

Quality Education News

A quarterly publication issued by the South African Quality Institute in the interest of promoting educational excellence.

Issue 3

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A word from the Editor

Dear Supporter of Quality Education

South Africa is indeed a unique country. Is there any other country that has eleven official languages?! When the new Constitution was drawn up in the 1990s, two of the core values were Equality and Respect. Hence, the fact that our country has eleven official languages.

Different language groups display their distinct cultural identities. This is most evident in our schools. Many schools offer an enormous range of cultural and extra - mural activities to meet the diverse backgrounds of the learners.

How does a South African school create a sense of identity and family amongst its learners and staff? In the past, many schools used religion as a binding force. There are a declining number of faith-based schools that promote one religion. It is particularly noticeable in the state school system. Today schools are more likely to make learners aware of many religions rather than focus on one of them.

Irrespective of religious beliefs - or none - there are commonly accepted ethical values. A Quality school attempts to identify and live by such values. These values are often reflected in school Vision and Mission statements. They're also evident in Class and School rules.

This issue of QEN focuses on the first of the five pillars of a Quality school. The Values pillar is arguably the most important pillar. May core values guide our schools to ensure that they are happy places providing excellent education.

Sincerely

Richard Hayward

The values of an organisation are the principles through which it operates and seeks to achieve the vision and mission. They express the beliefs and aspirations of the institution.

- E Sallis

We make class rules!

Traditionally, teachers set the classroom rules. It makes sense to ensure that there is a safe and focussed working environment. Yet learners should also be allowed to set certain rules. This applies especially in regard to desired classroom behaviour. When learners make the rules, there is often a high level of willing compliance. Here are the class rules of a Grade Five class. Note the positive tone and underlying values contained in each rule:

- 1 Participate in a positive manner
- 2 Try to learn from your mistakes
- 3 Be patient with others
- 4 Always share a helping hand
- 5 Show respect towards your teachers and peers



This newsletter is edited by SAQI and distributed by Woolworths to schools nominated to benefit from their unique MY SCHOOL project. The project aims to improve the quality of education in South Africa through a network of partners and supporters.



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A valued staff

A staff should decide on values that they regard as important for the school. Values serve as the principles which underpin any course of action. They also inform learners, parents and teachers about the ideal form of interaction amongst themselves. No school has perfect inter-personal dynamics. Yet every school can strive towards achieving them. At IR Griffith Primary School in Randburg, the staff chose seven core values. One of the seven values decided on was integrity. This value was described like this:

Integrity: Listening and responding to one's higher self

We demonstrate integrity when:

- ◆ We value honesty
- ◆ We act in a trustworthy manner
- ◆ We are prepared to stand up for our beliefs

The six other values decided on were: acceptance, commitment, innovation, joy, kindness and teamwork.

Values education in the classroom

An increasing number of schools have put Values Education in the curriculum. Weekly Assemblies have been used to highlight values. Schools have drawn up year plans in which particular values have each been given focus. The classroom display boards give a daily reminder of the current value focus. Life Orientation lessons are used as part of this awareness campaign.

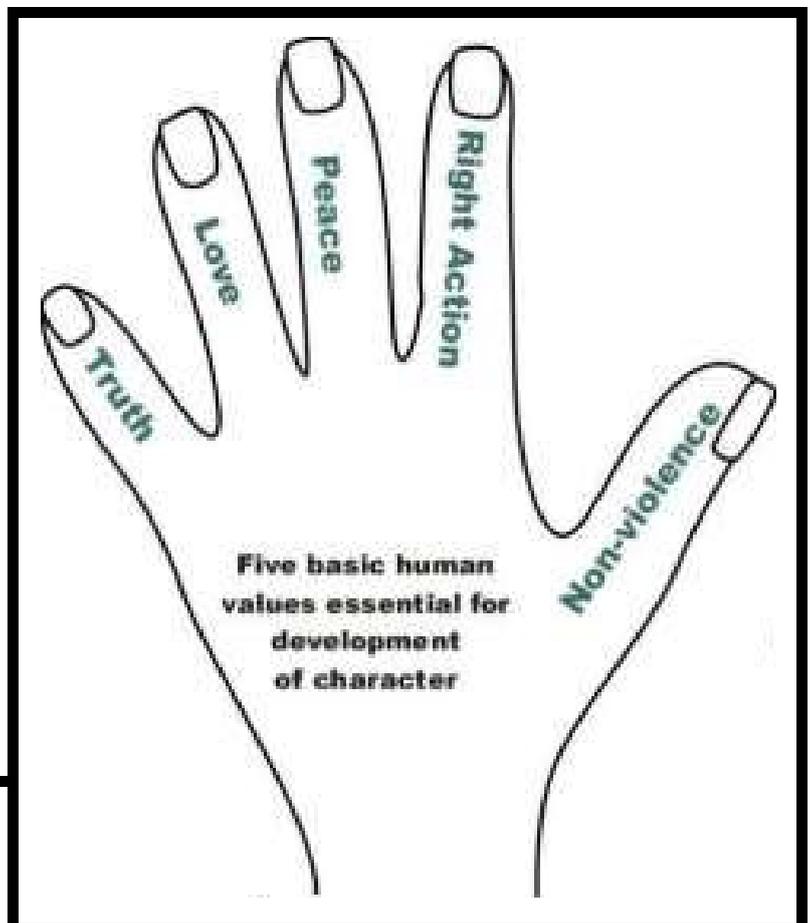
The Human Values Foundation based in the United Kingdom has designed an Education in Human Values programme. The programme is used by schools across Britain.

It is increasingly being used by schools worldwide. Presently there are lesson plans for learners up to the age of fourteen.

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The Human Values Foundation focuses on five basic human values. These values are regarded as essential, "like the fingers of the hand, each helping towards the proper functioning and efficiency of the whole hand."

Reference: June Auton 2004 in [Social and emotional education](#) page 8.



The five basic values

Related values

TRUTH	LOVE	PEACE	RIGHT ACTION	NON-VIOLENCE
Equality	Caring	Calmness	Cleanliness	Appreciate other cultures
Honesty	Compassion	Contentment	Courage	Brotherhood
Integrity	Dedication	Dignity	Dependability	Citizenship
Intuition	Devotion	Discipline	Duty	Compassion
Motivation	Friendship	Endurance	Ethics	Concern for all life
Optimism	Forgiveness	Happiness	Gratitude	Consideration
Reasoning	Generosity	Honesty	Goals	Co-operation
Self-analysis	Helpfulness	Humility	Good behaviour	Forgiveness
Self-knowledge	Joy	Inner silence	Healthy living	Good manners
Truthfulness	Kindness	Patience	Helpfulness	Loyalty
	Sharing	Reflection	Initiative	Service to others
	Sympathy	Self-control	Leadership	Social justice
		Self-respect	Perseverance	Unity
		Understanding	Respect	
			Responsibility	

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A quiet revolution

This is the title of a powerful book written by Frances Farrer. It describes the experiences of Neil Hawkes at West Kidlington Primary School near Oxford in England. As the head teacher of the school, Hawkes introduced a Values Programme. The positive influence on the school was huge. The impact of Hawkes's educational philosophy on British primary schools since the publication of the book in 2000 (Rider: London) has been enormous. The author writes at the beginning of the book **At the heart of a successful school is a commitment by the school community to a clearly articulated set of values, which enable it to strive for excellence.**

At the outset, 22 key values were decided on by the school. Each value was taught during a two-year cycle. The values were introduced at Assemblies. Lessons and circle times were used to discuss the current value. The values were integrated into all learning areas/subjects of the curriculum. Parents were informed through the school newsletter of the latest developments in the Values Programme. They've become enthusiastic supporters after observing the many positive consequences for their own children.

Visit the SAQI website

Education articles that have been published by SAQI are available, http://www.saqi.co.za/Education_QualityInEducation.asp. Articles that directly relate to school leadership and management are:

- ◆ Creating quality in schools -2006
- ◆ Give every child a quality education -2005
- ◆ Quality schools Part 1,2,3 - 2007

Information on school membership of SAQI can be obtained at www.saqi.co.za



“How may I help you?”

A message from Vuyi

You can bank on Mrs Vuyi Segooa to give friendly, knowledgeable and sound professional advice! Mrs Vuyi Segooa, has worked full time at SAQI for the past three years and has been instrumental in establishing the Quality in Education programme. Previously she has held the posts of teacher, Head of Department and Subject Specialist during her fourteen years in secondary schools. From July 2007 she will operate as a consultant to SAQI and continue to motivate us all with her words of encouragement...

Moral degeneration is a serious concern not just for the government but for the community at large. As the South African Quality Institute we could not think of a better way to assist schools regenerate morals other than encourage them to teach learners values alongside literacy and numeracy.

Values serve as guiding principles and once embraced leave a permanent mark on the life of an individual. Can you imagine if all our schools could adopt the holistic approach of developing the child? These young boys and girls would grow up to become Quality citizens discerning right from wrong. Let us live up the preamble of our constitution “...improve the quality of life for all citizens” by adding values in our armoury of child development.



Tim Modise Primary School

Values of our team

My name is Neo Bokaba. I am a grade 5 learner at Tim Modise Primary School. I am also leader of the Soul Budd's Team at the school.

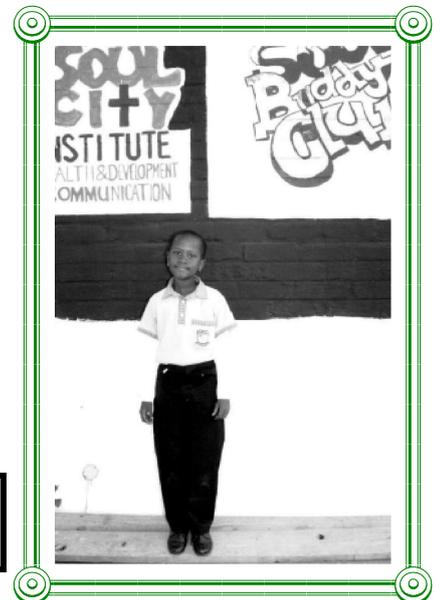
We practice values taught to us as I am a quality kid with good morals, values and attitudes. We do the following:

- ◆ Help needy learners by giving them foodparcels
- ◆ Visit patience at the nearby hospital to read to them
- ◆ Visiting Itireleng School for the Blind to interview and help them
- ◆ To go to Paballo Place of Safety for orphans to interview kids and help them
- ◆ Promote food gardens at school and also encourage the community to have home food gardens to be able to provide for families
- ◆ Fundraise to be able to buy uniform and pay school fund for needy learners

Thanks

Neo Bokaba

Neo Bokaba,
Soul Buddy's Leader



How to contact us

We welcome your comments and suggestions. Share your Quality achievements! Our contact details are:
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