 UBUNTU LEADERSHIP**UBUNTU LEADERSHIP AS A MODEL FOR LEADERSHIP IN 21ST CENTURY
EDUCATION**

Write an argumentative essay (+/- 300 words) explaining the relevance of practicing *Ubuntu* Leadership during the COVID-19 pandemic in schools. Is Ubuntu management exclusive to (South) Africa? Explain. (20)

TOTAL: 100 MARKS

CASE STUDY 19: Not you again!

Leadership Matters: School Leadership and management cases. (2017)

Edited by Conley, L., Mestry, R. & Merseth, K.

Ms Laubscher, the school principal at Phoenix Secondary School, was reading her emails on the computer when a teacher stormed into her office, followed by two Grade 11 boys whom she recognized as Jason Naidoo and Gift Nkomo. She could not hide her disappointment at seeing them for the seventh time that week, usually sent by teachers who had serious problems disciplining them in their classrooms. Who could it be this time: Mr Gert Lubbe or Ms Claire Wessels? She almost asked herself out loud. If there were a 'hit list' for teachers, then these names would feature at the top because Ms Laubscher constantly had disciplinary issues in these teachers' classes. Jason and Gift obviously succeeded in antagonizing them. Interestingly, they did not disrupt the classes of the other teachers who taught them.

Mr Lubbe came barging into the principal's office and frantically blurted out,
"Madam, I refuse to teach these things! I am sorry for saying this, but they are definitely not human beings. They are unruly and beyond control. They disrupt my class continuously and this cannot

continue. I literally begged them to take down notes written on the chalkboard. Instead, they had a fist fight."

This fierce outburst from Mr Lubbe came as no shock to Ms Laubscher. She reached for her drawer to take out her discipline record book, but Mr Lubbe was not going to wait for her to start an investigation into the incident. This matter had been going on for a long time and no actions were taken seriously. Transgressors were usually given warning letters to be signed by their parents. Mr Lubbe was furious and Ms Laubscher sensed that the perspiration on his blue shirt was due to that vigorous march with the two learners to her office.

Mr Lubbe continued, "I refuse to take them back into my classroom!" The teacher's voice was full of agitation and aggression. "I demand that you spank these children before I leave this office. If you do not give them a thrashing, I will refuse to teach this class until the matter is fully resolved."

The two boys seemed undisturbed by the teacher's accusations and threats. Jason did not look at her and she could sense that he had a smirk on his face.

The principal, Delia Laubscher

Ms Laubscher used to believe that corporate punishment was the best way of dealing with serious misdemeanours. The day she graduated, her friends bought her a wooden spoon as a farewell present, and it was not for stirring food in a pot. It had faces all over it and on the one side was written "Moeggepraat", meaning 'tired of talking'.

Within the first few months as a teacher, she was named "Devil Delia". Learners knew that they had to do their homework and behave in her classroom. She used the wooden spoon sparingly, but could always fall back on it if necessary.

After the abolishment of corporal punishment in schools, Ms Laubscher realized that she had to be well prepared and knowledgeable. She had to actively engage learners in the learning process by giving them various stimulating activities to complete in class. She had a wealth of creative ideas through which she was able to motivate her learners to take ownership of their own learning. She knew that the only way to maintain order was to ensure that learners found her lessons to be valuable to them.

Ms Laubscher also knew three different languages, namely Afrikaans, English and body language. Yes! Body language. It was the latter of the three that provided her with the skills of asserting her authority in the classroom. She was able to read the body language of her learners, and as head of the school she also mastered the techniques of body language with her staff members.

Ms Laubscher found that some teachers had the natural ability to maintain discipline, but that it also came with good teaching practices and the ability to get learners interested in the subject content. She realized that not all teachers could speak body language. She trained her teachers on alternative methods to enforce discipline without using corporal punishment, using the Department of Basic Education's guide for teachers. She also invited Daphne Stone - an independent consultant on alternative methods of classroom management - to present a workshop to her teachers on assertive discipline.

Teachers and classroom management

Mr Lubbe often commented that Ms Laubscher's philosophy was admirable, but that he, in his words did not "find it practical in this day and age where learners are disrespectful of teachers' authority, and where moral values are something that someone would write on a piece of toilet paper." He came from the 'old school of thought' and was very proud of his achievements as a teacher in those times. Mr Lubbe stood proud that many of his learners became doctors and lawyers. He also regaled them with tales of how these learners thanked him for spanking them and that it was often the turning point in their lives.

Although the Code of Conduct for Learners suggested alternative methods of discipline and included disciplinary procedures that could be followed to address behavioral problems, Mr Lubbe had no respect for them. He preferred marching his 'problems' down to the office. He attended all the training workshops on Alternatives to Corporal Punishment and on Assertive Discipline and found these to be 'impractical' when addressing challenges that teachers were experiencing. He loathed Ms Laubscher and her efforts of involving parents and other community partners, such as counsellors and social services, to assist with interventions to address learners' behavioral problems.

He was not alone in his criticism of her. Ms Wessels supported his opinion that the principal was just 'too soft' to deal with the disciplinary problems in the school. Delia once overheard Ms Wessels commenting, "A school principal is paid to maintain discipline. That's her job, not mine." Ms Wessels enjoyed her breaks in the staffroom as it gave her the opportunity to catch up on all the events that

had taken place since her last appearance there. She was teaching Grade 6 and 7 learners Creative Arts. She was always the last teacher to leave the staffroom after the bell rang and often still had a few errands to run before she met her learners after break. She was soft natured and broke down easily when confronted with difficult learners. On a regular basis, learners often ran from her class to call neighboring teachers or the principal to save their teacher from throwing tantrums or having a nervous breakdown.

Learners and disciplinary problems

There were two learners who were particularly troublesome, namely Jason Naidoo and Gift Nkomo. Jason Naidoo lived close to the school with his mother, stepfather and five siblings. He was the oldest of the boys and born from his mother's first marriage. He felt like the odd one out and hated pictures of his family because he was darker in all the photos. He was Indian whereas his brothers were much lighter in complexion because their father, Mr Pieter van der Merwe, was white.

He was easily influenced and the very first time someone offered him dagga he jumped at the opportunity to 'get back at his parents'. Ms Laubscher often asked him about his dreams for himself but he did not have any. His parents wanted him to go to school and that was why he was there.

Gift Nkomo never knew who his father was and his mother had been murdered. Gift lived with his grandmother who had little control over him as his neglect and pain had made him lash out at the world.

Both these learners disrupted some teachers' lessons. They were very aggressive and, on more than one occasion, they had been found in brawls. Even though their guardians had been called in to deal with their children, Ms Laubscher could only address the disciplinary issues by serving learners with letters of warning. It was for this very reason that the teachers were reluctant to inform the principal of learners' misconduct. Instead, they made use of corporal punishment to discipline learners.

Ms Laubscher's dilemma

After hearing how the boys caused the disruption in class by arguing and coming to blows, Ms Laubscher thought it would be wise to dismiss the teacher and she politely asked him to return to his classroom, "Please, Mr Lubbe, leave them to me so that I may deal with this serious matter

urgently." She ignored the a" ggrrhh" coming from Mr Lubbe. He doubted her ability to deal assertively with this matter. She constantly gave them letters of warning but she never followed through with resolving these disciplinary problems. However, Ms Laubscher was fully aware that there were some teachers on her staff who had serious problems maintaining discipline in their classrooms.

Once Mr Lubbe left the office, Ms Laubscher began talking to the learners