

Language in leadership and management

Advanced Certificate: Education
(SCHOOL MANAGEMENT AND LEADERSHIP)



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Language in leadership and management

A module of the Advanced Certificate: Education (School Management and Leadership)

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Advanced Certificate: Education
(School Management and Leadership)

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Foreword

Acronyms and abbreviations used in the programme

AC	Assessment Criteria
ACE	Advanced Certificate: Education
AGM	Annual General Meeting
CCFO	Critical cross-field outcome
CHE	Council on Higher Education
DoE	Department of Education
DSG	Development Support Group
EMD	Education Management Development
ETQA	Education and Training Quality Assurance body
HEQC	Higher Education Quality Committee
INSET	In-service Education and Training
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PGP	Personal Growth Plan
PoE	Portfolio of Evidence
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SAUVCA	South African University Vice-Chancellors' Association
SDT	Staff Development Team
SGB	School Governing Body
SGB	Standards Generating Body
SMT	School Management Team
SO	Specific Outcome
US	Unit Standard

Overview

Word of welcome

Welcome to every student who has registered for this *core* module on *Language in leadership and management*. We trust that you will find the module informative, interesting and challenging and wish you every success in completing it.

What is the purpose of this module?

This module serves a dual purpose. On the one hand it is aimed at developing the reading, writing, speaking and listening skills you need to successfully work your way through all the modules included in this ACE programme. On the other hand the module is aimed at providing you with the ability to use language as a management and leadership tool, specifically in the area of policy development and implementation.

What questions and/or issues are addressed in this module?

This module explores a number of questions and/or issues, namely:

- How can educational managers and leaders use language to inform, educate and influence people? This question is explored in Units 1, 2 and 3.
- How can the effective use of language enhance communication and establish supportive relationships with those inside and outside schools? This question is explored in Units 1, 2 and 3.
- Which writing skills should school principals and classroom teachers have in order to effectively perform their respective management and leadership functions? This question is explored in Unit 3.
- What skills are required to critically read and understand policy documents? This question is explored in Units 4 and 5.

Module outcomes

At the end of the module you should demonstrate effective language skills in school management and leadership.

Assessment criteria

Achieving the outcome stated above will require evidence that you:

- Have extended your knowledge and understanding of the role that language plays in facilitating communication, establishing identity and influencing people.
- Can participate in and facilitate discussions on language-in-education issues.

At the end of the module you should be able to demonstrate the ability to critically read, discuss and write about language-in-education issues. In order to determine whether or not you have acquired new knowledge and skills, we shall expect you to provide evidence that you can:

- Identify and use the discourse used in academic debates and discussions on language issues
- Select and review literature dealing with language-in-education issues

- Critically read and reflect on the issue of language rights and conflicts in Africa, with specific reference to South Africa
- Collect, analyze, interpret and share data on language status and profile with your school community
- Construct academic texts that argue for or against existing language practices in your institution.

At the end of this module you should be able to demonstrate that you are able to apply your knowledge and understanding of meeting procedures and the written activities associated with these in the execution of various management activities. To this purpose you will be required to provide evidence that you can: plan, organize and facilitate meetings and workshops related to educational management activities; write formal letters to various stakeholders and/or interested parties in your school community, including officials in relevant government departments; keep the minutes of meetings in such a way that they can be used as a record of proceedings; write reports on various educational matters as required by circumstances and/or requested by your employers or other parties. (Units 3 and 4)

- Understand and can use academic language appropriate to your own studies

At the end of the unit you should be able to demonstrate the ability to collect and share information, ideas and understanding of policies orally. In order to determine whether or not you have acquired the knowledge and skills to do this, we shall expect you to provide evidence that you can: listen to the opinions and/or views of a wide range of people; construct and use an interview schedule to gather information, opinions and/or attitudes about specific issues that impact on the development of your school; chair meetings, debates and/or discussions on issues relating to your school and the immediate school community; deliver a public address or speech related to a problem experienced by your school and/or immediate school community; manage an advocacy campaign aimed at solving some or other problem at your school that is currently hampering its progress and/or development. (Units 1, 2, 3 and 4)

- Can use your understanding of policy discourse in the facilitation of policy discussions, development and implementation (Unit 5)
- Effectively use language in leading and managing your classroom or institution. (whole module)

Learning time

This module carries 6 credits. It should, therefore, take the average student approximately 60 hours to successfully complete. The 60 hours includes contact time, reading time, research time and time required to write assignments. Remember that about half of your time will be spent completing practice-based activities in your school. These will often involve you in discussions with your colleagues. A more specific indication of time to be spent on each of these activities will be provided in each of the units that make up this module.

Words, words, words

unit

1

Introduction	1.1
Unit 1 outcomes and assessment criteria	1.1
.....
What is language?	1.2
.....
Language and communication	1.3
.....
Language and education	1.4
.....
Language and power	1.5
.....
Language and identity	1.6
.....
Conclusion	1.7

Words, words, words

Words make noise, or sit on a page, for all to hear or see. Thoughts are trapped inside the head of the thinker. To know what someone else is thinking, or to talk to each other about the nature of thinking, or about anything else, for that matter, we have to use words' (Pinker, 1994: 67).

1.1 Introduction

'Why does language provide such a fascinating object of study? Perhaps because of its unique role in capturing the breadth of human thought and endeavour. We look around us and are awed by the variety of several thousand languages and dialects, expressing a multiplicity of worldviews, literatures, and ways of life. We look back at the thoughts of our predecessors, and find we can see only as far as language lets us see. We look forward in time, and find we can plan only through language. We look outward in space, and send symbols of communication along with our spacecraft, to explain who we are, in case there is anyone there who wants to know' (*Crystal, 1997:1*)

Although there is ample evidence that animals and plants also 'communicate' with each other, their 'languages' have not been 'coded' (systematically organized) in the way that the languages of human beings have. It is only humans, as far as we know, that use *language* to create ideas, images or pictures in another person's head and it is *this* ability that gives them their unique power. According to Pinker (1994:17), 'Language is so tightly woven into human experience that it is scarcely possible to imagine life without it. The 'ability to make noises in our mouths comes so naturally to us that we are apt to forget what a miracle it is'. Chances are that if you find two or more people together anywhere on earth, they will soon be exchanging words. When there is no one to talk with, people talk to themselves, their dogs, even to their plants.

Language is as natural to human beings as spinning a web is to spiders. Not only do language knowledge and skills develop spontaneously in children (without any formal instruction), but people also use language without thinking consciously about its underlying grammar and vocabulary. It is often only when we learn a second, third or more additional languages that these processes become conscious. Moreover, the process of learning and using an initial language or languages is the same for all people, irrespective of which language they learn to speak first.

Language is also crucial to teaching, learning and management, not only as a means of communicating but also as a means of establishing relationships, stimulating creative and critical thinking, and creating order and structure. In their research on the nature of educational management, Martin and Willower (1981:72), and Pitner and Ogawa (1981:51) found that principals spend close to 80% of their time communicating. They also found that principals who are also

outstanding communicators are sensitive to the many forms, uses and interpretations of language, the many functions it serves and the multiple ways in which it can be used to serve just about any purpose. Consequently they adjust their language in terms of specific communication purposes to ensure that the image of the school that s/he wants to communicate and the message s/he sends out do not contradict each other.

Schools do not function in isolation: they are social institutions and, as a result their relationship with society is a dynamic, interactive one. The way in which educators at all levels, but especially principals, communicate with those not directly linked to their schools send out positive or negative messages about the school and its activities. If positive, these messages could promote community involvement in the school; if negative, they could result in alienation. The way in which the school communicates with parents, for example, affects the extent to which they get involved in school activities and/or take actions to ensure that their children attend school, do their homework and strive for excellence at all times. The way in which classroom teachers communicate with learners is as important to learner success: if teachers use language that is primarily negative and/or undermines learners' confidence in their own abilities learners might well stop trying while the use of positive or affirmative language tends to have the opposite effect. All educators, but especially principals, should, therefore, endeavour (try) to use language in ways that will strengthen the ties between the school and all those who have a stake in education.

This, the first unit of the module dealing with language, leadership and management, has critical awareness of language and the role it plays in the creation of relationships as its primary but not its only focus. It is also aimed at introducing you to the range of language skills that you will have to use in order to work your way through the ACE program as a whole. In working your way through the other ACE modules and applying what you learnt in your own schools you will, for example, be required to do presentations, work in teams, read articles related to the topics discussed in the respective modules, study and develop policies and other departmental documents, make notes or summaries, write assignments and reports, facilitate workshops, mentor others, take part in debates and discussions, and so on. In all of these you will have to use language, not only as a means of communication but also as a tool for learning. The specific skills you will need to do all these things are reading, writing, speaking and listening. Each of these is dealt with in some detail in the different units of this module and, as far as possible, linked to activities in other modules or activities typical of the work you do as an educator.

In this unit, which is specifically aimed at sensitizing you to the many ways in which language can be used and the range of purposes it can serve, we show you how to deconstruct/unpack and construct/create a range of written texts. We also show you how to determine the target audience of texts and the purposes for which they were written. In constructing and deconstructing texts you will begin to realize how the words and sentence structures writers choose reflect their intentions, and how the tone they use in writing the text reflects their attitudes towards and/or feelings about the topic and/or their target audience. We trust you will find this an exciting and stimulating experience and that it will encourage you to continuously sharpen and expand your own language ability.

Unit 1 learning outcomes and assessment criteria

At the end of this unit you should have extended your knowledge and understanding of the role that language plays in facilitating communication, establishing identity and influencing people.

In order to demonstrate the competence described in the unit outcome you must provide evidence of your ability to:

- Identify the target audience of a range of texts
- Discuss the tone and purpose of a range of texts
- Select, use, construct and adjust a range of texts to suit specific purposes and audiences.

1.2 What is language?

The three extracts that follow illustrate the way in which human beings use language to shape events in each other's brains. By carefully selecting and arranging words any person can create ideas, images or pictures in another person's head. Read these extracts, taking note of the images or feelings that each creates in your mind and the words or phrases responsible for evoking them.

Extract 1

When a male octopus spots a female, his normally grayish body suddenly becomes striped. He swims above the female and begins caressing her with seven of his arms. If she allows this, he will quickly reach toward her and slip his eighth arm into her breathing tube. A series of sperm packets moves slowly through a groove in his arm, finally to slip into the mantle cavity of the female (Pinker: 1994:15/6).

Extract 2

A human being, then, is never dependent on his own experience alone for his information. Even in a primitive culture he can make use of the experience of his neighbours, friends and relatives, which they communicate to him by means of language. Therefore, instead of remaining helpless because of the limitations of his own experience and knowledge, instead of having to discover what others have already discovered, instead of exploring the false trails they explored and repeating their errors, he can go on from where they left off. (Cited in Pinker, 1994)

Extract 3

Look what they have done to my name ...
 The wonderful name of my great-great grandmother.
 Nomgqibelo Ncomsile Mnqhibisa
 The burly bureaucrat was surprised
 What he heard was music to his ears
 'Wat is daai, sê nou weer?'
 'I am from Chief Doluxolo Velovigodde of emaMpodweni
 And my name is Nomgqibelo Ncomsile Mnqhibisa.'

Messiah, help me!
 My name is so simple
 And yet so meaningful,
 But to this man it is trash.

He gives me a name
 Convenient enough to answer his whim:
 I end up being
 Maria ...
 I ...
 Nomgqibelo Ncomsile Mnqhibisa
 By Magoleng wa Selepe (from Staffrider, Ravan Press)



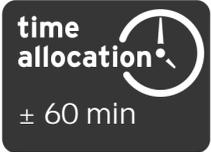
How is it possible for 26 letters (the number of letters in the English alphabet) to create such different pictures in our heads? At the most basic level the only differences between these three extracts are (a) the way in which the letters have been arranged to form words; (b) the way the words have been arranged to form sentences, and (c) the way the sentences have been arranged to form a paragraph. Yet the impact of each of these mini communications is completely different.

In *Extract 1* the writer painted a picture of two octopuses mating. This is something you may never have seen and possibly never will, yet you could probably visualize it happening because the writer chose words that appeal to your senses. First he appeals to your sense of sight. He tells you that the male octopus is normally grayish in colour but that when he sees a female his body becomes striped. In your mind/s eye you can actually see (or visualize) this. He then appeals to your sense of touch, telling you that the male begins to caress/stroke the female, then slips his arm into her breathing tube. Can you imagine how that must feel? Can you now visualize and feel the sperm moving from the male to the female octopus?

Extract 2, taken from a book called *Thought and Action*, by SJ Hayakawa, is very different. It appeals, not to the reader's senses or emotions, but to his/her thoughts/intellect. This extract reads like an argument, with the writer putting forward his point of view, leading the reader through his thinking processes in an attempt to convince the reader of the validity of the argument. The writer does this by linking different statements to each other by means of carefully selected 'linking words' (like 'then' and 'therefore'). These 'linking words' suggest that, if the first statement is correct, the second one must automatically also be correct. By implication, the reader must, therefore, agree with his point of view. (Did you also notice the focus on the male gender only? Why do you think was so?)

Extract 3 was taken from a poem by Magoleng wa Selepe, called *My name: Nomgqibelo Ncomsile Mnqhibisa*. It was published by Ravan Press many years ago in a magazine called Staffrider. How did you feel when you read it? Can you associate with Nomgqibelo's frustration? The phrase, 'Look what they've done to my name' suggests that she is shocked/aghast at what the bureaucrat has done to her name by changing it to 'Maria'. He has made her feel that her name and, by implication she herself, is insignificant, that it is too much of an effort from him to try to pronounce her name. The words the poet chose in this case appeal to the reader's emotions and, encourage the reader to identify with the woman who is 'speaking' in the poem.

The choice of words that writers use to create a particular atmosphere or feeling in a poem and the ways in which they put these words together contributes to the **tone** of the text and is a very important part of communication. It is the tone – the way one says something – that evokes feelings of anger, hopelessness, fear, enthusiasm and a range of other emotions in the people who are listening to this communication. It is, therefore, an important element of a leader's attempts to motivate others, to advocate a cause, to negotiate and/or to calm down angry individuals or groups.



Select three articles from different newspapers dealing with the same educational issue or event. You could use current editions, go to your local library and browse through old newspapers or visit the newspaper websites for information. Paste these articles onto sheets of paper, leaving sufficient writing space next to or underneath each article. Having read the article use the open spaces underneath or next to each article to do the following:

- Name the main issue discussed in each article.
- Briefly state the main argument of each article, indicating differences in what they choose to focus on.
- Indicate the target audience of each article, explaining how the style of each led you to this conclusion.
- Discuss each article in terms of its tone, explaining what the tone reveals about the writer's attitude towards the issue s/he is writing about.
- Write a paragraph in which you describe what your analysis has revealed about the way different newspapers attempt to educate or influence their audiences.



We cannot comment on the outcome of this activity since each of you will have selected different articles. Perhaps you could bring your analysis to class and discuss them with your lecturer and/or your fellow students.

1.3 Language and communication

The Latin word, 'communicare', from which 'communicate' is derived means 'to tell or share' (**Oxford Student's Dictionary** (2002)). The process of 'communication' could therefore be described as a process in which people 'give, share, transfer or transmit information', 'exchange news or have social dealings'. Nobody is, however, exactly sure how the communication process works. Some people claim that thought comes first (in the mind/brain) and is then embodied in some communication form (code) or another. Others argue that the two happen simultaneously because experience equals thought and nobody knows what they want to say until they've said it. A third group argues that the medium is the message hence the code and the message are one and the same thing.

Taking cognisance of these views Kretzmann (1980) claims that it is impossible to define communication. According to him, the closest one can come to an actual definition of communication is to describe it as a process by means of which 'something that is in my head gets into your head'. By implication, the process requires at least a *sender* (the person who initiates communication), a *receiver* (the person with whom communication is taking place), a *message* (that which is being communicated), a *code* (the way in which the messages is structured), and a *channel* (the means/route by which the message is conveyed. (see **Figure 1**).

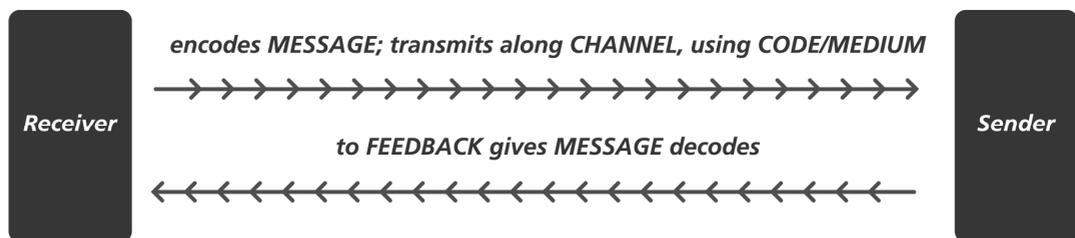


Figure 1: Communication channels

The sender *encodes* the message, and sends it via a communication channel to the receiver who *decodes* it and gives feedback to the sender, using the same code and channel. Breakdowns in communication occur because there is a problem caused by any of these - the sender, receiver, code, channel or medium. Culture, language, gender and/or age could, for example, could create barriers between the sender and receiver, while friction, damage, distance, etc. could create barriers in the channel. Imagine for example an elderly isiZulu home-language speaker trying to communicate with a young Afrikaans home-language speaker in English over a crackly telephone line and you can begin to imagine the potential for misunderstanding.

A whole range of codes can be used to communicate with others. Think, for example of the use of music, movement, sound, pictures, etc. In this module, though, we focus only on language codes, i.e. written and oral means of communication. Talking and listening involves the use of oral codes while reading and writing involves the use of written codes. The person who speaks and/or writes is the sender because s/he produces the code. The person who listens or

reads is the receiver because s/he receives the code. Speaking and writing are, therefore, referred to as 'productive' skills while listening and reading are referred to as 'receptive' skills. 'Production' is also referred to as 'coding' in communication theory while 'reception' is referred to as 'decoding'.

The type of 'codes' a person can use to communicate with others often typifies him/her as 'literate' or 'illiterate'. People who can read and write – i.e. use the letters of the alphabet as communication codes – are referred to as 'literate' while those who are only able to speak and listen – i.e. use sounds rather than letters as codes – are called 'illiterate'. Because a great deal of information is contained in written texts, literate people often have an advantage over those who cannot read, simply because they can obtain information from written as well as oral sources. Also, it places them in a position where they can compare oral versions of a specific event, matter or issue with written versions of the same before they decide whether or not to accept as truth or fact what they 'heard'.

This is, of course, an oversimplification of the issue as Stein and Janks (2007:19-20) point out. According to them:

Literacy is much more than just the basic skills of reading and writing. Now it requires the ability to manipulate symbols and abstractions. The processes involved in making meaning with and from texts that use a range of resources in different media with different technologies are highly complex. But none of these advanced literacies needed for the new communication technologies are possible without the skills of reading and writing and the ability to make and interpret meaning from print.

The Education Labour Relations Council emphasized the importance of effective communication in education and training in Resolution 8 of 1998 (see Module 6, Section 1.5). As educators we use language every day. In managing and leading education, whether this is at classroom, school, district or other levels, educators must be able to use language to listen, instruct, guide, motivate, inspire and, even, control people. (Refer to the other ACE modules to determine the role that language plays in school management and leadership, e.g. in managing subjects, learning areas and phases; human resources; policy; community relationships, etc.)

Educators' communication in these areas will only be effective if they know how to use language to appeal to people's senses, emotions, and reason, as the writers in the extracts we looked at earlier, have done. Principals, especially, should be sensitive to the language preferences and 'literacy' status of the groups with whom they wish to communicate. If, for example, parents cannot read or write, it is useless sending them letters, written invitations or reports of their children's achievements. It might be more effective to use the radio, an *imbizo*, parents' meetings, word of mouth methods, one-on-one or face-to-face discussions to communicate with them. Also, many parents understand and/or speak only an indigenous language or, if they speak English or Afrikaans, struggle to express themselves in these 'foreign' tongues. Conducting a meeting in a language that the majority of the group does not understand is not only a waste of time but could also evoke feelings of hostility, with members of the audience perceiving the speaker as 'showing off' his/her academic status or power.

Remember, 'the customer is always right' – his/her interests should always weigh more heavily than yours.

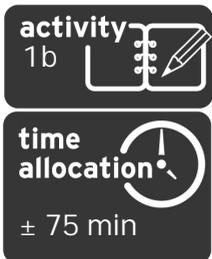


Reflect for a moment on your own communication – with your spouse, your friends, your children, learners and educators in your school, the parent community, the department, and other cultural groups. How do you use language to convey what you want to communicate? Are you sensitive to other people's language abilities and/or needs? Do you adjust the way you communicate for different purposes? What about your tone – is it always appropriate?

These are important considerations in trying to make sure that one's communication is effective. Think about these points when next you wish find out something, share information, express your feelings, persuade people, or simply enjoy participating in a conversation. Perhaps you would like to reflect on these in writing. If so, please file your written piece in the Reflection section of your Learning File/Folder.

1.4 Language status and use

According to Pinker (1994:16), 'a common language connects the members of a community into an information-sharing network with formidable collective powers. Anyone can benefit from the strokes of genius, lucky accidents, and trial-and-error wisdom accumulated by anyone else, present or past. And people can work in teams, their efforts coordinated by negotiated agreements.' On the other hand, Napoleon is credited with observing that if you can speak three languages, you are like three people. Because language is so culturally embedded, when we use a particular language we tend to surface some of the cultural associations of that language, for example idioms and proverbs, ... and perhaps that in turn helps us to think differently about the subject or purpose that we are using that language for and the reasons for our language choice.



Whose views – Pinker's or Napoleon's – do you think is reflected in the South African approach to language? Try the following activity (adapted and shortened from Saycell et al. 1998:4-5 and Orlek 1993:2-3,21) before you make up your mind:

1. What do you use English for? Read the list of possible uses below and tick those that apply to you. If you do not use English for a particular purpose, write what language you DO use instead.
2. Now think and write notes about WHO determines which language you use in each of these different contexts and how that makes you FEEL.
3. Having done that, read the extract from ZK Matthews' *Freedom For My People*, mentally comparing it to the language experiences your schools offers the community it serves – learners, staff, parents, community members and others.

Having read the extract, stop and think about the question above and then do the activities related to the extract in writing and file it in your Learning File/Folder.

Reading

<input type="checkbox"/>	signs, notices, instructions	_____
<input type="checkbox"/>	letters and memos	_____
<input type="checkbox"/>	magazines and newspapers	_____
<input type="checkbox"/>	novels or other works of fiction	_____
<input type="checkbox"/>	textbooks and tutorial material	_____
<input type="checkbox"/>	poetry and plays	_____
<input type="checkbox"/>	policy, union & other professional documents	_____
<input type="checkbox"/>	Other? (name them)	_____

Writing

<input type="checkbox"/>	lists and informal notes	_____
<input type="checkbox"/>	personal letters	_____
<input type="checkbox"/>	business or professional correspondence	_____
<input type="checkbox"/>	lecture notes and study notes	_____
<input type="checkbox"/>	academic assignments	_____
<input type="checkbox"/>	poetry or creative writing	_____
<input type="checkbox"/>	Other? (<i>name them</i>)	_____

Speaking

<input type="checkbox"/>	to friends and family	_____
<input type="checkbox"/>	to colleagues	_____
<input type="checkbox"/>	to shop assistants/business people/civil servants	_____
<input type="checkbox"/>	to lecturers/tutors	_____
<input type="checkbox"/>	Other? (<i>name them</i>)	_____

Listening

<input type="checkbox"/>	to friends and family	_____
<input type="checkbox"/>	to colleagues	_____
<input type="checkbox"/>	to shop assistants/ business people/ civil servants	_____
<input type="checkbox"/>	to lecturers/tutors	_____
<input type="checkbox"/>	to the radio	_____
<input type="checkbox"/>	to television or films	_____
<input type="checkbox"/>	Other? (<i>name them</i>)	_____

Reading:
ZK Matthews' Freedom For My People.

Extract

As I look back at it now, it seems that the most valuable experience at Lovedale was the intimate contact it provided among boys and girls from different groups and different parts of the country. This contact rubbed away whatever I still had of the strange notions one grows up with about members

of groups with different languages and customs. I got to know some of these languages, Xhosa and Zulu. I made fast friends with boys of these other peoples and learned through them that my own Tswana were not the only true humans in the universe. I had known such contacts before in the streets of Kimberley Location where, in my boyhood, I had played with all sorts of children, but when evening came we parted. Here at Lovedale, we lived and worked together and, in doing so, overcame our ignorance and our prejudice about each other.

Lovedale was not actually organised to encourage this kind of growth. Indeed, its set-up emphasized rather than minimized our differences. The main groups were in general separated by language. Xhosa-speaking, Zulu-speaking and Sotho- (or Tswana) speaking were placed in separate dormitories. I was told this had been done to prevent friction, for there had been pitched battles between members of different groups on the institution grounds. It was said to be a good thing for boys from the same general area to live together; it made them less homesick. Even sports at the school tended to be organized along language divisions. But in practice, we broke through all these institutional conceptions and barriers. The common life at the school provided a new basis for mutual knowledge, mutual living, for acquaintance and friendship. The crossing of lines took place in the most natural way, fertilising and changing ideas and attitudes. Close associations were formed which, as we all found later, provided the basis for cooperation in many spheres of life. If anybody had told me when I entered Lovedale that I would marry a Xhosa-speaking girl, I would have said he was talking nonsense. But that is precisely what I did. Before that, some of my most enduring friendships had been formed and they crossed all barriers of language, of custom and of place.

-
- a) Having read the extract, copy and complete Table 1 and file it in your portfolio.
 - b) Look up the meaning of each of the words in the first column and write it down in the column designated for this purpose (column 2).
 - c) Imagine that you have to explain the meaning of these words from the extract to the parent community of your school. Bearing in mind their education and/or literacy levels, enter the explanation you would give them, in English as well as in the home language(s) of these parents, in the columns respectively designated for this (columns 3 and 4). You may need to consult some of your colleagues to complete column 4.
 - d) Compare the dictionary definition of each word with your own two explanations. What does this comparison reveal about the issues raised in the questions e) and f) below? Write down your conclusion in the appropriate columns in the table (columns 5 and 6).
 - e) What is the difference between formal definitions and their adaptation for a specific target group/audience? Why do you think there is a difference?
 - f) Do you think that the human race would be more powerful if everybody spoke the same language? Why/why not?
 - g) Do indigenous languages have the potential to serve as languages of communication with the parent community of your school? Why/Why not?
 - h) Look through a variety of newspapers and cut out stories and letters related to language issues in South Africa. Would you say that on the whole the media you selected are supportive, dismissive or neutral regarding South Africa's multi-lingual policies?

- i) What does your answer suggest about the credibility of the media you have consulted?
- j) Would you say that your answer to the previous question is also true for media reports in South Africa in general? Cite at least one recent media article as an example.
- k) What does your answer to the previous question suggest in terms of the way you should interpret media reports to yourself, learners, teachers and the parent community at your school? Give a reason for your answer.

TABLE 1: WORDS AND MEANINGS

1 Word	2 Dictionary Definition	3 Your own explanation (in English)	4 Your own/Your colleagues' explanation (indigenous language)	5 Difference between definitions & reasons for this.	6 Communication potential of indigenous languages
Valuable					
Intimate					
Notions					
Customs					
Fast					
Humans					
Universe					
Ignorance					
Prejudice					
Friction					
Pitched					
Homesick					
Divisions					
Conceptions					
Barriers					
Mutual					
Acquaintance					
Fertilising					
Attitudes					
Cooperation					
Spheres					
Nonsense					
Enduring					



We suggest that, as you progress through this course, you should collect media articles on educational issues, preferably articles from different sources dealing with the same issue, and constantly assess them as you have done now and file them, with your critical reflection/assessment in the Critical Reflection section of your Learning File/Folder. The reading and analysis of such articles will serve three purposes: you will be up to date on debates in the education arena; your analytic skills will become more acute, and you will be more aware and perhaps more tolerant of the different perspectives people have on a single issue.



Note that we used a number of strategies to stimulate your thinking in the preceding exercise. These included:

- *Consciously taken note of the thoughts and feelings that the text arouses in you*
- *Relating the content of the text to your own experiences/circumstances*
- *Identifying unfamiliar words in the text, looking up their meanings in a dictionary and then rewriting these meaning in ways that make more sense to you*
- *Organizing unfamiliar words with their dictionary meanings and your own explanations (in English and your own language) in the form of a table.*

We suggest that you use these strategies in all the texts you read from now on since they facilitate the internalisation of new information and/or ideas.

- *First identify unfamiliar words in the text – underline or highlight them.*
- *Then look up their meanings in a dictionary and write these down in a table – perhaps alphabetically*
- *Now write down your understanding of the words in your own language.*
- *Translate your explanations into English that is understandable to you.*
- *Now read the text, consciously noting – jot notes in the margin if you wish – on the thoughts and feelings the text arouses in you.*

Having read the text, write a short summary of the text, including your opinions on the ideas expressed in it.

1.5 Language and identity

In the previous section we suggested that the 'kind' of language used in a particular context is revealing of power relationships. When South Africa adopted 11 official languages, some people called it a 'brilliant strategic move' and an indicator of good management. By creating a modern 'Tower of Babel', they argued, the government would, in effect, promote the use of English. This would not only save time and money, indicators of efficient management, but would also contribute to nation-building and global competitiveness, thereby transforming the image of the country.

Some argued that it was absolutely ridiculous to have eleven languages and that it made us the laughing stock of the world, especially since indigenous languages were 'under developed'. What they were implying was that English, as a language, is superior to all other languages in the world and is, therefore, a language of empowerment. Yet others felt that the recognition of indigenous languages was a sign of visionary leadership and that this was the only way to redress past imbalances and ensure that the African character of the country would not be lost.



What do you think? It is now more than a decade later. Whose predictions appear to be coming true – those who argued that we should become a truly multilingual country or those who argued that we would all become English speakers? Based on your response, do you think it was a good management strategy or was it a sign of visionary leadership?

Before you decide what your views are on this very sensitive issue, consider the extract from ZK Matthews' book again. Consider the way in which Lovedale was organized to emphasise difference and the way in which the children simply ignored these barriers.

- Decide for yourself what the extract suggests about the relationship between policy, practice and language.
- Do you agree with the relationship between policy, practice and language suggested by the extract?
- Is the relationship suggested by the extract supported in the Constitution of our country and in the Language-in-Education policy? What are your reasons for saying so?
- Is the relationship suggested by the extract supported in the offices and practices of the Department of Education, in schools and in classrooms – in terms of the language used in meetings, the language in which circulars and policies are written, the use of home language instruction, the teaching of indigenous languages, etc.? To what do you ascribe this state of affairs?



There is a substantial body of literature (see Reader) that supports the South African policy of additive multilingualism. Given the intent to create a South Africa in which everybody is multilingual, we need to promote multilingualism in the curriculum so as to ensure that our learners leave school as versatile and sensitive language users. Whichever position we take in this debate it is

important to remember that there is a need for great sensitivity when, for example, discussing issues such as the Language of Learning and Teaching (LOLT) at schools and in deciding which languages to offer as subjects at school. This is especially important if we bear in mind that a person's identity and the groups that s/he chooses to identify with are closely related to the language/s s/he speaks and/or the way in which s/he uses language to express her/himself.

There are many ways in which language contributes to the establishment and maintenance of personal and group identity. Think about the names that parents choose for their children and what this reveals about the ways they think and the groups they identify with.

Another example of group identification is the use of specific words or phrases that are identified with particular groups. Think, for example, of differences in the language usage of teenagers, adults and gang members. Teenagers are usually quite fond of using 'slang' (words or phrases that fall outside the standard way in which a particular language is used), whereas adults are more inclined to use the standard forms of language. Each gang, as you know, also has its own way of speaking and, often, one can identify the gang to which a particular person belongs simply by listening to the words or phrases the person utters.

According to Victor Stevenson, a language 'evolves from parent stock and in favourable conditions will spread far from its native soil, generating, as the Latin of Rome did, a family of distinguished offspring. Blended with one another ... it may produce a hybrid that is more vigorous than either of its parents, and displace other less energetic species'. However, he argues, language is 'prone to conception, decay and extinction. Like animals and plants, it has to face competition and undergo changing conditions. If it fails to adapt, it is reduced to insignificance, is given up by those who use it and perishes, for unlike tangible forms of nature, a language has no life of its own. It exists solely on the lips of its speakers, and its fate is bound up ultimately with the fortunes of those who use it.'

The language that the interviewer and prisoner (Magadien) use in the following extract from Jonny Steinberg's book, *The Number*, which focuses on prison gangs, provide you with a good example of the way in which a person's use of language – his/her choice of words and phrases – reflect the group/s with whom he/she most closely identifies him/herself.

The Number *Jonny Steinberg*

'The nicest thing about gangsterism,' Magadien tells me, 'is that our place is like a library. There are lots of passages. You get locked in and there's no way out. We knew those passages like no-one else. The Fancy Boys, the Mongrels, they'd chase us into our territory and we'd disappear into the maze. Then we'd corner them. We'd appear from over the fences, out of the gardens and beat the shit out of them.'

'How violent was it?' I ask.

'We killed a member of the New York Yankees on their turf,' he replies dispassionately, 'because they nearly killed one of our members the previous Sunday morning. So we retaliated. And we killed one of the Fancy Boys because they killed one of the Gypsy Boys. We were allied to the Gypsy Boys. If they were in trouble, we would step in.'

'The coloureds complain about crime,' he says. They say that gangsterism is the scourge of their communities. They are a bunch of hypocritical fuck-ups. It's not just that you get three generations of one family smoking buttons together. It's that our parents were on our side. The blood made them as crazy as it made us.'



Did you notice the difference in the way the interviewer/writer uses language and the way Magadien does? Not only is Magadien's language usage much less formal and emotive but it contains words and expressions typical of 'gang speak': 'shit' and 'fuck-up', which are commonly regarded as vulgar; 'turf', which is typical gang speak for 'our area/territory; 'buttons', which is a gang term for a specific kind of drug. Even so it is very vibrant, an example of the kind of vigorous hybrid Stevenson mentions. We wonder if the mixture of languages in South Africa might eventually give rise to the emergence of such a common hybrid, one without negative political associations, which everybody understands and with which everybody is comfortable. What do you think?

The 'gang speak' in this text could be compared to the language of specific sporting codes. If one were to listen to a group of people discussing one of our national sports it would be quite easy to know which sport they were discussing, even if they never mentioned the name of the sport – the language they used would give them away. If they were talking about 'scrums', 'tackles', 'tries', etc. we would know they were talking about rugby, while words or phrases like 'leg before wicket', 'a six', or 'bat', would signify that they were talking about cricket. Think of terms specific to soccer, athletics, tennis or swimming, and you'll know exactly what we are talking about.

Different professions also use jargon – terms specific to their profession. Think of medical doctors, lawyers, auditors, engineers, pilots, carpenters, and builders, for example. Often it is very difficult for the layperson to understand exactly what these people mean when they start talking like that, and this may have a negative effect on communication.

Bearing the above in mind it is extremely important for anyone who wishes to communicate with others to refrain from using jargon that the audience might not understand, jargon that could cause a breakdown in the communication process. This is especially relevant to educators. Because you are part of the education community/group you know its language but your audience may not or, as importantly, may attach different meanings to the words you use than you do. When you talk, for example, about the NCS, ADSL, DoE, NQF, LSEN, curriculum, inclusion, discipline, facilitators, assessment, evaluation, and so forth, they may not understand what you are talking about or may interpret these words and acronyms differently from you, simply because they operate in a very different sphere of activity. It is, therefore, very important for you to use language carefully, to clarify terms that might be misinterpreted and to check continually whether or not your message is understood the way you want it to be understood.

1.6 Language and education

South Africa is unusual in having a large number of official languages: 12, including South African sign language. **The Constitution** (RSA 1996b), recognizing the 'historically diminished use and status of indigenous languages' in South Africa, not only protects every South African's language rights but also stipulates that the State should take 'practical and positive measures to elevate the status and advance the use of' indigenous languages'. More specifically, the Constitution safeguards the right of all South African citizens to 'use the language ... of their choice' and to 'receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable...'

According to Inglis, Thomson and Macdonald (2000:3), language and learning research shows that the way in which people learn, and their attitudes to different languages (especially the language of learning and teaching – LOLT – and their home language) affect their motivation and performance as learners and language users. This has an impact not only on their performance in their language courses but also on their performance in other learning areas and subjects.

Research conducted in 1991 by Macdonald and Burroughs to determine the language ability of learners who were in the process of switching from learning English as a subject to English as their LOLT seem to support these views. Their research findings indicated that these children were not ready to learn up to ten subjects in English when they entered Standard 3 (now Grade 5). The reasons for this, the researchers found, was that these learners' listening, speaking, reading and writing knowledge and skills were poorly developed - in both the first and second languages - and that the whole learning situation in the early grades was too limited to prepare children for the range of skills which they would need [Macdonald & Burroughs 1991:4-5]. Is this perhaps one of the reasons for the high failure rate in Grades 11 and 12?

Informed by the constitutional principle of language choice and by an awareness of the crucial role that language plays in education, **the South African Schools Act** (SASA)(RSA 1996a), gives schools the right to determine their own language policies, subject to certain conditions. Language rights and the promotion of multilingualism are also addressed in a number of education bills and policies, key among them being the Language-in-education policy (see Unit 5 of this module for a discussion of this policy). The central role of language development in attainment in all subjects and/or learning areas is also addressed in the *National Curriculum Statement*. Consider, for example, the implications of the critical outcome that learners should be able to 'communicate effectively using visual, symbolic and/or language skills in various modes' (DoE 2002a: 11), and the learning outcomes for First Additional Language in Grades R to 9. These outcomes stipulate that all learners must be able to:

- 'Use language to think and reason, as well as to access, process and use information for learning, and to

- 'Begin to understand concepts and will learn new skills and strategies for thinking and accessing information in their other Learning Areas' (DoE 2002b: 12).

Language proficiency is also highlighted in the **Norms and Standards for Educators** (DoE 2000), which stipulates that all teacher education programme should enable prospective teachers to:

- Use the language of instruction appropriately to explain, describe and discuss key concepts in the particular learning area/subject/discipline/phase.
- Use a second official language to explain, describe and discuss key concepts in a conversational style.
- Understand different explanations of how language mediates learning: the principles of language in learning; language across the curriculum; language and power; and a strong emphasis on language in multi-lingual classrooms.
- Make judgements on the effect that language has on learning in various situations and how to make necessary adaptations.

Moreover, all teacher graduates should, in interpreting and designing learning programme, be able to write clearly and convincingly in the language of instruction, and use a common word processing programme for developing basic materials. As scholars, researchers and lifelong learners, teachers should also be numerically, technologically and media literate; be able to read academic and professional texts critically, write the language of learning clearly and accurately, and understand current thinking about technological, numerical and media literacies with particular reference to educators in a diverse and developing country like South Africa. In the National Framework for Teacher Education (2005:12-13), developed by the Ministerial Committee on Teacher Education, the importance of teacher development in terms of 'literacy and numeracy across the whole curriculum' is strongly emphasized, 'if for no other reason than to enable teachers to continue to learn from reading'.

Have you seriously considered the implications that these rights have for the management of teaching and learning? Are you able to teach equally well in more than one language, or in a LOLT that is different from your home language? Do you perhaps not do as well as you should in your studies because you are not proficient enough in the LOLT of the Higher Education Institution at which you are furthering your studies?. Do you, in communicating with the communities served by your school, take their language preferences and their levels of literacy into consideration? Do you code switch at meetings and/or in your classrooms and schools? Do you use translators? How do you communicate with people who can neither read nor write, as may be the case with a large portion of the parents?

These questions are important given that the inclusion of language rights in the Constitution and the Bill of Rights did not automatically create an environment where all South Africans are multilingual or where all languages are treated equitably. In fact, indications are that English has been chosen as the language of teaching and learning (LOLT) in the vast majority of South African schools regardless of the fact that. This is the case even in schools where many learners and/or teachers do not have English as their home language or are not 'proficient' in it. Also, as you would have realized in doing some of the earlier exercises,

English has also implicitly been adopted as the common language of communication in the country.

This said, while many South Africans speak at least two or more languages fluently, there are still some people who speak and understand one language only. Interestingly enough, a recent market survey of language proficiency in the country indicated that Zulu home language speakers currently seem to be most multilingual, with many of them being able to speak at least three languages. Also, the fact that the majority of South Africans can converse in more than one language does not mean that they are necessarily 'proficient' in more than one language because many of them can neither read nor write all the languages they speak. In fact, many people, especially in the deep rural areas cannot read or write at all, not even in their home language.

1.7 Conclusion

In this unit we have looked at the way novelists, poets, theorists, policy makers and journalists use language to inform, educate and influence people. We also briefly described how the communication process works. We have also indicated how you, as a student could use different language skills to support your own studies.

In the units that follow, each of the aspects we introduced in this unit will be dealt with in more detail, gradually enabling you to apply the knowledge and understanding you gained in this unit to your own learning as well as to the management and leadership activities in which you are engaged. More specifically, you will be shown how to use listening, speaking, reading and writing in ways that will enhance your communication with others inside and outside your school context.

We suggest that you keep coming back to this module. Reread it. Rethink the ideas and continuously apply what you have learnt here in your own communication with others.



- Effective communication involves more than words: it also includes mastery of non-verbal communication codes such as body language, tone and facial expressions
 - It is the ability to use language for communication purposes that makes human beings more powerful than other living creatures.
 - When people communicate they choose words that suit their purpose and target audience.
 - The language variety that people choose reflects their origin, attitudes and beliefs even when they are unaware of this.
 - The language group to which one belongs contributes to one's identity
 - Language proficiency is crucial to learning.
-

Let's Talk!

unit

2

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Let's Talk!

2.1 Introduction

In the previous unit we briefly explored the reading and writing of academic texts as a means of determining existing knowledge on language in general and language-in-education in particular. We also looked at some of the techniques used in constructing academic argument and you were given the opportunity of constructing an argument of your own using academic texts as resource material.

In this unit we shall be looking at other ways of gathering knowledge, with the focus on listening and talking. More specifically, we shall be looking at ways in which you could improve your own listening and talking skills; at ways in which you could use information gathered during talking and listening as a basis for needs analyses; and on how you could apply this knowledge and these skills in advocacy campaigns that would benefit your school.

Unit 2 learning outcomes and assessment criteria

At the end of the unit you should be able to demonstrate the ability to collect and share information, ideas and understanding of policies orally. In order to determine whether or not you have acquired the knowledge and skills to do this, we shall expect you to provide evidence that you can:

- Listen to the opinions and/or views of a wide range of people
- Construct and use an interview schedule to gather information, opinions and/or attitudes about specific issues that impact on the development of your school
- Chair meetings, debates and/or discussions on issues relating to your school and the immediate school community
- Deliver a public address or speech related to a problem experienced by your school and/or immediate school community
- Manage an advocacy campaign aimed at solving some or other problem at your school that is currently hampering its progress and/or development.

Some of the issues touched on here will be explored in more detail in the core modules *Lead and manage people* and *Manage organizational systems, physical and financial resources*.

2.2 Oral communication as an element of management and leadership

Communication (reading, writing, speaking and listening) is an important part of effective management and/or leadership. In a sense all the management functions – planning, organizing, controlling and evaluating – depend to a greater or lesser degree on one or more of the communication skills. It is, therefore, of the utmost importance that all managers and/or leaders should be confident, proficient communicators.

In the previous units we focused on reading and writing as communication skills. In this unit our focus is on speaking and listening – the oral communication skills.



Stop and think for a moment of all the instances when a manager and/or leader has to use his/her speaking and listening skills in order to inform, initiate and motivate others. List these, indicating how the way in which the manager/leader applies them differs from situation to situation. When, for example, is it more important for him/her to listen and when is it more important for him/her to talk? How does the way s/he talks in a staff meeting differ from the way s/he talks to learners at assemblies or to parents at teacher/parent gatherings?

2.3 Listening as a management/leadership skill

You might think that it is silly to spend time learning to 'listen'. After all, you have been listening all your life – to the sounds around you, to music, to people talking, to those in authority giving you instructions, to preachers, to politicians, to advertisers. The list goes on. But have you really heard? Have you really picked up on the meanings behind all these sounds?

2.3.1 Oral communication as a leadership skill

Listening involves a number of skills that can either be taught or acquired through practice. To be a good listener, one not only has to listen to what a person says but also to how s/he says it. For example, think about what we said about 'tone' in Unit 1.

Very often the way a speaker feels about the subject, person, issue or event s/he is talking about is reflected in the tone s/he uses. How, for example, would you speak the italicized words in the text below?

Nelson Mandela spent twenty-seven years in prison, eighteen of them on Robben Island breaking rocks into little rocks, a totally senseless task. The unrelenting brightness of the light reflected off the white stone damaged his eyes so that now when you have your picture taken with him, you will be asked not to use a flash. Many people say, "What a waste! Wouldn't it have been wonderful if Nelson Mandela had come out earlier? Look at all the things he would have accomplished."

(From: Desmond Tutu: God has a Dream)

Why would you say these words in this way? What does the way you say them reveal about your feelings/emotions and/or your opinion of Mandela? Do you think that this is the way the writer would have wanted you to say them? Why/why not?

The second thing one should do when listening to what someone else is saying is to assume the speaker has something worthwhile to say, that s/he is not simply talking because s/he likes to listen to the sound of her/his own voice. In adopting this attitude you would be showing respect to the person to whom you are listening, even if you disagree with what s/he is saying.

Allied to this is the notion of 'attentive listening', that is, really paying attention to what the person is saying and to let him/her know that you are doing so. This does not mean that you should interrupt the speaker whenever you want to; rather, it suggests that you provide him/her with continuous feedback – by means of body language, facial expressions, et cetera. You could, for example, smile, nod your head, make affirmative 'hmm' noises or, if you doubt the validity of what s/he is saying, you could always raise an eyebrow or pull down the corners of your mouth. These non-verbal signs will show the speaker that you are 'tuned' in to him/her, and that s/he is not speaking to her/himself.

Reading another person's body language is an important part of listening. We have, already indicated how you could use body language – non-verbal clues – to

indicate your attention, approval and/or skepticism (doubt) to the speaker. Of course, when you are the speaker and you pick up these signs you will know what they mean and should be able to respond to them in appropriate ways. If your audience starts fidgeting, for example – shifting around in their seats, crossing and re-crossing their arms and legs, or starting to look around the room – you should realize that you have ‘lost’ them, and that you need to do something to recapture their attention. Another example is the person looking at his/her watch while you are speaking to him/her.

When this happens you should know that s/he is more interested in ending the conversation than in what you are saying and you should probably stop talking and leave.

Good listening also means that you should make sure that you understand what the speaker is saying. The easiest way of doing this is by asking questions. If you do not understand a word, phrase or term, ask for clarification. If you are not sure that you are following the argument, summarize what you think it is and ask if this is what the speaker is saying. Just make sure that you do not interrupt the speaker so often that it impedes the flow of the conversation. Otherwise you’ll be just like a netball, soccer or rugby referee who stops the game from flowing because s/he is forever blowing the whistle!

Can you see that ‘listening’ is much more than ‘hearing’? How would you rate your own listening skills? Do you give other people the chance to finish what they are saying, or do you tend to interrupt them all the time? Do you judge the quality of what a person is saying by the pitch of his/her voice, the tempo or volume at which s/he speaks, the harshness or gentleness of his/her voice? Do you allow a person’s appearance, pronunciation, race, culture, sexual orientation or religion to cloud your judgment of what s/he is saying? If you can honestly say that you are not guilty of any of these things, you are an excellent listener and, probably an outstanding speaker already. If not, we trust that this unit will help you develop these skills.



Try out your listening skills next time you have a conversation with someone. Evaluate yourself in terms of the points described earlier and decide whether or not you are a good listener. If not, what can you do to improve your listening skills? You might perhaps also like to watch a panel discussion on television to evaluate the interviewer’s listening skills.



2.3.2 Listening with intent

You will remember from Unit 1 that communication always has a specific purpose: people communicate to express feelings, share ideas or information, try to persuade someone to their point of view, etc. This is as true for listening as it is for speaking, reading or writing. When you listen to somebody speaking you usually do so because you have a specific purpose. Knowing what this purpose is enables you to listen much more attentively and to identify the ‘message’ of the communication. Let’s consider a few imaginary situations to illustrate this.

Scenario 1

Imagine that you are watching a soapie – Egoli or Isidingo – on television. What is it that you are listening for when you listen to the characters speaking to one another? Are you listening for facts, for attitudes, for ideas or simply for enjoyment? How does your purpose influence the way you are listening? Would you be taking down notes to remember what people are saying? Why or why not?

Scenario 2

Now imagine that you are at an SGB meeting. The chairperson of the SGB is addressing you on school fees. S/he is concerned about the fact that so few parents are able to afford the school fees and that, consequently, the school is struggling to provide the teaching/learning materials that are required for successful learning. Would you be taking down notes now? Why/why not? Would you be listening for information, for opinions or for both? In which other ways would the way you are listening now differ from the way in which you listen to your favourite soapie?

Scenario 3

Imagine that you are a member of the school's disciplinary committee. Would your purpose in listening to the complainant – i.e. the person on whose recommendation the disciplinary hearing is being held – differ from your purpose in listening to the accused – i.e. the person who has been brought before the disciplinary committee? If yes, what would your purpose be in each case? Would you be taking notes in this case? Why/why not?

**Scenario 1**

The reasons one watches soapies on television include wanting to relax, wanting to see what happens next, wanting to imagine that one's own world is like the world in the soapie. In other words, one often identifies with the characters one likes and judges the ones that one dislikes. It follows that one would probably listen to facts, pick up attitudes and guess what is going to happen next. One would definitely not be taking down notes, simply enjoying what is happening.

Scenario 2

The kind of listening one does at an SGB meeting is entirely different. You would definitely be making notes, albeit brief ones, on what the chairperson is saying so that you can refer to it in the subsequent discussion. You would, therefore be listening for information as well as for opinions so that you can respond to both.

Scenario 3

You should be listening to both with equal attention and without allowing your own bias towards one or the other and/or your prejudgment about the person's guilt or not to influence the way you listen. You should, in this case, be focusing on the facts both parties present, taking down notes so that you can compare the different versions afterwards to determine similarities and differences and/or to ask more probing questions from each.

Assignment 1



Now let's apply what we have explored in this unit to a real management situation. Imagine that you have been asked by the district/regional office of the provincial education department to find out whether or not teachers, parents and learners would support the introduction of values and human rights education at school.

In order to do this, you need to interview each of these groups separately and inform the department of the outcome. To help you gather relevant information, the district/regional office has provided you with the following list of fifteen questions that you may choose from or add to at your own discretion.

- If I were to ask you what a value is, what would you say?
- Do you think that it is important for children to learn the values their forefathers thought were important? Why/why not?
- Who should be teaching values to children – parents, teachers, preachers or someone else? Why do you say so?
- Which values are most important to you? Why?
- Do you think that all South Africans should live their lives according to the same value system? Why/why not?
- It is said that South Africa has one of the most progressive Human Rights Bills in the world. Do you agree or disagree with this statement? Why/why not?
- Do you know which rights are detailed in the Human Rights Bill? Could you tell me what some of them are?
- Do you think that schools should teach children about their rights? If yes, how should this be done? If no, who should?
- Do you think teachers have rights too? And parents? If so, what are these rights?
- Do you think that the teaching of human rights is likely to have a positive or negative effect on adult-child relationships? Please explain why you think so.
- Are values and human rights the same thing? If not, how do they differ?
- In which subjects or learning areas do you think it would be easiest to teach values and/or human rights?
- Is the teaching of values and human rights a form of indoctrination? Please give reasons for your answer.
- Are you familiar with the content of the Values Manifesto? If so, do you agree with what it says? Why/why not?
- What would you say if I said that the introduction of values teaching is simply a government strategy to lure people away from religion?

Note:

For this assignment ask each group you interview only seven questions. You may choose which questions to ask which group but in each case you should determine:

- The group members' knowledge and understanding of the Bill of Rights
- The value/s the group members find most important
- The group members' understanding of the difference between values and human rights

- The group members’ attitude towards the inclusion of values and human rights in the school curriculum
- The group members’ suggestions about the best way to teach values and human rights to children
- The group members’ perception of the impact that values and human rights education would have on adult-child relationships.

Now, let’s start with the project.

STEP 1

Keeping the required outcomes of your interviews in mind, indicate in the table that follows, which questions you would ask of each group; why you would choose those questions (your intention), i.e. what you hope to get/learn from their responses – are you hoping to find out how much they know/understand or are you listening for feelings/emotions behind the words or both?

Remember that some of the questions may be asked of more than one group **but** you must ask each question at least once, **and** the three sets of questions may not be exactly the same.

STEP 2

Having decided which questions you are going to ask, you now have to compile what academics call ‘an interview schedule’. To do this, you must decide:

- In what order you are going to ask the questions to get the best results
- How many people from each group you need to interview to get a true picture of attitudes of member of that group towards values and human rights education
- Whether you are going to conduct individual or group interviews
- How long – approximately - each interview will last
- When you plan to conduct these interviews
- Where the interviews will be conducted.

Your interview schedule might resemble the example below but it might also look very different. Please feel free to devise your own format, one that will best suit the circumstances of the interviewees and yourself.

TABLE 2: INTERVIEW SCHEDULE OUTLINE

GROUP TO BE INTERVIEWED	QUESTIONS TO BE ASKED	INTENTION
PARENTS		
TEACHERS		

GROUP INTERVIEWED	QUESTIONS ASKED	VERBAL RESPONSES	NON-VERBAL MESSAGES
CONCLUSION			
TEACHERS			
CONCLUSION			
LEARNERS			
CONCLUSION			

STEP 5

Based on your coded data you should be able to reach a conclusion on interviewees’ knowledge, opinions and/or attitudes regarding the introduction of values and human rights in education and you should then be able to provide the department with the kind of feedback that they require. To give you some guidance, read the example below.

Interviewing is also discussed in Core Module *Lead and manage people*. We suggest that you read the section that deals with interview (Section 1.4) before you conduct your interviews.



Example of data coding and conclusions drawn from the data

Table 4 (repeated in the Template section with just the column headings) provides you with an example of coded data on another topic, namely ‘Inclusive Education’. The researcher in this case observed a training session on Inclusive Education with a view to determining its effectiveness. In order to do so she conducted interviews with the two facilitators and three of the participants. The training session focused on four dimensions: screening, identification, assessment and support (SIAS).

She then entered the raw data – interviewee responses - in the column, identified common themes and reached conclusions about the effectiveness of the training. Study this example to see how you should go about moving from the raw data to conclusions.

TABLE 4: EXAMPLE OF DATA CODING

GROUP INTERVIEWED	QUESTIONS ASKED	VERBAL RESPONSES	NON-VERBAL MESSAGES	CONCLUSION
<i>Facilitators</i>	Do you think the training is helping participants to understand how some of the principles in White Paper 6 can be put into practice? Please explain your answer.	Some - the embedded constructs. Yes. Offered them the opportunity to engage with principles but limited time resulted in limited understanding.	Hesitated before answering, suggesting uncertainty. Smiled & nodded head enthusiastically suggesting satisfaction.	Agreed that training had contributed to better understanding of constructs but that time was too limited for them to engage with principles and/or gain a deep enough understanding.
	Did the training help participants to better understand barriers to learning, development and participation/within their own school context? Elaborate.	<i>Hmm. Imagine so because so clearly presented in text and followed in training. Reflected in case studies.</i> Limited. Needs more than one exposure to properly apply. Over ambitious to expect attitudinal changes.	Frowned, suggesting uncertainty. None.	Facilitators seemed unsure but hoped that this was the case. One of them indicated that once-off training was insufficient and expressed doubts about impact on attitudes.
	Has this facilitation process given participants enough guidance in how to screen, identify, assess and support learners according to the Manual? Please explain your answer.	Processes too complex for them to get understanding of application in such a short time Overview, but detailed knowledge and mechanisms to do this require further development.	None. Shook head vigorously suggesting disagreement.	Indications are that participants gained basic knowledge only but needed more practice in applying processes. Facilitators agreed that the training had given trainees new knowledge but that this was not

GROUP INTERVIEWED	QUESTIONS ASKED	VERBAL RESPONSES	NON-VERBAL MESSAGES	CONCLUSION
				sufficient. One facilitator indicated that the time was too short for changes in attitude.
<i>Trainees</i>	Do you think the training is helping you to understand how some of the principles in White Paper 6 can be put into practice in your school? Please explain your answer.	Helped me to understand inclusion. Did not know anything about it earlier on.. Too much information in too short space. Need 3-5 days. Training insufficient: case studies were too elementary.	Nodded head up and down, suggesting agreement. None. Shrugged shoulders, suggesting uncertainty.	Trainee responses and non-verbal messages indicated that training most benefited those who had known little or nothing about inclusive education prior to the workshop.
	Did the training help participants to better understand barriers to learning, development and participation/within their own school context?	Partially. The topic is critical but more clarity is needed on terminology and strategies to cascade into schools. Don't think so, not familiar with barriers and different types (Down's syndrome/dyslexia). Not enough information regarding specific 'labels' given to learning barriers.	None. None. None.	Trainees' responses indicated that they had not yet learnt enough about barriers to give them the requisite confidence to deal with these on their own.
	Do you think the training has equipped you to undertake assessment for identification and screening of barriers to learning experienced in your school context?	Partially. Information is there but limited. Very limited. Trained to summarise Workplan 6 and to screen & identify only. Participants should be taken through each aspect step by step.	None. None. None.	Responses indicated that SIAS training had only partially equipped trainees with skills required to assess for identification of barriers to learning.

GROUP INTERVIEWED	QUESTIONS ASKED	VERBAL RESPONSES	NON-VERBAL MESSAGES	CONCLUSION
<i>Conclusion</i>				Trainees indicated that they had benefited somewhat from the training but felt that it had not been enough to give them the necessary confidence to implement inclusive education.



Note that each interviewee's response is recorded separately, in their own words but that the conclusion is a summary of all the responses taken together. Also note that the researcher, when recording the non-verbal clues, added her interpretations of these messages but that she did not do this when recording interviewees' words.

STEP 6

The next step is to write a short report to the District/Regional Office. This report must be based on your conclusions for each group. You should indicate whether or not all groups feel the same about the issue. If not, you should indicate the differences. Based on your conclusions and, if you wish, further reading on the subject, indicate whether or not you think the Department should proceed with the introduction of Values and Human Rights Education in schools. In our example, the researcher indicated in her report that there was agreement between facilitators and trainees that the workshop had been of some benefit to them, especially to those who had not previously known anything about inclusive education. Based on this conclusion, she recommended that follow-up training should be done with specific reference to the use of the SIAS (screening, identification, assessment and support) processes.

STEP 7

Finally, write a covering letter to the District/Regional Head, reminding him of your brief, explaining how you went about collecting and analyzing the data and briefly summarizing the outcome.

STEP 8

Reread both your letter and your report, making sure that there are no spelling or grammar errors.

STEP 9

Collate your interview schedule, a copy of your coded data, your report and the letter and submit the whole package to your lecturer for assessment purposes.

2.4 Talking as a leadership skill

As indicated earlier in this unit, talking is part and parcel of all leadership activities. In the first activity in this unit you listed the different ways in which managers/leaders adjusted their 'talk' to suit specific purposes and/or target audiences. Let's now look a little more deeply into three kinds of talk at which people should be proficient if they aspire to manage and/or lead others, namely welcoming and introducing people, making presentations, and facilitating meetings/workshops.

2.4.1 Welcome and introductions

Because introductions usually form part of the welcome, we shall be exploring welcomes and introductions simultaneously.



Imagine that you are the school principal or the chairperson of the SGB and that you are chairing a parents' meeting at the school. How would you welcome those present? Whom would you introduce specially and how would you do it? Write all of this out, practice it - in front of the mirror if you wish - and then ask one of your colleagues if you could deliver it to him/her for critical comment.



We suggest that your welcome and introduction speech should include at least the following:

- *An indication of the nature and purpose of the meeting*
- *Introduction of special guests and/or guest speakers*
- *A request that the audience should maintain a moment's silence or stand for a prayer if this is the custom of the particular group and/or if it is appropriate under specific circumstances.*

2.4.2 Making presentations

Most of us are actually quite nervous at the prospect of having to make a presentation. We forget what we wanted to say, our throats go dry, we have butterflies in our stomach and we stutter or stammer when we first start to speak. The best way of overcoming these barriers is to ensure that we are well prepared.

A good presentation is one that is well prepared, audible, clearly delivered and, where appropriate, supported by visual aids (for example overheads and/or handouts). Professional speakers suggest that, for each minute you intend to speak, you should spend one hour reading or researching the topic. In other words, if your presentation is 20 minutes long, you should spend at least 20 hours preparing for it. Of course, if you are an expert on the topic, your preparation time will be much less!

The preparation of key notes also helps one to feel less nervous. The operative word is 'key', meaning short and to the point. Do not simply read your whole speech to the audience. That is a sure way of losing them. Some speakers do write out their speeches in full first, and then make notes to help them remember important points. Others, usually very experienced ones, simply prepare an outline, then do their reading and research, jotting down relevant facts, and use this as basis for their notes. Whichever approach you choose, you should write down at least the following aspects:

- The aim/purpose of the presentation
- The beginning/introduction and the conclusion, summary and/or call to action
- The points that you wish to make and an indication of how you plan to illustrate them (e.g. jot down things like 'lazy joke'; 'shop owner's story'; 'census figures' next to the point where you want to use them).

It is not a good idea to memorize your speech because this is likely to inhibit your spontaneity (natural behaviour) and prevents you from adjusting it when you see that your audience is not 'with you'. Remember what we said earlier in the section on listening – you should be sensitive to the body language and/or facial expressions of the audience. Just make sure that your notes are numbered and easily manageable – using a library card size piece of cardboard for each point works particularly well and that you speak clearly.

You could also overcome your nervousness by making the audience laugh. Not only will this get them on your side but it will also calm you down before you embark on the serious business of sharing information or persuading those present of the validity of your point of view. If you are not good at telling jokes, you could share an anecdote (a brief, real-life story), read a newspaper article or poem (remember Mandela's reading of 'Kind'), or present the audience with statistics or famous quotations. All of these should, however, serve as illustrations of the topic to be discussed, as is the case in the example that follows. Study it and then answer the questions that follow.

Example

On Saturday night, 13 June 1998, four young men from Johannesburg Central broke into a house in a neighbouring suburb. The young men, who had been drinking heavily, found a suburban family, the parents and two young children, sitting down to dinner. Armed with handguns, they shot both parents dead and raped the daughter while the son cowered in the bathroom. The attackers left in the family car and were arrested later that night when the vehicle was spotted outside a nightclub in central Johannesburg.

The incident had an immediate and sharp response. Local residents of the area mobilized to close the streets, politicians were lobbied, prayer meetings were held and a petition was signed, calling for the return of the death penalty.

Questions ?

- Based on this extract, what do you think this presentation will be about? Explain how you reached this conclusion.
- Do you think that this introduction will attract the attention/interest of the audience? Why/why not?
- Mention two other, equally effective, ways in which the speaker could have introduced this particular topic?

- Pretend that this is the introduction to your presentation. What would you say next? Why?

Planning your speech

In planning your speech you should follow more or less the same steps you followed in preparing to write your academic essay, i.e. read up on your topic, make notes, collect examples or evidence to illustrate your points. The only things that are different here is that you should also prepare visual aids if required and that you should use a delivery style that is appropriate for your audience. Do not use academic speak unless you are speaking to academics only.

The language of presentations

In planning your presentation you should be absolutely clear about its purpose. Is its purpose to inform, is it to advocate/persuade, or is it to mobilize people into action. While the content of all these types of presentations might be the same, the way you will structure and present them will be very different.

If the primary purpose of your presentation is simply to share information (for example the content of a new policy document, or the state of the school's finances), it will probably be very factual and you, as the speaker, will present it in an objective, unbiased way. At no stage will you present your point of view; you will simply be sharing what you know with others, and they can do with the information whatever they want to. You will, in other words, be speaking to their 'minds' rather than to their 'hearts'.

If the purpose of your presentation is to advocate a cause (for example the inclusion of severely handicapped children in mainstream education), or to persuade the audience of your point of view (for example, that it is the duty of all parents to support school activities), your presentation will be much more emotive. In this case you will be speaking to their 'hearts', trying to get them emotionally involved in the issue/s that you are addressing. The words you use will, therefore, be carefully chosen to arouse the emotion that you feel is appropriate and you will, as a matter of course, share your opinions or points of view on this issue with them. Such a presentation will typically end with a 'call to action'.



Let us now look at two speeches as examples of planned talking.



Having read both extracts, answer the questions that follow and file them in your portfolio.

Citation for the Nobel Peace Prize - October 16, 1984

(Reproduced from Archbishop Tutu. Prophetic Witness in South Africa. Edited by Leonard Hulley, Louise Kretzchner and Luke Lungile Pato. Human and Rousseau Pty Ltd. Cape Town. Pretoria. 1996)

The Norwegian Nobel Committee has chosen to award the Nobel Peace Prize for 1984 to Bishop Desmond Tutu, General Secretary of the South African Council of Churches.

The Committee has attached importance to Desmond Tutu's role as a unifying leader figure in the campaign to resolve the problem of apartheid in South Africa. The means by which this campaign is conducted is of vital importance for the whole of the continent of Africa and for the cause of peace in the world. Through the award of this year's Peace Prize the Committee wishes to direct attention to the non-violent struggle for liberation to which Desmond Tutu belongs, a struggle in which black and white South Africans unite to bring their country out of conflict and crisis.

The Nobel Peace Prize has been awarded to a South African once before, in 1960 when it was awarded to the former president of the African National Congress, Albert Luthuli. This year's award should be seen as a renewed recognition of the courage and heroism shown by black South Africans in their use of peaceful methods in the struggle against apartheid. This recognition is also directed to all who, throughout the world, use such methods to stand in the vanguard of the campaign for racial equality as a human right.

It is the Committee's wish that the Peace Prize now awarded to Desmond Tutu should be regarded not only as a gesture of support to him and to the South African Council of Churches of which he is leader, but also to all individuals and groups in South Africa who, with their concern for human dignity, fraternity and democracy, incite the admiration of the world.

The Word Power Series

(Paper delivered by Jan Vorster at the National Didactics Symposium on 29 June to 1 July 1994 at the University of Pretoria).

"The doors of culture and learning shall be opened. Education shall be free, compulsory, universal and equal for all children."

"Equal opportunities for education, including equal standards in education for every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the State."

Between the desirable and the feasible, as these two quotations from the Freedom Charter (1955) and the Report of the De Lange Commission (1981) illustrate, falls the shadow of our everyday South African reality. Here, as in other developing countries, the educational system has always been characterized by unequal access to opportunities, a lack of suitably qualified teachers, low pupil participation and high dropout rates, overcrowding of facilities, and the absence of a culture of learning.

Research in Third World countries has shown, moreover, that it is neither possible to change educational systems overnight, nor to remedy the defects of an educational system either by decree or by mere formulation of policy.

There are, however, better and worse ways of spending money, and it is manifestly more effective to spend money on suitable textbooks than, for

example, on precipitate efforts to improve the teacher-pupil ratio regardless of teacher competence.

Questions?

- What, according to you, is the primary purpose of each presentation? In formulating your answer, you should consider the titles, the type of language used in each, and the way each address has been structured.
- Which of the two presentations is more factual? Refer to the text to justify your answer.
- How does each attempt to 'draw' the audience into the presentation, i.e. to involve not only their 'head', but also their hearts?
- Do you think that the quotations used by the presenter of the second presentation are well chosen in terms of his topic? Justify your answer.
- While neither of the presentations includes an explicit 'call to action', one of them does so in a very subtle way. Which one is this? Quote the part that implies the specific course of action and explain why you regard it as such.
- Write an explicit 'call to action' as a conclusion for the second presentation, pretending that you had read the entire speech.

our comments

In order to judge whether or not a presentation leans towards the factual or the emotive one needs to understand the difference between a fact and an opinion as well as the difference between language that is factual or emotive.

*At the most elementary level, a fact is something that can be verified by actual evidence/proof, while an opinion is simply an expression of the point of view held by a specific person or group. For example, the statement, 'The majority of South African are black', can be verified by checking census data and/or the population register and is, therefore, a **fact**. The statement, 'Everybody, all over the world, should adopt English as a medium of instruction at school level' is simply an opinion with which not all people would agree. In order to persuade others to agree with this opinion, the person/group who holds it will have to try to persuade them – by means of factual information (statistical data, for example) or by means of emotive language.*

Most of the words we use have both a **denotative** (factual) and a **connotative** (associative) meaning. The denotative meaning of the word, 'terrorist', as defined in a dictionary, is 'a person who spreads terror/fear amongst other people'. If this was the only meaning attached to this word, one could call rapists, murderers, and even nations who wage war on others 'terrorists'. The word is, however, more commonly associated with underground/secret groups who plan to overthrow a government and/or take over the governance of a country from its 'rightful' leaders. When the word is, therefore, used in a speech or in a piece of writing, most people associate it with armed rebels and the emotions this association arouses in them will influence their response.

activity

2e



time allocation

± 15 min



One's choice of words could also reflect one's hidden prejudices and/or bias. Consider, for example, the words in the table that follows (Table 5). The 2nd column contains words that are normally regarded as neutral/unbiased in most contexts. The words in the last column, however, convey bias – in favour of something (approval) or against something (disapproval). Study these words and then enter them in either the favourable or the unfavourable column of the table as illustrated in the example (see first row of the table).

TABLE 5: WORDS AND THEIR EFFECTS

Favourable	Neutral	Unfavourable	Biased words
Daring	Confident	Reckless	Daring, reckless
	Smell		Stench, perfume
	Economical		Thrifty, stingy
	Smart		Ingenious, cunning
	Self-respect		Dignity, arrogance
	Intensely		Fanatically, zealously
	Old (people)		Senile, venerable
	Old (things)		Obsolete, antique
	Planner		Schemer, strategist
	Work		Chore, duty

Now read the **sentences** that follow and replace the neutral/denotative words in bold with appropriate emotive/connotative words from the box below and speculate on the emotive impact of these changes on an audience if you were to use them. The words you choose must have the same denotative meaning as the neutral word but should reflect a particular emotion/bias. Make notes in your journal about the effect that using these different words has on you.

Gloom	Gullible	Fat	Interrogated	Puppy
Snarling	Exploiting	Diplomatically	Flabby	Gang
Cur	Inexperienced	Yelping	Capitalists	Bluntly

SENTENCES

- The **dog** was **growling** in the darkness.
- The boy was **overweight** and his body was **soft** from lack of exercise.
- He expressed his viewpoint **frankly**.
- The police **questioned** the **group** of teenagers.
- Overseas **investors** are **developing** our mineral resources.
- The **new** teacher was **trusting**.

Now read the sentences again.

- What effect did the replacements have on the *emotive appeal* of each sentence?
- What does the activity you have just completed suggest about the importance of choosing your words carefully when you address an audience?

Delivering your speech

The presentation of a speech is a very personal matter and the way it is done depends to a large extent on the nature and purpose of the speech, the target audience, the context and the unique style of the speaker. However, there are certain criteria according to which the majority of presentations are judged and it would be to any speaker's advantage to consider them when s/he plans to make a presentation. Some of these criteria are:

- Create an *image* of confidence and professionalism from the start. In other words, be neatly dressed; check beforehand that everything (like the microphone and overhead projector) is working, and do not apologize for not being well prepared or for 'taking up their time'. Rather send out the message that you have something worthwhile to say and that you would like to share this with them. It might be a good idea to practise your speech in front of a mirror so that you can see what you look like when making the presentation.
- Talk to the *audience*, not to the lectern or your notes. This means that you look at the audience, ensure that your voice is loud enough for all of them to hear you, and that your pronunciation of words facilitates rather than impedes understanding.
- Use your *voice and body* to enhance your presentation. Do not always speak at the same volume, at the same speed and in the same tone. Also do not fidget, play with a chain or stand with your hands in your pockets. Rather use your hands to illustrate or emphasize what you are saying. Remember what we said earlier about body language and other non-verbal clues – the audience will be 'reading' you while you are talking so your 'word talk' and 'body talk' should not contradict each other.
- Choose your *words* carefully (remember the part about factual and emotive language) so that they have the effect that you want them to have.
- Manage your *time* efficiently – do not rush through the speech or drag it out. A good idea to ensure that you do not ramble on for too long and/or that you have sufficient time to finish is to put a watch on the lectern in front of you where you can see it or to ask a timekeeper to warn you a minute in advance that your 'time is up'. This will give you the opportunity of summarizing less important detail so that you can get to the punch line.
- Finally, do not *thank* the audience for being there. You are doing them a favour by sharing your knowledge and/or views with them – that is what the applause at the end is for.

2.4.3 Facilitation

When Curriculum 2005 was first introduced, teachers were told again and again that they should stop teaching and start facilitating. The meaning of the term, 'facilitation', was not, however, sufficiently unpacked to ensure that everybody had the same understanding of what facilitation entailed. Most of us associate facilitation with what happened at training workshops where delegates worked in groups on activities while the 'facilitators' walked around listening to what we were saying and/or observing what we were doing. It is not surprising therefore that many teachers associated facilitation with walking around, listening to and observing learners as they were working in groups. Some teachers, though, regarded facilitation as an umbrella term that included teaching, listening and mediating learning.

To which group did you belong, and who was right?

To find the answer to this question you should follow the academic route – i.e. search for definitions of facilitation in dictionaries and other texts, read up on it, talk to people about it, observe good facilitation in action, and then decide. Before we say anything more about facilitation we would like you to (a) look up the meaning of the word in a dictionary and (b) skim through Units 4 and 5 of the *Policy* module which explores how school leaders should facilitate the process of policy development, implementation and review in a school.



our
comments

In terms of this article effective listening is part of facilitation but facilitation is much more than simply listening. It includes guiding, explaining, responding, mediating, diffusing conflict, accommodating difference and managing group dynamics. Can you see how important the ability to facilitate is to educational managers at all levels? How, for example, would you facilitate learning in your subject, learning area or classroom (refer to the relevant core and elective modules)? How would you use your facilitation skills to generate questions and ideas (see also the Resources module), promote dialogue, build and maintain relationships, and mentor others (see also the Context, Policy and Mentoring modules), involve the community in school affairs (see the Resources module), encourage and empower others (see the People and Policy modules), negotiate, resolve conflict, solve problems and achieve consensus decisions (see the People module) meet the pastoral needs of individuals and groups (see the Teaching and Learning module)?



activity
2f



time
allocation
± 8 hours

Pretend that you have been asked to facilitate a workshop on inclusive education. The people who have been invited to the workshop include learners, teachers, parents and traditional leaders. The keynote speaker at the workshop is an official from the national department of education but she will only be speaking for 20 minutes. The rest of the workshop is your responsibility and you should see to it that everybody is actively busy with purposeful activities related to inclusive education.

Read the sections in the other modules that address the range of factors that affect the effectiveness of facilitation and then, informed by this knowledge, describe in writing:

- How you would structure the workshop
- What problems you anticipate in terms of attitudes towards inclusion and differences between participants
- Which facilitation skills you would use to encourage questions and discussion and/or avoid and resolve possible conflicts and problems

Share your workshop plan with your mentor and ask him/her to help you adjust it to the needs of your target audience. When both of you are happy with the result, get permission from the SGB and SMT at your schools and/or the relevant officials at the district office to conduct such a workshop. Perhaps your mentor will be willing to attend and to assess your performance on this occasion. You could even use this activity as basis for Assignment 2 (see below).

2.5 Summary/conclusion

You will have realized from this unit that to be a good listener, one not only has to listen to what a person says but also to how s/he says it. You will also have realized that sometimes how you say something is more important than what you say.

We have now addressed most of the language skills. What remains is for us to guide you through the reading, writing and discussion (talking and listening) of policy documents, something that forms a crucial part of your management and leadership activities. The next unit focuses on this aspect of your management functions.



- Attentive, purposeful listening is a key element of effective communication.
- Listen not only with your ears but also with your head and heart.
- Effective presentations depend on a combination of verbal and non-verbal communication
- The better the preparation the better the presentation
- Facilitation is more than simply listening.
- Talk *to* people not *down* to them.

Assignment 2

In this assignment you are required to demonstrate that you have sufficiently mastered the knowledge, skills and attitudes dealt with in Units 1 and 2, that is that you have developed an awareness of the power of language; that you can use language to read and write for various management/leadership purposes; that you have developed the ability to identify and interpret messages sent by others through an analysis of their words, tone and body language and, finally, that you can use language to inform, motivate, persuade and inspire others.

In order to convince us that you have indeed mastered all the above, you are required to identify a cause – something that you would like to advocate in your school community. It could be something like inclusion, values, human rights, parental involvement in school activities, learner participation in sport/cultural events, etc. Choose something that you think will add value to your school and/or help in transforming it into a school of excellence.

Once you have chosen your 'cause', plan and launch an advocacy campaign aimed at persuading your school community of the value of your cause. How you run your campaign is up to you but we would suggest that somewhere in the campaign you would have to organize a meeting, present a speech and/or conduct a workshop on the issue; that you would have to send out notices or invitations to these; that you might have to design and display posters, issues flyers, etc.

Having run your campaign, evaluate its success in terms of your initial goals/objectives. After completing Units 3 and 4, review your documents and then submit your plan, copies of relevant written documents (notices, invitations, minutes of meetings, etc.) and the report in which you reflect its successes and failures to your lecturer.

Writing as a management activity

unit

3

Introduction	3.1
Unit 3 learning outcomes and assessment criteria	
.....	
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Writing as a management activity

3.1 Introduction

Educational managers, like managers in business, have to do a great deal of writing. Most of this writing is formal in nature and/or is related to management activities like planning, organizing, controlling and evaluating. Principals are often expected to draw up agendas, strategic plans and policy documents; to write letters and reports and, more often than not, to compile reports on their own or others' activities while classroom educators are required to write up learning programs, schemes of work and lesson plans. The language used in these documents is usually very formal and often uses phrases that are uncommon in spoken language. The most important characteristic of formal writing, however, is that it is accurate, concise, factual and as objective as possible.

This unit is aimed at extending your abilities in these areas. We assume that you already have a pretty good idea of how to construct formal texts but believe that there is always room for improvement. Given that the focus of the module as a whole is on language for leadership and management, the skills that we shall be focusing on are all language skills, with particular reference to the ability to keep written records and compile written reports.

Of all the units in this module, this one is the most technical because it is skills oriented. While the credit allocation is small, it is an extremely important unit since many of the activities you are required to carry out in subsequent units require you to construct the kind of texts discussed in this unit. It is important, therefore, for you to ensure that you have mastered at least the technical skills dealt with in this unit before you continue with the rest of the module.

Unit 3 learning outcomes and assessment criteria

At the end of this unit you should be able to demonstrate that you are able to apply your knowledge and understanding of meeting procedures and the written activities associated with these in the execution of various management activities. To this purpose you will be required to provide evidence that you can:

- Plan, organize and facilitate meetings and workshops related to educational management activities
- Write formal letters to various stakeholders and/or interested parties in your school community, including officials in relevant government departments
- Keep the minutes of meetings in such a way that they can be used as a record of proceedings
- Write reports on various educational matters as required by circumstances and/or requested by your employers or other parties.

3.2 Business writing

The term, 'business writing', is a generic term that is used to talk about the kind of writing associated with the management of an organization, that is, the writing of formal invitations, memoranda, reports, notices, agendas and minutes of meetings. Since all managers need to be proficient in business writing it is important, that you, as a principal or an aspiring principal, should be able to construct all these types of texts. We assume that all of you have constructed texts like these before. This section is, therefore, aimed at reminding you of the importance of the technical aspects of each type of business document.

3.2.1 Formal letters

Perhaps, like most people, you have not had much occasion to write anything since you left school except for assignments, report cards or SMS messages. However, if you are an educator, at whatever level of the system, you will find that the ability to formulate your thoughts in writing becomes more and more important as you increasingly take on certain management tasks.

Letter writing is perhaps the most common form of written communication. Although the conventions for letter writing are by no means as rigid as they used to be in the past, there is still a clear distinction between private and business correspondence, with the latter being much more formal in style and much more standardised in layout. More often than not, business letters and memos are typed on a standard letterhead (*see Figure 2*) that includes the firm's logo; physical, postal, telegraphic and e-mail addresses; telephone and facsimile numbers and space for a reference number. Your school probably also has such a letterhead and you probably use it in official correspondence.

Study the format of the official letter to remind yourself what it is supposed to look like and also to help you follow the writer's comments. Please note that the numbers used in the comments correspond with the numbers in **Figure 2**.

PRINTED LETTERHEAD	
<i>(The institution's logo, address, telephone numbers, reference number, etc.)</i>	(i)
2007-01-22	(ii)
The Deputy Director Department of Education PO Box 22 Durban 2785	(iii)
Dear Mr Ntuli	(iv)
ADMISSION OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS	(v)
PARAGRAPH ONE - [REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
	(vi)
PARAGRAPH TWO - [REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
Yours sincerely	(vii)
<i>Signature</i>	
Name (title) PRINCIPAL	(viii)

Figure 2: Format for official letter

Notes

(WHERE NUMBERS ARE USED IN THE NOTES, THESE CORRESPOND TO NUMBERS IN FIGURE 2.)

Note that the letter is set out in what is called the 'extreme blocked form', with no paragraph indentations. A line is usually left open between the various sections (date, address, subject line, etc.) and between paragraphs.

- (i) You will note that the date in this letter appears on the left hand side and that it is written in numbers only rather than as a combination of words and numbers. The date could also appear on the right, as is the case in a friendly letter, and, if you feel more comfortable with the old way, you could write it

out as 22 January 2007. Either way is still acceptable but the date must be there.

- (ii) It is preferable always to address your letter to a specific person or someone occupying a specific position in the department or company instead of to the company or firm in general and then adding somewhere 'For Attention Mr/Ms So and So'. If you do use 'For Attention', the best place for it is with the subject line (v, in the example).
- (iii) Notice that there is no punctuation in the address. The different parts of the address are separated in the sense that each appears on a different line; no further punctuation is necessary.
- (iv) Obviously if you do not know the name of the person, you will write a more formal Dear Madam/Sir, in which case you will have to end your letter with the same degree of formality, that is, with Yours faithfully rather than Yours sincerely. Note that the use of Ms, which began life as a Women's Lib affectation, is tending now to be adopted in official communication because it is convenient to do so and because it hides the letter writer's ignorance regarding the marital status of the woman in question.
- (v) Official letters are always better if a subject line is included because, by indicating the subject of your communication you are saving the business time and, by implication, money: 'Time is money!' If the subject line is typed you could do it in italics; otherwise it is either underlined or written in capital letters.
- (vi) Deal with each topic in the letter in a separate paragraph, i.e. in accordance with the golden rule, 'One paragraph, one topic'. In a formal letter the first paragraph always indicates your reason for writing. Very often you are writing in response to a previous communication. In this case, your first paragraph could consist of a single sentence – Thank you for your letter of 2007-01-02 or Your letter of 2007-01-02 refers. Notice that the paragraphs are not indented but that a line is left open between them to indicate that this is a new paragraph.
- (vii) Refer to (iv). Yours faithfully is more formal than Yours sincerely and the latter is much commoner now than it used to be in the past. Yours truly is not generally accepted any more while the elegant version Sincerely yours is regarded as pretentious and should rather not be used. You would have noticed that, in South Africa, the Yours sincerely is often preceded by Kind regards. While Kind regards is usually reserved for personal communications, there is some debate about this matter and it is up to you whether or not you use it.
- (viii) Many people's signatures are illegible, hence the repetition of the initials, surname and, if you wish, the title of the writer. The inclusion of the person's designation (his/her position in the organization and/or the capacity in which s/he is writing the letter) is also important in the hierarchy of formal communications since it gives the recipient an indication of whom s/he is dealing with.



Consider the letter that follows. Read it critically, looking first at the form and then at the content.

- l) Is there anything about the lay-out/format of the letter that is different from the way you usually write formal letters? If so, which do you think is better – yours, or this one? Give reasons for your choice.
- m) What is the purpose of the letter and how is this purpose conveyed?
 - Does the letter follow the suggestions given earlier for dealing with content? Does it indicate the reason for the letter in the first paragraph? Has the writer dealt with different aspects in different paragraphs? Do the paragraphs follow each other in a logical sequence?

Duduza Secondary School
81 Thloke Street
Duduza
Ekurhuleni Metropolitan City
2275
23 March 2007

The Director
Resource Management
Department of Education
Church Street
Boksburg
2276

Dear Sir/Madam

NON-DELIVERY OF SCHOOL TEXTBOOKS

As required by the Department, I submitted a requisition form for the provision of Grade 12 Language, Technology and Life Orientation textbooks to the Boksburg District Office before the 20th of October 2006 but have as yet received none of these.

As you are aware, the Grade 12 academic year is very short given all the examinations these learners have to write during the course of the year. In real terms, they have only six months in which to prepare for their final school-leaving examination. Three of these months are now nearly gone and they have still not received any textbooks. How are they supposed to perform well at the end of the year if they do not receive the requisite support from the Department of Education?

I am sure you will agree that this is a matter of great concern. Unless some satisfactory explanation is provided to me within the next ten days I shall have no other option than to report the matter to the Provincial Department of Education who, I am sure, will not be pleased with this state of affairs. I therefore urge you to treat this as a matter of the utmost urgency.

Yours faithfully

RSONO

Rose Sono (Ms)

School Principal

Figure 3: Example of a formal letter



Note that our comments combine the mechanical checking of technical details with questions about the content and possible response. We would like you to seriously consider these questions and to remember them when next you write a formal letter.

- *Ms Sono has not used the letterhead of her school but she has provided the name and address of the school.*
- *Because Ms Sono has not used the letterhead, there are not telephone or fax numbers in her letter. Given the content of the letter, what problems could result from this?*
- *Because she had not used the letterhead, Ms Sono opted to write the date in the right hand corner rather than against the left margin, and she has written it out in full. Is this a problem?*
- *Ms Sono's letter is addressed to an unnamed official responsible for the distribution of resources to schools. Do you think that this is sufficient, given the nature of the problem or should she have used the person's surname? Why hasn't she? Justify your answer with reference to the salutation she uses in her letter.*
- *The subject line used in Ms Sono's letter is in bold and in capitals. What does this suggest about her emotional state of mind regarding the issue addressed in her letter? Would the fact that she has brought emotion into a formal letter, however, subtly, have an effect on the Department's response? If so, in what way?*
- *Ms Sono has referred to what went before – her handing in the requisition form – in the first paragraph. She has also dealt with different topics in each of the subsequent paragraphs. What is the issue in paragraph 2? And what is it in paragraph 3? How do you think the Department will respond to the 'threat' in paragraph 3?*
- *Ms Sono chose to end her letter with Yours faithfully rather than with Yours sincerely. How does this choice support the implied emotion in the subject line of the letter? Has the use of this ending rather than a less formal one strengthened or weakened the tone in which her letter was written? Is this a good or a bad thing? Why do you say so?*
- *Although her signature is not illegible, Ms Sono has also printed her name and indicated the capacity in which she has written this letter. What impression do you think this will make on the departmental official who receives the letter? On what do you base your answer?*

Perhaps you would like to reflect in writing on these questions. If you would, please file them in your Learning File/Folder.



Imagine that you are the departmental official who was tasked with responding to her letter. Bearing in mind the criteria for formal letter writing and the insights you gained in the analysis of Ms Sono's letter, we would like you to write a letter in response.



Having written your letter you could either analyze/evaluate it yourself or you could ask one of your colleagues to do so for you. You would, of course, have to provide him/her with the criteria and with Ms Sono's letter to ensure that s/he knows the background.

File both your letter and the results of its evaluation in your portfolio.



Think for a moment about school situations where you, as a principal or member of the school management team, want to lodge a complaint – with the DoE, the parents, the SGB, the local municipality, etc. - or have to respond to complaints – by parents, learners, members of the SGB, etc. Do you think that the use of letters is useful in this regard? Why/why not? If yes, would you be able to compose and structure them in such a way that they are likely to receive a positive/constructive response?

A letter of complaint is only one type of formal letter you will have to write in your capacity as an educational manager.

Others include letters of enquiry, letters requesting assistance/support, letters informing the school

Now let us turn our attention to some other formal writing that you may need to do.

3.2.2 Invitations

Unlike personal invitations, which reflect the relationship between the sender and those who are being invited, formal invitations have a very specific form. As indicated in the preceding examples, they are written in the 3rd (s/he; they) rather than in the 1st (I/we) or 2nd (you) person. The invitation that is sent out is the same for all those invited but the name/s of those invited are filled in by hand.

Alternatively, the space for a specific name could be omitted and everybody could receive exactly the same invitation.

The Principal and staff of Bothaville High request the pleasure of Prof/Dr/Mr/Ms
 and partner at the launch of our new school library at 11h00 on Saturday,
 10 September 2007. There will be a short presentation by the chairman of the School
 Governing Body and an item by learners of the school. Refreshments will be served
 afterwards.

RSVP before 30 August 2007

The Secretary
 Bothaville High School
 PO Box 767
 Bothaville

The Chief Director of the North West
 Department of Education and Mrs Coetzee
 thank the Principal and staff of Bothaville
 High for their kind invitation to the launch
 of the Bothaville High School library on
 Saturday 10 September 2007 and have
 much pleasure in accepting.

PO Box 67
 Bothaville
1700

The Chief Director of the North West
 Department of Education and Mrs Coetzee
 thank the Principal and staff of Bothaville
 High for their kind invitation to the launch
 of the Bothaville High School library on
 Saturday 10 September 2007 but regret
 that they will be unable to attend.

PO Box 67
 Bothaville
 1700

Figure 4: Examples of an invitation and two different responses

RSVP is an acronym for the French '*répondez s'il vous plaît*', which means, 'please respond' and is a typical feature of formal invitations. The acronym is also used in notices that require a response. Note that:

- Guests who cannot attend need not give a reason for this.
- The telephone numbers are not provided. Invited guests have to respond in writing so that the secretary has physical evidence whether they are coming or not. This enables the school to prepare enough refreshments for all the guests and to ensure that seating arrangements are sufficient for the number expected. Also it prevents arguments on the day, should uninvited guests or those who said they could not come, arrive.

	[name of host] [name of school/institution]	
<i>person invited</i>	The of request the pleasure of	<i>event</i>
<i>Venue</i>	Prof./Dr/Mr/Ms and partner at	<i>day and date</i>
<i>event summary</i>	at on	
	There will be	
	
	<i>Refreshments will be served afterwards.</i>	<i>date</i>
	RSVP in writing before	
<i>name of school</i>	The Secretary	
<i>postal address</i>	.....
<i>postal code</i>	.....

Figure 5: Format of a formal invitation

<i>Respondent</i>	..... and	<i>partner</i>
<i>Hosts</i>	thank .....for their kind invitation to	
<i>Event</i>	.....	<i>day and date</i>
	on Saturday 10 September 2007 and have much pleasure	<i>response</i>
	in accepting.	
<i>postal address</i>	.....
<i>and</i>	.....
<i>postal code</i>	.....

Figure 6: Format of a formal acceptance

<i>Respondent</i>	..... and	<i>partner</i>
<i>Hosts</i>	thank .....for their kind invitation to	
<i>Event</i>	.....	<i>day and date</i>
	on Saturday 10 September 2007 but regret that they will	<i>response</i>
	be unable to attend.	
<i>postal address</i>	.....
<i>and</i>	.....
<i>postal code</i>	.....

Figure 7: Format of an official regret

3.2.3 Notices

Notices are usually sent out to inform people of meetings, workshops, conferences and other gatherings. There are essentially three kinds of formal meetings, viz. general meetings, executive committee meetings and extraordinary/'command' meetings (i.e. where your boss demands your presence and you have no choice but to attend). Do you know what the difference is between them? Which of the meetings held at your school could be regarded as general, executive and extraordinary? Why is that? How do they differ in purpose and representation?

We shall not be looking at extraordinary meetings in this unit because they are usually ad hoc, may be very short and informal and do not always require official, advance notification. Our focus is on general and executive meetings.

However, much of what is said about them could be applied to more formal extraordinary meetings.

In a school situation, **general meetings** will be those to which all those who have a stake/interest in a specific school are invited, e.g. parents, interest groups, teachers, community members, etc. At least one of the meetings of each of these interest groups will be held every year, i.e. annually, hence the term 'annual general meeting' or AGM. The purpose of an AGM is to report to the community on the ways the school and its finances were managed during the preceding year, hence the agenda will consist primarily of various committees reporting on their activities and the outcomes of these. Community members will also be provided with a copy of the school's audited financial statement. Once all the reports have been presented, discussed and adopted/rejected, new committees are elected for the coming year and/or existing committees are re-elected.

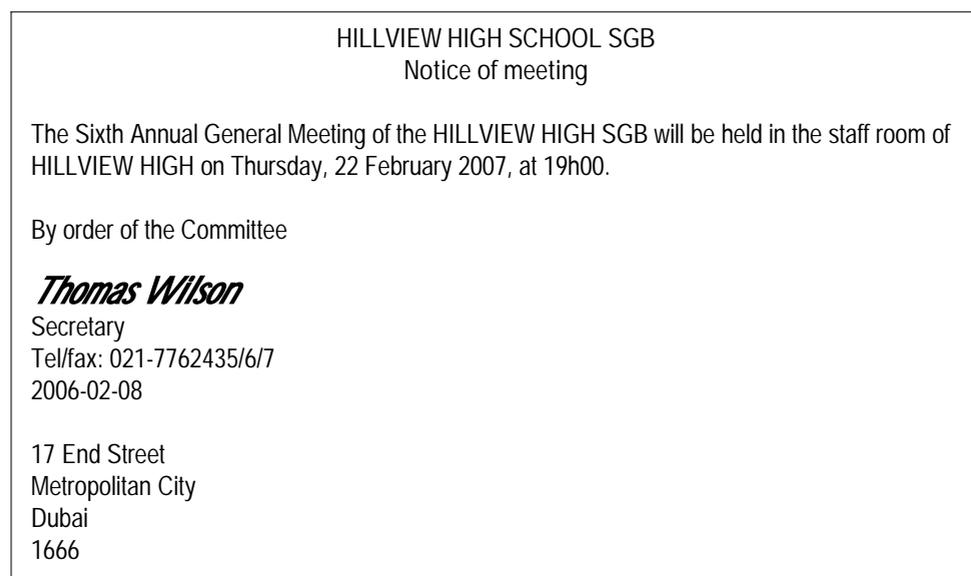


Figure 8: Example of a meeting notification for a small committee that is in regular contact



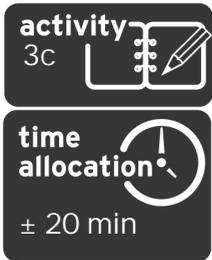
The notice may be posted on the school notice board, sent to parents via their children and/or published in a newspaper. All of this must be done timeously, as determined in the constitution of the committee. Usually notices are sent out at least two weeks in advance of the meeting.

You would have noticed that the style and format of the notice of a meeting is very similar to that of a formal invitation. Like the former, it is written in the 3^d person but unlike the former, a telephone number is now provided so that people can call to confirm, tender their apologies and/or ask for additional information.

An executive meeting is usually some kind of management meeting. The SGB and SMT would have such meetings, for example. The notice for executive meetings is very much the same as that of an AGM except that it would be sent to committee members only, not to the wider school community.

	Name of school ↓	↓ Target group	
Communication type →	HILLVIEW HIGH SCHOOL SGB		
Type of meeting →	Notice of meeting		
Time →	The Sixth Annual General Meeting of the HILLVIEW HIGH SGB will be held in the staff room of HILLVIEW HIGH on Thursday, 22 February 2007, at 19h00.		Date ↙
Signature →	By order of the Committee		
Designation →	<i>Thomas Wilson</i>		
Date sent →	Secretary 2006-02-08		
Physical address →	17 End Street Hillview 1666		
Contact numbers →	Tel/fax: 021-7762435/6/7		

Figure 9: Format of a formal executive meeting notification (especially one that meets irregularly and with sufficient advance notice for written responses)



Using the notice of the SGB meeting as an example, draft a notice of an executive committee meeting for the HIV/Aids Committee, which is a sub-committee of the SGB. File your notice in your portfolio.

3.2.4 Agendas

Once the notice has been sent out, the secretary is responsible for the drafting of an agenda, also called an 'order paper', for the meeting. For the AGM this is easy because the business to be dealt with seldom varies. A typical AGM agenda will look something like the example that follows.

HILLVIEW HIGH SCHOOL AGM	
AGENDA for the Sixth Annual General Meeting of the HILLVIEW HIGH SCHOOL will be held in the staff room of HILLVIEW HIGH on Thursday, 22 February 2007, at 19h00.	
1.	Notice of meeting.
2.	Apologies
3.	Minutes of Extraordinary General Meeting held on 2006-11-30
4.	Chairman's Report
5.	Financial Statement and Auditor's Report
6.	Elections
	6.1 Office bearers
	6.2 Six other Committee members
7.	Honoraria
	7.1 Secretary
	7.2 Treasurer
8.	General / Any other competent business

Figure 10: Example of a meeting agenda

Note:

The term, 'competent', in Item 8 of the agenda refers to any business that this specific committee may legally deal with or discuss. An SGB would not, for example, be legally within their limits if they discuss who the next President of the country should be.

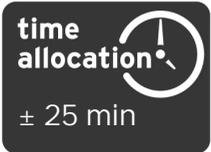
The agenda for executive committee meetings would be drafted in the same way as that for an AGM but the items would be different because this would be a management meeting. Topics to be discussed at the meeting would relate to the specific functions allocated to this committee. If, for example, it were a Social Committee, it would discuss the planning and/or organization of various social functions. If it were a Sports Committee, their discussions would be sport-related.

One item that would definitely appear on the agenda of an executive committee and not necessarily on the agenda of an AGM is 'Matters Arising'. This point

refers to tasks allocated to committee members at a previous meeting, or items that had to be held over from the previous meeting for various reasons. All the matters arising, which the secretary would have identified from the minutes of the previous meeting, have to be listed under this item on the next agenda.



Using the AGM Agenda as an example, draft an Agenda for any of the Executive Committees at your school.



Once you have drafted your agenda, present it to any member of this committee and ask him/her whether or not the committee would approve of the style and format of your agenda. If not, make notes on the aspects that they would do differently, and of their reasons, and file these in your portfolio with your agenda.

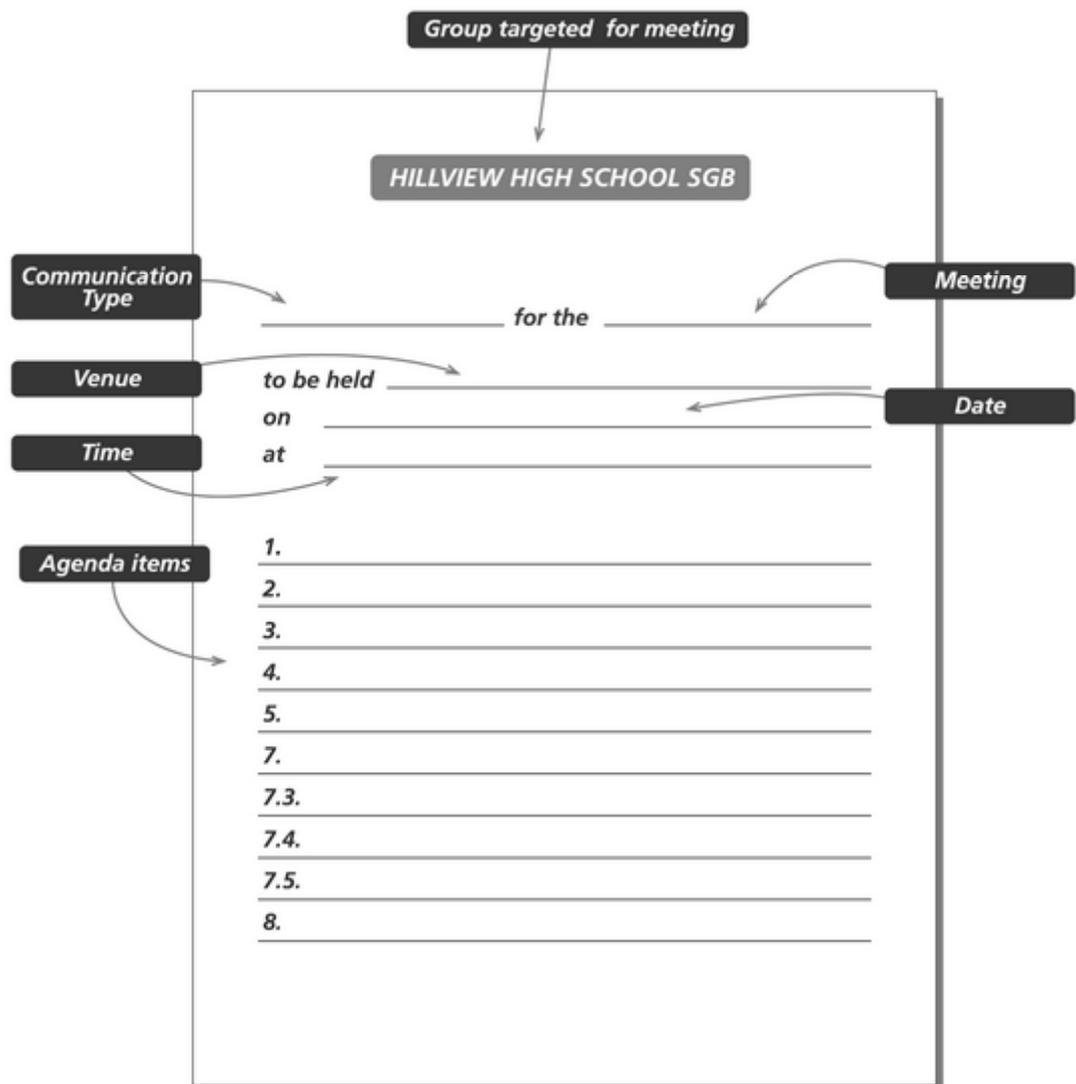


Figure 11: Format of a meeting agenda

3.2.5 Minutes

After a meeting, whether this is an AGM or an Executive Committee Meeting, the secretary has to draw up the **minutes** of the meeting. Before we consider the

technicalities of minutes, first study the example of an imaginary meeting that follows. Then read our comments.

HILLVIEW HIGH SCHOOL SGB

MINUTES OF the Sixth Annual General Meeting of the HILLVIEW HIGH SGB held in the staff room of HILLVIEW HIGH on Thursday, 22 February 2007, at 19h00

Present: Mr _____ (Chairman/Chairperson)
 Ms _____ (Secretary)
 Ms _____ (Treasurer)
 and 72 parents (see Attendance Register)

Apologies: Mr and Mrs _____ (overseas)
 Ms _____ (in hospital)
 Mr _____ (at a provincial workshop)

1. Notice

With the consent of the meeting, the notice was taken as read.

2. Minutes

The minutes of the Extraordinary General Meeting held on the _____ were taken as read. Mr _____ pointed out that his initials had been incorrectly given as R.T. instead of R.P. The Secretary apologized for the error, the correction was made and, on Ms _____'s proposal, seconded by Mr _____, the minutes were unanimously approved and duly signed.

3. Chairman's Report

Mr _____ tabled his report. After a lively discussion of the controversial petrol allowance allocated to committee members who use their own cars for committee business, adoption of the recommended reimbursement rates was moved by Ms _____ and seconded by Mr _____ and Mr _____. A vote of thanks to the Chairman and committee members, proposed by Mr _____ and seconded by Ms _____ was also enthusiastically supported and passed.

4. Financial statement

The Treasurer answered members' queries, in particular those regarding expenditure on petrol and refreshments. On a proposal from Ms _____, seconded by Mrs _____ and Mrs _____, the Statement of Accounts and Balance Sheet, including the auditors' fee for the year, was approved.

5. Elections

It was proposed by Ms _____ that the outgoing committee be re-elected en bloc but, since Mr _____ and Mr _____, and Mrs _____, Mrs _____ and Ms _____ were unavailable for re-election, the proposal was withdrawn.

The following members were duly elected to serve on the committee for 2007:

Ms _____ (Chairperson)
 Mr _____ (Secretary)
 Ms _____ (Treasurer)
 Mr _____ and Mr _____
 Mrs _____ and Ms _____

6. Honoraria

The following monthly honoraria were approved:

- 6.1 Secretary R50
6.2 Treasurer R50.

7. General

In answer to questions, the Chairman said that the committee would, in the coming year, be paying special attention to the needs of Aids orphans and the generation of funds by means of social and sporting events. There being no further business, the Chairperson closed the meeting at 22h00.

Secretary

Chairman

Date

Date

Figure 12: Example of a set of minutes

HILLVIEW HIGH SCHOOL AGM

MINUTES OF the *number of meeting* Annual General Meeting of the *name of school and target group* held in *venue* on *day, date and time*

Present: **Titles, initials/name & surnames of elected committee members, with their designations and number of attendees** (*see Attendance Register*)

Apologies: **Title, initial/names & surname** (*Reason for non-attendance*)

1. Notice

With the consent of the meeting, the notice was taken as read.

2. Minutes

The minutes of the (*number and type of previous meeting*) held on the (*date of previous meeting*) and (*indicate whether they were read at the meeting or taken as read*). (*Title, initials/name & surname*) proposed that the Minutes be approved and (*Title, initials/name & surname*) seconded the motion. The minutes were then *approved/rejected* and duly signed (*only if approved*).

3. Chairperson's Report

(*Title and surname of outgoing chairperson*) tabled his/her annual report. Adoption was moved by (*title, initials & surname*) and seconded by (*title, initials and surname*).

A vote of thanks to the Chairman and committee members, proposed by (*title, initials/name & surname*) and seconded by (*title, initials/name & surname*) was proposed and passed.

4. Financial statement

The Treasurer presented the financial statement for the year and answered members' queries. On a proposal from (*title, initials/name & surname*), seconded by (*title, initials/name & surname*), the Statement of Accounts and Balance Sheet, including the auditors' fee for the year, was *approved/rejected*.

5. Elections

The following people were nominated for election and their nominations were seconded.

(List of Titles, initials/names & surnames of all those who were nominated and seconded)

(Title, initials/names & surnames of those not willing to stand for election) indicated that they were unavailable for election and the nominations were withdrawn.

The following members were duly elected to serve on the committee for 2007:

(List the titles, initials/names and surnames of newly elected committee members, with the relevant designations)

6. Honoraria

The following honoraria were approved:

(List designation of persons to receive honorarium, if any, plus amount approved)

7. General

There being no further business, the Chairperson closed the meeting at *(time)*

(Signature)

Secretary

Date

(Signature)

Chairman

Date

Figure 13: Format of a set of minutes



Note that:

- Not all the names of the people present at the meeting need to be reflected in the minutes but the number of people who attended should be indicated. The rest of the names should appear, preferably with a signature, on the attendance register, which has to be attached to the minutes.
- The names of those who have formally tendered their apologies, or asked someone else to do so for them, must be entered, with a concise reason for their not being there.
- As a rule, minutes are a record of decisions taken at a meeting not a report of every single detail. Consequently, they do not reflect the content of discussions, just the theme, the nature (e.g. enthusiastically) and the outcome.
- Much of the 'formal language' is in the passive voice – it was proposed – rather than the active. This is standard practice in minute writing.
- The name of the person who proposes and/or seconds a motion must be entered each time for record purposes.

The minutes must be signed and dated at the next meeting once the committee has approved them.



Access the relevant documents of one of your meetings and compare them with the documents discussed here. Having studied the examples of texts constructed for meetings:



- Would you say that your notices, agendas and minutes are up to standard? If not, copy and edit them, with reference to what you have learned here.

- If your documents differ markedly from the ones presented here, what is the reason? Which ones would work best for you now that you know the standard format – yours or the ones you have just studied? Why is this?



Next time you have to attend a meeting, take down notes and afterwards, for your own benefit, set them out as minutes so that you develop the skill not only of writing but also of critically reading minutes in future.

3.2.6 Memoranda

Memoranda/memos are typically used for internal correspondence within an organization (in your case, the school or DoE). The basic format is subject to considerable variation: some memo forms are printed in such a way that there is space for the recipient to respond on the same form but the one printed here is probably the most common.

Note that the Latin word, 're', which means 'concerning', is still used to focus recipients' attention on the issue at hand and that paragraphs/notes are typically numbered, usually for later reference.

TO:	FROM:
RE:	
1:	
2:	
3:	
SIGNATURE:	
INITIALS AND SURNAME:	DATE:
Designation	

Figure 14: Format of a memo

Interestingly, the memo format is currently used by many organizations as a covering fax sheet but in this instance you would also indicate the number of pages and contact/telephone and fax numbers.

3.2.7 Reports

The term, 'report' is a generic term for any text that gives an account of something – an activity, a process or even a meeting. Minutes could, therefore, also be regarded as a kind of report but, for our purposes, we have discussed minutes separately.

There are so many different kinds of reports (e.g. learner progress, financial management, disciplinary issues) that it would be a fruitless exercise to discuss each of them. Irrespective of the specific content contained in different kinds of reports, the general format is much the same and is replicated and discussed here. Most reports include the following elements:

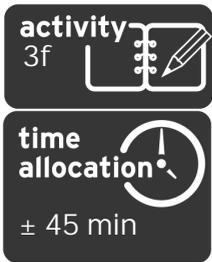
- **Terms of reference** (sometimes called a brief or an abstract) – a brief statement of instructions or parameters, i.e. what was done, why it was done, who requested it and what was the scope
- **Procedures** – a description of the processes followed in carrying out the brief, e.g. did you conduct interviews, consult books, inspect sites, do class visits, etc.
- **Findings** – a brief, often point-by-point description of the results of the activity, listed as objectively as possible
- **Conclusions** – one or more statements summarizing the findings, supplemented by the report writer's own opinion/understanding of the findings and the reasons for these
- **Recommendations** – a list of suggestions on the way forward, based on the information gathered and the report writer's own knowledge and expertise in this area.

SCHOOL LETTERHEAD	
TO: Recipient of report Recipient's interest in this issue/problem Recipient's address	FROM: Compiler of report Position in school
<p>REPORT TOPIC/TITLE</p> <p>Short summary of /or reference to the event, brief or previous correspondence that led to the compilation of this report.</p> <p>Sub-headings, indicating specific issue/s to be discussed in report.</p> <p>Factual description of issue/s and/or problem/s with indication of how the school has tried to deal with these.</p> <p>Thoughts or suggestions regarding ways in which the issue/s and/or problem/s could be addressed.</p> <p>Conclusion and Recommendations</p> <p>A pro-active wrapping up of the contents of the report, indicating what the school is willing to do and what it expects of the department, parents and/or</p>	

other stakeholders, to whomever this report is submitted.

Name and/or signature of report writer
Designation of report writer *Date on which report is submitted*

Figure 15: Format of a typical report



Study the two reports that follow. One of them follows the format set out here quite closely. The other one does not. See whether you can determine where, how and why the two reports differ and then reflect on which of the two formats you are most likely to use in the execution of your management functions and why.

Report 1

LETTERHEAD

3

<p>TO: The Director Building Maintenance Department of Education</p>	<p>FROM: The Principal Durban Primary School Durban</p>
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SCHOOL SECURITY

As indicated to you on a previous occasion (10 April 2007), our school premises have been broken into on two occasions during the past 6 months (2 January and 5 March) – see relevant reports submitted to you. I regret to report that last night another attempt was made to break into our school safe. I shall be submitting a detailed report on this matter within the next week or so but, in the meantime, I would like to inform you of the current situation and the steps the school intends to take in this regard.

Existing Security Arrangements

All windows are currently barred, except those in the girls’ and boys’ toilets. This is where the intruders entered. They then removed part of the ceiling and attempted to reach the safe from the top. The toilet facilities have been locked since the first burglaries but the locks are simple and easily picked or broken.

The school now intends to install safety doors in the ablutions blocks, as was done in the office block on an earlier occasion.

Conclusion and Recommendations

While the school is willing to accept responsibility for the installation of the doors, it is our contention that the Department should contribute financially to the acquisition of the materials since school safety is not only an institutional responsibility.

Thuli Nkosi
School Principal

2007-06-02

Report 2

REPORT:

The contribution of school fees to the financial health of Steve Biko High School

1. TERMS OF REFERENCE

At the meeting of the School Governing Body (SGB) held on the 12th of February 2008, Mr Tom Mabuza, the chairman, requested an investigation into the financial affairs of the school, with specific reference to the income generated by school funds. As the principal of the school I was asked to prepare a report indicating the amount generated by school funds each year; the percentage of learners who have not paid school fees this year; and the reasons for non-payment.

2. PROCEDURE

Preparation of financial statement

With the permission of the SGB and the SMT (School Management Team) I requested the school accountant to prepare a financial statement (attached as Annexure A) that would indicate the amount received from school fees this year and the percentage of learners who have not as yet paid their fees.

Reasons for non-payment

In order to determine the reasons for the non-payment of school fees by certain learners, I called a meeting with all staff members and asked them to first check their class lists with a view to identifying those learners who have not as yet paid. As a second step, I drafted a letter (attached as Annexure B) to non-paying parents, reminding them of the role school fees play in providing their children with a sound education. In the letter I asked them to fill in the tear-off slip, indicating the reason for their non-payment and to return this to the school.

I then asked the class teachers to collect the tear-off slips and to indicate, on a class list, the various reasons for non-payment. These lists were then submitted to me and, with the assistance of the SMT we analyzed the information (see Annexure C) to determine the major cause of non-payment.

3. FINDINGS

As revealed in the financial statement, the contribution of school fees would, if paid up, be 20% of the total income of the school for this year but to date, only 52% of the parents have paid the required school fees.

The analysis of reasons parents gave for non-payment indicated that most (28%) of them had simply forgotten while 10% indicated that they were unemployed and unable to pay. Other reasons included overspending during the Christmas period but that they would still pay; inability to pay everything up front but would pay

off in installments if allowed; parents who were ill or had passed away and learners themselves who simply do not have the means to pay.

4. CONCLUSIONS

Based on the financial information provided by the school accountant, school fees represent a relatively small portion of the finances of the school and, if not paid, should not have radical consequences for its survival. Every little bit helps, though, and means should be found to motivate parents to pay as much of the fees as they possibly can.

With regard to non-payment by parents, the information at our disposal seems to suggest that most of the parents who have not yet paid are willing but unable to pay. Most of them also acknowledged the importance of contributing to school finances.

5. RECOMMENDATIONS

Based on the findings and conclusions set out above, I would like to recommend that:

- The SGB works out a system for the payment of school fees that will allow parents to pay in installments with the possibility of a small reduction in fees if they paid the full amount at the beginning of the year
- The SGB convenes a parents' meeting as a matter of urgency so that parents and teachers can, together, find new ways of generating funds for the school other than having to increase school fees

STP Mkwanazi
SCHOOL PRINCIPAL

2008-03-10



Prepare the first draft of a formal report that you have been requested to write. The outline should consist only of the headings and sub-headings that you think would need to be included in the report, plus a very brief indication under each one of what you might have to write in your final report.

The subject of your report is an investigation into the reasons why so many teachers are resigning or asking for transfers from your school. You have had access to letters of resignation, you have talked to people who are leaving, or waiting for a transfer and these are some of the things they said:

- The school is too out of the way, right in the middle of nowhere. There is no public transport and neither the DoE nor the SGB seem willing to take steps to improve the situation.
- We do not earn enough money to buy our own cars or to pay for petrol, which is very expensive.
- Why does the school not organize a fund-raising event and use the money to buy a school kombi, which could be used for transport?
- Another reason is that learners also don't come to school regularly because they have the same problems. Because of this they do badly in their tests and exams and this demoralizes the teachers as well.

- We would rather teach somewhere else, where learners and teachers have the necessary support from the Department and those responsible for the wellbeing of the school.

The report should include the headings and sub-headings that you think would have to be included in the report, plus a very brief indication under each one of what you might write in your final report. You also have to make recommendations in the report, not only investigate the issue.

File your draft report in the Activities section of your Learning File/Folder and use it as an example later on - in a subsequent unit – when you are required to write a report on a management activity in which you were involved.

3.3 Conclusion

In this unit we concentrated on the development of writing skills, more specifically the construction of the kinds of texts that educational managers have to construct in order to effectively communicate with various stakeholders.

In the next unit we shall be focusing on reading and research as leadership strategies. Much of what was said in Unit 3 will be relevant to Unit 4 but with one difference: whereas Unit 3 focused on the construction/creation of texts, Unit 4 will focus primarily on their deconstruction/analysis. We trust that you will find the next unit not only useful but also stimulating.



- Communication must be concise, accurate, and to the point.
 - Different formal texts serve different purposes and that the language used in their construction should serve that purpose.
 - As far as possible, texts should be factual and unambiguous.
 - The message rather than the person who constructed the text, should be at the forefront of the communication.
-

Leading through reading

unit

4

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Leading through reading

4.1 Introduction

Knowledge is power

You will remember that in Unit 1 we looked at the nature of language and the ways in which people could use language to convey ideas and information, to evoke feelings and emotions and/or to stimulate critical and creative thinking. We also looked very briefly at the communication process and the purposes and audiences for whom specific types of texts are constructed.

In this unit we look a little more deeply into the *politics of language* – considering debates on multilingualism, medium of instruction, the dominance of world languages like English, and the feasibility of implementing South Africa’s 11 official languages policy. As a leader in the education community you need to be aware of these debates and, through reading and research, you need to lead your school community to the realization that all eleven languages are equal in importance, that all of them need to be respected and that all of them should be promoted. In short, you need to create an environment of linguistic tolerance, where no person will be discriminated against purely on the basis of his/her language preference.

In order to help you to stay at the cutting edge of language debates, we look at a number of articles – from newspapers and journals – that deal with this topic. In reading and responding to these articles you will be strengthening your ability to read and write academic texts, i.e. the kind of texts that form part of all academic studies and are also included in the other modules of this ACE programme. More specifically, this unit provides you with the opportunity of mastering the jargon of academia, deconstructing (breaking down or analyzing) and constructing (creating or putting together) academic texts, something that will be required of you in the assignments and research report writing required in the other modules of this ACE programme.

All the texts used in this unit deal with language-in-education issues but the cognitive academic language skills you will be developing in the unit are applicable to academic texts on any issue. We shall, therefore, consistently refer you to activities in other modules that require the use of the skills you will be practicing in this unit. In this way we shall be killing many birds with one stone – giving you the opportunity to learn more about language issues, the role of

language in educational management and leadership and the development of generic language skills, all at the same time.

Unit 4 learning outcomes and assessment criteria

At the end of the unit you should be able to demonstrate the ability to critically read, discuss and write about language-in-education issues. In order to determine whether or not you have acquired new knowledge and skills, we shall expect you to provide evidence that you can:

- Identify and use the discourse used in academic debates and discussions on language issues
- Select and review literature dealing with language-in-education issues
- Critically read and reflect on the issue of language rights and conflicts in Africa, with specific reference to South Africa
- Collect, analyze, interpret and share data on language status and profile with your school community
- Construct academic texts that argue for or against existing language practices in your institution.

4.2 Reading about the SA language context

Data collected during the national census in 1991 indicate that Zulu has the largest percentage of first/home language speakers, followed closely by Xhosa and Afrikaans (see Table 6). Do you think that this position has changed in the new dispensation? If so, to what do you ascribe this change? What is the position in your school? Do all the learners in your school share the same home language or do they represent different language groups? If all of them belong to the same language groups, what can you, as educators, do to promote multilingualism? If not, what steps could you take to ensure that all language groups feel that their languages are valued?

TABLE 6: HOME LANGUAGE USAGE IN SOUTH AFRICA, 1991

Zulu	21,96%
Xhosa	17,03%
Afrikaans	15,03%
Northern Sotho	9,64%
English	9,01%
Tswana	8,59%
Southern Sotho	6,73%
Tsonga	4,36%
SeSwati	2,57%
TsiVenda	2,22%
Ndebele	1,55%

The Constitution not only states that South Africa has eleven official languages but also makes the point (see Section 3[1] of Constitution) that conditions and structures should be created for their development, equal use and enjoyment. Official status was given to all eleven languages because the great majority of South Africans – an estimated 98% - use one or more of these languages as their home, or first, language. The decision to give all of them equal status could, therefore, be seen as a step intended to promote inclusiveness and, hence, national unity.

More specifically, the Constitution states that:

- Every person shall have the right to use the language of his or her choice (Section 31)
- Each person also has the right to equality before the law and no person shall be unfairly discriminated against, directly or indirectly, on the grounds of language (Section 8)
- Each person has the right to instruction in the language of his or her choice where this is reasonably practicable (Section 32)
- Each person shall, wherever practicable, have the right to insist that the State should communicate with him or her at a national level in the official language of his/her choice (Section 3[3]) and at provincial level in any provincial official language (Section 3[6]).

Notwithstanding this recognition of the linguistic diversity in the country, current language debates are as heated as the debates that took place when the Constitution first came into effect. Why is this? Why do language groups still feel threatened? Are the fears of particular groups that their languages are being sidelined simply paranoia (*baseless fears*) or do they have grounds for their fears? And what about language and education? Is it true that those who learn in their mother tongue or first language have fewer learning problems than those who don't? Are parents who choose to send their children to English-medium schools equipping them with the language knowledge and skills they need to survive in an ever-increasing global village or are they contributing to the erosion of their own culture?

To respond to these questions in an informed way, we need to take a somewhat closer look at the history of language rights – the promotion and repression of various languages – in South Africa. Perhaps then we shall better understand the language choices people make for themselves and/or their offspring.

Every year, on 16 June, South Africans celebrate Youth Day. Every year on that day, we hear about the protest march against the use of Afrikaans as a medium of instruction. And every year we hear that this march, and the consequent death of Hector Peterson, constituted the turning point in the struggle for liberation in South Africa. Who would have thought that 'language' could have such power?

The 1976 Soweto protest was, however, not the first language protest in South Africa and, if media reports regarding the dissatisfaction of Higher Education Institutions (HEIs) with the imposition of English as the only language of higher learning are to be trusted, it might not be the last either. In fact, it could be argued that, if there had never been a fight for the recognition of Afrikaans, there would never have been a cultural group called 'the Afrikaners'. David Harrison (1987:48), in his book, **The White Tribe of Africa**, makes this point in the following extract.

With the defeat of the Boers in 1902, the Republics of the Transvaal and the Free State were no more. They had become part of the great British Empire and their new overlord was the British High Commissioner in South Africa, Baron Milner of St James and Cape Town. In war, Milner's aim had been to 'knock the bottom out of the great Afrikaner nation'. In peace, he intended to complete the task. Language was to be the weapon. The Boers were to be made into British subjects, speaking King's English.

Some of the strategies used by Milner, and his predecessor Somerset, to anglicize the country included:

- The issuing of a proclamation that prohibited any language other than English from being used in courts and schools, although at that time Dutch speakers far outnumbered those who spoke English;
- Importing English and Scottish teachers and ministers to anglicize education and religion;
- Humiliating learners who used any language other than English at schools by either giving them a large key, which they had to keep until they could pass it on to someone else who brought 'disgrace' to themselves because they did not speak English, or by making them sit in a corner with a placard around their neck that read, 'I am a donkey';

- Importing large numbers of British settlers to outnumber the Boers and the indigenous peoples of South Africa.

Former SA president, John Vorster, who went to high school in the Eastern Cape, told Harrison that, in 1924, there was one English-speaking girl in his age group and consequently 'we had to take our classes, except for Afrikaans, in English, because she could not follow Afrikaans. But they never asked us whether we could follow English. They just took it for granted.'

Ironically, as was the case with the imposition of Afrikaans in black schools, the imposition of English had the opposite effect to the one that was intended. The idea in both cases was that such imposition would lead to an increase in the use of the imposed language. Instead, it led to its rejection. Cosatu's 2002 protest march against the SABC's failure to broadcast programmes in Ndebele was another, more recent, example of language protest. The SABC response in this case, as reported in the *Saturday Star* of October 19, 2002, was that:

'The SABC has a mandate in terms of the Broadcasting Act to broadcast in all the official languages – but this cannot be taken to mean that all must get equal time on the SABC's TV channels. This would be impractical and unaffordable. Broadcasting is not about upholding language rights, but about understandable communication with the audience in general.'



The information presented above was collected by means of some or other kind of research. Research is the core of academic activity and any person who is engaged in academic studies is required at some or other time to engage in research. Since you are now busy with academic studies you will also be required to do research – i.e. to collect, analyze and interpret data; to draw conclusions about the data you collected; to make recommendations about the way your research findings could be used to improve education, and to write all of this up in the form of a research report.

As an introduction into the process of gathering 'data' – the academic term for 'information' and/or 'evidence', we would like you to do one of the following:

- Do a library or internet search of the language-in-education situation that led to the 1976 Soweto march, in order to determine exactly how the use of Afrikaans in black schools was meant to change; why this new law was to be instituted; why black learners were unhappy with this; who initiated the protest, and what was the eventual 'language' outcome.

OR

- Do an internet search or contact the Department of Home Affairs to find out the latest census figures on home and additional languages, i.e. find out the percentage of the SA population who use the various languages as home and additional languages and decide, on the basis of your data, whether the SABC response to the Cosatu march was justified.

OR

- Choose a particular TV channel and, for one evening, jot down the time it devotes to each of the 11 SA languages in its programmes, including

advertisements and music. Decide, on the basis of your 'research' whether this channel observes South Africans' language rights.

Write down the results of your research on whichever one of the options you chose and file them in your learning file/folder for future use. Give your 'research report' a title and organize the information you wish to report under different headings that reflect:

- What you were investigating (the *research problem*)
- What methods you used to collect data/information (your *research procedures/methods*)
- How you went about sorting or structuring the data (i.e. your *data analysis*)
- What the data 'told' you (i.e. your *research findings*)
- What conclusions you reached on the basis of your findings (your *conclusion*)
- What others could do with the information in your report (*your recommendations*):

Perhaps you would like to involve your colleagues, learners or other members of your school community in this research and use all your results as basis for a discussion or debate on the use of language in your school.

4.3 What is an academic text?

As already indicated in the previous activity, research reports are structured in a very specific way, using sub-headings dealing with particular research activities. The language of research reports is also different from the language of other kinds of reports. Those who are not familiar with this kind of language, called academic discourse, often find it very difficult to make sense of what is actually said. To see what we mean, read the paragraph that follows, taken from a research report.

According to Zipin (cited in Popkewitz & Brennan, 1994:316-317), 'discourse analysis' is a prominent feature of research studies conducted in or informed by critical-theoretical frameworks. In terms of these frameworks, the concept, 'discourse', is used to refer to one or more 'rule-bound sign systems ... that infuse everyday activities and ... differentiate people in relation to cultural norms that constitute self-regulating ways of knowing'.

Did you understand everything that was said in this paragraph? Would you be able to explain to someone what 'discourse' is? If you experienced difficulty in deciphering the 'message' of this paragraph, to what do you ascribe your difficulties? Were the sentences too long? Were the words unfamiliar to you? Was the content matter too abstract/theoretical? Was it a combination of all of the above? Was there another reason?

our comments

We would like to suggest that one reason for your difficulty is that you may not use the 'code' that academics use in communicating with one another.

Remember the diagram (Figure 1) that we used in Unit 1 to illustrate the communication process? This diagram illustrates that communication is a process in which the sender encodes a message and sends it to a receiver, via a specific medium. The receiver then decodes the message and uses a medium of his/her choice to respond to it. Should the receiver not know what code the sender used s/he would be unable to decode the message and there would be no communication between the two of them.

Let's illustrate this practically.

activity 4b

time allocation ± 5 min

Spend no more than 5 minutes trying to decode the message in the text box below, bearing in mind that the sender used a secret code to ensure that only those for whom it is intended will be able to decipher it.

XABJYRQTR VF CBJRE

Did you manage to 'crack the code'? If so, congratulations! If you have been unable to do so, try again, using the clues that we provide in our next set of comments.



Writing in code is common in organizations where secrecy and/or confidentiality in the transmission of information are crucial. Most nations who participated in World War I and World War II used coded – or encrypted – messages when communicating with their armed forces in occupied territories to ensure that ‘the enemy’ would not be able to intercept the messages and use the information to their own advantage. Only those who ‘knew the code’ would, therefore, be able to access and respond to the message.

The code we used in the message that you had to decipher was, in fact, very simple. What we did was to divide the 26 letters in the alphabet by two.

We wrote the first 13 letters on one line and the next 13 letters directly below it to form pairs. We then substituted the paired letters for each other to construct the message.

Here is the code. Go back to the message, using the code and see if you can decipher it this time.

Code

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Much easier this time round, wasn't it? If you still haven't managed to decipher the message, ask one of your fellow students or colleagues to help you.



Perhaps those parents in your school community who do not understand English or Afrikaans feel as if you are communicating ‘in code’ when you send them circulars or address them at meetings in what, to them, feels like a ‘foreign’ language. If this is the case, what could you do to ‘teach’ them the code and/or to improve communication with them?

You might well ask why academics cannot simply write like other people. Why do they have to use ‘academic language’? The answer was already implied in Unit 1. Remember that we said that people identify with different groups and that part of their identification involves their adopting the ‘language’ – slang, jargon or other symbols – as a way of showing their association with that group. Think back to Magadien in the Steinberg extract in Unit 1. Those of us who do not belong to any of these ‘exclusive’ groups often feel marginalized and/or have difficulty in understanding what they are talking about as was revealed in our earlier discussion on effective communication in multilingual societies

You will also remember that we said different texts serve different purposes and target different audiences. Well, academics are a special group of people. Their writing is academic in nature because it is meant for other academics. Therefore it has to be written in the ‘language’ or style with which all academics are familiar. Since much of what you have to read for the purposes of you ACE studies is academic in nature you need to learn and use not only academic discourse but also academic ways of reading and writing. In other words, you need to be able to ‘crack’ the academic ‘code’. This is what we are going to do in the rest of this unit.

4.4 How to read/deconstruct academic texts

An *academic's* work is to *contribute to the creation of new knowledge*, hence the mission of all Higher Education Institutions to promote scientific and or reasoned thinking and practice. In order to contribute to the creation of new knowledge, academics first have to acquaint themselves with existing knowledge. They do this by *reading* what other academics say, by *reflecting on* what they have read and by *conducting their own* research to test the validity of existing knowledge and/or to create new ways of thinking and doing. A large part of the dedicated academic's work is, therefore, the analysis and construction of theoretical/academic arguments based on empirical evidence. We'll consider the empirical part of academic's work later. For now, let's concentrate on the reading of academic texts.

The first thing you need to remember when reading an academic text it is usually written in the form of an academic argument and that this argument typically consist of two parts, namely claims and justifications. In reading an academic text your purpose should, therefore, be to find the thesis (i.e. the major claim made in the argument), assess its validity in terms of the justifications the writer gives for making the claim and then, on the basis of this analysis, to decide whether or not you agree with the claim and its justifications.

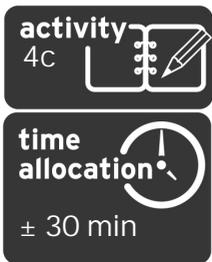
According to Rossouw (2000):

- A **claim** is essentially a statement that the claimant (i.e. the person who makes the claim) regards as the truth. Think, for example of former President Thabo Mbeki's famous statement, or claim - 'I am an African'. Former President FW de Klerk, in responding to Mbeki's claim, put forward a counter claim, namely, 'I, too, am an African'. Who was right – Mbeki, De Klerk, or both of them? This resulted in a drawn-out argument between people who supported the different sides of this debate.
- On what grounds do you think they based their respective claims? In other words, how did they *justify* their claims? Which reasons did they give for making this claim? In essence Mbeki based his claim on his colour, equating 'African' with 'black', and his origins (being born and bred in Africa). De Klerk based his claim only on his origins (being born and bred in Africa), arguing that one's country of birth, not one's skin colour, determines whether one is part of a specific country or not. From their respective perspectives both of them were speaking the truth. Perhaps you would like to read their arguments. Your local library should have copies of the newspapers in which this debate was published and/or discussed or you can surf the Internet looking for information.
- **Justifications** are essentially dualistic in nature, i.e. they consist of two inter-dependent components, namely *logic* and *evidence*. As regards the logic, the claimant explains, in his/her own words, his/her reasons for thinking the way he/she does. In order to convince people of the logic of his/her reasoning, he/she then cites examples, other researchers, statistics or concrete evidence that will convince people of the validity of the claim. Together, the logic and the evidence constitute an academic justification. The logic for academic arguments typically come from academics' reading and interpretation of other

academics' work while the illustrations/evidence comes from their own research. If one of these components is lacking, the argument might be rejected as invalid or false.

It might help you to remember that **claims** are usually the result of an accumulation of evidence/insights and can, therefore, be equated with an end result, outcome, conclusion or effect, whereas **justifications** are those events, incidences, et cetera that caused, gave rise to or led to the final result. Let us illustrate this with the following extract from Rossouw (1990):

Mismatches between the linguistic level of textbooks and the reading ability of those for whom they are intended is not new [Claim]. Several European and American researchers (Elliot et al, 1986, Harlen, 1985; Rosen, 1979; Scruggs, 1988) have also investigated this problem and, based on their findings, recommended that the language used in textbooks should match the linguistic and cognitive competences of those who will be using these books [Justification].



Do you regard yourself as an African? If so, write down your claim on a piece of paper. Now think of all the reasons you can present to support your claim and write them down as well. Having done so, read your claim and its justifications carefully and decide whether or not you think that you would be able to persuade other people of the validity of your claim.

Do you think that all South Africans could claim to be 'Africans'? Why? Why not? Write down your answer to these questions in the form of a claim and supporting justifications. Then judge the strength of the claim exactly as you did with your own claim above.

Finally, considering Mbeki's claim, De Klerk's claim, your own claim and the possible claims of fellow South Africans, what conclusion would you be able to draw as regards the meaning of the concept, 'African' and as regards who can lay claim to being called an African?



You have just constructed a pseudo-academic argument – i.e. an argument that looks and sounds like an academic argument but is not yet completely academic. Why do we say this? You followed the 'formula' for academic arguments that we provided earlier, i.e. you staked your claim and justified it with reasons; you then considered whether or not other South Africans could stake similar claims based on their justifications, and finally, you used these reflections as basis for deciding what an African is. However, no matter how sound your argument may be it is not yet an 'academic argument' since it is based only on your opinion and/or understanding of the issue. You have not consulted any other experts or collected any scientific evidence to back up your claim. Only when you have done both of these things will your argument be classified as 'academic'.

Let's now look at some newspaper reports on research that was not conducted by the reporters themselves but by research 'experts', i.e. academics. Note that, in citing the research findings of experts, each newspaper is, in fact, attempting to justify its own position in the language debate. Perhaps you will

be able to pick up what their respective positions are.



Using the previous exercise/activity as basis, examine the claims and justifications each of the researchers made regarding language. The newspaper reports all come from South African newspapers. If you wish to read the articles in their entirety, ask your local library to trace and copy them for you. Alternatively, contact the respective newspaper offices and ask them if they could provide you with copies or check the internet.

- Extract 1, *Silence Falls*, was written by John Crace and published in the *Mail and Guardian* of November 22-28, 2002.
- Extract 2 (Can SA embrace all 11 languages?), was written by Yolanda Mufweba and appeared in the *Saturday Star* of October 19, 2002.
- Extract 3, *There's no rivalry in Rwanda with three official languages*, was written by Ephrem Rugiririza and appeared in the *Saturday Star* of October 19, 2002.

Having read the articles, answer, in writing, the questions that follow them and file the answers in your Learning Folder.

Extract 1: Silence Falls

In 1978 Peter Austin was introduced to Jack Butler, a 77-year old man from the mountainous iron mining district of Maroonah Station, 1 000 km north of Perth in western Australia. Butler was the last speaker of the aboriginal language Jiwarli. None of his children had any interest in Jiwarli, having long since abandoned it in favour of English, and Butler was anxious it should not die with him.

Over the next eight years before his death, Butler and Austin recorded tapes of the Jiwarli language, history and culture and created a Jiwarli dictionary. Austin, an Australian professor of linguistics based at the University of Melbourne, is now the world's only Jiwarli speaker, and but for his and Butler's intervention yet another language would have disappeared unnoticed.

There are about 6 000 languages in the world, yet about 95% of the world population speaks just about 15 of them. Economic imperialism has gone hand-in-glove with linguistic imperialism, as people abandon their mother tongues in favour of the globally dominant English, French, Spanish, Arabic, Chinese and Russian. As a result hundreds of languages have disappeared in the past 50 years, and experts predict there will be fewer than 3 000 languages left by the turn of the next century.

While most of the endangered languages originate from the developing world, they are by no means its exclusive preserve. In Europe, for instance, Breton, Romany, Irish and Scots Gaelic are all under threat. Sorbian is now restricted to two villages in the former East Germany, and Karaim, a Turkic language of Lithuania, has just 30 speakers left.

"It's a tragedy even more spectacular than the loss of plant and animal species," says Professor Graham Furniss, dean of faculty of languages and cultures at the London School of Oriental and African Studies. "Whole cultures

are being wiped out. Language is the oldest part of human history – the original human capacity that differentiates us from animals. We set great store by maintaining our heritage in libraries and museums, but we're seemingly happy to lose track of our human assets."

Some countries have recognized that, whatever economic benefits may be gained from speaking a dominant language, these have to be balanced against the perceived threat such domination poses to their identity. Vanuatu has just passed a law saying that all education must take place in one of the 100 mother tongues spoken on the island, rather than in French or English as had become the norm.

Extract 2: Can South Africa embrace all 11 language groups

In the name of reconciliation a decision was made in 1994 not only to make Nkosi Sik'lel'iAfrica/Die Stem the national anthem, but also that South Africa would have 11 official languages. Eight years down the line the question being asked is, is it necessary to have 11 official languages?

Kathleen Heugh, language policy specialist with the Project for the Study of Alternative Education in South Africa at the University of Cape Town, said the question on the practicality of having 11 official languages should be turned around.

"How practical is it not to use the language which people understand? How practical is it to have all pupils write their exams through English – if they are not succeeding? We have a responsibility to use the 11 languages in order to ensure that we put in place a democratic society and state. Failure to do this is impractical in the long run," she said.

Heugh is also a former member of the Pan South African Language Board (PANSALB), which, in 2000, revealed some interesting data that squashed some of the misconceptions about language, one of which is that English might be a language the majority of people can use.

Instead, figures showed that English is used as one of the lingua francas by many people in metropolitan areas (42% of people) and in towns and cities (non-metro) by 23% of people – but very seldom in other areas of the country. Afrikaans is also used as a lingua franca in metropolitan areas (41% of people) and non-metro towns (59% of people). However, elsewhere the languages people use as neighbourhood languages are African languages.

The survey showed that Zulu and Xhosa are increasingly becoming very significant lingua francas in the country. Zulu is the most widely-used language for neighbourhood communication for the 16-34 age group. Zulu is also used by 30% of people between the ages of 25-34, as opposed to 10% of people who use Afrikaans in that age group. Mother tongue speakers of English – 9% overall – are rapidly emigrating and there are only about 7% of people who speak English in the 25-34 age group. This means that the number of English speakers is on the decline.

Based on the above information, Heugh said that being practical about introducing these many languages in the country would improve the lives of all citizens. "A practical multilingual policy identifies the main languages of a region and dispenses services in these languages – in most cases this is usually two to three languages and in most cases the people who live in these areas know and use these languages in their ordinary lives," she said.

Extract 3: There's no rivalry in Rwanda with three official languages

As is the case across Africa, posters in the Rwandan capital, Kigali, warn citizens to practise safe sex, but here they carry the message trilingually.

Rwanda is one of the few countries in the world where both English and French are official languages, next to the national tongue, Kinyarwanda. But, unlike Canada, where a linguistic feud is entrenched in the national psyche, not to mention the statute books, or Cameroon, a marriage of formerly separate colonial territories, one British, one French, Rwanda has recently adopted the English language and did so rather painlessly.

The introduction began in 1994, when rebels, trained in Anglophone Uganda, took power in the former Belgian colony at the end of a devastating genocide. Until then, Rwanda was firmly one of Africa's French-speaking countries, but these new leaders changed that. This was not just a matter of habit but also a deliberate ploy to distance themselves from the ousted elite and their close friends in France. Paul Kagame, the leader of the rebels and now the president, never speaks French in public and speaks English fluently.

At first, pessimists predicted problems. Rwanda proved them wrong. "There is no rivalry between French and English. On the contrary, the two languages complement each other," explained Thierry Mesas, a French consultant working in the Rwandan ministry of youth, sports and culture. "There is no language war in Rwanda. Bilingualism is an advantage for the country, given its geographical situation," he added.

"It is true that some French speakers felt threatened when English was declared an official language, but today they realise that they were wrong," said a Rwandan teacher. "Those who make a lot of noise on one side or the other forget that very few Rwandans speak French or English anyway."

Government figures confirm that fewer than 20% of the population speak anything other than Kinyarwanda. In government, parliament and the army headquarters, English and French speakers work side by side. Rwanda's passport and the official gazette are in all three official languages.

"There shouldn't be any rivalry between English and French in a country where everybody speaks the same (first) language (Kinyarwanda). These second languages are tools we should use," said a young musician. "If you do not make the effort to speak both, you will simply be left by the wayside."

Questions?

1. Look up and remember the meaning of each of the following words used in these articles if you do not already know what they mean.

Linguistics	Intervention	Imperialism
Dominant	Norm	Restricted
Data	Squash	Misconception
Urban	Metropolitan	Lingua franca
Decline	Monolingual	Bilingual
Trilingual	Multilingual	Feud
Entrenched	Rivalry	Complement

2. Copy and complete the table that follows. To help you with this, we have filled in the details regarding Extract 1.

TABLE 7: CLAIMS AND JUSTIFICATIONS

EXTRACT	CLAIM	REASON GIVEN	EVIDENCE	CONCLUSION	RECOMMENDATION	SOURCES
1	Economic imperialism is killing indigenous languages.	People abandon their mother tongues in favour of globally dominant languages.	Of the 6 000 languages in the world only 15 are still widely used. Research by Austin indicated that there is only one Jiwarli speaker left in the world because aborigines favour English. Breton, Romany, Irish and Scots Gaelic are all under threat in Europe. Only two villages in East Germany still speak Sorbian. Only 30 people in Lithuania still speak the indigenous language, Karaim.	The death of indigenous languages goes hand in hand with the destruction of associated cultures.	The use of indigenous languages should be protected and promoted because language is the only thing that distinguishes humans from animals.	Mail and Guardian of November 22-28, 2002.
2						
3						



1. What similarities and differences are there in the claims made in each of the three newspaper articles? How did each article justify the claims?
2. On the basis of your analysis, would you agree with Rossouw's claim that arguments typically consist of claims and justifications? Why? Why not?
3. Read the extract from Professor Thobeka Mda's argument on Education for Diversity, (Extract 2 in Activity 3d) and determine what her argument is, i.e. what are her claims and how does she justify them?
4. Record the outcome of your analyses above on a sheet of paper and file it in your learning folder for later reference. You could also use it as basis for a whole school debate on the utilisation and status of language in South Africa.



There is no right or wrong response to language debates. Everybody has his/her own opinion on this matter. In academic arguments opinions should, however, be informed by evidence and/or facts rather than by personal preference.

In analyzing the newspaper articles, you would have noticed that the writers tended to support their claims by quoting/citing other people's views on the issue in question and that the opinions expressed by these people were usually informed by their own research.

Reading up about other people's research is one way in which academics expand their own understanding of issues/theories that interest them and/or which they wish to investigate in more depth. This is called a literature review and, as is the case in the articles you read, academics also have to acknowledge their sources. The way in which they do it is, however, somewhat different from the way it is done in the media.

In order to successfully analyze academic arguments, you should train yourself to:

- *Identify the central point of the argument, i.e. the major claim*
- *Identify sub-points/claims that help to build up the major claim*
- *Separate claims from justifications, explanations, illustrations/examples and other evidence*

Let's now read two excerpts from academic texts together with a view to determining which of the statements in each is a claim and which are justifications. The first excerpt is one of five reports that, together, are known as the Threshold Project and focused on the disparity between English as a subject, and English as the medium of learning. The second is an adaptation of a section of a chapter in *Contemporary Education* (Lemmer, 1999) that focuses on various models currently used to accommodate diversity in education. To help us do that we are going to focus on two questions, viz.

- What is the point that the writer is trying to make?
- What is it that motivates him/her to make that point?

We are going to apply these two questions to each writer mentioned in the excerpts.

Excerpt 1:
(Rossouw, H: 1990)

Mismatches between the linguistic level of textbooks and the reading ability of those for whom they are intended is not new. Several European and American researchers (Elliot et al, 1986, Harlen, 1985; Rosen, 1979; Scruggs, 1988) have also investigated this problem and, based on their findings, recommended that the language used in textbooks should match the linguistic and cognitive competences of those who will be using these books.

Excerpt 2:
(Mda, T: 1999:226-7)

Nieto (1992:38) takes the following view of assimilation: 'Because schools have traditionally perceived their role to be that of an assimilating agent, the isolation and rejection that go hand in hand with immigration and colonization have simply been left at the schoolhouse door'.

Fyfe (1993:38) reports that the response to immigration in Britain, the rest of Europe, the US and Australia from 1950 onwards, was simply to 'emphasize assimilation': Large groups of children with little or no English, from very contrasting social, economic and cultural backgrounds [were viewed] as 'problematic'. There was certainly a partial view of integration, in which the onus lay with the 'immigrants' to do the adjusting.

Foster (1988:144) cites the Australian *Report to the Minister of Immigration on the Migrant Education Programme for 1970-71* and draws attention to the language used in the Report:

The ability of migrants to communicate is fundamental to their successful integration. Migrant education cannot be divorced from migrant welfare. The development of the migrant education programme is evidence of the government's intention steadily to develop migrant education and welfare activities to secure for Australia the fullest economic and social advantage of migration.



Having applied the two questions to each piece of writing we came up with the following answers:

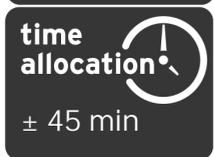
- Rossouw (first excerpt) **claims** that mismatches between the linguistic level of textbooks and the reading ability of those for whom they are intended is not new. He **justifies** his claim by citing the recommendations of several European and American researchers, whose names he mentions.
- All three researchers in the second excerpt **claim** that education is aimed at assimilating migrants (foreigners) into the society of their new country. **Nieto's justification** is that schools have traditionally served as assimilation agents. **Fyfe justifies** his claim by referring to the imperative placed on migrant children in Britain to learn English since this was the only way they could be assimilated into British society. **Foster cites** a government report **as justification** pointing out that the Australian government is now moving away from assimilation as the only means of dealing with migrants in the education system.

We trust that this example has clearly illustrated the difference between claims and justifications.

Another thing you need to remember as regards academic writing – a point of ethics – is that ideas first mooted by other academics and now used by someone else to validate his/her argument cannot simply be appropriated by the latter. S/he must acknowledge the person whose ideas stimulated his thinking. This acknowledgement takes a very specific form, as is illustrated in the two extracts from academic texts, replicated in the text boxes that follow.



Reread the previous two excerpts again, underlining or highlighting any acknowledgements of other academics' work that you pick up.



Having identified the acknowledgements – called 'sources' in academic speak – compare the way in which academics acknowledge their sources with the way in which journalists do it (see preceding newspaper extracts as well as the articles you have been collecting since Unit 1).

Jot down your observations on a sheet of paper and file them in your Learning Folder.



How many differences did you pick up? To us, the most important ones are the following:

- *The media articles seemed to be summarizing various 'experts' opinions on the issue of language, without indicating when or where these opinions were expressed. Academics, on the other hand, state their own opinions on the subject, supporting these (a) by naming those whose research support their opinions and (b) indicating the year in which these 'supporters' findings were published.*
- *Journalists tend to place their own argument/claim in the forefront and use opinions expressed by individual experts as supporting evidence. Academics, on the other hand, summarize the findings and/or conclusions of various researchers/academics and then base their claims on these.*
- *Whereas journalists tend to focus on a single individual's opinion at a time, academics sometimes cite one individual and at other times list a number of individuals whose views support their point.*
- *The titles of research publications reviewed by academics would be listed at the end of their own research reports, something that would not be done in the case of media articles but, because we*
- *have not published an entire research report, you would not have been able to pick this up from our examples.*



Let's now apply what you have learnt about text deconstruction to the reading of an academic article.



Read the section on Invitational Theory the core module *Lead and Manage People*. Section 1.4, following the guidelines provided below:

- Underline/highlight all the words with which you are unfamiliar and look up their meanings in a dictionary (remember that we mentioned this as a key reading strategy in Unit 1).
- Now read the text very carefully, making notes of the claims and justifications while you are reading (use a table like we did in the example or, if you know how to do it, use a mind-map to help you with the identification).
- Having analyzed the text in this way, decide whether or not you are convinced by the writer's argument and write your answer down in the form of a conclusion, indicating why you found the argument convincing or not.

File your analysis and your conclusion, in your Learning Folder.

4.5 How to write/construct academic texts

In constructing your own arguments you will be doing the opposite of what you did in the previous section. Instead of analyzing the arguments of others, you will be developing your own argument/thesis. In other words, instead of identifying claims and separating them from justifications, you will be staking one or more claims and justifying them by referring to your own or other researchers' work. In other words you will be constructing an argument that is based solely on a literature review.

All good academics use literature reviews as a means of gathering because a review:

- Gives them a general understanding of the discipline, topic or problem that you plan to investigate/research.
- Brings them up to date with research that has already been done in this area and the results/findings of such research so that they will not fall into the trap of repeating what has already been done.
- Helps them to identify gaps in existing knowledge in the area concerned, thereby assisting them in being more focused in their own research.
- Gives them ideas on how to conduct their own research/investigation, ideas on the kind of instruments and strategies that they can use to collect and interpret data as well as other books, reports or articles where they can find additional information.
- Shows them how other researchers structure their reports and/or arguments and validate (confirm, corroborate, substantiate or support) their findings.
- Gives them a sense of the differences in purpose of and approach used by quantitative (concerned primarily with number-based data) and qualitative (concerned primarily with non-quantitative data e.g. data from interviews and descriptions of observations) researchers so that they can choose the approach most appropriate to your investigation.
- Shows them how other researchers acknowledge their sources – in the texts as well as in the reference list at the end of the report.

A proper literature review always includes the making of notes during the reading process, not just any notes, but notes related to the claims and/or justifications in each article. Let's say that the person who is planning to construct an academic argument wishes to make certain claims about multilingualism. S/he must then locate as many articles and/or research reports as possible that deal with aspects of the claim that s/he wants to make about multilingualism. Each of these aspects would then constitute a category/aspect of the argument that s/he would like to address. S/he would then use some or other system (index cards, a table, a mind-map, or different folders on the computer) for keeping notes that dealt with the same aspect together. Some of the aspects/categories related to multilingualism could be:

- Definitions of multilingualism
- Examples of multilingualism
- Advantages of multilingualism
- Disadvantages of multilingualism
- Multilingualism in the workplace

- Multilingualism in education.

Organizing the notes into categories from the start is important given that the main (big) argument in an academic essay is typically supported by a number of minor (smaller) arguments, each discussed in a separate section with its own sub-heading.

Let's take the category 'definitions', as an example. Every time you come across a definition of multilingualism that you think you could use in your own argument you would jot down its essence under the heading, *Definitions*, making a note of the author, title of the book/article and its publication date. By the time you have written down a number of definitions, from different sources on your list, you should have a pretty good idea of similarities and differences in opinion regarding the nature of multilingualism and you should be able to formulate your own definition of multilingualism based on all the other definitions that you have studied.

You would follow the same procedure for all the categories mentioned above and for any other categories that you might think of. Only when you have reviewed all the publications you have selected, would you start planning and/or writing down your argument.

Many people make the mistake of equating a literature review with a summary and, therefore, discuss the opinions of each writer separately. Do not fall into this trap. Remember that you are constructing an argument and that it is the *points* you make in this argument that should be fore-grounded, *not the writers* whose opinions you are summarizing. You should, therefore, *group writers with the same opinions together, summarize* the argument that they all support and then *list* their names as supporters after the claim has been made, as illustrated earlier on in the Roussouw text.

In constructing your argument, it is a good idea to state the *major claim* first and then to follow it with *supporting claims*, each with its own justifications and/or evidence.

The structure of your argument should reflect the logic of your thinking processes, i.e. you should preferably organize your thoughts in terms of:

- An *introduction/background*– where you introduce the topic/problem on which you have read and the reason for this choice;
- A *body*, with various subheadings indicating the categories/claims you are discussing – where you clarify concepts and set out your claims and their justifications;
- A *conclusion* - where you draw the argument together and tell the reader what your final position is on this particular issue, based on what you have read;
- A *reference list*– where you acknowledge all the sources that you have used in the essay.

Chisholm's article on the review of C2005 (see Unit 5 of this module) is a good example of the structure described here. Turn to this article (Activity 5b) to see what is contained in each part.



- You should **not** have a heading called *Body*. Rather use different sub-headings that correspond with the categories you created for your notes.
- Remember what you were taught at school with regard to the construction of paragraphs and essays, namely:
 - - One paragraph, one topic
 - - Each paragraph constructed around a topic sentence
 - - Topic sentence typically the first, middle or last sentence of the paragraph
 - - Arrange paragraphs from the general to the specific or the other way round
 - - Link paragraphs with one another by means of linking words or phrases
 - - Skip lines between paragraphs.

The HEI at which you are enrolled for the ACE will probably have its own format for listing references. Find out how they want you to do it and follow their preferred format. In general, however, most reference lists include at least the following information:

- Author's surname and initials (*in bold*)
- The year of publication
- The title of the source (*in italics, or underlined*)
- The place where it was published (*e.g. Pretoria*)
- The name of the publishing house.

Look at the bibliography to this module for examples.

- Remember that policy documents and media articles are not generally regarded as research literature and should, therefore, not be included in your literature review. They serve a different research purpose - one that we shall investigate in a later unit. However, they should be included in a reference list.
- Remember to make and categorize notes while you are reading, as explained earlier on.
- Remember to acknowledge your sources – look at how the writers whose work you are reviewing have done it – and to list all the sources you used at the end of your review. One of the most common forms of referencing is the Harvard system, which indicates in-text references like this: Burger (1992: 31) suggests that ... or There are several different ways of acknowledging sources (Burger 1993:vii). When compiling a Bibliography using the Harvard system we are interested in capturing at least the following information: author, date, title, place and publisher e.g. Burger, M. 1992. *Reference Techniques*. Pretoria:Unisa.
- The Bibliography at the end of this and other learning guides you use in the ACE program not only serve as an example of the way references could be listed but should also lead you to other references.
- If you have problems finding relevant literature, inform either your local librarian or a librarian at the HEI where you are enrolled of the topic that you wish to research and ask him/her to compile a list of relevant literature that you could consult. This is a service that most HEIs render to students who are unable to visit the library themselves.

4.6 Conclusion

In this unit we focused on the reading and writing of academic texts as a means of determining existing knowledge on language in general and language-in-education in particular. This is, however, only one of the aspects of research. In the next unit we shall be looking at other ways of gathering knowledge, namely workshops, meetings, interviews and questionnaires. Together they will assist you in determining the language needs of your own school and suggest ways in which you can overcome existing problems and/or transform language practices in the context in which you work.



- An argument is essentially a series of claims, each with one or more justification.
- Academic arguments should be based either on research literature or on empirical evidence.
- The discourse (form of communicating) used in the construction of academic arguments is peculiar to academic writing.
- Literature reviews provide academics with insight into their field/s of inquiry.
- Empirical research provides academics with evidence that supports, negates or clarifies their claims or notions.

We want to end this unit with two more quotations from Stein and Janks (2007:20 – our own emphases) which together help to sum up the importance of this unit and the assignment that follows.

Successful **readers** are able to decode the text: they make sense of the written code in order to work out what the text is saying. This necessitates competence in the language. But this is not enough. They also have to make meaning from the text. Reading is an **active** process of bringing one's own knowledge of culture, content and context into an encounter with that of the writer in an active process of **meaning making**. **But this is not enough**. Readers need to learn how to ask questions, to examine the underlying assumptions, values and positions of texts, in order to understand the interests they serve. **But this is not enough**. Successful readers **read a lot**.

And

Successful **writers** are able to write and design texts which speak to a range of audiences and contexts. They are not simply scribes – they are **meaning makers**. This requires mastery of the written code and an ability to manipulate language. It takes a great deal of **practice** and there is evidence that children do very little writing in schools. In the same way as listening enables speaking, reading enables writing. Those who read a lot, are better at writing than those who don't.

The argument made by Stein and Janks should encourage us to question the extent to which we promote meaningful reading and writing in classrooms, and the extent to which we model meaningful reading and writing, in our own schools.

Assignment 3

Critically reflect on some of the problems/challenges that your school faces in terms of language use. Perhaps there is a problem/challenge with the use of English as a language of learning and teaching. Perhaps the problem/challenge is related to the literacy levels of parents or to the use of language as a means of restricting access, or perhaps the problem/challenge is the neglect of African languages as subjects.

- Select one of the problems/challenges you identified for investigation.
- Having identified a problem/challenge, review at least 3 different research publications (i.e. research reports, journal articles, internet publications, etc.) on this topic.
- Construct your own argument on the problem/topic that you chose and write it in the form of a literature review, using the literature reviews in the publications you reviewed as examples.
- Once you have written your argument, edit it carefully, correcting stylistic, technical and any other errors. Alternately, ask a colleague who is good at writing, to check it for you.
- When you are sure that this is the best piece of work you can produce, submit it to your lecturer for assessment purposes.
- If you find this assignment difficult to complete, you might wish to consult the following additional guides: Murray, S. & Johanson, L. 1989 (or a later edition). *Read to Learn: A Course in Reading for Academic Purposes* and *Write to Improve: A Guide to Correcting and Evaluating Written Work*. Both texts were published in Randburg by Hodder & Stoughton: Educational Southern Africa.

Leading with policy

unit

5

Introduction	5.1
Unit 5 learning outcomes and assessment criteria	5.1
What is policy?	5.2
Education policy	5.3
Policy as an area of contestation	5.4
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Leading with policy

5.1 Introduction

As all of you know, the transformation of the South African education system has gone hand in hand with the development and implementation of a plethora of new policies, too many to mention here. It is common knowledge that some of the policies developed in South Africa are superior to many in the rest of the world. It is, however, also a sad fact that, as is the case all over the world, the implementation of these policies has not always been as successful as hoped. The reasons for this are many and varied, as indicated in most research reports on policy implementation.

The nature, purpose, development and implementation of policies are dealt with in the core module on Policy and Planning of the ACE programme. In this module our focus is on language. The inclusion of a unit on policy is therefore not aimed at an exploration of policy as such or of the reasons for poor/flawed policy implementation. Rather, it is focused on an exploration of policy discourse - the jargon or language typical of policy discussions and documents. More specifically this unit on policy should equip you with the vocabulary required for policy discussions and enable you to read policy with critical understanding, to accurately inform others of the intent and implications of policy and to lead and support the development of policies appropriate to your school context.

This is the last unit of this module. Everything we studied in the previous units served as preparation for this unit. Do not, therefore, study this unit in isolation from the preceding ones. While it deals with the construction and deconstruction of policy as management/leadership functions, it assumes that you are a proficient communicator who is able and willing to use language as a tool for quality education, management and leadership in your school.

Unit 5 learning outcomes and assessment criteria

At the end of this unit you should be able to demonstrate the ability to critically read, discuss, analyze and develop policy documents. In order to prove that you have developed this ability, you will be required to provide evidence that you:

- Know and understand policy jargon
- Can orally explain policy concepts and procedures to selected target audiences, using appropriate language and/or style
- Can use policy language in ways that facilitate broader understanding of policy issues and development in your school community
- Can facilitate the development of policies for your school
- Can write reports and official letters related to policy discussions and processes.

5.2 Reading policy

Bearing in mind the expanded description of literacy (quotation) in Unit 1, those who are 'policy literate' will not only understand and be able to use the language in which policy documents are written but will also be cognizant of its symbolic significance and the way it is structured and presented. Informed by this view of literacy, this section assumes that policy literate people read not only what is said but also how the content is organized and/or structured with a view to achieving specific purposes. These are the foci of this unit.

The South African Qualifications Authority (SAQA) (Quality Management Systems for Education and Training Providers, 2001:19), informed by the definition of policy as 'a document containing a contract of assurance and or insurance' suggests that a policy indicates the ways in which an organisation views itself, the aims that it sets out to achieve, whom the policy is targeting and why there is a need for such a policy (see Figure).

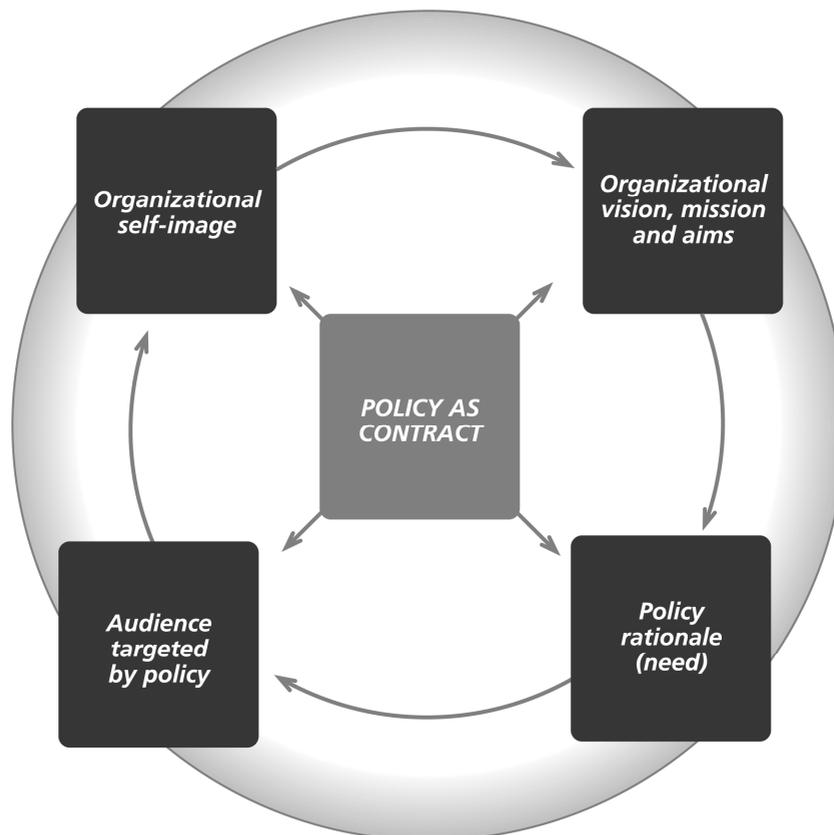


Figure 16: SAQA's notion of policy as contract

Any policy statement should, therefore, give an indication of where the organisation locates itself within a particular values framework, spell out the principles that should guide practices, and indicate how these practices should inform the structure, management and operations of the organisation. Judged against these criteria, a good policy is a policy that is informed by and responsive

to the context in which it is to be implemented and the changes that it is meant to effect. In reading a policy and in explaining it to others, we should, therefore, deal with each of these aspects separately but should also indicate how they relate to each other.



Take the National Curriculum Statement as an example. These are policy statements, spelling out the values that should underpin curriculum development and implementation and the principles and practices that should guide teaching, learning and assessment practices. Do the curriculum statements include indications of how teaching and learning should inform the structure, management and operations of schools? If you can't remember go back to the statements and see whether you can find such indications. Also refer to the core module on Teaching and Learning and the elective module which deals with subjects, learning areas and phases.

5.3 Policy context

While many people simply take the meaning of policy for granted and/or accept policy directives as ‘cast in stone’, there are many theorists who regard policy as a contested domain. They argue that an awareness of context is crucial to effective policy development because policy is the product of social, political and economic contexts and, as a result, is interpreted differently by those involved at each stage of its development. In this regard it is important to acknowledge the influence of the macro contexts – the ‘big picture’ – on policy development and/or implementation. Policy makers are seldom able to control the meaning of policy texts. Parts of the text will always be rejected, selected, ignored, or deliberately misunderstood (Ball, 1992).

According to Ball (1994:14/15), policy analysts more often than not ‘fail to define conceptually what they mean by policy’ and don’t always consider policy development contexts. Moreover they seldom, if ever, consider the influence and management of public policy debates; the production and appearance of policy documents and supporting materials, and the ‘arena’ in which policy will be practised and/or implemented.

Bearing the importance of context for policy development in mind, If SAQA is right in its definition of policy and policy statements policy writers should ideally include a description of the context (the outside circle in our figure) within which an organisation operates. They should also indicate the way in which context influenced policy development and/or might influence policy implementation. Most policies include this kind of description in a ‘Preamble’ or ‘Foreword’ to the policy document.



In the Preamble to its Assessment Policy, the Faculty of Education of one of the local Higher Education Institutions describes the broader policy context within which its own assessment policy was developed and indicates how this context has informed the development of its own policy statements.



Critically read the following policy *Preamble*, and then see if you can identify any contextual factors that might have influenced the development and/or implementation of the policy, according to the policy writers.

Example

The South African Government sees the establishment of sustainable quality assurance systems in Higher Education Institutions (HEIs) as a ‘critical requisite’ (Smout, 2005:5) to the transformation of Higher Education and Training in the country. The prioritisation of quality and, by implication, accountability, is not unique to South Africa; there are increasing pressures in and on institutions worldwide to attain, maintain and improve standards in transparent ways, albeit in ‘a difficult climate of declining funding, rising expectations, changing priorities and increased competition between different higher education sectors and institutions’ (CHE/HEQC, 2003:8).

Given the South African government's 'nation-building' mission, the quality management systems to be established at HEIs should, ideally, be 'developmental in nature' (SAQA, 2001[b]: 5), with the development of a battery of policies as the first step in the process. These policies, of which an assessment policy is but one, would then form the basis for the establishment and evaluation of said quality management systems.

In terms of the SAQA Act (Act 58 of 1995) and the Higher Education Act of 1997, the statutory responsibility for quality assurance at HEIs rests with the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE). The HEQC, as the sole Higher Education ETQA (Education and Training Quality Assurer), is mandated to conduct regular institutional audits on behalf of SAQA. The first cycle of audits, which is to commence in 2004, will be aimed at establishing the nature and extent of quality management systems in place at audited HEIs, and at the evaluation of these systems on the basis of evidence provided by the institutions concerned (HEQC, 2003:1).

The South African University Vice-Chancellors' Association (SAUVCA) suggests that the quality assurance systems – policies, structures, managerial processes/procedures – developed by HEIs should reflect the organizational culture and ethos of the institution concerned. Some HEIs might prefer to operate within the confines of centralized institutional policies and procedures; some might choose to develop sets of policies and/or practice statements related to particular programmes or activities, while yet others might choose a combination of these (Smout, 2002:18). The XXX University opted for the latter – central/institutional policies for various activities complemented and supported by more specific policies and practice statements for each Faculty, Department and/or Programme.

The choice of a combined approach is premised on the notion that a single policy, complemented by more detailed plans, ensures common standards while acknowledging programme diversity. The Faculty Assessment Policy presented here is an example of such a combined approach.

Questions ?

1. How does the Higher Education Institution whose policy statement this is, view itself? In other words, what is its organizational self-image like?
2. Where does the organization locate itself in terms of a particular values framework? Does the policy reflect this values orientation?
3. What aims does the HEI set out to achieve with this policy?
4. At whom is the policy aimed? In other words, whom does the policy target as its primary audience?
5. What urged the HEI to develop this policy? In other words, what need was there for a policy or what is the policy rationale?
6. In which context is the policy to be implemented and is the policy responsive to this context?
7. Which change is the policy meant to effect?
8. What principles, according to the Preamble, are meant to guide assessment practice at this HEI and how will this 'guidance' take place?
9. How, according to the Preamble, is practice meant to inform the structure, management and operations of the HEI concerned?

our comments

We have identified three contexts within which this particular policy is located, namely a global and national (South African) context at macro (biggest, widest) level; the Higher Education and institutional contexts at meso (middle) level,

and the Faculty context, at micro (smallest, lowest) level.

We have also identified two macro motives – transformation and accountability – and various quality assurance systems – SAQA, the CHE, the HEQC, and SAUVCA – that inform the values, processes and procedures that the Faculty had to follow in the development of its assessment policy.

If we were to study the Preamble in the national Language in Education Policy, we would see that it has taken into account the South African Constitution (macro context) and the national imperative (motive) to acknowledge, preserve and promote multilingualism in South Africa. In terms of education – the meso context – the preamble highlights various approaches that could be adopted in this regard (e.g. a mono-lingual approach in which the home language is used as medium of instruction versus various bilingual approaches in which the home language is used in combination with one or more additional languages), and indicates the advantages and disadvantages of each approach. Finally, the Preamble states the position of the Department of Education (DoE) on the relationship between language and culture and explains, albeit briefly, how its approach to this issue differs from Eurocentric models.

You will notice that, in the case of the Language-in-Education policy, the Preamble follows a section that describes the processes that the policy writers followed in developing the policy. The relevant Acts – which also constitute contexts – within which the policy is located, are also mentioned. This information could very easily have formed part of the preamble. Alternatively, the processes followed could have been described in somewhat more detail as a separate section following the Preamble.

activity
5b 

time allocation
± 40 min 

Choose one of your own school policies, one that you regard as crucial to the development of a specific sector of your school community – learners, teachers, parents, etc. Critically read this policy to determine whether or not it:

- Has a Preamble or Foreword.
- Describes the background and context within which the policy is lodged.
- Gives an indication of the rationale for or motive of the policy. If not, what would you say the motive/rationale is?
- Indicates the primary purpose of the policy and the specific sector of the school community that it targets. If not, what is the purpose and at whom is the policy aimed?
- Gives an indication of how this policy differs from that of other schools in the country.
- Can be adjusted and, if so, how this can be done.
- Includes a description of its development process and/or the stakeholders involved. If it includes such a description, is this a separate section or does it form part of the Preamble? Would you like to change it? If so, how would you go about it?

This information is important for anyone who does not know the context and background of your school but has to come and assess the effectiveness and/or efficiency of its structures and procedures.

Now choose any of the educational policies released by the Department of

Education at national or provincial level and see whether its Preamble includes the features discussed above. Having read the Preamble, would you be able to explain to members of your school community what the intention of the policy is and what implications its implementation will have for school structures and operations.

5.4 Policy aims

Having read only the Preamble of the government policy you selected you might not have felt confident enough to discuss the intentions of the policy with your school constituency. This is because the aims of the policy are not necessarily spelt out in the Preamble. Let's now look a little more closely at policy aims and see what they tell us.

An aim represents what one wants to achieve in general terms. This module, for example, is aimed at enhancing your language skills so that you will be able to successfully complete your studies. Each policy will have its own aims but, in the South African context, all policies and the principles guiding their development and implementation should be informed by the values framework spelt out in the Constitution.

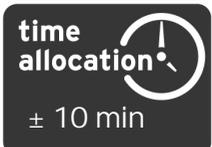
Let's see whether or not this is the case.

The aims of Language-in-Education policy follow the Preamble and state what the policy hopes to achieve in the medium and/or long term. Some of these aims are:

- To promote and develop all the official languages
- To support conceptual growth amongst learners
- To establish additive bilingualism as an approach to language in education
- To develop a programme for the redress of previously disadvantaged languages

Aims are simply a verbalization of *intentions*, not indicators of the action required for achievement. Aims tell us what the person/group hopes to achieve with the policy but they do not tell us how this is to be done. Aims alone will, therefore, not be enough. Each aim will have to be attained by means of a specific strategy, activity or programme. Moreover, the anticipated impact of various actions related to the achievement of the aims should be carefully considered when you formulate aims and policy statements for your own school policies.

Let's take the second of the aims listed above. Imagine that it is also one of the aims in the language policy of your school. What would you *do* to promote the achievement of this aim in your school? Are you going to use mother tongue education as a medium of instruction or not? Why/why not? (*In this regard, refer to the discussions we had on language and learning in Unit 2.*) Would this decision of yours support or undermine any of the other aims listed above? If so, in what way and how could you counteract its negative impact?

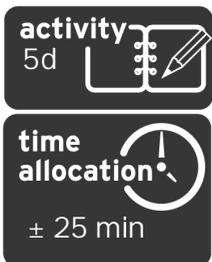


Critically study your school's *Code of Conduct*, or any other school policy of your choice and orally answer the following questions.

- Does it include goals and/or aims?
- Are these aims realisable?

Education policies typically indicate which approaches should be adopted in teaching, learning and assessment activities and suggest ways of monitoring these – usually through a process of self-evaluation, regular reviews, monitoring, auditing and research. An assessment policy, for example, should include, according to SAQA (Criteria and Guidelines for Providers, 2001), at least the following elements:

- **Assessment strategies** – these should be in keeping with the aims and outcomes of the learning programme/course
- **Parties involved in the assessment of learners** – these could include the learners themselves (self-assessment), their peers (peer assessment), teachers (internal assessment), other examiners (external assessment) and moderators (moderation)
- **Assessment instruments** – these should be designed in accordance with the context, outcomes and purpose of the assessment
- **Timing of assessments** – these should be flexible enough to accommodate various needs and/or the different tempos at which learning takes place
- **Recording of assessment results** – these must be kept on a regular basis and learners must receive feedback as a matter of course
- **Processes and procedures** – these must fulfil the requirements of the NQF (National Qualifications Framework) and ETQA (Education and Training Quality Assurance) standards and must include descriptions of appeals procedures.



Go back to the national policy you chose earlier as well as to your School Code of Conduct and see whether these documents:

- Indicate what steps need to be taken or what programmes need to be introduced to support the achievement of these aims?
- Contain any references to structures and resources required to support the realisation of these aims?

Based on your answers to these questions, would you say that these policies meet the SAQA criteria or not? If not, how could they be adjusted?

Critically read the imaginary assessment policy that follows, making notes on the extent to which it:

- Includes all the features that SAQA requires in a policy document
- Reflects the typical structure of policy documents as spelt out by SAQA
- Whether the aims are realistic and fair
- Whether it suggests what should be done to achieve the aims
- Whether there is a clear link between each of these elements of the policy.

Assessment policy for Thuthong Secondary School

Assessment is a crucial part of teaching and learning. If we do not assess learners' work we will not know which learners should pass and which ones should fail. All teachers are, therefore, expected to abide by the following rules and regulations pertaining to internal assessment.

CLASS TESTS

- All learners should write at least two tests per subject/learning area each term.
- The teacher who is responsible for teaching that subject/learning area to the class concerned is expected to set and mark the tests.
- Marks should be recorded on mark sheets and kept in a file.
- The marks allocated to class tests should count 25% of the final term mark.

EXAMINATIONS

- Examinations will be written at the end of each term.
- Exam papers should cover all the work done during the course of that term.
- Examination papers should be compiled by groups of teachers – i.e. all those who teach the particular subject/learning area to learners in a particular grade.
- The Head of Department for that subject/learning area should moderate the examination papers and at least 10% of the learners' scripts to ensure that the appropriate standards have been met.
- Examination marks should be recorded on the same sheet as the test marks and constitute 75% of the total term mark.

REPORTS

- The total term marks should be recorded on individual learners' report cards.
- Subject/learning area teachers should provide class teachers with copies of their mark sheets.
- The class teacher is responsible for entering these marks into the learners' report cards.
- Only learners who have paid their school fees are entitled to report cards.

Hoping that this policy will assist in the maintenance of high standards!



We find little fault with the specificity of the instructions as they appear in the policy document. We do, however, have a problem with the spirit and content of many of the statements. For example, the 'rule' that says that only learners who have paid their school fees are entitled to a report card' is directly contradictory to the spirit of inclusion and is an infringement of SASA and learners' human rights. Also, the fact that only evidence from tests and examinations are used as indicators of learner ability is against the spirit of outcomes-based education and the notion of learner-centredness, both of which acknowledge individual learning styles.

We also have a problem with the fact that this document is nothing but a set of administrative regulations. There is no indication of the context in which assessment takes place, the vision or the mission of the school, and the way in which assessment is meant to contribute to these.

Can you find other flaws in this document? If so, what recommendations would you offer to the policy writers to rectify these?

What do you think about the pass/fail statement at the beginning for example?

Do you not think that this bald statement undermines the value of formative assessment and its role in learning?

5.5 Policy as an area of contestation

According to Jansen (1999:199-215), there is often a huge gap between policy ideals and policy delivery because policy is essentially symbolic in nature. He argues that policy represents different interests and values that are reflected by sets of slogans such as 'equity, redress and efficiency'. Such slogans, he claims, are used primarily for administrative and political reasons – to mobilise support for an idea or to serve as instruments for political bargaining'. This, according to Jansen, could be the reason why, despite the production of literally thousands of pages of formal policy documents after apartheid, there is little change in school and classroom practice throughout South Africa.

Could this perhaps be the reason why so many teachers seem not to be implementing outcomes-based education as it is meant to be implemented? And what about the policy on discipline? How many schools still use corporal punishment? Does this mean that these schools are deliberately trying to subvert nation building and/or the ideals and principles set out in the policy or are there other reasons? Could it be that they simply do not understand the motive, the rationale and/or the political symbolism intrinsic to the policy itself? If so, how could this 'lack of understanding' be addressed?



Consider Jansen's statements in the context of policy implementation in your own school. Would you say that your school has successfully implemented all the education policies currently in existence? If so, to what do you ascribe your success? If not, what do you think the reasons are?

Policy, according to theorists who regard it as an area of contestation, is not fixed; rather, it is constantly formed, reviewed and reformed, as the experience with C2005 has demonstrated. The implication is clear: policy formation/development does not end at the legislative moment when a policy document is 'accepted'. Those who have to implement it will, consciously or unconsciously, reinterpret its meanings and, based on this reinterpretation, implement it in different ways, thereby changing its meaning on a daily basis. It follows that the ability to offer constructive criticism, well managed, could be a healthy instrument for the successful implementation of policy. This view is clearly illustrated in a paper Chisholm, the chairperson of the C2005 Review Committee, presented at the Kenton Education Association in Port Elizabeth on the 26th October 2000, part of which has been adjusted for the purposes of this activity.



Critically read the Introduction to Chisholm's paper, using the strategies we shared with you in the unit on academic reading, and making notes on the following in the margins while you read:



- What does Chisholm hope to achieve with her article? (Paragraph 1)
- What claims does Chisholm make about the curriculum and/or the processes that led to the development of the NCS?
- Which reasons/justifications does Chisholm give for her claim? (Par. 3)
- Which experts' opinions does Chisholm cite to validate her claim? (Par.2)

Now read what Chisholm has to say about the processes followed in reviewing C2005, noting the similarities and/or differences between the political and bureaucratic revision processes as well as between the processes she describes and the policy development processes at your school.

Now write down, in your Learning Folder, what lessons the Chisholm article has for people like you who are responsible for the development and review of school policies.

C2005 and the policy process

INTRODUCTION

What struck me most in reflecting on the review process has been the reception of the Review Report and, in particular, the degree of contestation around it. In some quarters it has precipitated discussions of an 'old' and 'new guard', a 'dissolution of the policy consensus' which 'has created major dissonance and conflict not so much between old and new bureaucrats ... but between and among allies, different branches of government and within the bureaucracy itself' (Jansen, 2000). In others, debates about constructivism and progressivism are vigorously conducted and the Review Report is seen as the standard bearer for a pedagogy that does not fall prey to the misconceptions of progressivism (Muller, 2000). In this paper I want to explore the reaction to the report a little more closely.

In order to understand it a little better, I have made a point of reading literature on policy processes, in particular the writings of Stephen Ball (1994) who argues that policy making is not a neutral process but one in which different social actors struggle with and often differ on crucial policy issues. The result is invariably negotiation, compromise and trade-off. This is the case at every stage of the policy process, whether it is conceived as a messy one or as one exemplifying a particular model of the policy cycle of formulation, adoption, implementation, review and reformulation.

The argument I wish to make is that, regardless of the nature, findings and recommendations of the C2005 Review, it is unlikely that there will be a simple translation of those recommendations into reality. In fact, it is more likely that, in the process of compromise, negotiation and trade-off, a different, unintended, result will emerge. It may be that what will emerge will be similar to the first version of C2005 or that it will reflect a compromise between what currently exists and what was recommended by the Review Committee. The new policy document could be either more or less comprehensible than the first but, regardless of what it looks like, it will not resolve all the problems in our schools. That is not what policies do. Rather, they encourage reflection, stimulate debate and initiate change, however minimal and these, together, may well lead to curriculum documentation that is appropriate for a while, that is, until circumstances change. Then the process will start all over.

REVIEWING C2005

Shaping the recommendations of the Review Committee was a process of document review, key informant interviews, observations and public submissions aimed at understanding the introduction of C2005, the difficulties that were encountered in the process of implementation and what should be done about it. Analysis of these issues, in turn, was influenced by a process of debate and discussion between members of a team that varied significantly in

their assessment of the events being observed, the policy and curriculum direction being pursued, their relationship to the Department of Education and the extent to which the Review Committee should expect to intervene in implementation not only at the level of research but also more directly. The final product was a careful compromise between these different positions.

THE POLITICAL PROCESS

In the immediate aftermath of the release of the report, it was taken through a process that led to modification of some of the recommendations, albeit not the key ones. Key players in the process included the press, the teacher unions, the Department of Education, specific lobbies such as publishers and professional lobbies organized around specific areas such as technology, economics and management sciences, and the Minister of Education.

For the press, the Review Committee Report represented a field day for lambasting the policy of the current government. Through wishful thinking and extremely poor reporting on the whole, a public impression was created not only that the report was more radical than it in fact was but that it was now declared policy. Misunderstanding the role of reviews in the public life of a democracy, there was a total elision of policy text and practice. A liberalism of imagination saw a collapsing of what should and could be with what will be. Interpreting the report in terms of their own interests, teachers and others directly affected either celebrated their release from an unworkable curriculum or floundered in confusion, having struggled to master its concepts. Later the very press that had so sensationalised the report accused the Minister of Education of 'mishandling' the release of the report.

On the 6th of June, one week after the release of the report, a scheduled Parliamentary Portfolio Committee meeting heard presentations from the review Committee, teacher unions, the Publishers' Association of South Africa and leading academics. Teacher unions were united in their response to the educational recommendations of the report but divided over its political import.

A week later, on the 19th June, the national and provincial ministers of education endorsed and strengthened some of the recommendations contained in the report. By this stage, the professional lobbies in provincial education departments around Technology and Economics and Management Sciences had mobilized a significant campaign against the recommendation that these learning areas be reincorporated into others.

Three weeks after the release of the report, and in the context of continuing media coverage and contestation, a Cabinet meeting scheduled for the 21st June was postponed to the 26th July. At this meeting questions were raised about the legitimacy of various aspects of the report but principally about its right to challenge and recommend changes to existing outcomes-based educational policy.

BUREAUCRATIC REVISION PROCESS

There are two main approaches that can be taken to the process of curriculum revision. The first is to use task teams that conduct their work autonomously until completion and with little interference. This route assumes a faith and trust in professional work, something that does not exist in South Africa. Such a process assumes an uncontested context in which curriculum change can occur unhindered and without wide participation. It further assumes that curriculum change not under the control of the bureaucracy is possible in South Africa and that the educational state is secure, confident of itself and of the professional it appoints. The Minister had allowed the review Committee to conduct its work in this manner, but the political cost to him had been overwhelming. For this reason another route was adopted, one that sets up

many structures which are ultimately controlled by and from within the bureaucracy.

The adoption of this approach raises an important question about the relationship between the nature and culture of educational change and the structures that emerge: are the 'stakeholder' and bureaucratically-driven processes of curriculum change characteristic of post-apartheid South Africa reflections of a 'weak' South African state and bureaucracy or of a culture of educational politics in South Africa? What do these curriculum processes tell us about the adequacy or otherwise of theorizations about the 'weak' state? What do they tell us about the nature of democracy in contemporary South Africa?

CONCLUSION

Does research and review change policy? Can it affect it? Can it effect social change?

There are two broad schools of thought on this. The linear, instrumentalist model maintains that better research leads to better policy. In this view, our review will lead to an improvement. A more complex model holds the view that policy is not made by research but that research is one ingredient in the making of policy. Policy or policy shifts are effected by much more complex social processes of decision-making and influence than just that of research.

In terms of the curriculum process we have observed, I have shown that there is no simple match between research or review and policy: the research is mediated in many and complex ways by a variety of different constituencies who make different meanings of it and contest it. Its outcomes are not predictable and much can and will come in the way of the direct translation and realisation of the recommendations into practice. The process is not neutral and realisation of the recommendations into practice. Rather, it is profoundly political.

What about the relationship between policy and practice or real social change in schools? Here, regardless of what government does in this regard, there will always be a gap between policy and practice, between intention and outcome. This is the nature of the educational endeavour. The best that government can do is to communicate its policies in the clearest way possible and implement it in such a way that there is room for additional curriculum development, initiative, creativity, manoeuvre and variation at the local level. Variation at the local level should not be seen as deviation and diversion but as the necessary condition for an educational practice consistent with the curricular reforms we have embarked upon.

Given the deeply contextual and contingent way in which curriculum change occurs, through the actions of social actors interpreting and re-interpreting public texts and statements to mean different things, what can be done? Given the contending positions on curriculum reform, how should educational intellectual and teachers position themselves? How should and can they engage to ensure that a curriculum emerges which, at the very least, is teacher-friendly and continues to advance the purposes and goals of South Africa's new democracy?



- This paper was delivered while the development of the revised national curriculum statements (RNCS) was still under way. They have since been implemented in all grades. Do you think that they are more teacher-friendly than the original C2005 was or not? Give a reason for your answer.
- What do the curriculum processes described by Chisholm tell us about the

nature of democracy in contemporary South Africa?

- How could you, in developing your own school policies, avoid the problems the Chisholm committee experienced during the review of C2005?
- Do you think that research and review can change policy? Why/why not?
- Do you think that research and review can effect social change? If so, how? If not, why not?



The comments that follow are not our own. They are, in fact, part of Chisholm's conclusion to her paper and are, in effect, her answers to the questions posed. She concluded that:

If, as I have shown, the process is deeply political and shaped at every turn by interest groups, then it is critical that educationists engage the issues in a climate of open debate about the process and content of the reform while simultaneously recognizing the tension between goals and context.

The difficulties experienced in the South African context are not unique to this country: they are experienced in all systems with assessment-, standards- and outcomes-driven educational systems (Silvernail, 1996; ERO, 2000). To the extent that we are able to shift the weight of difficulty we will make a contribution not only to South African but also to international curriculum theory and practice (Unterhalter, 2000).

What she is saying, in fact, is that successful policy development in the current South African context is possible only with the full involvement of all interested parties. With regard to the development of school specific policies this means that the policy writers should at least take into account the views of educators, parents and learners and should ensure that they understand not only what the nature of policy is but also what its development hopes to achieve.

5.6 Writing policy documents

Having considered various positions and/or arguments on policy development, and having looked at various examples of policy documents, what do you think the primary purpose and the essential elements of a policy document should be? Should it necessarily have a preamble? Should it have aims, and principles, and operational procedures? Should it include a list of acronyms and/or terminology? Is there anything else that should be included that we have not mentioned as yet?

our comments

We suggest that policies will differ from context to context. There are, however, certain elements that should, ideally, be included. These are:

- *A brief description of the background and context/s informing the specific policy, including some indication of its target audience*
- *The rationale for the policy*
- *The primary purpose and/or aims of the policy*
- *A brief description of the processes followed in developing the policy*
- *An indication of the values and principles informing the policy*
- *An indication of how these values and principles link with those proclaimed by the Department of Education and contained in the Constitution*
- *A brief description – or an illustrative organogram – of the structures and/or systems that need to be in place to support the implementation of the policy*
- *A brief description of activities, processes and procedures to be followed to promote the implementation of the policy, including monitoring processes*
- *Rules and regulations supporting the policy, if these are applicable.*

In addition to these general elements, SAQA provides a very useful grid listing the elements that are essential to specific policy documents or parts thereof (see Table 8).

TABLE 8: SAQA POLICY GUIDELINES

CRITERION	ELABORATION
Policy Statement	The organisation's aims, objectives and purposes need to be spelt out
Quality management systems	Outline procedures that implement quality management in the organisation
Review mechanisms	Outline the ways in which the implementation of policies would be monitored
Programme delivery	Outline how learning programmes would be developed, delivered and evaluated
Staff policies	Outline policies and procedures for staff selection, appraisal and development
Learner policies	Outline policies and procedures for the selection guidance and support of learners

Assessment policies	Outline policies and procedures for forms of assessment that are used and the ways in which they should be managed
Management systems and policies	Indicate the financial, administrative and physical structures and resources of the organisation, as well as procedures of accountability within the organisation.



Carefully study two or more national or provincial education policies to determine how many of the elements mentioned above they include, either explicitly or implicitly. Based on your reading, which of them would you consider to be the one most likely to be successfully implemented?

Select an educational policy that is particularly relevant to your school but related to one of the above national or provincial policies. Then:

- Organize a policy development workshop at your school. The workshop could have the development of a new school policy as its purpose or, if you wish, the review and possible revision of an existing school policy.
- You may structure the workshop in any way you wish – as a plenary discussion, as a plenary session with breakaway groups, etc. – but there is one condition: as the organiser and ‘policy expert’ you have to make a short presentation on the nature and function of policies and the various policy development processes so that everybody has a common understanding of policy and policy processes.
- You will also have to appoint scribes and/or someone to take minutes since these will serve as important sources for further development.

Based on your experience of the policy development process at your school and your HOD’s comment on the policy, write a short report (see Unit 2) in which you describe the process and outcome of this exercise.

OR



Bearing in mind the lessons you learnt about policy review processes from reading the Chisholm article, as well as the insights you gained into policy by working your way through the core Policy and Planning module, arrange a meeting with the governing body of your school with a view to discussing the possibility of reviewing one or more of your school policies. In preparation of this meeting you have to make a presentation to the SGB in which you share with them your critical understanding of:

- The nature and intent of policies in general
- The features that should be included in all policy documents, i.e. the ideal policy format
- The need to ensure that school policies reflect the context and needs of the school for whom it is developed
- The gaps or weaknesses in the policy or policies that you think should be reviewed at your school
- The processes that should be followed in reviewing these policies
- The conflicts or constraints that might influence your review process and what could be done to overcome them

Having obtained their permission, organise a policy review workshop at which you act as facilitator. The result of this workshop should be an updated version of the policy or policies that you wish to review. File a report (with any relevant annexures attached to the report) on your policy review process, plus a copy of the old and amended policies in your portfolio for assessment purposes.

5.7 Conclusion

We have now come to the end of our exploration of the use of language in leadership and management. Along this journey you have encountered language manipulation, language conflict, business language, academic language and, finally, policy language. As an educational manager and/or leader you will encounter these again and again. We trust that this module has given you the insight and the tools to meet these language challenges head on, to overcome them, and to keep on growing into the person of stature that you can be.

Remember that you will not be writing an examination on the work done in this module. The Portfolio of Evidence – your Final Assignment - serves as your examination. Therefore, compile it with great care, taking pains to include everything you think your lecturer needs to know about your journey in order to make an informed decision about your competence.



- Policies serve as frames of reference for organisational/institutional management.
 - In SA policies must reflect Constitutional principles.
 - Policy development is a participative process rather than an imposed event.
 - Policy implementation is more likely to succeed if policies address contextual needs/challenges.
-

Texts & Templates



The various templates presented in the module can be adapted to suit your own purposes.

Words and meanings (from Activity 1b, section 1.5)	TEMPLATE 1
Formal invitation (from section 3.2.2)	TEMPLATE 2
Formal acceptance (from section 3.2.2)	TEMPLATE 3
Formal regret	TEMPLATE 4
Notice of a meeting (from section 3.2.3)	TEMPLATE 5
Agenda (from section 3.2.4)	TEMPLATE 6
Minutes (from section 3.2.5)	TEMPLATE 7
Memorandum (from section 3.2.6)	TEMPLATE 8
Report format 1 (from section 3.2.7)	TEMPLATE 9
Report format 2 (from section 3.2.7)	TEMPLATE 10
Claims and justifications (from Activity 4c, section 4.4)	TEMPLATE 11
Interview schedule outline (from section 2.3.2, Assignment 1)	TEMPLATE 12
Example schedule for recording interview responses (from section 2.3.2, Assignment 1)	TEMPLATE 13
SAQA guidelines for policy development (from section 5.6)	TEMPLATE 14

Template 2: Formal invitation (from section 3.2.2)

The ----- of ----- request the pleasure of
Prof./Dr/Mr/Ms ----- and partner at -----
--- at ----- on -----
There will be -----

Refreshments will be served afterwards.

RSVP in writing before -----

The Secretary

Template 3: Formal acceptance (from section 3.2.2)

The ----- and -----
thank ----- for their kind invitation to ----

on Saturday 10 September 2007 and have much
pleasure in accepting.

Template 4: Formal regret

-----and -----
thank the -----for their kind invitation to -----
----- on ----- but
regret that they will be unable to attend.

Template 5: Notice of a meeting (from section 3.2.3)

<p>Name of School/Committee Notice of meeting</p> <p>The ... Annual General Meeting of the ... will be held in the staff room of ... on ..., at</p> <p>By order of the Committee</p> <p>Secretary Date Postal address</p> <p>Tel/fax:</p>
--

Template 6: Agenda (from section 3.2.4)

<p>NAME OF SCHOOL/COMMITTEE</p> <p>_____ for the _____ to be held _____ on _____ at _____</p> <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 7. _____ 7.3. _____ 7.4. _____ 7.5. _____ 8. _____</p>
--

Template 7: Minutes (from section 3.2.5)

Name of School/Committee

MINUTES OF the *number of meeting* Annual General Meeting of the *name of school and target group* will be held in *venue* on *day, date and time*

Present: Titles, initials/name & surnames of elected committee members, with their designations and number of attendees (see Attendance Register)

Apologies: *Title, initial/initials & surname (Reason for non-attendance)*

1. Notice

With the consent of the meeting, the notice was taken as read.

2. Minutes

The minutes of the *(number and type of previous meeting)* held on the *(date of previous meeting)* and *(indicate whether they were read at the meeting or taken as read)*. *(Title, initials/name & surname)* proposed that the Minutes be approved and *(Title, initials/name & surname)* seconded the motion. The minutes were then *approved/rejected* and duly signed *(only if approved)*.

3. Chairperson's Report

(Title and surname of outgoing chairperson) tabled his/her annual report. Adoption was moved by *(title, initials & surname)* and seconded by *(title, initials and surname)*.

A vote of thanks to the Chairman and committee members, proposed by *(title, initials/name & surname)* and seconded by *(title, initials/name & surname)* was proposed and passed.

4. Financial statement

The Treasurer presented the financial statement for the year and answered members' queries. On a proposal from *(title, initials/name & surname)*, seconded by *(title, initials/name & surname)*, the Statement of Accounts and Balance Sheet, including the auditors' fee for the year, was *approved/rejected*.

5. Elections

The following people were nominated for election and their nominations were seconded.

(List of Titles, initials/initials & surnames of all those who were nominated and seconded)

(Title, initials/initials & surnames of those not willing to stand for election) indicated that they were unavailable for election and the nominations were withdrawn.

The following members were duly elected to serve on the committee for 2007:

(List the titles, initials/initials and surnames of newly elected committee members, with the relevant designations)

6. Honoraria

The following honoraria were approved:

(List designation of persons to receive honorarium, if any, plus amount approved)

7. General

There being no further business, the Chairperson closed the meeting at *(time)*.

(Signature)

Secretary

Date

(Signature)

Chairman

Date

Template 8: Memorandum (from section 3.2.6)

TO:	FROM:
RE:	
1:	
2:	
3:	
SIGNATURE:	
INITIALS AND SURNAME:	DATE:
Designation	

Template 9: Report format 1 (from section 3.2.7)

SCHOOL LETTERHEAD

TO: Recipient of report
Recipient's interest in this issue/problem
Recipient's address

FROM: Compiler of report
Position in school

REPORT TOPIC/TITLE

Short summary of /or reference to the event, brief or previous correspondence that led to the compilation of this report.

Sub-headings, indicating specific issue/s to be discussed in report.

Factual description of issue/s and/or problem/s with indication of how the school has tried to deal with these.

Thoughts or suggestions regarding ways in which the issue/s and/or problem/s could be addressed.

Conclusion and Recommendations

A pro-active wrapping up of the contents of the report, indicating what the school is willing to do and what it expects of the department, parents and/or other stakeholders, to whomsoever this report is submitted.

Name and/or signature of report writer

Designation of report writer

Date on which report is
submitted

Template 10: Report format 2 (from section 3.2.7)

REPORT: Sentence describing what the report is about

1. TERMS OF REFERENCE

A summary of the brief given to the report writer, the date the brief was given, an indication of who gave the brief and of who was responsible for compiling the report.

2. PROCEDURE

A point-form description of procedures followed in collecting information and writing the report. Sub-headings could be used if necessary.

3. FINDINGS

A factual, point-form description of the information collected, usually given in the same order as the procedures described in Item 2 (Procedures). Each result or piece of information should be numbered separately.

4. CONCLUSIONS

One or more numbered paragraphs that convey the conclusions that the report writer or report writing team could draw from the information or evidence described in Item 3 (Findings).

5. RECOMMENDATIONS

One or more recommendation for addressing the issue/problem that was investigated. It is important, though that there should be a clear link between the recommendations, the findings and the conclusions, otherwise the investigation served no purpose.

Initials and surname of report writer/s

Designation of report writer/s

Date on which report was submitted to the person/organization that requested it in the first place.

Template 11: Claims and justifications (from Activity 4c, section 4.4)

EXTRACT	MAJOR CLAIM	SUPPORTING CLAIMS	JUSTIFICATION/EVIDENCE	CONCLUSION	RECOMMENDATION	SOURCES
1						
2						
3						

Template 12: Interview schedule outline (from section 2.3.2, Assignment 1)

GROUP TO BE INTERVIEWED	QUESTIONS TO BE ASKED	INTENTION
PARENTS		
TEACHERS		
LEARNERS		

Template 13: Example schedule for recording interview responses
 (from section 2.3.2, Assignment 1)

GROUP INTERVIEWED	QUESTIONS ASKED	VERBAL RESPONSES	NON-VERBAL MESSAGES
PARENTS			
CONCLUSION			
TEACHERS			
CONCLUSION			
LEARNERS			
CONCLUSION			

Template 14: SAQA guidelines for policy development (from section 5.6)

CRITERION	ELABORATION
Policy Statement	It should spell out the organisation's/institution's vision, mission and purpose (goals, aims, objectives).
Quality management system	It should outline the structures that will be established and/or the procedures that will be followed to facilitate quality management in the organisation/institution.
Review mechanism	It should outline – briefly describe - the ways in which the implementation of policies will be monitored.
Programme delivery	It should briefly describe/explain how learning programme will be developed, facilitated and evaluated.
Staff policy	It should stipulate - spell out - the criteria and procedures for staff selection, appraisal and development.
Learner policy	It should stipulate the criteria and procedures for the admission/selection, guidance and support of learners.
Assessment policy	It should stipulate the criteria, instruments and strategies/procedures that will be used for assessment as well as the structures and means that will be used to plan, conduct, moderate and verify assessments.
Management systems and policies	They should describe the financial, administrative and physical structures and resources of the organisation, as well as procedures of accountability within the organisation.

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