

Innovative Instructional Leadership: A transformative approach toward curriculum delivery in schools

INAUGURAL LECTURE

Presenter: Professor Ailwei Solomon Mawela

Venue: University of South Africa

Date: 27th of February 2025



Professor. Ailwei Solomon Mawela

SLIDE 1: INTRODUCTION

Distinguished Guests:

His Excellency, Dr. Thabo Mbeki, Chancellor of the University of South Africa, and former President of the Republic of South Africa,

Professor Puleng LenkaBula, Principal and Vice Chancellor of the University of South Africa,

Professor Thenjiwe Meyiwa, Vice-Principal, Research, Postgraduate Studies, Innovation & Commercialisation,

Professor E. Seekoe, Acting, Vice-Principal, Teaching, Learning, Community Engagement, and Student Support,

Professor Meahabo Magano, Executive Director, Department of Tuition Support and Facilitation of Learning,

Professor Mpine Makoe, Executive Dean, College of Education,

Professor Pinky Mabunda, Deputy Executive Dean, College of Education,

Dr. Genevieve James, Deputy Director of Community Engagement and Outreach,

Professor Ramodungoane Tabane and Professor Johannes Seroto, School Directors, College of Education

To my Special Guests:

Professor Bonang Mohale, Chancellor of the University of the Free State

Guests from, the University of Zambia

Guests from, the University of Venda

Guests from, Kenyatta University

Guests from, Southern Africa Nazarene University, Eswatini

Guests from, the University of Namibia (NACOL)

Guests from, Northwest University

Mrs. Mhlaba-Msimeki, Chief Director, and guests from the Limpopo Department of Education.

My family Members

My beautiful wife, Mrs. Rudzani Gloria Mawela,

My daughters Ms. Vhuhone, Nikao Mawela; Ms. Vhuhulu Mawela and Ms. Vhukhethwa Mawela,

My parents Pastor, Mrs. Tshimbiluni Johanna Mawela (Mother) and Mr. Mmbulaheni Elia Mawela (Father),

Extended family members

Colleagues, Friends, Ladies, and Gentlemen, Greetings: Ndi madekwana, good evening, Riperile, Sanibonani.

I am honored to welcome you all. This moment in my academic career, spanning roles from teacher to full professor, is profoundly significant. Today, I celebrate the milestones achieved over 28 years and share my research journey with you, my supportive family, friends, and colleagues. This occasion also allows me to reflect on the grace and mercy bestowed upon me by my Lord and Saviour, King Jesus Christ. From humble beginnings at Khakhanwa Village in Thohoyandou, I am convinced that such achievements affirm the presence of God in Heaven.

SLIDE 2: TITLE OF THE LECTURE:

Innovative Instructional Leadership: A transformative approach toward curriculum delivery in schools.

THE OUTLINE OF THE LECTURE



The background of the studies conducted.

Problematization-in which the knowledge gap is outlined and at the same time a basis for my research is presented.

Theoretical Frameworks used to analyse the different contexts in the studies conducted will be outlined.

The discussion on the summary of the research output and interventions.

Lastly, the conclusions and recommendations.

SLIDE 3: BACKGROUND OF THE STUDY

Since the 1960s, the concept of instructional leadership has evolved significantly, gaining prominence in the last decade as scholars recognised its importance in establishing successful schools. Jenkins (2009) questions the effectiveness of school principals in the 21st century when they assume the role of being instructional leaders in a school environment. The South African Education Labour Relations Council (2003) places more emphasis on administrative and management roles and is silent on the concept of innovative instructional leadership as a requirement for leadership positions in schools. Hoadley et al. (2009) noted that principals often delegate instructional leadership to school management team members, which can negatively impact curriculum delivery.

Scholars have various perspectives on instructional leadership. Sim (2011) defines it as leadership focused on teaching and learning processes, while Mestry (2013) sees it as actions taken by principals to support high-quality instruction. Calik et al. (2012) describes it as principals' conduct that impacts teaching and learning. Jenkins (2009) highlights the success of principals who take on educational leadership roles. Collaboration with educational stakeholders is essential for accessing additional learning materials, but many principals lack the skills to engage with business stakeholders for extra resources (Mawela, 2021).

Naidoo and Chabalala (2021) emphasise that principals should support teachers and learners to improve performance. The primary goal of principals should be to guide curriculum delivery. This view is supported by Baker-Gardner (2016), Sim (2011), Spaul (2013), and Steyn (2011), who see principals as critical to successful teaching and learning. The Wallace Foundation (2013) underscores the importance of effective instructional leadership in supporting teachers and improving learner performance.

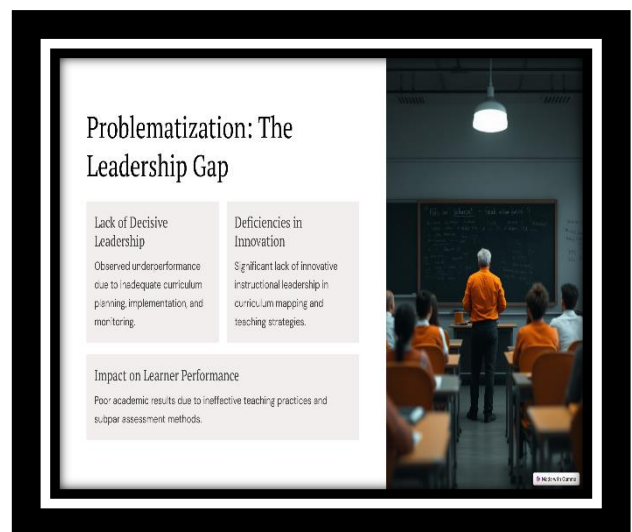
Instructional leadership involves developing and implementing effective teaching practices, defining the mission of the institution, managing instructional programs, and promoting a positive learning climate (Hallinger and Murphy, 1985). Effective leaders set clear goals, provide resources, and create an environment conducive to professional development (Achach-Sonda & Cisneros-Cohernour, 2023). Research shows that instructional leadership significantly impacts student outcomes by improving the quality of teaching and learning (Waraga et al., 2023). Leaders who engage in classroom observations, provide feedback, facilitate professional learning communities, and contribute to higher student achievement (Robinson et al., 2008). This implies that aligning instructional practices with evidence-based strategies is crucial for effective teaching and learning (Waters et al., 2003).

Ladies and gentlemen, Instructional leadership in curriculum delivery is critical for improving educational outcomes (Townsend, 2019). Effective leaders oversee the curriculum, create supportive learning environments, and encourage professional development (Boyce & Bowers, 2018). McBrayer et al. (2019) highlight the importance of

school leaders' self-efficacy in monitoring and evaluating instructions. Collaboration among principals, teachers, and support staff is essential for student achievement (Ng Foo Seong, 2019). Principals must develop a vision, manage curriculum coordination, promote a positive school climate, and support teacher development (Hallinger and Murphy, 1985). In my view, addressing school challenges requires effective innovative instructional leadership.

SLIDE 4: PROBLEMATIZATION: The Innovative Instructional Leadership Gap

Distinguished guest, Principal, and Vice Chancellor of the University of South Africa, Prof. LenkaBula, my passion for instructional leadership in curriculum delivery originates from my career in the Department of Basic Education, where I served as a teacher, departmental head, deputy principal, and school headmaster.



These roles in former Model C and public schools provided me with exposure to various leadership styles that enhance curriculum delivery, including direct versus indirect, transactional versus transformational, distributed instructional leadership, and instructional versus curricular leadership. The leadership exhibited by many school principals, deputy principals, and departmental heads often resulted in dissatisfaction among teachers, learners, parents, and educational stakeholders concerning learners' performance in schools. I observed underperformance in primary and secondary schools due to a lack of decisive leadership from school management teams (SMTs). Consequently, parents frequently transferred their children from dysfunctional schools to Model C schools where there is effective instructional leadership.

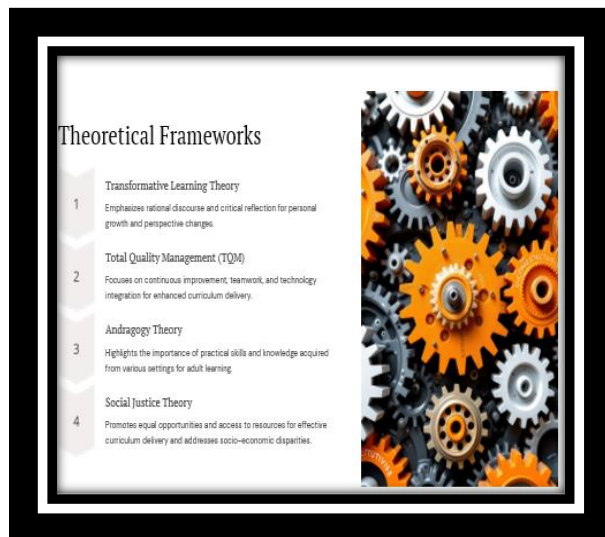
Many South African schools facing dysfunctionality are plagued by inadequate curriculum planning, implementation, and monitoring, compounded by the presence of unqualified and inexperienced school instructional leaders in curriculum delivery. There is often a noticeable lack of commitment among teachers to provide expanded learning opportunities for students. Despite concerted efforts by district authorities to enhance the attitudes of both educators and students toward teaching and learning, there remains a significant deficiency in innovative instructional leadership, particularly in areas such as curriculum mapping, teaching strategies, and policy implementation. District visits aimed at observing curriculum planning and delivery are frequently met with resistance and are derogatorily referred to as witch-hunting. The absence of structured lesson planning, irregular class attendance, ineffective teaching and learning practices, and subpar learner assessment methods collectively contribute to the poor academic performance of learners.

The gravity of the aforementioned issues, coupled with high learner drop-out rates, poor resource management, inadequate classroom management, deteriorating infrastructure, insufficient parental involvement, lack of accountability among school instructional leaders, and subpar learner performance, prompted me to pursue a scientific understanding of the leadership styles that influence curriculum delivery in schools. My investigation revealed that many members of school management teams lack innovative instructional leadership. The persistent poor performance of learners in numerous schools unequivocally indicates a deficiency in visionary thinking necessary for articulating a clear, forward-looking vision for teaching and learning. This situation also highlights a lack of collaborative teamwork among teachers, students, and the community to share ideas and best practices. Furthermore, it is evident that decisions are not data-driven, which is essential for informing instructional strategies and enhancing student performance.

Ladies and gentlemen, there was a noticeable lack of urgency in promoting professional development, and ongoing training to support teachers to enhance their skills and knowledge to remain current with educational trends. Despite the prominence of the Fourth Industrial Revolution in contemporary discourse, many instructional leaders

neglect the integration of technology to enrich learning experiences and make education more accessible and engaging. Furthermore, a student-centered approach, which focuses on the needs, interests, and abilities of students to tailor instruction and foster a love for learning, is not prioritised. In 2016, upon joining the University of South Africa, I found a Community Engagement project platform that enabled me to engage with the school instructional leaders community. This platform prompted me to establish and register a community engagement project to address the gap that school management teams are faced with concerning innovative instructional leadership in curriculum delivery in schools.

SLIDE 5: THEORETICAL FRAMEWORK



Ladies and gentlemen, instructional leadership approaches are informed by several foundational theories. These theories shape modern instructional leadership, including transformational, Total Quality Management (TQM), transformative learning, distributed, social justice, instructional, andragogy, situational, and servant leadership theory.

Transformational Leadership Theory (Burns, 1978) emphasises vision and motivation that are required in instructional leadership, while Total Quality Management (TQM) theory (Deming, 1950; Mawela, 2016; Jasti, 2021) focuses on continuous improvement and the involvement of all employees in the quality improvement process in planning and implementation. Distributed Leadership Theory (Harris, 2013) advocates for shared responsibility that an instructional leader should pay attention to, whereas the instructional leadership theory emphasises principals' involvement in curriculum and teaching practices. Servant Leadership Theory (Canavesi, 2021) prioritises staff growth, and

Situational Leadership suggests adapting approaches based on team readiness and circumstances. These theories collectively helped me to shape innovative instructional leadership within the context of curriculum delivery to enhance learners' performance in schools (Robinson et al., 2008).

To gain a comprehensive understanding of this subject, I have chosen to focus on transformative learning theory, total quality management theory, andragogy theory, and social justice theory (Mezirow, 2000; Deming, 1950; Cranton, 2016; Rawls, 1971; Malcolm, 1977). As scholars, we recognize that relying on a single theory may limit our understanding, thus a multifaceted approach is essential.

Transformative Learning Theory, developed by Mezirow, encompasses several key concepts that facilitate profound personal growth and changes in perspective. To illustrate the importance of innovative instructional leadership in curriculum delivery, I have highlighted rational discourse and critical reflection concepts.

Rational discourse involves an innovative instructional leader engaging in open and honest dialogue with others to explore different viewpoints and validate new perspectives. This process enables an innovative instructional leader to critically assess their assumptions and integrate new ideas. Critical reflection, on the other hand, entails examining and questioning one's practices, assumptions, and values. Through critical reflection, an innovative instructional leader identifies biases and gaps in their understanding, allowing them to reframe their perspective on curriculum delivery (Cranton, 2016).

An innovative instructional leader who lacks the concepts of rational discourse and critical reflection, as outlined in Transformative Learning Theory, disadvantages schools in effective curriculum delivery to enhance learners' performance (Mestry, 2013). Transformative leadership should prioritise improving student performance through various teaching approaches and assessment strategies. According to Baker-Gardner

(2016), innovative instructional leaders should provide continuous professional development for teachers.

Innovative instructional leadership is characterized by the establishment of clear goals, the cultivation of a collaborative culture, and the prioritisation of professional development (Jasti, 2021). Deming posits that an innovative instructional leader should set explicit objectives for teaching and learning, thereby fostering a culture of teamwork, the sharing of best practices, engagement in professional learning, and the inclusion of staff in decision-making processes.

On the other hand, Total Quality Management (TQM) is posited as essential in curriculum delivery, as it plays a critical role in ensuring that an innovative instructional leader comprehends the significance of teamwork, integrates technology into curriculum delivery, and bases decision-making on current trends and data. By applying the principles of TQM, an innovative instructional leader can create an environment that promotes innovation, enhances teaching and learning, and ultimately leads to improved learners' educational outcomes.

The Andragogy theory complements this by assessing the expertise of school instructional leaders. Malcolm Knowles (1977) emphasised adult-driven learning, highlighting the importance of practical skills and knowledge acquired from various settings. School Management Team (SMT) members should possess sufficient skills and knowledge as teachers, departmental heads, and deputy principals before assuming roles in an instructional leader's position.

The South African education system, as enshrined in the Constitution (RSA, 1996), guarantees equal educational rights, which should ensure the equitable distribution of resources for effective curriculum delivery. Maguire (2019) contends that social justice promotes equal opportunities and access to resources. Effective instructional leaders in schools are expected to play a pivotal role in addressing socio-economic disparities (Rawls, 1999). It is, therefore, expected of the innovative instructional leader to create a conducive learning environment, and access to learner-teacher support material (LTMS)

as a way of promoting sustainable goal development number 4 (Quality Education) to all learners.

In most of the South African cities, towns, and rural communities, affluent parents often transfer their children from underperforming schools to better-performing ones, leaving disadvantaged children in dysfunctional schools. This situation creates unequal educational rights and contradicts the educational equality enshrined in the Constitution (RSA, 1996). Dysfunctional schools, led by instructional leaders who lack innovation, deny learners the quality education (SDG 4) that should be demanded from them.

SLIDE 6: RESEARCH METHODS

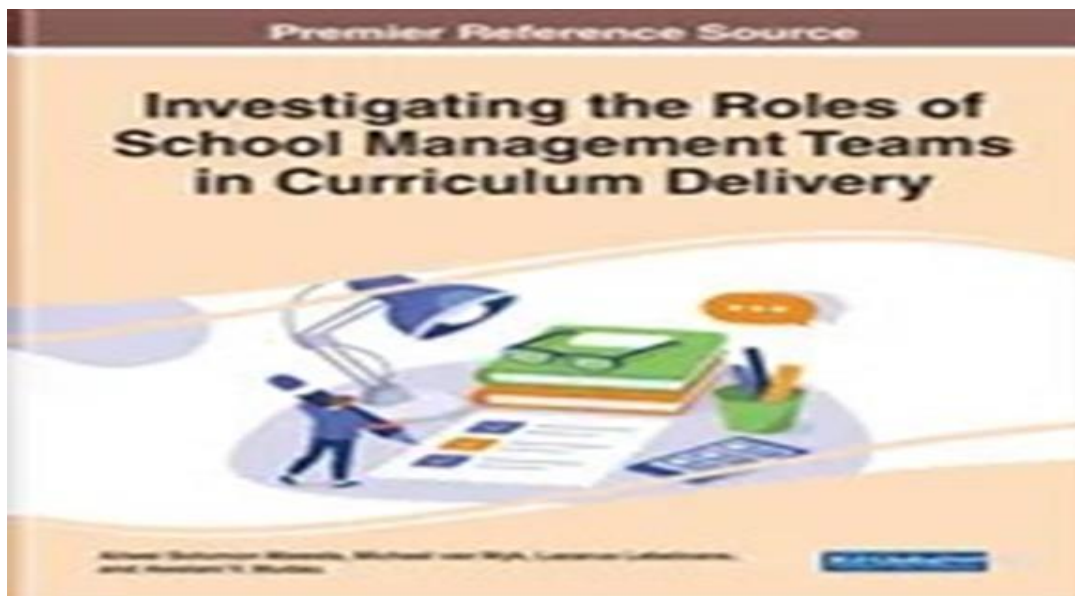


Participatory action research was employed to investigate the role of school management teams as innovative instructional leaders in curriculum delivery in primary and secondary schools. The study is centered in the Johannesburg East District of Gauteng Province, and the Vhembe East & West, Mopani East & West, and Capricorn Districts of Limpopo Province, South Africa. The descriptive research design

was used for this study since it allowed the researcher to get information directly from the participants who are directly in charge of planning, implementing, and monitoring the curriculum delivery in schools. Initiated in 2017, the study encompasses over 200 schools that were purposefully sampled in Gauteng and Limpopo provinces with approximately 1,300 participants. The study is grounded in a transformative framework, primarily advocated by pragmatists, and employs a mixed-method design as outlined by Cresswell (2009). In this multiple case study, thematic data analysis was employed to analyse participatory observation, documents, and semi-structured interview information gathered

from the school management team, and district officials. The multiple case studies focused on school transformation through shared leadership, innovative curriculum for inclusive education, technology integration in curriculum delivery, and transformative learning in Adult Education. The research approach is action-oriented and participatory. Ethical principles, as stipulated by the College of Education's ethical clearance guidelines (ethical clearance No. 2024/11/15/000000350/06RB), were rigorously observed throughout the study.

SLIDE 7: RESEARCH OUTPUT



Investigating the Roles of School Management Teams in Curriculum Delivery:
Edited by Prof. AS Mawela, Prof. MM van Wyk, Prof. LDM Lebeloane, & Prof. AV Mudau.

Based on research conducted in the Johannesburg East District of Gauteng Province, focusing on innovative instructional leadership in curriculum delivery, an international scholarly book titled *Investigating the Roles of School Management Teams in Curriculum Delivery* was edited and published in 2021 by the esteemed IGI Global Scientific Publisher. This publication was spearheaded by me (*Prof. A.S. Mawela*), with the collaboration of co-editors Prof. M.M. Van Wyk, Prof. L.D.M. Lebeloane, and Prof. A.V.

Mudau, all affiliated with the College of Education at UNISA. The book comprises 16 blind peer-reviewed chapters authored by international scholars.

In this publication, I contributed two chapters. The first chapter, titled "School Management Teams' Strategies to Enhance Curriculum Delivery in the Era of the COVID-19 Pandemic" (Mawela, 2021), explores the challenges encountered by school management teams (SMTs) in curriculum delivery amidst the global disruption caused by the COVID-19 pandemic. This chapter employs transformative learning and total quality management (TQM) theory, alongside purposive sampling, and interpretive methods, to analyze data collected from semi-structured interviews. The findings reveal that, despite the existence of policies such as the Curriculum and Assessment Policy System (CAPS, 2011) and the National Policy for Assessment (NPA), SMTs faced significant difficulties in curriculum delivery due to the pandemic's impact. The chapter advocates for the annual reskilling of departmental heads and deputy principals to enhance the planning, implementation, and monitoring processes of curriculum delivery, particularly during pandemics or unforeseen circumstances.

The second co-authored chapter, titled "The Role of Departmental Heads in the Procurement of Teaching and Learning Resources to Enhance Learners' Performance" (Mahlambi & Mawela, 2021), explores the application of transformative learning theory to understand the role of departmental heads (DH) in the procurement of teaching and learning resources in secondary schools in Alexandra Township, South Africa. The COVID-19 pandemic significantly disrupted South Africa's education system, which was unprepared for such a crisis. In response, the Department of Basic Education implemented various strategies to sustain teaching and safeguard the academic year. This qualitative study employed purposive sampling to select departmental heads from five secondary schools. Through thematic analysis of semi-structured interviews and documents, the study revealed a lack of resources for remote learning in schools, highlighting the need to improve Learning and Teaching Support Material (LTSM) retrieval practices, as resources loaned to learners often remain unaccounted for.

Furthermore, Prof. M.M. Van Wyk (2021) contributed a chapter entitled *"Deputy Principals and Heads of Departments' Experiences of Assessment Practices in Curriculum Delivery."* This chapter examines the pivotal role of assessment in the curriculum delivery process and its significance in evaluating student performance. Deputy principals (DPs) and departmental heads (DoHs) are identified as crucial figures in supervising assessment practices and ensuring total quality management (TQM) within schools. According to the South African Schools Act (SASA, 1996), the roles of DPs and DoHs, as part of the school management team (SMT), necessitate adherence to TQM principles in curriculum delivery. Employing an exploratory qualitative approach, the study found that DPs and DoHs are found wanting in supporting, monitoring, and guiding teachers in assessment as curriculum and instructional leaders. The findings underscore the importance of monitoring and tracking learners' performance and the reskilling of teachers in designing assessment tasks that promote higher-order thinking and critical skills, in alignment with the demands of the 21st century.

Distinguished colleagues, the sampled and presented chapters clearly demonstrate that the dynamics of curriculum delivery in schools encompass various elements, requiring diverse strategies and methods to address the specific needs of each institution. The significance of school management teams (SMTs) in comprehending and executing their instructional leadership responsibilities for effective curriculum delivery is underscored throughout these chapters. The innovative leadership role in overseeing the planning, implementation, and management of curriculum delivery constitutes the cornerstone of effective teaching, learning, procurement of learner-teacher support materials (LTSM), assessment, and overall learner performance.

While teachers are designated to specialise in subject area pedagogies as per the Education Labour Relations Council (2003:C66-69), departmental heads, deputy principals, and principals often struggle to grasp the concept of innovative instructional leadership and its impact on curriculum delivery in schools. The chapters assume that SMTs lack understanding of their roles and responsibilities as stipulated by the Education Labour Relations Council (2003). However, the findings and recommendations suggest

an urgent need for SMTs as instructional leaders to receive training on their roles for effective innovative leadership in curriculum delivery in schools.

Distinguished ladies and gentlemen, the first chapter advocates for annual in-service training for departmental heads and deputy principals to enhance the planning, implementation, and monitoring processes of curriculum delivery, particularly during pandemics and or unforeseen circumstances. The second chapter underscores the challenges faced by school management teams (SMTs) in effectively supervising remote learning during the pandemic, which resulted in poor learner performance. The inability to recover learning and teaching support materials (LTSM) is particularly concerning, as the loss of textbooks disadvantages learners in subsequent years. Findings by Van Wyk indicate the lack of pedagogical subject content knowledge by deputy principals (DPs) and heads of departments (HoDs) responsible for supporting, monitoring, and guiding teachers in designing assessments as curriculum and instructional leaders is worrisome. These findings emphasize the necessity for instructional leaders to support teachers to design assessment tasks that foster higher order thinking and critical skills, in alignment with the demands of the 21st century.

Drawing from Malcolm Knowles's (1977) belief in acquiring practical skills and knowledge in various settings to become productive and efficient, school management teams need to acquire sufficient knowledge and skills as instructional leaders to deliver the curriculum effectively. This view is supported by Dongo (2016), who posits that school principals find instructional leadership challenging to varying degrees.

The chapters underscore the importance of innovative instructional leadership within the school management team for effective curriculum delivery. This includes managing teaching and learning resources, planning, and implementing effective assessments, and employing appropriate pedagogies and methods. The book of chapters has significantly contributed to the global body of knowledge, as evidenced by the readings and citations

on ResearchGate, with individual chapters receiving between 356 and 430 reads respectively.

Distinguished ladies and gentlemen, the sixteen chapters reveal that scholars identify instructional leadership as a crucial element for effective curriculum delivery in schools. In addition to supervising eight (n=8) master's and thirteen (n=13) PhD students on topics related to curriculum delivery, I have developed a course to provide school management teams with an understanding of their roles and responsibilities as innovative instructional leaders in curriculum delivery.

SLIDE 8: INTERVENTION STRATEGY

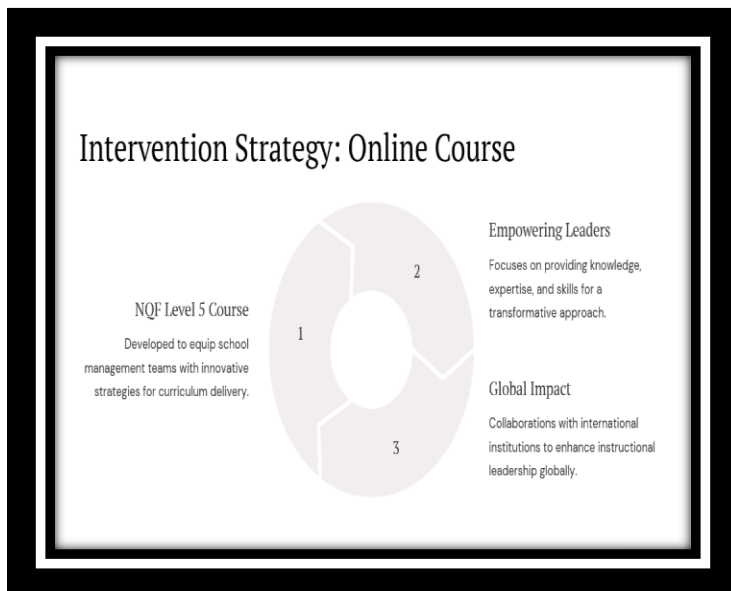


SCCD01A: Instructional Leadership in Curriculum Delivery in Schools

Define tomorrow.



Instructional Leadership in Curriculum Delivery in School (AS Mawela, 2024)



Ladies and Gentlemen, in response to the demand for proper guidance for school management teams and district officials on instructional leadership in curriculum delivery, I developed an online course at NQF Level 5. This course is offered to principals, deputies, departmental heads, and district-based curriculum specialists to equip them with the

knowledge, expertise, skills, and innovative strategies necessary for a transformative

approach to curriculum delivery in schools, ultimately enhancing teaching and learning and improving learners' performance.

Instructional leadership, as defined in this course, refers to a school leader who is confident in their knowledge and skills to support teaching and learning while being committed to providing academic guidance to both learners and staff (Boyce & Bowers, 2018). This implies that an instructional leader must possess sufficient expertise, experience, and innovative strategies to guide educators in delivering effective teaching and learning practices within the school environment.

The effectiveness of an instructional leader lies in their ability to assess teachers' knowledge, skills, and performance to enhance learners' outcomes (Hallinger, 2011a). Such leaders should understand teachers' morale and instructional practices and be capable of planning, implementing, and managing curriculum delivery. Leithwood and Sun (2018) emphasise that instructional leaders play a crucial role in consistently improving learners' performance.

The core focus of innovative instructional leadership in schools is improving learners' educational outcomes. This course specifically addresses the instructional leadership provided by members of the school management team (SMTs) and district officials to ensure effective teaching and learning. A key aspect of innovative instructional leadership is fostering collaboration within the school management team by reducing incompetence and prioritising effective curriculum delivery to improve learning performance (Robinson, Lloyd, & Rowe, 2008). Additionally, as innovative instructional leaders, school management teams and district curriculum specialists play a vital role in supporting teachers' ongoing professional development.



Ladies and Gentlemen, today, the course has enrolled over 1,000 school management team (SMT) members and district officials responsible for curriculum delivery from the Limpopo Department of Basic Education. These SMTs and district officials were purposefully selected by the Limpopo Department of Basic Education and sponsored by ETDP-SETA, with each student receiving funding valued at R14,000 to attend the course. The enrolled participants are engaging in both online and face-to-face classes.

The Limpopo Department of Basic Education anticipates significant improvements in learner performance in the National Senior Certificate (NSC) Grade 12 national rankings over the forthcoming three-year period (2025-2027). This anticipated success is attributed to the empowerment of School Management Teams (SMT) and district officials through the acquisition of innovative instructional leadership knowledge provided in this course.

Global Impact: It is with great pleasure that I share the established collaborations with institutions of higher learning, both locally and internationally, on the subject of "innovative instructional leadership in curriculum delivery in schools." To date, the collaboration with the University of Zambia has led to the proposal of a Memorandum of

Understanding (MoU), which is expected to be finalised in 2025. Additionally, I have initiated a collaboration with Southern Africa Nazarene University (SANU) in Eswatini, resulting in the signing of a letter of intent to collaborate on this concept. Furthermore, I have initiated a collaboration with the Namibia College of Open Learning (NAMCOL). These collaborations are initiated to find other innovative ways of instructional leadership in curriculum delivery in other parts of the world.



Established collaboration with the University of Zambia (AS Mawela, 2024)

Distinguished guests, the collaboration initiative has led to the proposal of an international scholarly IGI Global Book of Chapters titled *“Innovative Instructional Leadership: A transformative approach toward curriculum delivery in school.”* This scholarly book aims to address current trends in school leadership concerning curriculum delivery and provide innovative insights into anticipated transformative approaches for the future.

In addition, in support of our Vice-Chancellor and Principal, Professor LenkaBula, and her concept of an “entrepreneurial mindset,” I am finalising an online course designed to train university curriculum leaders on the “Futuristic ODLe approaches toward Innovative Instructional Leadership in Curriculum Delivery at Higher Institutions.” This course aims to explore and develop a futuristic Open Distance Learning (ODLe) approach that enhances innovative instructional leadership in curriculum delivery at higher education institutions. This initiative seeks to leverage cutting-edge technologies and pedagogical

strategies to improve educational outcomes, foster adaptive leadership skills, and ensure the effective innovative implementation of curriculum in a dynamic and evolving academic landscape. Yes, ultimately, the course will generate a third income stream for the institution.

SLIDE 9: M&D SUPERVISION WITH A FOCUS ON CURRICULUM DELIVERY IN SCHOOLS.



Ladies and Gentlemen, from the supervised thirteen ($n=13$) *PhD* students and eight ($n=8$) *MEd* students to date, I have gained substantial knowledge and experience, enhancing my understanding of the ontology and epistemology of innovative instructional leadership approaches in curriculum delivery in schools.

The published dissertations and thesis at the Unisa Library repository made valuable contributions to the body of knowledge. I have published over sixteen (articles) in accredited Journals and seven book chapters that have received high citations on Research Gate and Google Scholar.

SLIDE 10: CONCLUSION

Ladies and gentlemen, this inaugural lecture underscored the critical importance of instructional leadership in curriculum delivery within schools. It emphasised the necessity

for school management team members and curriculum specialists to assume their roles as innovative instructional leaders, rather than merely functioning as administrators and managers. Their primary responsibility is to direct effective teaching and learning, thereby enhancing learners' performance in the school environment is critical.

Global scholarly perspectives on the need for instructional leadership by school principals were shared during this lecture. However, I introduce an emerging concept that advocates for a transformative approach to innovative instructional leadership in curriculum delivery which demands a student-centered approach, visionary thinking, collaborative teamwork, data-driven decision-making, ongoing teacher professional development, and the integration of technology to enhance learning. This approach involves the entire school management team (SMTs), district officials responsible for curriculum delivery, and educational stakeholders.

The scholarly IGI Global publication of a book of chapters attests to my scholarship, which is firmly grounded in innovative instructional leadership in curriculum delivery in schools to enhance learners' performance. The dissertations and M&Ds supervised students, encompassing groundbreaking research across a wide range of disciplines focusing on curriculum delivery in schools, reaffirm my passion and commitment to effective innovative instructional leadership in curriculum delivery in schools.

To date, 1,000 students from the Limpopo Department of Basic Education have registered for the NQF Level 5 course focusing on instructional leadership in curriculum delivery in schools. This achievement represents a significant milestone, not only for me as a scholar but also for the University of South Africa (UNISA), as this course generates a third income stream of R14 000 000 for the university.

SLIDE 12: A CALL FOR ACTION

To uphold the imperative of innovative instructional leadership, the Department of Basic Education and higher education institutions must collaborate in supporting continuous professional development for teachers. This development should emphasise innovative instructional leadership in curriculum delivery within schools. Such collaboration will empower school management teams (SMTs), district officials, and other educational stakeholders to transform the pedagogy of leadership in curriculum delivery.

Prioritising partnerships within the SADC region is essential to advance educational scholarship and ensure consistency in curriculum delivery across schools in the region. Global collaboration will further support the standardisation of teaching methodologies and inform policy-making decisions regarding innovative instructional leadership in curriculum delivery in schools.

As we move forward, let us commit to fostering an environment of continuous learning and innovation. Together, we can transform educational leadership and make a lasting impact on our students' futures.

SLIDE 13: A WORD OF APPRECIATION

I would like to extend my heartfelt thanks to all my family members, the academics, administrative staff, general workers, union representatives, students, Department of Basic Education instructional leaders, servants of God, stakeholders of the University of South Africa, Council of the university, Vice principals, Dean of the College of Education Prof. Makoe and the Vice-Chancellor and Principal of Unisa Prof. LenkaBula for dedicating your time and effort to attend this Inaugural Lecture.

This study would not have been possible without the dedication and commitment of my postgraduate students, who continue to participate in my research initiatives on instructional leadership in curriculum delivery. I also wish to extend my gratitude to my colleagues, mentors (Prof. G. Van den Berg, Prof. L.D.M. Lebeloane, Prof. M.M. Van Wyk, Prof. M. Magano, Mr. Mark Van Heerden, *(the late)* Prof. J.M. Dreyer, and Prof. M.

Makoe), and mentees (*Dr. S.B. Mahlambi, Prof. A. Tagwi, Dr. V Nkuna, Dr. Sitsha & Dr T M Msimeki*), among others, who have played an active role in the interventions implemented throughout this research. In addition, I am conducting workshops for M&D students on innovative instructional leadership in curriculum delivery in Limpopo and Gauteng provinces.

SLIDE 14: A WORD OF APPRECIATION TO MY PARENTS



I wish to express my profound gratitude to my parents, Pastor, Mrs. Johanna Tshimbiluni and Mr. Elia Mbulaheni Mawela, who played a pivotal role in the upbringing of their only begotten child throughout their 55 years of marriage. Their unwavering support, prayers, and guidance have been instrumental in my journey. I am particularly indebted to my mother, whose prophetic words during my

primary school years foretold my future as a teacher. Her prophecy has indeed come to fruition, and today, I celebrate my 28th year as a professional educator.

SLIDE 15: A WORD OF APPRECIATION TO MY WIFE AND CHILDREN

In 1999, I met my beloved wife, Mrs. Rudzani Gloria Mawela. Together, we have been blessed by God Almighty with three beautiful daughters: Vhuhone, Vhuhulu, and Vhukhethwa. I extend my heartfelt gratitude to my wife who was bold enough to get married to a teacher, but today a professor. Thank you so much, my beautiful girls, and my intercessor team, for their unwavering love, prayers, and support.



Mrs. Rudzani Gloria Mawela

Ms. Vhuhone, Vhuhulu, Vhukhethwa Mawela

Thank you so much for honouring the invitation. May God Almighty keep you and bless you.

Nne ndi pfi, Ailwei, nndwa usina Mudzimu, ndi mu rwa mu bebwa e ethe wa Tshimbiluni na Mmbuhaleni Mawela, ndi Mudau wa tshiheni, tsha ha nya phungatshena, Musidzi wa phutshena ndi mavhele, ri ngwaniwapo dza la Mulenzzhe, phangami dza vhureleli ha tshindendi.

“Where there is a man to pray, there is God to answer.”

Shalom!!!

SLIDE 15: REFERENCES

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