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THE IMPACT OF DEVELOPMENT PLANNING ON LEARNER ACHIEVEMENT: A CASE OF FOUR JOHANNESBURG EAST DISTRICT PRIMARY SCHOOLS

JAVIER NDAYENI

Abstract

School development planning (SDP) is a major driving force to achieve improvements in the quality of teaching and learning, and participation of stakeholders in school management. This study discusses research findings on the planning practices in primary schools based on the perceptions and experiences of principals of the impact of development planning towards improving learner achievement in Johannesburg District East in Gauteng, South Africa. A qualitative methods approach involving survey and case study was utilized to address research questions. This study identifies principals' leadership, networking and teamwork amongst stakeholders, and improvements in teaching and learning as some of the benefits of SDP. This is premised on the fact that SDP is a highly technical process that requires skills and know-how to be executed successfully. However, the implementation of development planning is limited by inadequate Department of Education support, resources and continuous professional development of principals. It is argued that SDP is fraught with numerous challenges that require an approach that focuses on its, that is, school improvement and management of planned change. The findings will assist the district to design strategies to improve management schools through SDP.

Keywords: development planning, improvement, participation, school development planning, stakeholders, learner achievement.