

# UNIVERSITY OF FORT HARE

## Faculty of Education

Alice & East London Campuses

## MAIN EXAMINATION

### NOVEMBER 2018

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Degree: Bachelor of Education Honours

Education Leadership & Management: Module

Date: NOVEMBER 2018

ELM501 & ELM501E: Module Codes

Time: 3 Hours

150: Marks

Internal Examiners: Dr. Pylman, N & Mr. Macanda, MAA

Dr Ndamani, L: External Examiner

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**NB: This paper consists of 5 pages including the cover page**

### INSTRUCTIONS FOR CANDIDATES

1. The purpose of this examination to give you an opportunity to demonstrate your understanding of educational leadership and management theories and how to apply those in the context of schools in SA.
2. Answer three questions in essay form, **one question from each section**.
3. Number your questions as they are numbered on the question paper.
4. All questions are worth an equal number of 50 marks.
5. You are encouraged to plan your answers carefully, making sure that you have identified the key points of the question before you actually start writing each of your three essays.
6. Allocate your time equally for answering your three questions and focus on answering the actual question at all times.

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**NB: Please do not turn over this page until told to do so**

## **SECTION A**

**NB:** Answer *ONE* question from this section

### **QUESTION 1: LEADERSHIP AND MANAGEMENT**

*"The terms leadership and management are often used interchangeably and both are essential for the success of the school".*

Referring to the above statement, analyze the concepts of management and leadership and draw examples from the works of Bush (2003; 2007; 2011) and other literature to discuss the roles and functions of school leaders within the context of South African schools.

[50]

OR

### **QUESTION 2: PRINCIPLES AND VALUES**

Discuss, with illustrative examples, how the five values and principles from the constitutional, legislative and policy framework can be applied in the management and leadership of public schools.

[50]

OR

### **QUESTION 3: THEORIES OF MANAGEMENT AND LEADERSHIP**

Analyse the formal or collegial model of management and its corresponding leadership model(s) and assess their relevance in the context of township and rural schools.

[50]

## **SECTION B**

**NB:** Answer *ONE* question from this section

### **QUESTION 4: SCHOOL EFFECTIVENESS AND IMPROVEMENT**

*"Several authors, Chapman and Harris (2004), Coleman (2000) and others emphasize the connection between school effectiveness and school improvement strategies"*

You were recently appointed principal of a school that can be described as dysfunctional and you are eager to improve the adverse conditions in the school. Drawing on lessons from Chapman and Harris in their research on school improvement in difficult and challenging circumstances, write an essay in which you discuss these "lessons", showing how each of them contributes to your understanding of how improvement works.

[50]

OR

### **QUESTION 5: LEARNING ORGANIZATION**

*"Learning organisations do away with the mind-set that it is only senior management who can and do all the thinking for the entire corporation (Senge,1990)".*

Referring to this statement, explain how the insights from Senge (1990) can help to transform your school into a learning organisation that taps into the resources, potential of teachers, SGB members, learners and parents. [50]

OR

### **QUESTION 6: PROFESSIONAL LEARNING COMMUNITIES**

*"Leadership is an important resource for Professional Learning Communities (PLCs), in terms of the principal's commitment and shared leadership" (Mulford & Silins, 2003).*

With reference to the above quotation, define the term "professional learning community", then discuss the role of the principal in developing a Professional Learning Community (PLC) in the school, and the factors that might help or hinder the creation and development of effective PLCs.

[50]

## SECTION C

**NB:** Answer *ONE* question from this section

### **QUESTION 7: DISTRIBUTED LEADERSHIP**

Having a flatter hierarchy from 'top-down' to "participatory management" means that leadership and management capacity needs to be built throughout the whole school. Drawing ideas from "Distributed Leadership", explain why you think this strategy could make a major contribution towards school improvement.

[50]

OR

### **QUESTION 8: CONFLICT MANAGEMENT**

*"Schools like many other organisations are not exempted from conflict".*

The School Governing Body wants to compile guidelines on Conflict Management for the school. They ask you as an acknowledged expert in this field, to guide them. Write a brief for the SGB in which you spell out the term conflict; causes of conflict; types of conflict; advantages and disadvantages of conflict; and conflict management strategies.

[50]

### **QUESTION 9: MANAGING CHANGE**

In various writings about educational change, Kotter (2007) has developed guidelines to assist educational experts to complete successful change programmes. In a discussion of what you consider to be the most significant of the guidelines, explain why each of them is important to the process of change.

[50]

**END OF QUESTION PAPER**

### APPENDIX A: ACTION VERBS

<b>Analyse:</b>	To study or examine something in detail, in order to discover more about it - to discover meaning, essential features - to break down into components or essential features.
<b>Examine:</b>	To check or study something carefully, especially to prove an idea - inspect something thoroughly in order to determine its nature or condition.
<b>Explain:</b>	To make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts - to make plain, clear, or intelligible something that is not known or understood
<b>Evaluate:</b>	To judge or determine the significance or worth of something or concept.
<b>Outline</b>	A general description showing the essential features of something, not in detail.
<b>Reason (Reasonableness)</b>	Having sound judgement; fair and sensible – having acceptable and defensible reasons – justifiable – related to the purpose