

## FACILITATORS GUIDE



# Let's Have a conversation about leading learning in an uncertain time

## MODULE 1

## PROGRAMME AND TIME: A GUIDE

SLIDE	PROCESS	TIME
1	WELCOME	5mins
2& 3	The objectives of the module the 3Cs	10 mins
4	This slide is reflecting on what has been implemented. Where are we as schools	15 mins
	Debrief slide	10 min
5&7	Concept of holding	20 mins
9-19	Rituals and case study	45 mins
20 22	Reading and research articles	5 mins
23-34	Curriculum Coverage	45 mins
35-37	Community engagement	20 mins
38	Back at school	10 mins
	TOTAL	+3hrs

### KEY NOTES:

- **Prepare thoroughly.** Know the key points/concepts/message of each slide so that you **don't have to read the slide line by line.**
- Focus on the **3 Cs.**
- Organisational Culture is at the heart of the school that enables Teaching and Learning
- The emphasis of this module is to engage **SMTs in ensuring a caring environment for learning to take place.**
- **Concept of holding must be discussed with insight and please read on the concept**
- **Rituals are a key aspect of the module. Prepare well and read the additional resource on rituals.**
- Curriculum coverage deals with the recovery curriculum and assessment
- The module must engage SMTs vigorously on their roles in functioning of the school and how the efficient functioning is geared towards Curriculum management.
- **I have left space for your own notes after each slide**

**SLIDE 1: Introductory slide. The title is important to give a sense of the module. Discuss the title with participants**

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**LEADERSHIP IN THE TIME OF COVID-19  
SMT MODULE**

**Let's Have a conversation  
about leading learning in an  
uncertain time**

**PILO**

**SLIDE 2 & 3: This slide introduces the 3 key aspects of the module. That is the 3 Cs and a brief discussion on why this is critically important for schools to function optimally. Slide 3 outlines the difference between the toolkit on care and the module.**

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**Three aspects for discussion in this module**

<b>CARE</b>	<ul style="list-style-type: none"><li>• Safety</li><li>• Support</li></ul>
<b>CURRICULUM</b>	<ul style="list-style-type: none"><li>• Revised curriculum</li><li>• Catch up</li></ul>
<b>COMMUNITY</b>	<ul style="list-style-type: none"><li>• Parents</li><li>• Stakeholders</li></ul>

**SLIDE 4: Reflective activity. Allow for discussion its important as a check in and to set the tone. The activity also talks to change starts with me.**

### Introduction

- COVID-19 has had an enormous impact on all our lives.
- It has had an impact on how we **work, think and function.**
- What has **changed for you:**
  - **On a personal level?**
  - **In your work?**
- What **leadership** skills, attributes and values did you have to harness during this time of uncertainty?
- What skills, values and attributes do you still need to be supported on?



Debrief the activity and allow for an understanding of the concepts of Leadership in a time of crises. Change processes are complex and our own involvement before seeking change elsewhere is critically important. Reflection on my own needs to deal with the challenges.

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**Slide 5&7: HOLDING** This slide introduces the concept of holding. Leadership creates a culture of holding the school together in all aspects. The teachers, learners, parents and learning is held together to ensure safety and care in a culture conducive to learning.

SMTs that all these structures and processes have to be held by the leadership, so that it enables the work on Care to be done. The slide must engage SMT to understand the balance between institutional activities and interpersonal activities. It's a balance of technical and adaptive processes

“During a time of crisis...  
people will always remember...  
...how the leader **treated** them  
and made them **feel.**”

Your thoughts?



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**Slide 8: Concludes the holding slides and emphasises the importance of Care and support**

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**Building a culture of CARE and SUPPORT becomes the foundation upon which all the other work at school gets done. Leadership critically holds this space.**

**Do you agree?  
How can we do this?**



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**Slide 9 &17: These slides introduce the concept of rituals and takes participants through all the processes of what rituals mean. Why rituals are important? Why rituals create and enable a culture of Care and safety and builds positive environment for learning. The slides also distinguish between the difference between routines and rituals. IMPORTANT TO MAKE CLEAR THAT THESE RITUALS ARE NOT RELIGIOUS BUT RATHER MECHANISM TO CREATE AN ENVIRONMENT OF CARE. Allow sufficient discussion of examples of rituals appropriate for schools**

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**Slide 18-19: The case study allows a deeper engagement with organisational culture in a practical way. Allow participants to discuss their own interventions when challenges appear.**

## Case Study

### Culture

- Our school is like a **wounded bird struggling to fly**. We feel like a family and help each other, and we are committed to our learners. But we feel **overwhelmed and powerless** when we deal with the **outside world**, or when we think of how to make our school fly like a bird. **The problems are many.**

### Technical support

- We don't have **enough resources** to run the school properly. We teach in prefabs and some grades have to share classrooms. We can't ask for community assistance because students' **families cannot afford to help**. I think I cope well with day-to-day managing of resources but would like **more training in financial and administrative management.**

### Leadership and Management

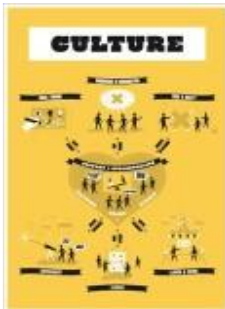
- Although my **staff respect** me as principal and listen to my views, I **don't think** I play a **strong leadership role**. I manage the day-to-day running of the school well, but I don't really know how to go about **helping our school to realize its dreams.**

### Context

- When I look at the world out there, I see a **big gap between rich and poor**. Ours is not a wealthy community. Our province is one of the poorest, with **high unemployment rate** and few jobs. It is hard to think of ever finding resources to run our school properly. Another problem is that **parents sometimes leave** the area and **move to the city** so the **community of parent's changes.**



## Organisational Culture



- What **feelings, values, attitudes, norms and behavior** make up an organizational culture? How important is it to regularly reflect on the above? How can this be done?
- What **values** do you think are central for leadership to present in the SMTs and in districts? Why?
- What **behaviours** are central for leadership to present in the SMTs and in districts? Why?
- What do you understand by the analogy "Our school is like a wounded bird struggling to fly"?
- How can the above school be supported/coached to realize their potential?



slides 20- 22

Slide 20 is no longer applicable. These slides are to encourage SMTs to read and do their own research as leaders on how their leadership skills can improve. It also helps SMTs understand rituals on a deeper level.

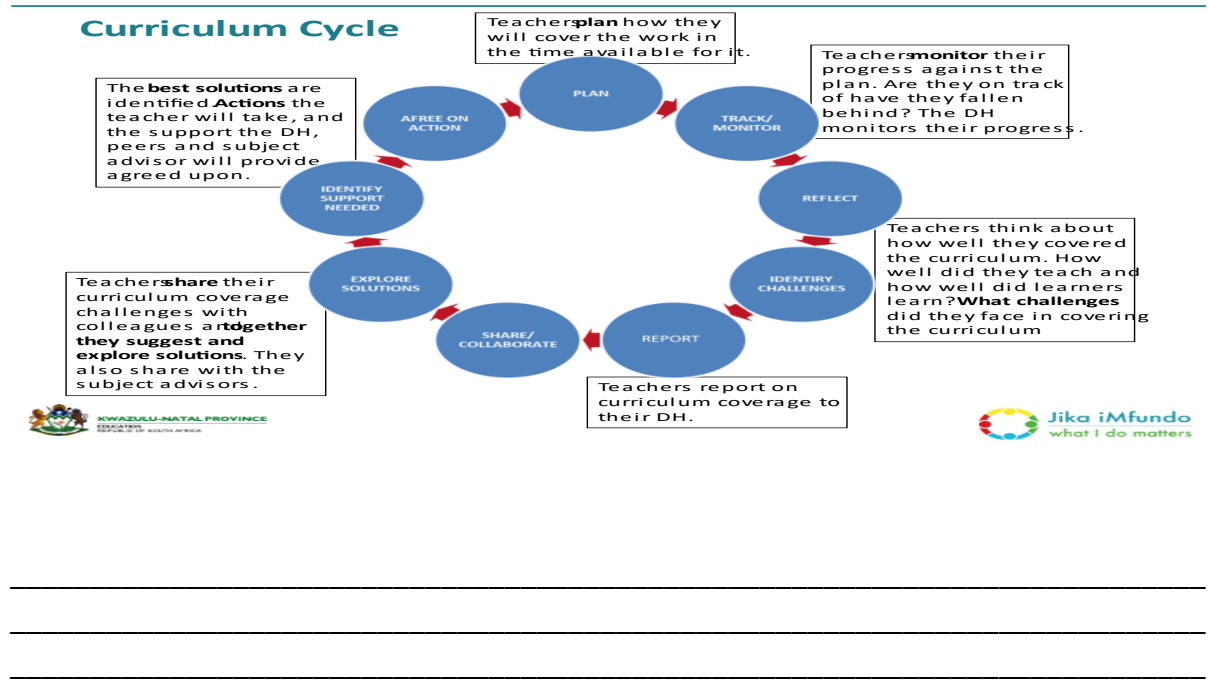
Slides 23-26

These slides introduce curriculum aspects of the module. It allows reflection on the time lost due to covid and how in slide 26 the way in which the time can be recovered.

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Slide 27 introduces the curriculum cycle. Even though time is lost its important to ensure that SMTs monitor that all aspects of the curriculum cycle is covered and that challenges are identified, and solutions are collaboratively dealt with.



Slide 28 -32 These slides deal with planning teaching lessons for every lesson as teachers have to ensure that the fundamentals are covered and through formative assessment and summative assessment are able to ensure that learning are not left behind in any way. Slide 32 particularly talks to the curriculum coverage is not a sprint and tick box function but rather must be given careful planning and tracking to ensure that learning takes place.

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Slides 33 & 34: This slide is a reflection on what went well and what aspects may still need careful consideration. This section on curriculum coverage also emphasises how important collaboration across grades and phases are so that planning an assist with both

horizontal and vertical tracking CC. Slide 34 concludes the section with reminders of provincial and national guidelines on CC.

### Reflecting on Curriculum Coverage

- As well as **reflecting on 'how the lesson went'** and 'how well learners understood', teachers need to reflect on the challenges facing them in **being on track**
- They **share these with colleagues** and together develop strategies for getting back on track if necessary
- Schooling under Covid-19 imposes its own set of **constraints on curriculum coverage**
- **None-the-less, curriculum coverage is important** – learners need to learn as much as is possible;
- The ATPs have been **trimmed to allow for reduced teaching and learning time** – but **actual teaching and learning potential is very dependent on teacher preparation, collaboration and support given.**
- The **cycle of practices** is still **relevant** in supporting curriculum coverage

NB: Under COVID-19, these strategies might include further trimming



### Slides: 35-37 Community engagement

These slides complete the discussion on the 3Cs. Allow discussion on how Schools are engaging with larger community parents as well as partners. The slides have some guidance on why the communication strategies as well as establishing partnerships are so important.

### Communication with Parents

- Parents need to take care of their own emotional and mental health.
- Ensure that you have other adults to talk to if anxious and unsure or if you need to talk.
  - There are many help lines that you are able to contact as well.
  - Understand Covid well. Read and get in touch with information readily available.
  - Ensure that the home is a safe space. Children feel heard and supported.

- Make time to speak to your children when they get back from school. Connect with where they are at. Listen to them carefully.
- Follow safety precautions. Let them wash their hand thoroughly before touching anything in the home. Ensure that you keep talking to them about safety and precautions they have to take at school or going out.
- Teach them to wash their masks well. Clothing and shoes have to be cleaned well after school. Disinfect school bag daily.
- Watch out for signs of distress, anxiety and change of moods
- Watch for symptoms of Covid.

- Organise a space where the children can do their homework
- Structure a routine with school work, TV and exercise daily.
- Support them during this time
- Try not to add pressure but guide, listen to their needs.
- Stay in contact with the school. Stay in contact with the parent community.
- Contact the SGB if you need to understand what the school is doing to keep everyone safe





**Slide 38**

**Back at school. Explain this carefully. We need to see the impact of the training through the changes in implementation that are necessary for improvement in learning and in CC.**

**Good luck.**