

Distributive Leadership as Management Strategy for School Effectiveness: The Place and Role of the OSCAR Coaching Model in South African Schools

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ABSTRACT A common thread in contemporary research on principal leadership refers to the ways in which principals take important decisions. These decisions have become increasingly more complex in a system of school-based management due to the fact that an appeal has been made to principals by the South African Ministry of Education to take on more responsibilities in order to manage their schools effectively and to enhance school effectiveness and learner outcomes by doing so. The concept of shared or distributive leadership has become vital in a system of school-based management. The OSCAR coaching model is one way in which leadership can be distributed effectively across individuals in the school context. The purpose of this paper, based on a qualitative study in selected South African schools, is to explore how distributive leadership, via this coaching model, can contribute to school effectiveness. Ethnographic interviews were conducted with individuals and focus groups from purposefully selected schools to establish the perspectives of individuals on the place and role of the OSCAR coaching model. The outcomes of this paper show that the OSCAR coaching model, as management tool, serves as a significant contributor to school effectiveness as it supports and contributes to the distribution of leadership.