

Child Youth Care

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A Journal for those who work with troubled children and youth at risk

Ukunakekelwa kwezingane nentsha: Incwadi yalabo abasebenza nabantwana kanye nentsha abahlukumezekile.

Déjà Vu...

Déjà vu – the word describing a phenomenon we all know, the sense that something that is happening right now has taken place before. One is left confused and a little dis-oriented. How can I be experiencing this situation so familiar and known to me all over again?

The dramatic release of children from Pollsmoor Prison with the concomitant expressions of concern by local civil servants and government officials leaves one bewildered. The 350 Pollsmoor youth represent only a part of an estimated 2000 still being detained, awaiting trial in prisons throughout the country. No doubt the Western Cape, Pollsmoor incident will, quite correctly, trigger the demand for the release of the other estimated 1700 youth. The public perhaps will not remember, but those of us involved in the field do recall that this has taken place before. It is obviously not in the interests of government to draw public attention to the fact that five years ago this very same scenario was being played out. Because if one remembers that, the question has to be asked "why is this happening again?"

After all the attention and resources that have been directed at transforming the child & youth care system (a process catalysed by the plight of children and youth being imprisoned in 1995), the fact that there are those numbers of youth in prison and that they are suddenly being released raises the following issues:

- Why are they still in prison anyway? Surely with the wisdom of the 1995 crisis in hindsight, the process of releasing youth from prisons and their placement in properly prepared facilities for the secure care of youth should have been accelerated to a

Surely with the wisdom of the 1995 crisis in hindsight, the process of releasing youth from prisons and their placement in properly prepared facilities for the secure care of youth should have been accelerated to a point where this situation should not have occurred.

point that this situation should not have occurred.

- If it is that the Western Cape could in fact place 350 children in facilities (160 of which have apparently been accommodated in the new 'secure care' facility designed for 80 children) virtually overnight – why could this not have been done previously? The new 'secure care' facility has clearly not accommodated 190 young people who have been placed elsewhere.

- Are the child care facilities throughout the country ready even now to provide a quality developmental service for youth in need of secure care? Has the State transformed and developed its youth services over the last 5 years in readiness for this moment? Have we seen a real commitment on the part of provincial welfare authorities to implement the policy that we all know offers the only long-term solution to a complex problem?

- Having earnestly steered a comprehensive process to develop the policy which will transform the system – why has the National Department of Welfare not ensured or facilitated its implementation at ground level? Are these children not suffering as a result of politicking by the powerful? A new Minister in the Department of Welfare means a new agenda – and undeniably we have seen a slow down in changes to the

system that young people can feel.

- There are youth who are held in places of detention for up to two years whilst their trials remain unresolved. For many the time between arrest and sentencing is unacceptably protracted. This clearly clogs the system and contributes to what are intolerably inhuman conditions for young people to experience. The transformation of the child & youth care system was an intersectoral process. What has the Department of Justice been doing in respect of the needs of young people over the past 5 years and why is it that during the transformation phase the numbers of children in prison awaiting trial has increased?

- It is appropriate for us to welcome the results of Patricia De Lille's valiant actions. It is also appropriate for us to be asking questions and holding accountable those responsible for prolonging so unhappy and unhealthy a situation for so many young people. Let us hope that we do not ever have a similar experience again. Let us hope that the various government departments at provincial and national level ensure that transformation takes pace throughout the system dealing with young people at risk. And let us together work towards this moral imperative.

Barrie Lodge and Merle Allsopp

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NACCW

The National Association of Child Care Workers is an independent, non-profit organisation in South Africa which provides the professional training and infrastructure to promote healthy child and youth development and to improve standards of care and treatment for troubled children and youth at risk in family, community and residential group care settings.

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Judge Cameron speaks out at the AIDS 2000 Conference in Durban

The First Jonathan Mann Memorial Lecture was delivered by Judge Edwin Cameron from South Africa. The full text of the speech is available on the internet at: www.aids2000.com

For those who have never heard Judge Edwin Cameron speak, he might have seemed an inappropriate choice for opening speaker at the XIIIth International AIDS conference in Durban. On the face of things, the Constitutional Court judge, a middle-class, white, HIV-positive homosexual, seems as far away from the "African" problem as his Northern industrial brothers in the UK and USA. It smacked of the absurd that Cameron was designated to speak for 25 million poor, voiceless, dying Africans far away from this pristine conference centre in the middle of this G7 oasis on the east coast of South Africa.

25 million lives

But Cameron proved adequate to the task of situating himself in the African context of the epidemic. In quoting Jonathan Mann, he said, "Of all walls dividing people in the epidemic, the gap between rich and poor is the most pervasive and the most pernicious." It is this gap, he argued, that will claim 25 million lives on the African continent alone. Cameron told the audience that he could afford, on his judge's salary, to take a combination of drugs, at a cost of R2550, that left him feeling vigorous, energetic and more full of purposeful energy than at any stage of his life. Cameron said, "I pay for life itself."

These drugs effectively break the equation between AIDS and death but barely touch the lives of the people who need it most. 290 million Africans exist on less than \$1 a day and for them the prospect of death looms as large as ever. Cameron stated, with some pain that he survives as "an embodiment of inequity in drug access ... and the injustices of AIDS in Africa."

Cameron did not shy away from apportioning blame either, and it was evident that a significant proportion of the audience shared his political views. He accused the government of grievous ineptitude, and lamented the shame in the lack of commitment that resulted in 5000 babies being born HIV-positive every day. He further accused the South African government for irresponsibility bordering on criminality for scepticism about the causes of AIDS. Cameron commented also on President Mbeki's speech to open the conference on Sunday night, and confessed to being overcome with grief and consternation that the president had not made an unequivocal assertion about HIV being the aetiological agent of AIDS. The pharmaceutical companies also came under fire from

Cameron, who said that their pricing strategies coupled with international trade regimes colluded to choke off drug supplies to populations who needed them most critically. UNAIDS and other powerful organisations were also singled out for not mustering institutional might in the fight against the epidemic and inequity in drug access.

Commitment

Cameron made an urgent plea that the overriding commitment of every individual should be to make antiretroviral drugs generally available. He commended the efforts of the Treatment Action Campaign, and activists who had given their lives in the battle to break the silence. Judge Cameron spoke, not only for the 25 million dying Africans, but to every single person sitting in that packed ICC auditorium, and his measured and dignified words were met with deafening and appreciative applause.

AIDS ACTION RESOURCES

A2 posters:

Youth Force for change

AIDS helpline

How to use a condom

Be wise, condomise

Viva condoms

We all have the power to prevent AIDS

Listen, Learn, Live Calender

Listen, Learn, Live Youth

A4 leaflet: *Youth Action Guide*

A5 booklet: *MTV talking about AIDS*

In addition to the resources detailed above, the Beyond Awareness Campaign of the Department of Health distributes a wide range of media for general distribution via the AIDS Action office.

Tel: (011) 482 6737 Fax: (011) 482 2099

Materials are FREE and delivered within South Africa in 14 days by courier.

LETTER

Challenges in juvenile justice settings

I am writing to share some of the frustrations, concerns, and challenges facing child and youth care workers, specifically those in juvenile justice settings.

Perhaps I first need to give praise to women and men who have worked tirelessly to put the transformation of the child and youth care system where it is today.

This has not been done in vain. Since 1994 much has been said

and written about the transformation of the child and youth care system.

Frustration

We see the frustrations and confusions daily, the incarceration and brutalisation of children and young people.

Other programmes still fail to bring real and meaningful change to young people and their families. There is continual remanding of cases, postponement, no diversion etc.

Support for transformation

The role of child & youth care workers becomes more challenging now than ever before. It is an

obvious fact that children and youth are still voiceless. We must continue to speak against this. It is our role and our responsibility. Through our support of the transformation of the child and youth care system we will begin to see real and meaningful change in the lives of the children, young people and families we serve.

Thanking you.

Nkwapa D. Moloto

Reamogetswe Secure Care Centre, Sonop



Ukweli — Project for street boys

Vicki Simon, Volunteer
Maryknoll Mission Association of
the Faithful (MMAF)

The Ukweli Home of Hope was established in 1995 to serve the needs of poor street children in Nairobi. The Project includes a small home for boys and a day-time drop-in center where all children are welcome; they receive guidance and counseling, food, shelter, education and a sense of hope for their future.



Mission

The Ukweli Home of Hope is our response to the call of Jesus... "let the little children come unto me".

We provide love and care to street boys recognizing their value and the importance of becoming self-sufficient; we also support the value of family in their lives and make every effort to reunite them with their family.

The Vision

To provide for the rights and welfare of the street children in its care by offering them a...

- safe haven that supports moral upbringing, security and peace
- growing awareness of their strengths and weaknesses
- temporary home that offers them love, basic care and rehabilitation
- support and a process for reuniting them with family and returning to school
- committed and nurturing staff offering advice and guidance for improving life skills,
- education and income generating projects.

Then and now...

The Ukweli Drop-In Center was founded in 1995 by the Maryknoll Fathers and Brothers as an attempt to do something about the growing number of street children in Nairobi, specifically around the Westlands area.

Over the past five years, the gathering and advisement of street boys, which began under a tree in Westland's roundabout, has grown to be a drop-in kiosk, a block from its original site.

Anyone is welcome to drop-in to say hello, rest safely, brush-up on reading, math or writing skills, or just have a cup of "chai" and some bread with the friendly staff.

Open every weekday, two full-time social workers meet, counsel and befriend the boys. In 1998 a property in Kibera was purchased in order to provide a home for 12 of the boys from the "drop-in" who were ready to return to school and get off of the streets, but had nowhere to call home.

Today this small home offers personalized attention and care for 20 boys; there are two full-time resident teachers and one half-time assistant who also



act as parents and mentors for these boys.

The new Millennium brings Ukweli under new management of the Little Sisters of St. Francis. Today, with over 40,000 street children in Nairobi alone, the needs are even greater for Tukwila's mission of helping street children live, learn and grow.

Did you know?

Since 1989 the number of street children in Nairobi alone has skyrocketed from 3,600 to 60,000 in 1997.

- The majority are males and urban migrants between the ages of 6-15
- Most come from single parent families with little formal education and no income
- Most have lived on the streets for 2-3 years forming their own social groupings
- Street children often perform humanizing functions in their groups and become firm friends.
- Once a relationship of trust is established they readily respond with care and affection
- Street children are forced by circumstances to fend for themselves, and even sometimes to support their families. Sheer survival is the driving force behind all they

The Story of Stephen "Blaki"

This past week was a very busy and hopeful one for all of us at the Ukweli Home of Hope Project and for one of our former street boys, better known to us and all his friends as "Blaki". After some months of getting to know Blaki (Stephen is his real name) through his stopping in at the Drop-In Centre, he began to talk to us about his desire to go back home. At that point we began to explore with him the possibilities back at his rural home for living, working and surviving. I really like this kid—he is shy and yet always so kind and helpful with the other little boys—not so tough as he seemed at first.

Change

Anyway, it was quite a big change for him! He had been on the streets for over three years but had finally gotten tired of it—being hungry more often than not; hassled by the police for being idle, and seeing no future as things were. While both his parents had died, they had left a small plot about two hours outside of Nairobi—in tea growing country. His sister and several brothers still live there and have maintained a small shamba. So, with his small portion of this land he wanted to build a one-room (9x9') mabati (tin-roofed) house made of mud and sand and wood poles. He also found that he could start a small business out of selling firewood by the piece to his neighbors and nearby community. He will buy this wood from a coffee plantation nearby for 1000 ksh a bundle and then sell each piece for 5 ksh.

With a little time this should allow him to make enough to live and eat.

Setting up

So the day came when we encouraged Blaki, after almost 4 years on the streets of Nairobi, to take a trip home to check out the situation, research possible living and work options, and then come back to report on his findings. Upon his return, he still saw this as a good decision. After a couple of weeks discussing with us his findings and further preparation, it seemed time and possible for this move. So two of us accompanied "Blaki" back home, to meet his family and assess the viability of his micro-enterprise. We met some of his family, walked around the shamba, viewed the garden of maize, banana trees, beans and spinach; happy with the situation and knowing he had some family and supportive neighbors, we went shopping to buy all his house supplies. With our funder's support, we bought mabati (tin sheets for the roof), 15 wood poles, hardware for the one door and a window, nails and some 4x70 ft. boards to support the roof. Then we drove through the hills of a vast coffee plantation where we met the on site manager who sold us (after some negotiation) the bundles of firewood that Blaki will sell (basically all the branches that have been pruned from the coffee plants after they are dried and harvested); the most difficult task was talking the manager into helping us get these bundles delivered to Blaki's

plot which was about 30 minutes away by car. Fortunately, we talked the manager into arranging transport for these bundles over the weekend (for a fee, of course)!

We finally finished all of our tasks and gave Blaki a big hug and a little pocket money and wished him very well. We will go back in 4-6 weeks to see how he is doing and to have some chai with him in his new home. He seemed very happy ... albeit a little nervous, about this next phase in his life.

Their solutions

So this is just one example of what Ukweli is trying to do with the street kids we get to know. The solutions are theirs, not ours. They themselves have to be ready and want to leave the streets. The main motivation of the younger boys seems to be getting back to school and having the fees and basic life supports (food, clothes, shelter) to be able to do that. For those older boys like Blaki (between 18-mid 20's) who are not able or willing to go back to school anymore, we hope to help them go back to family – this is a little easier to do if there is any land or a house. They also need the support and encouragement of someone locally when they start their small business. It cost the Ukweli Street Project about 13,000 KSH (approx. \$176.00 USD) to assist Blaki with this move and start-up small business venture. It is a bit risky, but for this young man we consider him ready and able to do it! The main obstacle is that he is not used to "living back on the farm now that he has seen Paris (Nairobi)" but we hope he will make it! Keep him in your prayers!

do, whether it be scavenging for food or for articles they can sell, stealing, begging or doing casual jobs.

Many are engaged in the numbing, undesirable practices of drug taking, drinking

alcohol or sniffing glue.

(*Street Children in Africa, A Nairobi Case Study* by Aylward Shorter & Edwin Onyancha, 1999.)

For more information on the Ukweli Home of Home Project, please visit our Website at www.ukweli.net hhodi@africaonline.co.ke



Real Justice Conferences

Adapted from two articles by Ted Wachtel: *What is Real Justice Conferencing?* and *Restorative Justice in Everyday Life: Beyond the Formal Ritual*.

Real Justice conferences, also called family group conferences, restorative justice conferences and community accountability conferences, originated as a response to juvenile crime. Conferencing is a new victim-sensitive approach to addressing wrongdoing in various settings in a variety of ways.

- Conferencing can be employed by schools in response to truancy, disciplinary incidents, including violence, or as a prevention strategy in the form of role plays of conferences with primary and elementary school students.
- Police can use conferences as a warning or diversion from court, especially with first-time offenders.
- Courts may use conferencing as a diversion, an alternative sentencing process, or a healing event for victims and offenders after the court process is concluded.
- Juvenile and adult probation officers may respond to various probation violations with conferences.
- Correctional facilities will find that conferences resolve the underlying issues and tensions in conflicts and disciplinary actions.
- Colleges and universities can use conferences with dormitory and campus incidents and disciplinary violations.
- In workplaces conferencing addresses both wrongdoing and conflict.
- In Residential facilities conferencing respond to tensions, conflict and management of troubled young people

A conference is a structured meeting between offenders, victims and both parties' family and friends in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm. Neither a counseling nor a mediation process, conferencing is a straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so.

Conferences provide victims and others with an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behavior has affected people. They may begin to repair the harm by apologizing, making amends and agreeing to financial restitution or personal or community service work. Conferences hold offenders

accountable while providing them with an opportunity to discard the "offender" label and be reintegrated into their community, school or workplace.

It may be unrealistic to think that a single restorative intervention can change the behaviour and mind set of high risk youth who are in residential programmes but in the Community Service Foundation counseling, educational and residential programmes there have been reports of significant behaviour change from young people when they participate in the organizations programmes. The Community Service Foundation School has created an environment characterized by the everyday use of a wide range of informal [affective statements, affective questions] and formal restorative practices [formal conferences].

A Real Justice Training on Conferencing

The NACCW is privileged to have **Ted Wachtel** and **Romola Trebilcock** offer a National training on **Conferencing as a Restorative Justice Practice**.

Ted Wachtel is the founder of and director of Real Justice. Real Justice has been a non-profit provider of conferencing training, technical assistance, books and videos since 1995. He is also the executive director of **International Institute for**

Restorative Practices in Pennsylvania and president of the **Community Services Foundation** which is responsible for a residential programme including a school and a counselling agency for troubled youth. He is the author of the book *Real Justice* and co-author of the book *Tough Love*. **Romola Trebilcock** is a licenced Real Justice trainer who works for **Correctional Services in Ottawa, Canada**. She is currently on assignment with Real Justice. She has experience in aboriginal restorative practices.

This unique training is being offered to the NACCW with

the only cost implication being the material provided.

WHEN: 2 - 4 September 2000

WHERE: Durban

COST: R500 (includes materials and refreshments)

Arrange own travel and accommodation costs.

Selected Children's Homes in Durban will provide free accommodation on request. Training will be followed by a Training of Trainers course in Conferencing and Circles next year.

Please contact Vuyi Mbele at 031-2057776 if you want to register for this course. Selection of the participants will be at the discretion of the Director as only 30 people can be accommodated at the training.

The term restorative practice includes any response to wrongdoing which falls within the parameter defined by our social control window as both supportive or limit setting.

Principles of practice

For restorative processes to be effective in changing behavior, one should do the following:

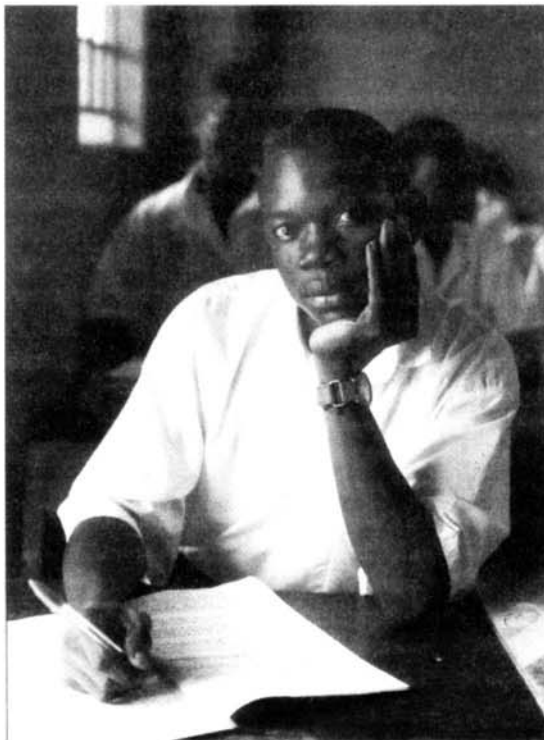
- Foster awareness. In the most basic intervention one may

simply ask a few questions which foster awareness of how others have been affected by the wrongdoing. Or one may express his or her own feelings to the wrongdoer. In more elaborate interventions one provides an opportunity for others to express their feelings to the offenders.

- Avoid scolding or lecturing. When youth are exposed to other people's feelings

and discover how victims and others have been affected by their behaviour, they feel empathy for others. When scolded or lectured, they react defensively. They see themselves as victims and are distracted from noticing other people's feelings.

- Involve offenders actively. All too often one tries to hold offenders accountable by simply dishing out punishment. In a punitive intervention offenders are completely passive. They just sit quietly and act like victims. In a restorative intervention, offenders are usually asked to speak. They face and listen to victims and others whom they have affected. They help decide how to repair the harm and must then keep their commitments. Offenders have an active role in a restorative process and are truly held accountable.
- Accept ambiguity. Sometimes as in a fight between two peo-



ple, fault is unclear. In those cases one may have to accept ambiguity. Privately, before the conference, one encourages individuals to take as much responsibility as possible for their part in the conflict. Even when offenders do not fully accept responsibility, victims often want to proceed. As long as everyone is fully informed of the ambiguous situation in advance, the decision to proceed with a restorative intervention belongs to the participants.

- Separate the deed from the doer. In an informal intervention, either privately with the offenders or publicly after the victims are feeling some reso-

lution one may express that he or she assumed that the offenders did not mean to harm anyone or that he or she was surprised that they would do something like that. When appropriate one may want to cite some of the offenders virtues or accomplishments. The goal is to signal a recognition of the offenders' worth and disapprove only of their wrongdoing.

- See every instance of wrongdoing and conflict as an opportunity for learning. The teacher in the classroom, the police officer in the community, the probation officer with his caseload, the corrections officer in the prison all

have opportunities to model. One can turn negative incidents into constructive events – building empathy and a sense of community that reduce the likelihood of negative incidents in the future.

"Restorative Justice is a way to do justice so that healing can take place and this includes the important elements of calling to account for one's actions; reparation; dealing with what went wrong; dealing with the feelings and issues around it; dealing with the harm of the crime but also of the harm of the criminal justice process." (Lorraine Berzins, 1996)

CHILD & YOUTH CARE WORKER

Durbanville Children's Home
Western Cape

Two posts vacant

1. Residential – male
2. Non-residential

Responsibilities:

- Supervision, management, stimulation and education of children
- Basic administration
- Involvement with presentation of training programmes in broader community

Candidates need to have:

- good understanding of traumatised children and youth
- ability to work with male and female children and youth
- good organisational skills
- understanding and insight into demands of institutional work
- good interpersonal skills
- drivers licence

We offer a negotiable salary, medical aid, pension and leave benefits.

Send full CV before 15 August 2000 to:
The Manager, Durbanville Children's Home
1 Church Street, Durbanville, 7551

WYLIE HOUSE CHILD & YOUTH CARE CENTRE

Kwazulu Natal

2 Posts

Applications are invited from suitably qualified people. Wylie House is situated on the Beron, Durban, and is a Home for children who are in need of care.

PRINCIPAL

Applicants should have a recognised qualification in Social Work and /or Child & Youth Care Work together with administrative and welfare experience.

Remuneration package, including accommodation, medical aid and provident fund will be structured to suit experience and qualification.

CHILD & YOUTH CARE WORKER

Qualified child & youth care worker (BQCC and /or National Diploma in Residential Child Care) required with minimum 5 years experience in Residential Child Care.

Unendorsed drivers licence is essential.

Send written applications together with detailed CV and copies of references **before 16 August 2000** to:

Chairperson of Executive Committee
Wylie House Child & Youth Care Centre
P O Box 70259, Overport 4067



For the internet magazine *CYC-ONLINE* **Mark Tomlinson** was recently interviewed by Brian Gannon on the subject

Attachment and Youth at Risk

What are you learning about attachment, and what is its connection with child and youth care work today?

Mark: First of all, there have of course been many longitudinal studies which link early infancy experiences to what happens later in childhood and adolescence and into adulthood. Retrospective studies of young people in care often point to issues around the way in which they managed attachment. To gauge how well very young children manage attachment many still make use of

Ainsworth's "Strange Situation" which is a frequently used experimental method used to assess the attachment between an infant and its caregiver. Many studies have found the procedure to be valid and reliable.

The Strange Situation involves exposure of the infant sequence of episodes. The room is one which the infant and its caregiver has not seen before and episodes would include a stranger entering the room, the mother leaving, the infant being left alone, mother returning, etc.

What is coded is the re-

union behaviour between mother and infant, and this leads to assigning the quality of attachment to three categories:

- secure attachment, where the baby is naturally upset to some degree but nevertheless approaches and is comforted by the mother upon her return, quickly resumes its composure and resumes exploration of the room;
- avoidant attachment, where the infant does not react noticeably to the departure or the return of the mother;
- resistant attachment or ambivalent attachment, where the baby is upset by the separation, and approaches the mother upon return, but remains unsettled. When calm, the baby may be put down by the mother, but then starts crying again, perhaps even attacking the mother or behaving destructively with the toys, frequently angrily pushing them away.

Ainsworth makes the important point that each of these 'attachment styles' were indicative of adaptive behaviour. They make perfect sense in terms of the child's experience and view of the world. Secure attachment shows the child being distressed by separation, but seek-

ing and expecting comfort from the mother. Avoidant attachment indicates a child who may have given up on expecting reliable support and comfort and does not even seek it. Resistant attachment reflects the infant's ambivalent experience of the mother's availability and his on-going unsureness. The essential link between these early experiences and the older child is what Bowlby called the child's "internal working model of the world". When we see these children later in our child and youth care practice, perhaps as adolescents, we recognise the avoidant ones, those who have given up on significant adults and who seem remote and detached, often inappropriately independent; and the resistant or ambivalent ones who continue to interact without reassurance — demanding, unsatisfied, distrustful, angry. Their view of the world is an angry one, often resorting to a form of 'using of people' and objects. A sort of "let me try and get as much as possible for me, before it is withdrawn". We have all worked with youth whose primary preoccupation is with things and material goods. This may reflect a resistant attachment and an internal working model of the world in which the child or adolescent has learned to take from, never knowing when what they want will be withdrawn. Children who come into

our programs are usually these avoiders and resisters, and their experience has confirmed their negative expectations. As a result they are often challenging, pessimistic, hostile. Many will behave in such a way as to draw negative responses from others and so confirm and strengthen their worldview.

Often concomitant with resistant attachment is the presence of aggression in young children. This is important because it has been found (Alan Sroufe) that one of the most stable human characteristics over time is aggression. A pre-school child who is aggressive is likely to be aggressive in his early school years, and aggression then is even a stronger predictor of aggression in high school. Sroufe also suggests that the longer the developmental path of a child diverges from the more healthy alternative, the more difficult it is to bring the two back together. This suggests that the earlier the intervention, the better.

All of which is bad news for child and youth care workers, who often only get to meet the children in their teens?

Mark: I am sure that child care workers do what they do because they believe they can make a difference — and the starting point is the child's internal working model of the world. Essentially, through the environments they build and the relationships they offer, child and youth care workers have to expose the child to data that does not confirm their theory of other people and the world. I suppose the positive thing is that they do have a theory — and even an adaptive theory — and we need to participate consistently in this "theory-building".

(I may add that Mary Main who is one of the leading attachment theorists has suggested a fourth mode to add to Ainsworth's three — namely disorganised attachment.

While Ainsworth's three modes were adaptive and coherent, making sense to the child in his circumstances, Main's 'disorganised attachment' does not make sense, is irrational and unsystematic, and is often distressing to observe.

The theory is that these infants may have been abused and their attachment behaviour is incoherent for the most part. For more seriously disturbed kids we may have first to build the sequences for them.)

Children who are caught up in a distrustful or despairing view of the world are not helped when we force them to behave in a certain way. Explaining 'how to behave' or giving kids long speeches about the pitfalls of their behaviour, or trying to argue them into seeing things our way, will simply not work. They must have a living experience of a different world, a more trustworthy and nurturing world. The words of adults have in the past been extremely cheap — what on earth do we have to do to convince the child that our words are any different now. The only way is by combining those words with a lived experience of a consistently nurturing world.

Child care people are familiar with very erratic and anxious children who improve almost spontaneously when they come into a rational and fair environment.

Mark: We may not be talking about attachment there. The mistake so commonly made when we begin talking about attachment is that it somehow becomes a catch-all for everything. Attachment is not necessarily central to all the issues we have to work with. Temperament is important, as is resiliency, cognitive development, resources and relationships. A child coming into a program may simply get access to some helpful or supportive feature in the environment, which helps him or her to become functional again.

Often a child has had some good relationship, perhaps with a teacher in the past, and that experience can be rekindled in a new situation.

When the Strange Situation first began gaining respectability, one of the problems that was encountered was that there was no measure of adult attachment. In an attempt to improve upon this Mary Main developed a retrospective technique, the Adult Attachment Interview (AAI) which looked at how adults remembered their childhoods. The most important element here was how realistic they were about what had happened to them. A totally negative recollection usually indicated a resistant attachment while a totally positive view showed avoidance. Secure attachment was shown in the balance, and realistic reports which reflected the rough and the smooth.

A child who comes into our program today may therefore have had a poor or unsuccessful attachment experience — or one or more other backlogs or unfinished tasks, which show themselves in "relationship resistance". What advice can we glean from your work with attachment?

Mark: From years in child and youth care work we have seen that where there is a trust problem or a security problem which hampers development or function, we have to build or rebuild trust. It is through our consistent attention to the youngster that we build the platform from which they can easily move on — or on which we see that we have more work to do. When we eventually manage to make some contact, we get an insight into the young person's current "internal working model of the world", and so we begin to understand more about what he or she is responding to or defending against.

The point is that a youth who has carried a severe attachment problem deep inside and who is referred to your program for troubling behaviour is not going to respond to a "talking to" or to an external behaviour regimen or to punishment. It is the experience we offer in our program, which has the capacity to modify a child's internal view of the world. Through that a young person may get to feel OK about reciprocating with another person, may be interested in another and come to trust another.

Adolescence, though, is for all sorts of other developmental and social reasons, an opportunity in itself for stirring up interpersonal attachment?

Mark: It's often called a "second chance" — Winnicott called adolescence a "second infancy" — and this is indeed a moment when this worldview can become fluid again. Too many people see adolescence just as "a problem", a time when there is the potential for bad things to happen — the time when all that has gone wrong in the past "comes home to roost". Certainly many adolescent behaviours are reminiscent of infancy, they are regressive, irrational, hitting out. The difference in adolescence now is that the individual now has the verbal and cognitive skills (as well as insight — however limited) to co-opt in the process of "reattaching" — which we have to overlay on top of the consistent attention, the acceptance and support and reassurance

You're suggesting that there's more than "mother love" needed here: there's hard work involved.

Mark: There's hard work from both sides. The "irrational love" which a mother has for her baby is severely tested — infants are often extremely unlovable — but she does what she must anyway. And

more importantly, because of the media and cultural images of the 'natural mother' and the 'instinctual love' between mother and infant, mothers who may initially have ambivalent feelings towards their infants are often unable to say so. Were they able to do this and talk through these feelings, they might be able to come to a resolution that these feelings are normal and other more nurturing and loving feelings will surely follow.

When difficult adolescents come into our program they can be equally unlovable. But remember that the mother's love for her infant is more often in the concrete tasks, the doing of necessary things, than in being sentimental and schmaltzy.

Attachment, along with the mother-child relationship which develops over time, is always a highly complex amalgam of light and dark, smiles and tears, generosity and *quid pro quos*. It is the bottom line which really matters — the fact that even though we spend happy and rewarding times together, and even though I get tired and lose my patience and express my frustration with you, we are in this together, I will continue with you.

There is a strong set of messages here for child care workers. Attachment, reassurance, security, these things are built by what we do more than by what we feel. We can do our work well with both loveable and unlovable children — by doing what we have to do: by attending, responding, seeing to safety, correcting. I believe that the most powerful interactions be-

tween people (not just those between mothers and infants) are those, which reflect this complexity, rather than those, which are superficial and sentimental. I hear a good child care worker saying "Johnnie I get really cross when you do that — come here, let me straighten that out for you." Child and youth care workers are often sold down the river by program directors or boards who expect politeness and "good behaviour" from young people — and warm, sunshiny interaction between staff and youth all the time. The young people who come into our programs are precisely those with avoidant, resistant or disorganised attachment histories, and approaches from adults which don't ring true or which simply seem to repeat the experiences of the past, will only confirm their "internal working model of the world". Our job is to seriously challenge that view with consistent, real and different experience.

Mark Tomlinson was a child care worker at Oranjia Children's Home in Cape Town. He completed his Diploma in Child Care Administration through the NACCW in 1993. Over the past three years he has worked on his Masters degree in Clinical Psychology. He is currently the director of the Thula Sana mother-infant project in Khayelitsha (Cape Town) and is engaged on doctoral studies based on a study of mother-infant attachment and the long-term outcome of postnatal depression.

This interview is reprinted from **CYC-ONLINE**, the monthly on-line magazine published by **CYC-NET** — the International Child and Youth care Network.

You can join CYC-NET's discussion group for child and youth care people by sending e-mail to cyc-net@icon.co.za ("please include me") and you can visit CYC-NET's web site at www.cyc-net.org

Get connected to **CYC-NET** today. It's free.



Merle Allsopp and (right) Dr Steen Lasson with his wife Vibike

FICE Congress 2000

Reflections on an International Experience

There are people in many professions who specialize in attending conferences as part of their professional endeavours. Like the corner café, the beach or the mall for young people, gatherings of this sort are a place for us as adults to see and be seen. They are a forum for marketing our ideas and making those valuable "contacts". So as one who approaches such gatherings with a reservation or two I ask after the dust has settled, the brochures have been packed away, gifts have been distributed and the credit card paid off – what remains? What do I have to share back home?

Maastricht in the year 2000

A place (from an African viewpoint) so very European – old cobbled streets, impressive river with bridges, buses running like clockwork and a vast conference venue, accommodating 475 delegates from 38 different countries! A mammoth event by any profession's standards with a program 132 pages long! The theme "The

Century of the Child: Changes in views on (Residential) Child and Youth Care" was as relevant to the vast majority of delegates from the north as it was to us as South Africans. Equally so were the sub-themes of "participation" and "professionalization." It struck me as interesting that we in our strange and idiosyncratic situation here on the southern tip of Africa should be grappling with the same issues as are our colleagues whose worlds and programs look so very different from our own; our struggle for

professionalization requiring our collective commitment, and the struggle to right the power imbalance between professionals and those whom we serve uppermost in our minds as we attempt to realise a human rights culture.

Professionalization

Much was said on these subjects in impressive and articulate ways. Plenary debates were held on both sub-themes pitting the wit and intellect of eminent persons against one another in what to myself as a South African was a foreign manner of teasing out truths. Perhaps we have moved further down the track of developing African methodologies for doing things than we think! Two important sentences from Dr Shealy's viewpoint on professionalization struck a chord for me ... "a credible profession cannot be built on field experience alone and core knowledge must be mastered and demonstrated" and "no legitimate profession would tolerate such dismal entry-level knowledge requirements." Is this not what we as child and

youth care workers have been saying for years? I listened to this, feeling affirmed about our insistence on a degree being put in place.

Interesting too in this debate was the difference in the American and European point of view with Dr Lasson from Denmark confirming the professional status and respect shown to child and youth care workers in Europe. It appears we as different countries are at different places on the same journey. The participation debate stressed a strengths-based approach to working with children and families. It highlighted a trap of professionalism where those with the latter status struggle to give up the power they have acquired. A warning I am sure! Armstein's ladder of participation was mentioned where he identifies the following categories of participation or would-be participation:

- manipulation
- placation
- keeping clients fully informed
- consultation
- involvement
- participation
- partnership
- involvement in service design
- delegated power

This ladder appears to be a helpful checklist for keeping focussed on what we really are doing when we say we are committed to participation of children and families in our programs.

Dr De Winter concluded a comprehensive paper by linking the two concepts ... "promoting participation of each child in the care system is a key element of developmental progress and thus a standard for professionalism."

The world agenda

Interspersed with these plenary experiences were a myriad of workshops, seminars, panel discussions and (of course) tea breaks where one had the opportunity to meet child and youth care professionals

PAST/NOW	NOW/FUTURE
Problem orientated	Focussed on possibilities
Child away from home	Child stays at home
Child centred: no relations to social network	Social network centred
Especially conversations	Besides conversations you do a lot and use modern tools
Conversation at the office of child care worker	Child care worker looks up Child at home
One predominant method	Child care worker can turn his hand to anything and uses, depending on the circumstances, different methods
Child care worker decides for the parents and children	Child care worker supports parents and child in taking their own decisions
Child care worker handles, solves all the problems and 'heals'	Child care worker supports the power of the family to heal itself
Organisation decides on the care demand; the supply determines the demand	Parents and child decide on the care demand: The demand determines the supply

TABLE 1: Reflecting on some of the discussions, two participants summarised the differences between child and youth care practice of the past and future very succinctly as in the table above.

from places as diverse as Lithuania, Slovenia and Pakistan! And so I find that upon reflection on the FICE Congress 2000 I have learned more about us as child and youth care workers, as different peoples and as professionals on a number of levels. I was affirmed that we as South Africans are well aware of the seminal issues that make up the "world" agenda in the field.

We are well on our way on the journey towards increased professionalism. Some countries seem to be ahead on that journey of discovery.

We are ahead of others and are able to share from our experiences. It is heartening to know that we bring to the issues our own experience as South Africans who know the richness that come from working with diversity issues and counting into our practice a broad spiritual awareness

I also believe we can feel affirmed and confident about our Biennial

Conferences, the quality and peculiarly South African style of which I believe is certainly in line with world standards.

What we do in South Africa

But the most important lesson from the Maastricht experience for me lies in the challenge to us as a developing field (in the extraordinary context of our country) to develop ourselves as child and youth care workers to the point where we are far better able to articulate what we do. We will then be able to reflect on what we do and in that process develop a South African child and youth care methodology and practice. Clearly a Eurocentric approach and analysis has limitations in our context and by thinking, writing and speaking about our work and our profession we accept the responsibility of our own

development.

Thus it is that I have much important information to share; I feel we as South Africans are affirmed and it was stimulating to meet so many Europeans. But of lasting value will be this renewed determination to ensure that we think and speak more about what we do and are not only consumed by the doing.

Merle Allsopp



Jacqui Winfield introduces a student page which will become a regular feature in the journal.

Welcome to this new feature of "Child and Youth Care." "Spotlight on Students" has been designed especially for those of you who have registered for various qualifications in the field of child and youth care work. Further training and education are essential components of professional development in that they contribute to increased knowledge, finely-tuned skills and enhanced self-awareness. As you should remember, knowledge, skills and self are the three factors which influence effective work performance (the KSS model of personal/professional development).

If you are a child and youth care student registered for the B.Tech (at Technikon SA or Technikon Natal), BQCC 2000, BQSC or any other training programme, this monthly feature is for YOU. The feature will include relevant articles, case studies, general information, letters and contributions from students. This month, the spotlight falls on Technikon students who have registered for the first South African degree in child and youth care work.

Tertiary Training in Child and Youth Care: B. Tech (Child and Youth Development)

Students of the B.Tech are pioneers in South African child and youth care work in that they are aiming to become part of the pool of professionals who have degrees in this work. This is

Spotlight On Students

clearly linked to the practice principle of professionalisation which states that the child and youth care worker will place importance on her/his continued personal and professional growth, and on the enhancement and expansion of the child and youth care field as a developing profession.

Congratulations to those of you who have taken this opportunity for your personal and professional growth and welcome to those who are new in the field. We look forward to our first graduates at the end of 2001.

Technikon SA

The first group of students registered for the first year of the B.Tech in 1999. In 2000, students have been permitted to register for subjects at the second and third-year levels. In line with the NQF (National Qualifications Framework) and RPL (Recognition of Prior Learning), students have been able to convert credits from other training in the field. All graduates of the two-year UNISA Certificate in Child and Youth Care may enter the B. Tech at level 3. The number of registered students is indicated in the table below. Students will be able to register for fourth year in 2001. Graduates from related fields such as teaching, social



work and psychology may apply to do the fourth year with special conditions attached. Further details will be published in later issues of this journal.

This year, a number of contact sessions and laboratories have been held for TSA students in Johannesburg, Pretoria, Durban, Port Elizabeth and Cape Town. Students range from school leavers who are not working to experienced child and youth workers who have been practising in the field for many years. Feedback indicates that commitment and enthusiasm are high on the part of students and tutors. The remaining laboratories for this year are Child and Youth Care 2 (17-21 July) and Child and Youth Care 3 (31 July - 4 August). A selection of students' comments about their experiences will be published in a future issue of "Child and Youth Care".

Technikon Natal

In January 1999, NACCW was

Major subjects towards the B.Tech (Child and Youth Development) in 2000	Number of registered students at Technikon SA (2000)	Number of registered students at Technikon Natal (2000)
Child and Youth Care 1	187	50
Child and Youth Care 2	75	18
Child and Youth Care 3	52	18 (F)* 14 (P)**
Applied Development for Child and Youth Care/Youth Work 1	203	50
Applied Development for Child and Youth Care/Youth Work 2	77	24
Applied Development for Child and Youth Care/Youth Work 3	52	not lectured by NACCW (numbers not available)

F=Full-time students P=Part-time students

asked to assist with the introduction of the new qualification at Technikon Natal. The former Department of Residential Child Care has become the Department of Child and Youth Development. During 1999, the NACCW lectured Child and Youth Care 1 (for full-time and part-time students), and Child and Youth Care 2 and Applied Development 2 as semesterised subjects. This year, the NACCW has continued this work and is lecturing students according to the details in the table at the top of the page.

These figures indicate that by the end of 2003, there could be more than 300 South Africans with degrees in child and youth care work!

You too can embark on this exciting journey of development by taking the next step and registering for a training course which meets your educational needs. Show your commitment to the children and youth of our country by improving your knowledge, skills and self-awareness. Even if you are not yet eligible for registration for the B. Tech, remember that the journey of a

thousand miles begins with a single step. We look forward to sharing this journey with you.

What are your needs as a student?

In order that "Spotlight on Students" meets your needs, it is important that you express what you would like it to contain. Should you have any questions, ideas, suggestions or articles, please submit them to Jacqui Winfield at NACCW, PO Box 17279, Congella, 4015, fax: (031) 205-3369 or email: naccwdb@iafrica.com

INTERNATIONAL CONFERENCE

"Creative Rescue: Counselling and Assistance for the Children in our Country"

AUGUST 14, 2000. PRETORIA, SOUTH AFRICA

Many children in South Africa suffer as a result of exposure to and experience of traumatic events. This conference explores creative methods through which such children may be assisted. Conference themes include: child therapy and counselling, trauma, breaking the cycle of violence, multi-culturism and the use of creativity, art therapy and narrative therapy in counselling traumatised children. The conference is aimed at individuals working in the social sciences, psychology and education. The conference will include workshops in art therapy and guided art tours.

For enquiries please contact Dr N de Meillon, e-mail Dmeiln@unisa.ac.za or visit www.unisa.ac.za/dept/opv/conf/rescue

FOR ADMINISTRATORS

*"Real leaders concentrate on doing the right thing,
not on doing things right."*

Ethical Leadership

That advice from organizational consultants comes as no surprise to leaders of educative institutions, whose lives are filled with difficult ethical dilemmas. Principals experience such dilemmas on a daily basis, says William Greenfield (1991). Having moral obligations to society, to the profession, to the school board, and to students, they find that "it often is not clear what is right or wrong, or what one ought to do, or which perspective is right in moral terms. Unfortunately relatively few administrators have been trained to deal with these conflicts. Until very recently, ethical issues were given little attention in preparation programs (Lynn Beck and Joseph Murphy 1994).

What ethical responsibilities do leaders have?

Greenfield notes that program leaders face a unique set of ethical demands. Schools are moral institutions, designed to promote social norms, and principals are moral agents who must often make decisions that favour one moral value over another. Moreover, although schools, for example, are dedicated to the well-being of children, students have virtually no voice in what happens there. For all these reasons, the leader's conduct "must be deliberately moral." Leaders' moral duty expresses itself not only in the obvious day-to-day ethical dilemmas, but in the mundane policies and structures that may have hidden ethical

implications.

Robert Starratt (1991) notes that every social arrangement benefits some people at the expense of others; simply to assume that schools embody desirable standards is "ethically naive, if not culpable." Thus, the principal must not only behave responsibly as an individual, but must create an ethical institution. As leaders, principals have a special responsibility to exercise authority in an ethical way. Greenfield points out that much of a principal's authority is moral; that is, teachers must be convinced that the principal's point of view reflects values they support. Coercion through bureaucratic authority will seldom have a positive, lasting effect.

What ethical dilemmas do directors face?

As defined by Rushworth Kidder (1995), an "ethical dilemma" is not a choice between right and wrong, but a choice between two rights. For example, considering a bribe would be a "moral temptation"; deciding whether scarce resources should go to a gifted curriculum or a dropout-prevention program would constitute a dilemma. Dilemmas arise when cherished values conflict. A principal who values both teacher autonomy and student achievement will face a dilemma when teachers want to enact a policy that lowers expectations. This kind of conflict is heightened because school leaders are public officials with obligations to many people who often

have competing values or interests. Should parents be informed if a counselor learns that their daughter is considering an abortion? Should a student group be able to book an assembly speaker whose views will offend some in the community? Should the principal support a teacher who has made a questionable grading decision?

Some studies suggest that obligations to superiors put special pressure on ethical decision making. For instance, Peggy Kirby and colleagues (1990) asked principals to estimate how "a typical colleague" would respond to hypothetical dilemmas. Respondents usually indicated that colleagues would take "the path of least resistance" by deferring to superiors or taking refuge in official policies. Kirby and her colleagues speculate that these hypothetical colleagues actually reflect the norm.

How can leaders resolve ethical dilemmas?

Moral philosophers generally agree there is no ethical "cookbook" that provides easy answers to complex dilemmas. But a number of thinkers have suggested some guidelines. First, leaders should have and be willing to act on a definite sense of ethical standards. Starratt argues that a fully informed ethical consciousness will contain themes of caring (What do our relationships demand of us?); justice (How can we govern ourselves fairly?); and critique (Where do we fall short of our own ideals?). Sec-

ond, leaders can examine dilemmas from different perspectives. Kidder describes three. One is to anticipate the consequences of each choice and attempt to identify who will be affected, and in what ways. Another approach uses moral rules, assuming that the world would be a better place if people always followed certain widely accepted standards (such as telling the truth). A third perspective emphasizes caring, which is similar to the Golden Rule: How would we like to be treated under similar circumstances? Third, leaders can often reframe ethical issues. Kidder claims that many apparent dilemmas are actually "trilemmas," offering a third path that avoids the either-or thinking. For example, faced with a parent who objects to a particular homework assignment on religious grounds, a principal may be able to negotiate an alternative assignment, thereby preserving academic integrity without trampling on parental rights. Finally, leaders should have the habit of conscious reflection, wherever it may lead them.

How do leaders create ethical institutions?

By their nature, most schools do not encourage discussion of ethical issues; educators spend most of the day isolated from one another, and time is always at a premium. One means of raising ethical awareness is to form an ethics committee similar to those found in many hospitals. Such committees would not make formal rulings, but would raise awareness of ethical issues, formulate ethical codes, and advise educators grappling with ethical dilemmas (Betty Sichel 1993). Thomas Sergiovanni (1992) says that truly effective schools are those with a shared covenant clearly articulating the school's core values and providing a standard by which actions will

be judged. Leaders must not only take the lead in formulating the covenant but actively support and enforce it. When a vital standard is ignored, principals should "lead by outrage."

What virtues must leaders practise?

Students of ethics are unanimous on one point: moral leadership begins with moral leaders. Howard Gardner (1995) says of great leaders that they embody the message they advocate; they teach, not just through words, but through actions. What virtues are most important for school leaders? Some studies suggest that honesty is the quality most appreciated by subordinates (Michael Richardson and others 1992). And any principal who has launched a risky new program or has publicly shouldered the blame for someone else's mistake can testify to the importance of courage. Some who write about ethics argue that leaders must use their power with restraint, since it always holds the potential for treating others as less than fully human. Peter Block (1993) advocates stewardship, which is the willingness to accept accountability for results without always trying to impose control over others. In simplest terms, stewardship asks leaders to acknowledge their own human faults and limitations rather than hiding behind their status and power. Whatever virtue is desired, moral philosophers going back to Aristotle have emphasized that it must become a habit, just as musicians develop musical ability by playing an instrument, people become virtuous by practising virtue. Ethical behaviour is not something that can be held in reserve for momentous issues; it must be a constant companion. To be an ethical school leader, then, is not a matter of following a few simple rules. The leader's responsibility is complex and multi-dimensional,

rooted less in technical expertise than in simple human integrity.

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Conference 2001



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about this Child"

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- Intersectoral involvement in work with children and youth at risk.
- South African and African Child and Youth Care Practice

Masidibane Ngalomntwana

*"Let us
come together
about
this child."*

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