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Editorial

Vitallis Chikoko

This Issue is endowed with educational leadership and management papers from both basic and higher education contexts. Three papers are situated in the South African education context while two are about the Zimbabwean education landscape.

In the first paper, Claire Gaillard, taking a social justice perspective, discusses how learners' constitutional rights are violated by dress rules in South African schools. She argues that despite the abolition of apartheid, democratisation becomes ineffective when national policies are translated into oppressive school rules.

In the second paper, Paul Rangongo and Johan Beckmann examine the role of South African school principals in the management of school funds. They see this financial management responsibility placing the school principal in a network of relationships with stakeholders such as the school governing body (SGB) and the provincial head of the department of education (HoD). Such networks are a potential source of conflict, whose impact, if not competently managed, may negatively affect school functioning.

In the third paper, Paul Mupa sees the Zimbabwean higher education landscape as evolving. Such evolution requires innovative and collaborative leadership. The paper interrogates whether the current leadership is up to the task. Paul Mupa argues for a re-thinking of leadership in higher education and proposes some of the leadership profiles required.

In the fourth paper, Remigio Chingara and Piet Muparuri examine Zimbabwean school heads' preparedness to manage crises. They cite the COVID-19 pandemic and subsequent crises in the country and question school heads' levels of preparedness thereof. The paper argues for the training of school heads for crisis preparedness and management.

In the last paper, Ellen Sesi Nkuna and Jan Heystek explore implementation challenges of the learner progression policy in South African schools. They argue that learner dropout remains high. They suggest strategies to improve the situation.