

Value-driven schools

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The fundamental problems of our society

- Overemphasis on rights at the expense of responsibilities
- Lack of universally accepted set of values and ethical behaviour
- Lack of role models in society and schools
- Poor/lacking leadership – struggle with change
- Lack of a clear vision – where are we going?



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What are the three important components of good education?

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- Good educators
- Clear outcomes
- Good methodology



How do you do it?

- Good instructors
- Clear outcomes
- Good training methods (methodology)







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What about rules?

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Where are we now?

- The South African Constitution
- The South African Schools Act
- School's code of conduct for learners
- Disciplinary hearings
- Suspensions and expulsions
- Court cases





The ideal

- The ideal is ***"ethics from the heart"*** (inner conviction):

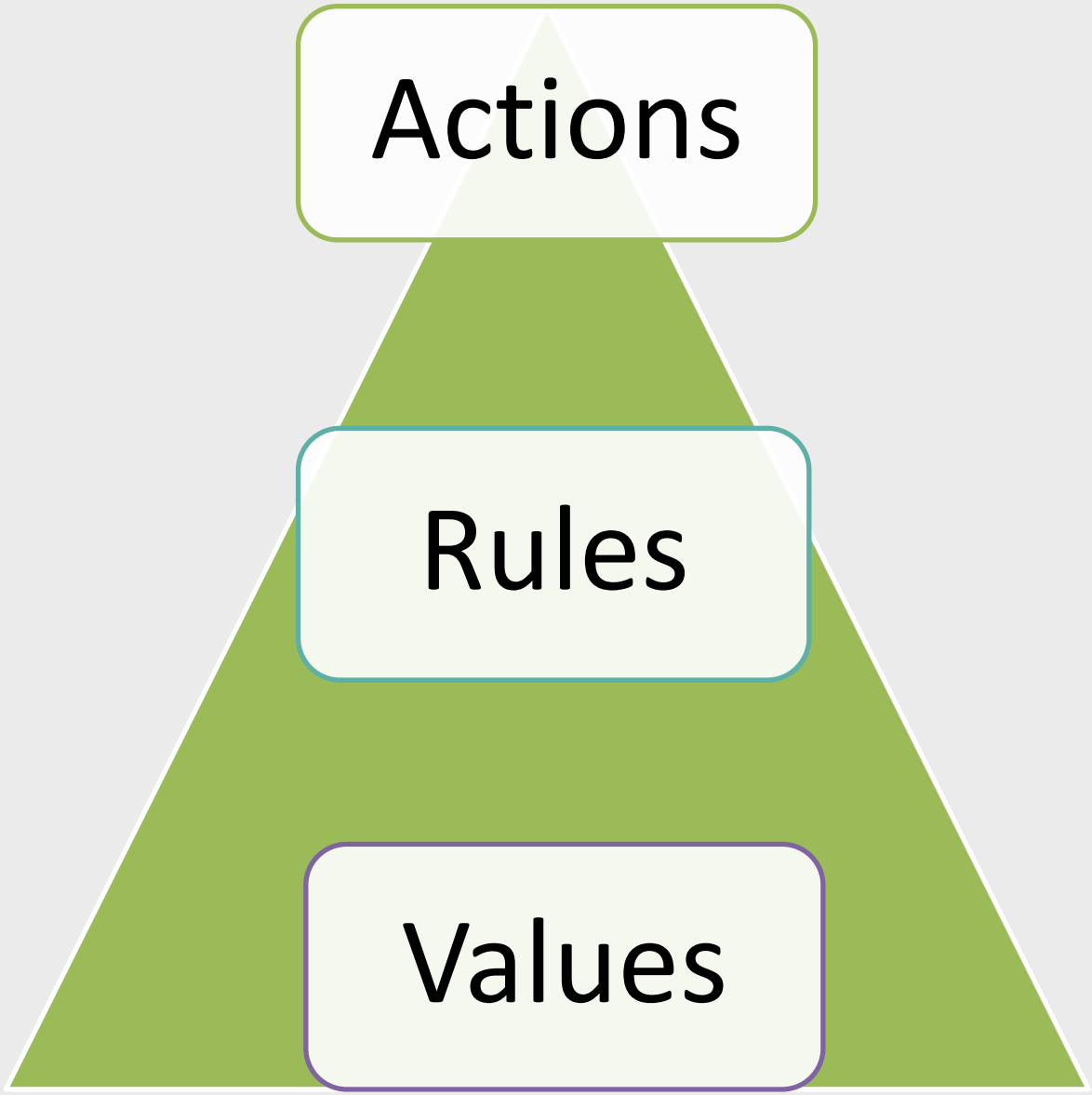
  Value-driven conduct, with values being shaped by:

  - Parents (home)
  - Peers and teachers (school)

- Failing that, ***"ethics from sanctions"*** (fear of sanctions):

  - ***Rule-driven conduct***, with institution (school) setting those rules
  - ***Actively managing ethics*** in schools





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Preamble to our Constitution

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law
- Improve the quality of life of all citizens and free the potential of each person
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations



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Prof Johan Landman (*Ethics Institute of South Africa)*

Three important factors to consider in light of the Marikana events:

- **Respect for the law**
- **Respect for authority**
- **Leadership**



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Respect for the law

- Legal compliance does not mean I am doing the right thing
- Justice must not only be done, it must be seen to be done
- “You cannot make men good by law: and without good men you cannot have a good society.”
  CS Lewis



Respect for authority

- Disregard for authority = anarchy
- Not only respect for the state authority (government and police), but also respect for educators, parents and others
- Respect must be earned, but we need to teach respect as one of the pillars of society – we need to live respect!
- How do we talk? How do we act?



Leadership



- A vision for South Africa
- Positive influence
- Responsibility and accountability
- USA study – 49% example and values
- “When the best leader’s work is done, the people say: ‘We did it ourselves!’”

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Red light

- EQUIP – 5 million leaders in 150 countries:

  "The biggest challenge in developing countries is that leaders feel they have achieved their goal when they are in a leadership position"

- Servant leadership
- Leaders are movers





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How will values make a difference?

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Research

- 71% of all high-school students admitted that they cheated in the exam in the year in which the research was done
- 92% lied to their parents during the year
- 40% of the boys and 30% of the girls admitted to having shoplifted and stolen from a store
- About 16% had attended school drunk
- 68% had hit someone because they were angry

- 2000 *Report Card on the Ethics of American Youth*



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Education is the deliberate formation of a child's thinking, choices, actions, habits and <u>character</u> on the road to self-controlled maturity.

Discipline that focuses only on behaviour may lead to good conduct, but cannot produce character and self-controlled maturity.

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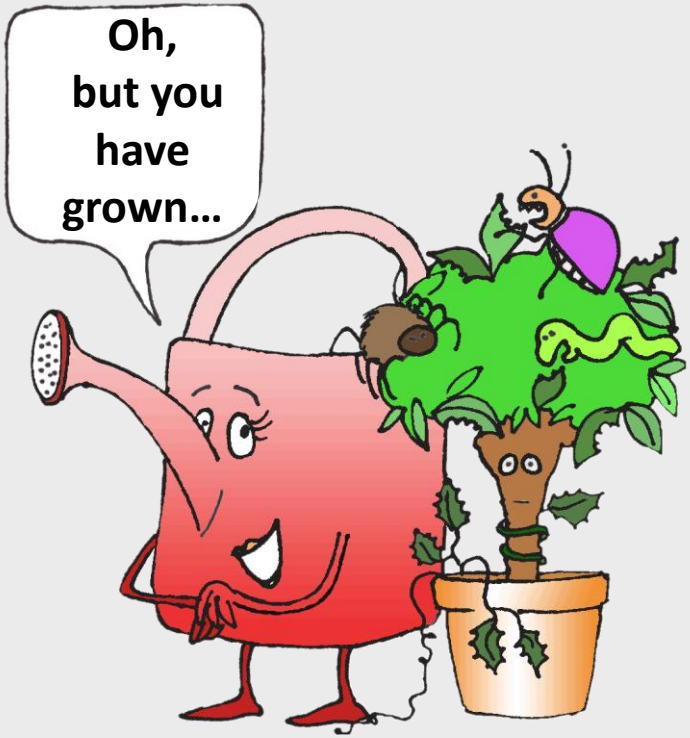


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Fertile soil:
Sound values



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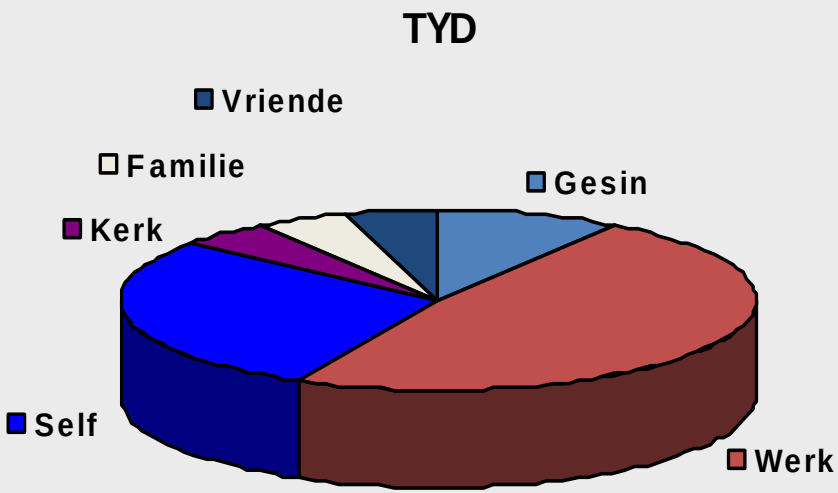
Fertile soil

- Children grow healthily when they are planted in fertile soil.
- The fertilizer for the soil is healthy norms and values.
- These norms and values must be part and parcel of day-to-day life.
- Thus, the entire school community should endorse and live these norms and values!



Values

- A value is a priority position that we allocate to people and things in our lives as we learn how much time, money and energy each one is worth.



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Resilience



Baby and toddler → Primary school → Teenager

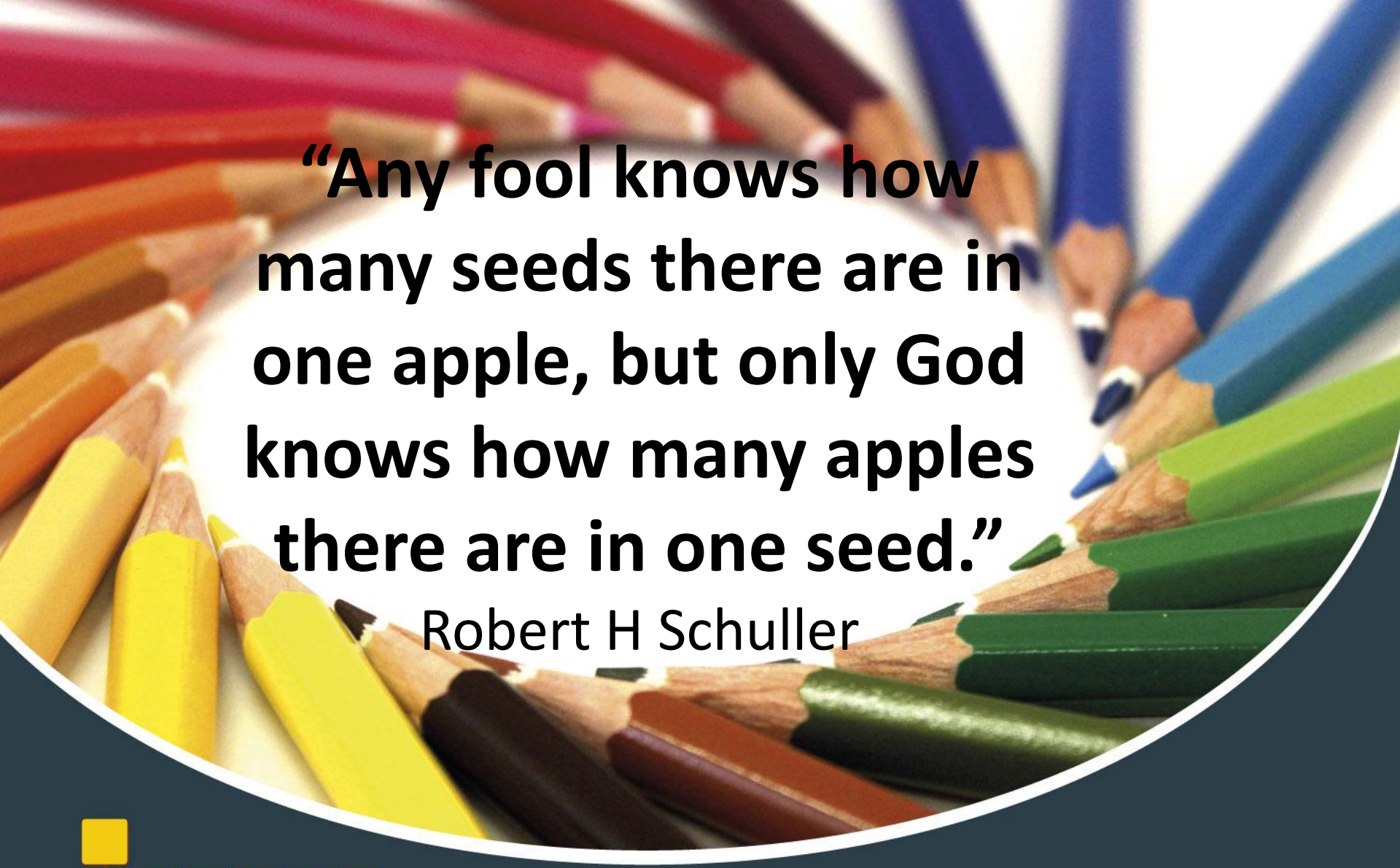
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"Whatever behaviour is common to a group of kids feels normal to them, whether it be doing drugs or doing homework. The family is not a powerful predictor of adolescent choices."

Patricia Hersch



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“Any fool knows how many seeds there are in one apple, but only God knows how many apples there are in one seed.”
Robert H Schuller

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How do I move from a rule-driven to a value-driven school in practice?

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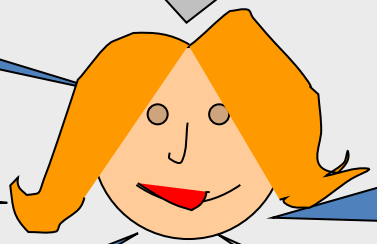
The process ….



The “choice” theory

Learners want to be part of the process.

Friends make them feel safe.



Choices motivate.

Learners will respect if they feel respected.

The atmosphere at the school must address their needs.

Use humour, dialogue and fun.

Learners want to be rewarded. Reward responsibility with freedom.

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Five basic needs

1. Survival
2. Love and friendship
3. Fun and games
4. Power
5. Freedom



How?

1. Involve all stakeholders in one indaba.
2. Have discussions in class groups.
3. Fine-tune the contributions.
4. Encapsulate in a code.
5. Implement.

Practise, practise, practise

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Educators still need to reprimand learners, but with RESPECT.

Learners are co-responsible for values, and responsible for their own actions.

Less punishment

Positive feedback and improvements to the system

Buy-in from learners; show respect towards one another and teachers

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How sustainable is this?

- Manage – consistently and with respect
- Energy – believe in results
- Educators/parents – must take part
- Process – not the end goal



The real test comes when you are under pressure!



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Your values are the soul of your leadership and the driving force of your actions



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How do I live these values?

Social change through transformational leadership

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Crazy people

"Here's to the crazy ones. The misfits. The rebels. The trouble-makers. The round pegs in the square holes. The ones who see things differently. They're not fond of rules, and they have no respect for the status quo. You can quote them, disagree with them, glorify or vilify them. About the only thing you can't do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world – *are the ones who DO!*"

~ Apple Computers ~



A quick overview of the meaning of transformational leadership

"The goal of transformational leadership is to 'transform' people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values, and bring about changes that are permanent, self-perpetuating, and momentum-building."

- Steven Covey,

Author of *7 Habits of Highly Successful People*



Assumptions

- People will follow someone who inspires them.
- Someone with vision and passion can achieve great things.
- The way to get things done is by injecting enthusiasm and energy.
- In short: Believe in your dream and vision.



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"Give to us clear vision that we may know where to stand and what to stand for – because unless we stand for something, we shall fall for anything."

- Peter Marshall



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1.Dissect some lessons

1. A leader needs the guts to stand alone and look ridiculous.
2. Now comes the first follower, with a crucial role.
3. The second follower is a turning point.
4. A movement must be public.
5. Now we've got momentum.



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Style

- Working for a transformational leader can be a wonderful and uplifting experience. They put passion and energy into everything they do. They care about you and want you to succeed.





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