



## **Report on SEED Educational Trust for the Period**

**1 March 2011 to 29 February 2012 (FY12)**

Following the withdrawal of our founder and major benefactor Anita Nonneman in October 2010, it was to be expected that FY12 would be a year of consolidation. The strategic direction provided by the trustees at the end of 2011 provided focus for the year and we were able to make some progress in extending the School Leadership Programme which is now our primary focus. A significant development in the SLP is that from FY13 it will be a programme that is run nationally and will again be focussed on schools with potential in disadvantaged communities.

In May 2011 we retrenched our office manager and in November we vacated our offices in Salt River and after an examination of our needs, agreed that we should locate our offices at DNA Consulting until such time as our needs change. This will considerably reduce our overheads and ensure that we continue to be a lean operation with the bulk of our funds going to delivering services.

We received with regret the decision of Freda Brock to resign as a trustee in the course of the year. Freda retired from her position as Director of ELRU and felt that it was appropriate for her to step down from her position at SEED at the same time. We are grateful for the contribution she made during her tenure.

SEED enjoys an excellent reputation in the communities in which it works. This is because of the relational way in which we work with communities. We have also strengthened our online presence by putting more effort into our website and by opening a Facebook page. The website now has stories and photos from each of our intakes and enables participants to track how they and their colleagues are doing.

## School Leadership Programme (SLP)

The programme, in partnership with the Metropole East Education District of the Western Cape Education Department, aims to develop effective leaders for schools from previously disadvantaged areas so that the quality of education is improved and schools can play a positive role in building our nation. It started in 2006 and is currently being run with both primary and secondary schools. In addition the management from MEED are also participating in the programme thus ensuring that the whole system necessary to transform leadership in schools is impacted.

The following are the achievements of the past 12 months. They were achieved under difficult circumstances with a lack of certainty about funding which makes them all the more commendable:

1. Provided ongoing coaching for a select group of participants of SLP9 as well as with some of the District management staff.
2. The Nedbank Foundation agreed to fund another intake and so SLP 10 was launched in August 2011 with principals and deputies from the following schools
  - a. Macassar Secondary
  - b. Zola Business High
  - c. Intlanganiso High
  - d. Matthew Goniwe Memorial High
  - e. COSAT – Centre of Science and Technology
  - f. Umthawelanga Primary
  - g. Solomon Qatyana Primary

The following has been the impact of the School Leadership Programme since its inception to date

1. The Seed SLP is positioned systemically in the East District. Individuals from Deputy Principals all the way up to the director, Mr Melvyn Caroline have been impacted.
2. 41 schools have been directly impacted by the programme to date through the training and coaching of their principals and deputies. This has impacted the quality of leadership that more than 900 educators and 30,000 learners receive.
3. Through the intervention with the management of MEED, managers are providing better support to the 129 schools for which they are responsible.
4. Of the schools with which we have worked, 7 out of 20 high schools received awards for significant improvement in Mathematics and Bachelors passes in 2011. 9 out of 22 primary schools received awards for significant improvement in Grade 3 literacy and numeracy results in 2011
5. The following schools involved in SLP10 made outstanding achievements:
  - a. COSAT became the first township school ever to achieve a top 10 position for matric results in the Western Cape
  - b. Matthew Goniwe High School was affirmed for improving its matric pass rate from 45% in 2009 to 90% in 2011
6. The following progression of coaching statements from 2 of the participants illustrate the impact that the SLP has made on their leadership of their school:

### Principal A

- a. **August 2011:** I am too detailed and rigid with my plan orientation
- b. **September 2011:** 40% of the staff drag their feet, 60% don't. The staff think they can divide us (principal and deputy). I arrived in a situation of conflict. I need a social worker and I need to confront. I need to influence positively and manage staff, strategise and assist.
- c. **October 2011:** 20% of the staff drag their feet and now 80% are "on board". I am able to identify who the 20% are and what their pattern of behaviour is. The 80% are talking in meetings and willing to plan for 2012. The feedback to me was "you were a dictator and now you listen". I understand my staff. I delegate and interact on an individual basis.
- d. **November 2011:** I have grown in getting others to be accountable and in delegating without control. I started with no listening skills. My attitude has changed. I ask for ideas. My learning is to make space for the different voices and to get them to own their situation. My learning is I need to take care of myself to take care of others. I have learnt the value of leadership introspection which I get in these coaching sessions.
- e. This principal shifted the management team from a state of conflict to a team who had planned for 2012 before the end of 2011. The deputy principal shifted from; planning to leave to, a situation of planning to stay at the school for the foreseeable future.

### Principal B

- f. **August 2011:** I now understand myself more. My challenge is in communication as there were too many changes in my life as I grew up. I view my colleagues as colleagues, not friends. I keep to myself. I know I am a harsh person. I would like to be more toned down. I can make people cry just with a look.
  - g. **October 2011:** I want to decrease with harshness and lashing out. I want to take time to respond. I trust my staff. Things have changed. We are more open re issues and there are fewer complaints.
  - h. **November 2011:** I want to be authoritarian but underneath I am a softy. I believe if I am too friendly they will take advantage. I want to be an iron lady. The staff appear to be happy though. They don't fear me, they say what they feel. I am coming out of mistrust. I won't be vindictive related to the past. Socially I am sometimes lonely in my leadership position. I am a little afraid of friendships. Initially I had clear cut answers about most things now I have maybes. I wish I could laugh and go out more
  - i. **January 2012:** I knew I was too strict so I had to tone it down a bit. I am results driven but I also had to exercise compassion.
  - j. This principal shifted her school from a pass rate of 45.5% in 2009 to 90% pass rate at the conclusion of 2011
7. These comments demonstrate that the SLP is impacting the quality of leadership in schools which in turn is leading to more cohesive teams. Staff in cohesive teams perform better and this must be good for the quality of learning in the classroom
  8. In January 2012 we entered into further discussions with the Nedbank Foundation and they have agreed to fund two SLPs in FY13 – one in Limpopo and another in the Eastern Cape. The purpose of these programmes is to provide additional support to the existing Fundisa Maths and Science programme being run in schools and ensure a comprehensive intervention in a total of 26 schools. This is significant for SEED in that it means that for the first time we will extend our SLP from the Western Cape to being a programme that is run nationally.

## Plans for the future

With the growth of our SLP to being a national programme we will need to develop our capacity to offer the programme in other provinces. We have already recruited the services of Sammy Njenga as our Learning process facilitator in Limpopo but we will need to build more capacity in the northern and eastern regions of our country. Our partnership with the University of Stellenbosch Business School Executive development (USB-ED) we are also exploring developing a research component to our work so that we can begin to share our learning on a wider platform and ensure that our programme continues to be underpinned by sound academic research. We are hopeful that other funders will come on board to enable us to take the programme further in the East Metropole of the Western Cape but also to other provinces.

## Conclusion

We started the year in a place of survival but we have ended the year with the promise of growth and development and for this we are grateful to our partners and our funders. In particular we are grateful to the Nedbank Foundation for the faith they have shown in us.