

VIRTUAL PRINCIPALS CONFERENCE

Leading a school during challenging times.

The impact of COVID-19 in catalysing a 4IR driven culture of learning.

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TOPIC

- **Topic 1**

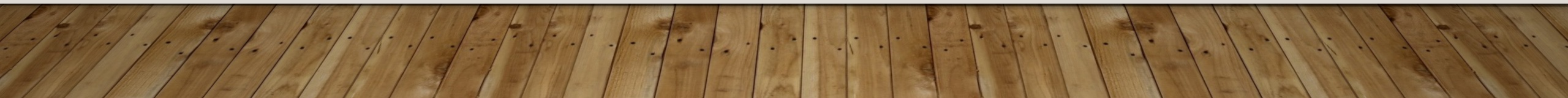
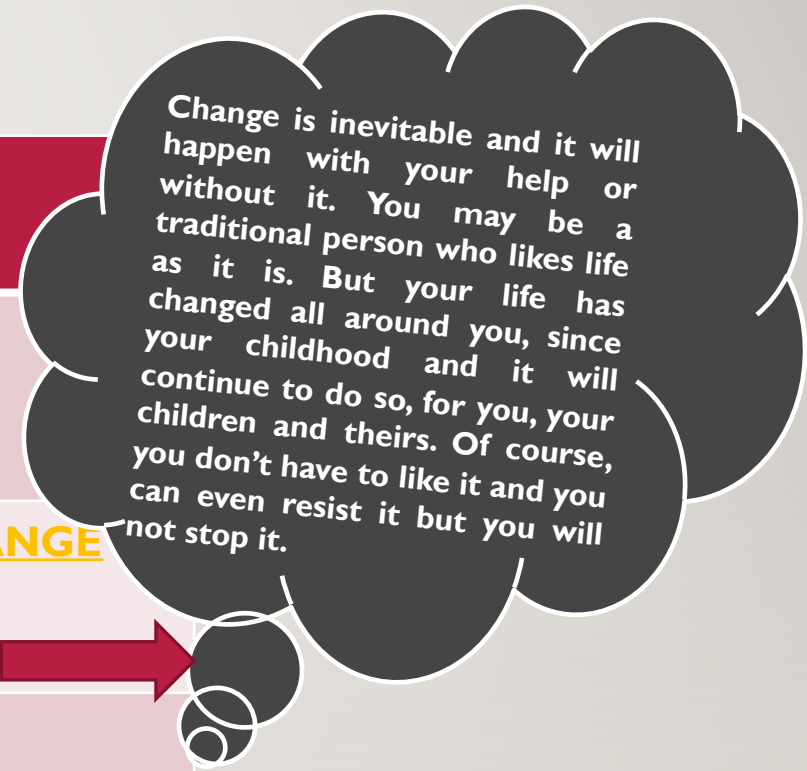
- What kind of school leadership is needed during challenging times?

- **Topic 2**

- What are some of the key imperatives highlighted by the pandemic, which we should hold on to as we “build back better”?

ENVIRONMENT: BACKGROUND

Community (Parents)	Learners	Educators
Typical Remote Rural Area	Enrolment = 900 plus, Grade 12 = 131 trend	29 staff compliment 4 vacant (Deputy, 2 HoDs and PLI)
Dominated by Poor stricken families	ONLY 13 Classrooms	Young but difficult to CHANGE <i>although change</i> →
Child headed families	Performance: Average of 84,3% since 2003 (18 yrs)	Struggle to adapt to new dispensation 4IR
High rate of unemployment	Poor, vulnerable, get frustrated	
Most parent are unskilled / illiterate	Large number of learners do not see any importance of schooling	



WHAT KIND OF SCHOOL LEADERSHIP IS NEEDED DURING CHALLENGING TIMES?

NEW NORMAL

A pro change leader: flexible on doing things differently.

- The environment is changing into a technological mode of teaching and learning
- Resources are software based.
- Teaching takes place in the form of blended & virtual
- Smart boards installed in some of the classrooms and white boards in all classrooms and digital projectors.
- A normal classroom in this era accommodates maximum of 25 learners.
- Differentiation and tracking of learners performance on quarterly basis.
- Learners attend on rotational system

OPPORTUNITIES



SUCCESS

The school has 90 tablets provided by Maths Science and Technology (MST) project.

48 Laptops used mainly for teaching and learning the subject Computer Applications Technology.

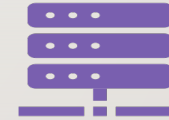
Smart boards, mobile & mounted screen and white boards are used as teaching aids.

Digital projectors projects audio visual information during teaching and learning activities.



Connectivity:

We have Wi-Fi and other different signal from different network service providers to address the challenge of poor network reception.



Data:

For the above sources, the school provides data for connectivity.

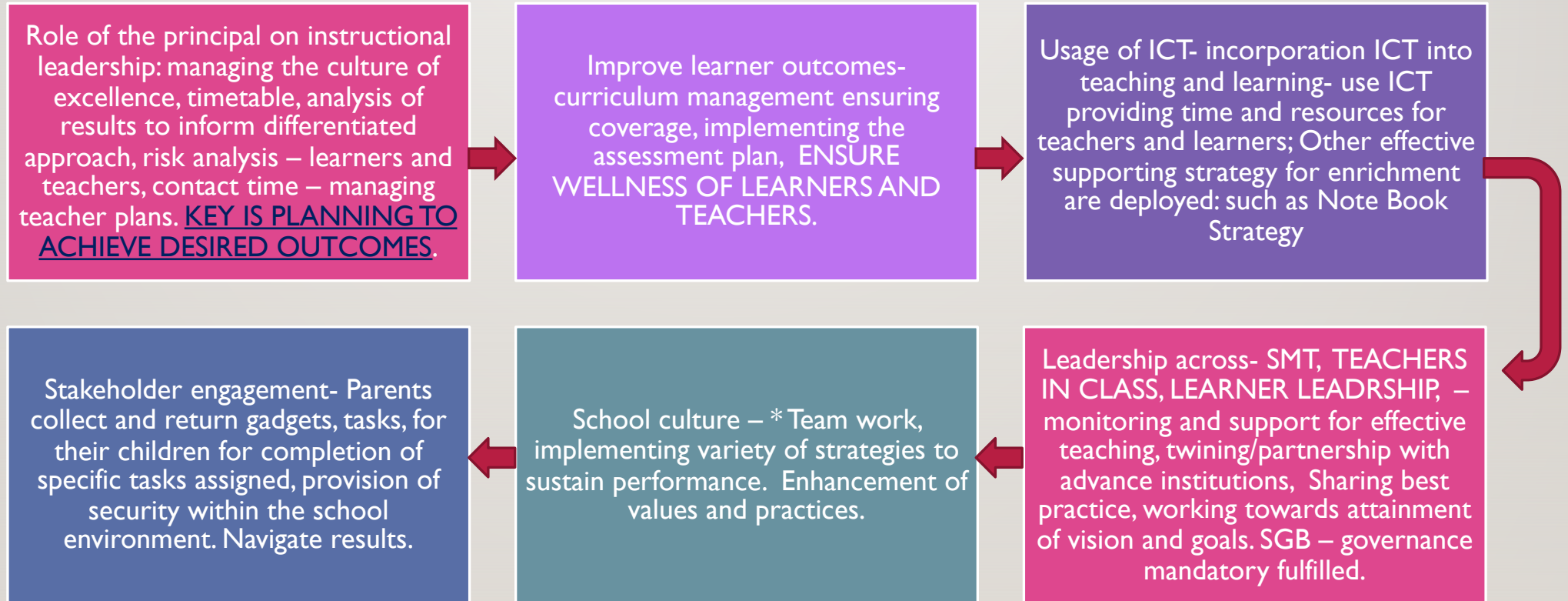
THREATS



CHALLENGES

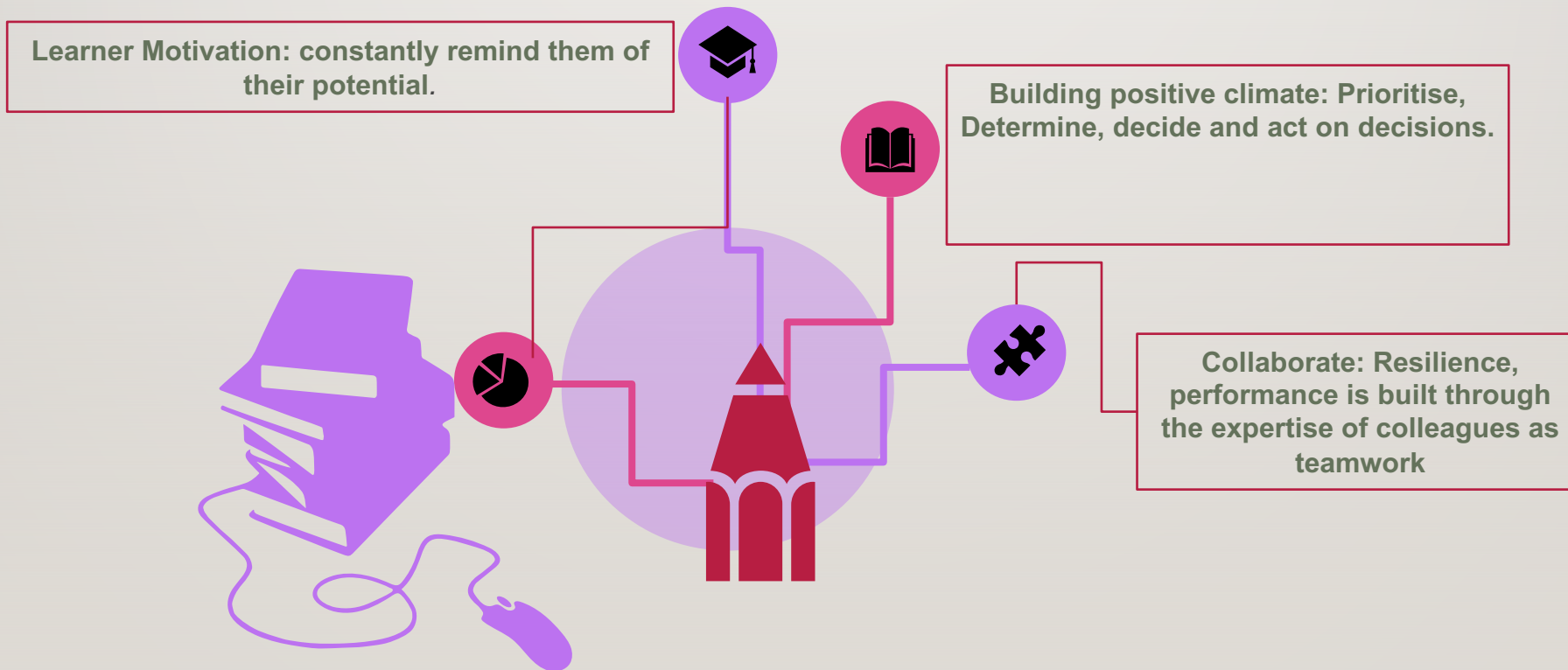
- Network not guaranteed;
- Available gadgets too little for the learners;
- Gaps between teacher training and reality;
- Appointments do not address the “NEW NORMAL dispensation 4IR” although a priority;
- Educators not yet fully adapted to use new system even if some are young but not actively using platform for teaching and learning instead for personal gains and entertainments - resilience persists. (Attitude of teachers)
- The work given to learners to be completed at home by using the gadgets, only small percentage manage but majority fails due to family background - child headed, vulnerability, remoteness, deep rural, etc.
- Lack of classrooms to accommodate maximum learners (social distance)

What are some of the key imperatives highlighted by the pandemic, which we should hold on to as we “build back better”?



BUILDING BLOCKS/STRATEGIES OF EXCELLENCE

A school leadership team (SLT) (Principal and Deputies) develops and manage a CULTURE OF EXCELLENCE.



NOTE:

“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure”

Emma Goldman



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THANK

YOU