



## **Whole School Development**

Early in our efforts to change the face of education for disadvantaged schools it became evident that interventions that merely addressed infrastructure were not enough. It was clear that in order to bring about the change we sought we had to find ways to address governance, management, skills inadequacies, literacy failures and teaching difficulties as well as infrastructure.

*Out of this insight, the Whole School Development (WSD) model was born.*

In simple terms, Whole School Development is a mechanism used to improve and uplift the academic, infrastructural, social and security environment in schools. WSD aims to ensure that schools have the necessary management and community leadership to support an environment conducive to excellence in teaching and learning in every school the Foundation works in.

### **Our model looks at incrementally addressing a myriad of issues over a long period.**

These issues include:

- Leadership and communication
- Strategic planning
- Governance
- Quality of teaching
- Educator development – knowledge and implementation of curriculum
- School safety, security and discipline
- Infrastructure
- Learner support systems in mathematics, science, counselling etc.
- Motivation and teambuilding
- Extra- and co-curricular activities, for example sports and enviro clubs
- Parental involvement
- Parental volunteerism – gardening and feeding schemes
- Maintenance of school structures

### **The stakeholders for successful implementation are:**

- The school management team (SMT)
- The school governing body (SGB)
- Educators and school support staff
- Learners
- Parents and communities
- Tribal and religious authorities
- Other NGOs that work in communities
- Alumni
- The Department of Education
- The Department of Social Development



- The Department of Public Works
- Local Municipalities

Where Whole School Development is implemented there is teamwork amongst the school's different stakeholders, management of the curriculum and resources (including human capital) and quality teaching ensuring that educators are competent and confident to teach their learning areas.

Learners in these schools have changed their attitude towards mathematics and science and as a result the number of learners enrolling for mathematics, rather than mathematics literacy, has increased. Overall mathematics and science matric results have improved, learners are motivated to study and have set up clubs and peer-to-peer coaching. The libraries and science laboratories established by the Foundation are well managed and effectively used and the school surroundings and buildings are clean and well maintained.

We believe that implementing Whole School Development in all our schools empowers us to achieve our aim of developing an environment that is conducive to excellence in teaching and learning in South African schools.

### **Interventions include:**

- Leadership training and strategic planning in schools to support school management teams and governing bodies;
- Leadership training for learner representative councils;
- Educator development and learner support in mathematics, science, accounting and literacy;
- Library training;
- Career guidance and motivational talks on values and behavioural change;
- Developing school extracurricular activities, including construction of combination courts, purchasing sports kit and establishing sports leagues;
- Learner welfare is a priority and interventions include providing hearing and eyesight tests, donations of school uniforms, stationary and food parcels and social welfare interventions.

