

CHAPTER 04: THE EDUCATOR AS LEADER

EDUCATORS EXERT A GREAT INFLUENCE ON LEARNERS IN SCHOOLS. BEING A LEADER IS PART OF THE JOB. A SERIOUS LEADERSHIP CHALLENGE FOR EDUCATORS IS TO ASSIST LEARNERS TO COOPERATE WILLINGLY.

THIS CHAPTER AIMS TO ENHANCE THE EDUCATORS LEADERSHIP KNOWLEDGE AND SKILLS BY CONCENTRATING ON:

- ↳ UNDERSTANDING AND DESCRIBING EACH COMPONENT OF LONG TERM MODEL OF EDUCATOR LEADERSHIP
- ↳ UNDERSTANDING AND DESCRIBING EACH COMPONENT OF THE SHORT-TERM MODEL OF EDUCATOR LEADERSHIP.
- ↳ IMPROVING THE LEADERSHIP PROVIDED TO LEARNERS AND OTHER BY APPLYING THE MODEL OF EDUCATOR LEADERSHIP
- ↳ IN THE SHORT TERM, GOOD EDUCATOR LEADERS KNOW HOW TO HANDLE CERTAIN SITUATIONS EFFECTIVELY ON ROUTE TO THEIR LONG TERM VISION (VAN NIEKERK 2008: VAN NIEKERK, 2012: 306-321)
- ↳ THE LONG TERM LEARNING TASK OF THE EDUCATION.

EFFECTIVENESS OF THE EDUCATORS LEADERSHIP IS DETERMINED BY EVALUATING HIS/HER ABILITY TO INFLUENCE THE PERFORMANCE OF THE CLASS AS A WHOLE IN THE LONG-TERM. EDUCATOR CAN INFLUENCE ~~HIS~~ LEARNERS IN 2 WAYS:

1. FIRST THE LEADER CAN INFLUENCE THE CIRCUMSTANCES UNDER WHICH LEADERSHIP IS PROVIDED BY CREATING AN ENVIRONMENT WHERE LEARNERS CAN LEARN TO THE BEST OF THEIR ABILITIES.

2 → SECONDLY, THE EDUCATOR TAKES ACTIONS TO EMPOWER THE LEARNERS TO DEVELOP OPTIMALLY
(VAN NIEKERK: 2006 A, VAN NIEKERK & VAN NIEKERK 2006: 90-91; VAN NIEKERK 2013: 267-269)

* ENVISIONING

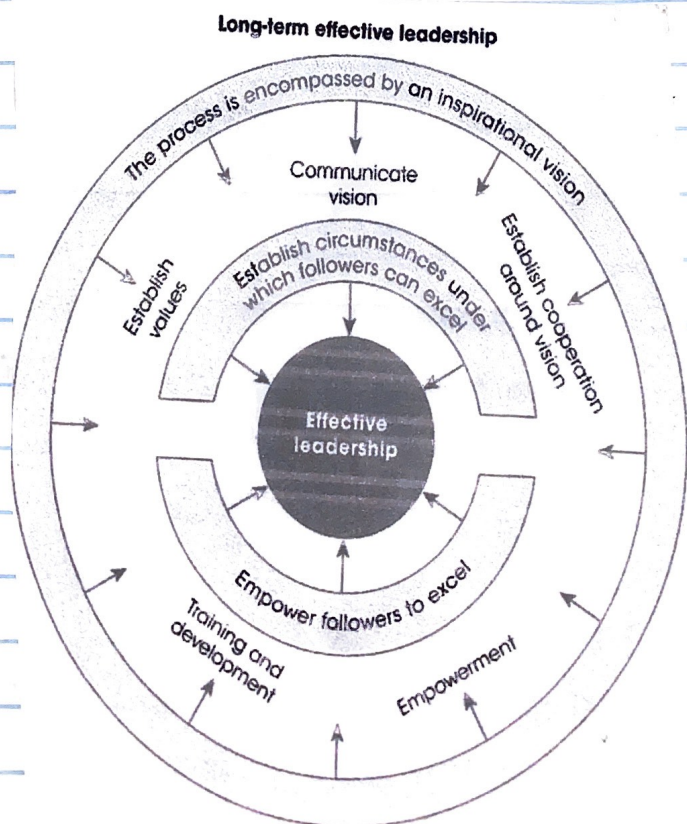
VISION AND LEADERSHIP GO HAND-IN-HAND
(DEMARTINI 2004: 205-224, MASUKU 2012: 100-102)

CREATIVITY AND IMAGINATION ARE REQUIRED TO VISUALISE THE FUTURE DIRECTION AND DESTINATION OF THE CLASS, TAKING INTO ACCOUNT THE PRESENT CONTEXTUAL REALITIES.

COMMITMENT, MOTIVATION AND DEDICATION ARE REQUIRED TO CARRY THE VISION THROUGH AND IN THIS PROCESS THE LEADER PLAYS AN IMPORTANT PART.

(STERLING & DAVIDOFF 2000: 16)

MODEL OF LONG-TERM LEADERSHIP



AN EXAMPLE OF VISION FOR A GRADE 3 CLASS THAT IS SIMPLE, CLEAR, DISTANT ENOUGH TO ALLOW DRAMATIC CHANGES, CLOSE ENOUGH TO OBTAIN COMMITMENT, REALISTIC AND CREDIBLE, ABLE TO WITHSTAND EXAMINATION, INSPIRING, CHALLENGING AND ABLE TO FOCUS THE CLASS AND LEADER IS:
→ AT THE END OF GR3 LEARNERS WILL BE ABLE TO READ, WRITE AND SPEAK FLUENTLY, DO BASIC MATH CALCULATIONS.
(VAN NIEKERK 2017)

* COMMUNICATION OF THE VISION

- A PREREQUISITE FOR ALIGNMENT AROUND THE CLASS VISION IS THAT IT SHOULD BE COMMUNICATED TO LEARNERS IN SUCH WAY THAT LEARNERS ARE INSPIRED BY THE VISION AND WILLINGLY ALIGN THEMSELVES WITH THE VISION
- VISION SHOULD BE COMMUNICATED VERBALLY AND IN WRITTEN FORM TO THE CLASS IN A CLEAR, REGULAR, SYSTEMATIC AND CONVINCING WAY. TRUST IN THE COMMUNICATION IS VERY IMPORTANT. (VAN NIEKERK 2006 A, 103 VAN NIEKERK 2017)

* VALUE MANAGEMENT

3RD LEADERSHIP TASK IN CREATING DESIREABLE CIRCUMSTANCES FOR THE VISION IS VALUE MANAGEMENT

* THE DEVELOPMENT AND EMPOWERMENT OF LEARNERS

EDUCATOR MUST ASSIST WITH THE DEVELOPMENT OF THE LEARNERS IN COOPERATION WITH HIM OR HER, UTILISING THE CURRICULUM, RELEVANT TEACHING METHODS AND TECHNIQUES, TEACHING MEDIA AND WHATEVER IS REQUIRED, AS EFFECTIVELY AS POSSIBLE.

EDUCATORS SHOULD ASK THEMSELVES HOW EFFICIENTLY THEY FULFILL THE EDUCATOR ROLES AS IDENTIFIED BY THE DEPARTMENT. THESE ROLES ARE:

- LEARNING MEDIATOR
- INTERPRETER AND DESIGNER OF LEARNING PROGRAMS AND MATERIALS.
- LEADER ADMINISTRATOR AND MANAGER.
- SCHOLAR, RESEARCHER AND LIFELONG LEARNER.
- MEMBER OF COMMUNITY
- ASSESSOR
- LEARNING AREA, SUBJECT, DISCIPLINE, PHASE SPECIALIST

↳ THE SHORT-TERM LEADERSHIP OF THE EDUCATOR

• EDUCATORS FACE VARIOUS SITUATIONS DAILY THAT THEY NEED TO HANDLE FROM A LEADERSHIP PERSPECTIVE. THE CHARACTERISTICS OF THE LEARNERS AND A NUMBER OF FACTORS THAT DETERMINE THE CLASSROOM SITUATION WILL ALL AFFECT THE CIRCUMSTANCES AND THE EVENTS THAT EDUCATORS MUST COPE WITH ON A DAILY AS WELL AS THE LEADERSHIP STYLE. (VAN NIEKERK 2006A, 2008)

* CHARACTERISTICS OF THE EDUCATOR

ATTRIBUTES THAT THE EDUCATOR SHOWS AS A LEADER WILL BE DETERMINED BY FACTORS SUCH AS THE EDUCATORS VIEW OF THE LEARNERS, WHETHER THE EDUCATORS TASK- AND OR/PEOPLE ORIENTED, HIS/HER PERSONALITY, LEVEL OF KNOWLEDGE, EXPERIENCE AND EXPECTATIONS.

(VAN NIEKERK 2008, MASUKU, VAN NIEKERK 2014, VAN NIEKERK 2016: 33-34)

CHARACTERISTICS OF THE EDUCATOR

- VIEW OF LEARNERS
- TASK ORIENTATION VS PEOPLE ORIENTATION
- PERSONALITY
- KNOWLEDGE AND EXPERIENCE
- EXPECTATION AND TRUST

↓
INCLINATION TO
A SPECIFIC STYLE

CHARACTERISTICS OF LEARNERS

- LEVEL OF RESPONSIBILITY
- IDENTIFICATION WITH LEARNING OUTCOMES
- MOTIVATION TO EXCEL
- KNOWLEDGE AND EXPERIENCE

LEARNER ACCEPTANCE OF STYLE

- NEED FOR COLLECTIVE DECISION MAKING
- KNOWLEDGE & EXPERIENCE
- PERSONAL NEEDS

CHARACTERISTICS OF THE SITUATION

- CLASSROOM CULTURE AND CLIMATE
- GROUP WORK
- TIME PRESSURE
- STRUCTURE OF TASK

↓
EFFECTIVENESS OF
A STYLE

* TASK-ORIENTED / PEOPLE ORIENTED APPROACH

TASK-ORIENTED EDUCATOR WANTS TO GET THE JOB DONE. PEOPLE ORIENTED EDUCATOR WANTS TO ESTABLISH AND MAINTAIN SOUND RELATIONSHIPS.

* PERSONALITY

EMOTIONALLY INTELEGENT EDUCATORS ARE THOSE WHO ARE ABLE TO (Minnaar ? De ^{KOCK}~~KIECK~~ 2003: 6-7, Palmer, Jansen ; COETZEE 2006: 93-95, COETZEE ? JANSEN 2007; VAN NIEKERK 2011)

- UNDERSTAND OWN EMOTIONS BETTER
- MANAGE OWN EMOTIONS WELL
- UNDERSTAND OTHERS BETTER
- BUILD SATISFACTORIA RELATIONSHIPS.

* LEVEL OF KNOWLEDGE ? EXPERIENCE

THEIR LEVEL OF KNOWLEDGE AND EXPERIENCE OF LEADERSHIP AND CLASSROOM MANAGEMENT WILL EFFECT THE LEADERSHIP STYLE OF EDUCATORS

* EXPECTATION AND TRUST

A LEADER WHO TRUSTS FOLLOWERS AND HAS REALISTIC BUT HIGH EXPECTATIONS OF THEM WILL BE MORE PRONE TO FOLLOWING A DEMOCRATIC LEADERSHIP STYLE.

→ CHARACTERISTICS OF LEARNERS

IMPACT DIRECTLY ON THE NATURE OF LEADERSHIP THAT IS REQUIRED.

* LEVEL OF RESPONSIBILITY

LEARNERS' READINESS WILL PLAY A ROLE IN THE EFFECTIVENESS FOR A SPECIFIC LEADERSHIP STYLE. LEADERSHIP STYLE HAS TO BE ADAPTED TO THE LEARNERS' LEVEL OF MATURITY.

* IDENTIFICATION OF LEARNING OUTCOMES

MANY LEARNERS ARE NOT ACADEMICALLY INCLINED, BUT THE REALITY IS THAT THEY ARE SCHOOL-GOING AGE AND THEY WILL HAVE TO FIND THEIR WAY AS GROWN-UPS IN SOCIETY.

* MOTIVATION TO EXCEL

DEALT WITH IN CHAPTER 6. EDUCATOR AS THE LEADER HAS TO DEAL WITH THE FACT THAT EVERY CLASS WILL HAVE SOME LEARNERS WHO ARE MOTIVATED TO EXCEL AND OTHERS WHO ARE NOT.

* KNOWLEDGE AND EXPERIENCE

EDUCATORS SHOULD BE AWARE OF THE LEVEL OF KNOWLEDGE AND EXPERIENCE OF LEARNERS IN THEIR CLASS. IT WILL EFFECT THEIR LEARNING NEEDS AND TYPE OF LEADERSHIP NEEDED FROM THE EDUCATOR.

→ CHARACTERISTICS OF THE SITUATION:

FOLLOWING WILL EFFECT LEADERSHIP STYLE

- CLASSROOM CULTURE AND CLIMATE.
- EFFECTIVENESS OF GROUP WORK
- TIME PRESURE.
- RELATIONSHIP BETWEEN EDUCATOR'S AND LEARNERS
- STRUCTURING OF THE TASKS
- AUTHORITY OF THE EDUCATOR
- CHARACTERISTICS OF THE SUBJECT

→ CLASSROOM CULTURE AND CLIMATE

DISCUSSED IN LENGTH IN CHAPTER 5.

THIS IS AN IMPORTANT ASPECT BECAUSE BY FOSTERING THE CREATION OF A CLASSROOM ENVIRONMENT SUPPORTIVE OF CREATIVITY, TEAMWORK AND PARTICIPATION, AN EDUCATOR CAN UNLEASH MOTIVATED LEARNERS.

→ POSITIVE, INVITING CLASSROOM IS ASSOCIATED WITH PARTICIPATIVE LEADERSHIP STYLE

(VAN NIEKERK 2008:285)

→ EFFECTIVENESS OF GROUP WORK

GROUPS PROVIDES OPPORTUNITIES FOR DEVELOPING LEARNER LEADERSHIP WHICH OPENS NEW VISTAS FOR PARTICIPATED TEACHING AND LEARNING.

CHALLENGE FOR EDUCATORS IS TO PROVIDE THE RIGHT TYPE OF LEADERSHIP (VAN NIEKERK 2008:285)

→ TIME PRESSURE

EFFECTS THE CONDITIONS LEADERSHIP IS PROVIDED. PARTICIPATING LEADERSHIP STYLE IS MORE TIME CONSUMING AND LEARNERS ARE LESS INCLINED TO ADOPT THIS STYLE.

→ RELATIONSHIP BETWEEN EDUCATORS AND LEARNERS

REFERS TO THE DEGREE TO WHICH LEARNERS TRUST AND RESPECT THE EDUCATOR AND ARE WILLING TO FOLLOW HIS/HER DIRECTIONS. GOOD RELATIONSHIP = EASIER TO PROVIDE LEADERSHIP

→ STRUCTURING OF THE TASKS

THE EXTENT TO WHICH A TASK IS DESCRIBED AND DEFINED. ALSO REFERS TO THE DEVELOPMENT OF COMMUNICATION CHANNELS BETWEEN THOSE INVOLVED. THE LESS A TASK IS STRUCTURED THE MORE THE OUTCOME BECOMES UNCERTAIN AND MORE DIFFICULT TO PROVIDE LEADERSHIP (VAN NIEKERK ? VAN NIEKERK, 2009:15)

→ AUTHORITY OF THE EDUCATOR

THE MORE POWER THE EDUCATOR HAS THE EASIER IT WILL BE TO EXERT INFLUENCE LEARNERS. EDUCATOR CAN USE THE FOLLOWING POWER TO CREATE AN ORDERLY CLASSROOM:

- ↳ LEGITIMATE POWER
- ↳ POWER BY REWARD
- ↳ COERCIVE POWER
- ↳ EXPERT POWER

• (VAN DEVENTER ? KRUGER 2003:140-141)

→ CHARACTERISTICS OF THE SUBJECT

NATURE OF THE SUBJECT TAUGHT, WILL TO SOME EXTENT, INFLUENCE AN EDUCATOR'S LEADERSHIP STYLE. SOME SUBJECT ARE MORE CHALLENGING TO LEARNERS TO OTHERS AND MOST HAVE UNIQUE REQUIREMENTS AND CHARACTERISTICS THAT EFFECT THE WAY THEY ARE TAUGHT.

→ LEADERSHIP STYLE

3 BASIC LEADERSHIP STYLES (KRUGER ? VAN SCHALKWYK 1997:20-22)

ARE INTRODUCED SHORTLY NAMELY : AUTOCRATIC, DEMOCRATIC AND OR PARTICIPATIVE AND LAISSEZ - FAIRE LEADERSHIP STYLES.

AUTOCRATIC LEADERSHIP STYLE: IS TEACHER CENTRED

AND BY PARTICIPATION BY LEARNERS IS LIMITED BY LISTENING, WORKING, LEARNING AND PERFORMING

THE TEACHER IS NOT PEOPLE-ORIENTED AND THEREFORE

THE CLASSROOM CLIMATE IS IMPERSONAL AND COLD

PARTICIPATIVE LEADERSHIP STYLE: ENCOURAGES LEARNERS

INTERACTION AND PARTICIPATION IN LEARNING ACTIVITIES.

TEACHER MAINTAINS BALANCE BETWEEN THE TASK AND PEOPLE

ORIENTED, BEING FRIENDLY AND APPROACHABLE.

THE LASSEZ-FAIRE LEADERSHIP STYLE: TEACHER REMAINS

IN THE BACKGROUND AND DOES NOT GIVE FIRM DIRECTIONS

TO CLASSROOM ACTIVITIES. LEARNERS CARRY ON THEIR OWN

WAY AND THERE IS VERY LITTLE EVIDENCE OF PRODUCTIVE

WORK. THIS TYPE OF LEADER IS A LEADER WHO HAS

WITHDRAWN FROM HIS OR HER LEADERSHIP AND WILL

ONLY INTERVENE IN EXTREME CIRCUMSTANCES.

VAN NIEKERK 1995:46-47 POINTS OUT THAT CHARACTERISTICS

OF THE LEADER WILL PREDISPOSE THE LEADER TO A SPECIFIC

STYLE OF LEADERSHIP STYLE.

THE INTERACTION BETWEEN CHARACTERISTICS OF THE

EDUCATOR AND THOSE OF THE LEARNERS WHO LEADS TO MAIN

MANIFESTATION OF SPECIFIC STYLE OF LEADERSHIP.