



***BEd Honours in Educational Management and
Leadership***

**Information Booklet
2019**

**Faculty of Education
Cape Peninsula University of Technology**

**Mowbray campus
and
Wellington campus**

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1. Introduction

From 2019, CPUT offers a new BEd Honours qualification, namely BEd Honours in Educational Management and Leadership. This qualification will be aligned with the Minimum Requirements for Teacher Education Qualifications and the Higher Education Qualifications Sub-Framework. As such, this qualification will be pegged at level 8 on the 10-level NQF framework.

2. Purpose of the BEd Honours degree

The BEd Honours qualification is a first postgraduate degree in education. Its primary purpose is to **prepare students for research-based** postgraduate study by **developing research capacity in the methodology and techniques** in the student's area of specialisation in education. Its secondary purpose is to **consolidate and deepen expertise** in the specialisation area. The qualification demands a high level of **theoretical engagement** and **intellectual independence**, and includes conducting and reporting **research under supervision**, worth at least 30 credits.

The BEd Honours in Educational Management and Leadership offered by CPUT consists of a generic component and a specialisation component. The generic component comprises current relevant educational themes and perspectives (offered in the subject Education 5) as well as research methods and techniques (offered in the subjects Introduction to Research in Education and Research Methods in Education). The generic component serves as an essential, contextual underpinning for the specialisation component, the latter containing five subjects which comprise specialised themes pertaining to management and leadership within educational institutions as well as a research project conducted within this field.

Students will be provided with sufficient depth of knowledge and skills to enable their continued professional and personal intellectual development, and the opportunity for further postgraduate study at NQF level 9 and higher.

2. Admission requirements for BEd Honours in Educational Management and Leadership

The minimum admission requirement is a level 7 qualification (on the 10-level NQF framework) that includes an education qualification.

For BEd Honours in Educational Management and Leadership, the minimum admission requirement is

- A four-year Bachelor of Education degree with a minimum average of 60%, OR
- Another appropriate Bachelor's degree, with a minimum average of 60% for the degree, followed by a recognised professional teaching qualification, with a minimum average of 60%, OR
- An appropriate 360 cr National Diploma with a minimum average of 60% for the diploma followed by a recognised professional teaching qualification, with a minimum average of 60%, OR
- A four-year professional teaching qualification with a minimum average of 60%, as well as an Advanced Diploma in a cognate sub-field of Education, with a minimum average of 60%

In all cases above, the qualification(s) must include (a) major subject(s) cognate to the broad field of educational management and leadership.

- *In addition, a prospective student must demonstrate a sufficient level of competence in academic literacy, by completing an academic essay based on locating and retrieving academic texts such as selected journal articles, extracting key arguments from these, and critically collating these into a coherent, structured written text, while making use of correct referencing techniques (see Section 6).*

Examples of the above-mentioned qualifications required for admission are:

- A four-year B Ed degree, or
- An appropriate three-year B degree plus an education qualification such as PGCE, or
- An appropriate three-year ND (National Diploma) plus an education qualification such as PGCE, or
- A four year (former) college of education Higher Diploma in Education (HDE), followed by a level 7 Advanced Diploma in Education (ADE), or
- a three year (former) college of education Diploma in Education (DE), followed by an Advanced Certificate in Education (ACE), followed by a level 7 Advanced Diploma in Education (ADE), or
- a three year (former) college of education Diploma in Education (DE), followed by a Further Diploma in Education (FDE), followed by a level 7 Advanced Diploma in Education (ADE)

3. *Articulation*

Upon completion of B Ed Honours in Educational Management and Leadership, a student may apply towards studying a Master's degree in Education (M Ed).

4. *Structure of the B Ed Honours in Educational Management and Leadership*

Subject name	NQF level of subject	SAQA credits of subject	Compulsory or optional (elective)
Education 5	8	30	Compulsory
Introduction to Research in Education	8	5	Compulsory
Research Methods in Education	8	20	Compulsory
Research project	8	30	Compulsory
Leadership Strategies in Education	8	8	Compulsory
Operations Management in Education	8	8	Compulsory
Human Capital Management in Education	8	8	Compulsory
Community Relationship Management	8	8	Compulsory
Law in Education	8	8	Compulsory

5. *Study programme of the BEd Honours in Educational Management and Leadership for 2019*

The qualification is offered on a *part-time* basis over a two years period and all subjects are year subjects. All subjects are offered over 12 weekends (Friday evening and Saturdays)

Part-time (2 years): Year 1: Education 5

Introduction to Research in Education (students can be exempted from this subject after passing a diagnostic test)
Research Methods in Education
Leadership Strategies in Education

Year 2: Operations Management in Education
Human Capital Management in Education
Community Relationship Management
Law in Education
Research project

On the Mowbray campus this qualification will be offered in English, and on Wellington in dual medium (Afrikaans and English).

Note that this is a post-graduate qualification, and that students will therefore be expected to work extensively on their own. They can expect to spend per subject 2 to 5 hours on their own for every hour contact time. They will also conduct a fairly extensive research project, which, experience has shown, can be very time-consuming.

Students will be required to do written assignments. These assignments must be **typed**, and **submitted electronically** (i.e. by e-mail or on BlackBoard). Therefore, students are required to be sufficiently computer literate. If not, they need to make personal arrangements to become computer literate before enrolling for the B Ed Honours.

6. Application procedure for the B Ed Honours for 2019

Application forms for post-graduate study are available from the CPUT website (www.cput.ac.za) or the Applications Office, Highbury Road, Mowbray. Tel: (021) 680 1546, or Wellington campus (021) 864 5200.

Completed application forms and the documents mentioned below must reach the Applications Office of the Wellington or Mowbray campus by **31 October** of the year preceding your intended study.

Note: You are strongly advised to hand-deliver your application to the application office on the campus of your intended study, or send it by registered mail to that office. On-line applications should be avoided as far as possible.

Your application must include the following:

- A completed application form
- A typed cover letter in which you clearly motivate why you want to further your studies in the field of educational management and leadership
- Receipt that an application fee has been paid if you have not registered with CPUT or Cape Technikon or Peninsula Technikon before
- A copy of your identity document
- Certified copies of all your qualifications
- Certified copies of academic transcripts of all previous qualifications (i.e. subjects passed and marks obtained)
- A typed record of your experience in education (or related field), i.e. a short CV
- The completed academic essay, which follows on the next page:

A prospective student must demonstrate a sufficient level of competence in academic literacy. Please submit a 800-1000 word academic essay on ONE of the following topics:

The value of research in educational management and leadership
Or
The value of continued professional development for educational managers and leaders

- Locate and retrieve at least 6 academic texts (e.g. journal articles and/or books).
- Extract key arguments from these texts.
- Critically collate these arguments into a coherent, structured written text.
- Make use of the correct referencing techniques using the Harvard style of referencing.

Incomplete and late applications will not be considered.

7. Fees payable

- Application fee for non-online applications: R100 (if before 30 Sept; thereafter R150) – if not an ex-CPUT, ex -Cape Technikon or ex –Peninsula Technikon student.
- Class fees: Approx. R30 000 in total

8. Subject information

B Ed Honours in Educational Management and Leadership:

Subject	Brief description of subject	Learning outcomes of subject
Education 5	<p>This compulsory, fundamental (generic) subject is one of the core components of the qualification. It is on an advanced level as it builds on basic knowledge and skills students should have acquired in undergraduate studies. This subject has several focus areas, mostly with the aim to support students’ research activities in the programme. First it enables students to understand different educational themes and perspectives. Second, it provides students with conceptual tools for knowledge generation. Finally, it prepares students to be able to read and critique research in education. Towards the fulfillment of these three purposes, the following content constitutes the course work:</p> <ul style="list-style-type: none"> • Educational themes and perspectives <ul style="list-style-type: none"> a. Philosophical perspectives; e.g. <ul style="list-style-type: none"> -Philosophical frameworks of thinking; -critical and creative 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of theoretical and conceptual perspectives underpinning educational practice under the following themes: (a) Philosophy of Education; (b) Psychology of Education; (c) Sociology of Education; (d) Inclusive Education Perspectives; and (e) History of Education in the context of educational management and leadership - Demonstrate the ability to gather, critically review, apply and transfer knowledge and understanding of such theoretical and conceptual perspectives and research related to the field of educational management and leadership - Identify contemporary educational policy challenges and critically analyze how such challenges impact the practice of

	<p>citizenship; -adulthood and citizenship; -indigenous knowledge;</p> <p>b. Psychological perspectives and debates: Psychological perspectives in Education; e.g. -Theoretical explanations about learners and learning -Implications for learners and learning -Principles of human learning -Factors in effective teaching</p> <p>c. Sociological perspectives and debates; e.g. -Indigenous Knowledge Systems (IKS) -modern society and schooling -Multicultural education and diversity</p> <p>d. Inclusive Education models and debates; e.g. -When learning does not occur as theorised -Models and Types of intervention</p> <p>e. Historical perspectives; e.g. -Ideological underpinnings of education -SA education past, present and future directions</p> <ul style="list-style-type: none"> • Contemporary policy challenges; e.g. -HIV/AIDS and teachers -curriculum change and implications for practice • Critical appreciation of Educational Research; e.g. -Textual analysis 	<p>educational management and leadership</p> <ul style="list-style-type: none"> - Demonstrate the ability to identify and analyze current and historical problems in educational management and leadership, including problems related to ethical and professional practice, and to apply knowledge and understanding of theoretical and conceptual perspectives gained in a critical manner in order to address such problems - Demonstrate the ability to communicate in writing and orally academic and professional ideas and arguments, resulting from all of the above-mentioned, to academics, peers and professionals - Demonstrate the ability to apply learning strategies which effectively address the student’s professional and ongoing learning needs of self and other professionals, and to take full responsibility for his/her work, decision-making and use of resources
<p>Introduction to Research in Education</p>	<p>This compulsory, fundamental (generic) subject is one of the core components of the qualification. It has been designed to support and empower students to become proficient and confident in their academic literacy skills.</p> <p>As such, this subject aims to develop the following academic literacy knowledge and skills of students:</p> <ul style="list-style-type: none"> - Library skills, including academic literature (in print and electronic form) retrieval skills - Academic reading skills (reading with understanding, and being able to extract and report the key ideas/concepts) - Collating ideas and concepts from various sources to form a 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Access, retrieve and evaluate literature from various sources, including hard copies in academic libraries, and electronic copies from academic journal databases, dissertation databases, internet and other sources - Read, interpret, summarise and collate relevant information from various sources - Apply correct principles of academic writing in order to write a coherent report on literature read, while constructing supportive evidence through logical argumentation based on literature read - Correctly utilise in-text and end-of-text referencing techniques

	<p>coherent/structured writing piece.</p> <ul style="list-style-type: none"> - Academic discourse - reading and writing for academic purposes - Characteristics of academic writing including referencing, using the Harvard referencing method - Structure of academic writing - Differences between academic writing and non-academic writing <p>Students may choose to be diagnostically assessed prior to the commencement of this subject. Upon achieving the required minimum mark, they can be credited for this subject.</p>	
<p>Research Methods in Education</p>	<p>This compulsory, fundamental (generic) subject is one of the core components of the qualification. It is on an advanced level as it builds on basic knowledge and skills of educational research students should have acquired in undergraduate studies, as well as in the subject Introduction to Research.</p> <p>This subject equips students with fundamental, generic knowledge and skills which, combined with the disciplinary pedagogical and content knowledge acquired from their specialization, should enable them to conduct an independent research project of 30 credits in their specialization, under the supervision of a specialization expert.</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand how to apply research theories, research methodology, methods and techniques to research in education - Demonstrate the ability to critically interrogate multiple sources of knowledge in research - Apply or transfer appropriate standard procedures, processes or techniques to unfamiliar problems in research - Demonstrate the ability to use a range of specialized skills to identify, analyse and address complex or abstract problems in research - Demonstrate the ability to identify and address ethical issues based on critical reflection in research - Access, process and manage information – critically review information, synthesise data, evaluate and manage processes in research - Manage own learning – demonstrate the ability to apply, in a self-critical manner, learning strategies - Display accountability – demonstrate the ability to take full accountability for his/her work, decision making and use of resources
<p>Research project</p>	<p>This compulsory, fundamental (generic) subject is one of the core components of the qualification. It is on an advanced level as it builds on and integrates knowledge and skills students should have acquired in the subject Research Methods in Education as well as in the Specialisation subject. It entails an independent research project under the supervision of an academic supervisor in the particular field of specialisation. It includes</p> <ul style="list-style-type: none"> - Formulating a research topic and research problem/question 	<p>On successful completion of this subject, students are expected to be able to independently undertake a comprehensive research project under the supervision of an academic supervisor. This research project will include a research proposal, and will be conducted in one of the sub-disciplines that is done in the second year of study. In particular, students are expected to be able to:</p> <ul style="list-style-type: none"> - Identify and formulate a research problem, research question and research title - Locate, interrogate and report on

	<ul style="list-style-type: none"> - Undertaking a comprehensive literature review - Deciding on and designing a research approach and research plan - Designing and implementing data collection instruments - Analysing and interpreting data, and commenting on findings - Adhering to ethical principles of educational research 	<p>literature relevant to their field of specialisation, and in particular to the subfield in which they conduct their research</p> <ul style="list-style-type: none"> - Identify and/or design a suitable theoretical framework for the research - Design, substantiate and implement an appropriate research methodology - Collect, analyse, interpret and comment on data and findings - Implement suitable measures to ensure ethical principles - Produce a report in an oral presentation and in written format, in which appropriate writing and referencing techniques are utilized
<p>Leadership Strategies in Education</p>	<p>This compulsory subject is one of the modules that form the core educational management and leadership component of the qualification. These core modules are designed to offer, on a separate yet mutually supporting basis, an in-depth focus on each of the key interdependent areas of educational management and leadership practice that enable the creation and support of conditions for high quality teaching and learning. As such, these core modules intend to build on the students' undergraduate knowledge and skills related to an educator's various educational management and leadership functions that center on the functions of planning, designing, implementing and controlling towards the establishment of high quality teaching and learning.</p> <p>Developing, leading and managing the various strategic processes that enable the creation of, and support for, the sustainable development of the various functional areas of an educational institution, form the central component of educational management and leadership practice. As such, this module aims to equip students with advanced knowledge, skills and critical understanding of the key principles and processes of strategic thinking, planning, designing, implementation and controlling that guide and underpin the various complex and dynamic change processes towards high quality teaching and learning. Given the interrelated and formative nature of this module, it is offered during the first year of the two-year part-time BEd Honours in</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key theoretical and conceptual knowledge and mechanisms underpinning the planning, designing, implementing and controlling of the various strategic processes. This should be demonstrated for each of the key components as identified in the list of topics above (see previous section). - Identify contemporary educational challenges and critically analyze how such challenges impact on the planning, designing, implementing and controlling of the various strategic processes that guide and underpin development towards high quality teaching and learning. - Demonstrate the ability to gather, critically review, apply and transfer knowledge and research of the issues faced by educational institutions, and ultimately inform the development of strategic management and leadership at educational institutions. - Demonstrate the ability to identify and analyze current and historical ethical issues related to professional practice at educational institutions, and to apply knowledge and understanding of various strategic processes in order to address such problems. - Demonstrate the ability to communicate in writing and orally academic and professional ideas and arguments, resulting from all of the above-mentioned, to academics, peers and

	<p>Educational Management and Leadership course, and integrates and builds on the knowledge and skills that students acquired in Education 4 of their undergraduate studies.</p> <p>In order to achieve the aims described above, the module will cover the following topics:</p> <ul style="list-style-type: none"> - Advanced reflection and engagement of the key theoretical and conceptual knowledge and mechanisms underpinning the planning, designing, implementing and controlling of the various strategic processes, which include the following topics: <ul style="list-style-type: none"> o The philosophy of strategy o Social systems theory and strategy o Strategic paradigms o Developing strategic options and choices for educational institutions o Leading the strategic process at educational institutions o Managing strategic alignment at educational institutions - Critical reflection on the key theoretical and conceptual knowledge and mechanisms, and research that elucidate the key issues faced by educational institutions, and ultimately inform the strategic application of the various core management and leadership-related components of the curriculum. - Critically review contemporary strategic challenges that educational institutions face 	<p>professionals</p> <ul style="list-style-type: none"> - Demonstrate the ability to apply learning strategies which effectively address the student's professional and ongoing learning needs of self and other professionals, and to take full responsibility for his/her work, decision-making and use of resources
<p>Operations Management in Education</p>	<p>This compulsory subject is one of the core components of the qualification. It is on an advanced level as it builds on the well-rounded knowledge base acquired in undergraduate studies.</p> <p>This subject equips students with advanced knowledge, skills, values and attitudes which should enable them to demonstrate consolidated and deepened expertise relating to operations management in Education.</p> <p>As such, this subject will enable students to:</p> <ul style="list-style-type: none"> - Demonstrate a high level of theoretical engagement and intellectual 	<p>On successful completion of this subject, students are expected to be able to</p> <ul style="list-style-type: none"> - Understand how to apply their knowledge of operations management to research in education - Demonstrate the ability to critically interrogate multiple sources of knowledge relating to operations management in education - Apply or transfer appropriate standard procedures, processes or techniques to unfamiliar problems at Educational institutions - Demonstrate the ability to use a range of specialized knowledge and skills to identify, analyze and address complex or abstract problems relating to the

	<p>independence through advanced reflection and development by means of a systematic survey of current thinking, practice and research methods applicable to the following sub-areas of Operations Management in Education:</p> <ul style="list-style-type: none"> ○ Approaching Operations Management: Philosophy and Principles ○ Perspectives on educational institutions as organisations ○ Frameworks for analyzing and understanding the structures and procedures of educational institutions ○ Frameworks for analyzing and understanding the technical support elements of educational institutions ○ Acquiring and controlling material and financial resources ○ Developing awareness and skills in resource and financial management and administration ○ Information systems development in education ○ New developments in the management of information systems <ul style="list-style-type: none"> - Demonstrate a critical ability to identify, evaluate and solve defined, routine and new problems within familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the management of operations at educational institutions. - Demonstrate research capacity relating to the management of operations at educational institutions 	<p>management of operations at educational institutions</p> <ul style="list-style-type: none"> - Demonstrate the ability to identify and address ethical issues based on critical reflection of the management of operations in education - Manage own learning-demonstrate the ability to apply in a self-critical manner, knowledge and skills pertaining to the management of operations in education - Display accountability-demonstrate the ability to take full accountability for his/her work, decision making and use of resources.
<p>Human Capital Management in Education</p>	<p>This compulsory subject is one of the modules that form the core educational management and leadership component of the qualification. These core modules are designed to offer, on a separate yet mutually supporting basis, an in-depth focus on each of the key interdependent areas of educational management and leadership practice that enable the creation and support of conditions for high quality teaching and learning. As such, these core modules intend to build on the students' undergraduate knowledge and skills related to an educator's various educational management and leadership functions that center on the functions of planning, designing, implementing and controlling towards the establishment of</p>	<p>On successful completion of this subject, students are expected to be able to</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key theoretical and conceptual knowledge and skills underpinning the establishment of sustainable high performance of human capital, towards high quality teaching and learning. This should be demonstrated for each of the key components as identified in the list of topics above (see previous section). - Identify contemporary human capital management challenges and critically analyze how such challenges impact on the planning, designing, implementing and controlling of the various strategic processes that guide and underpin

high quality teaching and learning. All functional areas of an educational institution are highly dependent on the effective and efficient work of a professional body of academic and administrative staff members who are well equipped, inspired and motivated to achieve the shared vision, mission and strategic goals and objectives of an educational institution. Framed as the human capital of an educational institution, staff members are recruited, inducted, led and managed within a highly complex system that are shaped and governed by multiple layers of laws, regulations, policies, protocols, processes and statutory guidelines. As such, this module aims to equip students with a thorough and critical understanding of these various theories, concepts and principles that underpin the establishment of sustainable high performance of human capital, towards high quality teaching and learning.

Offered during the second year of the two-year part-time BEd Honours in Educational Management and Leadership course, this module integrates and builds on the knowledge and skills that students acquired in the fundamental components of the course, namely Education 5, Introduction to Research in Education and Research Methods in Education.

In order to achieve the aims described above, the module will cover the following topics:

- Advanced reflection and engagement of the key theoretical and conceptual knowledge and skills underpinning the establishment of sustainable high performance of human capital, towards high quality teaching and learning, which includes the following topics:
 - o Strategies for inspiring, challenging, motivating and empowering people to commit to the school's values, vision and mission and to carry them forward in planned action;
 - o Manage conflict and other challenging situations effectively and work towards solutions.
 - o Practices and procedures related to quality assurance systems, including whole-school review and evaluation and performance management;
 - o Processes and systems underpinning accountability, responsiveness and responsibility

development towards high quality teaching and learning.

- Demonstrate the ability to gather, critically review, apply and transfer knowledge and research of human capital management issues faced by educational institutions, and ultimately inform the development of strategic actions to address such issues at educational institutions.
- Demonstrate the ability to identify and analyze current and historical ethical issues related to human capital management at educational institutions, and to apply knowledge and understanding of human capital management in order to address such problems.
- Demonstrate the ability to communicate in writing and orally academic and professional ideas and arguments, resulting from all of the above-mentioned, to academics, peers and professionals
- Demonstrate the ability to apply learning strategies which effectively address the student's professional and ongoing learning needs of self and other professionals, and to take full responsibility for his/her work, decision-making and use of resources

	<ul style="list-style-type: none"> ○ Relationships between performance management, continuing professional development and sustainable school improvement; ○ Approaches to promoting continuing professional development, including approaches to adult learning; ○ Ways in which shared leadership, participation in decision-making, teambuilding and effective teamwork may be encouraged, promoted and implemented; ○ Ways in which motivation, morale and job satisfaction may be enhanced; and ○ The significance and interpretation of Ubuntu within interpersonal relationships and effective communication and feedback. ○ Demonstrate leadership through participating in professional learning. ○ Practices for performance management, both organizational and individual <p>- Critical reflection on the key theoretical and conceptual knowledge and mechanisms, and research that elucidate the key human capital management issues faced by educational institutions, and ultimately inform strategic actions towards the achievement of high performance and operational efficiency and effectiveness as it applies to the various educational management and leadership areas of an educational institution.</p> <p>- Critically review contemporary human capital management challenges that educational institutions face</p>	
<p>Community Relationship Management</p>	<p>This compulsory subject is one of the modules that form the core educational management and leadership component of the qualification. These core modules are designed to offer, on a separate yet mutually supporting basis, an in-depth focus on each of the key interdependent areas of educational management and leadership practice that enable the creation and support of conditions for high quality teaching and learning. As such, these core modules intend to build on the students' undergraduate knowledge and skills related to an educator's various educational management and leadership functions that center on the functions of planning, designing, implementing and</p>	<p>On successful completion of this subject, students are expected to be able to</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key interrelated roles and relationships between the multiple layers of social systems that interact at different stages and levels of the various developmental processes that shape the establishment of high quality teaching and learning. This should be demonstrated for each of the key components as identified in the list of topics above (see previous section). - Identify contemporary educational challenges related to the building of strong and supportive community relationships, and critically analyze how

controlling towards the establishment of high quality teaching and learning.

All functional areas of an educational institution are required to be led and managed within a highly complex environment that functions within, and are shaped by, multiple layers of social systems that interact at different stages and levels of the various developmental processes that constitute the various functional areas of an educational institution. As such, this module aims to equip students with advanced knowledge, skills and critical understanding of the multiple layers of social systems that interact at different stages and levels of the various developmental processes, in order to identify, evaluate and solve defined, routine and new problems related to the development of supportive interdependent relationships between these various social systems.

Offered during the second year of the two-year part-time BEd Honours in Educational Management and Leadership course, this module integrates and builds on the knowledge and skills that students acquired in the fundamental components of the course, namely Education 5, Introduction to Research in Education and Research Methods in Education.

In order to achieve the aims described above, the module will cover the following topics:

- Advanced reflection and engagement of the interrelated roles and relationships between the multiple layers of social systems that interact at different stages and levels of the various developmental processes that shape the establishment of high quality teaching and learning. This is done by means of a systematic survey of current thinking, practice, research and research methods applicable to the following key topics:
 - o Decentralization: a new policy framework for leadership at educational institutions
 - o The role of community within an educational reform policy context
 - o Educational organizations as social systems
 - o Educational organizations functioning within different frames
 - o The organizational ecology of an educational organization
 - o Methods and techniques for building and strengthening strategic

such challenges impact on the establishment of high quality teaching and learning at educational institutions.

- Demonstrate the ability to gather, critically review, apply and transfer knowledge and research of the issues faced by educational institutions, and ultimately inform the development of strategic management and leadership actions towards the building and strengthening of strategic partnerships at educational institutions.
- Demonstrate the ability to identify and analyze current and historical ethical issues related to community relationship management at educational institutions, and to apply knowledge and understanding of various strategic processes in order to address such problems.
- Demonstrate the ability to communicate in writing and orally academic and professional ideas and arguments, resulting from all of the above-mentioned, to academics, peers and professionals.
- Demonstrate the ability to apply learning strategies which effectively address the student's professional and ongoing learning needs of self and other professionals, and to take full responsibility for his/her work, decision-making and use of resources

	<p>partnerships</p> <ul style="list-style-type: none"> - Critical reflection on the key theoretical and conceptual knowledge and mechanisms, and research that elucidate the key issues faced by educational institutions, and ultimately inform the building and strengthening of strategic partnerships - Critical review of contemporary challenges related to the building of strong and supportive community relationships, as it relates to the establishment of high quality teaching and learning 	
<p>Law in Education</p>	<p>This compulsory subject is one of the modules that form the core educational management and leadership component of the qualification. These core modules are designed to offer, on a separate yet mutually supporting basis, an in-depth focus on each of the key interdependent areas of educational management and leadership practice that enable the creation and support of conditions for high quality teaching and learning. As such, these core modules intend to build on the students' undergraduate knowledge and skills related to an educator's various educational management and leadership functions that center on the functions of planning, designing, implementing and controlling towards the establishment of high quality teaching and learning.</p> <p>All functional areas of an educational institution are required to be led and managed within a highly complex governance framework that are shaped by multiple layers of laws, regulations, policies and statutory guidelines. As such, this module aims to equip students with a thorough and critical understanding of key statutory frameworks, laws, regulations, policies, processes and systems that guide and underpin quality assurance and accountability within the various functional areas of an educational institution.</p> <p>Offered during the second year of the two-year part-time BEd Honours in Educational Management and Leadership course, this module integrates and builds on the knowledge and skills that students acquired in Education 3 of their undergraduate studies.</p> <p>In order to achieve the aims described above, the module will cover the following topics:</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the interrelated roles and relationships between the various components of the highly complex governance framework that shape and underpin quality assurance and accountability within the various functional areas of an educational institution. This should be demonstrated for each of the key components as identified in the list of topics above (see previous section). - Identify contemporary educational policy challenges and critically analyze how such challenges impact on each of the various core management and leadership-related components of the curriculum. - Demonstrate the ability to gather, critically review, apply and transfer knowledge and research of the South African governance framework towards the development of strategic application in each of the various core management and leadership-related components of the curriculum. - Demonstrate the ability to identify and analyse current and historical ethical issues related to professional practice at educational institutions, and to apply knowledge and understanding of the South African governance framework in order to address such problems. - Demonstrate the ability to communicate in writing and orally academic and professional ideas and arguments, resulting from all of the above-mentioned, to academics, peers and professionals. - Demonstrate the ability to apply learning

	<ul style="list-style-type: none"> - Advanced reflection and engagement of the interrelated roles and relationships between the various components of the highly complex governance framework that shape and underpin quality assurance and accountability within the various functional areas of an educational institution. This is done by means of a systematic survey of current thinking, practice, research and research methods applicable to the following key components of the South African governance framework: <ul style="list-style-type: none"> o South African educational legislation and policy; o Labour Law and its application in the school context; o Statutory frameworks and regulations related to quality assurance and accountability, including the South African Schools Act (as amended) and the Integrated Quality Management System (IQMS). o Legislation and procedures relating to the conduct and actions of educators and learners; o Legal and regulatory frameworks related to managing schools in South Africa o Legislation and procedures relating to the recruitment, selection and appointment of staff. o Legislation and procedures relating to the disciplinary actions - Critically review contemporary policy challenges faced by the following key areas: <ul style="list-style-type: none"> o Leadership Strategies at educational institutions o Operations Management at educational institutions o Human Capital Management at educational institutions o Community Relationships Management at educational institutions 	<p>strategies which effectively address the student's professional and ongoing learning needs of self and other professionals, and to take full responsibility for his/her work, decision-making and use of resources.</p>
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Staff and contact details

B Ed Honours Administrators

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Wellington campus:

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Course coordinators: B Ed Hons Educational Management and Leadership

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