Management & Leadership

Better schools, better results

Much of the focus of this edition is on assessment and particularly on how data from the 2012 Annual National Assessment (ANA) results can be used by schools to interrogate learner performance and teaching quality at individual, class, grade and school level. This is possible because the language and mathematics tests that the ANA uses are the only externally set and benchmarked tests for which schools have access to the full set of marks for every question and subsection, for every candidate.

In an effort to understand the kind of information that can be gleaned from the ANA results, I have spent the last few weeks burrowing through the data from a number of the schools that I have been working with over the past two years to try to gain an insight into the kinds of challenges that they face and the possible reasons for their underperformance. I do this because it is only when one has a good understanding of the nature of the problems that one can begin to formulate plans to address these problems, and the better you understand the problem the more likely it is that the intervention strategy you devise will result in success.

The group of schools that I have been working with has grown over the past two years and has now become a loose coalition of schools, mostly situated in Khayelitsha on the outskirts of Cape Town, that are working together to improve the quality of their management processes, of classroom teaching, and ultimately of learner performance. It is an evolving model of what committed principals and their schools can do if they are prepared to work together. We plan to tell their story in coming editions as they work to raise standards to the point where they are able to match those of their more affluent suburban peers. We introduce you to this group of schools on page 8 of this edition and share some of the strategies that they are working to implement in their drive to become 'Betterschools'. It is the ANA results of some of these schools that we have analysed and report on in the article 'Mining your ANA data' on page 2.

The importance of literacy development and reading has been a recurring theme in this publication and this edition is no different as we report on some of the findings from a recently released report by the Organisation for Economic Development and Cooperation (OECD), which used data from the 2009 Programme for International Assessment (PISA) to illustrate just how the simple parental act of reading to a child on a daily basis for their first few years of school gives them an academic advantage that endures throughout their years of formal schooling. It's a profoundly simple concept and is a strategy we are looking to introduce at some of our 'Betterschools' primary schools from the start of 2013.

Our regular columnist Erich Cloete provides some new and thoughtful perspective on management with his article 'Management 2.0 – does it change the way schools in the 21st century should be managed?' and there is also an article on 'Education First', a recently launched initiative led by UN Secretary General Ban Ki-moon, which aims to ensure that the nations of the world meet the 2015 target of Medium Term Development

Mining your ANA data

Data drawn from the ANA tests provide schools with a unique opportunity to evaluate learner performance in Grades 3, 6 and 9 against nationally set benchmarks in languages and Mathematics

Data mining is an established practice in many businesses, including the retail industry where it is used to ferret out vital information about the relationship between the consumer and the factors that influence their purchase decisions. It is on the basis of this kind of data that the big retail stores make decisions about such things as how their floor space is used, the positioning of products on shelves and which products to offer as 'specials'. The narrow aisles, lined with chocolates, chips, biltong and provocative magazines, that you are obliged queue in as you wait for your turn at the till, exist because retailers discovered that consumers (and their children) are tempted to purchase these kinds of items on impulse when confronted by them at these points in the store. Bar codes and improved computing power have made it possible for the giant retailers to capture massive amounts of detailed information from every outlet and then to use this information to match products and product offerings to the customer profile of individual stores. This also accounts for the frustration that we often feel when shopping at a different branch of our preferred retailer when we are unable to find an item or if it is not available in the size or quantity that we prefer.

These businesses use data mining to gain a competitive advantage and for improved efficiency and there is no reason why schools and districts should not use similar processes to assess and improve their own performance and to provide parents and learners with more accurate and nuanced information about individual strengths and weaknesses and suggestions for improvement.

Learner performance in the Annual National Assessment tests is a useful set of data for benchmarking your school's own internal results because the questions and memoranda are externally set, by what one must assume are experienced examiners with a thorough understanding of the curriculum and of the expected assessment standards for each grade. Although the accuracy and consistency of marking may be a problem at some schools, schools do have access to the full set of marks from individual learners, creating a data set that can be 'mined' for fairly detailed information about learner and teacher performance. Some examples of the kind of detailed information that can be gleaned from the 2012 ANA results is provided in the following discussion. All the data was drawn from a group of schools that General Editor Alan Clarke is working with in an effort to help them improve learner performance. You can read more about this 'Betterschools' initiative elsewhere in this edition.

What we have tried to do with this analysis is to see if we can identify specific weaknesses in the way languages and mathematics are taught and assessed and which have some commonality with other similar schools, and in particular to schools in which the mother tongue of the learners is different from the language of learning and teaching (LoLT) of the school.

The first set of data is drawn from a primary school where the mother tongue of the majority of learners and teachers is isiXhosa, while the LoLT of the school is English.

...Continued from page 1

Goal 2, which is to 'Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling'. Many of you may have heard the advertisements promoting these goals on the radio, which mostly involve sports stars talking about the symbolic promotional bracelets that they have chosen to wear, with each goal being associated with a bracelet of a particular colour.

As this is the last edition for 2012, I would like to wish all of our readers everything of the best for the remainder of the 2012 school year and a happy, safe and restful festive season from the SM&L team. Come back next year refreshed and ready to do battle for the sake of this country's children – a good education is their and this country's only bridge to prosperity. ∎

Grade 3 IsiXhosa (Home Language)

The 97 Grade 3 learners from this school who wrote the 2012 ANA are grouped into three classes with 33 learners in 3a, 35 in 3b and 29 in 3c. The maximum mark for the test was 25 and the average percentage for the grade was 53.6%.

Chart 1 shows the code distribution for each of the three Grade 3 classes and for the grade as a whole. The data show that class 3a performed less well than the other two classes with nearly one-third of the class scoring less than 30%. The best performing class is 3b with 20% of the class scoring 80% and above. Interestingly, it is also the biggest class in terms of learner numbers. The difference in performance between 3a and the other two classes warrants further investigation.

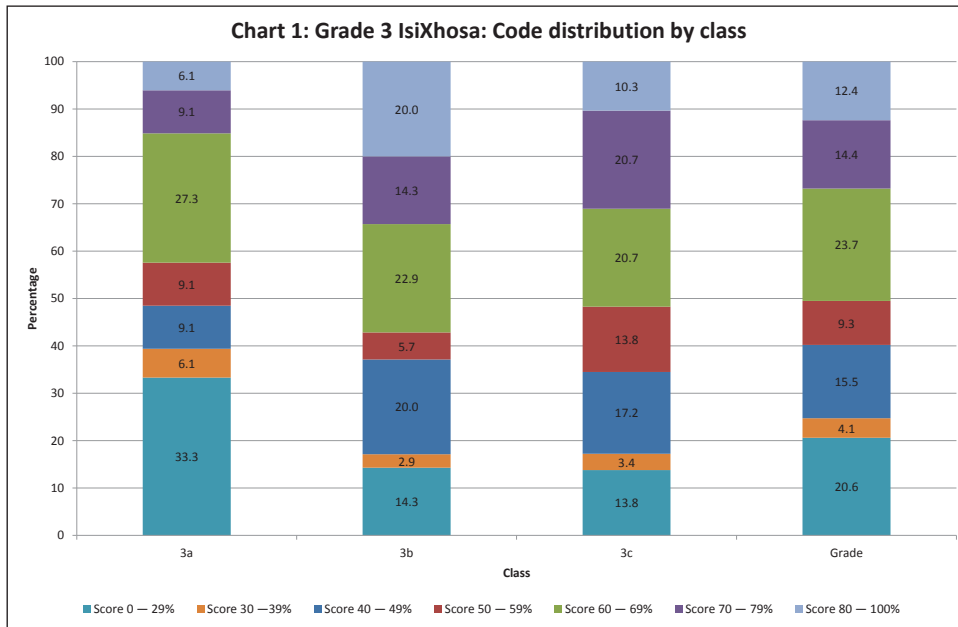Chart 1: Grade 3 IsiXhosa: Code distribution by class

Chart 2 breaks down learner performance by question and is a useful way of identifying what may be specific strengths, weaknesses or gaps in what learners may or may not have been taught or in their ability to interpret or articulate answers to specific types of questions. Each of questions 1 to 14 were allocated one mark for a correct answer – questions with subsections were allocate one mark for each subsection – so the answers for these questions were marked as either right (one mark) or wrong (zero marks). Question 15 counted six marks.

It is quite clear from the chart that the majority of learners struggled with Questions 5, 11, 14.2 and 15.

Questions 1 to 6 are based on a comprehension passage about a girl who hides her diary under her bed, only for it to be discovered by her dog. Question 5, which less than a third of the grade was able to answer correctly, required the learners to select the correct word, from four alternatives, to complete the following sentence: Nandi sprinkled powder on the floor to ... the diary reader.

Chart 2: Grade 3 IsiXhosa: Learner average percentage per question
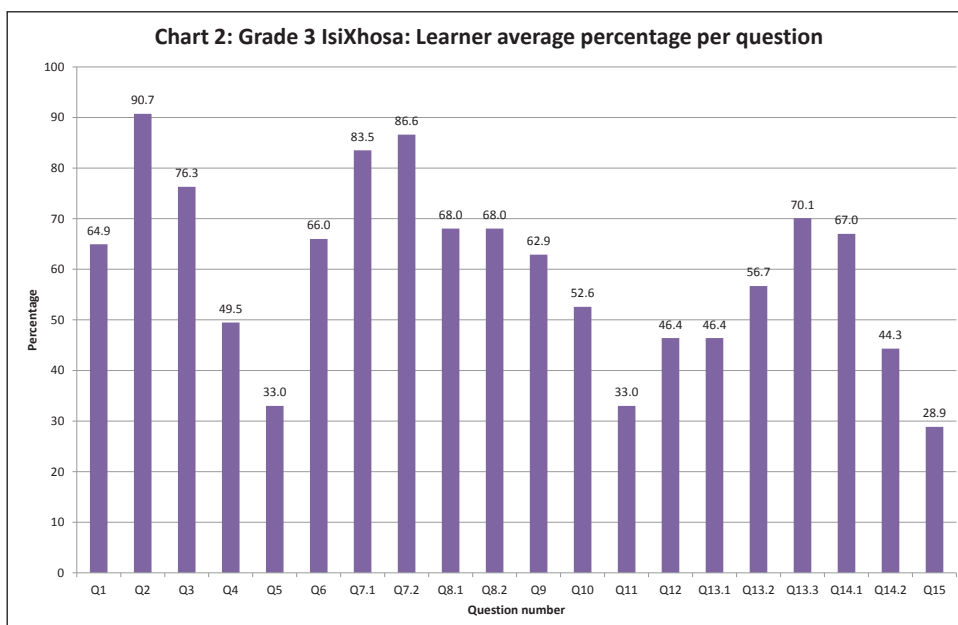
The correct choice was 'trap' (in the isiXhosa paper 'ukubambisa', which is the word that was used in the passage of text). The distracters were 'watch' ('ukoyikisa'), 'scare' ('ukwenzakalisa') and 'hurt' ('ukubona').

Question 11 required learners to rewrite the following sentence using the correct punctuation:

> when is my brothers birthday (ungolwesingaphi umhla wokuzalwa komntakwethu).

For Question 14 learners were required to base their answers on information gleaned from a graphical representation of the age distribution of learners in a class. While 67% of the learners were able to answer 14.1 correctly, only half that number were able to correctly answer 14.2, probably because finding the answer required several linked logical steps of thinking. Questions 14.1 and 14.2 as follows refers to Chart 3 below.

14. Circle the letter next to the correct answer.

14.1 Most of the children in the class are ... years old.
A   7
B   8
C   9
D   10

14.2 How many children are a year younger than most of the children in the class?
A   4
B   3
C   2
D   1

Question 15 was fairly straightforward: 'Write two paragraphs of at least 10 sentences to describe how you spend your playtime at school. Use the correct punctuation and spelling.' The question counted six marks and Chart 4 shows how the group of learners performed.

The distribution of learners who scored between one and six marks follows an almost normal distribution curve. What is troubling, however, is the very high percentage of learners who scored zero out of six for the question. An analysis of how learners in each of the three classes performed in this specific question shows significant differences across the classes, with nearly 50% of the learners in 3c scoring zero while the number in 3b is about half of that figure. These differences clearly call for further investigation as they may be a consequence of multiple causes, including a difference in the rigour of marking by the respective language teachers.

Chart 3: Ages of children in the class

Number of children	7 years	8 years	9 years	10 years
10			☺	
09			☺	
08			☺	
07			☺	
06			☺	
05			☺	
04			☺	☺
03		☺	☺	☺
02		☺	☺	☺
01	☺	☺	☺	☺

Chart 4: Grade 3 IsiXhosa
Distribution of learners (%) by marks scored in Question 15
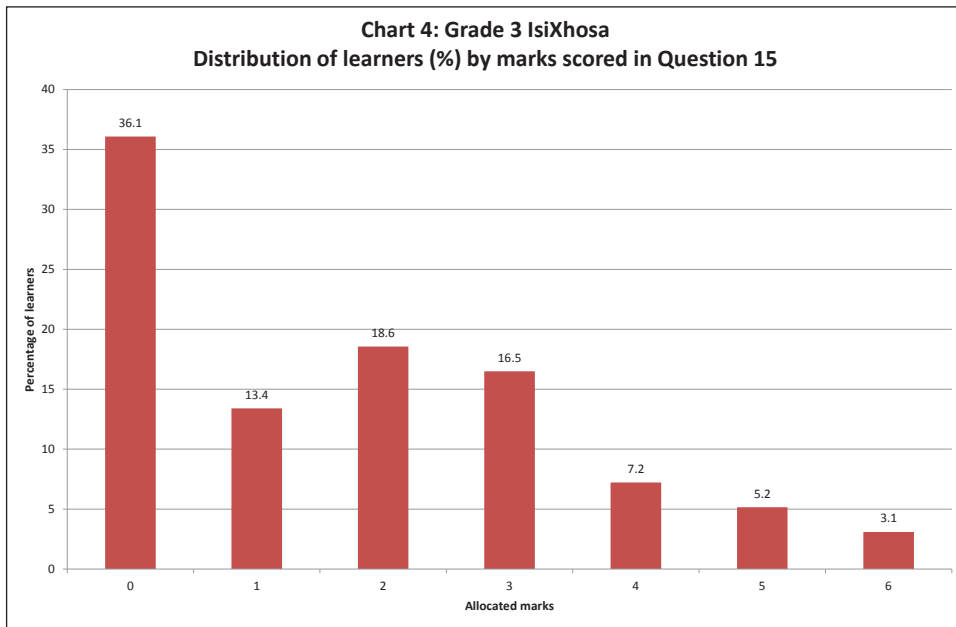
Grade 3 Mathematics

The Grade 3 Mathematics paper is presented to learners in their home language, which for these learners was isiXhosa. While the school's Grade 3 isiXhosa average was a respectable 53.6%, the average for Mathematics was more than 10% lower at 40.4%.

Chart 5 shows the code distribution for Mathematics for the three classes and for the grade. These are the same learners who wrote the ANA Language test, although for some reason 11 fewer wrote the Mathematics test than wrote the Language paper. It is clear from this chart that the learners in 3a have performed poorly compared to their peers in 3b and 3c, with close to 66% of the learners in the class scoring less than 30%. If the classes are not streamed, this kind of difference indicates the need for further investigation.

Chart 6 shows the average scores for each of the questions and subsections and the big difference in average scores from question to question suggests that although learners have done well in some topics there are many others that they have either not mastered or have not yet been taught. It is also possible that some of the mathematical terms used in the question paper are not familiar to learners. Question 3b is a case in point. The question asks the learners to arrange three fractions in order from smallest to biggest but the fractions are named in words rather than written in their more usual numerical format. In the English version of the paper the fractions are given as: '1 third', '1 quarter', and '1 half'. In the isiXhosa version of the paper they are written as 'isinye kwisithathu', 'isinye kwisine', and 'isinye kwisibini'. The principals of schools that I have spoken to about this particular

Chart 5: Grade 3 Mathematics: Code distribution by class

Chart 6: Grade 3 Mathematics: Learner average percentage per question
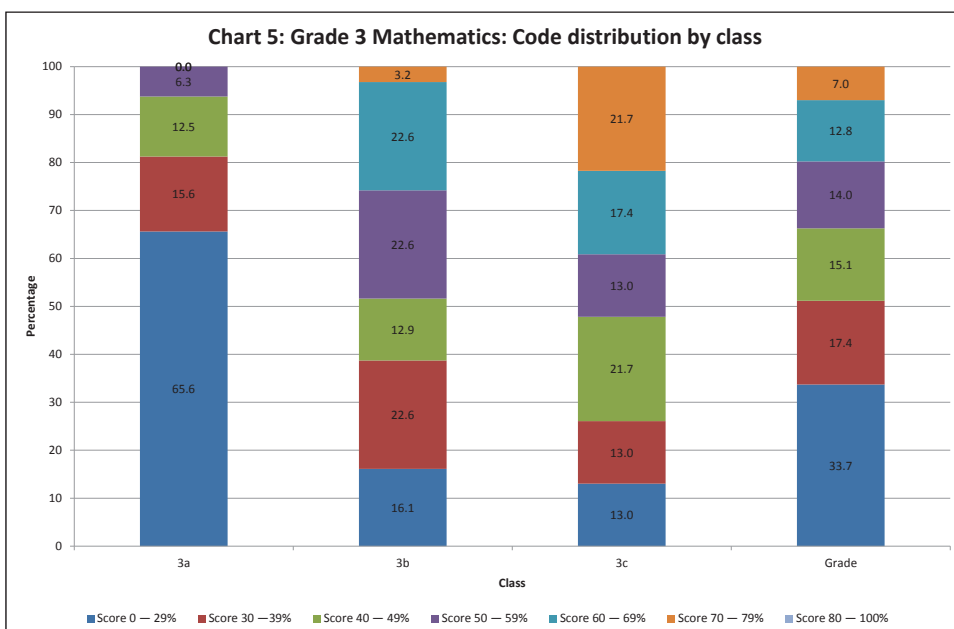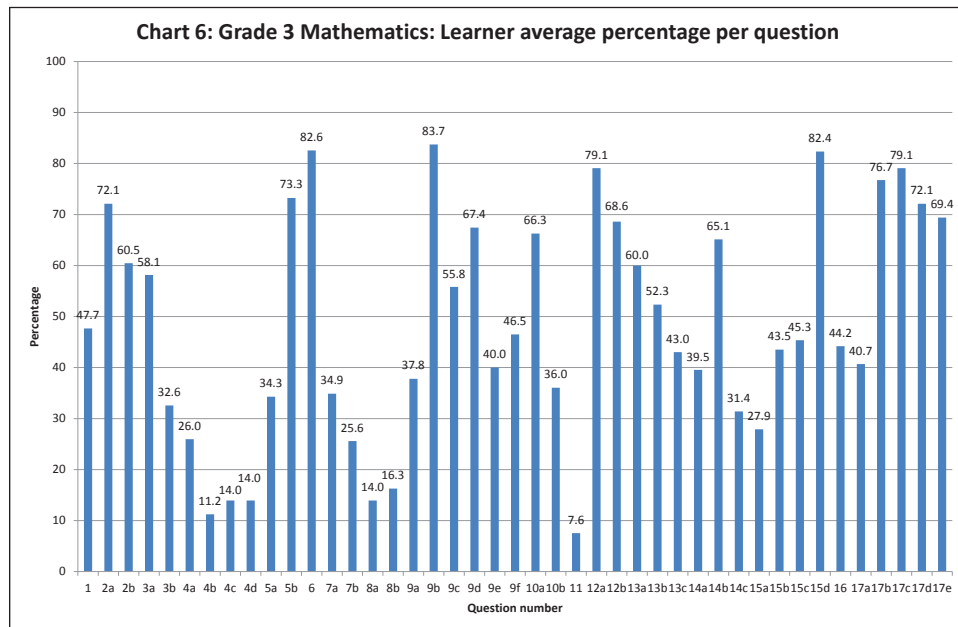
question suggested that the most likely reason that the majority of their Grade 3 learners were unable to answer this question was that these terms were never used in their classrooms, with teachers either writing the fractions using mathematical notation ⅓, ¼ and ½ or when speaking about them using 'i-half' or 'i quarter' or 'i-third'.

The poor performance of learners in Question 4 is a real cause for concern as it tests the basic arithmetic calculation skills of addition, subtraction, multiplication and division.

The four calculations the learners were required to perform are listed below with the percentage of learners who scored zero for each of their answers. Each question was allocated three marks and space was provided for learners to show their working, although they were not required to do so.

4a. 431 + 213 (22.1%)
4b. 72 – 37 (66.3%)
4c. 31 x 3 (58.1%)
4d. 84 ÷ 4 (58.1%)

Given the poor performance of learners in these basic numeracy skills in Grade 3 it is not surprising to find that they struggle when faced with similar calculations but involving larger numbers and decimal points in Grade 6.

Question 7 in the Grade 6 Mathematics ANA required learners to perform the following calculations. The percentage of learners who scored zero for each of these calculations is again provided in brackets.

7.1 654 + 235 583 + 32 912 (61.0%)
7.2 394 067 – 63 625 (79.7%)
7.3 6 960 ÷ 145 (98.3%)
7.4 2 067 x 189 (96.6%)
7.5 5 – 3,64 (91.5%)
7.6 24,37 + 346,83 (42.4%)

These kind of data show the huge challenge that public education faces in this country but provide no easy answers. Detailed data analysis of the kind that we have provided here can, however, provide schools and districts with more detailed and specific information about where the problem may lie together with pointers to the kind of interventions that need to be put in place to address the shortcomings that have been identified. This is how we plan to use the information for the schools that we are working with and presenting this data to the principals of these schools has certainly opened their eyes to the challenges that they face while setting them thinking about the kind of management and teacher-development strategies that they will need to adopt if they are going to set their schools on a path to better performance. We plan to track and report on their intervention strategies, their progress and the hoped-for improvement in future issues. ■

Investigating the NSC's promotion requirements and standards

Basic Education Minister Angie Motshekga's recent announcement that she planned to establish a Ministerial Committee[1] to investigate the promotion requirements and standards of the National Senior Certificate examinations was met with mixed reaction in the press. Questions have been asked about the standard of the National Senior Certificate (NSC) examination since it replaced the old Senior Certificate (SC) examination way back in 2009. Many detractors have focussed on the 'low' minimum pass mark of 30% for individual subjects, with former academic and business woman Mamphela Ramphele leading the charge. Much of the public criticism has been unfair and based on a general ignorance of the minimum pass requirement at each of the different performance levels that were part of the old SC examination and of the current NSC examination, but the extent of the criticism has meant that many people view a NSC pass with a degree of suspicion.

This general unease about the 'standard' of the NSC pass may well have been one of the reasons for the minister's decision to call for an investigation into the standards but the content of the Government Notice that establishes the scope and extent of the investigation suggests that there were other equally important factors that needed to be considered. These are spelt out in the Government Notice, which provides the frame of reference for the investigation and makes it clear that the investigation is to go beyond pass requirements and standard of the NSC.

In terms of the notice the Ministerial Committee is charged with three responsibilities. It is required to:
1. Investigate all facets of the NSC and then make recommendations to the minister about how identified problem areas can be addressed.
2. 'Demonstrate' to the South African public that the DBE is committed to maintaining the credibility of the NSC.
3. 'Improve the public perception and confidence' in the NSC.

It is quite a tall order – how do you demonstrate to a public that is highly critical and pretty sceptical about everything that the DBE does, that that same DBE is 'committed to maintaining the credibility' of the NSC; and even if you are successful in this, will the public then show greater confidence in a NSC qualification?

The terms of reference of the Ministerial Committee include the following:
- to establish for current research and media reports the 'main concerns' about the NSC
- to conduct comparative studies of the promotion requirement of the NSC and similar exit qualifications from a sample of countries of 'international repute'
- to consult key stakeholders from the academic, workplace and business environment about the concerns that they may have about the NSC, and to invite their input about how their concerns can be best addressed
- to evaluate the relative merits of Mathematics and Mathematical Literacy and the extent to which they provide the best option for our school system, particularly in relation to their value in preparing learners for the workplace and for higher education studies
- to investigate the option of providing an additional Mathematical option in the form of 'Technical Mathematics'. This is apparently based on a proposal from the principals of technical schools.
- to investigate the 'value add' of Life Orientation as a subject and whether it should be included as an examinable subject.

Having concluded its investigation, the committee is then required to present its preliminary findings and recommendations to members of the general public at public hearings which it is expected to convene for this purpose. It is a tough call for those who will eventually be called to serve on the committee. Nominations for representatives to serve on the committee will be called from the following stakeholder bodies: the Department of Basic Education, provincial Education departments, International and South African education experts, the Department of Higher Education and Training, Umalusi, organised business and organised labour, SAQA, HESA, Quality Council for Trade and Occupation and Association of School Governing Bodies. ■

References
1 Government Notice No. 878 of 29 October 2012: The establishment of a Ministerial Committee to investigate the current promotion requirements and other related matters that impact on the standard of the National Senior Certificate (*Government Gazette* Vol. 568 No. 35829, 29 October 2012)

Betterschools – a cooperative approach to school improvement

For the past few years General Editor Alan Clarke has been working with a growing group of schools, mostly located in Khayelitsha, that are working together in an effort to provide better quality schooling for the children of the communities that they serve. This is the story of this evolving, cooperative school improvement project initiated by two of the principals that he is mentoring.

Betterschools principals meet. Left to right: Mr Mzi Hoho (Sophumelela Secondary), Mrs Meisie Mafu (Soyisile Primary), Mrs Mannini Matsabisi (Hopolang Primary), Mr Philip Nkosi (Ummangaliso Primary), Ms Zoliswa Mafilika (Yomelela Primary), Mrs Phadiela Cooper (COSAT), Mrs Zola Malgas (Manyano Primary), Mr Stanley Maqubela (Lwandle Primary), Mr Manono Makaphela (Luhlaza Secondary)

Betterschools Khayelitsha is a cooperative school improvement project that grew out of an initiative by Manono Makhaphela and Nokuzola Malgas, the principals of Luhlaza and Manyano High Schools respectively. At that time both principals were working hard at implementing strategies to improve the quality of teaching and learning in their schools in an effort to boost learner performance in the National Senior Certificate examinations.

A detailed analysis of learner performance in past NSC examinations, in the WCED's Grade 9 Systemic Assessment tests and in the schools' own internal testing revealed that many of their learners entered high school lacking the basic language and numeracy skills that they needed to succeed. This hampered their progress in all subjects when they reached high school. The two enterprising principals therefore decided to invite their feeder primary schools to join them in a project to improve the quality of teaching and learning experienced by the learners of all participating schools from their inception year in Grade R right through to the end of Grade 12.

An open invitation was extended to the all of the local primary schools and the first meeting of those who showed interest in the project took place in the library of Luhlaza High School in late August 2011. The meeting was facilitated by General Editor Alan Clarke, who volunteered to act as the co-ordinator for the group.

Betterschools mathematics workshop on 'shapes'. The facilitator is Wendy Lovett, an experienced mathematics teacher from the UK who is teaching as a volunteer at COSAT.

The response to the initiative of those present was constructive and positive and all agreed that a joint collaborative approach to tackling the problems of poor learner performance would be of benefit to everyone. The importance of accountability and the need to take full responsibility for underperformance and the quality of teaching and learning in every classroom was stressed by several speakers, as was the need for greater commitment to meeting the needs of learners. A number of the challenges that schools face were raised, including lack of resources and learner and teacher absenteeism and late-coming. Those present agreed that these challenges needed to be seen as problems to be solved rather than as excuses for why schools did not perform well.

The meeting closed with a commitment to working together and an agreement that the next meeting would involve teachers working in subject-specific groups to identify ways to ensure that learners acquire the critical knowledge and skills they need as they proceed from grade to grade. The specific focus would be on literacy and language development, and on the development of learners' numeracy and mathematical skills.

Several follow-up meetings were arranged, with the principals initially meeting fortnightly to share problems and to plot the way forward. Each meeting was held at a different school and included a walk-about led by the host principal, giving the group a chance to view one another's resources, and the state of the buildings and the surroundings.

By the start of 2012 'Betterschools – Khayeltisha', as the group of schools came to be known, began the process of identifying areas where there was need for development and support. The principals continued to meet regularly and 17 April saw the first gathering of mathematics and language teachers from the associated schools. It was an unusual gathering because it brought together 68 language and mathematics teachers covering all grades from 13 different schools to talk about their needs and challenges. Those present were invited to complete a needs analysis form and the data from the completed forms was the collated and used to identify common challenges and requests for support. This data was then used to plan a programme of workshops for the rest of the year in an effort to address these needs. These workshops have covered management topics such as 'Time management', and 'Understanding your ANA and Systemic Test results', subject-specific topics such as 'Teaching of multiplication and division', 'Probability' and 'Shapes and 3-D objects'. More recently, workshops have been arranged to help teachers with their curriculum planning. The teachers are asked to complete the needs analysis form at every workshop as this helps the organisation to constantly update its database of needs and to ensure that it is in a position to service current needs.

Betterschools assessment planning workshop for mathematics and language teachers held in the Luhlaza school hall. Approximately 70 teachers from Grade 1 to Grade 11 worked together in phase groups for this workshop.

Schools and individual teachers (on the basis of individual requests) have also been provided with a CD of resources, which includes:

- copies of all of the CAPS documents (This because many teachers complained that they had not seen these or did not have copies of them.)
- copies of all of the available ANA exemplars
- copies of the WCED's systemic exemplars
- examples of test items used in the international TIMMS and PRILS studies
- exemplars of Grade 10 year-end examination question papers and memos in selected subjects
- examples of school planning and management tools that Alan Clarke has developed to assist school leaders in developing their management systems.

The CD is available free of charge as are all of the services that Beterschools provides on the basis that it is a self-help group defined by the isiXhosa word *Siyasimela*, which roughly translated means 'we pull together to help ourselves'.

Betterschools' values

Betterschools is about:

- being accountable, which means accepting responsibility for your own performance
- seeing obstacles as problems to be solved not reasons for failure
- working collaboratively and never blaming others when things don't work out
- a belief that all learners can succeed
- a commitment to doing what needs to be done to achieve success.

If you or your school would like to learn more about Betterschools, or would like to be part of the group, contact Alan at alan@betterschools.co.za. Anyone can join provided you are willing to commit to the Betterschools values, which are set out in the box on the following page. ■

Who are the Betterschools?

There is no exact answer to this as Betterschools is a loose voluntary grouping of schools. The following schools have participated in one or more of the Betterschools workshops and/or principals meetings since the start of 2012', with the majority represented on a regular basis. Unless indicated otherwise in brackets, the schools listed are located in Khayelitsha.

High schools
Luhlaza
Manyano
COSAT
Kwamfundo
Iqhayiya
Bulumka
Fezeka (Gugulethu)
Sophumelela (Phillipi)

Primary schools
Yomelela
Soyisile
Sosebenza
Homba
Hopolang
Ummangaliso
Eloxolweni
Ikwezi leSizwe
Ntwasahlobo
Lwandle
Vuyani (Gugulethu)

Betterschools curriculum planning workshop. Teachers from five different schools worked together in subject groups to plan their the teaching and assessment programme for 2013 using a template developed by Alan Clarke, the Betterschools co-ordinator.

Betterschools time management workshop for the SMT of Ikwezelesizwe Primary School. Workshops are organised in response to needs identified by the principals and teachers who form part of the Betterschools community.

Betterschooling – the parent factor

A recent (2012) publication by the Organisation for Economic Cooperation and Development (OECD) highlights the important contribution that parents can make to their child's education.

In 1997 the Organisation for Economic Cooperation and Development (OECD) launched a Programme for International Assessment (PISA) that was aimed at evaluating education systems worldwide by testing the skills and knowledge of 15-year-old students. By 2012 students from more than 70 countries and economies had participated in the assessment, which every three years tests a randomly selected group of 15-year-olds in three key subjects: reading, mathematics and science. Testing started in 2000 and focus is given to one of these three subjects in each year of assessment. These focus areas are listed in the adjacent box. Information on the family background of each student tested is also collected by means of a questionnaire that is completed by their school principal who also provides data on how their school is organised and managed. In some countries additional data is also collected by means of questionnaires that parents are asked to complete.

The OCED uses the results of the PISA test to provide participating countries with a mass of data that they can use to identify the strengths and weakness of their own education systems, how the performance of their 15-year-olds compares to that of their peers in other countries, together with useful information about factors that may hinder or promote academic success in the three critical areas of reading, mathematics and science. Importantly, the PISA tests are not curriculum-based but are designed to test the extent to which 15-year-olds can apply the knowledge and skills that they have learned in school to answer the questions posed in the PISA tests.

In their publication *Let's Read Them a Story! The parent factor in Education,*[1] the OCED used the data from the PISA tests and their associated questionnaires to examine the extent to which parent involvement influences their child's proficiency in and enjoyment of reading. The report is based on their analysis of

The PISA tests are not curriculum-based but are designed to test the extent to which 15-year-olds can apply the knowledge and skills that they have learned in school to answer the questions posed in the PISA tests.

parental questionnaires distributed the parents of the 15-year-old children who were tested as part of the PISA study of 2009. The parental questionnaire, which was distributed to parents by 14 of the 65 countries that participated in PISA 2009, sought to gather information on the following:

- background data on the parents, including their level of education, occupation and income level
- the home environment, including number of siblings, the availability of reading resources, levels of expenditure on educational services, parental perception of the child's school and their priorities when choosing a school
- parental involvement and reading habits, including whether parents or other household members were actively involved with their children when they entered primary school, their present levels of involvement with their children at age 15 who took the test, and the parents' own attitude towards reading.

PISA focus areas

2000	Reading
2003	Mathematics and problem solving
2006	Science
2009	Reading
2012	Mathematics with an optional computer-based assessment of mathematics and reading involving 30 countries. There is also an additional option of an assessment of financial literacy, which 19 countries have opted to include.
2015	Planning for this round of assessment has already begun.

The PISA study shows that the benefit to children who are read to on a regular basis in their first few years of schooling persists throughout their years of schooling and gives them a significant advantage in reading scores relative to their peers who have not enjoyed this benefit. The picture shows Vuyani Primary School librarian Nomonde Ngcizela reading to two of her learners.

The questions relating to parent involvement with their children attempted to identify the nature of this involvement and included the following variety of activities:

- reading a book to their child
- telling their child stories
- singing songs to and with their child
- playing with alphabet toys
- talking about things the parent had done
- talking about things the parent had read
- playing word games
- writing letters or words
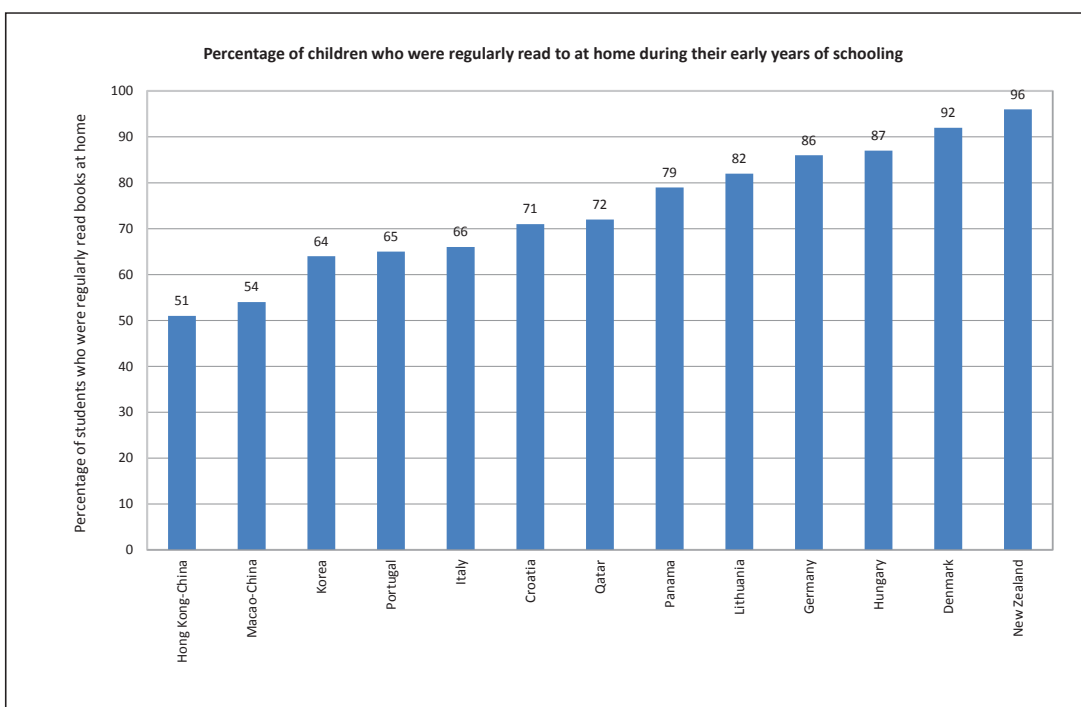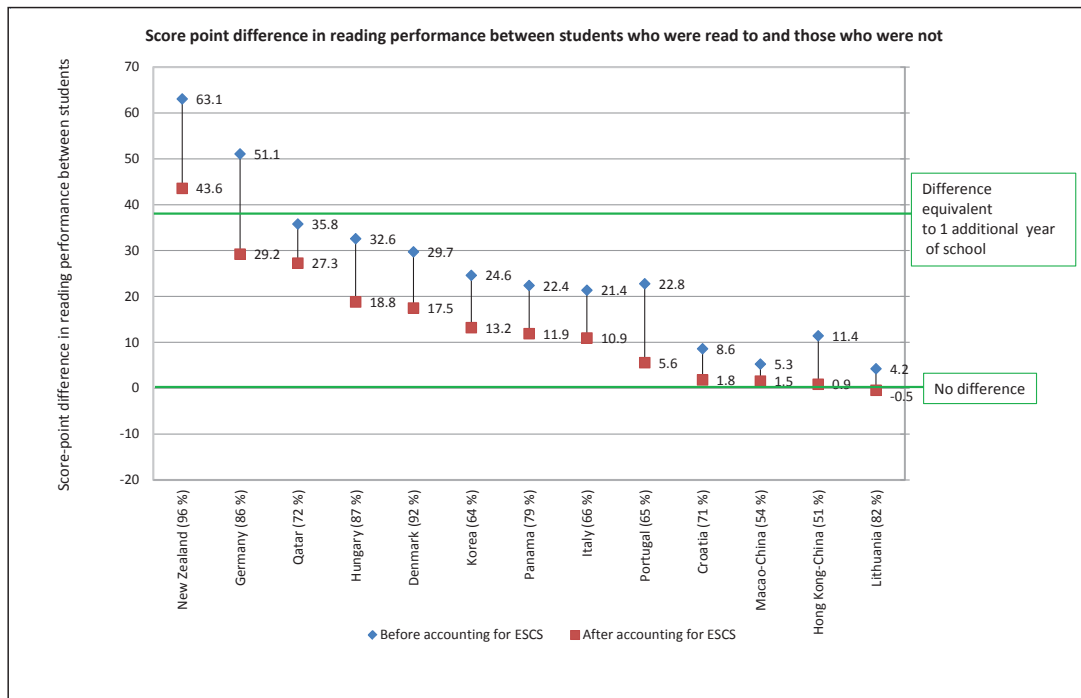- the reading aloud of signs and labels.

The responses of the parents to the questionnaire were then collated and analysed and compared to the performance of their children in the PISA test. PISA wanted to use this data to determine the extent to which active parental involvement during childhood influences how well students read, how well they manage difficult academic tasks and whether or not parental involvement helps foster a joy of reading in children.

The results of this analysis showed that some of these kinds of activities, if practised when children were first entering primary school, were strongly associated

with reading performance and with reading for enjoyment when measured at age 15. Although nearly all of the activities listed were related to better reading performance at age 15, the factor that had the greatest impact was reading to a child during his or her early years of schooling.

The influence that reading to a child in their first years of schooling has on their later reading performance is considerable as shown in the following charts. In analysing the results from Germany and New Zealand, the two countries in which the influence was most pronounced, the difference in the test scores between 15-year-olds whose parents had read to them and those who did not was 51 points in the case of

Germany and 63 points in the case of New Zealand. In the PISA study a difference of 39 points is equivalent of one extra year of schooling, which suggests that parents who read to their child every day during their early school years provide them with a very significant advantage. The study also found that using words in context during parent-child activities – reading or telling stories and singing songs are examples of this – produced greater benefits than parent-child activities that dealt with letters and words in isolation. Students who benefitted from these kinds of parent-child activities in their early years of schooling were also found to be more likely to read for enjoyment as 15-year-olds. This relationship remained consistent across family income groups.

Score point difference in reading performance between students who were read to and those who were not

Percentage of children who were regularly read to at home during their early years of schooling

While socio-economic factors do not appear to have a significant effect on the benefits of parents reading to their child during their early years of schooling, the study did reveal substantial differences in the extent to which parents of different socio-economic status devote time to reading with their children during their early years of schooling. The study showed that, on average, socio-economically advantaged parents were 14% more likely to spend time reading to their children, or engaging them in the kinds of activities that we have listed, than their less socio-economically advantaged peers. The authors suggest that this may be one of the reasons why children from more socio-

economically advantaged families are generally better readers than their less affluent peers.

The document also provides some interesting insights into the manner in which the governments and educational authorities of the various countries involved in the study have attempted to address some of the societal and family issues that impact on schooling. We have listed some of these on page 16. The document also provides three checklists of suggestions for 'Parents', 'Schools and teachers', and 'Education systems', which we have reproduced below.

Parents (for both mothers and fathers – male and female guardians)

❑ Talk and read to your children from an early age.
❑ Develop channels of communication with children that motivate them to take and justify a position (e.g. discuss political or social issues or books, films and television programmes, eat dinner together).
❑ Show interest in what happens at school, even when your child is doing well; participate in school activities and contact your child's teachers.
❑ Ask your child's teachers what you can do to help your child learn.
❑ Set an example: read at home, show interest in intellectually engaging activities.

Schools and teachers

❑ Develop the habit of reading among young children.
❑ Survey parents on the ways they can and want to be involved and encourage them to do so.
❑ Initiate a frequent and constant dialogue with all parents to forge partnerships and consider various channels of communication; do not wait until children are struggling to call parents.
❑ Diversify the forms of involvement to cater to parents' time and interests.
❑ Provide teachers with the opportunity to engage in professional development programmes specifically orientated towards parental involvement.

❑ Organise staff such that one member is the communications point for each parent throughout their child's school career to avoid recreating relationships every year.
❑ Provide individualised support for children whose parents have only limited possibilities for involvement.

Education systems

❑ Include parental communication and involvement in teacher-training and development programmes.
❑ Consider family engagement and support part of formal evaluation processes.
❑ Allow for some flexibility in teachers' and principals' schedules so they can be available to meet with parents.
❑ Support parents that are unable to participate as much as they would like by offering child care, flexible hours and transportation for school meetings or activities.
❑ Allow parents to participate in governing schools.
❑ Ensure that all children – especially disadvantaged children – have access to books that they can read and share with their parents.
❑ Organise reading events in public spaces, such as libraries, that children can attend with their parents.
❑ Develop partnerships with organisations outside of school to promote reading and parental involvement.

PISA: Examples of international policies and projects directed at supporting schools and promoting a culture of reading

Pastoral care in Japan

Teachers in Japan were historically drawn from the upper classes of society and are traditionally highly respected. They are also, by law, some of that nation's best-paid civil servants. However, with this respect and good pay comes the expectation that they will work long hours and that this work will include regular home visits and ongoing contact with their families of the students that they teach. In the Japanese system, all students are assigned to a 'home room' teacher who is expected to provide ongoing pastoral support throughout the student's years of schooling. These pastoral care responsibilities extend beyond the school day with home-room teachers expected to account to parents for the behaviour of their child both during and outside of school hours. Should a child be involved in instances of serious misconduct such as infringements of the law, these failings are perceived to be the consequence of inadequate guidance and a lack of care on the part of the home-room teacher. Home-room teachers are expected to accept responsibility for this failure by law enforcement agencies and, together with their staff colleagues, are made to apologies to the parents of the child for their failure to provide the child with a sufficient level of guidance and care.

Free reading materials for babies in the UK

The mothers of young babies in the United Kingdom are given a 'Bookstart Baby Bag' when their babies are given their 8–12 month development check by their local health department officials. The Bookstart Baby Bag contains age-appropriate books that the mothers can use to read to their child. For three-year-olds there are Bookstart Treasure Chests, which include a book token that can be exchanged for books at most bookshops in the UK. The Bookstart Treasure chests are distributed through children's centres, nurseries and pre-schools and reach about 95% of all children of this age cohort. Bookstart is a national programme and besides the books and tokens the Bookstart Baby Bags and Treasure Chests package also include resources that provide guidance to parents on the benefits of being read to and of reading and on how to choose age-appropriate books. The packages also provide invitations to join local libraries. Many local libraries in the UK offer Bookstart-related programmes for parents of young children, which provide additional support and offer opportunities to meet and share experiences and stories with other parents of children of a similar age.

Trade unions encourage 'daddy' readers in Sweden

In 1999, national trade unions in Sweden introduced a literacy-based project with the catch phrase *Las For Mej, Pappa* ('Read to me, Daddy'). Literacy is seen as everyone's responsibility in Sweden and the 'Read to me, Daddy' project grew out of concerns by local trade union officials about the apparent low levels of reading amongst many of their immigrant members, which they saw as a threat to democracy. The programme included providing members with access to stocks of books covering topics of interest to members and to their children, the organisation of 'daddy day' events, which featured working-class authors speaking about their books and child-development experts talking about the importance of reading and writing and providing suggestions on the things that they could do to help their child to become a better reader.

The Organisation for Economic Cooperation and Development (OECD)

The OECD provides a forum where governments can work together to address the economic, social and environmental challenges of globalisation. It makes it possible for governments to compare policies, to seek answers to common problems, to identify good practice and to work together to co-ordinate domestic and international policies.

OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom and the United States. Non-member countries that participate in PISA are identified as 'partner countries'.

Participating countries/economies

Albania	Liechtenstein
Argentina	Lithuania
Australia	Luxembourg
Austria	Macao-China
Azerbaijan	Malaysia (2010)
Belgium	Malta (2010)
Brazil	Mauritius (2010)
Bulgaria	Mexico
Canada	Miranda (a state of Venezuela) (2010)
Chile	Moldova (2010)
Chinese Taipei	New Zealand
Colombia	Norway
Costa Rica (2010)	Panama
Croatia	Peru
Czech Republic	Poland
Denmark	Portugal
Dubai	Qatar
Estonia	Republic of Montenegro
Finland	Republic of Serbia
France	Romania
Georgia (2010)	Russian Federation
Germany	Shanghai (China)
Greece	Singapore
Hong Kong-China	Slovak Republic
Hungary	Slovenia
Iceland	Spain
India (2010) – Tamil Nadu and Himachal Pradesh	Sweden
Indonesia	Switzerland
Ireland	Thailand
Israel	The Netherlands
Italy	Tunisia
Japan	Turkey
Jordan	UAE (except Dubai) (2010)
Kazakhstan	United Kingdom
Korea	United States
Kyrgyz Republic	Uruguay
Latvia	Vietnam

What PISA aims to test

The PISA tests are designed to assess the extent to which students have gained a basic foundation in the knowledge and skills that they need for full participation in a 'modern' society. Fifteen-year-olds are selected as the test group because in most countries students of this age are in their final year of compulsory schooling. Although the focus of the PISA is on reading, mathematics and science, the tests attempt to assess more than the mere ability to reproduce knowledge and are also designed to determine the extent to which those tested can use what they have learned and apply it in unfamiliar settings. ■

References

1   OCED (2012), *Let's Read them a Story! The Parent Factor in Education*, PISA, OCED Publishing.
    (Downloaded from http://dx.doi.org/10.1287/978926417632-en)

Changes to regulations on the payment of certain state employees

Education Minister Angie Motshekga has withdrawn regulations relating to the prohibition of payment of unauthorised remuneration to certain state employees.

In this year's first edition we ran an article on Regulation R.1043: 'Relating to the prohibition of financial benefits or the giving of financial benefits in kind to certain state employees', which was published in *Government Gazette* No. 3840 of 15 December 2011 and which sought to regularise and limit the additional remuneration that some school governing bodies paid to state-employed teachers and administrative staff (SM&L Volume 6, Number 1, 'The remuneration of state employees by the school governing body').

This regulation created a massive headache for many of the more affluent public schools, most of which supplement the salaries of state-employed teachers either for additional services that they expect them to provide – mostly in the form of contributions to their school's extra-curricular programmes – but also as a means of retaining skilled and experienced teachers in subjects such as Mathematics and Physical Sciences where demand exceeds supply. The regulation set limits on both the amount of time that state employees could devote to SGB 'work' and the remuneration rate for this work. SGB-assigned work was limited to an additional two hours of work on any school day and a maximum of six hours on any other day and the hourly rate of pay was required to be based on the teacher's 'total salary package' calculated by dividing this amount by 1 800, which is the number of hours that state-employed teachers are expected to account for each year in terms of the employment 'contract' with the state.

Many schools were paying their state-employed teachers at a rate that exceeded the rates stipulated in this regulation by some margin and were faced with the prospect of having either to reduce the amount that they paid these teachers or of devising some devious and possibly illegal mechanism to continue paying the salary supplements that their state-employed teachers had come to expect. It was a Catch 22 situation for these schools – pay less and face unhappy teachers,

possible labour disputes in terms of the legitimate expectations of these teachers, and/or the loss of their best and most experienced teachers – or be party to illegal acts. The state-employed teachers faced a similar dilemma as they are required, in terms of the conditions of service, to apply for permission from their employer (the provincial Head of Department) to take on this additional work. Where permission was granted, this was in terms of the conditions set out in the regulations, which made it illegal for the teacher to work longer hours or to be paid at a rate that was greater than that determined by these regulations.

While all of this was going on, the wealthier independent schools were looking on while rubbing their hands with glee at the prospect of being able to cherry pick the best teachers from the state system, something that they have been attempting to do – often successfully – for many years. ∎

Fortunately sense has prevailed with the publication of Notice 622 of 2012 in *Government Gazette* No. 35600 of 17 August 2012. The notice, which is brief and to the point, reads as follows:

DEPARTMENT OF BASIC EDUCATION
SOUTH AFRICAN SCHOOLS ACT 84 OF 1996
WITHDRAWAL OF THE REGULATIONS
RELATING TO THE PROHIBITION OF THE
PAYMENT OF UNAUTHORISED
REMUNERATION OR THE GIVING
OF FINANCIAL
BENEFIT OR BENEFIT IN KIND TO
CERTAIN STATE EMPLOYEES

I, Angelina Matsie Motshekga, Minister of Basic Education, under sections 10(3) and 15 of the Interpretation Act, 1957 (Act 33 of 1957), hereby withdraw the regulations developed in terms of section 61(i) read with section 38A of the South African Schools Act, 1996 (Act 84 of 1996).

Education First – an initiative of UN Secretary General Ban Ki-moon

Education First[1] is a recently launched initiative led by UN Secretary General Ban Ki-moon that aims to ensure that the nations of the world meet the 2015 target of Medium Term Development Goal 2, which is to 'Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.'

The 'Medium Term Development Goals' (MTDG) are derived from the Millennium Declaration, which was adopted by all United Nations Member States in 2000, and form part of a framework for development. The goals are designed to assist developing countries and their development partners in the development process as they move to achieve the goals and a 'shared future for all'. There are eight goals in total, each with its own set of targets for achievement by 2015. (The eight goals and their targets are listed on pages 21 to 22.)

In the section of the UN document detailing the background to the decision to launch Education First, the authors note that the nations of the world 'stand on the verge of breaking the promise we made to children in 2000' in the 'Education for All' goal, which aimed to fulfil the learning needs of all 'children, youth and adults by 2015'. The 'promise' is based on the conviction that 'a decent education is the birth right of every child in every country' and that 'gender, ethnicity, and geography' should not determine whether a child attends school. Nor should 'a family's poverty deprive any child of a decent education'. While there has been significant progress toward the achievement of Goal 2, according to the report, with the number of children not enrolled in schools having declined from 108 million in the 1990s to 61 million at present, this progress has stalled, and in some regions of the world has even regressed.

'Education First' aims to address those issues and factors that have become impediments to the achievement of Goal 2 in an effort to achieve a

Education is a great driver of social, economic and political progress. There is an exponential improvement in the health and wealth prospects of people who can read, count and reason critically relative to those who have not acquired these critical skills.

'breakthrough in education'. It proposes to do this through three processes. It will:

1. 'Rally together a broad spectrum of actors for the final push to 2015 and ensure that we deliver on the promise of universal access to primary education'
2. 'Spur a global movement to put quality, relevant and transformative education right at the heart of the social, political and developmental agendas'
3. 'Generate additional and sufficient funding for education through sustained global advocacy efforts'.

The Education First task team has identified three priorities that it will use to focus its efforts, together with the obstacles that will need to be overcome if these three goals are to be achieved. The obstacles it has identified are based on the reports of UN agencies and partner agencies working in the field. The three priorities and the obstacle are listed below.

Priority 1: Put every child in school

Research has shown that education is a great driver of social, economic and political progress. There is an exponential improvement in the health and wealth prospects of people who can read, count and reason critically relative to those who have not acquired these critical skills. A basic primary education is no longer sufficient and more needs to be done to ensure that all children are provided with opportunities to complete their primary education and that they have access to secondary schooling.

The indentified barriers to Priority 1 are:

Unaffordable costs: Poverty is seen as the greatest barrier to high-quality education with the cost of uniforms, textbooks, teacher salaries and school maintenance being identified as financial barriers to some families. Evidence from sub-Saharan Africa shows that children from the richest 20% of households reach 9th grade at 11 times the rate of those from the poorest 40% of households.

- A shortage of classrooms: The poorest countries need four million new classrooms by 2015, mostly in rural areas. More classrooms reduce class size and overcrowding, and also reduce the distance that rural children need to travel to reach school.

Priority 2: Improve the quality of education

It is not enough to simply have children in school, if schooling is to have value, it must provide children who attend school with the basic literacy and numeracy skills that they need to succeed in life. This, as we are learning to our cost in this country, is not always the case. The reasons for this are many, including lack of basic facilities such as textbooks, and teachers who are poorly trained and who have low levels of motivation. The failure of the education systems of many countries to provide education of an acceptable quality is a disservice to their country and their country's children.

It is not enough to simply have children in school, if schooling is to have value, it must provide children who attend school with the basic literacy and numeracy skills that they need to succeed in life.

The identified barriers to Priority 2 are:

- A shortage of qualified teachers: No education system can be better than its teachers and there is an urgent need for more and better-trained teachers across the developing world. Current estimates suggest that there is a need to train an additional two million teachers if the goal of universal primary education is to be achieved by 2015. Teachers should also be provided with opportunities for continued professional development.
- Lack of learning materials: In many parts of the developing world textbooks are outdated and are shared by six or more students. Both students and teachers also lack the other educational resources that they need, including stationery, readers and writing materials. There are also vast disparities in terms of access to information and communication technologies (ICTs), both within countries and between countries.
- Weak foundations in early learning: Many children never benefit from early childhood development programmes and are therefore inadequately prepared when they enter the schooling system. Evidence shows that those who do not learn to read and write in their first few years of schooling continue to struggle throughout their school career and many simply drop out. Research shows that in most parts of the world primary schools devote more attention to the senior grades despite the fact that better outcomes are achieved when the most-qualified teachers are deployed in the first four years of schooling.
- Challenging family environments: Children from the poorest homes must overcome significant challenges if they are to succeed at school. These include a lack of electricity, which limits the time that they can devote to their studies at home, a lack of books and other reading materials in the home, parents who are illiterate and/or are poorly educated and who may, as a consequence, place less value on a good education than their better-off peers. Endemic drug and alcohol abuse, and violence within homes and communities are other factors that inhibit the education development of many children worldwide.
- A mismatch of skills and today's livelihoods: In many countries curricula and classroom practices, such as teaching by rote, do not provide children with the kinds of skills that they need to succeed in a 21st-century knowledge-based economy. Technical and vocational education for the youth is also often too narrow in its focus, meaning that skills learned are soon obsolete in a rapidly changing world.
- Language barriers: Estimations suggest that worldwide 221 million children are taught in a language other than their mother tongue. This is despite the fact that studies show that children do better if they acquire the basic skills in their mother tongue before learning a second language.
- Hunger and poor nutrition: The influence of poor nutrition on the academic development of children is not sufficiently recognised. Research undertaken in Latin America suggests that being stunted (as a result of poor nutrition) at age six is equivalent to losing four grades of schooling. Approximately 171 million children in developing countries are stunted by the time they reach the age of five. The provision of school meals and social protection programmes can have a significant impact on the academic development of children.

- Inefficient systems to evaluate the performance of students: Improving student progress depends on the systematic use of assessment instruments that provide valid and reliable data on student performance. The focus of the assessment should be diagnostic, a means to help students to improve their learning rather than for purposes of evaluation.

Priority 3: Foster global citizenship

The world faces global challenges and these require global solutions. Education therefore needs to provide more than basic skills in literacy and numeracy. It needs to transform the way that individuals and groups think and act, promoting those values and ideas that will lead to a more just, peaceful, tolerant and inclusive world.

Identified barriers to Priority 3 are:

- Legacy of the current education system: Schooling systems have traditionally focussed their efforts on helping children to pass examinations, which will enable them to further their education and to enter the labour market. This needs to change so as to ensure that students are equipped to become global citizens who show tolerance and respect and can operate in diverse, multicultural and multinational settings.
- Outmoded curricula and learning materials: Many of today's curricula and textbooks reinforce stereotypes and exacerbate social divisions. There is a need to develop more inclusive curricula and teaching resources. Evidence from Ghana and India suggests that the explicit teaching of 'good citizenship' as a subject can have a powerful influence on the perceptions students have of the importance of ethical behaviour in their lives and as citizens.
- Lack of teacher capacity: Making global citizenship a central tenant of education will only become a reality if teachers acknowledge its importance and are helped to develop the skills and resources that they need to teach it in a way that is relevant and meaningful. They also need to model its precepts in the way in which they teach and in their treatment their students.
- Inadequate focus on values: Schools generally devote insufficient time and effort to the task of promoting the values of peace, human rights, respect, cultural diversity and justice. Teachers and principals need to model these values in their day-to-day interaction with their students and in the manner in which they run their schools. Emphasis on good environmental practices, shared decision-making, the control of bullying and violence and values-based codes of conduct all help set the tone in this regard.
- Lack of leadership on global citizenship: In their policies and decision-making school leaders need to emphasise the importance of favouring options that promote the 'common good' rather than favouring 'our own best interests'.

The Medium Term Development Goals

Goal 1: Eradicate extreme poverty and hunger
Target: Halve, between 1990 and 2015, the proportion of people whose income is less than $1 per day.
Target: Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

Goal 2: Achieve universal primary education
Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: Promote gender equality and empower women
Target: Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015.

Goal 4: Reduce child mortality
Target: Reduce, by two-thirds, between 1990 and 2015, the under-five mortality rate.

Goal 5: Improve maternal health
Target: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio.

Goal 6: Combat HIV/Aids, malaria and other diseases
Target: Have halted by 2015 and begun to reverse the spread of HIV/Aids.
Target: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases.

Goal 7: Ensure environmental sustainability
Target: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.
Target: Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.
Target: Improve the lives of at least 100 million slum dwellers by 2020.

Goal 8: Develop a global partnership for development

Target: Address the special needs of the least developed countries, landlocked countries and small island developing states.

Target: Develop further and open, rule-based, predictable, non-discriminatory trading and financial systems.

Target: Deal comprehensively with developing countries' debt.

Target: In co-operation with developing countries, develop and implement strategies for decent and productive work for youth.

Target: In co-operation with the private sector, make available the benefits of new technologies, especially information and communication.

Governance structure

The governance structure of 'Education First', the UN Secretary-General's Global Initiative for Education will be constituted from two groups of individuals: a 'High-Level Steering Committee' and the Heads of State of a designated group of 'Member State Champions'. Interestingly, South Africa is represented in both groups', which is to our credit. ∎

**Member State Champions
(Represented by the Head of State)**
Australia
Bangladesh
Brazil
Croatia
Denmark
Guyana
South Africa
Tunisia

Note
1   This article based on material downloaded from http://www.globaleducationfirst.org/308.htm.

High-Level Steering Committee members
Ban Ki-moon
(Chair: Secretary-General, United Nations)

Irina Bokova
(Executive Secretary: Director General, UNESCO)

Michelle Bachelet (Executive Director, UN Women)
Chernor Bah (Youth Advocate)

Carol Bellamy
(Chair, Global Partnership for Education)

Gordon Brown
(Secretary-General's Special Envoy on Global Education)

Helen Clarke
(Administrator, United Nations Development Programme)

Camilla Croso
(President, Global Campaign for Education)

Bill Green
(Executive Chairman, Accenture)

Susan Hopgood
(President, Education International)

Jim Yong Kim
(President-Designate, World Bank)

His Highness the Aga Khan IV
(Chairman, Aga Khan Development Network)

Anthony Lake
(Executive Director, UNICEF)

HH Sheikha Mozah bint Nasser Al Missned
(Chair, Qatar Foundation for Education)

Babatunde Osotimehin
(Executive Director, United Nations Population Fund)

HE The Most Reverend Desmond Tutu
(Archbishop Emeritus of Cape Town)

Management 2.0 – does it change the way schools in the 21st century should be managed?

Erich Cloete

The school system in South Africa is under a lot of pressure as performance is not satisfactory. Heading further into the 21st century, pressure will only increase if the situation is not reversed. This implies an increase in the responsibilities and focus of school management teams and especially the school principal with regard to the academic progress of the school. Good solid leadership and management of schools is undoubtedly one of the more important factors to enhance performance and it is therefore necessary to reinvent and align management practices at school level with what is expected in the 21st century.

A few years ago a brigade of academics, CEOs, consultants, entrepreneurs and venture capitalists from Harvard Business School, as well as representatives from various prestigious universities and other organisations asked themselves: What needs to be done to create organisations that are truly fit for the future? What should the critical priorities for tomorrow's managers be? This was done against the background that most of the fundamental breakthroughs in management occurred in the early 20th century around the 1930s. Not all of the identified critical paths were new.

Good solid leadership and management of schools is undoubtedly one of the more important factors to enhance performance and it is therefore necessary to reinvent and align management practices at school level with what is expected in the 21st century.

The purpose of highlighting them is to inspire new solutions or an idealised design. This influential group of people identified 25 critical paths in the journey to Management 2.0. There was general agreement that the following 10 are the most critical. We briefly discuss each of these 10 paths to see how each one can be applied in schools to assist in achieving better results.

1. Focus on the overarching social goal

Management practices must focus on the achievement of socially significant and noble goals. The work that teachers do must serve a higher purpose and it must be defined and understood. It is the task of the principal, with support from the school management team, to show the teachers a better, brighter and more enlightened view of the work they do.

2. Develop collaborative systems that serve the interest of the school as a whole

We live in an interdependent world, where highly collaborative systems with win-win relationships will outperform organisations or schools characterised by adversarial win-lose relationships. This means that schools should have a strong focus on win-win relationships between all relevant groups and stakeholders such as the school governing body, parents, staff (teachers and support staff), learners, local communities and whoever else is involved with the school. Governance in schools should serve the interest of the school as a whole and not only the interest of a few selected groups. To obtain this goal would require a high level of emotional intelligence from the people involved.

3. Redefine the management philosophy and principles

Management's philosophical foundations must be reconstructed. Tomorrow's schools should be adaptable, innovative, inspiring, socially responsible and operationally excellent with only one purpose in mind: to improve education and enhance performance. This will require people to hunt for new principles in the field of education, which will require a new mindset.

4. Restructure the hierarchy of management according to status and influence

The traditional organisational pyramid should be replaced by a natural hierarchy, where status and influence correspond to contribution rather than position. Power should flow rapidly towards those who are adding value and away from those who aren't. Instead of one single hierarchy there could be many, each one a barometer of expertise in some critical areas. It becomes, therefore, of utmost importance for teachers to move out of their comfort zones and use their uniqueness and art, based in themselves, to add value to their schools; to become linchpins and not only cogs in a giant wheel.

Schools should have a strong focus on win-win relationships between all relevant groups and stakeholders.

5. Build a high-trust, low-fear culture

Reduce fear and increase trust in schools. Fear paralyses and mistrust demoralises, so they should be wrung out of tomorrow's schools. Staff members should not be hesitant to take initiative or trust their own judgement. Organisational adaptability, innovation and employee engagement can only thrive in a high-trust, low-fear culture. In such schools information is widely shared, opinions are freely expressed and risk taking is encouraged. Schools should be places where people talk about the school's performance, benchmarks, efficiency and management. What people say influences how they see things, what they do and how they act. However, work-talk (where management speak) will have everyone thinking they live in the industrial age. Establish a forum where staff meet on a regular basis to discuss and talk about serious issues.

6. Base control systems on leadership rather than supervision

The ideal design for control systems is of a new management style that has shifted from supervision to leadership. Centralisation and draconian controls are not the best systems of control. Teachers and leaders must be accountable for the impact of their actions. This entails getting people to collaborate (as indicated above) to achieve objectives without telling them how to achieve them. To overcome the discipline-versus-innovation trade-off, tomorrow's control systems will need to rely more on peer review and less on top-down supervision. The goal would be to loosen the

To overcome the discipline-versus-innovation trade-off, tomorrow's control systems will need to rely more on peer review and less on top-down supervision.

straightjacket of rules and have a school filled with employees who are capable of self-discipline.

7. Rethink the leadership role

In Management 2.0 the work of leadership needs to be redefined. Leaders will no longer be seen as grand visionaries, omniscient decision-makers and/or iron-fisted disciplinarians. In this new model, the school leader's task will be to create an environment where every teacher has the chance to collaborate, innovate and excel. Teachers will need to be involved in rethinking and redesigning education. We train teachers to be teachers but we need to involve them more in how to solve the current issues in education. If everything in education were fine, this would not have been necessary, but it is not all fine. The apex of leadership is to proactively change the 'system' in ways that help a school tackle new and unprecedented challenges. But all too often, we assume that only leaders at the apex can lead this sort of architectural remodeling. This is, perhaps, the most debilitating assumption of Management 1.0, which was built to encourage reliability, predictability, discipline, alignment and control. These will always be important organisational virtues, but in most industries, getting better at these things won't yield much of an upside. That's why our management systems need to be re-engineered around the goals of adaptability, innovation, engagement and accountability – which brings us back to the issue of leadership. We need to be brilliant at the basics. We need to be practical and think about how our school can support everyone (all stakeholders) to do the 'ordinary things extraordinarily well'. These are the process or system improvements. We need to refresh, re-imagine, re-inspire. In order to fully meet our goals and enable everyone in the school to be the 'best they can be' requires thinking and ideas that provide recommendations that fundamentally challenge the way we go about our work, how we organise ourselves, how we become more adaptable to change and what we value. To a certain extent we need teachers and leaders who act first and ask permission later. Even more remarkable is the scope of their aspirations. We need people who are not just hoping to become better leaders but people who are hoping to build better schools.

8. Value and exploit diversity

Schools need to expand and exploit diversity. This will enable them to generate a rich variety of ideas, options and experiments that are the essential ingredients of strategic renewal. Future management systems in schools must value diversity, disagreement and divergence at least as highly as they do conformance, consensus and cohesion.

9. Encourage creative and positive problem-solving strategies

Schools should create conditions in which new strategies can emerge and evolve on an ongoing basis. Management processes that seek to arrive at the 'one best strategy' through top-down analytical methods must give way to models based on the principles of variety. Creative problem-solving models should be employed to solve the challenges in education and schools. For this to take place everyone in the school needs to take responsibility for their state of mind as no one can blame anyone else for his or her thinking. Negativity of any sort is dangerous as a problem-orientated brain cannot be creative. Talking about problems clogs the mind and prevents us from acknowledging the true essence of what needs to be done in our schools.

10. Reorganise and adapt structures to be able to repond to opportunities as they arise

Schools should be able to intercept opportunities that come and go at lightning speed. Too much structure, rigid unit boundaries, non-functional silos, or slow communication channels or decision-making processes should be eliminated and/or adapted. To become more adaptable, schools should reorganise themselves into smaller units and create project-based structures.

Making progress on these management paths will de-bureaucratise education and schools and unshackle human capabilities. The goal, though, is to overcome the limits of today's management practices without losing the benefits they confer. Schools should still be focused, disciplined and performance orientated but should also seek new solutions to old problems in a sustainably creative way. ■

Management in the 21st century: 10 critical paths to create schools that are fit for the future:
1. Focus on the overarching social goal.
2. Develop collaborative systems that serve the interest of the school as a whole.
3. Redefine the management philosophy and principles.
4. Restructure the hierarchy of management according to status and influence.
5. Build a high-trust, low-fear culture.
6. Base control systems on leadership rather than supervision.
7. Rethink the leadership role.
8. Value and exploit diversity.
9. Encourage creative and positive problem-solving strategies.
10. Reorganise and adapt structures to be able to repond to opportunities as they arise.

Book review

Jill Eggleton's Lighting the Literacy Fire *together with some of the other books that she has written*

Lighting the Literacy Fire
by Jill E Eggleton
Global Education Systems Ltd, Auckland, 2010
Published in South Africa by Juta and Company Ltd
ISBN: 9780702192050

The full title of this book by Jill Eggleton is *Lighting the Literacy Fire: Practical ideas for the organisation and implementation of comprehensive literacy teaching*, which perfectly describes what the book is about. Author Eggleton, whose home country is New Zealand, is an international educational consultant in literacy with more than 30 years of teaching experience in a wide variety of contexts. She is also the author of a comprehensive series of books, which together make up the 'Key Links Literacy and the Connectors' and 'Into Connectors', a second series of independent reading books for young readers that was released in 2010.

In her introduction to the book Eggleton makes the point that 'competence in literacy must be the focus for all students', as when 'students become life-long readers, they generally succeed in life'. The validity of this statement is borne out by the article elsewhere in this edition about research findings from the 2009 PISA study, which show that children who are

regularly read to by their parents in their early years of schooling outperform their story-less peers in reading throughout their school careers.

Eggleton stresses the importance of creating a teaching environment that promotes reading and learning as pleasurable activities that help give meaning to their lives and the book is designed to help teachers use reading and language as pleasurable activities. Her approach is based on the 'Four resources model' of Luke and Freebody that describes four elements of effective literacy instruction:

- learning the code of written language, which involves learning the skills that are needed to read and write letters
- making meaning, which involves the development of the skills and strategies that are needed to process and give meaning to text, whether written, spoken or visual
- using the text, which focuses on the use of text in real-life situations
- thinking critically, which is the process of exploring the deeper meaning of what is read and what is written.

The book is divided into seven sections, each of which explores a different element of reading and language development and of the teaching of these. The section headings are:

- Oral language
- Written language – reading
- Written language – writing
- Spelling
- Visual language
- Organisation of the classroom environment
- Organisation of time.

Each section starts with a list of suggested learning outcomes together with an example of a teaching programme that is designed to focus on teaching strategies that will support the achievement of those outcomes. This is followed by examples of the kinds of classroom practices that the author has found to be effective with clear explanations of the kinds of preparation that is needed and descriptions of the teaching process.

The book also contains a number of useful tools that teachers can use to assess and evaluate learners, and to chart progress. An example of one of these is the 'Entry Level Survey', which can be used to assess the skills level of emergent readers. This assesses some language and literacy skills of young learners and is a useful tool for assessing the development level of every child when they first enter school.

Lighting the Literacy Fire is a teaching resource that offers value to anyone who is interested in literacy development and in teaching literacy and language at primary school level. For experienced and competent teachers it is a book to dip into when you are looking for new ideas to freshen your teaching, while novice teachers will be able to draw comfort from its structured approach, clear explanations and useful, carefully selected range of classroom activities and teaching tools. *Lighting the Literacy Fire* is the kind of book that should form part of the professional library of every primary school. ■

Lighting the Literacy Fire is available from Juta bookshops at a cost of R215.

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