

# Quality Education News

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Issue 31

August 2014



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

## Treasure our teachers



### Dear Supporter of Quality Education

Imagine that you teach in a classroom with a view of the shimmering blue Atlantic Ocean. There's such a school in Cape Town. Imagine that you're a Phys Ed teacher and you decide to take the class for a warm-up run. The learners aren't told to run around the perimeter of a sports field. Instead, they run down the road onto a long stretch of sandy beach. Then the learners run along the beach in the style of the Olympics-training athletes in the *Chariots of Fire* movie. (The only thing that's missing is Vangelis's music in the background!) You'll find that school in Kwa-Zulu Natal.

The physical environment in which we work has a huge impact on our work performance. It makes the school day more pleasant not only for you but also for your learners. Even if the school isn't in a beautiful place, the school community can make sure that the school itself is physically attractive, clean and inviting. There are, for example, city schools with limited spaces where mini-gardens have been created. Their buildings are well-maintained and the walls are brightly coloured.

Two rooms in a school that have an enormous impact – negative or positive – on the teacher's attitude to their task is their own classroom and the staffroom. A Junior School teacher writes:

*I am in a zinc classroom. The classroom is cold during winter and there is no space where I can put my teaching aids. In our school we don't have enough furniture and it's broken. Our clothes get hooked in the furniture and end up being torn.*

Then there are those schools which have no staffroom. A teacher in such a primary school describes what it's like:

*There is no staffroom at all at my school. I wish we could have one where teachers would relax and de-stress. Teachers need to interact as a whole staff. At my school, teachers keep to themselves in their classrooms all day.*

Most of us have true tales to share of schools where there are forty or more learners packed into too-small classrooms. Maybe you have to teach in such a classroom. When the classrooms are zinc ones, they're icy in winter and boiling in summer. Then there are schools that are unhygienic and unsafe. Think of those schools that have staffrooms but have dilapidated and poor quality furniture.

In the corporate world there's a realisation of the importance of the physical work environment for everyone. Nestlé in Sandton, Gauteng has an in-house crèche for the employees' children. There are vending machines stocked with dried fruit, biltong and health bars. Ravi Pillay, a company spokesman, stated, "We see it as an investment and the returns we get from healthy and happy employees is worth much more."

The level of absenteeism and unwillingness to work beyond the seven-hour-a-day teacher union mind frame, is high amongst too many teachers. Is one of the causes of this under-performance the physical environment in which they work and relax? Another cause could be the type of leadership that they are subjected to from senior management and education officials. What are the solutions? A few suggestions follow in this newsletter.

When the working conditions are unpleasant, teachers often try to leave the profession. If they stay in the profession, they go to schools that provide proper working conditions.

Quality teachers are to be treasured. We need to keep them at the chalk or smart board. There are ways to make it happen. When we create the physical environment befitting their professional status, we're helping to keep them in the profession.

Sincerely

*Richard Hayward*



This newsletter is edited by SAQI and distributed to those schools benefiting from their participation in the MySchool programme. MySchool acts as a conduit which raises and delivers essential funding for education and social development on a sustainable basis. This enables members of the community to participate in the future development of our nation.



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EVERY SWIPE COUNTS

# Blending leadership and management

There are school district offices that like to refer to principals as 'managers'. One such district used the word in a very narrow sense. Principals would be invited to a termly meeting with district officials. Such meetings were scheduled to last for two hours. For an hour and fifty minutes the principals would sit mutely while officials gave instructions on how to carry out departmental policy. Communication was one-way; it was a top-down meeting. Only the last ten minutes were allowed for principals to make input and to make suggestions.

Such a meeting can be extremely demotivating to any thinking person in the audience, never mind a school principal. Within a school, if senior management adopts the same approach as at that particular meeting, there are going to be negative results. Creativity and initiative are crushed. Staff members unthinkingly do their jobs because all the thinking has been done for them by those with supposed superior intellects. Quality schools value and want the input of everyone. Both leadership and management are part of the excellent end result.

**Leaders develop a vision for the school**



**They conquer challenges that confront them**



**Leaders advocate change and new approaches**



**Managers then implement, making a new stable environment**

*"Managers do things right;  
Leaders do the right things."*

*Warren Bennis and Burt Nanus*

Effective leadership is crucial to every successful school. The leaders – at whatever level or position they hold in the school – think laterally and 'out of the box'. They deal with challenges and are able to convince others of their cause. They motivate others often during times of great resistance from those who don't like change.

Once the vision has been understood, it has to become a reality. That's when the managers step in. They work out issues such as the process, the time-frames for each step towards the goal and the staffing. Everyone is kept focussed because of the managers' ongoing input.

In Abraham Maslow's famous theory on what motivates a person, the highest level is when the person is able to 'self-actualise'. That person is happily doing what they are capable of achieving at their personal best level. So, for example, a person might want to be the best possible English teacher or father. In the school situation do we give teachers that space to 'be the best that they can possibly be'? Or does the school micro-manage them and suppress initiative? Does the school have a narrow mind frame of knowing 'what's best for you' and is disapproving when manuals aren't microscopically obeyed?

The 21st century leadership style is open and participative. Management is essential to the good school but it needs to be done sensibly and sensitively. Leadership is essential too yet welcomes input from wherever. When there's a sound blend of leadership and management, our teachers will want to stay in teaching.

(Acknowledgement: Marcouse, I et al 2013. *The business book*. London: Dorling Kindersley.)

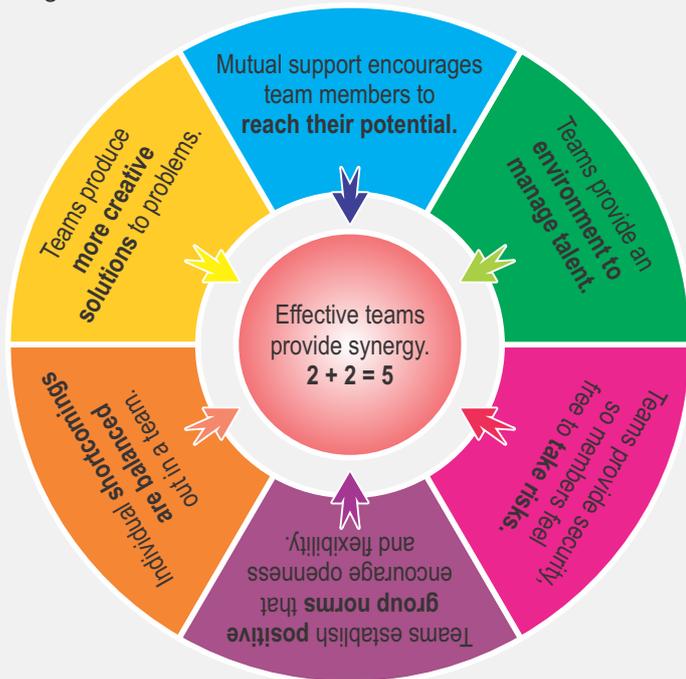




# There's no 'I' in 'TEAM' ... well not quite!

Once upon a time the excellence or otherwise of a school or organisation was measured around one person. That person was its' leader. If the principal or CEO was seen as 'strong', authoritarian and even occasionally ruthless, then apparently all was well. Fortunately, we've moved on from there. Outstanding schools today have an organisational culture of teamwork. The simple saying says it well, 'None of us is as smart as all of us.'

There are huge advantages in having teamwork as the diagram below shows:



(Acknowledgement: Marcouse et al 2013: 83)

Every team is made up of individuals. The good team leader accepts that fact. There are those who love the 'rah rah' factor of being part of a team; others like to stand aside and 'do their own thing'. They don't want to be thrown into the social whirlpool. The emotionally intelligent leader understands the different personalities and accommodates them.

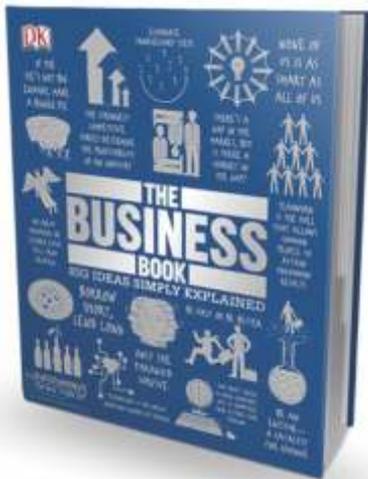
Meredith Belbin has designed the Belbin Team Inventory (in *Management teams: why they succeed or fail*) which describes the different roles in a team. (You might not agree with all of his descriptions of weaknesses that team role members display.)

A potential weakness of a team is that it becomes a mindless group think. If senior management is not careful, they can surround themselves with well-intentioned 'yes-men'. There are those who don't want to ruffle feathers; they want to keep the team interaction amicable. That mind frame can be harmful to the team and could stop it being all that it could be. The maverick needs to be given the space to speak and be listened to with respect. When we welcome 'out of the box' thinking, there sometimes can be

exceptional positive results. Think FW de Klerk, Bill Gates, Mahatma Gandhi, Nelson Mandela and Mother Teresa.

In compiling a list of team members, be aware of each of their different roles. Value the unique individuality of each member. Harness the individual's strengths and you will get great team achievements.

Team Role	Team Role	Team Role
 <b>Plant</b>	Creative, unorthodox thinker	Not good at managing less creative people
 <b>Resource investigator</b>	Extrovert who develops contacts	Loses interest once initial enthusiasm has passed
 <b>Co-ordinator</b>	Mature, confident person able to clarify goals	Can be manipulative and appear aloof
 <b>Shaper</b>	Dynamic person who overcomes obstacles	Prone to provocation and short-lived temper bursts
 <b>Monitor/evaluator</b>	Sober, strategic, discerning person able to be objective	Lacks drive and ability to inspire others
 <b>Team worker</b>	Social, mild, perceptive and accommodating person	Indecisive in crunch situations
 <b>Implementer</b>	Disciplined person who can turn ideas into action	Somewhat inflexible, slow to move to new possibilities
 <b>Completer/ finisher</b>	Conscientious, painstaking person who meets deadlines	Inclined to worry unduly, reluctant to delegate
 <b>Specialist</b>	Dedicated self-starter bringing rare skills	Contributes only on a narrow front



Marcouse, I et al 2013.  
**The business book.**  
 London: Dorling Kindersley.  
 ISBN 978 1 4093 4126 0  
 CNA: R313.

A teacher might be tempted to think that a school is not a business. One argument is that a school is not profit-driven. Apparently it's not in the business of making money. Sit in on a finance committee meeting of a School Governing Body or Board of Governors. That teacher will soon be aware of another reality! Every school needs money to survive and eventually prosper. In 2014 there are at least two education companies on the JSE (Johannesburg Stock Exchange). Shareholders want profits from their investments.

Whether it's a school or a business, they both deal daily with similar issues. Both have budgets that need to be well-managed; both have to adapt and grow to an ever-changing and demanding society. Good leadership and human resource management are critical to ensuring organisational success. Both the outstanding school and business are visionary; they're able to motivate all who work there. Never resting on their laurels, they have marketing strategies to

ensure continual growth. They're ethically-driven organisations and have the know-how on dealing with interpersonal conflict. These sort of issues are dealt with in the book.

This book isn't written for the teaching profession. Yet teachers – and especially those aspiring towards senior management or those already in such positions – would find it invaluable. The book is written in a reader-friendly style; business terminology is often simplified. Theories are put in clearly understandable diagrams and graphs. In the tradition of the DK books (many school libraries will likely have other DK titles on their shelves), it's lavishly illustrated. There are fascinating case studies of famous and infamous business people as well as their companies.

For anyone wanting to further improve their leadership and management knowledge as well as skills, the book is a 'must-buy.'



## How's the CPTD going?

By this time of the year, most principals and their deputies are in the process of registering or have already done so for the CPTD (Continuing Professional Teacher Development) initiative. SACE expects them to have accumulated at least 150 Professional Development (PD) points by 2016, Heads of Department by 2017 and teachers by 2018.

SACE has endorsed six activities done under the aegis of the South African Quality Institute (SAQI). The activities are facilitated by Dr Richard Hayward. Certificates are issued by the Institute. The six endorsed activities and their PD points are:

### 1 An introduction to Total Quality Education (TQE)

Duration: 8 hours PD points: 10

### 2 Challenges of leadership in a Quality School

Duration: 4 hours PD points: 7

### 3 Influential leadership levels and types

Duration: 75 minutes PD points: 5

### 4 'Klagtes! Complaints! How may we help you?'

Duration: 75 minutes PD points: 7

### 5 'Should I leave teaching? I'm so demotivated?'

Duration: 75 minutes PD points: 5

### 6 The kids are hell. What can I do?

Duration: 75 minutes PD points: 5

*Richard Hayward is a former principal of two public Gauteng schools. If you would like more details of the above-mentioned and other programmes, further information is available. Kindly contact him on [rpdhayward@yahoo.com](mailto:rpdhayward@yahoo.com) or 011-888-3262. Poor schools are sponsored.*

## SMILE AWHILE...



THE SECRET OF TEACHING IS TO APPEAR TO HAVE KNOWN ALL YOUR LIFE WHAT YOU HAVE JUST LEARNED THIS MORNING.  
 ANONYMOUS

THE DIFFERENCE BETWEEN STUPIDITY AND GENIUS IS THAT GENIUS HAS ITS LIMITS.  
 ALBERT EINSTEIN

A GIFTED TEACHER IS AS RARE AS A GIFTED DOCTOR, AND MAKES FAR LESS MONEY.  
 ANONYMOUS

CHILDREN SELDOM MISQUOTE YOU. IN FACT, THEY USUALLY REPEAT WORD FOR WORD WHAT YOU SHOULDN'T HAVE SAID.  
 ANONYMOUS

AS LONG AS TEACHERS GIVE TESTS, THERE WILL BE PRAYERS IN SCHOOL.  
 ANONYMOUS

YOU CAN LEAD A BOY TO COLLEGE BUT YOU CANNOT MAKE HIM THINK.  
 ELBERT HUBBARD

I WAS THROWN OUT OF UNIVERSITY ... FOR CHEATING ON MY METAPHYSICS FINAL I LOOKED WITHIN THE SOUL OF THE BOY SITTING NEXT TO ME.  
 WOODY ALLEN

## BACK TO THE BEGINNING

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