

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

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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.