



SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



YOU CANNOT SELL WHAT YOU DON'T BELIEVE IN

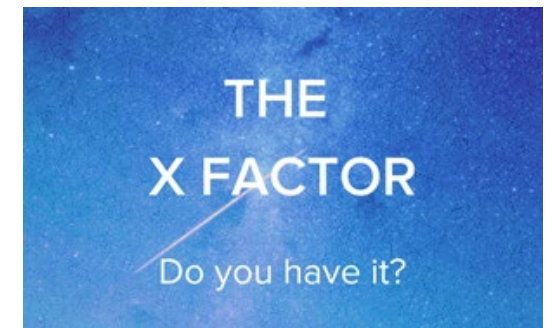
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THE SAOU AND THE X FACTOR IN SCHOOLS



1. Why are some schools more successful than others in the same environment?
2. What is the X-factor?
3. The SAOU initiated an **investigation**, the purpose of which was to identify and define the characteristics and practices of high schools that consistently achieve a **100% National Senior Certificate (NSC)** pass rate with a **consistently higher than 95% University Entrance grading**. The research included surrounding **feeder primary schools** of the specific high schools in order to trace the path of excellence.
4. Nationwide, **25** schools were visited, **interviews** were held with headmasters and deputies/HODs, **questionnaires** were completed by the headmaster, deputy/HOD/member of the GB and learner

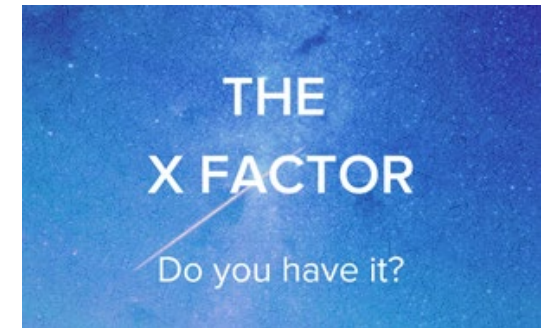


THE SAOU AND THE X FACTOR IN SCHOOLS



Research focused on:

1. **Recognition** within school structures and the impact of mutual trust, loyalty, work ethics, discipline, values and a culture of positive behaviour
2. **Management style** - autocratic / democratic
3. **The role of parents**, the community and the governing body
4. Planning for success, extensive leadership structures and **staff development**
5. **Mentorship** and internship programs
6. The role of **feeder schools**
7. **Marketing** of the school
8. **Sense of belonging** and pride
9. **Traditions**





WE FOUND THE X –FACTOR, WE FOUND THE ANSWER –
BUT WE REALISED SUCCESS IS NOT WHAT WE THOUGHT
IT WAS

- 10. Is the principal open to **new ideas**?
- 11. Do learners have the opportunity to **participate** in decisions?
- 12. The importance of **social and emotional** skills
- 13. **Conflict** at school
- 14. Policies and **disciplinary code**
- 15. **Facilities**
- 16. **Development of leadership skills**

Leadership is about taking
responsibility, not making
excuses

-- Mitt Romney



LEADERSHIP



A MANAGER SAYS
"GO,"



A LEADER SAYS
"LET'S GO."

THE POWER OF LEADERSHIP



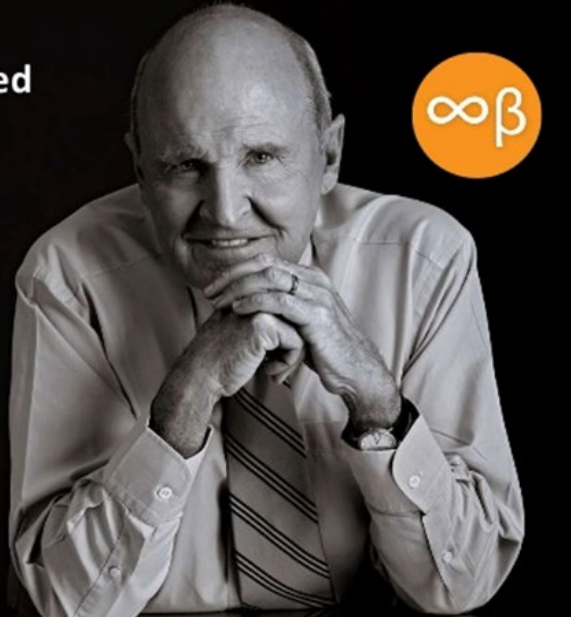
1.
2.

Why You Continually Need
to Revisit Your Strategy

3.

“If the rate of change on
the outside exceed the
rate of change on the
inside, the end is near.”

- Jack Welch



LEADERSHIP

Allowed to question/criticise, but

Value relationships

Automatically want to perform

- Realise the danger of a **comfort zone**
- Realise effective communication means transparency
- Creates a sense of belonging at the school – “our” school



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THE POWER OF RELATIONSHIPS

- *Realise successful schools build on the efforts of successful families and communities*
- Realise success means to prepare learners for the 21st century
- Realise communication is the KEY
- Are value driven. “What would a gentleman or lady do?” Importance of feeder schools and the same values. Schools are photos of the community
- Realise the importance of traditions. **WE DON'T LEARN FROM PEOPLE WE DON'T LIKE**



Like



Love



Haha



Yay



Wow



Sad



Angry

THE POWER OF MANAGING THE FUTURE AND THE POWER OF ATTITUDE



LEADERS WHO ARE SUCCESSFUL:

1. Apply change management, because we live at different speeds
2. Have internship and mentorship programmes – new teachers are millennials, generation gaps (and different values) are alive and well
3. Hire for attitude over skill, every time
4. Have succession planning and the motto: Get the right people for the right job (keep school identity)
5. Include potential leaders in strategic planning
6. Have a skills inventory, they focus on the future: the talent you need today is not the same as the talent you'll need in 5 years
7. Have a contingency plan



THE NEXT GENERATION OF LEADERS ARE TODAY'S NEW TEACHERS



WHAT DO THE EDUCATION SECTOR SAY ABOUT THEM: They are inadequately prepared for classroom practice.

- i. Depth, range and extent of academic knowledge is inadequate.
- ii. Professional knowledge: almost non-existent.
- iii. Basic training is, for the most part, done by people who have never been in a classroom or are totally out of touch with the realities of the classroom.

All the universities say they have checks and balances in place for teaching practice during the four-year training period. The reality, however, is dire.

- i. Too many schools/mentor teachers are not adequately prepared or willing to receive students.
- ii. Students are not given enough specific indication of what is expected of them as 'apprentice' professionals.
- iii. Not all schools that students go to, are 'functional' schools.
- iv. Many teachers regard the presence of students as a chance to have a 'break' and become absentee teachers.
- v. Not all teachers are desirable role models.

SUCCESSFUL SCHOOLS PLAN FOR NEW TEACHERS AND NEW PARENTS



PARENTS AND LEADERS OF TOMORROW ARE A NEW GENERATION: MILLENNIALS

1. Referred to as: “Tough to manage, self interested, self-focused, know-it-all attitude”
2. Fb and Instagram world - life is amazing
3. They grow up in the world of instant gratification
4. For most children, regardless of socio-economic status, culture, race or religion, **technology** is their saviour
5. Their foundation is *whatever – whatever is NOW important*
6. Their authority lies within the one who can do the job
7. They do not fear anything, especially authority and they do not fear making mistakes.
8. Their values are based on circumstances and what works for them
9. They have a completely new value system and ethics



THE LACK OF VALUES IN COMMUNITIES

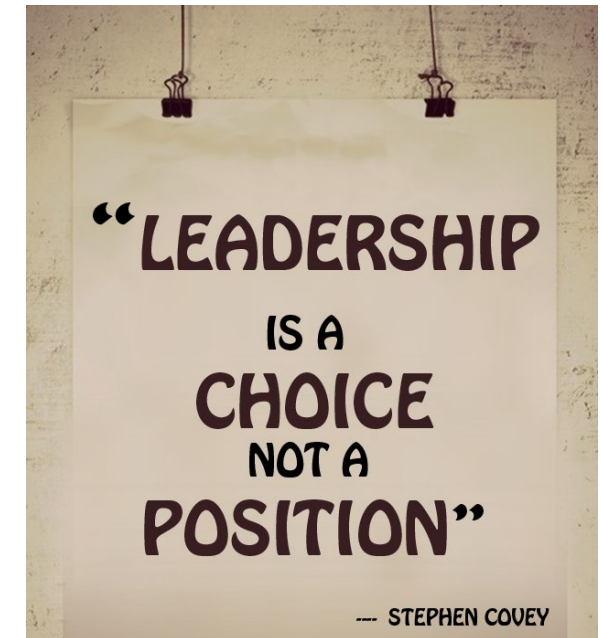


1. Morality: The biggest casualty of change. Morality has totally disappeared from our society. In earlier times, people gave more respect to honest and/or educated people but now only powerful get the respect.
2. Materialistic approach: Previously, not only money was important but how it was earned was equally important. But a blind race to earn money by any means has now started and it has lead to increased corruption in the society.
3. Absence of sense of belonging: This is an impact of urbanization. Urban society doesn't make you feel that you are part of a system; you are just one of thousands of people living in that township and that leaves increased isolation & hatred and no feeling for welfare of others.
4. Pressure to excel: An increased level of competition has made everyone depressed and dissatisfied.
5. In short: It is lack of self-discipline, respect for others, materially and emotionally and the amount of diversity within society.



VALUES: WE LIVE IN A WORLD WHERE VIOLENCE IS AN ACCEPTABLE ALTERNATIVE- THE POWER OF TRUST

1. Self-expression is valued over self-control.
2. Respect is only given after it has been received.
3. The end justifies the means.
4. School loyalty has changed.





THE POWER OF COMMUNITIES AND VALUES WHY WE NEED A SENSE OF BELONGING

dig, is dit volgens Madonsela 'n nagmerrie. Sulke mans het gewoonlik in hul eie jeug probleme met 'n gewelddadige of afwesige pa ervaar. Een spreker merk op: Dis een ding om 'n kind te maak, maar 'n heel ander om hom groot te maak.

Meas sê: “Seuns sluit by 'n bende aan omdat hulle nie tot 'n bende genaamd familie behoort wat gelei word deur 'n leier met die naam pa nie.”

Madonsela vertel die storie van 'n jong seun wat vir die eerste

keer in sy lewe 'n paar nuwe, byderwetse skoene gekry het toe hy by 'n bende aansluit. Vir hom en andere word die bendelede met hul geld en *fancy* klere die rolmodelle. In die bende kry hulle 'n sin van behoort. Maar gou beland hulle in die tronk.

Die tronksyfers is ontstellend. Suid-Afrika se oorvol tronke het 'n bevolking van gemiddeld 160 000. Hiervan is net sowat 2,6% vroue. Die meeste van die ander is jong mans. Baie van hulle is ook pa's.

In die bespreking is verskeie fei-



THE POWER OF COMMUNITIES AND VALUES WHY WE NEED A SENSE OF BELONGING

1. Schools are photos of communities
2. "It takes a village to raise a child," a community to raise a school.
3. Let us find ways to work with local businesses.
4. *Successful schools THINK NEW: Open day visits, mentorship, volunteer work – TAKE YOUR LEARNERS TO THE REALITY THAT WILL CHANGE THEIR LIVES, THE REALITY YOU WANT THEM TO SEE*



YOUR STAFF IS YOUR BEST ASSET: QUALITIES OF THE TEACHER YOU WANT

1. Work ethics, commitment and Integrity
2. Manners, morals, empathy
3. Character
4. Attitude, competence.
5. Reliability, trust, honesty
6. Respect
7. Authority, ability to connect
8. Accountability
9. Common sense
10. Be positive, patience



MAYBE IT IS NOT ABOUT GETTING THE “RIGHT” PEOPLE – MAYBE IF WE CREATE THE RIGHT ENVIRONMENT, THE RIGHT PEOPLE WILL COME



1. Work ethics: Are you reliable, dedicated, productive, give your co-operation, self-disciplined, honest, show respect, take responsibility and humble?
2. Realize the damnation of breach of trust
3. Intrinsic motivation: Do you WANT to work here or do you HAVE to work here?
4. Earn your salary... AND respect
5. Change begins with YOU, create a sense of belonging
6. Manners never go out of style -the way you treat other people, says it all
7. You choose your own attitude - you create the climate
8. Leading doesn't mean you are not in charge. It means you are responsible for those in your charge.
9. Give other people's children what you would have given to your own child

YOU CANNOT SELL WHAT YOU DON'T BELIEVE



Wat is die nut van al die A's, vra prof. Jonathan Jansen op Twitter in reaksie op die bekendmaking van die matriekuitslae die afgelope week. Hoor jy ooit weer van hulle?

Hierop kap Pieter-Louis Myburgh, ondersoekende joernalis en skrywer, terug: Hulle word die ingenieurs, dokters, prokureurs, entrepreneurs, sakeleiers, ensovoorts wat die klein poel van belastingbetalers uitmaak. Jy "hoor van hulle" wanneer hul belastinggeld in jou universiteit se koffers inrol, jy luister net nie.

Of A-simbole belangrik is, of 'n matrieksertifikaat nog iets werd is, is vrae wat gevra moet word.

Maar of die regering werklik genoeg doen om gehalteonderrig te waarborg vir almal, soos wat die Grondwet vereis, is die belangrikste vraag. Die feit dat so baie jong mense op universiteit beland sonder dat hulle werklik met begrip kan lees, is onrusbarrend om die minste te sê, en behoort ons baie sleg te laat slaap.

Daar is egter nog iets waaroor ons introspeksie behoort te doen. Duisende matrieks betree nou

Wat hulle veral nodig het, is nie in wiskundehandboeke of periodieke tabelle verskuil nie.

die grootmenslewe. Benewens hul akademiese vaardighede, wat is in die tas waarmee ons hulle vir die pad toegerus het?

Wat hulle veral nodig het, is nie in wiskundehandboeke of periodieke tabelle verskuil nie. Dit word nie in kontantontvangstejoernale of grootboeke verreken nie. Dit is nie in moederborde geprogrammeer nie en stroombane kan dit nie aktiveer nie. Selfs oninspirerende lewensoriëntering-klasse kan dit nie vir 'n kind gee nie. Tóg is dit 'n baie waarsonder geen jong mens die grootmenslewe in Suid-Afrika behoort aan te pak nie.

Die vraag is: Wat is die waardes wat by kinders ingeprent word wanneer hulle luister as grootmense om die braaivleisvuur gesels? Wanneer sportafri-

ters en ouers langs die sportveld praat? Wanneer onderwysers op die skoolstoepe staan en grappies maak?

Is dit verdraagsaamheid teenoor mense, ongeag hul ras, taal, seksuele oriëntasie, geloof en politieke party? Respek? Bedagzaamheid? Die wete dat die lewe jou net mooi niks skuld nie?

Want dit is die waardes waarsonder Suid-Afrika nie die land sal word waarop ons hoop nie.

Om dit prontuit te stel: Grootmense met rasvooroordele help nie hul kinders om volwassenes te word wat Suid-Afrika vorentoe wil neem nie. Grootmense wat niks positiefs oor die land kan vind nie, help kinders nie om te glo in 'n mooi toekoms vir sy burgers nie. Dit help hulle ook nie om volwassenes te word wat, ondanks die uitdagings, graag hier wil woon en 'n verskil wil maak nie.

Só ontnem ons nie net ons land van wonderlike talent nie, maar ook ons kinders van die vermoë om as volwassenes weg te kyk van hulself, te groei en sonder bitterheid te lewe.

■ **Fick is adjunkredakteur van Beeld.**

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COMMITMENT

WORK
SMARTER, NOT
HARDER

EMPATHY,
KINDNESS

RELATIONSHIPS

COMMUNICATION

21ST CENTURY

TIME
MANAGEMENT

ATTITUDE AND VALUES

LEADERSHIP IS A CHOICE, NOT A RANK



I CAN is 100 times more important than IQ

**LET US STOP CHANGING THINGS AND START CHANGING
PEOPLE,
BUT, IT STARTS WITH YOU**

“They would do it for me.”

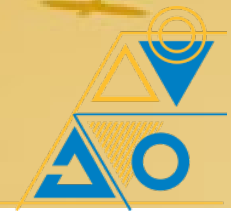
“Yes, Sir” the private answered. “But it was worth it because when I got to him, he was still alive and I had the satisfaction of hearing him saying,
“Jim... I knew you’d come.”



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THANK YOU



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