

# UNIVERSITY OF FORT HARE

ALICE & EAST LONDON CAMPUSES

BACHELOR OF EDUCATION HONOURS

MODULE CODE: ELM 501E

JANUARY/FEBRUARY 2020

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Time : 3 Hours

Module : Education Management & Leadership

Marks : 150

Internal Examiners

Dr. Mkhomi M.S

Mr. Macanda MAA

Moderators

Prof. Duku N

Dr. Nela M.J

This paper consists of 4 pages, including the cover page.

## INSTRUCTIONS FOR THE CANDIDATES

- Answer all questions in essay form, **one question in each section**, that is, One question from Section A, One question from Section B and One question from Section C,
  - Number your questions as they are numbered on the question paper
  - All questions are worth **50 marks**
  - Allocate time equally for answering your **three (3)** questions
  - Plan your answers carefully
  - Identify the key points before you actually start writing your essays
  - Focus on answering the actual question at all times
  - You may check the meaning of some action verbs on the last page.
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## **SECTION A**

### **Question 1: Distributed Leadership**

Having a flatter hierarchy from 'top-down' to "participatory management means that leadership and management capacity need 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 2: Managing Change**

An awareness for need for change is the beginning of the whole change process (Armstrong, 2006). As a newly appointed principal in the school, you realise the importance of changing the culture and structure of the school. Make use of Kotter's elements of changing organisations to explain how you will institutionalise and manage the change in this particular school.

(50)

**OR**

### **Question 3: Concepts and Models**

Do you agree that leadership and management are different? Critically respond to this question by referring to appropriate literature and example from your school or a school familiar to you to discuss the leadership and management roles of school principals within the South African context.

(50)

## **SECTION B**

### **Question 4: Learning organisation**

*“Learning organisations do away with mindset 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 and potential of teachers, SGB members, learners and parents.

(50)

**OR**

### **Question 5: Professional Learning Communities**

*“School change efforts to develop schools as learning communities result in schools that are constantly learning and thus changing” (Kilbane, 2009)*

In the light of the above statement, discuss critically how you would go about in transforming your school to become a professional learning community.

(50)

**OR**

### **Question 6: School Improvement**

As a newly appointed principal in a dysfunctional school, you soon realise that you should not be rigid in your school improvement planning, and rather be responsive to the needs of the school and the community. Use strategies associated with “Improving schools in difficult and challenging contexts” (Chapman & Harris, 2004), to suggest an approach that you will follow to overcome the problems in the school.

(50)

## SECTION C

### **Question7: Organisational Development**

Critically discuss the relevance of organisational development (OD) and its processes in producing the change in your school.

(50)

OR

### **Question 8: Conflict Management**

Conflict within an organisation is inevitable and schools are no exception. What is your understanding of conflict? The sources of conflict; advantages and disadvantages of conflict, and what strategies would you in your capacity as principal or SMT member apply to manage conflict effectively.

(50)

OR

### **Question 9: Evaluation and Critical Friends**

Analyse the concept of evaluation and critical friends and evaluate their appropriateness for transforming schools.

(50)