

Management & Leadership

POLICY • LEADERSHIP • MANAGEMENT • GOVERNANCE

for South African Schools

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The editorial and the article "Dealing with officious officials" certainly generated some interest, not all of it favourable (See the letter from DDG: FET Penny Vinjevold on p.15). The principals who have contacted *SM&L*, however, all seemed grateful that we had spoken out about something that has, for many, been a thorn in their flesh for some time. It is my hope that airing the matter will have some effect; that some sense will prevail and that district officials, curriculum specialists and principals will have a better understanding of their differing roles and responsibilities. Our education system cannot afford the kind of destructive conflict between schools and the officials from the district and provincial offices that has been prevalent in many school circuits. Where problems exist, senior district officials and principals need to sit down in a spirit of cooperation and thrash these out, not to apportion blame but to ensure that there is quality teaching and learning in every school and in every classroom. Given the current backlogs and the generally poor performance across the system in terms of educational outcomes, nothing less will do.

With the fast-approaching first NSC examinations in mind, we have included two items which we hope will be of assistance to schools as they prepare their pupils for this important event. One is based on a presentation by Ms Vinjevold at a meeting hosted by SAPA (Western Cape) and contains important and specific advice on strategies schools should employ in the build-up to the NSC examinations. The DDG sets out the things that the DoE have done and the things that they plan to do to ensure that teachers and pupils have a clear understanding of format and structure of the NSC examinations, as well as the content knowledge and skills that will be tested.

School sport in the Western Cape has been in the news for all the wrong reasons recently and with the excitement and interest in sport that the Beijing Olympics have generated, we felt that it was appropriate to include something about the value and values of school sport. Keith Richardson, Principal of Wynberg Boys' High School, kindly gave permission to use an article on school sport that he was commissioned to write for the *Cape Argus* and which has already been published in that newspaper.

Delegation is an important part of any leadership position. How you delegate and to whom you delegate can have a significant impact on the operations, relationships and stress levels of your school. Our article on delegation offers some suggestions on the things you can do to make sure that in your school, delegation is not only effective but that it helps grow the management and leadership skills of the members of your team.

Finally, we would like to encourage you to support our advertisers; their support makes the long-term viability of *SM&L* far more secure.

SM&L

is published 10 times per year by Ednews. It is editorially and financially independent and it not affiliated to any organisation. It seeks to provide the leaders of South African schools with current and relevant information on issues of policy, leadership, management and governance.

The Labour Market of the Future

This is the second of a two-part article, in which consulting editor Clive Roos, considers the things that schools should be taking into account if they are to prepare pupils for successful participation in the future labour market

In the previous edition of SM&L consulting editor, Clive Roos, examined the extent to which the implementation of curriculum change in South Africa could have resulted in teachers losing confidence in their ability to prepare young people for future employment. While accepting that this was a very real possibility, Clive Roos ended this first article on an optimistic note by pointing out that *a combination of the finalisation of the roll-out of the NCS, on-going evaluation of the outcomes and the steadily increasing assertion of teachers' professional judgement should lessen the impact of curriculum change as a source of uncertainty.*

What, then, about the other 3 identified reasons for our professional uncertainty about how well we are preparing young people for the labour market of the future?

Having to understand and interpret a changing world

In various ways and for various reasons, the world has changed significantly in the last 20 years. As a result of a combination of political factors, technological developments and economic pressures, many of the traditional and historical barriers to trade, communication and the movement of people have disappeared. In 1985 there were no internet connections and commercial cell phones and there was little trade between the capitalist and communist worlds. By 2007 the Berlin Wall and the Iron Curtain had gone, there were approximately 1.4 billion internet connections and 1.8 billion cell phones; and trade - by and large - was unrestricted. Nation states had been replaced by trade blocks and other groupings. The flat world described by Thomas Friedman in his best-selling book was upon us.

And this flat world of rapid transmission of information and second medical opinions from another continent overnight changed the labour market irrevocably. The mere fact that information could be shifted in seconds meant that a great deal of actual work was no longer confined physically and geographically. Overnight, cities on the Indian sub-continent could and did become the call centre capitals of the world.

At the same time, South Africa's political re-entry into the world community ensured that South Africa and SOUTH AFRICA'S YOUNG PEOPLE also became part of this globalised world. The traditional limitations of having to seek work only near your place of residence or study disappeared.

The widespread impact of globalisation is reflected in the fact that there is in fact no agreement on a definition. It has been variously described as:

- The widening, deepening and speeding up of the processes of world-wide connectivity
- The world is getting smaller
- A borderless, seamless world
- Increasing importance of trade and capital flows between countries and organisations
- Sharing in and learning from the best available technologies

However, the changes did not stop with the mere removal of boundaries and the increased portability of information. The nature of capital changed and with it came a significant shift from the *old economy* to the *new economy* and a demand for a whole range of new skills.

Old Economy	New Economy
Nation state focus	World-wide markets - globalised
Exploitation of resources	Adding value
Asset based entry to participation	Knowledge based entry
Slow knowledge development	Very rapid knowledge development
Skilled, semi-skilled and unskilled employment opportunities	Higg-skills employment opportunities with skills transfer expectations

The removal of barriers to trade and the rapid transfer of information also opened opportunities for parts of the world previously not seen as major players – either in human resource terms or as markets and providers. Two of the major newer players here are obviously China and India. The sizes of their populations, rapidly rising education and skills levels, access to technology and a variety of other resources have made these two countries obvious potential economic powers.

There are many effective comparisons used to illustrate the potential of these emerging economies in relation to the older economies. Perhaps an apt one for the purposes of this article is the one that points out that

Emerging Economies

Since 1960 the world's wealth began to spread creating vast new markets and economies



1960



2015

Gross Domestic Product in US\$ equalised for purchasing power parity

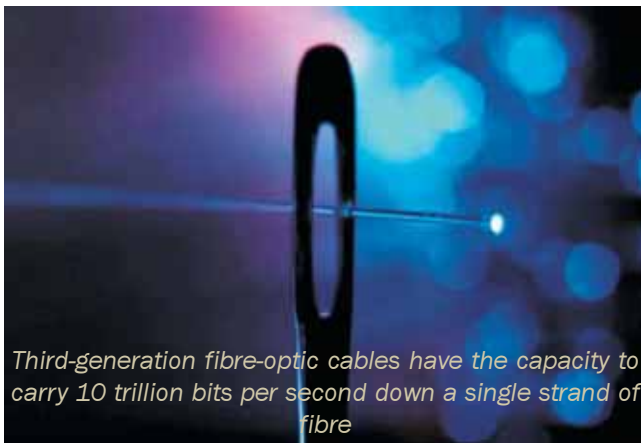
28% of the population of India with the highest IQs is greater in number than the total population of North America: all part of the challenge facing South African schools as they prepare their learners to assume a meaningful place in an increasingly competitive world environment.

The rate of change

As if the extent of change is not sufficient of a challenge for our schools, the rate at which change itself occurs has become an additional test of teachers' ability to interpret and make sense of the world. Just two examples will illustrate this challenge.

Tests are currently being carried out on third-generation fibre-optic cables that have the capacity to carry 10 trillion bits per second down a single strand of fibre. This is the equivalent of 1900 CDs or 150 million phone calls per second.

This rate of change requires that our schools ask serious questions about the values and skills offered to learners as part of their school experience. The box below perhaps illustrates this dimension of the challenge.



Third-generation fibre-optic cables have the capacity to carry 10 trillion bits per second down a single strand of fibre

It is estimated that a week's worth of New York Times...



...contains more information than a person was likely to come across in a lifetime in the 18th century.

In his influential book, *The World is Flat¹*, the author Thomas Friedman builds on these skills and identifies the 9 great types of people that will be needed by the rapidly- changing world he describes. Space limitations in this article prevent an explanation of each, so they are merely listed below. However, readers are encouraged to read the full details of each type and the reasons for highlighting these skills in a modern economy – the new economy.

Continued on page 4

Schools are teaching 21st Century Skills

- Information and media literacy skills
- Information skills
- Thinking and problem solving skills
- Critical thinking and systems thinking
- Problem identification, formulation and solution
- Creativity and intellectual curiosity
- Interpersonal and collaborative skills
- Self-direction
- Accountability and adaptability



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The 9 types are:

- The great collaborators and orchestrators
- The great synthesizers
- The great explainers
- The leverages
- The great adapters
- The green people
- The passionate personalizers
- Maths lovers
- The great localisers.

The relatively unchanging school

This article will not try to comment on the extent that schools in South Africa have or have not made at least some adjustments in order better to be able to meet the requirements of the changing labour market that flows from the rapidly changing world. Readers will be in a better position to make this assessment of their own school environment.

References

- ¹ Thomas L Friedman. *The World is Flat: A brief history of the 21st Century* (Farrer, Straus, Giroux, New York, 2005)

Behind the scenes at SM&L



Ms Linda Mkwazi and Ms Vuyiswa Ndingo assist with the distribution of every issue of SM&L to its subscriber base by preparing SM&L for posting.

Sport School sport - an Australian perspective

Australia is arguably the world's best sporting nation relative to the size of its population. Therefore, it is of interest to get an Australian perspective on school sport. School Sport Australia, the body that governs school sport in that country, sets out its expectations of players, team management, parents and spectators in its codes of behaviour. For further information, visit their excellent website at <http://www.schoolsport.edu.au>.

Players' Code of Behaviour

- Be a good sport.
- Play for enjoyment.
- Strive for personal excellence.
- Work hard for your team as well as yourself.
- Treat all team mates and opponents as you enjoy being treated yourself.
- Play by the rules.
- Cooperate with team and game officials.
- Control your behaviour on and off the field.
- Learn to value honest effort, skilled performance and improvement.

Team Managements' Code of Behaviour

- Set a good example for your players.
- Encourage and create opportunities to develop individual skills.
- Teach a wide range of team skills.
- Ensure that the sport is appropriate for the age group and the skill development level of the players involved.
- Teach your players to be friendly towards officials and opponents.
- Give all interested students a chance to participate in training and in games.
- Remove from the field of play any of your players whose behaviour is not acceptable.

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Sport

The Lessons of Sport

Is this article, which first appeared in the *Cape Argus*, Keith Richardson, principal of Wynberg Boys' High School, reflects on the values that school sport should and can teach young people. The article was published following a spate well-publicised incidents of ill-discipline and poor sportsmanship at school sports matches in the Western Cape.

Of all mankind's great inventions, few have succeeded in capturing the imagination more than sport. In a week's time we are about to witness the greatest sporting pageant of all, the spectacular Summer Olympic games. Sport has a fascination for all of us. It has the power to inspire, to enthuse, to entertain.

It is ironic on the eve of the greatest sporting show on earth, that the local newspapers have been filled with the shenanigans on local school rugby fields. Referees have been denigrated, player behaviour condemned and parental over-reaction censured. The notion that 'sport' is a pleasurable pastime has been sidelined. The camaraderie, the fellowship of sport, triumph over adversity, the lessons of defeat, the hard work in accomplishing victory have been forgotten in the heat of recrimination.

Somehow in it all, we have forgotten that in the hierarchy of values of a school, sportsmanship must be ranked only marginally below scholarship. Adults, including coaches, parents and referees, should be unified in ensuring the time-honoured ethics of sport one maintained on our school sports fields – to play hard, but fairly; to accept defeat and smile when shaking the hand of an opponent; to be competitive but at the same time co-operative because, without your opponent, there is no game.

A few years back, a local journalist, disillusioned after a disappointing Stormers game wrote that from now on he would be only watching school rugby. 'It has a youthful innocence,' he said, "unsullied by cups, leagues and points."

And he is correct. Schoolboy rugby teams tend to play with enthusiasm and passion and, when well-coached, with an absence of fear. Coaches of schoolboy rugby sides who release their players from negative and safety first tactics soon find their players revelling in the positive enjoyment of displaying their talent.

It is these coaches who have realized the true reason why we play sport at school. It is not played for the benefit or the glory of the school or the egos of the coaches, or the ambitions of the parents – it is played for the benefit of the players.

Whatever the level of the schoolboy player, we want him to learn the lessons of sport – because they are lessons of life. In the end, these lessons will develop confidence and self esteem in the player and he will learn,



Keith Richardson, Principal of Wynberg Boys' High School and the author of this article

as a young sportsman, that bitterness and sweetness are opposite sides of the same coin.

As he advances through high school, the young sportsman soon realizes that the natural ability which carried him through Junior School is no longer enough. As the competition becomes keener, those players start coming to the fore who were lucky enough to learn the lessons early in their school lives that only commitment to hard work and the ability to fight back from disappointments, are the foundations for a successful sporting life.

Sometimes these lessons are learnt more effectively after losing a match or being dropped to a C or D team. Schoolboys do not easily learn messages from winning because they fail to examine their performance as they bask in the congratulatory glow of parents and friends.

On the other hand, losing really does say something about a young sportsman. His reaction to a loss is important. Does he blame others? Does he complain about bad luck? Does he analyze his failure? Does it increase his determination?

In the book, *The Hansie Cronje Story* by Garth King, the author remarks that Hansie never lost a rugby game in his career at Grey College. One can only wonder what lessons Hansie missed because of that.

The role of parents in the development of any sportsman is vital. In my career as a sports coach and schoolmaster, I have seldom come across a truly successful schoolboy

sportsman who was not well parented. Parental support, as opposed to parental pressure, invariably determines whether a young player will learn the proper lessons. Some time ago, I sent the following advice to parents:

Support your son and attend the matches, whatever side he is in.

Always be there for him, especially in the 'down times'.

By all means set the bar for him – but always praise his achievements especially when he has tried hard to reach this bar.

Praise effort and commitment – much more than results.

Never criticize the coach as it will confuse the players. It not only divides loyalty, but offers an excuse. Don't fall for the common South African sporting curse of blaming the coach or referee.

Never over-emphasize winning as it will only lead to a fear of failure. One of the curses of schoolboy sport is an unbeaten season.

Do not relive your own sporting career (or lack of it!) through your son. This leads to frustration and disappointment on both sides.

Be a true sporting spectator. Let the referee handle the game and let your son make his own mistakes. He will learn more that way.

All parents want what is best for their sons – but then so does every coach and every school. If we expect our players to behave like sportsmen on the field, then it is important for adults not to behave like children on the sidelines.

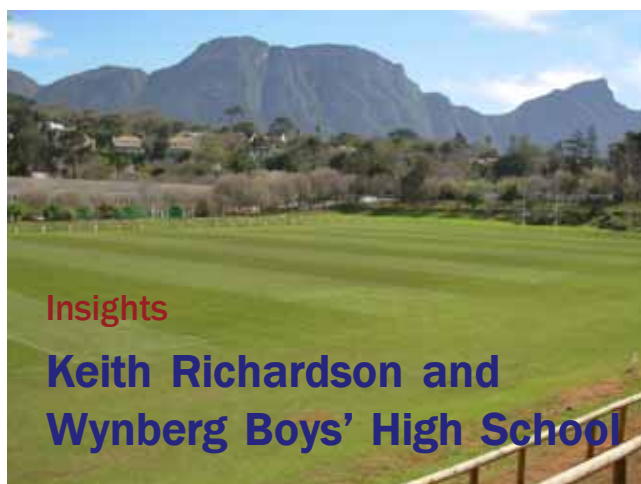
Some years ago in America, the authorities imposed a noise ban on parents and coaches in the Northern Ohio Girls Soccer league. Spectators were instructed to keep their cheers and criticism to themselves.

Some parents waved signs; others put duct tape over their mouths to stay quiet. Goals and saves were met by smiles and nods of approval from parents and coaches. This was an effort to put sport back into perspective after rowdy parents disrupted games and frustrated players. Presumably the point was made – but it was not reported whether these measures had a lasting impact!

There is no doubt that sport can play a pivotal role in education and it is our job as parents and teachers to help our children cope with the pressures of today's highly competitive world.

As we marvel at the proficiency and expertise of the athletes at the upcoming Beijing Olympics, let us at the same time applaud the commitment which saw them reach the pinnacle of sporting success. Yet, somewhere in their past, I hope they too, had a coach like I had, who once said to me: "The next sixty minutes you are about to

play will never be repeated. Make the most of every minute."



Keith Richardson, the author of the adjacent article on school sport published originally in the *Cape Argus*, is Principal of Wynberg Boys' High School (WBHS), a school with a proud history and great sporting tradition. Keith started his teaching career at Wynberg, teaching Latin and History – and some English – and except for a five-year spell at Plumstead High, has been there ever since, in all a total of 29 years. He was appointed Principal ten years ago, loves the job, and plans to stay there until "they kick me out".

Keith was invited to write the article by the *Cape Argus* following a spate of reports on incidents of player and spectator ill-discipline and poor sportsmanship in school rugby matches over several weeks. The match which attracted the most publicity involved the U16A sides of two well-known Western Cape boys' schools. The match was called off before its scheduled finish, as a result of the behaviour of players and the interference of spectators, including parents – at least two of whom were prominent public figures.

Although Keith is better versed in cricket and hockey, his knowledge and experience of coaching these sports at school first team and provincial level make him well-equipped to comment on the causes and contexts of unsportsmanlike behaviour. What is interesting about his article is the focus that he places on the lessons that can be learnt from losing, rather than on the importance of winning; and this is one of the reasons *SM&L* approached him for permission to publish it.

After reading the article, editor Alan Clarke arranged to meet Keith to find out a little more about what makes him tick, about his perspective on education and about the way he approaches his task of leading and managing WBHS.

Wynberg is a school of about 850 boys, of which 95 are boarders. Despite its long and distinguished sporting tradition, with nearly 70 Wynberg old boys having been

awarded national colours in one or other sporting code, Keith would prefer it to be recognised as an outstanding boys' school rather than as an outstanding sporting school. He is fascinated by the psyche of adolescent boys and the teaching strategies which are most successful in getting them to learn. In this regard he is a keen follower of the work of Michael G. Thompson, psychologist, school consultant, and co-author of the *New York Times* bestseller, *Raising Cain: Protecting the Emotional Life of Boys*¹, and Steve Biddulph, an Australian psychologist and educational consultant and the author of *Raising boys: Why boys are different – and how to help them become happy and well-balanced men*², and their notion that boys learn differently.

In an effort to get to know the names and something about every boy in the school and to help them better understand their roles and responsibilities as pupils, Keith teaches a subject he calls "Wynberg Ethics" once a week to every Grade 8 class. He believes that the need to belong is a powerful driver of boys' behaviour and that meeting this need through healthy participation in constructive activities is key to helping boys to develop a positive work ethic and better self-discipline, in the classroom and within the school environment.

The school uses a number of strategies to nurture this sense of belonging. These include a strongly developed house system with a hundred boys in each house, headed by a head of house and four house tutors, each of whom takes responsibility for twenty-five boys across the grades. The house tutors are experienced members of staff and remain tutors for the same boys for every year of the respective boys' stay at the school. There are also grade camps for each grade every year, with a focus on the needs of that grade. As an example, the focus of the Grade 11 camp is on developing the boys' leadership skills in preparation for the leadership role they are expected to take in Grade 12.

As may be expected, sport is compulsory at the school, although boys in the senior grades can choose to participate in a cultural activity in favour of sport. Music is an important element of the school's cultural programme: the school has a vibrant choir. There are about a hundred active musicians in the school of which about 30 are members of the choir. There are three different school bands. Possibly the greatest highlight of every school year for the boys is the annual derby with Grey High School in Port Elizabeth. The derby involves matches between all the winter sports teams from both schools and each year every player involved in sport either hosts (for a home derby) or is hosted by (for an away derby) their opposing player. Between five hundred and six hundred pupils from each school are involved in the derby, with twelve luxury buses transporting the pupils between Cape Town and Port Elizabeth for this event.

The school prospectus describes a Wynberg Boys' High School education as being constituted from 4 pillars: Academic, Sport, Service and Culture - and for Keith there

are three key elements to working effectively with boys all beginning with F! These are to be **fair**, to be **funny** i.e. a sense of humour and to be **firm**: wisdom from someone who has learned from experience what works in schools and particularly how best to manage boys in an all-boy environment.

Books about raising boys which Keith recommends

¹ T Barker, M Thompson and D J Kindlon, *Raising Cain: Protecting the Emotional Life of Boys*, (Ballantine Books, 2000)

² S Biddulph, *Raising boys: Why boys are different – and how to help them become happy and well-balanced men*, (Sydney, Finch Publishing, 2003)

School Sport Australia

Continued from page 4

Keep your own knowledge of coaching and the developments of the game up to date.

Support School Sport Australia's policy of a smoke and alcohol-free environment.

No tour official of the opposite gender should enter the team change rooms until all team members have completed changing.

It is most unwise for any team official to be in a situation where the official is alone with a team member without the knowledge of the team management.

Parents' Code of Behaviour

Encourage participation by your children.

Provide a model of good sportsmanship for your child to copy.

Be courteous in your communication with players, team officials, game officials and sport administrators.

Encourage honest effort, skilled performance and team loyalty.

Make any new parents feel welcome on all occasions.

Do not interfere with the conduct of any events.

Support School Sport Australia's policy of a smoke and alcohol-free environment.

Spectators' Code of Behaviour

Demonstrate appropriate social behaviour.

Remember children play for enjoyment. Don't let your behaviour detract from their enjoyment.

Let game officials conduct events without interference.

Support skilled performances and team play with generous applause.

Demonstrate respect for opposing players and their supporters.

Support School Sport Australia's policy of a smoke and alcohol-free environment

Curriculum

Preparing for the NSC

– advice and useful information from the DDG: FET

Information gleaned from a presentation by Ms Penny Vinjevold to a meeting of principals and senior staff members hosted by SAPA (Western Cape)

This article is based on information provided by Ms Penny Vinjevold when she addressed a gathering of principals and senior staff members of Cape Town schools, hosted by SAPA (Western Cape) at Bergvliet High School. The meeting took the form of an initial presentation by Ms Vinjevold followed by a question and answer session. SAPA (Western Cape) are to be commended on organising the meeting and Ms Vinjevold on her willingness to speak to principals and to listen to and deal with their individual questions and concerns.

Some insights

In her initial presentation, Ms Vinjevold provided some interesting insights about her own views of the national curriculum and of education from her vantage point as a senior official in the DoE.

- She is very positive about the new curriculum and the fact that it is more cognitively demanding than the old
- She dislikes the persistent negative press that education receives in this country. Cabinet lekgotlas are apparently regularly provided with an analysis of press coverage. Education receives the most negative coverage according to this analysis.
- It is her perception that some sectors of the business community – those with a vested interest in education – wish to see the curriculum and/or public education fail because of the profit-making opportunities that this would open up for them.

Four myths about education

Ms Vinjevold also set out to dispel what she called “four myths” about education in this country

Huge drop-out rate:

Enrolment statistics show this is not true – there are 500 000 more learners in Gr. 10 - 12 than there were five years ago. This year, 600 000 candidates will write the NSC examination and there are currently 900 000 pupils enrolled in Gr. 11 and 1 million learners enrolled in Gr.10. The DoE believes the schooling system is increasingly successful in retaining learners.

Shortage of teachers:



Penny Vinjevold, DDG: FET with Vernon Wood, Principal of Bergvliet High School, which hosted the SAPA meeting at which Ms Vinjevold made her presentation

The DoE did a survey to test whether this was in fact true. It advertised for teachers and received 1 000 applications, of which 600 could be placed within 3 weeks. According to Ms Vinjevold, there are many thousands of unemployed teachers currently seeking employment. Problems may relate to the perception that there is a shortage of good quality teachers or to the fact that principals are unwilling to appoint teachers who wish to work flexible hours, such as mothers with young children. She suggested that principals should seriously consider these potential teachers as an option and investigate ways of employing them in part-time capacities.

Constant change in curriculum:

There has only been one change in the curriculum since 1994. Minister Kader Asmal stopped Curriculum 2005 when he saw that it was not working and the introduction of the new revised curriculum has proceeded far more smoothly. Curriculum change is currently a world-wide phenomenon as countries try to ensure that their education systems meet the changing demands of the 21st century. When the DoE sought to benchmark the curriculum with international models, they found out that only Singapore has a ‘stable’ curriculum. The South African curriculum was also found to be generally more values-based than that of other countries. The DoE is

committed to stabilising the curriculum and retaining the current structure and content for the next three years. The only changes that may be considered will be minor amendments and adjustments to deal with any problem areas identified from the results of the first NSC examinations.

Schools not producing what employers want:

The mathematics, science and history curricula provide pupils with good problem-solving skills. Ms Vinjevold is of the opinion that a good general knowledge and a sound grasp of mathematics and languages are all that people need to succeed in the workplace or if they plan to study further. She also is of the view that pupils need greater self-discipline and she has little sympathy for those who suggest that writing two papers per day in the NSC examinations is too demanding of pupils. Schools, she believes, should prepare learners for academic endeavour; and pupils who have a good work ethic and who have worked throughout the year will have no difficulty in coping with two examinations on the same day.

4 T's that should receive attention

Ms Vinjevold identified what she considered to be the four most pressing priorities for schools: she called these 'the 4 T's':

Teachers – keep them, keep them happy, tell them not to work so hard and to have balance in their lives.

Texts – children must increase their reading - of a variety of texts |(they do not read enough at present)

Time – pupils must spend time with teachers in the classroom. Teaching time should not be disrupted as there is a direct relationship between the optimal use of contact time and good academic endeavour.

Tests – we over-test: she warned that “you cannot fatten the pig by weighing it more often”; she encouraged educators to test more smartly and at the right benchmark.

Preparation for the November exams

The DoE is doing everything possible to be ready for November 2008 and to make sure that teachers and pupils know what to expect from the examination papers.

- The exemplars produced by the DoE are intended to be a mirror-image of the final papers - - in format, look and feel
- The Grade 11 exemplars were intended to be used as guides for preparation for the final examinations (not to be implemented as compulsory examinations for Grade 11s as was the case in some provinces)
- The DoE has applied the lessons that it learnt



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from the 2007 Gr. 11 papers

- IEB exemplars will be on DoE website in September
- The Grade 12 (final) papers have been scrutinised by and received positive comments from the Scottish Education Authority, Cambridge Independent Exam Board, Hong Kong and India (they have not been benchmarked against other papers because the curricula of other countries are also being revised)
- To bridge the HG / SG gap, 30% of each paper will be at SG level and 50% at HG level
- The DoE statisticians have looked at 5-year norms and their findings have been used to assist in establishing the standard of the papers. This information will also be used to adjust the final results. The DoE has also identified 100 schools whose internal assessment have in the past most closely matched their final results in the external examinations and their results will be analysed and used to identify potential anomalies
- The entire process has been closely monitored by Umalusi
- 'StudyMate' will be published with exemplars of main subjects and schools should use these for revision purposes
- The exemplars published by Oxford University Press, Macmillan and X-Kit are of a good standard and schools are encouraged to use these
- Teachers should not base their teaching on one textbook only as the standard and quality of textbooks varies greatly. The de-emphasis on content of some books has been a concern
- Provincial examiners and moderators will meet in Pretoria and memoranda will be finalised before marking starts. This is to ensure that errors and anomalies are dealt with and that marking is of a uniform standard in all provinces
- The results of individual pupils will be released on 28 December but there will be no detailed analysis of the country's results on that date. The results will be released to the press as has happened in the past and will indicate whether a candidate has passed or failed.

Life Orientation

The DDG made a strong plea that schools should not fail candidates in the internal assessment of LO as this would put them at risk of failing the entire examination should they fail one other subject. She reminded principals that in order to pass, a candidate needs to

obtain at least 40% in 3 subjects (including the Home language) and at least 30% in three other subjects.

Some suggestions

Some interesting suggestions and advice came out of the question-and-answer session that followed DDG Vinjevold's presentation. These included the following:

- It was important that schools acknowledged their top academic achievers. One simple way of doing this and ensuring that it had an academic bias is by calculating each pupil's aggregate mark of the top 6 subjects, with LO excluded from the calculation.
- Schools should encourage pupils who wish to pursue tertiary studies to write Mathematics Paper 3. Universities have indicated that it will be an essential requirement for admission to Actuarial Science, Engineering and certain science degrees. Should a candidate write and fail Mathematics Paper 3, it is not likely that this will be recorded on the Senior Certificate.
- Subject Heads and teachers need to make sure that in their teaching in Gr. 8 and 9, they teach the basic content knowledge and skills required for pupil to succeed in the FET subjects they will chose in Gr. 10 – 12.
- At the start of the school year, pupils should be provided with a list of the assessment tasks that will be set during the course of the year. The list should include details of requirements, the mark allocation as well as the date and deadlines of each task.

Meetings of this kind are invaluable to principals and their schools and a good example of how things can and should be done. The interaction between the DDG and the principals and senior staff who were present was constructive and productive. The only disappointment was the relatively small number of schools that were represented at the meeting. This disappointment is not with SAPA, who worked hard to ensure that their membership was aware of the meeting but rather with those principals who knew about the meeting but chose not to attend or to send a representative. The value of meetings of this kind is not just the acquisition of information provided by the DDG or other departmental officials; it is also learning from colleagues and the sharing of professional knowledge.

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DoE support strategies for the NSC

The DoE and PEDs plan to provide additional support for schools, teachers and pupils as they prepare for the first writing of the NSC examinations

Before and during 2008 the DoE instituted a range of initiatives in an effort to support the group of pupils who will be the first to write the NSC examinations this year. These included the following:

- Subject adviser and teacher training
- The development of Learning Programme Guidelines, which provide guidelines on teaching each subject in Grades 10, 11 and 12. These include 40 week programmes to provide guidance on coverage, pace and sequence for delivering the curriculum
- Subject Assessment Guidelines which indicate the types and nature of the assessment tasks to be developed
- The development of catalogues of approved textbooks for Grades 10, 11 and 12
- The provision of textbooks to Grade 10, 11 and 12 learners
- The development of examination exemplars for Grades 10, 11 and 12 by the DoE examination panel
- The publication and distribution of examination exemplars in Study Mate and Studie Pel, in each of 33 weeks from March to October 2008
- The development and distribution of a book of Exemplar Maths and Maths Literacy Papers for Grades 10, 11 and 12 funded by Old Mutual
- Saturday classes
- Winter schools
- The National Strategy for Learner Attainment which provides specific support for schools that achieved under 60% pass rate in the Senior Certificate

At the end of May this year, in an effort to determine whether schools had all the policy documents, textbooks and other DoE-developed support materials for teaching Grades 10, 11 and 12, the DoE distributed a short questionnaire to schools.

The questionnaires were distributed by fax, e-mail and by hand (Editor's note: *SM&L* assisted with this process). Although the deadline for the return of submissions was 20 June, the department extended this to 4 July and in all received a total of 1320 responses.

The questionnaire was analysed to determine whether schools:

- had all the policy and guideline documents
- had received examination exemplars
- had received sufficient copies of Study Mate/ Studie Pel, the DoE/Old Mutual Maths book for each learner
- had textbooks for every learner in each subject.

Analyses of the responses revealed that the majority of schools have the policy and guideline documents but that a large number had not received Study Mate/Studie Pel and the majority had not received the DoE/Old Mutual Book containing Maths and Maths Literacy examples. The analysis also showed that the majority of pupils had textbooks for each subject although, disturbingly, there were 30 schools that said they did not have any textbooks. The schools have been prioritised for purchase and distribution of the required books and the DoE has indicated that it would provide them with textbooks in key subjects by the end of July. One just hopes that the DoE and PED will investigate the reason for this sorry state of affairs and ensure that those responsible are appropriately dealt with. This kind of inefficiency which compromises the educational future of children is completely unacceptable.

Additional support

DoE/Old Mutual Maths and Maths Literacy Examination Exemplars for Grades 10 to 12

The DoE has purchased an additional 3 000 copies of these which will be distributed on request to provincial offices, district offices and schools.

Maths 911

Maths 911 – This Independent Newspaper initiative is a 120-page publication of Grade 11 and 12 examination exemplars. 120 000 copies have been distributed to 1 077 schools in nine provinces. Additional copies can be purchased for R25 each. The DoE will purchase 10 000 for distribution to schools visited.

Publishers' Study Guides

There are a number of Study Guides and publications available which contain excellent examination and assessment exemplars. The DoE has reviewed three different publishers' Study Guides. These are all excellent publications with questions and answers.

Study Mate / Studie Pel

The DoE is producing two 48-page books called "Study Mate". The first was published in July and comprises material from the study guides of various publishers and examination exemplars. The second will be distributed in

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The fine art of delegation

Knowing what duties to assign to members of your management team is one thing. Ensuring that the duties and tasks are performed to an acceptable standard is another. Getting it right is what good delegation is all about

In Vol. 2 No 3 of *SM&L*, we published an article, at the request of a reader, on the sorts of duties that could or should be delegated to a deputy principal and other members of a school's Senior Management Team. What the article did not contain was any advice on the delegation process, an important and valuable management tool. The ability to delegate and to delegate well is the hallmark of all good managers. Good delegation benefits everyone, it lightens the load of the delegator and helps the person to whom the task has been delegated to grow in knowledge of the enterprise, to improve management skills, and to gain confidence in ability to act and to make decisions. It is also a great motivator because it carries with it an implication of trust. Poor delegation has the opposite effect and is nearly as harmful to the effective running of an organisation as having a leader who does not delegate at all.

Your willingness to delegate tasks is in some ways a measure of your own management competence and your confidence as a leader. If you are constantly stressed by the pressures of work, or if your work never seems to get done, it may be a sign that you are not delegating enough. You may also need to look at your own practices and attitudes. Are you holding on to certain tasks because they are things that you enjoy doing, or because you do not think anyone can do them as well as you? These are not good reasons for not delegating tasks. As a leader, you have a responsibility to grow your staff and what better way is there of doing this than by asking them to take responsibility for a task or duty that you know they will enjoy or which you can help them perform to a standard that even you would be proud of? The ultimate goal of a good leader should be to work himself or herself out of every job except the job of mentoring and monitoring the team and of looking out for the opportunities and challenges that the future may bring.

Some common mistakes

The most common reason for not delegating work is that it is often easier and quicker to do it yourself than to delegate it. Normally, as a manager, the jobs that you are most likely to want to delegate are those that you can do yourself, virtually with your eyes closed. Having delegated it to someone else, you find the mentoring and monitoring needed to complete the task becomes a bit of a hassle for you. When it is not done exactly as you would have done it, you make a "leave it with me" offer and simply take the job back. This kind of delegation is no delegation at all. Worse, it leaves both you and the person to whom you delegated the task frustrated, the task half done and

confusion and acrimony about who is responsible for the mess. If you are going to delegate and wish to avoid this kind of situation, make the time and the effort to do it properly.

The need to delegate may also be forced upon you by the pressure of work or of events - such as when you suddenly realise that you are not going to get the job done in time if you do not get some help. This is also not a good time to start delegating because the initial delegation of a task (and the successful completion of a task by someone who is doing it for the first time) will usually take longer than if you had done it yourself.

Experienced and effective managers avoid these kinds of problems by seeing delegation as a key responsibility and as an important management tool. They use delegation as a means of improving the efficiency of their operations, of maximising the use of their time and their expertise, and of growing the management skills and leadership of their management team.

Which tasks should a manager delegate?

The simple answer to the question of which tasks to delegate is to delegate as many as possible. There will be some tasks, however, which will need to be done by you. For principals, some of these may be ceremonial, relating to their duties as head of the school. Examples would include being present at special events like prize-givings, musical evenings and sporting events. Others may be requirements of the job, such as attending and contributing at SGB meetings. You may also feel that some tasks are so critical to the ongoing success of the school that you need to take full responsibility for them yourself. Examples could include depending on the size and nature of your school, the allocation of staff duties and responsibilities, interviewing and appointing staff, and the development of an academic improvement strategy for the school.

To determine whether a task is suitable for delegation, you should ask yourself the following questions:

- Is it critical to the success of the school that I do this job myself?
- Is/are there person(s) on the staff who could make a better job of this task than I could because of their special expertise or experience, or because they have more time for it, or because they are more passionate about it?

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- Is this a recurring task or a once-off task?
Recurring tasks are good to delegate because your initial efforts in training someone to take on the task will be rewarded because the person concerned will be in a position to continue to perform it in the future. Tasks such as producing the school timetable, organising a function such as prize-giving or a sports day or the completion a statistical return for the DoE or PED are examples of this kind of task.
- Would delegating this task help grow the specific skills of a member of staff? As a principal or senior member of staff, you have an important responsibility to grow the management skills of the people who work with you. If deputies are to become effective principals, they need to gain skills in as many aspects of the management of a school as possible and not be saddled with the same responsibilities every year. Similarly subject and phase heads have a duty to grow the management skills of the members of their subject or phase teams.
- Is there sufficient time to delegate the task properly, to mentor the person to whom it has been delegated and to monitor progress? When delegating a task, you need to make sure that you set aside time to do these things. You will need to sit down with the person to whom it has been delegated, to explain not only what has to be done, but also the kinds of standards or outcomes that you expect from it and also the timelines.
- Will there be time to redo the job if it is not done properly and what are the possible consequences of an inadequate performance? Asking the young, newly-appointed member of the language staff to take responsibility for the production of the school play or variety concert may seem like a good idea. That is until opening night when you discover that some of the language and scenes are offensive to senior members of your community who are present as your specially-invited guests!

Who should get the delegated task?

This will be determined largely by the experience of your staff and the nature of the task. As a general principle, it is best to delegate the task to the most junior member of staff whom you think is competent to do the job. The reasoning behind this principle is that the most senior, experienced and skilled staff members should be devoting their time to those tasks which are most challenging and critical to the success of the organisation or school. Put in business terms, it is to ensure that the most highly-paid members of staff are responsible for those aspects of the business which are most profitable or most critical to its long-term success.

As a principal there are two main considerations which need to be taken into account:

- Which member(s) of staff has / have the required or potential competence to perform the task?
- Is the member of staff in a position to devote sufficient time to the task, given his or her other responsibilities? It is easy, and a common fault in a school, to overload the most competent and committed teachers, often to their detriment.
- Are there members of staff who would benefit, in terms of their personal or professional growth, if the task were delegated to them?



When delegating a task, allow the person to get on with the job without interference but act as a critical friend when he/she seek advice

The delegation process

There are five essential components to the delegation process

- Defining the outcomes – the more specific, the better. The person who is being given the task needs to be told exactly what is involved and what your expectations are in terms of the completed task.
- Setting the boundaries. You need to be quite clear about the extent of their responsibility and of their authority. Are you giving them full authority to act or do they need to defer certain decisions to you? Remember always that the rule of delegation is that you can delegate responsibility and authority but not accountability. That remains yours.
- Establishing the timeframes. What is the deadline for completion of the task and are there other deadlines when certain aspects or component tasks need to be completed?

- Allocating resources. What resources will be provided? Will the person responsible be able to call on other members of staff for assistance or is it his / her responsibility alone? Will he / she be afforded additional time – for instance by being relieved of certain other duties – or must the additional work be fitted into the present schedule? Is there a budget and/or will other resources be provided such as the use of a computer or a telephone line?
- Mentoring and monitoring. How often must he / she meet with you to discuss progress and/or performance? Will you be content with verbal reports on progress or must a report be provided in writing? How available will you be to help if he / she gets stuck or if needs your guidance or advice?

Mentoring and monitoring performance

Once the task has been delegated, it is important that the delegating manager allows the person who has been allocated the task to get on with the job. People do things differently and providing the person the space to develop and complete the task in his / her own way is an essential element of good delegation. That does not mean that advice should not be given or that obvious mistakes or shortcomings should not be corrected. What it does mean is that this advice must be based on the strategies and systems that the staff member has devised in the planning. Act as a critical friend and try and see the developing project through fresh perspective rather than through the lens of your own experience. The level of mentoring and monitoring needed will depend on the nature of the task and the competence and experience of the member of staff. Generally, more mentoring and monitoring is required at the start. What is important, however, is to take the time to read and respond to reports on progress. This process is important, not only to ensure that the task or project stays on track and that it is up to standard, but is also an important motivating factor. It is also important to set aside time for a full briefing and performance review once the task has been completed. Any criticism at this time should be constructive, with strong praise for things that have gone well or which have been done well. Insist that the staff member produces a report which lists difficulties and challenges faced and which makes recommendation for the future. These should then be filed for future reference with any documents related to the task or project. This is vital material if the task or project is to be repeated, whether or not the same person remains responsible. Documents of this kind form what can be described as corporate memory or learning. Together they constitute a resource of strategies, systems and processes which have been successfully used in the past and advice on how they can be improved in the future. They are one of the cornerstones of most effective organisations.

Letters

DDG: FET, Penny Vinjevold responds to comments in the previous edition of *SM&L*

Dear Mr Clarke

The letter to the editor from principal, Tony Reeler, and editorial comment in Volume 2 Number 4 of *School Management & Leadership* require a response.

In his Letter to the Editor, Tony Reeler, quotes me as telling him to 'do what you believe is best for your school'. This is to quote me out of context. First, in line with Minister Pandor's letter to Beeld, whenever advising schools, I indicate that they must adhere to policy and regulations. I also always encourage schools to work collaboratively and co-operatively with district officials. At the same time, principals of schools must bring their professional judgement to bear on situations and do what is best for their school. But their judgement should always be in line with government policy and regulations.

At the end of the letter to Beeld from Minister Pandor and the letter to the Editor from Tony Reeler you advise principals 'Give your teachers a copy of this edition of *SM&L* to take to their next meeting and they can wave it under the noses of the CA if they get bolshie'.

This is poor advice. In many editions of *School Management & Leadership* you have promoted co-operation with, and respect for government officials. The note in Volume 2 number 4 is unfortunate and contradicts all principles of good management and leadership.

Yours sincerely



Penny Vinjevold
Deputy Director-General: Further Education and Training
Date: 14/08/2008

References and further reading:

Successful delegation (Mindtools <http://www.mindtools.com>)

<http://humanresources.about.com/cs/manageperformance/a/delegation.htm>

<http://www.businessballs.com/>

K Blanchard and S Johnson, *The One Minute Manager*. (London, Fontana, 1983)

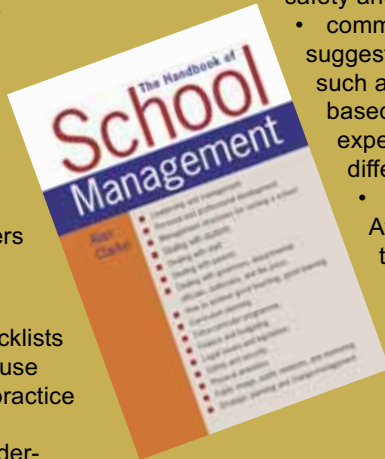
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- relevant South African case studies and examples on how to make a difference to poorly performing schools, textbook retention, and how to deal with issues of safety and security
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the middle of September and will comprise examination exemplars. All content has been approved by Department of Education subject specialists. 600 000 copies of each edition (500 000 English and 100 000 Afrikaans) will be printed and distributed to districts for further distribution to schools.

SENTECH tuition centres

The DoE, in collaboration with the SABC, will broadcast lessons for the 10 major subjects via satellite at 270 SENTECH centres across the country from 4 August until 31 October 2008.

SM&L Comment

The DoE is to be commended on these initiatives. A few teachers who are currently in the system will have been teaching when the old SC curriculum - which included the separation of subjects into HG and SG - was introduced in the early 1970s. Those grey heads who may remember that time will, we trust, acknowledge that the support provided for the NSC has been better and more thorough.

Saturday Schools and Spring Schools

Provinces are directly responsible for organising Saturday Schools and Spring Schools. The DoE will, however, provide learning materials as budget allows and will monitor these schools.

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