What does the FUTURE HOLD?

In this issue we peek into the not-too-distant future using a lens provided by two global consultancies who worked together to explore what the future may hold for humanity over the next 15 to 20 years – a future that will be precipitated globally as a consequence of our current socioeconomic and environmental policies and decision-making. The socio-economic and environmental trends, which the consultancies label as megatrends, can be predicted by futurists up to 15 years into the future with a relatively high degree of certainty. What they are predicting is mostly not very rosy. It is a future that we cannot readily escape but which we can mitigate – through better, more sensible and caring policies – if there is the global political will and a greater willingness of nations and global corporates to work co-operatively rather than competitively.

A proper understanding of the nature of these megatrends and what they will mean for the individual is important for school leaders because the predictions are based on good research and are made with a fair degree of certainty. The world they are predicting is the world that will be inhabited by the children who are currently passing through the school system. We have a responsibility as educators to provide them with the education that they will need to survive and thrive in a world that is likely to be very different from the world we live in today. There is also a moral imperative to teach them the importance of values and how the adoption of good value systems can help mitigate the impact of some of the more debilitating effects that the megatrends are predicting.

One of the interesting predictions of the megatrends, and one that is sure to have a big influence on South Africa, is the predicted rise of Africa, which with its vast and mostly still untapped natural resources, and a young, growing population, is seen as an economic 'sleeping giant'. I was recently made more acutely aware of the magnitude of Africa's size and potential while browsing through a magazine published by Bertha Centre for Social Innovation and Entrepreneurship at UCT's Graduate School of Business. We have published the map elsewhere in this edition for your interest and information.

Also in this edition is a piece about a Foundation Phase teacher at a school in the Mossel Bay township of KwaNonqaba, whose Grade 3 class outperformed the classes of her peers by a significant margin in the Western Cape Education Department's systemic tests in both Language and Mathematics. More than 70% of her pupils passed these tests with a score of 50% or more. In our article we share what we learned from her about the strategies that she used to achieve these excellent results.

One of the other pieces in this edition concerns a private English tutor in South Korea who earns in excess of $4 000 000 a year, proving that teachers can get rich if they really put their minds to what they do.

Enjoy the read.

20 *megatrends*
that will transform the world

The Hay Group, with Z_punkt The Foresight Company, based in Germany, identified 20 megatrends that are likely to have a profound global impact on organisations and their leaders in the coming decade. They also provide some guidelines on the skills and attributes that those who lead organisations will need to exercise in order to succeed in a world where power and authority may be turned on its head.

Megatrends are described by Z_punkt The Foresight Company[1] as long-term processes of transformation with a broad scope and a dramatic impact. They represent powerful forces that are likely to shape markets well into the future and which differ from other trends in three important ways:

- *Time horizon:* The impact and influence of megatrends is long term and is likely to be measured in decades rather than years. Megatrends can also be projected, with high probability, up to 15 years into the future.

- *Reach:* The impact of megatrends is global. They affect all regions and levels of society although the nature and scope of their impact tends to vary from region to region and across social classes and political systems.

- *Impact:* Megatrends cause fundamental change, transforming social, political and economic systems at every level. Once again, however, the nature of these transformations varies across geographical locations and social systems.

Although megatrends are by their nature disruptive and therefore uncomfortable to live with, they offer unique opportunities for innovation, creativity and change for those who are willing to adapt and rethink the way in which they live their lives and do their work.

In 2005, Z_punkt The Foresight Company identified 20 megatrends that it considered would have the greatest global impact over the period to 2020. These are listed below with a brief description of each.

1. Demographic change
The demographic profile of the world will change as a result of the growing global population, ageing populations in certain regions of the world, declining populations in the West and increasing levels of migration, leading to shifts in the demography (racial, social and ethnic profile) of populations at a national and regional level.

2. Individualisation reaches a new stage
Individualism has become a global phenomenon. Patterns of relationships are also changing as individuals become involved in increasing numbers of loose relationships but fewer strong relationships. Markets are responding to this with the concept of mass marketing being replaced by the concept of micro-markets established to address the specific needs of individuals rather than socioeconomic groups. A greater emphasis on self-sufficiency and 'do-it-yourself' economics will also influence the way in which companies will need to do business.

3. Social and cultural disparities
These disparities will include a growing polarisation between rich and poor, increasing levels of poverty and the likelihood of entire populations living precarious lifestyles. Social fragmentation will also increase as value systems compete and merge across social classes and cultural, religious and ethical groupings.

4. Reorganisation of healthcare systems
Healthcare systems across all regions will be forced to adapt to the changing circumstances of the populations that they serve. These include greater health awareness and an increase in the extent to which individuals take on personal responsibility for their health-related life choices. Changing patterns of disease together with new approaches to diagnosis and treatment will also have an impact on healthcare systems and will result in

significant increases in health expenditure and a consequent increase the privatisation of costs; and a convergence of healthcare markets.

5. Changes to gender roles

Traditional gender roles will decline with women becoming increasingly important players in the workplace. These changes will also result in changes to family structures and lifestyles with greater emphasis placed on a healthy work–life balance. The social and communicative skills of women will be increasingly acknowledged.

6. New patterns of mobility

Mobility will increase across the world but barriers to mobility are also likely to increase. New concepts about the nature and purpose of motor vehicles, their use and drive technologies will radically change the way in which individuals, groups and organisations conceptualise their transport needs. Changes will include the introduction of self-drive cars and intelligent logistic solutions, which will seamlessly connect public and individual transport modes and how these are funded.

7. Digital culture

New forms of interconnectivity, including the introduction of Web 3.0, will radically transform the way in which individuals and groups interact and communicate, with digital technology permeating every aspect of life. The new technologies will enable individuals and groups to share ideas, participate in events and organise themselves in new ways but will also result in an increase in the diversity of personal choices and lifestyles of individuals.

8. Learning from nature

Science and technological innovations will increasingly be derived from the study of natural structures and systems with bionic systems forming integral components of manufacturing systems and health sciences. Concepts such as 'swarm intelligence' and other ideas drawn from natural systems will influence the way we in which we think and understand our world.

9. Ubiquitous intelligence

Cloud-based IT will change the way in which IT systems and processes are conceived. New interfaces and the growing use of the intelligent systems will lead to the internet of things and the widespread use of robotics will influence every level of society.

10. Changes in the work world

Increases in the importance of collaborative approaches to problem solving and new managerial and organisational patterns will produce significant changes in the world of work and in patterns of employment, which will become more dynamic and flexible. Advances in automation will see a further significant reduction in the availability of work opportunities for unskilled and semi-skilled workers. Routine and mundane tasks will also increasingly be performed by machines.

11. New consumption patterns

Businesses will need to adapt to major shifts in consumer spending, preferences and buying habits. Increasing prosperity in the third world and developing world will drive demand in these areas with intense competition between international and local businesses vying to meet this demand. The concept of sustainable consumption will influence buying patterns in the West.

12. Upheavals in energy and resources

The consumption of energy and resources will continue to increase globally and will result in scarcities in a range of strategic resources. The use of alternative sources of energy and renewable energy will increase as will improvements in efficiencies in the use of energy and resources.

13. Climate change and environmental impacts

Rising temperatures and CO_2 emissions will result in increased risk of environmental degradation in newly industrialised and developing countries. Climate change will result in increased food shortages in some regions. Efforts by governments to mitigate these problems will include stricter regulations to control emissions and toxic waste, which in turn will drive investments in clean technologies and in the development of strategies to limit and adapt to climate change.

14. Urbanisation

Megacities and urban conglomerates will increase both in number and size. The depopulation of rural areas will create infrastructural problems that will need to be addressed. The events together will focus attention on the need for sustainable urban development and new forms of housing and associated lifestyles.

15. New political world order

India and China will join the world superpowers, while Western democracies will face increasing challenges. New strategic alliances will develop in a world that will become more multipolar. Africa will awaken to become a significant global player.

16. Technological convergence

Miniaturisation and the use of nanotechnology will result in increasing levels of technological convergence. They will also result in the production of new materials and construction methods, some of which will make it possible to integrate natural and artificial structures, systems and processes.

17. Globalisation 2.0

There will be significant shifts in global economic power from America and Europe to Asian-block countries in the East. The emergence of a growing global middle class together with fragmented and widely distributed value systems will have a significant influence on socio-political structures globally. The economies of nations and regions will become increasingly volatile partly as a consequence of the global flow of capital by an unrestrained globally connected financial sector.

18. Knowledge-based economy

Levels of education across the world will increase with economic success dependent on knowledge-based value creation and innovation. This will see the rise of a new knowledge elite or creative class with life-long learning and the ability to innovate and think creatively as an essential element of success.

19. Business ecosystems

Business systems are likely to become more complex and demanding. The lines that separate business, government and not-for-profit organisations will become increasingly blurred, leading to the rise of the so-called 'fourth sector' of the economy, which will see businesses including corporate social responsibility and environmentally sustainable practices, not just profitability as part of their bottom line. Business 'mash-ups' will produce new markets. The term 'mash-up' refers to the production of something new from two or more normally unrelated sources and comes originally from British–West Indian slang used to describe a person who is drunk. More recently it has been used in pop music to describe a piece of music that is produced by combining elements from two different compositions. Business mash-ups are therefore new business ventures created by combining parts of previously distinct and dispirit business entities.

20. Global risk society

Society, including technical and social infrastructure will become progressively more vulnerable to globally organised crime and cybercrime and the incidences of natural disasters will increase.

Surveillance and monitoring will increase in response to these challenges, creating a society that is more transparent. Asymmetric conflicts will increase. These are conflict in which the weak, in terms of numbers and power, are able to defeat the strong, by using tactics that play to their strengths. Examples include terrorism and guerrilla warfare.

Africa, sleeping giant: We have reproduced this map courtesy of the editor of *Inside,* a publication of the Bertha Centre for Social Innovation and Entrepreneurship at UCT's Graduate School of Business. The Bertha Centre is the first academic centre in Africa dedicated to 'research, teaching, dialogue and support on social innovations that positively change and challenge rules, policies, technologies, structures, beliefs and institutions'. The map of Africa with the outlines of a number of the other major nations and regions of the rest of the world projected on it, at the same scale, provides an emphatic visual representation of the physical magnitude of Africa relative to some of the world's superpowers. Africa has enormous potential, with its still largely untapped mineral wealth, its agricultural potential and a young and growing population. This potential will only be realised when its political leaders place moral purpose and the needs of the population of the continent as a whole ahead of narrow personal, local and national sectarian interests, and greed.

Note

1. Z_punkt The Foresight Company is a leading strategy and foresight consultancy, operating internationally. It focuses on strategic future issues. For more go to www.z-punkt.de

LEADERSHIP CHALLENGES
of the coming decade

In an article in the Hay Group's online publication entitled *Building the new leader: Leadership challenges of the future revealed*, the authors of the article examine some of the challenges that leaders will face in the coming decades and provide suggestions on how leaders will need to respond to these. Material for the publication was drawn from a study undertaken by the group's 'Leadership 2030' research team working with the foresight company, Z_punkt, which identified 20 megatrends that it believed would have a profound effect on organisations and their leaders in the period between now and 2030, which is listed and briefly explained in the previous article.

From the 20 megatrends that have been identified, the authors of the Hay study selected six they believed would most affect the workplace in the decade ahead, including how people conceived the notion of work and the nature of the workplace itself. It is these changing patterns of work, driven by social, economic and environmental pressures emanating from the megatrends that will force organisations and their leaders to think and behave differently if they are to succeed in their endeavours in the future.

The six megatrends selected on the basis of the probable significance of their influence on leadership were:

1. Accelerating globalisation (globalisation 2.0)
2. Climate change, its environmental impact and scarcity of resources
3. Demographic change
4. Individualisation and values pluralism
5. Increasing digital lifestyles
6. Technological convergence

To succeed in this new, more volatile and testing environment those who lead organisations will need to be more innovative in their thinking and more flexible in the manner in which they exercise their leadership competencies. The ability to think both conceptually and strategically will be of paramount importance, as will values such as integrity and intellectual openness. Success will depend on the ability of leaders to create new ways to grow individual loyalty, loyalty to other members of the leadership team(s), and loyalty to the organisation, while working with individuals who will come from increasingly diverse backgrounds and over whom the leader may have diminishing levels of direct authority. A willingness to relinquish authority and to work collaboratively rather than competitively and to manage through influence rather than authority will be an essential element in the achievement of goals.

Climate change, together with an increasing scarcity of resources, will mean that businesses will need to balance the competing demands of financial success with those of social and environmentally responsible practices. To achieve this, leaders will need to act as change agents, driving home the importance of operating in ways that support and promote the health and well-being not only of their employees but also of their customers and the wider community at large. Business processes will also need to be adapted to ensure that they are energy efficient, non-polluting and that the raw materials procured for use in their production processes are drawn from sources that are able to provide them in a way that is sustainable in the long term.

The twin challenges of an increasing demand globally for talented individuals with high levels of skill, together with increasing levels of migration

will make it difficult for leaders to attract and retain sufficient numbers of skilled employees with the competencies that they need. It is also likely that these talented individuals will be recruited both from local nationals and international migrants. As a result, workplaces will be more diverse in term of language, nationality, race, culture and age. Employment models will also need to be put in place to cater for greater levels of individualism. Future employees are likely to be more demanding in terms of individual choices in relation to their conditions of employment, including working hours, place of work and leave. The notion of a working day and working week and even a place of work will all need to be re-examined and adapted to meet the varying demands of individual employees.

These same employees are also likely to place greater emphasis on the softer elements of their conditions of employment, such as recognition, opportunities for self-development and a better work-life balance, rather than hard factors such as pay and promotion. Staff turnover will also be higher as individuals take time off to pursue personal projects and interests. Digital/social media will make it possible for individuals, in part at least, to be simultaneously both at work and at play irrespective of their location, and leaders will need to adapt their leadership strategies to meet this reality, its opportunities and its risks.

This new breed of employee, most of whom will be what the authors of the study like to describe as 'digital natives' – that is individuals who are not only adept at using social media and the fast and easy communication that it provides, but whom are also widely but loosely connected to other individuals with similar interests – will need to be carefully nurtured and guided. Their skills, curiosity and creativity will be vital assets as organisations evolve to meet the challenges of the changing business environment, but leaders will need to bridge the divide between them and the older less digitally astute employees. Each group offers both strengths and weaknesses and leaders who are able to create a working environment that is able to draw the best out of both groups will be those whose businesses will prosper. Older, more experienced employees can provide some of the social skills and values that the digital natives may lack, particularly when it comes to direct face-to-face communication and long-term decision-making. The younger generation with the heightened digital literacy and greater connectedness are better equipped to harness and share new ideas and experiences.

The rapid advances in technology make it impossible for leaders to keep abreast of changes and innovations that may affect their organisations or businesses and they will increasingly need to rely on outside specialist organisations to provide them with the advice and technology that they need. Collaboration between entities will become more and more important with the lines that differentiate the different sectors of the economy becoming increasingly blurred. Leaders who are able to work co-operatively across sectors will thrive and their organisations will prosper.

Why *megatrends matter* for school leaders

We have devoted a fair amount of space in this edition to the issue of megatrends and there may be some of our readers who consider this kind of information to be corporate gobbledygook written by consultants for high-powered executives who run multinational companies with offices and manufacturing plants spread across the world. But while this view is largely correct, it is also important to realise that the changes that are being predicted will influence all of us in many different ways.

More importantly, the children that are currently passing through our schools will, for the most part, exit the school system into this new and rather different world that these futurists are predicting. They will need to live in it and find employment in it, and as school leaders we have a responsibility towards them. Schools need to prepare their learners for a world where they are likely to be competing for places at tertiary institutions, not just with their peers from the same city or province or even nationally as happens at the moment but also with immigrants

coming from across Africa and the wider world. The same will apply to job seekers. Learners emerging as young adults from the schooling system will need to be more savvy and street smart, but also well equipped with the kinds of skills and values that have been identified and projected as being important by these futurists.

The nature of school classrooms and staffrooms are also likely to become populated by learners and teachers from increasingly diverse backgrounds as is already becoming the case in many of our urban and peri-urban schools in our larger cities. Rural schools close to this country's borders are facing similar influxes of foreign nationals who arrive in this country hoping to start a new life. Many bring skills and expertise that are in short supply in South Africa together with a work ethic and entrepreneurial spirit that sees them outperform the citizens of their newly adopted country. This is not unusual for immigrants who realise that they are unlikely to get easy access to the same resources that the government provides for its own people.

Reflect a little on what you and your school are doing to address the issues of climate change and sustainability. Are you making the best use of your resources and how careful are you about the manner in which your school disposes of waste or uses electricity? When building additions, do you insist that these are built in a way that minimises their impact on the environment and to reduce their energy needs?

What differentiates leaders from managers is their ability to look ahead. We hope you will use some of the ideas conceptualised in the megatrends to peer into the future and to help you develop the strategies and policies you need to make your school a place that prepares its learners and teachers for a future that is likely to be rather different than the present.

The impact of
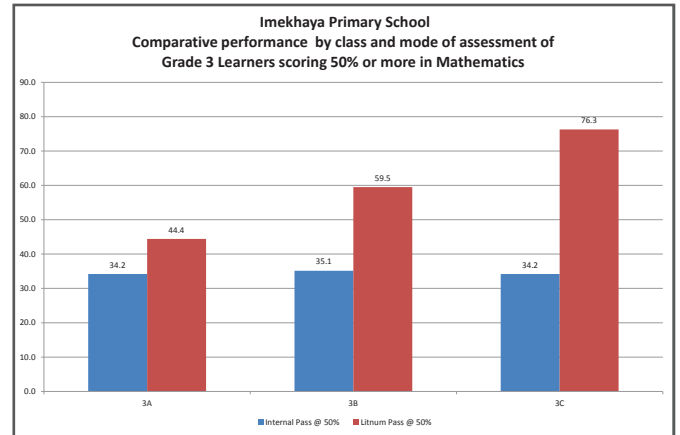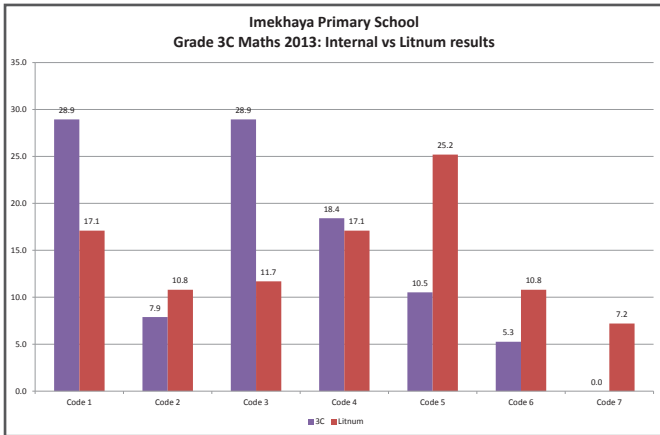# GOOD TEACHING A+
– a personal story

There is strong evidence from research to show that good teaching has a significant influence on learner performance and learner achievement in externally benchmarked tests. In fact, teaching quality has been identified in numerous research studies as the within-school factor that has the greatest impact on learner achievement. It is on the basis of these studies that the authors of the 2007 McKinsey & Company report[1] were led to conclude that the three things that matter most in terms of achieving improved learner performance are:

1. getting the right people to become teachers
2. developing them into effective instructors, and
3. ensuring that the (education) system is able to deliver the best possible education to every child.

The same report also noted that evidence from research suggests that the variation in performance of learners within schools is mostly influenced by the quality of their teachers. This evidence included data from a study undertaken in Tennessee in the USA, which showed that if two average eight-year-old learners were given different teachers, one of them a high-performing teacher and the other a low-performing teacher, the difference in the achievement of the two learners could vary by as much as 50% within a three-year period.

These findings are often in the back of my mind when I work with schools and I am always on the lookout when working with learner performance data to see if I can find evidence of the potential impact that teaching quality may have on learner achievement within a particular school or grade. Recently, while helping the principal of a primary school in the Mossel Bay township of kwaNonqaba to interpret the data we had captured from her school's year-end internal results and WCED's

Imekhaya Primary School
Grade 3C Maths 2013: Internal vs Litnum results

Code	3C	Litnum
Code 1	28.9	17.1
Code 2	7.9	10.8
Code 3	28.9	11.7
Code 4	18.4	17.1
Code 5	10.5	25.2
Code 6	5.3	10.8
Code 7	0.0	7.2

Imekhaya Primary School
Comparative performance by class and mode of assessment of
Grade 3 Learners scoring 50% or more in Mathematics

Class	Internal Pass @ 50%	Litnum Pass @ 50%
3A	34.2	44.4
3B	35.1	59.5
3C	34.2	76.3

systemic test results, I was struck by the significant differences in the performance of the school's three Grade 3 classes. The data we were working with were the results from the 2013 systemic tests, which are set, invigilated and marked by outside agencies employed by the WCED for this purpose; and the school's own year-end results that were reflected in the mark schedules that are submitted to the district offices for final approval each year. These school-based assessment (SBA) marks are calculated according to the prescription of the relevant curriculum documents for Language (in this case isiXhosa) and Mathematics.

The two charts displayed clearly illustrate how different the overall performances of the learners from the three classes are in terms of their results in the systemic tests. Rather disconcertingly, however, the performances of these same learners in terms of their final overall SBA marks for the year are relatively similar for each of the three classes.

Intrigued by these differences and with the permission of the school's principal, I made arrangements to meet the Grade 3 teacher of the class that had performed best out of the three classes to see if I could discover how she had managed to achieve what, in the context of the school, was a remarkable set of results. In my discussion with her, I also hoped to discover why it was that the performance of her learners as measured by the internal results was so different from the marks that they scored in the systemic tests.

The first thing that strikes you when talking to teacher Mrs

Mrs Linda Jack of
Imekhaya Primary School

Linda Jack is her enthusiasm for teaching and her commitment to her work at the school. She clearly loves the work she is doing and this must influence the way in which her learners respond to her. Her responses to the questions I put to her about her teaching strategies were both interesting and informative.

One of the first points that she made was that the school's policy of 'rotating' the Foundation Phase teachers made it possible for her to instil in her learners the importance of appropriate behaviour and of a strong work ethic from the start of their Grade 1 year. The 'rotation' policy places the teacher with the same group or class of learners for all three years of the Foundation Phase. Once that class has completed their Grade 3 year the teacher moves back to Grade 1 to start the following year with a new group of Grade 1 learners. The advantage of this policy is that the teacher spends three years with the same group of children – to the benefit of the class if she is a good teacher; if the teacher is weak, however, the opposite applies. It also helps eliminate the possibility of teachers playing the 'blame game', the tendency to blame the teacher that taught the class in the previous year for their weak performance, which is prevalent in some schools. With the rotation policy, each Grade 3 teacher will have taught her group of learners for three years and can therefore be more easily held accountable for their performance in the Annual National Assessment (ANA) and systemic tests.

Mrs Jack emphasised the importance of academic rigour, even at this level in the schooling

system, and admitted to being very strict when it comes to marking and correcting the class work and homework of her learners. In her literacy and language classes learners are expected to spell words correctly and to use correct punctuation in order to earn marks for writing exercises. She also doesn't tolerate slapdash work when teaching numeracy and mathematical concepts and her classes are expected to use correct notation and to set out their work neatly and accurately. She understands the importance of drill and of getting the basics right and her learners spend a significant portion of their class time practising reading, writing and calculating. They are also given regular homework, which she checks every day, both for neatness and correctness.

Regular testing is also a feature of Mrs Jack's approach to teaching and her learners write more tests than are required by the Curriculum Assessment Policy Statement (CAPS) for the Foundation Phase. She uses the results of these tests to identify the concepts and skills that her learners may have struggled to master and provides additional tuition and support for those learners who are weak. As part of her strategy to prepare learners for the ANA tests, she tested them using past ANA papers and the exemplars that are provided by the DBE and made her learners write these tests under conditions similar to those they would encounter when they wrote the real thing. This made them more familiar with the process and reduced the likelihood of their underperforming because of anxiety or confusion about the process, particularly in relation to the WCED's systemic tests, which are invigilated by representatives from an outside agency.

One of the other strategies that Mrs Jack has used, and that is directed at improving the English language skills of her classes, is to give them some of their instructions in English right from when they are in Grade 1. Instructing them to 'sit down' or to 'take out your books' in English helps them to become familiar with the language without affecting their ability to make sense of the content of the lesson. This she teaches in isiXhosa, which is the home language of the learners and the Language of Learning and Teaching (LoLT) in the school for the Foundation Phase.

Strict she may be, but there is also a softer side to Mrs Jack, who invites her learners to visit her home on Saturday mornings for extra help when she also provides them with cool drinks and some food.

Mrs Jack is a wonderful example of what can be achieved with learners drawn from deprived communities when teachers demonstrate a strong belief in the notion that all children have the potential to succeed, and the will, the knowledge and the commitment to turn this belief into a reality.

Note

1. 'How the world's best-performing school systems come out on top', McKinsey & Company, September 2007. The full report can be downloaded from http://mckinseyonsociety.com/how-the-worlds-best-performing-schools-come-out-on-top/
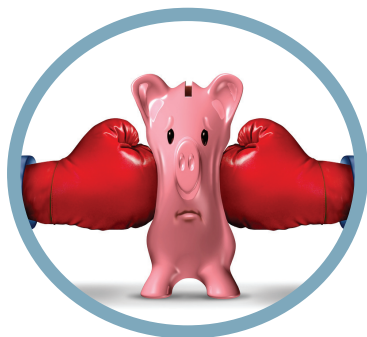
Why provide
FUNDING to schools?

Every year hundreds of millions of rands are spent outside of government to change our schools, but very little of that money makes any difference at all, says **Professor Jonathan Jansen.**

The sources of such generous funding include businesses, family trusts, private foundations, wealthy individuals, international agencies and local communities themselves through religious bodies, sport associations and universities. Why does so much money from outside the state make so little difference?

Here are **10 things you should NEVER do** with money if you wish to make deep and durable changes in South African schools.

DO NOT *drop off money at the school gate.* Giving money without demanding results is a waste of precious resources. Givers should require a link between resources and results: 'If I give you the money, prove to me you can improve your academic results' is a reasonable condition. Too often giving is motivated by guilt or the feel-good factor.

DO NOT *buy computers or microscopes unless you can ensure they will be used by trained people and will be fixed when they inevitably break.* There are countless stories of laboratory equipment remaining in unopened boxes long after the donors leave. Schools without trained teachers to use complex equipment will not risk experimentation. We know that. Schools without secure storage facilities are at great risk of having expensive technology stolen. Your money could disappear by the time your car leaves the premises.

DO NOT *work with children. Work with teachers.* If your focus is on improving the Mathematics or Accountancy results of learners, working with the children means you have to come back every year to do the same thing forever into the future. If, however, you solve South Africa's number-one problem in education – the subject-matter competence of the teacher – you do this once and the problem is solved. A well-trained teacher on site every day makes much more investment sense than helping students directly since they come and go every year.

DO NOT *put your money into a chronically dysfunctional school.* If you invest in a school, make sure there is a reasonable chance the school can turn your limited resources into better results. A seriously dysfunctional school, even if it has one or two well-meaning educators, will render your investment meaningless if it has no predictable timetable, teachers are routinely absent, gangs prowl outside the gates and classes are overcrowded. There must be a minimum threshold of order and constancy before external funds can yield internal results, otherwise it is money down the drain.

DO NOT *fund fancy technologies, such as iPads, unless the basics are in place.* State-of-the-art technologies mean nothing if children can't read at the grade level, if the writing books are not filled with student writing, if textbooks did not arrive, and basic maths can't be done. Make sure these simple routines of learning are in place rather than distract students with technological gimmicks.

DO NOT *as a non-state donor, put your money into school buildings or any other physical infrastructure.* That is the role of government. If you are the kind of foundation that does sponsor school buildings, always make your contribution contingent on a 50% contribution from the state. That is where our tax monies should be going – building and maintaining school properties.

DO NOT *put your money into in-service teacher training* because it is a waste of time. Put your money into on-site mentorship programmes in which the most talented and experienced teachers and principals from outside work alongside their colleagues on the inside to change educational outcomes.

DO NOT *give money once.* No single donation is going to change much. Have a plan. Spread your money over at least three years and require cumulative gains in measures of student learning or principal competence or parental participation. If you commit, do so for more than one year.

DO NOT *lose focus.* The only reason schools deserve external funding is to improve learning outcomes for the children. Happy teachers at workshops or travel opportunities for principals are not the reasons we run schools.

DO NOT *pay teachers for coming to workshops.* There is an industry in foreign currency across Africa where international donors pay teachers stipends in dollars to attend training workshops. Yes, it supplements meagre salaries, but no, that is not why you should give money to education.

Who says teachers CAN'T EARN BIG BUCKS?

Kim Ki-hoon who teaches English in after-school tutoring programmes in South Korea earns $4 million a year! He has been working as a teacher for more than 20 years in that country's private after-school tutoring programmes, commonly known as hagwons, and his pay is based on the demand for his skills, which in his case is high[1].

The performance of South Korean children in international tests such as the Trends in Mathematics and Sciences Study (TIMSS) and the PIRLS study, places them consistently amongst the top-ranked education systems in the world, yet it has not always been so. When South Korea emerged from its occupation by the Japanese at the end of the Second World War most of its population was illiterate. Its transition from what it was to what it has become is one of the world's great economic success stories and it has largely been driven by an emphasis on the value of a good quality education with a focus on learner performance in key subjects such as languages, the sciences and Mathematics.

The hagwon industry has grown out of this demand and competition for places in the country's leading tertiary institutions. Nearly 75% of South Korean children make use of hagwons and/or private tutors, with their parents spending approximately $75 billion each year on these services. The online tutoring service that Kim Ki-hoon works for is listed on the South Korean stock exchange, clear evidence that hagwons are big business.

The hagwon teachers are free agents and don't need to be certified. They are paid according to the number of students who sign up for their classes. The learners are free to choose their teachers so teachers at the hagwons have a vested interest in being well prepared, teaching well and in ensuring that those whom they teach do well. It's a free-market system driven by meritocracy. The hagwon industry is also very competitive and the owners of the hagwons work hard to attract the best teachers. Poaching of popular and highly rated teachers is commonplace. Teachers are evaluated not just on the number of students who sign up for their classes but also on improvements in students' test scores and on how they score in satisfaction surveys that students and their parents are invited to complete at regular intervals. It is this performance model that makes it possible for a teacher like Kim Ki-hoon to earn the kind of money that he does. But there is also a downside to this model for those teachers who don't have the expertise and classroom charisma that Kim Ki-hoon clearly has. The hagwon teachers have no guaranteed benefits, pay is based on performance, and many work long hours and earn less than teachers at the country's public schools. Teachers who attract too few students or who perform poorly in surveys, or whose students don't improve their marks sufficiently, are placed on probation and as many as 10% of the teachers teaching at hagwons are dismissed each year.

The hagwons also market their services and their successes aggressively. Students' test results and acceptances for tertiary study at leading institutions are posted online and at the entrances to their places of tuition. It's a big and competitive industry, which is tolerated rather than promoted by the government, and there was a time in the 1980s when South Korea was a military dictatorship, when they were banned.

In a survey by the Korean Educational Development

Institute in 2010 in which students were asked to rate their school teachers and the hagwon teacher across a range of criteria the scores of the hagwon teachers were better than their public school teachers in categories that included lesson preparation, devotion to teaching, respect for students' opinions and in treating students fairly irrespective of their academic performance. The hagwon teachers were also more likely to experiment with new technology and non-traditional forms of teaching than teachers at public schools.

So how does Mr Kim Ki-hoon earn his $4 million a year? Most of his earnings come from the approximately 150 000 learners who watch his online lectures each year at a rate of $4 an hour. He works about 60 hours a week although just three of those hours involve direct lecturing, normally to classes of approximately 120 students. These lectures are recorded and are then made available online. He also writes prolifically and has published nearly 200 books. His efforts have made him a household name and he is a brand in his own right, employing 30 people to help him manage his educational empire.

Kim Ki-hoon's advice to those who would improve public education included the following:

- Pay public school teachers more but base their payment on performance using the same criteria as those used by the hagwons. This will allow schools to attract the most skilled and best qualified candidates.

- Schools should do more to improve their communication with parents and students, as a way of building trust and confidence in the system.

- Schools should make their results more public and transparent to parents and students and in doing so make greater demands on parents and students in terms of the quality and rigour of their homework.

- Teacher training programmes should be more selective and more demanding as a way of ensuring that when teachers enter the classroom for their first time they are properly competent to perform the teaching duties that are required of them.

Valuable advice from someone who has shown that teaching can indeed be a lucrative career.


Note

1. This article is based on an essay by Amanda Ripley, which has been adapted from her forthcoming book *The Smartest Kids in the World – and How They Got That Way,* to be published in August by Simon & Schuster. The original essay can be downloaded from http://www.austinlearningsolutions.com/blog/54-a-4-million-dollar-teacher.html.

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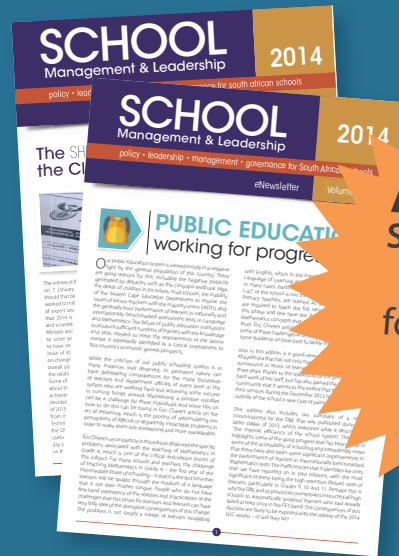
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