Leadership Development: Learning from South African School Principals’ and Mentors’ Experiences

Vitallis Chikoko*, Inbanathan Naicker** and Siphiwe Mthiyane*

University of KwaZulu-Natal, P Bag X03 Ashwood, 3605, Durban, South Africa
Telephone: ’<+27 31 260 2639>, ’’<+27 31 260 3461>, ’’<+27 31 260 1870>
Fax: ’<+27 31 260 7003>, ’’<+27 31 260 1598>, ’’<+27 31 260 1598>
E-mail: ’<chikokov@ukzn.ac.za>, ’’<naickeri1@ukzn.ac.za>, ’’<Mthiyanes@ukzn.ac.za>


ABSTRACT This paper reports on a study in which the researchers sought to understand leadership development for practising school principals. The study investigated experiences of: (1) selected school principal graduates of an Advanced Certificate in Education in School Leadership (ACE: SL); and (2) selected mentors in that programme. Results show evidence of both asset-based (trainee’s current knowledge, skills, capacities, etc. as basis for development) and deficit (trainee’s deficiencies as basis for development) thinking and practice in the way the stakeholders had experienced the ACE. The researchers conclude that the asset-based approach is likely to yield better leadership development dividends than the deficit model.