



Digital leadership practices of school leaders in a South African school district

Suraiya Naicker, Judy Dasruthg

Digital leadership calls for school leaders who can envision and drive change in an environment characterised by innovation and technological advancement. South Africa is a developing country where there is a need to transform schooling to prepare learners for a digital world. Using a qualitative case study, this inquiry investigated school leaders' digital practices in a school district. Data were generated using five focus group interviews and document analysis. The sample included thirty-three participants made up of district officials, school management team members and teachers. The findings indicated that participants had embraced the paradigm shift to technology integration in both their leadership and management practices as well as to enhance learning. Digital communication, administration software applications and social media platforms were in-use. There was positive movement towards the use of digital platforms, technologies and applications for teaching and learning. Challenges in schools point to limited access to digital resources, loadshedding, the need for upskilling educator and learners' technological skills, technophobia and policy reform. Cyberbullying and distractions were other emerging challenges. School leaders can play a role in building capacity for technology use. Comprehensive legislation and regulations are required for Education 4.0 as well as the equitable provision of digital resources.

Technology in

School Leadership and Learning

科技賦能學校領導與學習

