



Improving the probability of policy acceptance and implementation: Lessons from the Gauteng Department of Education

Executive summary

The Gauteng Department of Education (GDE) identified human, systemic and structural challenges that constrained its ability to excel in delivering on its mandate (Department of Basic Education 2013; Chinsamy 2002; Roberts 2001). One of the strategies for addressing these challenges was the introduction of a new district realignment policy (Matthew Goniwe 2014), with its concomitant paradigm shift from a predominantly monitoring mode to a predominantly supportive one. In line with this policy, the GDE resolved to devote 80% of its work towards support of schools and 20% towards monitoring of compliance requirements.

The implementation of this policy suffered some setbacks (HSRC 2015). These include: emanation of unfavourable perceptions, as the district officials felt they had been reduced from specialists to generalists; high staff turnover; weak support; poor communication and planning; and lack

of will to support quality learning and teaching.

Introduction and background

A lesson drawn from the 1990s and early 2000s with respect to school improvement is that the provincial education departments were too far removed from local schools, hence the decision to realign districts for the purposes of decentralisation and effective policy implementation (Chinsamy 2002; Roberts 2001; see also the National Education Policy Act [No. 27 of 1996]). In implementing the new district realignment policy, the GDE seems to have experienced change-management challenges. The new changes did not sit well with some officials, as there was confusion about roles, responsibilities, accountability, and outcomes of the officials' intervention in schools. The Matthew Goniwe School of Leadership and Governance (MGS LG) serves as the GDE's capacity-building arm for School Governing Bodies, teachers, learner-leaders, parents with children in Gauteng public schools,

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Table of Contents Gauteng Department Of Education Lesson Pla 2014

1. Understanding the eBook Gauteng Department Of Education Lesson Pla 2014
 - The Rise of Digital Reading Gauteng Department Of Education Lesson Pla 2014
 - Advantages of eBooks Over Traditional Books
2. Identifying Gauteng Department Of Education Lesson Pla 2014
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Gauteng Department Of Education Lesson Pla 2014
 - User-Friendly Interface
4. Exploring eBook Recommendations from Gauteng Department Of Education Lesson Pla 2014

- Personalized Recommendations
- Gauteng Department Of Education Lesson Pla 2014 User Reviews and Ratings
- Gauteng Department Of Education Lesson Pla 2014 and Bestseller Lists
- 5. Accessing Gauteng Department Of Education Lesson Pla 2014 Free and Paid eBooks
 - Gauteng Department Of Education Lesson Pla 2014 Public Domain eBooks
 - Gauteng Department Of Education Lesson Pla 2014 eBook Subscription Services
 - Gauteng Department Of Education Lesson Pla 2014 Budget-Friendly Options
- 6. Navigating Gauteng Department Of Education Lesson Pla 2014 eBook Formats
 - ePub, PDF, MOBI, and More
 - Gauteng Department Of Education Lesson Pla 2014 Compatibility with Devices
 - Gauteng Department Of Education Lesson Pla 2014 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Gauteng Department Of Education Lesson Pla 2014
 - Highlighting and Note-Taking Gauteng Department Of Education Lesson Pla 2014
 - Interactive Elements Gauteng Department Of Education Lesson Pla 2014
- 8. Staying Engaged with Gauteng Department Of Education Lesson Pla 2014
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Gauteng Department Of Education Lesson Pla 2014
- 9. Balancing eBooks and Physical Books Gauteng Department Of Education Lesson Pla 2014
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Gauteng Department Of Education Lesson Pla 2014
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Gauteng Department Of Education Lesson Pla 2014
 - Setting Reading Goals Gauteng Department Of Education Lesson Pla 2014
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Gauteng Department Of Education Lesson Pla 2014

- Fact-Checking eBook Content of Gauteng Department Of Education Lesson Pla 2014
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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