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# **SAOU Management Workshop**

**6-8 June 2019**

Dr HA Brand



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**“The fundamental glue that binds a  
school community: a focus on  
relationships between role players”**

**6-8 Junie 2019**



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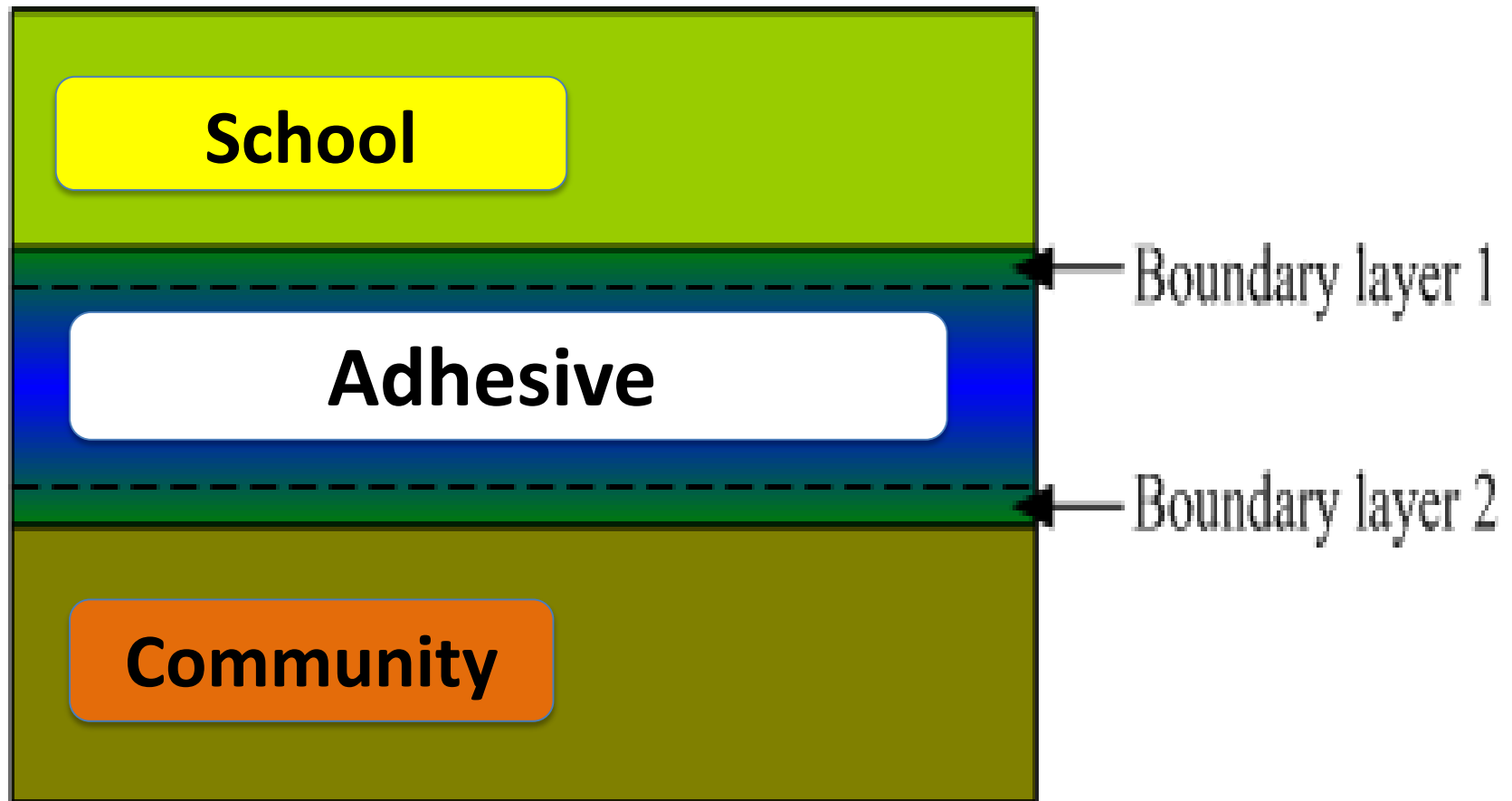
Our  
topic!

....the glue





# Structure of adhesive joint





**...our topic is not**

..... a legal countdown of roles  
and responsibilities

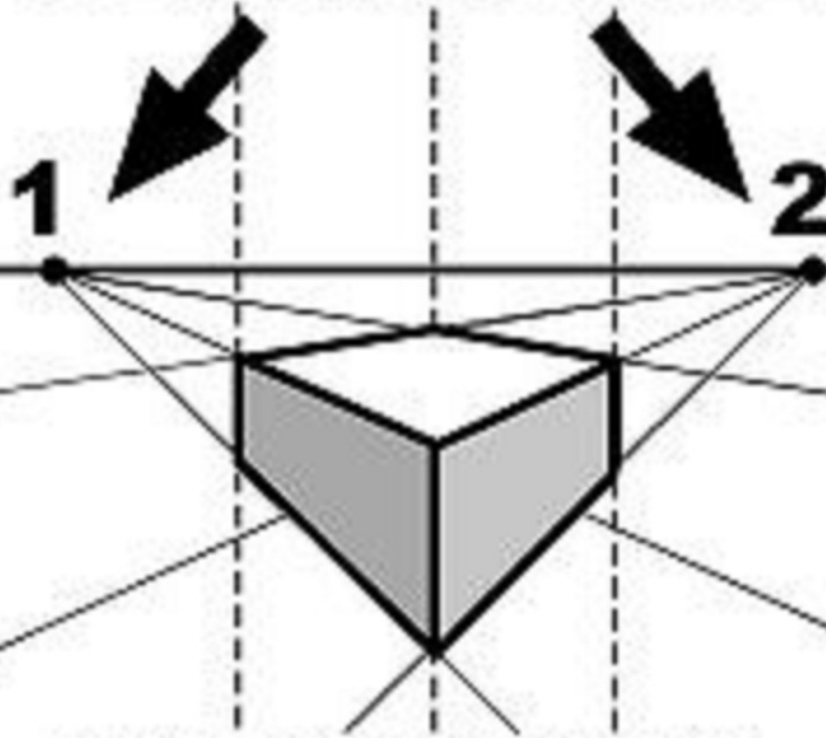


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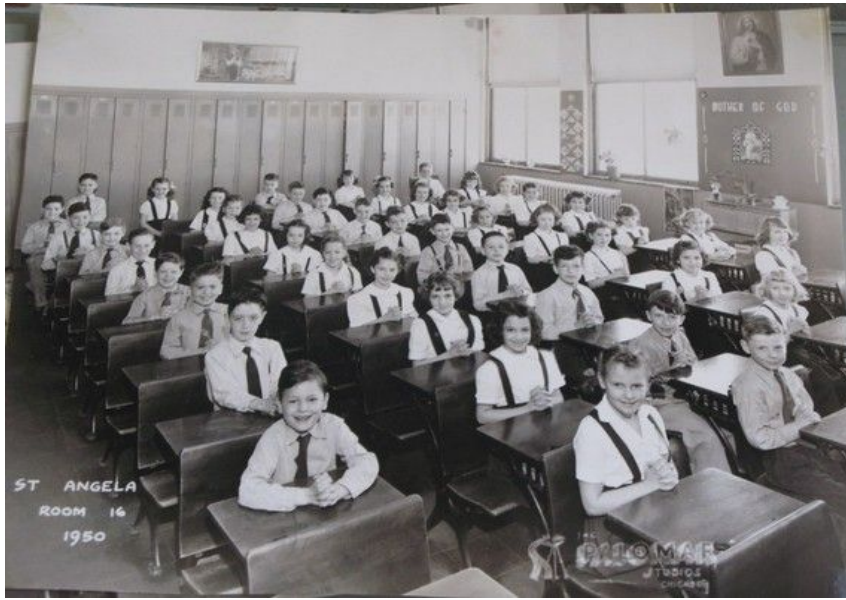
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PARALLEL VERTICALS →

## TWO POINT PERSPECTIVE



**“ .....STAND AWAY FROM THE CROWD ..... !”**



Traditional / Old / Rigid / closed /  
boundaries / rules /  
Compliance / Autocratic / One –  
directional / One-horse-sheriff

Historical / Traditional



Fresh / futuristic / open /  
invitational / participatory /  
engagement/ building bridges /  
democratic / multi-directional

Futuristic



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# 4TH **INDUSTRIAL** REVOLUTION

# Character of 4 - IR

- This era is characterised by **an unprecedented rate of change** and complexity that presents a range of **unique challenges** – these include an array of new, **multifaceted problems** including **novel ways of working** and the **rise of alternative economic (political and social)** systems.
- The evidence of a rapidly changing world is abundantly clear – **from artificial intelligence, robotics, and self-driving cars to the new “gig” economy.**
- This era, also known as the fourth industrial revolution, demands **new rules for survival** and so **the skills and mindset that once enabled us to succeed are becoming obsolete.**

# 4 TH INDUSTRIAL REVOLUTION

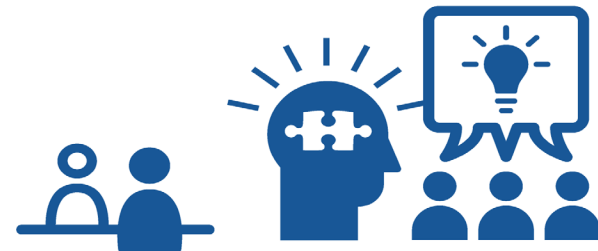
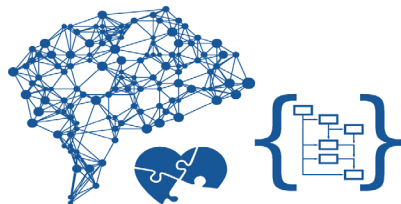
## Top 10 skills

### in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

### in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity





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# SCHOOL



- The function of the **traditional school** was to transmit the **social heritage** of the community.
- The chief business of **traditional education** is to transmit to a next generation those skills, facts, and standards of moral and social conduct that adults consider to be necessary.

**What school really WAS ?**

- The **education** system of the **future** will undergo a transition from a heavy **emphasis on teaching to a heavy emphasis on learning**.
- ... The mandate of the schooling system is to prepare learners to be **functional contributors to the current society**.
- The schooling system instead needs to prepare learners to be rooted in purpose, **driven to solve problems that matter to them and their communities, and ultimately add value to the rest of society**.
- **Schools** of the **future** might need to be more focused on developing creative thinking, problem-solving, and social interaction and so may not need classrooms at all

## The Mandate of the MODERN school

# Therefore ....



- School should be an **open system** and a social organization which thrives on the effective interrelationships within it and with its relevant communities
- The school will serve as **a society in miniature** -a small but ideal community within a bigger community
- .....**micro-cosmos of reality**



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- A **community school** is both a place and a **set of partnerships** between the **school** and other **community** resources.
- Its integrated focus on academics, health and social services, youth and **community** development and **community** engagement should leads to improved student learning, stronger families and healthier communities.



# SOCIETY COMMUNITY STAKEHOLDERS



# Community .....society ..... !

- **society** is a **number of people** held together because they are working along common lines, in a common spirit, and with reference to common aims"
- A thought that, not only should a **school** teach children how to be a part of the community, but it should also be a **society** itself.



**No school is an island**

**Community is the catchment area.**

**Community is a social system.**

**A symbiotic or mutual relationship .....as neither  
can do without the other**

# School community ....

When used by educators, the term **school community** typically refers to the various individuals, groups, neighborhoods, businesses, and institutions that are invested in the welfare and vitality of a public **school** and its **communities**.

# The community affects the school ....

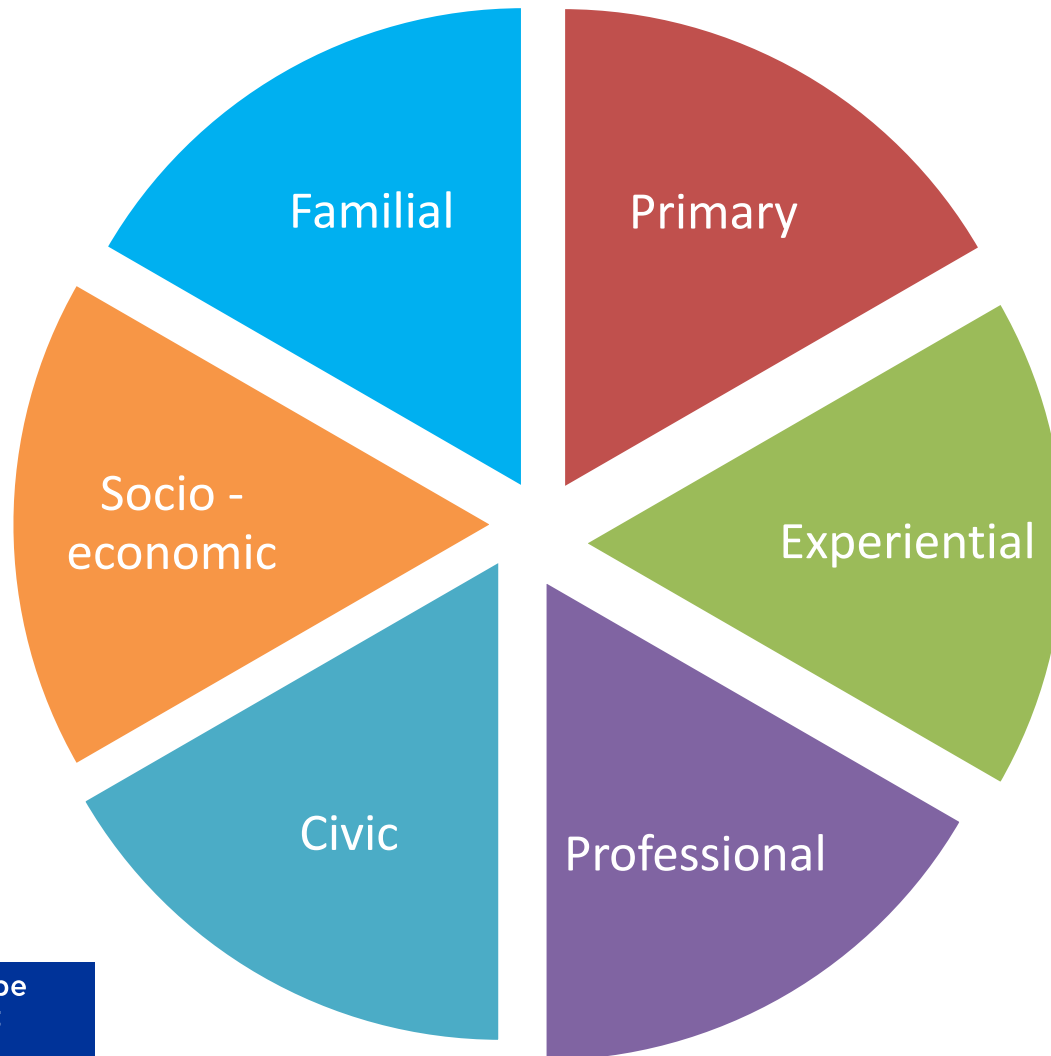
- This means that **community builds its schools** and the **schools build their community**.
- Therefore, school community **interdependence is unbreakable**. There is a **reciprocal relationship**. The two works for one another and the two have direct impact on one another.
- If schools are expected to be successful in their **primary mission** of educating the community's children, they need to know a great deal about the community .....and the families from which the children come.
- This means that the school cannot exist **in isolation** but in co-operation with the community in which it finds itself.



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# The school community recognizes attachments .....which are :



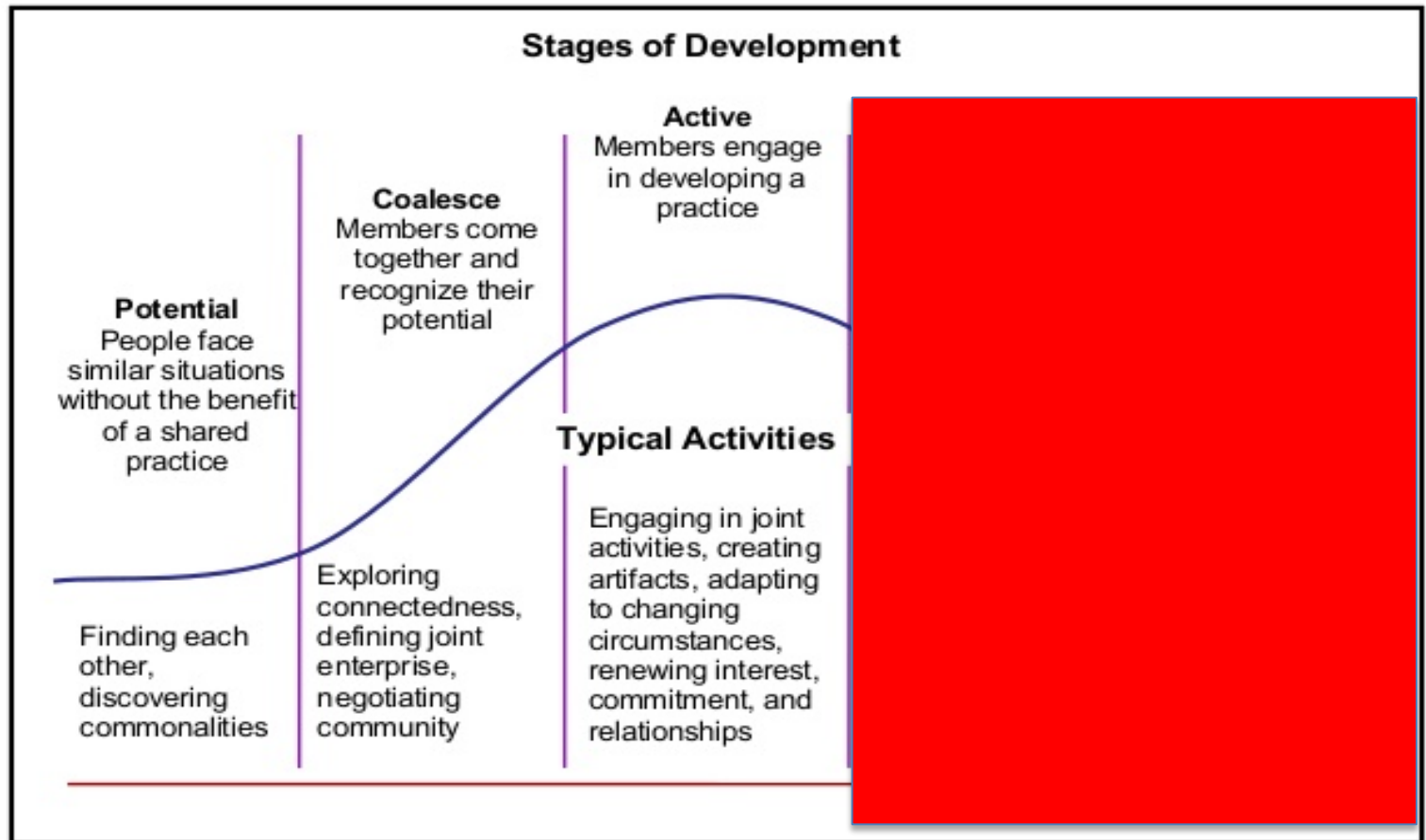
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# Attachments

Type	Involved
Primary	Students / Learners as primary beneficiaries
Familial	the parents and relatives of students
Experiential	alumni and alumnae
Professional	those who work in and derive an income from the school
Civic	those who are elected to oversee a school or who volunteer time and services
Socio-economic	interested taxpayers and the local businesses who may employ graduates and therefore desire more educated, skilled, and qualified workers

# Level of Interaction AND typical activities



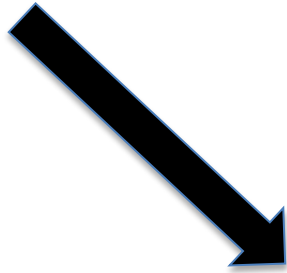
Stages .....in relationships.

# The school community recognizes attachments .....which are :

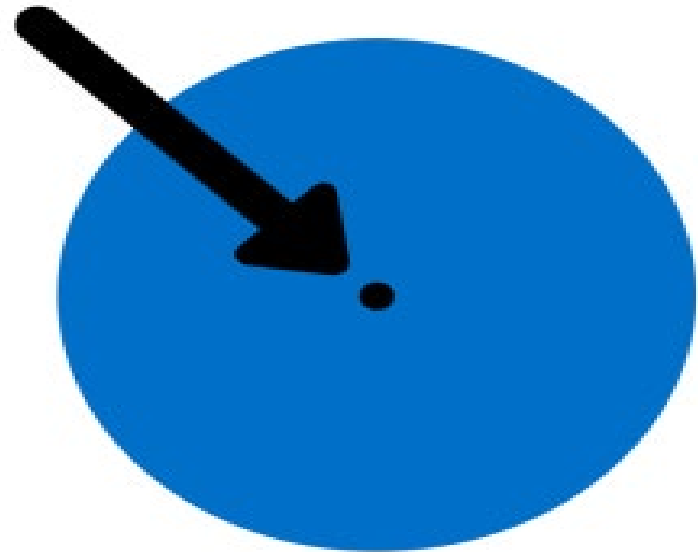


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**CENTRE /  
MIDDEL**





APPOINTMENT  
**AnneMarie Kestner Smith**  
*Principal*

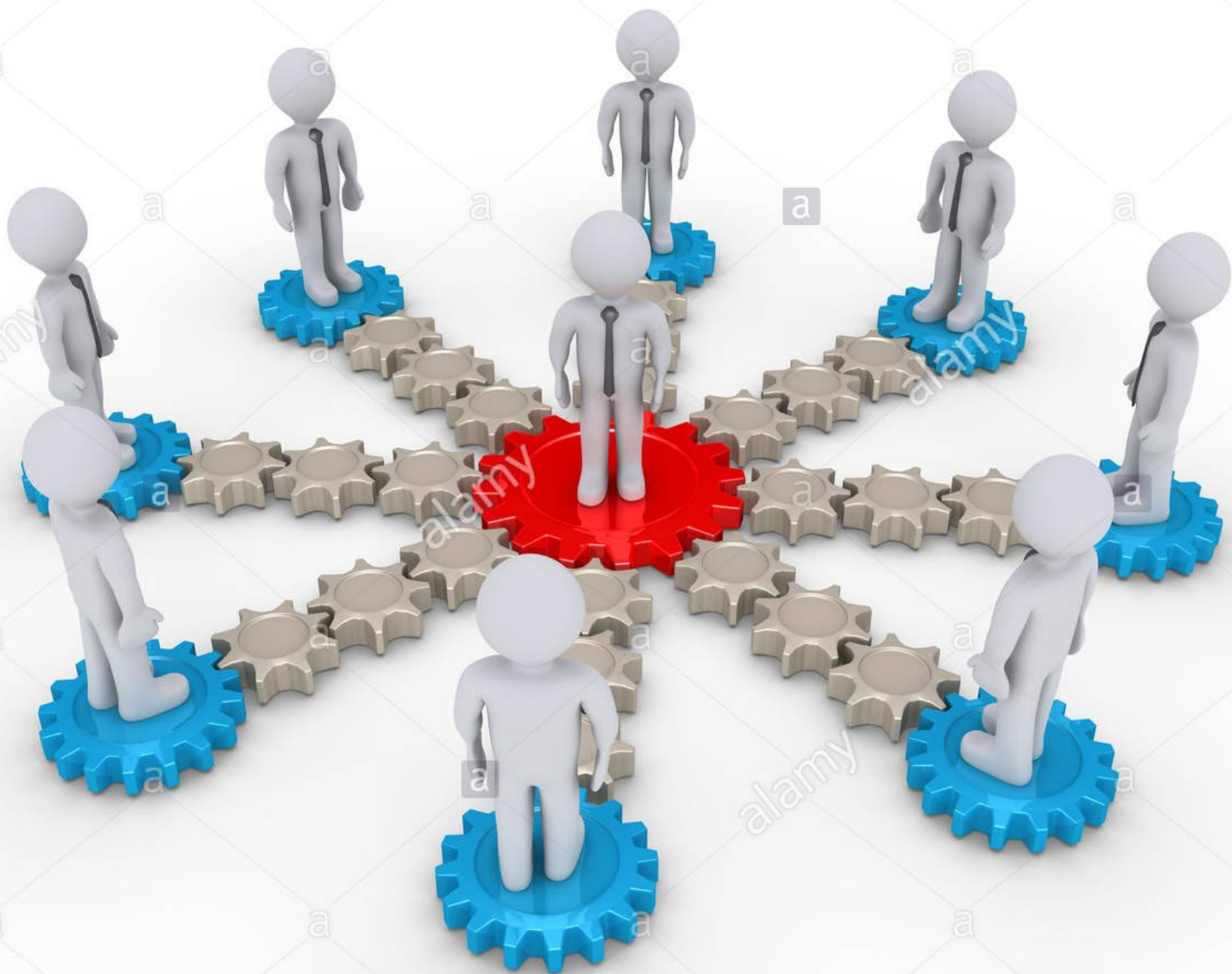
**North Bethesda Middle School**

MONTGOMERY COUNTY PUBLIC SCHOOLS

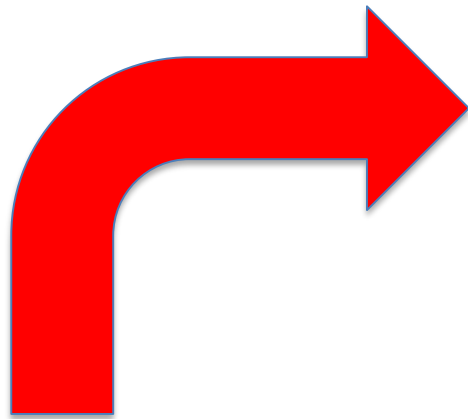


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The glue .....



# RELATIONSHIPS





*IT'S ALL ABOUT  
RELATIONSHIPS*



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# A remark .....

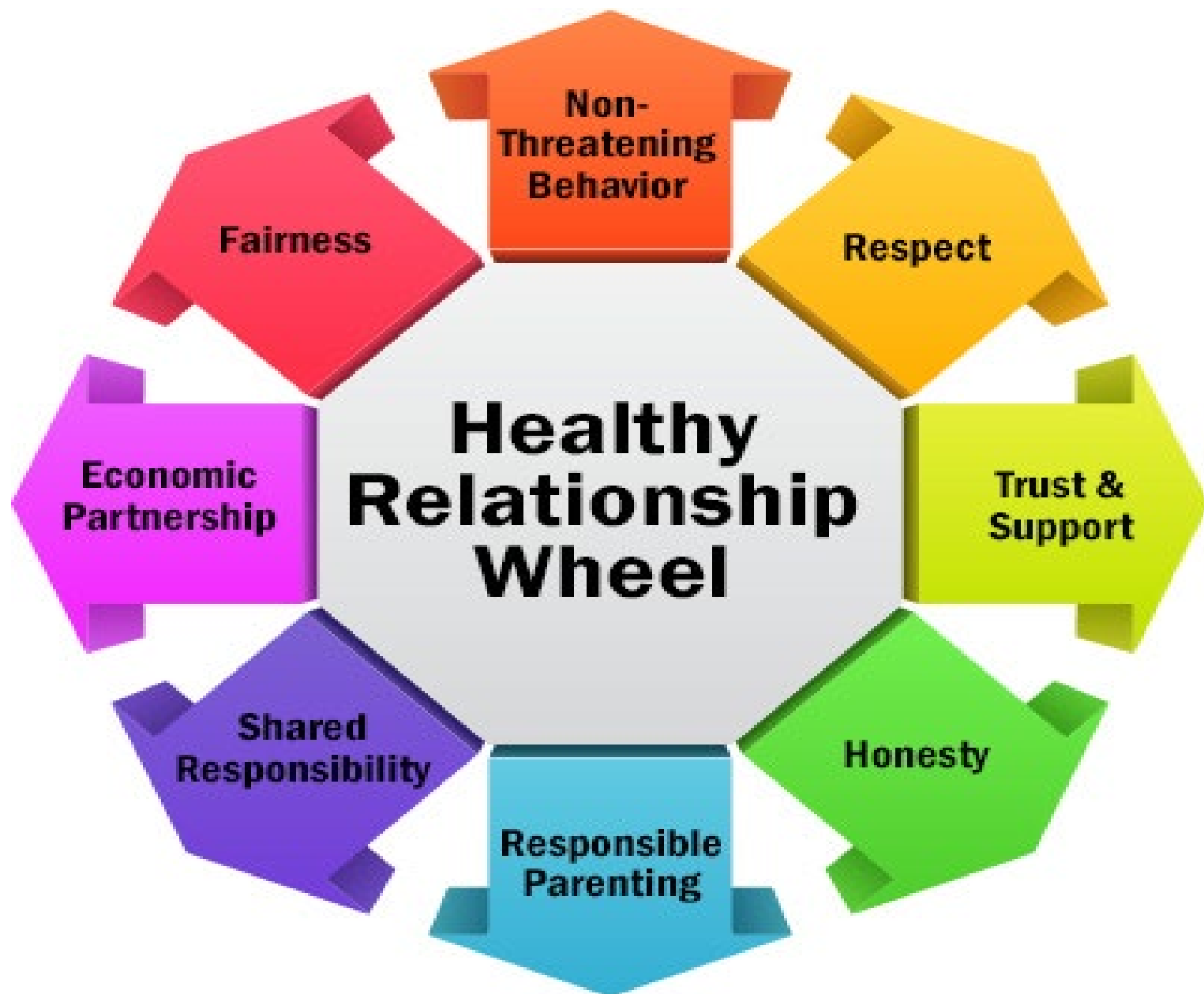
- “One incontrovertible finding emerges from my career spent working in and around schools: .....**The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else”**



## 2 X “If” statements .....

- **If** the relationships are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful, and cooperative.
- **If**, on the other hand, relationships are fearful, competitive, suspicious, and corrosive, then these qualities will disseminate throughout the school community.





Fairness

Listening Compromise

*Support*

Honesty

Communication

Understanding

Trust

openness

# And the teacher .....

- Improved **relationships** with teachers has **important, positive** and long-lasting implications for both students' academic and social development. ...
- The **learner is likely to trust her teacher** more, show more engagement in learning, **behave better in class and achieve at higher levels academically when the relationships with “others” are positive.**

## Elements

## Actions

## Definitions

### Express Care

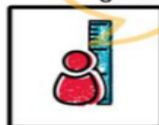


Show me that I matter to you.

Be dependable  
Listen  
Believe in me  
Be warm  
Encourage

- Be someone I can trust.
- Really pay attention when we are together.
- Make me feel known and valued.
- Show me you enjoy being with me.
- Praise me for my efforts and achievements.

### Challenge Growth



Push me to keep getting better.

Expect my best  
Stretch  
Hold me accountable  
Reflect on failures

- Expect me to live up to my potential.
- Push me to go further.
- Insist I take responsibility for my actions.
- Help me learn from mistakes and setbacks.

### Provide Support



Help me complete tasks and achieve goals.

Navigate  
Empower  
Advocate  
Set boundaries

- Guide me through hard situations and systems.
- Build my confidence to take charge of my life.
- Defend me when I need it.
- Put in place limits to keep me on track.

### Share Power

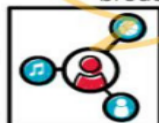


Treat me with respect and give me a say.

Respect me  
Include me  
Collaborate  
Let me lead

- Take me seriously and treat me fairly.
- Involve me in decisions that affect me.
- Work with me to solve problems and reach goals.
- Create opportunities for me to take action and lead.

### Expand Possibilities



Connect me with people and places that broaden my horizon.

Inspire  
Broaden Horizons  
Connect

- Inspire me to see possibilities for my future.
- Expose me to new ideas, experiences, and places.
- Introduce me to more people who can help me grow.



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No glue .....



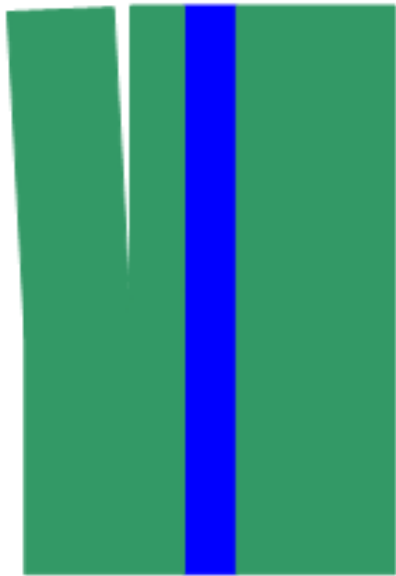
Famous baseball manager Casey Stengel once muttered,

“Getting good players is  
easy.

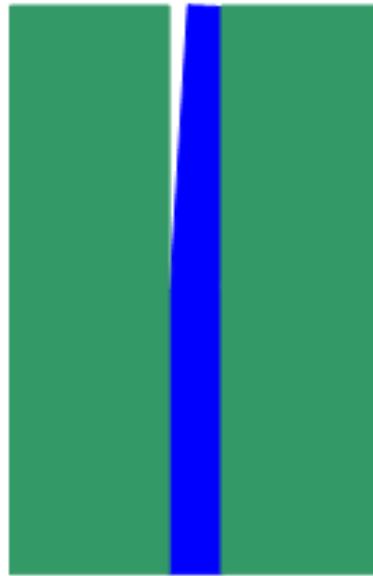
Getting 'em to play  
together is the hard part.”

# Failure ..... ?

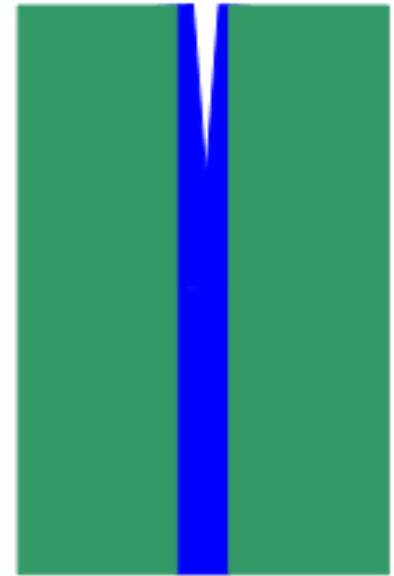
## Failure mechanisms of adhesive bonding



**Structural failure**



**Adhesive failure**



**Cohesive failure**

[www.substech.com](http://www.substech.com)



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**NO GLUE**



- ..... is when your child plays alongside another child.....  
..... but doesn't interact.

# Parallel play



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- Imagine two 3-year-olds busily engaged in opposite corners of a sandbox. One has a shovel and a bucket; the other has a rake and a hoe. At no time do they share their tools, let alone collaborate to build a sandcastle. They may inadvertently throw sand in each other's face from time to time, but they seldom interact intentionally. Although in close proximity for a long period of time, each is so self-absorbed, so totally engrossed in what he or she is doing, that the two of them will go on for hours working in isolation.



# PARALLEL PLAY ...and TALK

- A school principal : ***“We educators have drawn our wagons into a circle and trained our guns.”***
- ***“You don't want your child in that classroom. it's a grim, joyless place with desks in rows and endless worksheets.”***
- ***“ We as the Governing Body said so !! “***
- ***“Get use to it, this is how we operate here”***
- ***“Here, we all live in our separate caves.”***
- A notice on the wall of a faculty lounge captured it even better: ***“We're all in this—alone.”***

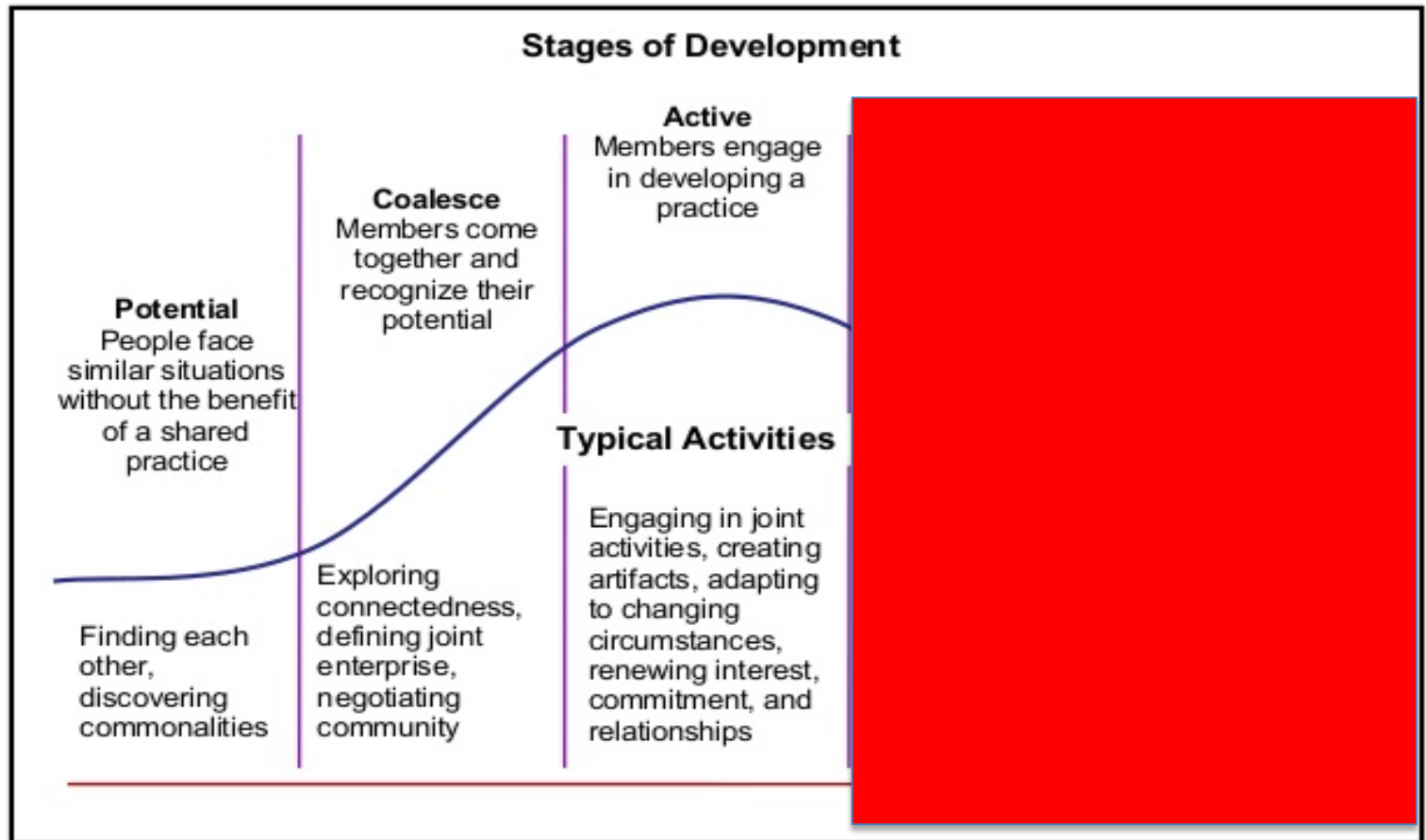


# Signs of an Unhealthy Relationship

- When the other party ...
- Is jealous and/or possessive of you.
- Checks up on you constantly.
- Doesn't take your opinion seriously.
- Is scary – you worry about how they will react to things you say or do.
- Threatens you.

- Uses a weapon against you.
- Blames you when they mistreat you.
- Attempts to manipulate or “guilt trip” one another
- Has a history of fighting.
- Loses their temper
- Brags about mistreating others.

# Level of Interaction AND typical activities

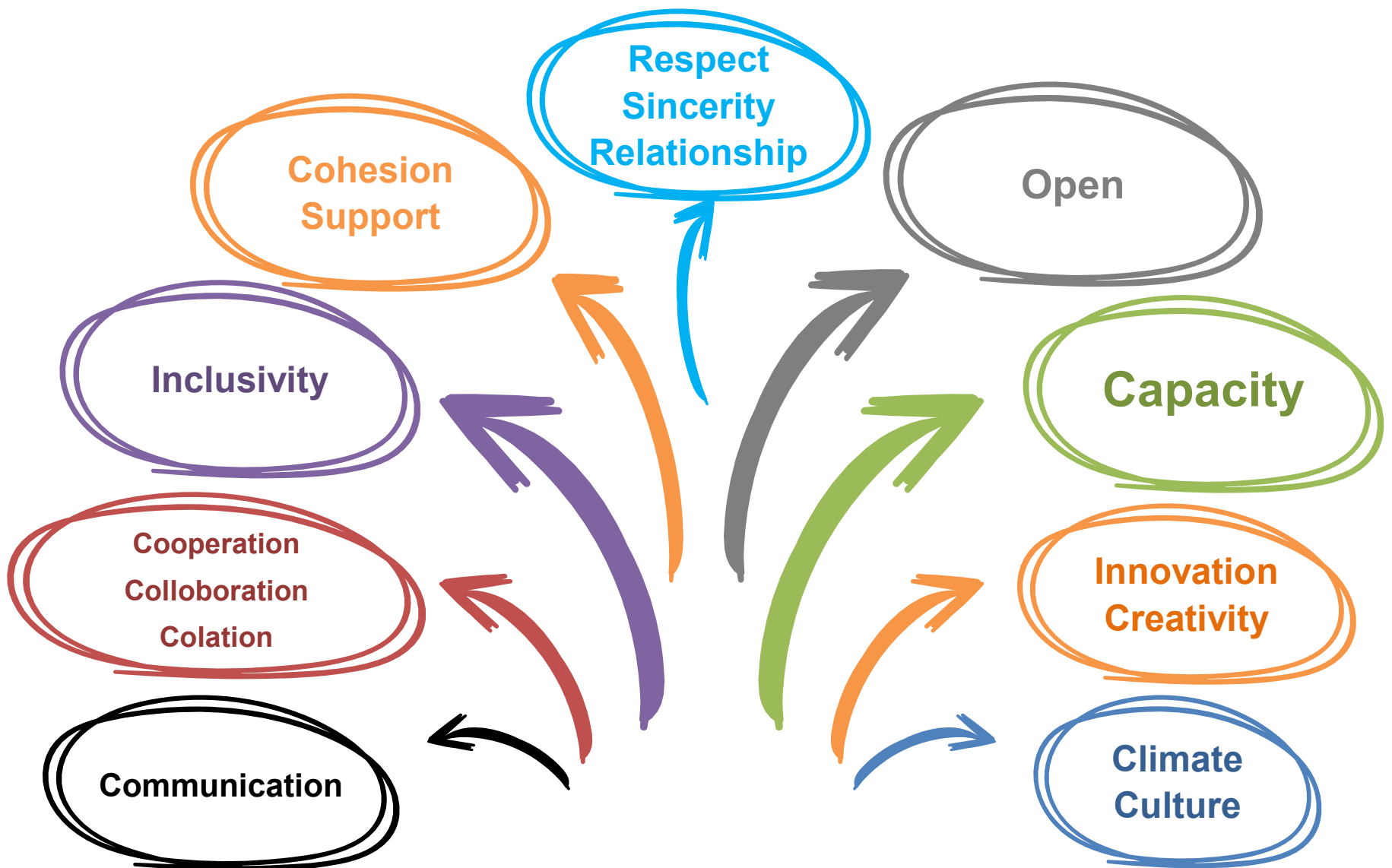


Stages .....in relationships.



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# ASSESSING THE STATUS



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WHY?



# Why ???

- The aim of FUNDAMENTAL GLUE is ....

**to :**

- foster authentic relationship
- involve expertise
- secure ownership

**by :**

- promoting positive cooperation and relationships within the school and the community.
- collaborating with community agencies to discover new and ongoing support services for learners
- aligning and unifying all invested interest

**• in order to :**

- » **encouraging learner growth and vision.**
- » **empower them for the future**
- » **secure all benefits for our learners.**



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# 10



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Therefore .....



“.... so close...that we can dance !”

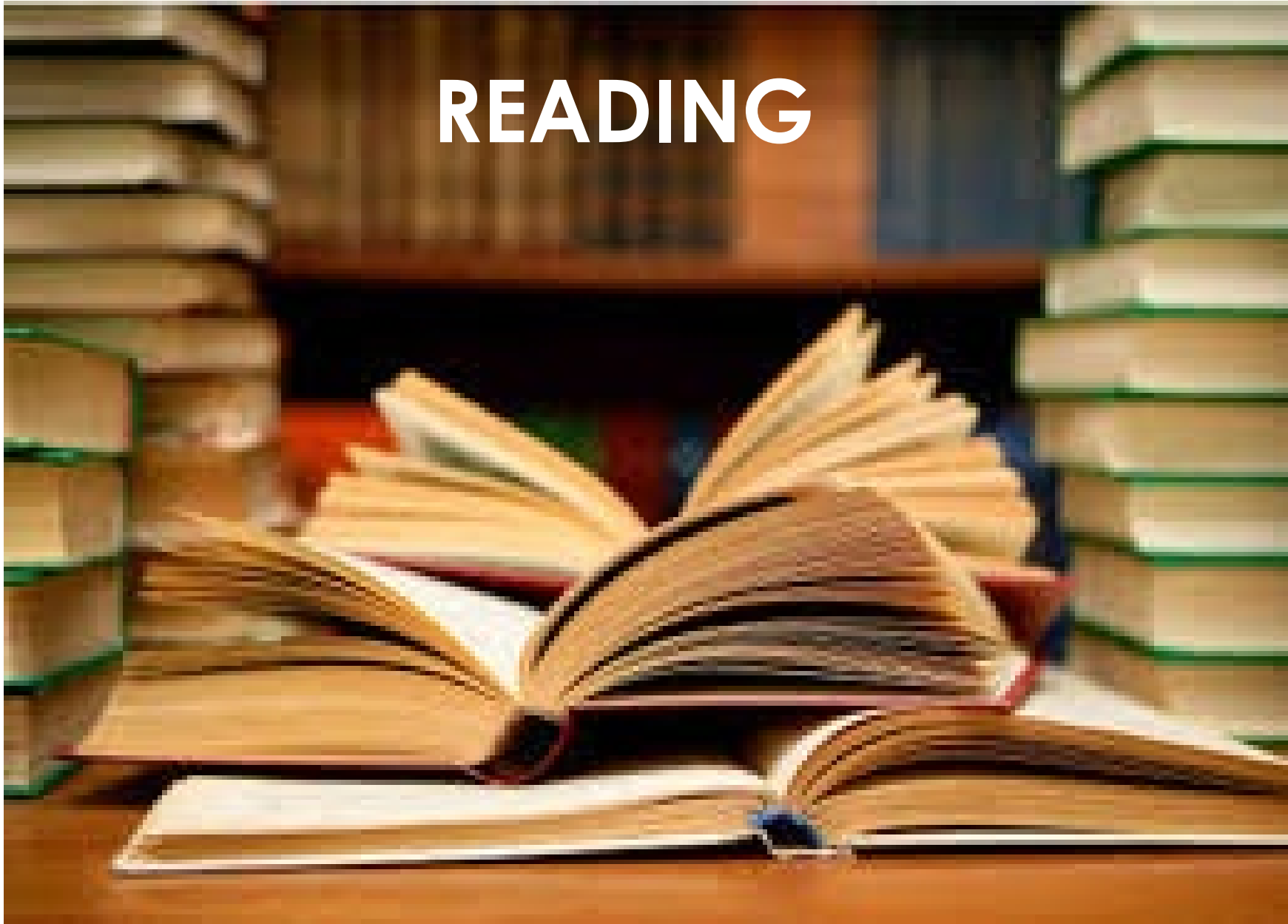
A close-up photograph of two sets of footprints in golden sand. The footprints are arranged in a way that suggests a person is looking back over their shoulder. The sand has a fine, granular texture and some faint, winding lines. The lighting creates soft shadows within the prints, emphasizing their depth.

**Don't leave....stay .....**

Good Luck !



# READING



# Reading .....

- **Effective School relations as a key performance indicator in Secondary Schools** : A.Nath
- **Fundamentals of adhesive bonding** : Dr Demitri Kopeliovich
- **What makes healthy relationships** : Warthmore College.
- **Communities of practice: learning as a social system** : E. Wenger
- **Improving Relationships Within the Schoolhouse** : Roland S. Barth
- <http://www.frontlinemanagementinstitute.com.au/>