

**SCHOOL IMPROVEMENT IN AN ERA OF CHANGE:
Attempting Development Planning at Public Local School Level
in the Western Cape**



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UNIVERSITY *of the*
WESTERN CAPE

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DECLARATION:

I declare that *School improvement in an era of change: Attempting Development Planning at Public Local School Level in the Western Cape*, is my own work and that all the sources I have used or quoted, have been acknowledged by means of references.



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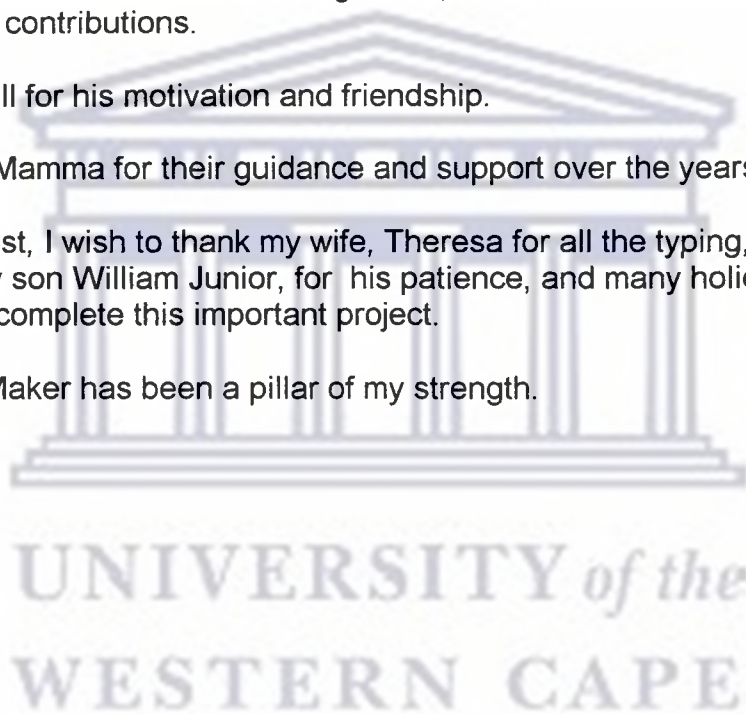
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Above all, my Maker has been a pillar of my strength.



ABSTRACT

The era of change in South Africa has created a new basis for state policy towards the provision of public schooling. Reform initiatives supported by the South African Schools Act (1996) emphasize the need for democratic and participative management at school level, a necessary shift from the rigid, authoritarian and bureaucratic values of the previous system.

This paper discusses different aspects of school improvement, and their importance for the development and effectiveness of schools at local level. It suggests that schools need to become more pro-active, responsible and take more control over their actions. The school is widely regarded as the primary unit of change, and as an organization needs to be self-determining, and equipped to deal with its changing environment. Crucial to this is the capacity to respond to the contributions and needs of its stakeholders.

In discussing the case study included in this paper, the focus is placed on the initiative taken by a high school from a previously disadvantaged community in the Western Cape (S.A), to enhance its pedagogical role in society. It evaluates the processes followed by the school in its quest towards school improvement at local level. This research qualitatively explores the contributions made by educators in attempting School Development Planning (SDP) as a means to bring about positive change at their school. By means of Action Research (AR), an analysis of the school is developed in the context of its reality. As a response to external and internal pressures for change, educators with the guidance of the researcher, participated as co-researchers in developing: a vision and mission statement for the school; identifying priorities for the school; conducting a reality check; propose objectives with relevant outcomes and initiating possible action plans for implementation by the school.

The paper concludes by arguing that the success of school improvement efforts lie within the capacity and support that exist at local school level. It is suggested that education authorities at provincial, and in particular the newly established Educational Management and Development Centers (EMDC's), fast track initiatives that will focus

on School Development Planning as a means to bring about school improvement at local school level. Areas needed for development identified in this study include: planning; collaboration and participation; image and standing in the community; morale and working conditions of educators; culture of learning; and parent and community involvement. Finally it is recommended that continued research (both qualitative and quantitative) be undertaken in an attempt to obtain a greater understanding of developmental needs of schools in terms of authentic improvement.



OPSOMMING

Die era van verandering in Suid - Afrika, het 'n nuwe benadering vir die Staat se beleid ten opsigte van publieke onderwys teweeg gebring. Inisiatiewe vir veranderinge, gesteun deur die Suid Afrikaanse Skole Wet (1996), benadruk die behoefte vir demokratiese en deelnemende bestuur op plaaslike skolevlak, 'n noodsaaklike wegbeweeg vanaf die rigiede, outokratiese en burokratiese waardes van die vorige stelsel.

Hierdie artikel bespreek verskillende aspekte rondom die konsep van skoolverbetering, asook die belangrikheid daarvan vir die ontwikkeling en effektiwiteit van skole op plaaslike vlak. Daar word gesuggerer dat skole meer proaktief en verantwoordelik optree, asook beheer neem oor hul eie aksies. Dit word algemeen aanvaar dat die skool die primêre eenheid van verandering is, en behoort assulks as 'n organisasie selfbepalend op te tree, en sodanig toegerus te wees om sy veranderende omgewing te kan hanteer. Uiteraard is belangrik tot hierdie aspek, is die vermoë om te kan handel nagevang die behoeftes en bydraes van sy belanghebbendes.

In die gevalle studie wat bespreek word, word die fokus geplaas op die inisiatief wat geneem was deur 'n sekondêre skool vanuit 'n voorheen benadeelde gemeenskap in die Wes Kaap (S.A). Hierdie studie evalueer die prosesse wat deur die opvoeders gevolg was in hul poging om skoolverbetering op plaaslike skoolvlak te weeg te bring. In hierdie navorsing word kwalitatief ondersoek ingestel na die bydraes van opvoeders in hul poging om Skool Ontwikkelings Beplanning toe te pas, met die doel op positiewe verandering vir die skool. Deur middel van aksie navorsing word 'n geheelbeeld van die skool ontwikkel. Die opvoeders van die skool, te same met die navorser tree op as deelnemende en mede-navorsers in: die ontwikkeling van 'n visie en missiestelling vir die skool; identifisering van prioriteite vir die skool; uitvoering van 'n werklikheidstoets; voorstelling van doelwitte met gepaste uitkomstes; die inisiëring van maatskaplike aksie planne vir implementering deur die skool.

Die navorsingsprojek sluit af met die slotsom dat suksesvolle skoolverbetering moontlik is, gegewe die nodige ondersteuning en kapasiteit op plaaslike skoolvlak. Daar word aanbeveel dat amptenare op Provinsiale vlak, en in besonder die nuutgestigte Onderwys Bestuur en Ontwikkelings Sentrums (OBOS'e), inisiatiewe bespoedig wat fokus op Skool Ontwikkelings Beplanning as 'n manier om Skoolverbetering te weeg te bring. Areas wat geïdentifiseer was vir ontwikkeling in hierdie studie sluit in: beplanning; samewerking en deelname; beeld en siening van die skool in gemeenskap; moraal en werksomstandighede van opvoeders; 'n kultuur van leer; ouer en gemeenskap betrokkeheid. Ten slotte word daar aanbeveel dat meer navorsing op kwalitatiewe en kwantitatiewe gebied onderneem word om 'n beter begrip van skoolontwikkelings behoeftes, met betrekking tot outentieke skoolverbetering, op plaaslike skoolvlak te verkry.



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List of abbreviations

AR	Action Research
DE	Department of Education
EMDC	Education Management and Development Centre
FE	Further Education
HE	Higher Education
ISIP	International School Improvement Project
LEA	Local Education Authority
LMS	Local Management of Schools
OBE	Outcomes Based Education
OD	Organisation Development
OECD	Organization for Economic Co-operation and Development
OFSTED	Office for Standards in Education
S.A	South Africa
SBM	School Based Management
SDC	School Development Co-ordinator
SDP	School Development Planning
SIP	School Improvement Plan
SMT	School Management Team
SWOT	Strengths, Weaknesses, Opportunities and Threats
WCED	Western Cape Education Department



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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

After its first democratic elections in 1994, South Africa had a fully democratic and representative government in place. In adopting a constitution based on democracy, equal citizenship, and the protection of fundamental human rights and freedoms, South Africans have created a completely new basis for state policy towards the provision of schooling. The introduction of the S.A Schools Act (Department of Education, 1996) provided the legislative framework for public schools to move towards democratic and participatory management practices. Although the Act provides the basis for development and indeed makes it possible, individuals will ultimately have to take control and initiate changes, especially at local school level.

The participation of stakeholders and their empowerment will eventually ensure the long overdue social transformation needed. By taking control at local level they will be assuming responsibility for development and improvement. Under the new dispensation such control will mean instilling democratic values such as co-operative work and active participation - in opposition to the authoritarian and individualistic values, that were dominant in the previous educational system. Democratic education would imply maximum participation of stakeholders in deciding the content and quality of the curriculum and syllabus, active involvement in the management of education, and control over resources and implementation of policy.

For staff members at school level, democratic governance and management would allow for maximum use of what they can offer to pupils and to the community, encouraging them to contribute their skills, resources, and to foster feelings of belonging to the school as an organisation. The aim should be for them to feel motivated and fulfilled whilst working, and that they play their full part in developing their school, its policies and plans. In general, resources at schools should be used productively for the benefit of those it serves.

Traditionally educational authorities and principals have managed schools with a minimal input from other stakeholders such as parents and teachers (Steyn and Squelch, 1997:1). It is the view of Davidoff and Lazarus (1997:2) that the history of authoritarianism, of top-down control of schools, teachers, students, and of curricula remains entrenched as a very real part of the culture of most schools in South Africa. According to Steyn & Squelch (1997:1), principals have been mainly responsible for implementing policy and decisions taken by education authorities at central and provincial levels.

This view is supported by O'Connell (IDASA,1997:12) when he states that "Our principals did not have to be managers within the old framework, they just had to keep things together within a framework that had been established for them." He goes further by urging them to become leaders of teams in their schools, and emphasising their role in the development and the survival of their schools. Harber (1998:17), however cautions against the return to a more competent and efficient form of authoritarianism but rather to a new, democratic understanding of what effective schools and an effective education system should look like.

According to the research done by Steyn and Squelch (1997:1), there has been a growing trend towards decentralizing school management, with calls for more autonomy at the school site in recent decades. It is further argued that there is wide agreement on the need to democratize schools and allow primary stakeholders a greater say in fundamental educational issues (Steyn and Squelch, 1997:1). David quoted in Levacic (1995:3) defines school based management as consisting of:

1. increasing school autonomy through some combination of site budgetary control and relief from constraining regulations; and
2. sharing the authority to make decisions with teachers, and sometimes with parents, students and other community leaders.

According to Levacic (1995:4) the underlying assumptions upon which school-based management is deduced to improve schools' performance are subsidiarity and ownership. He argues that decisions are best taken at the lowest level where they apply, and policies are most effectively implemented when those work the policies aim to affect, have ownership of the decisions.

The notion of a decentralized education model with more autonomy for schools has been considered as a possible alternative for Western Cape schools (WCED,1999). Through its publication called "Schools for the future", the WCED explains the rationale behind its vision for considering school based management, to educators. Expanding on the opportunities that would exist under this new approach, development of the following aspects are envisaged for schools at local level (WCED,1999:10):

- Identity - vision, mission, purpose, direction and tasks
- Strategy - goal setting, planning and evaluation
- Structures and procedures - information flow, decision-making and accountability
- Human resources - interpersonal relationships, staff development, and internal conditions of service
- Technical support - resource control, financial management and administration

In view of the pending impact and import that this decentralised model will have on schools, research undertaken in the field of school development will contribute greatly towards informed decision making by policy makers, planners and practitioners. It is clear that public schools in S.A need to improve capacity in this areas. Attempting school development planning at local school level in this case study will indeed give an insight on the capacity and development needs that exist in S.A schools. Lomax (1996:xi) regards practitioner research as "an effective way of improving the quality of education and its management".

1.2 RESEARCH PROBLEM

Schools in South Africa need to adjust themselves in this era of change. This comes in the light of national transformation and international trends towards decentralising school management approaches and more autonomy and responsibility for schools at local level. Since the school has been regarded as “at the heart of educational change” (Davidoff and Lazarus, 1997:5), it needs to be equipped to manage such change effectively.

The provision of quality education in public schools, is one of the greatest challenges faced by the South African Government. In its historical segregation, unequal funding and undemocratic governance, the education system has been deeply affected by the past. According to Harber (1998:17) there is much discussion about restoring a culture of teaching and learning to schools. It is argued the legacy of apartheid has contributed much to the under resourcing of education for the majority, and the disruptions of schools as a result of resistance to the previous system has lead to the erosion of a culture of teaching and school best practice. In Pam Christie’s research called “school’s as (dis) organisations” she describes “the brake down of the culture of learning and teaching” in terms of organisational breakdown (Hopkins, 2001:10). One of her guiding principles for intervention from external agencies (in Hopkins, 2001:10) is that:

it is crucial for interventions to work from the basis that schools must themselves need to take at least partial ownership of problems and work towards their resolution.

Since the creation of the new democratic South Africa, the government has focused on the democratisation of all institutions and the elimination of inequality. Apart from the creation of a democratic education system based on equality, the South African Schools Act of 1996 has indeed as one of its aims, the improving of education (Department of Education, 1997: 6).

According to Hopkins and Wideen (1984:1) the topic of school improvement is becoming increasingly important. The authors ascribes this interest to economic restraints, the recognition that the school is the essential unit in the educational unit, and also the importance of individual responses to complex societal situations. O'Connell (IDASA,1997:12) believes that critical decisions need to be made in every staff room and by every teacher, suggesting that schools become places of learning. He goes further by arguing that the discourse needed within communities, schools and unions, should be that of development. Davidoff and Lazarus (1997:xvi) is of the opinion that schools need to be looked at holistically in order to understand them as systems. For them real development in a school should touch on every aspect of school life.

According to James and Connolly (2000) a very widely accepted definition of school improvement emanates from research findings by Velzen and his co-workers. This definition is given as (James and Connolly, 2000: 42):

A systematic effort aimed at a change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.

When Nisbet in Hopkins and Wideen (1984: 10) comments on the term "creativity of the school", and use it in the same sense as school improvement, he defines it as:

capacity to adopt, adapt, generate or reject innovations....It implies a flexibility of approach which has three elements: confronting problems, responding to problems and evaluating the response to problems.

Moonsamy (1997:2-3) states that people at local level (teachers, principals, parents and students) must take increasing responsibility for bringing about change in education. He explains that schools have to function effectively in order to become providers of quality education.

Research by Levacic (1995:68), has indicated that school development planning (SDP) is the preferred solution to improve the rationality of school management and promoting effectiveness in managing multiple and continuous changes. According to him school development planning is promoted as the best way in which schools can cope effectively with the immense volume of change thrust upon them. The keys to effective coping is given by Levavic (1995:68) as:

- (1) the empowerment of staff through participation in the process of developmental planning to secure commitment to the resulting decisions and to disperse responsibilities for managing the planned actions throughout the staff; and
- (2) a rational process of articulating school aims and objectives, auditing current practice against requirements and then determining a few priorities for development.

According to Moonsamy (1997:6) the attempts to change and develop the school should involve all the staff who make up the school. He also argues for everybody's contribution in order for the change process to be shared and owned. It is the view of Ndhlovu (1999:80) that the strength of school improvement research lies in its concentration on how change occurs in school systems. It is argued that this type of research tends to be holistic and action-oriented.

Action research is regarded by Lomax (1996:22) as a means of "gaining control over the environment and making sense of it". Expanding on the understanding of action research and quoting Webb (Lomax,1996:22), it is described as "collaborative, non-hierarchical, self managed ...sharing information, ideas and decision making". It is understood that the aforementioned approaches would lead to the boosting of confidence, feelings of self-satisfaction and an increase in corporate planning and decision making.

The school in this case study has been through many changes and challenges in its twenty years of existence in 2000. The school's leadership has changed three times since it opened its doors in 1980. Although the school once enjoyed a vibrant and high level of academic, cultural and sport profile during the eighties (Riverton Year Book, 1988), both learner and educator numbers have however started to decline drastically since the late nineties. Where the learner number at its maximum was approximately 1100 in the early nineties, it is currently at a minimum. Declining resources and poor financial contributions from parents had a major effect on the progress of the institution. The Education Department's rationalisation programme of the teaching corps had an added weakening effect on the school as an organisation, severely hampering development, capacity and the remaining educator morale. Educator numbers declined from a maximum of approximately 55 in the eighties to its current number of 24 in 2000.

Many of these changes, including the loss of experienced staff in/and the termination of traditional educational programs (Woodwork, Guidance, Library, Physical Education and Class Music), further deprived the school and its community. The overall result was that school performance, as reflected in the pass rate of Grade 12 learners (used as a "yard stick" by the public and the Department of Education) over the passed years, declined drastically. During the year 2000, the school has been identified by the Western Cape Education Department (WCED) as "a school at risk", a direct result of its unsatisfactory Grade 12 pass rate of November 1999. This categorisation implied action for change, and the WCED indicated that intervention of some sort would follow.

Although members of staff were aware of the impending interventions by the WCED, the principal of the school was very positive when the researcher suggested the idea of attempting school development planning at the school. As a senior educator with many years experience, the principal was aware of the vacuum that existed in terms of capacity at local school level on the one hand, and the extent and uncertainty of practical support from the department on the other. It eventually became clear that change and improvement efforts had to be initiated by the school itself.

When this research project was envisaged, there were no clear guidelines given by the WCED to the school for bringing about whole school development or authentic improvement. Since the school had no existing strategic plan, vision or mission statement, the researcher was faced with a mammoth task. The existence of this tangible vacuum, however, presented an opportunity and served as the motivation for attempting development planning, for the very first time, at the school.

At the time, it was the view of the researcher that the implementation of school improvement would best be achieved by attempting development planning. The research approach most suited according to the literature search done, indicated action research (AR). This approach lends itself to conditions prevailing in this era of change in South Africa, which calls for democratic, collaborative, and active participatory decision-making processes at all levels of government, and in particular that of public education. It would be appropriate to argue that the time has come for the practical implementation of active participation at school level.

1.3 SIGNIFICANCE OF THE RESEARCH

The central theme which forms the basis of this research is that of cooperation and the active participation of all stakeholders in contributing to the development of quality and effective education. Taking into account the core aims of the South African Schools Act (1996) and the prospect of more autonomy for schools in the future, the value and significance of this research lies in the following:

- It provides the opportunity for comparing the identified objectives for development in the case study to:
 - those elements identified in the literature as essential for effective, quality and functional schools
 - those themes regarded as crucial for development in the selected international case studies
- It empowered educators at local school level to examine its own organisational needs and to propose school-wide objectives for development and improvement

- It reflects on the need for collaborative and active participation of educators in developing a shared vision and mission for the school
- It can be used as a basis for continued development and the inclusion of other stakeholders at the school
- It can serve as a practical resource for other schools intending school improvement activities
- It can contribute towards the aims of the Education Department of providing quality education and cooperative governance and management at school level
- It can lead to a better understanding of processes involved in Development Planning at school level for practitioners, and all those who have the improvement of schools at heart.

1.4 AIMS AND OBJECTIVES OF THE RESEARCH

1.4.1 Overall Aims

In the context of worldwide trends towards decentralised school management systems and more autonomy for schools, and in particular the aims of the South African Schools Act of 1996 (Government Gazette No. 17579), the general aims of this research are:

- To reflect on the role of action research as a means to contribute towards School Improvement
- To contribute towards the creation of a development discourse at local school level
- To contribute towards the South African and International research pool of knowledge with regard to School Improvement and School Development Planning
- To provide information which will contribute towards informed policy formulation regarding School Improvement and School Development Planning initiatives for S.A schools

1.4.2 Specific Objectives

With regard to the case study undertaken, the specific objectives of the research are:

- To review selected and relevant literature in the field of Action Research, School Improvement, and Development Planning

- To reflect on the experience and contributions of educators in attempting Development Planning in the South African case study
- To provide opportunities for all staff members to participate in self-evaluation for developmental purposes
- To assist the school in the case study to expand its capacity in reflecting, recognising and solving its own organisational problems
- To follow a model (adapted from Rick Rodgers, 1994:13) in School Development Planning for the active participation of educators in:
 - Developing a Vision and Mission statement for their school
 - Identifying Priorities for their school
 - Conducting a Reality Check (by means of a SWOT Analysis) of their school
 - Proposing Objectives (with relevant Outcomes) for development
 - Initiating possible Action Plans for implementation
 - Writing up a development plan for the school
- To compare the themes identified for development and improvement in the South African case study, with that of selected international cases

1.5 METHODOLOGY

1.5.1 Research Design

In the context of this particular research study, one view of a research design is taken from the understanding of Bless and Higson-Smith. According to these authors, a research design can be understood as “the planning of any scientific research from the first to the last step” (Bless and Higson-Smith: 1995: 63).

Expanding on the procedure to be followed in the research process, Madsen (1992:68) argues that “what is needed is a clear and sufficient description of the procedures to be employed, the steps to be followed, so that the reader be persuaded that there is a direct line of thought leading from the statement of the problem to the activities of the scholar”. Further exploration on this issue reveals that the particular logic of a research design is determined by the formulation of the research problem. It can be said that the

degree of structuring a design will be a direct function of the research goals that have been envisaged.

This research study made use of a design which facilitated and allowed for the subjects to be participants and co-researchers. Stemming from the arguments in the statement of the problem, the aim was to allow participants to take part in self-reflective process of problem-solving. In view of the collaborative, action orientated, and developmental nature of this study, Action Research was regarded as the most appropriate method of research.

According to McNiff (1995:1) Action Research (AR) is a form of self-reflective enquiry that is used amongst others, in "school-improvement schemes", where teachers are actively involved as participants in their own educational process. For the authors Greenwood and Levin (1998:3), AR democratises the research processes because of the inclusion of the local stakeholders as co-researchers. They regard AR as being "central to the enactment of a commitment to democratic social transformation through social research" (1998:3). AR is said to be regarded in educational communities as a real alternative to the more traditional theory-based approaches to educational research (McNiff, 1995:1). The opinion of Greenwood and Levin (1998:4) is that AR promotes broad participation in the research process and supports action leading to a more just and satisfying situation for stakeholders. It aims to increase the ability of the involved organisation members to control their own destinies more effectively and to continue to improve their capacity to do so (Greenwood and Levin, 1998:6). McNiff (1995:7) argues that AR is systematic and not the "random, ad hoc activity that characterises everyday life". It however accommodates within its method random, surprise elements of unpredictability and creation.

According to Greenwood and Levin (1998:4) the first step taken by action researchers and members of an organisation is to define a problem that they seek to resolve. Richard Winter (Zuber-Skerritt, 1996:13) regards AR as a way of investigating professional experience which links practice and the analysis of practice into a "single, continuously developing sequence". He advances six principles as central to the AR process (Zuber-Skerritt, 1996:13-14):

1. reflexive critique, which is the process of becoming aware of our own perceptual biases;
2. dialectic critique, which is a way of understanding the relationships between the elements that make up various phenomena in our context;
3. collaboration, which is intended to mean that everyone's view is taken as a contribution to understanding the situation;
4. risking disturbance, which is an understanding of our own taken-for-granted processes and willingness to submit them to critique;
5. creating plural structures, which involves developing various accounts and critiques, rather than a single authoritative interpretation;
6. theory and practice internalised, which is seeing theory and practice as two interdependent yet complementary phases of the change process.

Since AR is regarded as action both of the system under consideration, and the people involved in that system (Mcniff,1995:3), the school used in this single case study will be regarded as the system. The educators of the school was chosen as the participants and co-researchers.

The process and stages used in this case study were based on a model adapted from Rodgers (1994:13). To facilitate the active participation and interaction of the educators, provision were made for five stages, structured in a way which allowed for reviews in the form of feedback and discussion opportunities. These stages were designed in the form of interactive workshops, with systematic and developmental outcomes. Workshop programs (explaining tasks and outcomes) and background information on the topics discussed, were provided.

The involvement of the researcher in this research study stems from the fact that he has been an educator at the school for more than a decade. He has been involved with many development, strategic and capacity building initiatives at the school. During the first democratic elections for school governors, he represented the educator component, and also served as an executive member. From the outset of the study the researcher was confident that he would have the necessary trust, cooperation and legitimacy from his colleagues. The researcher obtained formal permission from the Governing Body of

the school to do his research. Permission was granted since the aim of the research was that of improving the school. The practical implementation and the different activities involved in the action research process were fully discussed and coordinated with the principal. Since the school had already reserved Mondays as a time for educator development, the principal proposed that workshops and other activities related to the research process be done on Mondays, after formal contact time. Although the participation of educators was voluntary, it was accepted that the project will be in the best interest of the school.

The researcher took full responsibility for the project, and received the necessary cooperation in terms of the availability of resources (venue for workshops, some consumables for workshop presentations), and cooperation from all participants.

1.5.2 Research Context

Riverton Secondary (pseudonym), a grade 8 - 12 school with a learner enrollment of approximately 800 learners for the year 2000, is situated in Elsies River, a historically disadvantaged area of the Cape Peninsula. Although the physical locality of the school is in a well-kept residential area, approximately 90% of the learners come from the majority lower socio-economic areas of Elsies River, where poverty and unemployment is rife. The education level of parents from learners were also found to be low, most of them only acquired primary schooling. The medium of instruction in the school is Afrikaans, however in the eighties until the early nineties, instruction was also offered to English speaking learners from the immediate community around the school.

Looking at the scenario outlined for development, in terms of goal setting, planning and evaluation, there is little evidence of clear strategic planning at Riverton. There is also an apparent absence of clear educational (or other) goals that staff or the school has set for themselves in terms of vision and mission. In fact, prior to this project the school had no Vision or Mission statement. There is also no formal staff development programme at the school, and no improvement efforts in terms of a whole-school development program.

It is observed that the talents and skills of most of the educators (especially post level one), are not fully utilised. They are also not always involved with major decisions that are taken. Management and leadership are perceived to be dogmatic and somewhat bureaucratic, mainly concerned with Departmental and administrative details. Staff members are not highly motivated, and somewhat miss a unique sense of purpose at the school. In general there is also dissatisfaction about the lack of initiative at the school. The level of involvement and commitment from the broader school community, especially parents, are furthermore disappointing.

In the staff room post level one teachers always sit in the same places, whilst middle and senior management normally visit only during staff meetings or important discussions during intervals. The site of the union to which most staff members belong, is dysfunctional, and governing body representatives rarely report back to the staff. Although the staff is generally supportive of one another, cooperation is mainly within departments. Notices on the notice board are relatively outdated and a number of photos highlighting the school's pride of yesteryear (eighties) are depicted. The principal is concerned about matric (grade 12) examination results in particular, and the recent dwindling of pupil enrollment numbers. Clearly, there has not been a complete breakdown in a culture of teaching and learning, yet most of the activities are somewhat uncoordinated, without meaningful reviews with the intention to improve. Most of the planning and activities are regarded as "hap hazard" and reactive rather than pro-active. From observing Riverton it is clear that the school is faced with a reality which calls for local initiatives and planned change.

1.5.3 Sources of Evidence

Data gathering in AR involves the gathering of information that will provide more than what is usually known by practitioners. Some of the data collection methods that could be used AR, outlined by Richard Winter includes (Zuber-Skerritt, 1996:15-16):

1. keeping a detailed diary of subjective impressions, description of meetings attended and lessons learned;

2. collection of documents relating to a situation;
3. questionnaire surveys, using open or closed formats;
4. interviews with colleagues or others, which allow the many subtle nuances of an unfamiliar perspective to be explored in detail and clarified;
5. written descriptions of meetings or interviews which are provided to the other people involved, in order for them to validate or amend such records.

In this research study, the researcher made use of numerous data collection methods. Because of the participative, intense and the continuous production of knowledge during the various stages of the research, the researcher made use of open-ended questionnaires. These questionnaires, related to particular topics under scrutiny during specific stages. Because of the sensitive nature of the questions and topics, particularly those in stages 2, 3 and 4, they were all anonymous. (see figure 1.1 on page 18)

A second method used was that of collecting documents in the form of contributions made by groups during workshop tasks. This method was mainly used in stage 1, and was only used in stages 2 and 3, after the researcher disseminated responses of individuals. It was thus impossible for individuals to link a responses to participants.

The third method used, was that of utilising the comments and opinions made by individual participants during the review processes in the plenary sessions of the various workshops. These contributions were useful in clarifying issues in the finalisation of the different stages.

Another method used was that of informal discussions and observations made by the researcher throughout the research.

After the completion of each stage, the researcher was tasked to summarise and prepare the final product, using all contributions made in a particular stage. Details about the various sources used to obtain data is grouped under the different stages that was followed in the study. They are:

STAGE ONE:

<i>Workshop 1</i>		
<i>Type of source</i>	<i>Table no.</i>	<i>Details about data sought</i>
Document: Group contributions	3.1	Preparation of draft Vision for school

<i>Workshop 2</i>		
<i>Type of source</i>	<i>Table no.</i>	<i>Details about data sought</i>
Document: Group contributions	3.3	Preparations of draft Mission statement

STAGE 2:

<i>Workshop 3</i>		
<i>Type of source</i>	<i>Table no.</i>	<i>Details about data sought</i>
Questionnaire: Individual contributions	3.5 & 3.6	Determination of goals and priorities for school
Document: Group contributions	3.7 & 3.8	Identify the most important goals and priorities

STAGE 3

<i>Workshop 4</i>		
<i>Type of source</i>	<i>Table no.</i>	<i>Details about data sought</i>
Questionnaire: Individual contributions	3.9 - 3.19	Responses on issues regarding a reality check on the school
Document: Group contributions	3.20 - 3.24	Summarising significant contributions regarding: <ul style="list-style-type: none"> ■ Weak points of the school ■ Opportunities that exist at the school ■ Threats faced by school ■ Factors that impact negatively on educators ■ Major concerns of educators

STAGE 4

<i>Inputs for change</i>		
<i>Type of source</i>	<i>Table no.</i>	<i>Details about data sought</i>
Questionnaire: Individual contributions	3.25	Responding to contributions made in the Reality Check: Inputs regarding change by educators
Document: Proposed objectives made by the researcher.	3.26	Analysis and linkage of all contributions, inputs made by participants: Proposed objectives by researcher

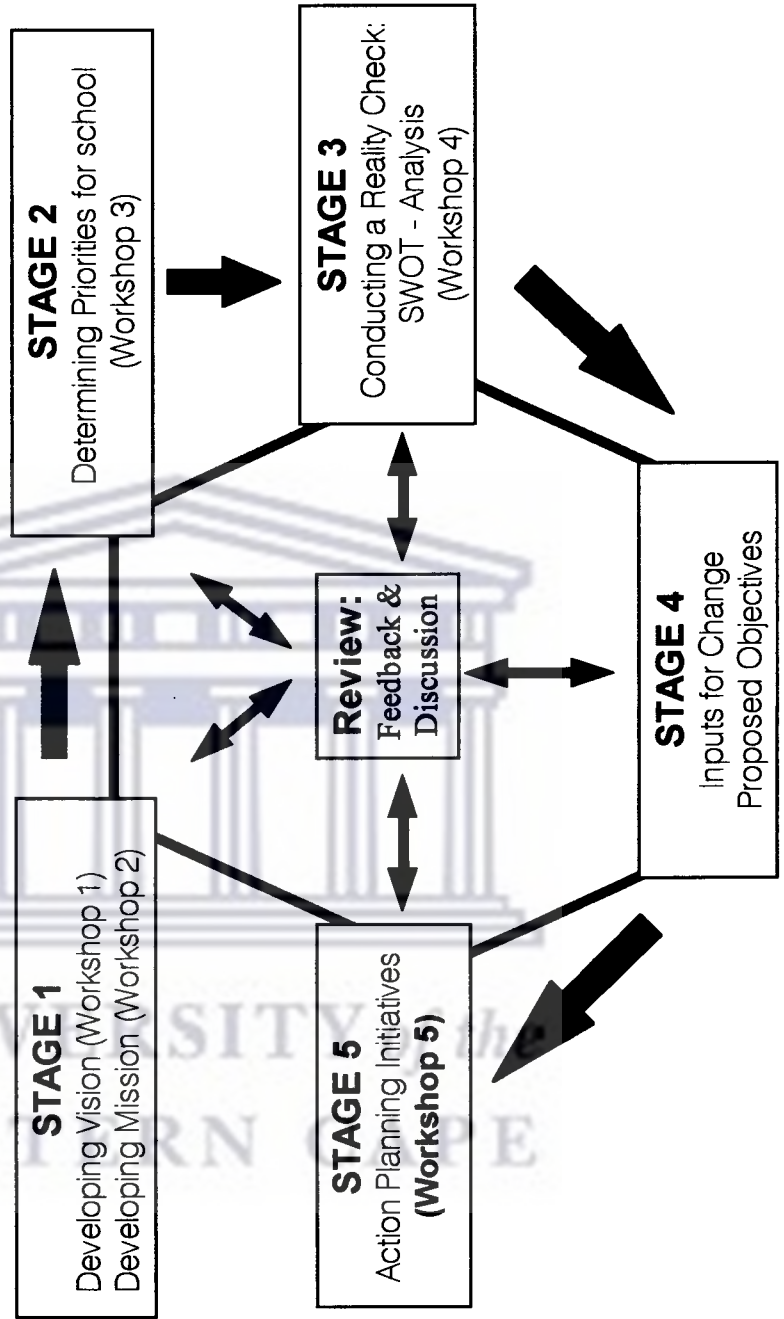
STAGE 5

<i>Workshop 5 : Action Planning Initiatives</i>		
<i>Type of source</i>	<i>Table no.</i>	<i>Details about data sought</i>
Document: Priority Objectives linked to Outcomes	3.27	Prioritising of Objectives and formulation of appropriate Outcomes

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Action Research Model

Figure 1.1



1.5.4 Analytical Technique

Responses obtained from the various questionnaires were first disseminated, analysed and in some cases grouped or categorised by the researcher. Only then were the responses made available to group members. These responses would then be analysed and discussed by group members, and collective contributions be made by the groups. Contributions by groups were discussed and reviewed during the plenary sessions of the workshops.

The summary of final products prepared by the researcher was done by utilising all contributions agreed upon during the plenary sessions, and in other cases only after responses were grouped or categorised, and made available to groups for scrutiny. Each participant was provided with the responses from individuals and contributions from the groups. Data presentations were always transparent and available for vigorous discussion and reflection during the review process in the workshops.

1.6 ETHICAL CONSIDERATIONS

In his formal application for permission, the researcher explained to the Governing Body of the school that his research was about school improvement. The aims, process and stages of the research was explained to the participants, and the practical arrangements for the research at the school were discussed and agreed with the principal of the school. It was explained that the questionnaires used will be anonymous, but that the nature of the research, and the model to be followed was that of active participation by members. The researcher explained that the responses of individuals will be compiled in such a way that they will be very difficult to be linked to the respondents. It was made clear from the outset to the principal and participants, that the research information will only be used for the purposes of completing the researcher's studies on school improvement.

1.7 LIMITATIONS OF THE STUDY

Since this was the first attempt at Development Planning for the school, some constraints were experienced. Because of time limitations the study could only be done with the educator component of the school. The researcher realised the importance of including all stakeholders (Education Department, Governing Body, parents, non-teaching staff and learners) in this process. The time agreed upon for the workshops was also not always sufficient and some of the stages had to be completed in more than one session. Another limitation was that the researcher could not oversee the implementation of the development plan. Various additional developments during the research period, regarding the implementation of Outcomes Based Education (OBE) (training of educators), caused some of the stages to be rescheduled at times.

1.8 KEY TERMS AND CONCEPTS

Action Plan: A programme which sets out targets and tasks designed to help you achieve your objectives.

Action Research: A way of characterising a loose set of activities that are designed to improve the quality of education; it is an essentially eclectic way into a self-reflective programme aimed at such educational improvement.

Authentic School Improvement: The active implementation of improvement strategies that help both students and teachers to enhance their learning and achievements; also the collaborative researching of the process in order to create new knowledge about schools, the change process, and their own practice. Increasing the capacity of the school, the head teachers, teachers, and students, to manage their own improvement process

Mission: The mission expresses the will and intent of the school.

Objectives: Precise measurable statements of intended outcomes which specify intentions rather than actions.

Review: A continuous process of examining the emerging results of the plan as it is being carried out.

School Based Management: Approaches to the management of public schools or systemic private schools wherein there is significant and consistent decentralization to the school level of authority to make decisions related to the allocation of resources (material, time, money etc.).

School Development Planning: A response to the management of multiple innovations and change and the perceived need for a systematic and whole-school approach to planning, especially where schools are expected to be more self-managing.

Stakeholders: Those individuals who have a vested interest in the results of activities at the school. This usually includes the students, parents, community, and staff of the school.

Vision: The vision of a school is the particular way in which it envisages itself contributing meaningfully towards society.

1.9 PRESENTATION OF CONTENTS

This research paper consists of five chapters. **Chapter One** provides the background and motivation for the research. It also explains the methodology used, ethical considerations taken into account and the limitations of the study.

Chapter Two gives a theoretical perspective of the concepts "Change", School Improvement", and "School Development Planning".

Chapter Three provides the background of the case study and the model followed to explore school improvement in an era of change . This chapter also presents the data gathered in the different stages of the model.

Chapter Four gives an analysis and discussion of the data.

Chapter Five concludes the study by providing some recommendations and suggests some areas for further research.

CHAPTER 2: THEORETICAL PERSPECTIVES ON CHANGE, SCHOOL IMPROVEMENT AND SCHOOL DEVELOPMENT PLANNING

2.1 INTRODUCTION

The transition to democracy in S.A has seen an ideological shift in the paradigm which informs the implementation of education policy in schools. The implementation of the new S.A Schools Act encapsulates the fundamental components of this paradigm shift, in that virtually every area of school governance and management is now subject to change. Central to this shift in policy is the ideal of greater community participation and ownership of the education process. The key challenge will however be to find a balance between the increasing demands from centrally determined policy initiatives and quality control, and the encouragement of locally developed change and school improvement efforts. As a consequence schools will have to develop and implement creative infrastructure in order to meet the challenges of an evolving educational landscape.

The aim of this chapter is to describe the theory of change, school improvement and school development planning, as related aspects in educational management and governance.

The first part of this chapter is concerned with perspectives and the dynamics of change. The second part of this chapter examines the context, perspectives, and role players involved in school improvement. The third part of this chapter provides a background on the concept of school development planning, providing some perspectives, and review selected international approaches to school development planning.

2.2 CHANGE

2.2.1 Perspectives on change

According to Van der Westhuizen (2000:135) there is widespread agreement in the literature that change and renewal are two of the most important aspects of

an organisation. He is of the opinion that an organization stagnates, and will eventually decline in the absence of change and development. Further research by the author points to organisational development as one of the means by which organisational change can be achieved. Organisational development pertains to systematic and planned changes in bringing about organisational change or renewal.

It is the view of Moonsammy and Hassett (1997:6) that attempts to change and develop the school should involve all the staff who make up the school. For them it is important that everybody makes a contribution so that the change process is shared and owned. Authors like Altrichter and Elliott (2000:2) are of the opinion that educational discourse seems to become more and more interested in processes not only of individual, but also of group, macro-group, organizational and societal development.

According to Dalin and Rolff (1993:15) research on the change process in schools has shown that schools differ considerably in their capacity for change. In describing schools, it is argued that the change process will unfold quite differently in (Dalin and Rolff, 1993:15):

- Fragmented or 'loosely coupled' schools (with or without innovative experiences);
- 'project schools' that have successfully implemented changes in 'projects in various departments and sections of the school;
- schools that have a common vision, ideology and norms, and are used to coping with change as a learning process throughout the organization; (our ideal of a learning organization).

Fullen (James and Connolly, 2000:41) describes change in educational organisations as a "journey, not a blueprint". It is further argued that change is complex, and that "until you start the journey you do not know what is going to happen". According to James and Connolly (2000:41) the journey metaphor has been used to describe schools that are at different levels of the journey. A model

expanded upon by Hopkins, Ainscow and West (James and Connolly, 2000:41) include the following four types of schools:

1. "Stuck" schools which are often failing schools.
2. "Wandering" schools which, although changing, have little focus or clear vision of the way forward.
3. "Promenading" schools which are complacent, and are reluctant to change.
4. "Moving" schools are "active schools" and have achieved a healthy balance between development and maintenance.

For Whitaker (1993:4-5), survival in a changing world will depend on the creativity and flexibility of staff. According to the author this will involve the creation of a management culture in which individuals feel more able to release their energies to share visions and objectives. The process should thus be concerned with an enhanced view of human potential.

Moonsammy and Hassett (1997:6) states that change often entails identifying what is wrong and what needs to be changed. For the sake of progression it is important for organisations to agree upfront that the focus of the exercise is on development and finding solutions. This is to prevent them from getting bogged down in what is wrong. The idea of identifying what is wrong corresponds with that of James and Connolly (2000:38) when they say that:

Change is involved in the process of becoming effective if individuals, teams or institutions were not effective in the past. Change is required if individuals, teams or institutions were not effective in the past. Change is required if individuals, teams or institutions are to become more effective and to improve the ways in which they complete their tasks.

Hall and Hord (Van der Westuizen, 2000:136) see change as a process pursued for and by people. It is argued that change has a technical and human aspect; it begins and ends with individuals acting in unison to make schools effective (Van

der Westuizen,2000:136). Changing schools according to Dalin and Rolff (1993:1) is also a learning process. For them it involves individuals as well as teams, and ultimately every member of the entire organization.

A somewhat different view is held by Altrichter and Elliott (2000:1). They regard change and “talk about changes” as ubiquitous (Altrichter and Elliott, 2000:1). For these authors “changes” and “its family” of “change-words”, such as “progress”, “improvement”, “evolution” and “development”, are among the key concepts of modernity.

James and Connolly (2000:18-19) however provides an analysis of the main themes of educational change and the management of educational change, as given by Morrison. The main themes are identified as:

- Change is structural and systemic. Any real change will affect the whole system, in that change in one part of an institution has a knock-on effect in other parts. If the change is substantial, it is not likely to be singular and simple; it is more likely to be composite and complex in nature, involving other areas of the organisation.
- Change is a process that occurs over time. Because any change takes place over time, organisational change is not a discrete event, it is not sequential and it does not follow a straight line.
- Change is multi-dimensional. Change encompasses a number of different dimensions including resources; content; process; evaluation; leadership; management; administration; knowledge; attitudes; emotions; beliefs; values and principles.
- Change is viewed differently by the various participants and therefore calls up a range of responses. All those involved in the change process will have their own perspective on it. Change is experienced at both the personal and institutional levels, and the experience of change is heavily influenced by the context.
- Change management requires investment in technological resources, human resources and the management of the process. The effective management of change requires creativity and the ability to identify and solve problems.

- Change strategies must emerge over time, be flexible and adaptive. The management of change needs to integrate change efforts from the top and bottom of the organisation.

2.2.2 Dynamics of change

For an educational system to be in tune with change it needs to be flexible, adaptable and responsive to constantly changing circumstances and needs (Whitaker, 1993:p.6). According to Dalin and Rolff (1993:1) they have discovered through their experiences that "ad hoc and piecemeal efforts at change" are not adequate. They argue for systemic change that involves a fundamental cultural change. Their arguments are summarized in the following six statements (Dalin and Rolff, 1993:2):

- ✓ 1. The paradigm shift: The world is changing dramatically; we are in the middle of a major paradigm shift, and add-on changes to the existing schools are inadequate. Meaningful educational changes demand new perspectives and basic changes in the culture of schools.
- ✓ 2. The school as the unit of change: The school is the unit of change, because it is the only place where the demands of society and the expectations and learning needs of students and teachers meet. Each school is unique. It must learn how to learn.
- ✓ 3. Central authorities as partners: The school is part of nation building. It is not alone; it needs the challenges and the support of central authorities. Many future problems are overwhelming and can only be dealt with as a result of close co-operation between the school and central authorities.
4. The real needs: School improvements, to be effective, must meet the real needs of students. To reach this goal is a complex process of developing ownership and a shared vision of short-term and long-term goals within each school.
5. Change as learning: Changes that have an impact on students' lives involve an in-depth learning process that can only be mastered by teachers and heads who themselves are learning, in teams that can draw on the talents of all members, and in the school as an organization

- involving all participants. Meaningful changes are dependent on personal mastery, an outcome of a continuous process of learning.
6. The learning organization: The goal is a learning organization that is able to respond creatively to changes in the environment; an organization that has embedded capacities for school-based curriculum changes, for staff development and supervision, for team development as well as management and organizational development; and, not least, that has institutionalized the process of ongoing school assessment.

According to Moonsammy and Hassett (1997:15) teachers and principals need to look to themselves as rich resources with valuable ideas about the future, and about how they would like things to be. Accordingly they need to see themselves as makers of the future rather than as having the future made for them by outsiders. The authors are also of the opinion that teachers and principals can work together to influence schools in ways others cannot.

Davidoff and Lazarus (1997:2) note that the global trend towards a greater degree of participation in the workplace is reflected in the field of education as well, giving the example of shifts away from top-down management styles. Other shifts are towards the recognition of the vital role that teachers need to play as curriculum developers and as partners in the shaping of the direction of the school. This is enhanced by the view of Whitaker (1993: 4-5) when he says that:

Management training in education is increasingly concerned to present a model of leadership based on participation, and head teachers are encouraged to involve all staff in decision making and the day-to-day management of the school. It is becoming increasingly important to see leadership as a process of harnessing the potential of individual participants, not controlling and prescribing their behaviour.

For MacBeath (1998:28) the primary task of leadership is to build the conditions for reflection, open dialogue, mutual respect for ideas and for both professional and institutional growth. What is happening according to Dalin and Rolff (1993:4) is what has already happened to many organizations in society: a paradigm shift. He argues that people in organizations are “seeking a more meaningful life, more useful roles, increased relevance and a bridge from school to life ‘out there’”. Accordingly there is movement towards the “learning organization”. It is argued that the world is “perceived” through learning and also “our relationship to it”. In quoting from Senge, Dalin and Rolff (1993:4) define a learning organisation as “an organization that continually expands its capacity to create its future’).

2.3 SCHOOL IMPROVEMENT

2.3.1 The context of school improvement

Every classroom is located within a school, and is affected by conditions prevailing in the school. Davidoff and Lazarus (1997:xv) is of the opinion that teachers’ commitment to quality classroom practice depends, to a great extent, on how the school environment can support their endeavors. What these authors envisage is the creation of an environment at schools which is enabling and which supports teachers in a lifelong process of personal and professional development. This in turn will create a supportive environment within which students can learn and develop - developing their own potential for the benefit of society as a whole (Davidoff and Lazarus ,1997:xv).

Commenting on improving the quality of schooling, Hopkins (1987:1) regards school improvement as more than just classroom change. According to him school improvement also presupposes attention to other “related internal conditions” such as the curriculum, the school organizational structure, local policy, school climate, relations with parents and so on. In keeping in mind the classroom there must also be a “classroom exceeding” perspective. According to Davidoff and Lazarus (1997:xvii) an understanding of schools as systems will mean that schools must be looked at holistically, and not in a fragmented or piecemeal way. For them, “real development in a school” should ultimately touch on every aspect of school life.

2.3.2 Perspectives on school Improvement

The term 'school improvement' is regarded by Chapman (1990:147) as an extremely value-laden, or normative term. According to the author the literature is overflowing with "divergent statements" about what counts as school improvement. For Liberman (1986:61) definitive formulas - seen in craft and science terms - for achieving school improvement have often proved elusive. He argues that the normative nature of the term makes it "slippery" and that "one person's vision of improvement is another's version of wastefulness, or even of worsening". Dalin (1998: 94) is of the same opinion when he says that concepts such as "change", "renewal", "innovation", "reform", "pedagogical development work", "trials", and "educational improvement" are often used interchangeably in everyday language. He states that there is little agreement on clear definitions for these terms (Dalin, 1998:94).

According to Dalin (1998:93) discussions about school improvement usually revolve around the goals toward which it is aiming - or around what should be changed. Hopkins (1987:4) believes that there is a level of similarity between the notions of school improvement and effective schools. According to him school improvement studies, tend to be action and developmentally oriented. Accordingly they embody the long term goal of moving towards the vision of the 'problem solving' or 'thinking' or 'relatively autonomous' school and are committed to promoting and evaluating school improvement strategies (Hopkins,1987:4)

Hopkins and Wideen (1984:1) is of the opinion that schools can best be improved by re-examining the nature of teaching, by emphasizing and building on the uniqueness and diversity of teachers, and by appreciating the culture form which and in which teaching and learning occur.

The authors Loucks-Horsley and Hergert (1985:viii) use the term school improvement "quite broadly" and believe it to include "the pursuit of any goal that benefits students and that has as its focus the classroom and school building". In their investigations they have observed direct outcomes in successful programs,

regardless of their content, impetus, or points of initiation. Simultaneously the authors have also observed that schools have expanded their capacity to solve their own organizational problems, by initiating and supporting necessary changes (Loucks-Horsley and Hergert,1985:viii). For them solving persistent problems and increasing the capacity to attack future ones is what school improvement is all about.

James and Connolly (2000:41-42) quotes a very widely accepted definition of school improvement which emanates from the Organisation for Economic Co-operation and Development (OECD) sponsored International School Improvement Project (ISIP), where van Velzen and co-workers incorporated research findings into a comprehensive statement:

A systematic, sustained effort aimed at a change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.

Dalin (1998:95) is of the opinion that the researchers in the ISIP study stress that:

- In the matter of change, school improvement takes aim at the school as a whole (changes in personnel or in a single classroom don't qualify) - the programmes must be systematic and extend over a period of time.
- Changes apply to all aspects of the school (structures, processes, and climate).
- Changes must take account of the many factors related to a specific pedagogical change (circumstances within the organization, personnel, finances, equipment, and use of time).

A pragmatic definition according to Dalin (1998:97) has been developed by the School Improvement Research Group at the Institute of Education, University of Cambridge:

[We] regard school improvement as a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for managing change. In this sense school improvement is about raising student achievement through focusing on the teaching-learning process and the conditions which support it. It is about strategies for improving the schools' capacity for providing quality education in times of change.

A useful summary of school improvement by Stroll and Fink, is given by Creese and Earley (1999:11). In this summary, school improvement is defined as a series of concurrent and recurring processes in which a school:

- Enhances pupil outcomes;
- Focuses on teaching and learning;
- Builds the capacity to take charge of change;
- Defines its own direction, assesses its current culture and works to develop positive cultural norms;
- Has strategies to achieve its goals;
- Addresses the internal conditions that enhance change;
- Maintains the momentum during periods of turbulence;
- Monitors and evaluates its process, progress, achievement and development.

Hopkins (2001:16) has introduced the term authentic school improvement into the literature, and states that people engaging in such school improvement efforts do not just intervene in schools to carry through a particular change strategy. According to the author (Hopkins,2001:16):

they are actively implementing improvement strategies that help both students and teacher to enhance their learning and achievements. They are also collaboratively researching the process in order to create new knowledge about schools, the change process, and their own practice. More importantly they are increasing the capacity of the school, the head teachers, teachers, and students, to manage their own improvement process.

This approach stands in contrast to “target setting” and “high stakes accountability” reform strategies, and short term quick fix approaches, all of which are informed by different expectations, values and modus operandi (Hopkins,2001:16). Accordingly authentic school improvement programmes are achievement focused - focusing on enhancing student learning and achievement, in a broader sense than mere examination results or test scores (Hopkins,2001:16).

According to Gultig and Butler (1999:80) the strength of school improvement research, lies in its concentration on how change occurs in school systems. Their experience points out that this research tends to be holistic and action-oriented. Key themes identified by the main researchers on school improvement include (Gultig and Butler,1999:80):

- The importance of effective leadership;
- The importance of shared vision-building and support for school improvement strategies throughout the organization and, ideally, at both school and district levels;
- The importance of active initiation and participation by all stakeholders;
- The importance of changing behaviour and beliefs as well as structures;
- The importance of collaborative planning and decision-making;
- The importance of organizational policies that support action and press for continual improvement;
- The importance of staff development and assistance in developing resources;
- The importance of monitoring efforts towards accountability and improvement;
- The importance of recognizing when jobs are well done.

Factors which infuse some meaning and life into the process of improvement within a school is described by Fullan (Hopkins,1987: 3-4) as:

1. A feel for the process of leadership: this is difficult to characterize because the complexity of factors involved tends to deny rational planning, a useful analogy would be that organizations are to be sailed rather than driven.

2. A guiding value system; this refers to a consensus on high expectations, explicit goals, clear rules, a genuine caring about individuals etc.
3. Intense interaction and communication; this refers to simultaneous support and pressure at both horizontal and vertical levels within the school.
4. Collaborative planning and implementation; this needs to occur both within the school and externally, particularly in the local educational authority.

According to Hopkins (1987:4) the process factors provide the means of achieving the organizational factors; they “lubricate the system” and “fuel the dynamics of interaction.”

2.3.3 Role players in school improvement

What has been missing in most efforts to improve schools has been active participation of staff, teachers and principals in constructing visions and making suggestions about what their school, and teaching in that school should be like (Moonsammy and Hassett, 1997:15). It is the opinion of these authors that teachers and principals have many years experience in education, but often, have not worked together to bring about change in their schools. Quoting from the book *Improving Schools from Within* by Roland Barth, the authors state (Moonsammy and Hassett, 1997:15):

Everyone who works in a school is not only entitled to a vision of the way he or she would like the school to become, but has an obligation to uncover, discover and recover what that vision is and contribute it to the betterment of the school community.

According to Loucks-Horsley and Hergert (1985:viii) some improvement projects begin at the district level or above (for example, in response to a state or federal regulation), while others are initiated by someone in an individual school. Some are thus voluntary and some are mandatory.

Chapman (1990:150) however, believes that there are sound reasons why school improvement actions should be initiated at the school level. According to

the author, members of a school staff know their school situation best and can pinpoint areas of most need. They are the ones directly involved in implementing any changes. The literature on school improvement points to only a few examples where an individual school community has been entirely responsible for taking a particular initiative. Research done by Chapman (1990) indicates that there is usually an external source of funds which facilitates the initiative or other external personnel who contribute to the initiative in some way. In quoting Berman and McLaughlin and Corwin it is pointed out that the examples in the literature of highly prescriptive, centrally initiated school improvement schemes have been downright failures (Chapman,1990:150). This belief is also shared by Hopkins when he states that strategies for authentic school improvement are needed, because externally imposed changes are not capable of directly enhancing the learning and achievement of students (Hopkins,2001:57).

For Fullan (1992:82) the school improvement perspective is also valuable in examining particular roles. According to the author the principal has often been cited as a key figure in blocking or promoting change, and as such represents a fertile ground for considering the concept of implementation in action. It is the opinion of Chapman (1990:150-151) that the school principal has a pivotal role to play as school improvement leader.

For Loucks-Horsley and Hergert (1985: x) the principal is however not “the key” to school improvement. Although the authors accept the importance of the principal, they are of the opinion that “many other people are as well”. According to them, the principal alone, is seldom able to ensure the success of a school improvement effort, and that “principals can even be worked around”. The critical point for them is however that those who are involved (both directly and indirectly), should know how to make things happen (Loucks-Horsley and Hergert (1985: x).

It is the view of (Fullan 1992:82) that the image of the principal in the research and policy literature has shifted since the early 1980s from the principal as “gatekeeper” to the principal as “instructional leader”. Planned change, school

improvement, effective schools and staff development all bear the mark of the principal as central for leading and supporting change (Fullan 1992:82). This view is similar to those of Hopkins (2001:98-99), when he states that studies of leadership in schools have moved away from the identification of this function exclusively with the head teacher. In quoting Gronn it is argued that research is beginning to address how leadership can be made available throughout the management structure, and at all levels in the school community (Hopkins,2001:99). According to the authors, schools that are successful with their improvement efforts, not only regard leadership as a distributed function, but they also deliberately set out to promote discussion about leadership style, and help staff from different levels in the school to share perceptions about how leadership operates (Hopkins,2001:99).

According to Meyers (1996:28) part of the change in education has been in the role that the local education authority (LEA) plays in the education system. With the introduction of local management of schools (LMS), as decision making moves closer to the point of service delivery, the role of the local education authority has become less 'hands on' and more strategic (Meyers ,1996:28). Through their practical experience the role of the LEA is summarized as (Meyers ,1996:29):

1. Strategic - Setting the strategic framework for delivering education to the local community (in Hammersmith and Fulham), including strategic planning and leadership.
2. Resourcing- Making the overall resourcing decisions on how much money will be spent on education locally, including directly providing those parts of the service that are non-statutory and/or outside the LM scheme.
3. Support - Providing support to schools to enable them to deliver high quality education to learners.
4. Monitoring - Monitoring the quality of education being delivered in schools in partnership with governing bodies.

Chapman (1990:150) describes a "more typical situation" where state or regional education systems provide support for school improvement but do not prescribe

how it is to be carried out. For Chapman a state system can play an important role in maintaining a high profile for a school improvement program without being restrictive. It is suggested that such a role should be one of (Chapman, 1990:150):

1. distributing clear statements on the goals of the program;
2. providing system level incentives that recognize and reward creditable school improvement efforts;
3. providing technical/ advisory support for those schools needing assistance;
4. providing financial resources on a per capita basis.

2.4 SCHOOL DEVELOPMENT PLANNING

2.4.1 Background on school development planning

Over the past decade governments in many Western democracies have been faced with concerns over increasing drains on the public purse caused by burgeoning educational expenditure (Hargreaves and Hopkins, 1994:25). According to Hargreaves and Hopkins (1994:25) governments have been unconvinced that increased funding has been translated into improvement in student outcomes from the schooling system.

The result was that a number of Western governments under the influence of economic rationalists, have sought ways to ensure that schools are made more accountable for what they do (Hargreaves and Hopkins, 1994:25). In quoting Dempster and Knight, the authors state that lessons from private enterprise were taken, and corporate managerialist approaches to public sector management were adopted. These approaches to organizational management, demand that authority and responsibility be devolved close to the work site, so that employees are made more responsive to client needs within the framework of corporate strategic plans (Hargreaves and Hopkins, 1994:25).

According to Hargreaves and Hopkins (1994:2), there has been a tendency to enhance the autonomy of schools, to devolve budgets to them, to increase the power of parents, the local community and business interests in school

governance, and to provide greater choice of school to parents. At the same time, teachers are expected to be more accountable for the character of educational provision and the quality of educational outcomes (Hargreaves and Hopkins, 1994:2).

Levacic (1995:3) is of the opinion that the term school-based management is the most widely used term for decentralized school management. The term is also known as site-based management in the USA, delegated or devolved management, school autonomy or, "local management of schools" in Britain (Levacic, 1995: 3).

According to Whitty et al (1998:3) initiatives to devolved systems of education often introduce a "market" element into the provision of educational services. In quoting Le Grand and Barlett (Whitty et al, 1998:3) it is pointed out that the term "quasi-market" is increasingly being used to characterize attempts to introduce private decision-making into the provision of education and welfare. Quasi-market advocates are of the opinion that reforms will lead to increased diversity of provision, more efficient management and more effective schools (Whitty et al, 1998:4). Critics however suggest that they will also increase inequality between schools.

Smyth (1993:3) is convinced that these processes are primarily concerned with dismantling centralized education systems, and replacing them with a free market ideology of "competition and choice". For the author a clear separation is made between those who "conceptualize policy" and those who "execute or implement policy". It is the opinion of Smyth (1992:4) that the process is about tightening central controls through national curricula and frameworks, "while in the same breathe" talking about empowering schools and their local communities.

Research by Walfort (Smyth, 1993:8) shows that school self-management in England and Wales has been used to reorient schools away from a common education for all, towards one of increased competition. It is illustrated that in this

process a hierarchy of unequally funded schools was created which perpetuated class, gender and ethnic divisions. The process is as such regarded as a mechanism which is promoting the survival of the fittest through notions of choice (Smyth, 1993:8). It is the opinion of Whitty et al (1998:79), that the reforms appear to be as much about regulating teachers, as in empowering them. It is also alleged that the introduction of market forces is one means of making teachers more accountable, alongside the implementation of centrally determined curriculum and assessment regimes (Whitty et al, 1998:79).

Apple and Beane (1999:3) is of the opinion that local decision making is glorified in political rhetoric at the same time that legislation is introduced to put in place national standards, a national curriculum, and national tests. For the authors there needs to be a focus of schools that “work”, instead of moving down “the path towards privatization” (Apple and Beane, 1999:3). Commenting on the role of private companies in the USA, it is their opinion that the choice should not be between that of “a failing public school system and market initiatives” (Apple and Beane, 1999:3).

According to Levacic (1995:1), commentators have noted striking parallels in contemporary educational reforms adopted by countries like Australia, New Zealand, the UK and the USA, despite differences in the political and social context. It is stated that these countries have combined both decentralization of management decision-making to schools and stronger centralization of control over the specifying and monitoring of educational standards. ✓

It is the opinion of Levacic (1995:2), that there exists considerable agreement over the political and economic factors that stimulate structural changes in the public services. Different interpretations brought about by ideological perspectives are given as (Levacic, 1995:2):

- Concern about the inability of the country’s workforce and management to be internationally competitive
- Taxpayers’ reluctance to pay more and the potential disincentive effects of high taxation on productive effort

- Disenchantment with the performance of the public sector (which has in part been fostered by “public choice” and “free market” economists)
- The movement for greater participation of the general populace in the decisions which effect their daily lives in relation to the local environment and the services they consume.

According to Dimmock (1993:2) the educational motivation for school based-management depends on initiatives taken from within the school itself to improve its performance, through the quality of management, teaching and learning. The author is of the opinion that in the political motivation the initiative is driven by system-level pressures, with externally imposed outcomes as targets for schools to meet (Dimmock:1993:2).

In the definition given by Candoli (1995:xi) site-based management is regarded as a way of forcing individual schools to take responsibility for what happens to the children under their jurisdiction and attending their school. Accordingly the concept suggests that when individual schools are charged with the total development of educational programmes aimed at serving the needs of the children in attendance at the particular school, the school personnel will develop more cogent programs because they know the students and their needs (Candoli,1995:xi).

The cornerstone of effective self-managed schools, as argued by education system managers, is the school development plan, the school's equivalent of the corporate strategic plan (Hargreaves and Hopkins,1994:25). Accordingly, a great deal of effort has been placed on getting schools to commit themselves to a strategic planning process. ✓

2.4.2 Perspectives on school development planning

According to Hargreaves and Hopkins (1994:1) development planning is a response to the management of multiple innovations and change and the perceived need for a systematic and whole-school approach to planning, especially where schools are expected to be more self-managing. The

fundamental purpose of school development planning according to an article funded by the Irish government (<http://www.sdpi.ie>), is to enable the school to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of its pupils in a culture that is characterised by change. Hargreaves and Hopkins (1991:7) support this notion when they argue that the main reason for schools and local education authorities (LEAs) taking up development planning in recent years, has been because it offers a means of managing rapid and substantial change.

It is the opinion of Hargreaves and Hopkins (1994:2) that schools require sophisticated planning and management to move from where they are, to where they are expected to be. Development planning is accordingly regarded as “a description and more formal explication of the process and actions required to plan and manage change with the intention of improving the school” (Hargreaves and Hopkins, 1994:2). According to Gultig and Butler (1999:122) school development planning (SDP) aims to improve the capacity of the school, particularly the quality of its teaching and learning. The strategy of SDP’s is to bring together key stakeholders within the school to identify problem areas, agree where improvements can be made, and then decide how to make change happen with the people and resources they have available (Gultig and Butler, 1999:122).

Research by Hopkins indicates clear evidence of a move to a more holistic approach to school improvement, that uses the development plan as a means of linking together a series of strategies that focus on student achievement (Hargreaves and Hopkins, 1994:17). The purpose of development planning is to improve the quality of teaching and learning in a school through the successful management of innovation and change (Hargreaves and Hopkins, 1991:3).

Hargreaves and Hopkins (1994:17) is of the opinion that development plans can and do create conditions favourable to student achievement, but by themselves

have little “direct” impact on pupil progress. An example given is that, development planning created the “space” for teachers to collaborate on acquiring a new range of teaching strategies (Hargreaves and Hopkins, 1994:17).

According to the mentioned article funded by the Irish government (<http://www.sdpi.ie>), school planning is essentially a process in which policy and plans evolve from the ever-changing and developing needs of the school community. It is stated that since every school is unique in terms of its staffing, pupils, support structures, availability of resources, etc., the strategies employed in school development planning will vary considerably from school to school. It is pointed out that in all cases, school planning has as its essential purpose the promotion of school effectiveness and improvement, and it should involve the collaborative effort of all the school’s partners (<http://www.sdpi.ie>). For Hargreaves and Hopkins (1991:9) development planning, focuses on:

- The school’s culture, management and organization as a whole;
- Its policies and practices for teaching and learning for all teachers and all pupils;
- The outcomes and pay-off for teachers and pupils.

Development planning is regarded as more than a development “plan”, the document. According to Hargreaves and Hopkins (1991:3), it is the process of creating the plan and then ensuring that it is put into effect. The plan is regarded as a statement of intentions which reflect the school’s vision for the future, while the process involves reaching agreement on a sensible set of priorities for the school and then taking action to realize the plan (Hargreaves and Hopkins, 1991:3).

Holly and Southworth (1989:1), are of the opinion that school development can be regarded as self-development. For the authors it is the development of “your school by you and your colleagues”. Also that “rather than being something which comes to you and is done to you by outsiders”. They see SDP as “something which is done by you and for you, the insiders, with appropriate

outside help and in the light of external-imposed obligations” (Holly and Southwoth, 1989:1). Rodgers (1994:9) regards development planning as both a planning procedure and a management tool.

For Hopkins (2001:96) it is often necessary to work on some aspect of the internal conditions within the school, at the same time as when trying to achieve curriculum or other priorities the school has set for itself. Six conditions identified within the school for its capacity towards sustained development are given as (Hopkins, 2001:96):

- A commitment to staff development
- Practical efforts to involve staff, students and the community in school policies and decisions
- ‘transformational’ leadership approaches
- effective co-ordination strategies
- serious attention to the potential benefits of enquiry and reflection
- a commitment to collaborative planning activity

Another commonly advocated means of achieving school improvement according to Hargreaves and Hopkins(1994:17), is through a continuous process of school self-evaluation. According to Hopkins (2001:101-102) schools that recognise that enquiry and reflection are important processes in school improvement find it easier to sustain improvement efforts around established priorities, and are better placed to monitor the extent to which policies actually deliver the intended outcomes for pupils. Central to the conditions that promote the effective use of enquiry and reflection as developmental tools are (Hopkins, 2001:101-102):

- Systematic collection, interpretation and use of school-generated data in decision-making
- Effective strategies for reviewing the progress and impact of school policies and initiatives
- Widespread involvement of staff in the processes of data collection and analysis
- Clear ground rules for the collection, control and use of school-based data

Holly and Southworth (1989:3) is of the opinion that the developing school can also be regarded as a learning school. For the authors, the “learning school” is a place that works for both children and adults and it is a place “designed for learning”. According to them the learning school has the following five interrelated characteristics (1989:3):

- the focus is on children and their learning;
- individual teachers are encouraged to be continuing learners themselves;
- the group of teachers (and sometimes others) who constitute the ‘staff’ is encouraged to collaborate by learning with and from each other;
- the school (i.e. all those people who constitute the ‘school’) learns its way forward. The school as an organization is a ‘learning system’;
- the headteacher is the leading learner.

It is the opinion of Hargreaves and Hopkins (1991:25) that the successful implementation of SDP strategies also depends on the quality of relationships among those involved with the plan. The authors believe that effective planning requires collaboration and co-ordination between the school and its partners.

According to Hargreaves and Hopkins (1991:31) the school development planning process is:

- **Systematic**

It involves a systematic approach to the planning work that is already being done in schools: it co-ordinates and integrates piecemeal planning activities into the coherent structure of an overall plan.

- **Collaborative**

It is essentially a collaborative process that draws the whole school community together in shaping the school’s future. While it depends largely on the collaboration of the principal and teaching staff, it should also include appropriate consultation with all key stakeholders in the school community: Patron/Trustees*, Board of Management, support staff, parents, pupils, local community, and the Department of Education and Science.

- Ongoing

It is an ongoing process, rooted in a school culture of systematic self-review, in which policies and plans are continuously developed, implemented, evaluated and revised in the light of the school's fundamental aims and the changing needs of its community.

- Progressive

It is a cyclical process that yields cumulative and progressive results. Each planning cycle builds on the outcomes of the previous cycle.

- Enhancing

School Development Planning is a means, not an end. A means of enhancing the quality of educational experience in the school through the successful management of innovation and change. Accordingly, the process is sharply focused on the educational needs and achievements of the pupils and concomitantly on the professional development and empowerment of the teachers.

The opinion is expressed that every school can be regarded as unique, and that the operation of the planning process will vary considerably from school to school.

For Gultig and Butler (1999:122-123) SDP suggests that school change agents ask four key questions to get the change process going:

1. Where is the school now?

This process aims to get internal stakeholders to review the school's strengths, weaknesses, opportunities and potential threats. They often use what is called a SWOT analysis: identifying Strengths and Weaknesses, but then also identifying new opportunities and potential threats to those opportunities and the school as a whole.

2. Where would we like our school to be? This process aims to get all stakeholders to define a vision for the school.

But it must go further than a mission statement or vision document: it must also set priorities for development (from among the many different things it could do to realize its vision), and then turn these priorities into specific targets (so the school can assess its progress continuously).

3. How will we manage these changes over time?

The school must decide how to get where it wants to be. This means setting in place structures and processes that will make it possible to implement changes and meet the planned targets. This is the vital step if schools want to turn their vision, plans and ideas into reality.

4. How will we know if we've been successful in our changes?

It is important to keep the momentum going and to check regularly on progress. The school shouldn't wait until the end to ask questions such as: Have we done what we hoped? If things do not work out as we hoped, will we be able to see why? What will we do differently next time?

For Hargreaves and Hopkins (1991:4) it is important that these processes be viewed in a holistic way. They should not be seen as discrete stages, but as processes or phases that fuse into and inform one another. A common error according to the authors, is that schools tackle each process as an independent stage, embarking on one process with little consideration of the full implications for what is to follow.

Hargreaves and Hopkins (Gultig and Butler, 1999:124) warns that if SDP is badly implemented, it can cause problems. They argue that it (Gultig and Butler, 1999:124):

- Should not be added on to the existing work of a school, but should change the fundamental way in which the school manages itself;
- Needs careful management;
- Must not end with the production of a plan, but must pay attention to the process of development;
- Must involve as many stakeholders as possible: if key people are not included in planning from the beginning, they could stop the process by not co-operating;

- Should limit the number of priorities or goals to be focused on at the same time; if this isn't done, people may become over-burdened and lose heart because they are doing too much.

Hargreaves and Hopkins (1991:18), identifies the principal and teachers as key agents in the process. It is argued that their partnership in planning will form the cornerstone of effective school development. The authors suggest that the key focus of the process should be on supporting and empowering the principal and teachers in their work, by providing for their professional needs in terms of working environment and professional development (Hargreaves and Hopkins:1991:18).

On the role of the local education authority (LEA), Hopkins and Hargreaves (1991:2) states that they have witnessed excellent examples of guidelines provided by LEAs on development planning. The authors however cautions that relationships between schools and LEA officers could become strained under the following conditions:

- where the LEA makes development planning mandatory,
- where schools are given a short time to prepare the development plan,
- where the officers are themselves insufficiently trained in the complexities of development planning to give the necessary support to schools

2.4.3 International approaches to school development planning

According to Hargreaves and Hopkins (1994:26) an approach to planning is put forward in the United Kingdom that is consistent with much of the strategic planning literature drawn from the worlds of business, industry and commerce. The approach outlined in a document entitled, Planning for School Development includes (Hargreaves and Hopkins, 1994:26):

- Carrying out an audit of a range of school functions;
- Determining priorities for development;
- Constructing and agreeing on a plan;
- Drawing up action plans, targets, tasks and success criteria;
- Implementing the plan;

- Checking the progress of implementation; and
- Checking the success of implementation

Planning is placed in the hands of school governors, heads and teachers with encouragement to delineate the roles of each contained in a second document, "Development Planning: A practical Guide", published by the Department of Education and Science (DES), (Hargreaves and Hopkins:1994). While the DES has made it mandatory for schools in the United Kingdom to produce a curriculum development plan, school development planning is not yet a formal requirement. Local education authority (LEA) policy however requires schools to produce a school development plan (Hargreaves and Hopkins:1994)

It is the opinion of Hargreaves and Hopkins (1994:27) that there exists a great deal of similarity between the development of strategic plans in Australian schools and that occurring in the United Kingdom. Planning documents differ slightly in nomenclature from state to state, although most public schools across Australia are involved in the development of strategic plans as part of the process of self-management (Hargreaves and Hopkins,1994:27). According to the same authors the general structure of these plans remain consistent with the corporate managerialist style. Analysis by the authors of one of the eight Australian state and territory documents, the Queensland document entitled "Collaborative School Development Planning and Review", signals the principles of participation of school stakeholders, and review and evaluation, as explicit parts of the planning process. (Hargreaves and Hopkins,1994:27).

The Queensland document lays down the following elements in developing planning (Hargreaves and Hopkins,1994:27):

- details of the participative planning process (who is involved and how);
- a school profile (school description and analysis of school environment);
- a mission statement (a statement of guiding principles and purposes);
- values and beliefs (a statement of values and beliefs that will influence the way the school addresses the school profile and mission statement);
- goals and strategies (an outline of school goals for the next three years); and

- internal review and evaluation (a brief description of processes to be used in the internal review and evaluation of the plan's components for the next three years).

From this elements it is accepted that the approach is directed at all major elements of a school's operations, namely: management, curriculum or studies, human resource management, resources and administration. In Australia schools must write their plans under the headings outlined above and submit them for approval to Regional offices of the Department of Education (Hargreaves and Hopkins, 1994:27).

The Danish document examined by Hargreaves and Hopkins (1994:28) is entitled "Development, Quality and School Management". According to the authors the document bases its approach to development planning on evaluation themes, focusing on a systematic prospective analysis of educational leadership. Accordingly the views about educational leadership is clustered around the following nine themes (Hargreaves and Hopkins, 1994:28):

- close pedagogic leadership;
- administration;
- personnel welfare and development;
- organization;
- dealing with conflict;
- school development;
- visibility in management;
- responsibility of management; and
- delegation

According to Hargreaves and Hopkins (1994:28) the document suggests that people with a stake in the school should use the given evaluation themes to focus their thoughts on the kind of school they would like to have. It is argued that this approach is taken, to avoid the defensiveness that often accompanies analyses of present circumstances. A set of questions is provided to guide the

development planning which is seen as a logical outgrowth of the evaluation process (Hargreaves and Hopkins, 1994:28).

2.5 CONCLUSION

The main points made in this chapter show that the overriding motivation for development planning in each of the three cases, is a tendency towards greater quality and accountability. It becomes apparent that there is a clear and subtle variation in the different approaches which have been utilised.

In both the United Kingdom and in Australia, development planning is legitimated by means of official policy. The Danish case however indicate quite the opposite. School development planning is not considered a policy requirement by authorities in Denmark, until it is pursued as policy by individual schools themselves. It is the view of the researcher that the approach in implementing development planning could play a significant role in achieving maximum benefits for schools.

Chapter 3 will in the main present the data obtained during the development planning process undertaken by Riverton Secondary School. The process which was embarked upon to obtain this data was not directed or prescribed by national or provincial education policy formulation, but was rather, an independent initiative aimed at responding to a particular need. In essence this is an attempt to generate local solutions as a strategic response to the newly defined role of the school in an ever-changing political and economic landscape. It is an attempt to re-position the school in order to enhance the platform of opportunities for learners.

CHAPTER 3: ATTEMPTING SCHOOL DEVELOPMENT PLANNING AT LOCAL SCHOOL LEVEL: The case of *Riverton Secondary School

3.1 INTRODUCTION

The objectives of this study was inter alia to provide an opportunity for all educators to participate in self evaluation, and to assist the school in reflecting, recognising and solving its own organisational problems. This chapter explains the process and model used in the research project. Primarily, this chapter is concerned with presenting the data arising from the workshops held with educators, in an attempt to analyse the school's internal environment.

3.2 THE ACTION RESEARCH MODEL FOLLOWED

In implementing this process, an initial meeting was held with educators and the opportunity was used to introduce the project, discuss its format and establish a pattern of practice for the duration of the research. Apart from informal discussions held with a number of educators including the principal, the practical sessions took the form of structured workshops (see Appendixes A, B & C) which were completed over an extensive period of time. Workshops were held mainly on Mondays (after formal contact time with learners), and it was agreed that all educators take part. Participants received supportive material, feedback on their responses, and information explaining the different stages of the process. Reviews in the form of open discussions and group work were used to promote participation and maximum inputs from participants. The project started in the latter half of 2000 and continued until the end of 2001. Since the school has Afrikaans as the medium of instruction, most of the activities in the project (including the responses from educators) were given in Afrikaans (see Appendix Group 2).

The action research was based on the development plan of Rogers (1994). Rogers is of the opinion that each school has to answer the following "basic" questions in order to plan successfully (Rogers, 1994:8):

- Where is the school now?
- What changes are needed?

- How can we manage those changes?
- How do we know that we are being successful?

The adapted model used in this study (Figure 1.1, page 18) makes provision for five stages, structured around a review mechanism, to facilitate the active participation and interaction of the participants. This mechanism also allows for the crucial elements of validation and amendments of the contributions made by the participants. The five stages are (the active participation of educators in):

- Developing a Vision and Mission statement for the school
- Determining Priorities for the school
- Conducting a Reality Check (by means of a SWOT Analysis) of the school
- Proposing Objectives for development
- Identifying Outcomes and initiating possible Action Plans for implementation

In the presentation of the data, the various responses and contributions from individuals and workshop groups are given.



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3.3 PRESENTATION OF DATA

3.3.1 Workshop 1: Development of a Vision for the school

Figure 3.1 Developing the Vision: Group contributions

Group contributions: Vision	Vision refinement
<p>GROUP 1 The holistic development of the child Community upliftment and development The strengthening of the bond between child , teacher and parent The development of the school as a priority The child should be developed in totality in a way that the community will be improved by the development he/she has undergone</p>	<p>To provide a holistic education for our children in order to promote community upliftment and development</p>
<p>GROUP 2 The holistic education/ development of the child</p>	<p>The holistic education/ development of the child</p>
<p>GROUP 3 To become the top school in Elsies River, especially with regards to cultural, academic and sports achievement</p>	<p>To become the top school in Elsies River through the attainment of excellence in the cultural, academic and sports arena</p>
<p>GROUP 4 To develop the school as a dynamic and effective institution of learning</p>	<p>To transform the school into an effective and dynamic institution of learning</p>

Developing the Vision: Final product

To provide a holistic education for our students in order to promote community upliftment and development
 To become the top school in Elsies River through the attainment of excellence in the cultural, academic and sports arena
 To transform the school into an effective and dynamic institution of learning

Figure 3.2

3.3.2 Workshop 2: Development of a Mission for the school

Figure 3.3 Developing the Mission: Group contributions

Group Contributions: Mission statement	Mission refinement
<p>GROUP 1 Establish strong bonds between child, teacher and community Expose the child to extra-curricular activities</p>	<p>To establish strong bonds between child, teacher and community To expose the child to extra-curricular activities</p>
<p>GROUP 2 The education and preparation of the child to assume his role as a responsible and productive member of society To teach the child the values needed to interact with and integrate into adult society Discipline To promote extra-curricular activities (sports and culture)</p>	<p>To provide learners with the education needed to prepare them to assume their role as responsible, productive members of society To expose learners to an acceptable value system which will uncalcate discipline and respect To provide a platform of opportunity for learners to participate in extra curricular activities,</p>
<p>GROUP 3 Holistic development of child: Academic, cultural, sport, spiritual Create and provide a positive learning environment in which education can take place Provide continuity in the provision and availability of both academic and extra curricular activity—Use all available resources to contribute towards the full development of the child</p>	<p>To develop the full sporting, academic and cultural potential of each learner To create and provide a positive, safe and dynamic enabling environment To utilise all available resources to assist in the complete development of the learner</p>
<p>GROUP 4 Child/ learner: Academic, cultural, sport, social, discipline Educator: Dedication, co-operation, motivation, discipline, goal orientated Community: Involvement, interest, support, respect</p>	<p>To develop the sporting, social, spiritual and academic ability of each learner To build and develop a motivated, dedicated, disciplined and goal directed teaching staff To generate community involvement, interest, respect and support towards the school</p>

Figure 3.4 Developing the Mission: Final product

<p>To establish strong bonds between learners, educators, parents and community To provide learners with an education which will prepare them to assume their roles as responsible, productive members of society To expose learners to an acceptable value system with the aim of inculcating respect and discipline To provide a platform of opportunity for learners to participate in extra curricular activities (sports culture) To develop the full sporting, academic, cultural and spiritual potential of each learner To provide a positive, secure and enabling environment in which education can take place To utilise all available resources to assist in the complete development of the learner</p>
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Determining the Goals and Priorities for the school: Individual Responses (1)

Question: What are our priorities?

A School as organisation (Adm./ Management/ Structures Policy)	B The curriculum (subject/ class)	C The teaching staff (C-operation/ Motivation/ Opportunities)
Subjects must reflect the values And ethos of the school	Create/provide an atmosphere of respect and appreciation for the important role which teachers play	Recognition and acceptance of the challenge that the needs of learners at this school is greater than at other schools
Adaptation of curriculum to meet the ability of the learner	Goals can only be reached through co-operation	Avoidance of any form of negativity or mistrust
Assessment and testing of learner skills and abilities	Control over Educators	Consistency
Offer subjects that will help the child	Needs constant motivation	Incentives
Guidance	Upgrading	Unconditional co-operation of staff is very important
Life skills	Intrinsic motivation must be encouraged	Maximum utilisation of opportunities by teachers
Career directed education	The role of the school within the community has to be clearly understood	Check regularly to see if instructions issued by school management are being carried out
Contact with reality/Reality check	All post levels to be treated equally without exception	Eliminate mistrust
Use students to help control finance		
Teacher must be familiar with the latest curriculum development		
Curriculum must reflect future development		
Broad Curriculum/choice of subjects		
Smaller classes to ensure better classroom control		
Discontinuation of non-examination subjects in which no teaching is taking place		
Option with regard to HG/SG is important		
Motivate learners to aim for matriculation exemption		

Figure 3.6

Determining the Goals and Priorities for the school: Individual Responses (2)

Question: What are our priorities?

A School as organisation (Adm./ Management/ Structures)	B The curriculum (subject/ class)	C The teaching staff (C-operation/ Motivation/ Opportunities)
Educators who fail to do what is expected of them should be taken to task and disciplined	Composition/formulation of Senior classes	Recognise the school and community as a priority
Apply the same treatment and processes to all staff members	Build long term goals into the development of the curriculum	Teamwork could be a solution to eliminating problem areas
Entertain the opinion of all staff members in equal measure		Absenteeism limited/controlled
Work through issues thoroughly before taking a decision		Create participation of Educators in Extra-Curricular activities
Reward those who render outstanding service		Allow time and opportunity for decision-making/implementation of programme
Teamwork is essential		Motivate staff to take initiative
Involve everyone in the implementation and control of admin, finance, discipline		Management should not lose sight of long-term planning
Strategic/goal directed planning		
The academic year-plan should be finalised the previous year		
The timetable should be ready and available on the first day of school		
Greater involvement of school governing body in functions		
Effective planning - realistic goals/aims		
Implementation of planning programme		
Long term goals are of crucial importance		

Figure 3.7

Determining the Goals and Priorities for the school: Group Responses (1)

Question: What are our priorities?

A School as organisation (Adm./ Management/ Structures)	B The curriculum (subject/ class)	C The teaching staff (C-operation/ Motivation/ Opportunities)
Group 1		
Effective Administration	Student participation encouraged	Create the atmosphere for teachers to play a role
Polity	Educators must be familiar with the curriculum	Fairness and consistency
Teamwork	Motivate learners to aim for matric exemption	Absenteeism
Creation of structures that work	Testing/assessment of learners ability	Incentives
Long term goals	Life skills	Upgrading
Community involvement	Career orientated teaching	Check regularly to see that everyone carries out instructions
Safeguarding	Smaller classes	
Teacher accountability		
Greater involvement by school governing body		
Effective planning		
Group 2		
Policy: Direction, Discipline, Needs Assessment	Needs assessment - build long term goals into the curriculum	Co-operation
Strategic goal-directed planning	Life skills	Fairness, consistency, honesty, everyone's responsibility, all post levels
Effective Administration	Realistic goals/reality check	Elimination of mistrust
Community involvement	Career-centered education/Progressive curriculum	Incentives - motivation
Teamwork is of crucial importance		Upgrading
Fairness and consistency - everyone gets the same treatment		
Entertain the opinions of all staff members equally		
Security maintenance		
Communication		

Determining the Goals and Priorities for the school: Group Responses (2)

Question: What are our priorities?

A School as organisation (Adm./ Management/ Structures Group 3	B The curriculum (subject/ class)	C The teaching staff (C-operation/ Motivation/ Opportunities)
Policy	Life skills	Recognition of school and community as important priorities
Discipline	Educators needs to be familiar with developments	Create atmosphere for teachers to play a role
Effective Administration	Options with regard to HG/SG important	Co-operation
Effective planning/goal setting and implementation	Composition/ establishment of senior classes	Elimination of mistrust
Involve everyone in Admin, finance, discipline	Reality check	Fairness and consistency
Control of finances (Budgets etc)	Motivation of students to obtain matric exemption	Incentives
Teamwork	Career centered education	Greater participation in extra-curricular activities
Greater involvement of Governing body	Assessment testing of learner ability	Make sure everyone carries out decisions/instructions
Community involvement	Subjects should reflect the values of the school	Upgrading of teachers holistically
Accountability and disciplining of staff members who fail to do their work	Long term objectives of curriculum	Intrinsic motivation should be encouraged
Group 4		
Policy		
Discipline	Offer subjects which will help learners	Fairness and consistency
Community involvement	Guidance/Life skills	Unconditional co-operation of staff
Needs Assessment	Career-centered education	Team work could offer solutions to problems
Effective Administration	Reality check	Motivate teachers to take initiative
Everyone gets the same treatment	Smaller classes for greater control	Management should not lose sight of long-term planning
Completion of Year Plan/Programme	Build long term objectives into the curriculum	Subsidise at least 3 teachers for further study in their subject area
Governing body involvement	Motivating learners to pass	
Effective Planning based on attainable goals		
Long term goals/aims		

3.3.4 Workshop 4: Conducting a reality check (SWOT - analysis)

Figure 3.9
Determining the Strengths of the school: Individual Responses

Question: What are our strong points?

School as organisation	The curriculum	The staff
Competent managers skilled in theory	All commerce subjects except Accounting	Educationally sound and healthy teaching staff
Established existing infrastructure	Broad curriculum	Concerned teachers have interest of learners at heart
Have not given up in the implementation of school uniform, discipline	Can cultivate potential of learners	Dedicated individuals with vision
None	Differentiation of subjects	Educators experienced
Opportunity to develop at management level	None	Experience
History/tradition of school		No disunity amongst staff
Known in the community	Good subject selections offered	Been together for a reasonably long time
Teachers in key posts have the necessary skills	Motivate learners to be successful	Well trained and sympathetic
Passes tools to implement ideas	Educators in most subjects are well qualified	Highly qualified teachers
Co-operation of staff with regards to circumstances	Even weak learners are accommodated	Highly qualified young teacher component
Standard leaders facilitate processes	Strong science and economics stream	Known to each other
Successes with learners in the past	Subjects like math's is encouraged	Get along well
Different departments/functions	Wide subject choices	Excellent training/qualifications
Wants to see change	Broad subject base	Educators are academically orientated
		Educators are prepared to offer additional after-school classes
		Educators are motivated
		Positive approach to the handling of problematic learners by all staff
		Seniority should not be accorded special status
		The staff stands together in times of need
		Level of training of teachers/educators
		Unity in times of crises/ Personal opinions set aside

Figure 3.10

Determining the Weak points of the school: Individual Responses (1)

Question: What are the weak points of the school?

School as organisation	The curriculum	The staff
School Governing Body serves no function	Determines the aim of subject disciplines	Absenteeism
Planning - late or not present	Determine curriculum in line with the objectives of the school	Everyone wants to do the same thing, but in different ways
Strategic planning has not been done	No definite direction	Apparent apathy (or just disillusioned?)
Management places its own interests first	No integration of subjects	Does nothing extra, over and beyond his/her portfolio
Cannot carry out theories in practice effectively	Opportunity for examination exemption is limited	Chronic absenteeism
Discipline: What other methods besides detention	Proper career guidance is difficult	No enthusiasm
Lack of organization	Ideal for out typical learner	No development of teaching staff
Failure to function as a unified force/team	Students are not guided to choose career orientated subjects	No replacement teachers to stand in for absenteeism
No community role defined for the school	Leads to non-specialisation	No report-back sessions
No direction or specific policy	Students are not guided realistically in terms of subject choices	Spirit of so-operation is lacking
No school functions for fundraising	No back-up for teachers/pupils	Has big ideals, but will have to work hard to attain this
No advance planning for the year	Poor facilities	Decisions are not always adhered to
Good combination: pupils/teachers and community	Practical subjects are not doing well	Initiative, enthusiasm is lacking
Cannot take/make decisions	Rationalisation has affected the teaching of woodwork	Educators are opportunistic

Figure 3.11

Determining the Weak points of the school: Individual Responses (2)

Question: What are the weak points of the school?

School as organisation	The curriculum	The staff
Long term planning	Numbers discrepancies in different subject areas	Makes no contributions to the progress of the school
Educators influenced by circumstances	Students are not inspired by the subject choices	Too few teachers
Leadership lacking in strength, motivation and goal setting	Numerical subjects - Math's and Physical Science	Not prepared to match words with action/deeds
Student control mechanisms lacking	Shortage of HG candidates in content subjects and Math's	No unity
Too few fundraisings	Too few matriculation exemptions	Not enough trust
Lack of funds/money	Too many subjects	Problem solving
No clear policy objectives/guidelines	Too widely spread	Co-operation
No guidelines for order and progress	Unmanageable classes	School is not seen as being important
Insufficient control over existing structures	Subjects are too general	Sporting codes are seen as a burden by staff
Structures do not produce what is required	Subjects are too divided	Absenteeism of learners and teachers should be addressed urgently
Weak management	Subjects are presented without proper training	Suspicious motives cause lack of participation/co-operation
Weak planning	Wide choice of subjects	Too emotionally involved
Weak management of finances		Too little trust in each other
Too many on the spur of the moment decisions		Dedication and morale very low/ weak
Lack or shortage of pre-planning		Not acting as a unit/Not acting in a unified way
What does the school want to achieve		Underlying mistrust
		Staff divided/do not work as a team

Figure 3.12

Determining the opportunities that exist for the school: Individual Responses

Question: What opportunities exist?

School as organisation	The curriculum	The staff
Presentation/Participation of extra after school and weekend classes	Limited	To improve interpersonal interaction/To promote greater participations
Strike a balance between academic work and sport	None	Promote community vision/develop community vision
Attendance of training courses	No computer/Media classes	None
Organisation limited to a few individuals	Improve results through commitment to new ideas	None
School is aiming to once again become the top school	More teaching aids, workshops	No chance of promotion
Teacher skills not fully exploited	Provide better learning environment	Regular meetings
Progress within and at the level of management/administration	Reduce numbers in class	Give credit to those who have special talent
Workshops to improve relations between management and staff	School exercise control over subject choices as a means of providing career-guidance/career awareness	Greater co-operation
	Subject choices will lead to increased career-options	The staff needs to be guided by someone who is respected and has the trust of all
	Subject development through additional courses	Teachers go the extra mile to provide support for learners
	Subject areas and subject combinations meet the criteria for career choices	Teachers can attend courses to strengthen their subject knowledge and leading ability
	Career guidance should be accessible to students	Teachers strive to provide the best for learners
		Make use of skills
		Teacher involvement in sporting codes, extra classes
		We have the ability to work together

Figure 3.13

Determining the Threats that the school are faced with: Individual Responses

Question: What are the threats faced by the school?		
School as organisation	The curriculum	The staff
Stagnation/ School sliding into chaos and disrepute	Drop in enrollment	"Burn-out"
Chaos	Discipline problems	Retirement
Complete breakdown in Communication	No additional teachers e.g. Guidance	Willingness to embrace change is slowly disappearing
Disciplinary problems	Sustaining of teacher/pupil motivation in danger	Lack of enthusiasm
No new ideas	Matric students still unemployed	No training and experience in the presentation of certain subjects
How are good school rewarded by the WCED?	Declining/Weak/lack of production	Good teachers are leaving the school/Inexperienced teachers remain
Out of touch with career developments and technology	Relatively few learners study further	Reduction of staff
Declining learner enrolment	Negative picture to community	Low morale
Negative atmosphere	Not appealing to prospective learners	Depression, frustration, helplessness
Falling apart bit by bit	Practical subjects have been reduced	Declining morale
Area in which school is situated	Schools follow a specific subject stream	No interaction amongst staff members
Reduction in staff numbers	Weak learners	No interest in positive progress of school
School has lost its importance/role in community structures	Weak academic results	Insensitive attitudes towards others
Vandalism is destroying the school	Subjects are subjected to 'stream lining'	Reduction in teaching staff
Reduction in pupil numbers	Weak academic results	Teachers/staff not developing in their career field
		Illness/ Stagnation
		Talents are not subjected to new challenges
		Couldn't care less attitude prevalent amongst staff
		Staff divided/disunity
		What assessment criteria is used to measure teacher commitment and ability

Figure 3.14

Determining of what makes educators feel Positive: Individual Responses

Question: What makes you feel positive or motivated to be a part of your school?

A few special learners who want to learn and always try their best
When a particular lesson has been successful and I know my effort has been worthwhile
Attendance of learners
Positive, but not excited
Interaction and imparting of knowledge with learner
Great satisfaction when positive growth and development is observed in learner
Very few
The fact that I am part of *Riverton's progress/ development
The greater part of our learners do well in their chosen careers - This provides me with satisfaction
To provide a quality education to learners
Provide for learner opportunity as a means of transcending the environmental limitations
Providing the conditions under which learners can develop to their full potential in the academic and sport arena
Nothing
The learner enthusiasm motivates me
The way in members of staff relate to each other
Interest inspired by the variety of responses displayed by learners in a given situation

Figure 3.15

Determining what influence educators negatively: Individual Responses (1)

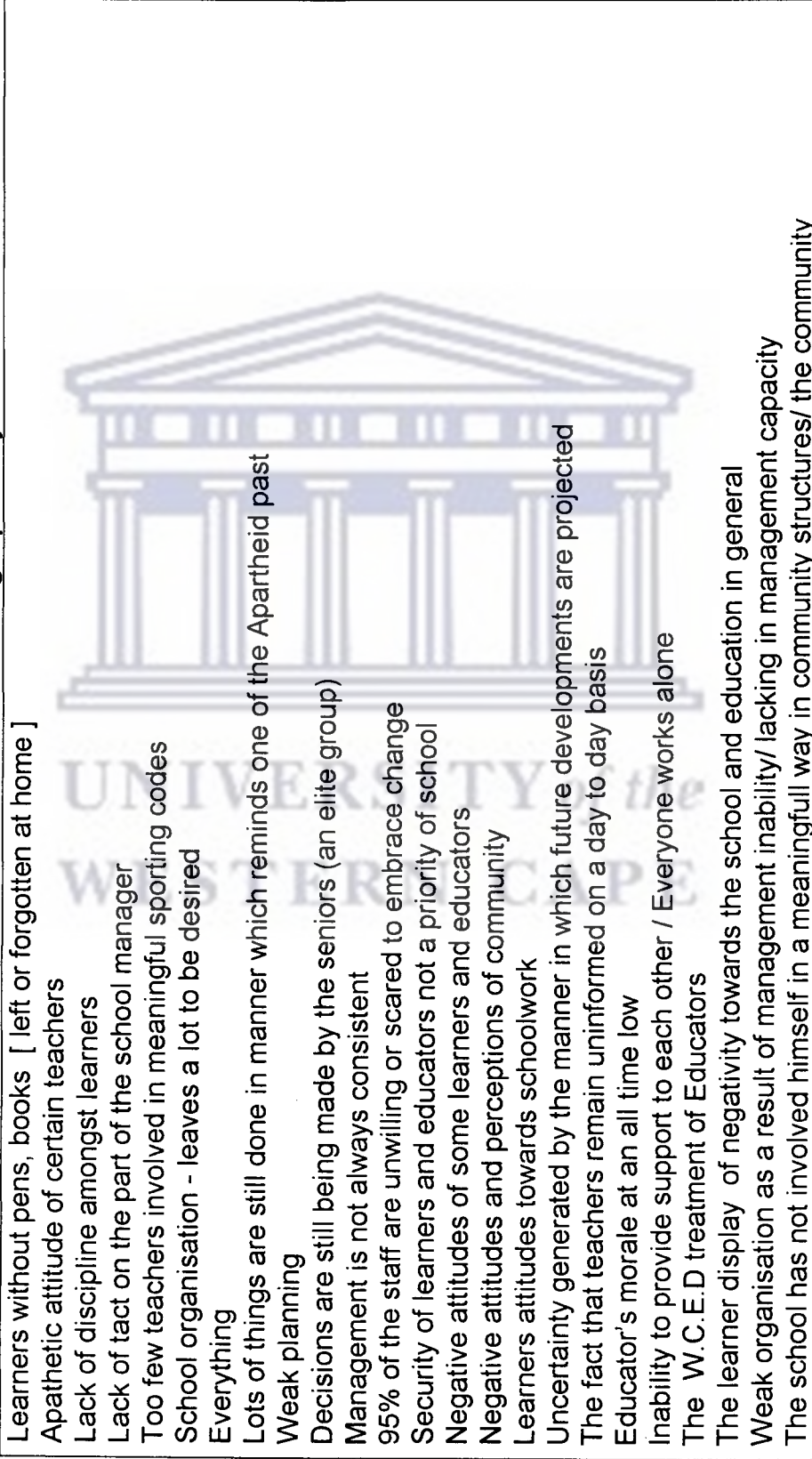
Question: What makes you feel negative or hesitant about being a part of your school?

<p>Full, unruly classes</p> <p>Inferior learning/teaching facilities</p> <p>No constructive and consistent form of discipline</p> <p>When effort is met with disinterest/apathy</p> <p>Weak/ineffective direction taken by the school</p> <p>Weak planning</p> <p>Tendency of teachers to find fault with every proposed solution</p> <p>Weak administration</p> <p>Weak discipline</p> <p>The fact that only certain issues are discussed at pre-determined times</p> <p>Lack of discipline amongst learners</p> <p>Not enough disciplinary measures exist</p> <p>Lack of trust and general disempowerment of educators lead to hopelessness</p> <p>Behaviour of learners</p> <p>Inability to implement decisions that have been taken</p> <p>Combined classes - more than 50 learners per class</p>

Figure 3.16

Determining what influence educators negatively: Individual Responses (2)

Question: What makes you feel negative or hesitant about being a part of your school?




Learners without pens, books [left or forgotten at home]
Apathetic attitude of certain teachers
Lack of discipline amongst learners
Lack of tact on the part of the school manager
Too few teachers involved in meaningful sporting codes
School organisation - leaves a lot to be desired
Everything
Lots of things are still done in manner which reminds one of the Apartheid past
Weak planning
Decisions are still being made by the seniors (an elite group)
Management is not always consistent
95% of the staff are unwilling or scared to embrace change
Security of learners and educators not a priority of school
Negative attitudes of some learners and educators
Negative attitudes and perceptions of community
Learners attitudes towards schoolwork
Uncertainty generated by the manner in which future developments are projected
The fact that teachers remain uninformed on a day to day basis
Educator's morale at an all time low
Inability to provide support to each other / Everyone works alone
The W.C.E.D treatment of Educators
The learner display of negativity towards the school and education in general
Weak organisation as a result of management inability/ lacking in management capacity
The school has not involved himself in a meaningful way in community structures/ the community

Figure 3.17

Determining the Concerns of educators: Individual Responses (1)

Question: What aspects of the school as an organisation provides you with cause for concern?



Low pass rate / lack of learner interest
 Lack of text / writing books
 Break-ins / Vandalism
 Weak academic results
 Discipline
 Administration
 The absence of suitable role models
 Illiteracy of learners
 Immature behaviour and attitude of learners towards smoking, Aids and conservation
 Planning - We are stagnating
 Thorough / Proper / Informed management of the school
 Lack of incentives for both learners and educators
 Positive development at the school are overlooked or ignored
 The curriculum does not keep track of career developments in the working world
 Absenteeism of Educators
 Obedience, trust lacking
 Large classes ; All my classes are too large
 Bunking of classes
 Ineffectiveness of detention classes
 No vision or objectives / goal setting
 Absence of community-based objectives / Community role
 Financial management is absent or lacking
 Weak organization
 Discipline
 Vandalism

Figure 3.18

Determining what are the Concern of educators: Individual Responses (2)
Question: What aspects of the school as an organisation provides you with cause for concern?

Security : Safety of learners and security of school building / campus
School rules - not applied stringently enough
Shortage of textbooks
Very few fundraising activities
Dirty grounds and buildings
Weak discipline
Weak / Non adherence to the school dress code / Failure to wear school uniforms
Weak / Negative attitudes of learners
Negative attitudes of learners towards academy activity
Low morale of teachers
Weak leadership
No provision made for supervision in the event of teacher absenteeism
Lack of respect for each other and for the academic ethos
Backlog of learning ; opinions of teachers
Laziness of teachers
Lack of transparency
Lack of teaching aids at school
Everyone acts in isolation (an island)
Lack or absence of teacher development programs
Absence of policy formulation
The inability to project a sense of advance planning
No vision, motivation and driving force to take or drive important decisions
Absence of constructive planning
Level of commitment of some teachers is cause for concern
Progress/ development of the school
Pride in the name of the school is absent/ School pride lacking

Figure 3.19

Determining what Inspire Educators: Individual Responses

Question: What aspects of the school inspires you the most?

- Certain teachers / educators who always seem to be positive and dedicated
- The few bright "stars" who make it despite the odds
- The inherent potential of educators
- The inherent potential of learners
- To increase the pass percentage figure
- That schools accept all learners / Our school has an open-door policy to learner enrolment
- Educators are doing their best to prepare learners for Grade 12 external examinations
- Individual learners who excel while the majority are not prepared to put any extra effort into their work
- The steadfast commitment of some teachers to play a positive role in educating our community
- Congenial relationships which exist between members of staff
- Nothing
- Nothing inspires me
- I regard my job as class and subject teacher as well as extra-curricular facilitator as important
- So far, nothing has inspired me
- Make the best of a bad situation
- To save what can be saved - This is the only inspiration that keeps me going
- Sporty spirit of participation and enthusiasm in athletics and on the field by learners
- Holiday / Vacation and weekends

Figure 3.20

Determining the Weak points of the school: Group Responses

Question: What are our weak points?

School as an organization	The Curriculum	The staff
Group 1		
Lack of cohesion and interaction of Learners, Educators and Parents	Poor facilities Informed career guidance difficult. Learners are not really given serious career guidance.	Serious absenteeism / Chronic absenteeism. Everyone wants to achieve the same objectives, but in a different way. Apparent apathy.
Group 2		
No planning	Unmanageable classes	Low morale
No direction / No policy formulation	Poor facilities for teachers	Mistrust
No co-operation between staff	Curriculum too widely spread.	No enthusiasm
Management inability to take decisions	Students not inspired by subject choices	No vision and mission
Weak management and allocation of funds	Exemptions No career development / parthing	No development of staff.
Group 3		
Plans are not effectively implemented	Subjects not related to each other	Absenteeism
Lack of unity in action	Does not keep track with reality	Directionless / Not goal centered
Financial management	No consistency in respect of continuous assessment	What people say and do are two different things.
Lack of team spirit	Lack of motivation	All projects are treated with disdain/ waste of time if do not agree with what is happening
Lack of motivation		

Figure 3.21

Identifying the Opportunities that exist for the school: Group Responses

Question: What opportunities exist?	
Group 1	Development and progressive growth on management and Administrative level. Attendance of training courses / Capacity building / Staff development courses No computer / Media classes Guidance should be made more accessible.
Group 2	None
Group 3	Put processes / procedures in place to address the above-mentioned issues.

Figure 3.22

Identifying the Threats the school is faced with: Group Responses

Question: What are the dangers / implications if no change takes place?

Group 1

The school stands to lose its relevance as a role-player in the community.

Helpless, frustrated, depressed

Matriculants unemployed

Negative picture to community

Group 2

School as an organisation is stagnating

The community image of the school is not a good one / Negative community perceptions about the school.

Low teacher morale leads to spiritual and physical slump.

Group 3

Failure to implement and carryout what is expected of Educators in the classroom.

Discipline becoming worse.

The school is becoming alienated from the community.

Academic results are becoming weaker / Weakening of academic results.



Figure 3.23

Determining what influence educators negatively: Group Responses

Question: What makes you feel negative or even hesitant about being at this school?

Group 1

Inferior learning/teaching facilities
Learners without stationary

Group 2

Large classes
Weak discipline
Lack of consistency
Learners negative attitudes towards academic activity
Weak planning and administration

Group 3

Physical circumstances/Conditions - degradation/degeneration of the school building/school campus
Intransigence of WCED/ lack of support and empathy from the WCED / officious attitude of WCED
No respect for authority



Figure 3.24

Determining the Concerns of educators: Group Responses

Question: What Aspects of the school setup concerns you the most?

Group 1

Break-ins / Vandalism

Weak discipline

Lack of suitable role models

Group 2

Little or no attention is paid to the concerns of certain educators with regard to the relaying of information to the staff.

Group 3

All of the above



3.3.5 Inputs for change: Response by educators

Figure 3.25
Inputs for Change given by educators

Categorisation		1	2	3	4	5	6	7	8
Organisation	Admin & Planning	Resources	Culture	Morale	Participation	Image of School	Safety & Security		
CATEGORY		Responses given by educators							
1		To reconstruct the school as an organisation							
1		To improve communication and transparency							
1		To correct the perception of mistrust and inconsistency which the staff have of management							
1		Build healthy professional relationships between members of staff							
1		To function as unified force/ to function as a unit							
1		Improve on the team spirit and generate a strong group dynamic							
2		Establish financial goals/ objectives							
2		Improve school administration							
2		Strategic planning should keep sight of the feature and reality							
3		Availability of computers including internet and email							
3		To provide additional teaching aids and training							
3		Computers should be made available for educators during school hours.							
3		Staff room and working conditions should be made more pleasant.							
3		Reduce learner/ educator ratio.							
3		To promote educator development and training.							
4		Improve results of learners.							
4		Change the negative attitude of learners with regard to academic work.							
4		To create a culture of learning							
4		Improve the discipline of learners and act against repeated incidents.							
5		Reduce absenteeism of both learners and educators.							
5		To improve the morale, participation and co-operation of educators.							
5		Improve morale of educators.							
6		Improve community involvement.							
7		Improve the image of the school.							
8		Control visits of outsiders and ensure safety of school community and resources.							

3.3.6 Proposed objectives for development

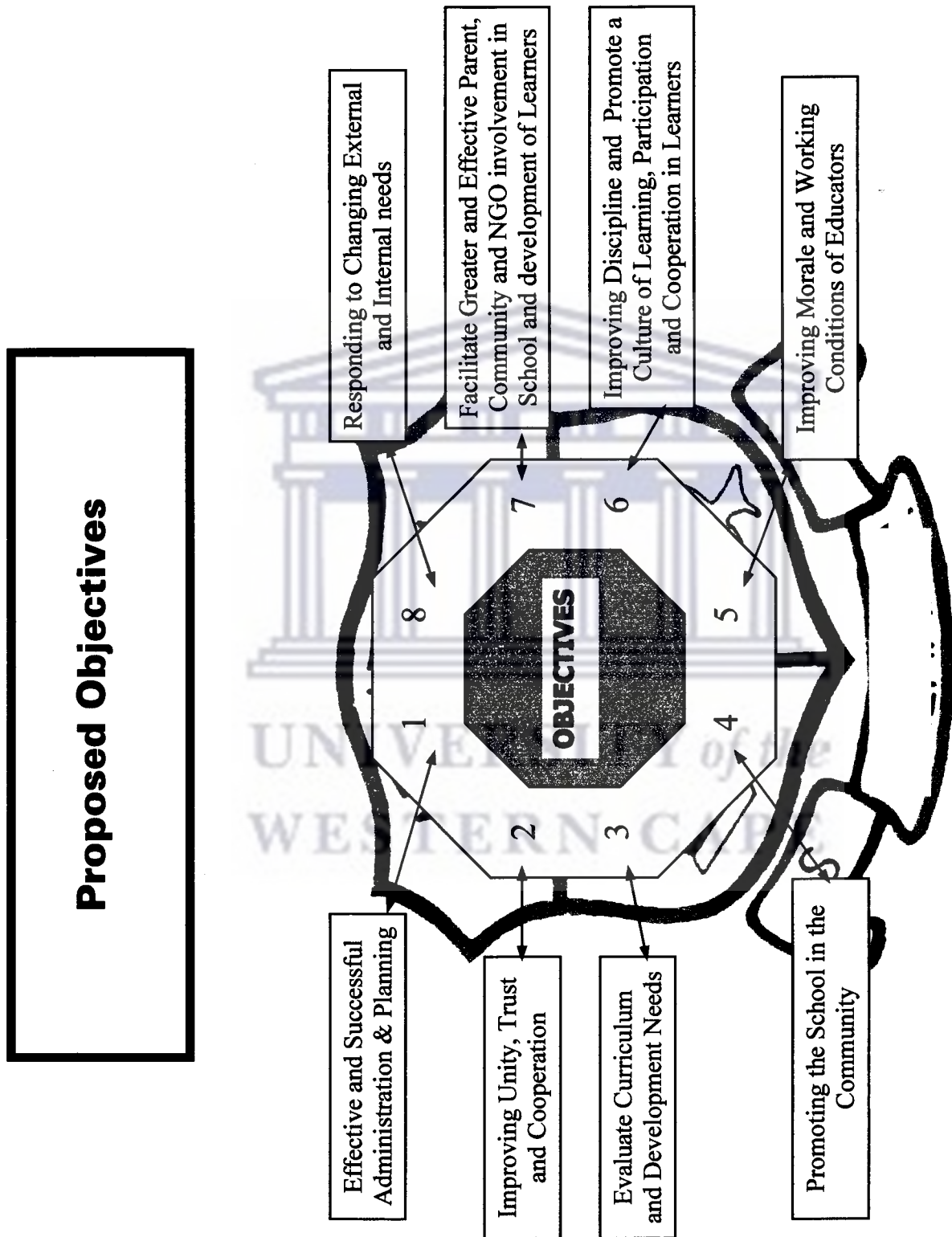


Figure 3.26

3.3.7 Workshop 5: Action planning initiatives

Priority Objectives linked to Outcomes

OBJECTIVE 1 OUTCOME	To set up and develop mechanisms for effective Administration and successful Planning Procedures in place to ensure effective Administration and successful Planning
OBJECTIVE 2 OUTCOME	To develop strategies for improving unity, cooperation and trust among staff members Mechanisms in place contributing to teamwork, unity and trust among staff members
OBJECTIVE 3 OUTCOME	To investigate, propose and implement ways for promoting the school in the community “Aggressive”, comprehensive but consistent program going to promote the school
OBJECTIVE 4 OUTCOME	To investigate, propose and implement ways for improving the morale and working conditions of educators Activities taking place to promote positive morale, and mechanisms created to facilitate inspiring working conditions for educators
OBJECTIVE 5 OUTCOME	To put mechanisms and strategies in place for improving discipline and to promote a culture of learning, participation and also cooperation in/among learners Active programmes and guidance in place to promote discipline, good behavior and a culture of learning/participation in learners
OBJECTIVE 6 OUTCOME	To devise ways and opportunities for greater and effective Parent, Community and NGO involvement in the school and the education and the development of Learners (coordinated way) Active parent, community and specialist groups involvement at school life

Figure 3.27

3.4 CONCLUSION

In summary, this chapter presents the various contributions made by educators, which will be crucial for the analysis in chapter 4. It is clear from the responses that the educators have an important role to play in determining a strategic direction for the school. Chapter 4 will provide an analysis drawn from the contributions made in the various workshops, and attempt to identify priorities for development.



CHAPTER 4: DISCUSSION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In this chapter the data provided in chapter 3 is analysed. The chapter starts with a discussion of the various workshops, and continues by analysing the contributions and responses of the participating educators. This is followed by the categorisation of inputs for change, and finally a motivation for proposed objectives. The motivation is supported by reviews from the workshops, and also the inputs given for change.

4.2 WORKSHOP 1: DEVELOPMENT OF A VISION FOR THE SCHOOL

During this workshop the process outlined in the workshop programme (Appendix A) was followed. After a brief overview of the methodology of action research was given, the researcher explained the importance of a Vision for any organisation. The theory behind Vision building was discussed and its different elements and values were emphasized. Examples of some Vision statements were looked at.

The participants were divided into groups. Each group had to identify and discuss the important elements in developing a Vision for the school. Groups were then asked to formulate a draft Vision for the school. All groups were then asked to report back (figure 3.1). Feedback from the various groups included: the development of the learner in totality; the role of the school in uplifting and improving the conditions of the community it serves; fostering of strong links between learner, educator and the community; the development into the “top” school in their area with regard to academic, cultural and sport achievements; to strive towards becoming the “perfect” educational institution.

The researcher used all contributions from the workshop to finalise the school’s Vision (figure 3.2).

4.3 WORKSHOP 2: DEVELOPMENT OF A MISSION FOR THE SCHOOL

During this workshop, the participants followed the process outlined in Appendix A. The researcher explained the role and importance of the Mission statement. Discussions were held on “what the Mission should say”. Some examples were looked at.

Participants were divided into groups and asked to discuss what their school’s Mission should say. In attempting to formulate a draft Mission for the school they were asked to take into account the main attributes of a Mission. Groups were then asked to report back to the rest of the staff. Participants were given the opportunity to emphasise the elements relevant to their particular school. Feedback from groups included (figure 3.3): to establish strong bonds between learners, educators, parents and the community (build on respect and support); to expose learners to extra mural activities; to provide learners with education which would contribute towards the community and towards a positive future; to instill an acceptable form of values and discipline; to develop the full potential of the learners with regard to academic achievement, culture and in sport; to create a positive, safe and dynamic environment for education ; to utilise all available resources for the development of learners; to build a motivated, committed and disciplined teaching core.

The researcher used all inputs in this workshop to finalise the Mission for the school (3.4). The final Vision and Mission statement for the school were finalised by the researcher (Appendix F)

4.4 WORKSHOP 3: DETERMINING THE GOALS AND PRIORITIES FOR THE SCHOOL

During this workshop the process was followed as outlined in Appendix B. The school’s Vision and Mission statement (Appendix F) were revisited. The researcher engaged participants with the question: “What will be needed to make the Vision and Mission of the school a success?” As a basis for evaluating all aspects of school life, the following three areas were concentrated on: (A) The

school as an organisation; (B) the curriculum, and (C) the staff. It was agreed that for the school to be true to its Mission, these three areas needed to perform certain functions.

Participants were asked to identify possible goals and priorities for the three areas identified (3.5 and 3.6). They were then divided into groups and asked to discuss and prioritise the individual contributions. Groups were asked to report back to rest of the staff. Feedback from groups (figures 3.7 and 3.8) highlighted the following under the respective areas:

A: School as an Organisation

Effective and efficient administration; the development of policy, fostering of teamwork and cooperation; short and long term aims, and planning; active participation of governing body and strong links with community; safety of school community and resources; and good communication in the organisation.

B: Curriculum and Teaching

Learner participation in class activities; capable educators for subject areas; motivation for learners to achieve; effective evaluation and assessment of learners; training in life skills; relevant education to assist in vocational training (beroepsgerigte); manageable class sizes; incorporating the values of the school into education of learners.

C: Staff

Awareness of primary function and role of an educator; teamwork and cooperation of educators; fairness in treatment of all staff members; motivation, acknowledgement and incentives for educators; continual development and training opportunities; active involvement in the extramural activities of school.

At the end of workshop 3 the researcher explained that workshop 4 would be about doing a "Reality Check" of the school. Because of the sensitivity of the questions and to elicit maximum participation, the researcher asked participants

to complete the questionnaires at home. Responses from these questionnaires would be used in workshop 4.

4.5 WORKSHOP 4: CONDUCTING A REALITY CHECK (SWOT - ANALYSIS)

Workshop 4 followed the process outlined in Appendix B. The rationale behind doing a Reality Check was explained. The value of the different questions was discussed. Each participant was given a copy of the responses obtained from staff members. Participants were divided into groups and asked to discuss the responses under the heading: “major strengths” of the school and those “situations that make them feel positive” about being at school. Groups were then asked to record the most worrying issues regarding: Weak Points of the school; Opportunities that exist for improvement; Threats that are faced by the school; Factors that impact negatively on educators; Major concerns for educators. Groups were asked to report back to the rest of the staff for discussion.

A: POSITIVE FEEDBACK:

(1) Major strengths

Participants highlighted the point that the school has a proud tradition (academic and sports), and is well known in the community (in existence for more than twenty years). The curriculum was regarded as well balanced, and certain departments were said to be well developed (Math's, Science and Economics). Many of the ex-pupils of the school have achieved well in life. Educators are well trained and experienced in their fields. Educators were perceived to be motivated, committed and sympathetic to learners, and prepared to give extra lessons to “weaker” learners. Another plus was that the school was situated in the safest area of the neighborhood (relatively free from violence and gang activities). At that point in time no major incident of violence had taken place on the school premises.

(2) Situations that made educators feel positive

The fact that some learners “really want to learn and were always prepared to try their best” was regarded as rewarding by some educators. Also, the opportunity to “observe and experience positive growth and development in learners”.

It was stated that the school contributed greatly to the careers of many learners over the years. The feeling of being part of the educational process of many learners was also experienced as positive. Another value was that the school would accept all children in its mission to develop their potential to the fullest (no discriminatory selection procedure).

B: FEEDBACK ON ISSUES WHICH PARTICIPANTS REGARD AS WORRYING:

(1) Weak Points of the school (figure 3.10, 3.11, 3.20)

It is the feeling of participants that not enough planning is being done at the school (general and financial planning). The school also does not have a clear sense of direction and set policies in place. There is concern about the decision making capabilities of management. It was also pointed out that there is not enough and positive cooperation between learners, educators and parents. Concern over the functionality of the governing body of the school was also expressed.

Other weak points were given as the relative poor working conditions of educators and the lack of educational aids. The absence of proper guidance education for learners was another cause for concern. High learner numbers per class, the diverse curriculum and the lack of proper coordination between learning areas were additional worries.

Insufficient co-ordination and poor communication in the school were regarded as weak points by educators. Low morale, absenteeism, the lack of enthusiasm and vision, and apparent apathy, were also pointed out. The absence of development programmes for educators and the existence of mistrust was highlighted.

(2) Opportunities that exist for improvement (figure 3.21)

It was stated that opportunities for development at management and administrative levels exist. Development and training opportunities for educators were also regarded as crucial. The availability of computers and technology for educators were regarded as a need. The provision of guidance education to the learners was an additional need.

(3) Threats that are faced by the school (figure 3.22)

It was the view that the school would lose its standing in the community and its image would be weakened. Further separation from the community was envisaged. Educators would become more disillusioned, frustrated and depressed. The school as an organisation would stagnate, leading to poor results for Grade twelve learners. This would impact negatively on the careers of learners.

(4) Factors that impact negatively on educators (figure 3.23)

Inferior learning/ teaching facilities, and learners without stationery. High pupil ratios, negative attitude of learners toward education, and their lack of discipline. The issue of inconsistency, insufficient planning and ineffective administration, experienced by educators. The insensitivity of the Education Department was regarded as negative.

(5) Major concerns for educators (figure 3.24)

The level of discipline amongst learners and the absence of positive role models. The lack of effective communication in the school as an organisation and the apparent inaction of management to respond to input from educators.

4.6 INPUTS FOR CHANGE : A RESPONSE BY EDUCATORS

From responses given by educators (figure 3.25), it is suggested that the school as an organisation needs to be "reconstructed". Category 1 (figure 3.25), group together issues pertaining to the organisation as a whole, included are the

improvement of communication and transparency. There is also a need for consistency and the elimination of “wantroue” (mistrust) in management. Good cooperation between educators was suggested, as well as the need for staff members to function as a unit.

Category 2 focuses on the need for better administration and planning. Also the need to be strategic, and to take into account realities affecting the school.

Category 3 calls for the provision of additional resources in the form of teaching aids and computers for the use by educators, also the improvement of their working conditions. The creation of opportunities for training is also mentioned. Another suggestion was that the learner ratio be lowered.

Category 4 highlights the importance of raising the performance level of learners, also to bring about a change in their (learners) attitudes towards education. Installing a culture of learning and changing their current level of discipline were also proposed.

Category 5 indicates that low morale exists among educators, and concern about absenteeism of educators is raised.

Category 6, 7 and 8 respectively, suggests an increased involvement of the community, the improvement of the image of the school, and better control of outsiders, safety considerations for the school community, and the securing of resources.

All responses are however linked to one another. For the purpose of analysis they are categorised (see figure 3.25) in the areas of: (1) Organisational, (2) Administration and Planning, (3) Resources, (4) Culture, (5) Morale, (6) Participation, (7) Image of School, (8) Safety and Security. It is however not possible to separate them from the school as a whole.

4.7 MOTIVATION FOR PROPOSED OBJECTIVES

Motivation for the proposed Objectives is supported by the reviews from the workshops and inputs for change given by educators. These contributions together with inputs accumulated throughout the research practical, were used to propose a total of eight Objectives (figure 3.26).

Although not in order of priority, the participants were to decide which objectives they will use in their Action Planning Initiatives. The Objectives are:

OBJECTIVE 1

To set up and develop mechanisms for effective Administration and successful Planning

Analysing contributions from weak points of the school, it was indicated that there is not enough planning done at the school. If planning does take place, it is not executed effectively. There is also concern about financial planning and spending. Activities are described as uncoordinated, and clear policies are found to be absent. There is consequently a feeling of uncertainty (*doelloosheid*) experienced by staff members in the absence of goals and direction.

It is pointed out that some opportunity exists for managerial and administrative improvement. Looking at the priorities of the school, effective planning and efficient administration were accepted as crucial for the provision of quality education.

OBJECTIVE 2

To develop strategies for improving unity, cooperation and trust among staff members.

Contributions from "weak points of the school", suggest poor cooperation amongst staff members. Members are not functioning as a unit, and a feeling of camaraderie is felt to be lacking. The use of the word "mistrust" by participants is

significant, and this indeed underscores the need for closer cooperation and teamwork. There is also an appeal for the elimination of inconsistencies and the introduction of fairness in the treatment of all staff members. In the priorities of the school it is accepted that cooperation and teamwork will contribute to favourable working conditions for educators.

OBJECTIVE 3

To evaluate the current curriculum and to strategise around issues of relevance, harmonisation, improvement, and professional development of educators.

Comment on the current curriculum is that it is much too wide, and that subjects are isolated from each other. It is regarded as a weak point, since it does not facilitate and support the career choices of learners. It is further argued that subject combinations are not attractive to learners. Another cause for concern is that there is not sufficient clarity with regards to evaluation and also a lack of coordination between learning areas. The absence of proper guidance education for learners is another cause for concern. Educators also pointed out a need for development and training opportunities for educators. It was suggested that the values of the school be reflected in the education of learners. In the priorities of the school it is indicated that the curriculum must be career orientated. Subjects must be offered which will help learners with their future career choices.

OBJECTIVE 4

To investigate and implement ways for promoting the school in the community.

In evaluating the "strengths of the school", participants emphasised that the school has a proud tradition (academic and sport), and that it is well known in the community (in existence for more than twenty years). The school has furthermore well developed departments, and many of the ex-pupils of the school have achieved well in life. Educators are well trained and experienced in their fields.

Another positive is that the school is situated in probably the safest area of the neighborhood. There is concern that the school would lose its standing in the

community and its image would be tarnished if there is no change or improvement. As indicated earlier this will almost certainly threaten the school's existence. (declining learner enrolments would mean continued rationalisation of educators)

OBJECTIVE 5

To investigate, propose and implement ways for improving the morale and working conditions of educators.

Contributions on "weak points the school", suggest a low morale among educators. There are also lack of enthusiasm and an attitude of apathy. The perception exists of an unsupportive education department. Factors highlighted are the provision of additional resources in the form of teaching aids and computers for the use by educators, also the improvement of their working conditions. Educators are cautioning about a further decline in morale, increased absenteeism, disillusionment and frustration in the absence of any intervention.

In the "inputs for change", it is argued for a suitable atmosphere, so that educators can perform their role to the fullest. The need for incentives and motivation is also highlighted.

OBJECTIVE 6

To put mechanisms and strategies in place for improving discipline and to promote a culture of learning, participation and also cooperation amongst learners.

Group responses on "what make educators negative about their school", emphasise the disciplinary problems of learners, and also their negative attitude towards their schoolwork. Failure to act decisively will lead to the further decline in discipline.

Educators highlighted the necessity of raising the academic performance of learners, and to bring about a change in their attitudes towards education. The

installing of a culture of learning and an acceptable form of values and discipline, are proposed. Learners should also be encouraged to participate in all the school's activities and programmes. The full potential of the learners with regard to academic work, culture and in sport should be developed. The absence of positive role models are a major course for concern.

OBJECTIVE 7

To devise ways and opportunities for greater and effective Parent, Community and NGO involvement in the school, and in the education and development of Learners (in a coordinated way)

One of the weak points identified by participants was that poor cooperation exists between learners, educators and the community. The community at large can however contribute greatly by means of their experience and skills. Educators are calling for increased participation by parents and the community at large. Community involvement in the school is regarded as one of the priorities of the school.

OBJECTIVE 8

To put in place mechanisms for identifying and responding to the changing external and internal environmental needs, for purposes of efficiency and also strategic, developmental and successive planning.

One worrying aspect indicated by a group was that feedback from educators is not always entertained or valued. These concerns indicate that the inputs, skills, solutions and alternatives from all stakeholders should be taken into account. The apparent inaction of management to respond to inputs from educators is of concern. On the level of strategic planning and initiatives the school can improve and develop by responding early and adapt in advance. Inputs and contributions should be managed so that the school will benefit. This calls for an effective communication system where contributions can be dissimilated for practical application in the school.

In their suggestions for change, educators appealed for realities to be taken into account when planning is done, a need thus to be strategic and forward looking.

4.8 WORKSHOP 5: ACTION PLANNING INITIATIVES

At the end of the 2nd term of 2001 the researcher had a final meeting with educators. The aim of this final meeting was three-fold. Firstly to present participants with the “inputs for change” suggested by educators, secondly it proposed and motivated the eight Objectives identified by the researcher (figure 3.26), and thirdly it laid the foundations for Action Planning Initiatives by the school.

After the responses given by educators (figure 3.25) were handed out, the researcher showed how it could be categorised. He proceeded by presenting the eight objectives and motivations, by linking them to the various responses and workshop reviews. Participants were encouraged to comment. After some supporting contributions, it was agreed that the eight objectives were representative of, and reflecting the main areas where development was needed. Participants however suggested that the eight objectives be reduced to an initial six in order to facilitate success. It was agreed that the following six Objectives be pursued:

1. To set up and develop mechanisms for effective Administration and successful Planning
2. To develop strategies for improving unity, cooperation and trust among staff members
3. To investigate and implement ways for promoting the school in the community
4. To investigate, propose and implement ways for improving the morale and working conditions of educators.
5. To put mechanisms and strategies in place for improving discipline and to promote a culture of learning, participation and also cooperation in/ among learners.
6. To devise ways and opportunities for greater and effective Parent, Community and NGO involvement in the school, and in the education and development of learners (in a coordinated way)

In laying the foundations of the Action Planning Initiatives, participants were divided into six groups. Each group was handed an example of the Action Planning model (Appendix M), and assigned with one of the six Objectives. In explaining the process of Action Planning, it was emphasised that the outcome of every Objective should provide a basis for evaluation. At the end of a period, it must be established whether the outcome was achieved. It was also pointed out that all activities or tasks be identified. It was suggested that actions be coupled with a time frame and assigned to people with specific responsibilities.

As an exercise, groups were asked to identify their respective Outcomes (figure 3.27), agree on a co-ordinator, and begin their initial steps of their Action Plans. The researcher assisted in clarifying and evaluating contributions in the groups. It was however agreed that groups would finalise their Action Plans at a later stage, when time would be made available for the planning of 2002. The researcher committed himself for continued support.

4.9 CONCLUSION

It is clear from analysing the various contributions, that school development planning is paramount for obtaining research based objectives for development. It is also significant that all participants must have the opportunity to influence and take ownership of the process. Action Research was found to be an appropriate vehicle in attempting authentic school improvement.

The objectives identified in this research indicate that humans, their behaviour and their environment, play an important role as elements in the organisational life of the school. It is also clear that the culture of a school touches and influences every other aspect.

It is the opinion of the researcher that the objectives agreed upon by the participants will contribute greatly in creating conditions conducive for quality education at the school.

CHAPTER 5: CONCLUSIONS, RECOMMENDATIONS AND THE NEED FOR FURTHER RESEARCH

5.1 CONCLUSION

From the international experience it is clear that development planning is standard practice for schools functioning in a decentralized model of management. It is the stated opinion of the WCED to propose that schools adopt the School-Based Management model, which will give them more power to decide how they want to run themselves. Accordingly schools will be responsible for developing their own: identity; strategy; structures and procedures; human resources; and technical support. The literature however points to development planning as a response to the management of multiple innovations and change, and the need for a systematic and whole-school approach to planning, especially when they are self-managing. The strategies which schools specify in their school development plans (SDPs) are regarded as the driving force through which innovation is introduced into the system.

With this research project an attempt has been made to implement the concept of school development planning at *Riverton Secondary School. Although the school had a proud history of excellence in the early eighties, there has been a gradual decline in student performance and learner enrolments during the nineties. When the school was subsequently identified as a “school at risk” by the WCED, it became clear that strategies and innovation were needed to bring about authentic improvement. It was soon realised that success in the change process, would depend upon the full participation of educators at *Riverton. The school therefore had to make progress according to where it was, and in its given circumstances.

At the start of this practical, it was established that the school had no Vision and Mission statement. The school community therefore had no picture towards

which it could aspire and with which it could identify. The first phase of the practical was subsequently structured to develop a Vision and Mission statement for the school. This process led to the identification of priorities for the school to function as an educational institution (organisation, curriculum and its staff members). Once the Priorities for the different areas of school were established, a SWOT analysis was done to determine the reality and capacity that existed at the school. In the final phase, Objectives for development and improvement were identified, and Action Plans initiated.

From the experience at Riverton Secondary School, objectives for development were focused around the following issues:

- ❑ Planning, management and administration
- ❑ Group dynamics and cooperation
- ❑ School profile and image
- ❑ Staff morale and working conditions
- ❑ Culture of learning, teaching and discipline
- ❑ Parental and community involvement
- ❑ Curriculum review and harmonisation
- ❑ Strategic planning and environmental changes

School development planning at the school was experienced as a portion of real life, which could clearly not be resolved in just one exercise or analysis. More time will be needed to allow for the full development and implementation of the action plans. These plans will have to be monitored and evaluated to inform future planning and, ultimately, development. While the school will have to account to the Department of Education, and to the community at large (particularly parents), it needs to be engaged in a continuous process of growth and development for its own sake and existence.

In evaluating this exercise at Riverton, it is clear that a highly motivated staff was needed to make a success of this programme. The facilitation by the researcher (educator and development scholar) was furthermore crucial in guiding the

process at local school level. It is clear that experience and skills to manage such a change process will be needed, to develop an effective system for improving and monitoring the performance of schools.

One of the visible achievements at the end of this project, was that the school could proudly display their unique Vision and Mission statement to the community and visitors. A statement that indicate the particular way in which it envisages itself, and how it will contribute meaningfully towards society. Another achievement of this practical was that an attempt was made to expand the school's capacity to examine its own organisational problems, and to propose objectives for development.

This has been experienced as the start of a process, which positively effected and enhanced the whole school. Although action plans have not been developed fully, a sufficient foundation has been laid for their completion. The respective groups pursuing the six objectives will be advised on how to properly evaluate their action plans. A summary of the School Development Plan is illustrated in Appendix N and O.

5.2 RECOMMENDATIONS

It is the view of the researcher that this project can be used as a basis for action and could serve as a resource, where demands from educators at local school level want to address issues beyond the classroom, are increasing. It is accepted that school development planning helps to create the conditions for improving the quality of teaching and learning in a school through successful management of innovation and change.

In terms of international trends with regard to School-Based management and decentralization, it is accepted that the role of local education authorities are becoming less "hands on". It is the opinion of the researcher that the newly established Education Management and Development Centers (EMDCs) by the

Western Cape Education Department (WCED) can play a pivotal role in improving the quality of teaching and learning, by introducing school development planning to schools in their areas. International experience indicates that the people involve or leading the process, should have sufficient knowledge. The mainstreaming of the concept could include the establishment of a EMDC, SDP team who would inter alia be responsible for:

- Developing goals of the programmes
- Developing of resources, correspondence and circulars
- Training of local school SDP teams
- Developing of criteria for incentives and rewarding for credible school improvement efforts of schools
- Providing support, assistance and advice to schools which are at different levels of the development process
- Developing criteria for providing financial resources to the individual schools
- Networking with other educational and research institutions locally and internationally regarding school improvement and development planning
- Undertake research at EMDC and Provincial level regarding school improvement and development needs

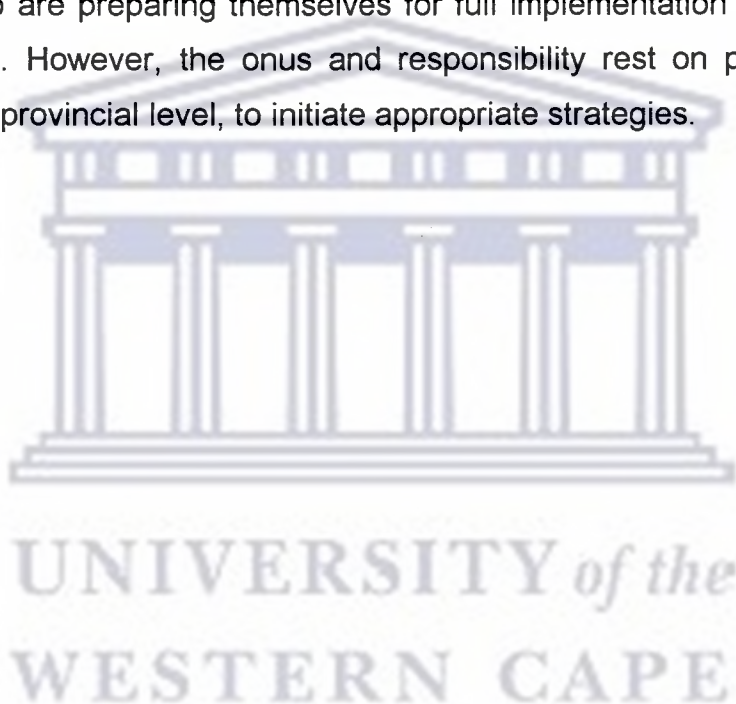
5.3 NEED FOR FURTHER RESEARCH

From the literature it is clear that research will help schools and school systems decide how to improve student achievement. It is also apparent that an existing body of research can help drive program design implementation and evaluation. Educational research is regarded as essential in shaping schools into institutions that are capable of preparing students for a globalized era.

According to Hargreaves (1994) there is an assumption that a corporate managerialist style of school system produces tangible benefits for all concerned. The researcher shares the opinion of Hargreaves when he argues that rigorous research be done into questions such as (1994:34):

- What is the relationship between effective schooling and the process of school development planning
- What is the relationship between effective schooling and political economic forms of devolution
- What are the actual effects of school development planning on school management, classroom management, teacher's work and children's achievements?

Answers to these questions will be of great value, particularly to South African schools, who are preparing themselves for full implementation of decentralised management. However, the onus and responsibility rest on policy makers at national and provincial level, to initiate appropriate strategies.



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APPENDIXES

Appendix A

WORKSHOP 1 :	Development of a Vision for the school
Introduction	Brief overview of Action Research Importance of a Vision for schools
Input	Vision building theory Elements of a good Vision Values underlying the Vision Examples of a Vision
Plenary	Feedback from different groups. Evaluating different drafts. Allow time for clarification. Agreement on important aspects and elements. Developing draft shared Vision from different group contributions Researcher to finalise Vision Statement of school
Tasks of Workshop 1	
As a group:	
<ol style="list-style-type: none"> 1. Identify and discuss the important elements for the development of a Vision 2. Use these elements and formulate a draft Vision for your school 3. Refine your Vision and report to rest of staff 4. Contributions of all groups to be used by researcher to formulate shared Vision for the school. 	

WORKSHOP 2 :	Developing of a Mission for the school
Introduction	Overview on the importance of a Mission Statement.
Input	Mission statement theory What it should say Important Elements Some attributes; Examples
Plenary	Feedback from different groups regarding their drafts. Agreement on crucial elements. Formulating a shared Mission statement for the school. Researcher will design final Vision and Mission statement for school using contributions from workshops 1 and 2 Handing out of questionnaires for Determining Goals and Priorities to be completed at home. Hand back to researcher for dissemination and compilation. Responses will be used in workshop 3.
Tasks of Workshop 2	
As a group:	
<ol style="list-style-type: none"> 1. Discuss: <ul style="list-style-type: none"> - What a Mission Statement should say - What are some of the attributes of a Mission Statement 2. Use these elements and Formulate a draft Mission for your school 3. Refine your Mission and Report to rest of staff 4. Contributions of all groups to be used by researcher to formulate a shared Mission statement. 	

Appendix B

WORKSHOP 3 :	Determining Goals and Priorities for the school
Introduction	Brief overview of a Vision and Mission Statement What is needed to make a Mission Statement succeed
Input	The school as Organisation Main elements and functions of Objectives Goals and Priorities of: A- School as Organisation B - Curriculum C - Staff issues
Plenary	Feedback from different groups. Evaluating different goals. Allow time for clarification. Agreement on Priorities for each category. Handing out of questionnaires for "Reality Check" to be completed at home. Hand back to researcher for dissemination and compilation. Responses will be used in workshop 4.
Tasks of Workshop 3	
<ol style="list-style-type: none"> 1. Each participant Identify some goals and priorities for successful schooling under: (A)School as Organisation, (B)Curriculum, (C)Staff. 2. Discuss Priorities from members and as a group write down what you consider the as most important for (A),(B) & (C). 	

WORKSHOP 4 :	Conducting a Reality Check (SWOT)
Introduction	Value and importance of a Reality Check Value of Questionnaires and participation
Input	Reality Check (Using a SWOT Analysis) Objectives for using different questions Responses to questions given to participants
Plenary	General conclusions on major Weaknesses, Opportunities that exist, Threats faced by school, Factors that impacts negatively on situation of educators and those aspects that worry them most about the school. Agreement on problem areas. Questionnaires handed out to participants to give Inputs for Change, as a response to the "Reality Check". Researcher to propose Objectives, for use in possible Action Planning Initiatives.
Tasks of Workshop 4	
As a group use the responses received from participants and:	
1. Discuss:	
<ol style="list-style-type: none"> 1.1 Some of the major Strengths that the school have 1.2 Some of the Situations which make educators Positive and Inspire them about their school 	
2. Write down:	
<ol style="list-style-type: none"> 2.1 Some of the Weak Points of the school 2.2 Some of the Opportunities that exist for improvement 2.3 Some of the Threats that are faced by the school 2.4 What are Factors that Impact Negatively on educators 2.5 What are some Major Concerns for educators 	

Appendix C**WORKSHOP 5 :****Action Planning Initiatives****Introduction**

Value and importance of Inputs for Change
Motivation for proposed Objectives explained

Input

Action Plans (Explaining the different components)
Value of Outcomes and some examples given
Inputs for Change and proposed Objectives given to participants

Plenary

General agreement on initial six Objectives for development needed by the school.
Feedback from groups on the Outcomes for their particular Objective.
Report back on initial tasks/ actions to be followed in the respective Action plans of groups. Agreement on the way forward

Tasks of Workshop 5

- 1. As a group use the proposed Objectives (figure 3.26) to:**
Agree on the two least important Objectives (at this stage) for your school.
- 2. As a group discuss the Objective given in your Action Plan and:**
 - 2.1 Work out an appropriate outcome/s for the given Objective.
 - 2.2 Identify some initial tasks/ actions to be followed in your Action Plan



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*Appendix D***Visie Ontwikkeling****Groepwerk:No.....****Opdrag:**

1. Bespreek en identifiseer die belangrikste aspekte vir die ontwikkeling van 'n Visie vir u skool
2. Gebruik bogenoemde aspekte en formuleer 'n konsep (draft) Visie vir u skool
3. Herbeskou u konsep visie, en verfyn dit vervolgens (Stel dit bv. meer bondig)

Ons groep se konsep (draft) Visie vir die skool is:**Ons groep se verfynde Visie vir ons skool is:**

*Appendix E***Missie Ontwikkeling****Groepwerk:No.....****Opdrag:**

1. Bespreek
 - a) Wat 'n Missie vir enige organisasie behoort te sê.
 - b) Die belangrikste eienskappe van 'n Missie
2. Gebruik bogenoemde aspekte en formuleer 'n konsep (draft) Missie vir u skool
3. Herbeskou u konsep Missie, en verfyn dit vervolgens

Ons groep se konsep (draft) Missie vir die skool is:

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Ons groep se verfynde Missie vir ons skool is:

Riverton Sekondêre Skool

VISIE

Om ons Leerlinge in Totaliteit op te voed sodat die Gemeenskap ook sal Ontwikkel en Verbeter
Om te ontwikkel tot die Top skool in Elsiesrivier op Akademiese-, Kulturele- en Sportgebied
Om te streef na 'n volmaakte Opvoedkundige Instelling

MISSIE

Om sterk bande tussen Leerlinge, Opvoeders, Ouers en die Gemeenskap te handhaaf
Om Opvoeding aan Leerlinge te voorsien wat hulle sal voorberei vir 'n positiewe toekoms en bydrae aan die Gemeenskap en Samelewing
Om ons Leerlinge aan 'n aanvaarbare Waardestelsel van o.a Respek en Dissipline bloot te stel
Om aan ons Leerlinge 'n geleentheid te bied tot deelname aan Buitemuurse Aktiwiteite
Om ons Leerlinge se volle potensiaal op Akademiese, Kulturele, Sport en Geestelike gebied te ontwikkel
Om 'n Positiewe, Veilige en Dinamiese Klimaat vir Opvoeding te skep en te bevorder
Om alle beskikbare Bronne en Hulpmiddels tot die volle Ontwikkeling van ons Leerlinge aan te wend

Appendix G**Ons Prioriteite en Doelwitte****Individuele vraelys:**

Om in sy Missie te slaag is daar sekere fundamentele prioriteite vir 'n skool. Sonder hierdie prioriteite sal 'n skool nie suksesvol wees nie 'n Skool sal ook nie funksioneel wees nie, en doelwitte, uitkomstete en resultate sal ook nie bereik/ behaal kan word nie.

Opdrag:

Gebruik die onderstaande tabel om noodsaaklike prioriteite in die gegewe kategoriee te identifiseer.

(Watter prioriteite/ pligte van A, B, en C sal die skool suksesvol maak)

A: Skool as Organisasie (Admin./Bestuur/ Strukture)	B Die Kurrikulum (Vak/ Klas)	C Die Personeel (Samewerking, Motivering, Geleenthede)

Appendix H

Ons Prioriteite en Doelwitte

Groepwerk:No.:.....

Opdrag:

Bestudeer die idividuele responses (Prioriteite en Doelwitte) en:

1. Skryf neer u groep se se belangrikste prioriteite vir A, B, en C.
2. Voeg addisionele prioriteite by, indien julle voel dit is belangrik.
3. Rapporteer u groep se bydraes en motiveer die keuses by die ander groepe.

<p style="text-align: center;">A: Skool as Organisasie (Admin./Bestuur/ Strukture)</p>	<p style="text-align: center;">B Die Kurrikulum (Vak/ Klas)</p>	<p style="text-align: center;">C Die Personeel (Samewerking, Motivering, Geleentede)</p>

Appendix I

Werklikheidstoets: (Reality Check — “SWOT” analysis 1)

Individuele vraelys:

Metode om ons Sterkpunte, Swakpunte, Geleenthede en Gevare te identifiseer (faktore wat vooruitgang strem/ moontlik maak)

1. Wat is ons skool se STERKPUNTE

Die Skool as Organisasie	Die kurrikulum (Vakke)	Personeel

2. Wat is ons skool SWAKPUNTE?

Die Skool as Organisasie	Die kurrikulum (Vakke)	Personeel

3. Watter GELEENTHEDE bestaan huidiglik by ons skool?

Die Skool as Organisasie	Die kurrikulum (Vakke)	Personeel

4. Watter GEVARE / IMPLIKASIES is onafwendbaar?

Die Skool as Organisasie	Die kurrikulum (Vakke)	Personeel

Appendix J**Werklikheidstoets: (Reality Check — “SWOT” analysis 2)****Individuele vraelys:**

Om te kyk na faktore wat u skool se vordering affekteer of beïnvloed.

1. Wat maak u positief, of selfs opgewonde om by u skool te wees?

2. Wat maak u negatief, of selfs huiwerig om by u skool te wees?

3. Watter aspekte van u skool bekommer u die meeste?

4. Watter aspekte van u skool inspireer u die meeste?

Appendix K**Werklikheidstoets: (Reality Check — “SWOT” analysis)**

Groepwerk:No.:.....

Opdrag

As 'n groep:

1. Identifiseer die swakpunte/ probleme wat ervaar word.
2. Identifiseer die geleenthede wat bestaan om die situasie by die skool te verbeter.
3. Skryf neer watter gevare is onafwendbaar indien geen verandering sou plaasvind nie.
4. Identifiseer die mees belangrikste faktore wat negatief inwerk op opvoeders se situasie by die skool.
5. Noem van die aspekte wat opvoeders by die skool bekommer.

Swakpunte

A

B

C

Geleenthede**Gevare wat onafwendbaar is****Faktore wat negatief inwerk op opvoeders se situasie****Aspekte wat opvoeders bekommer by die skool**

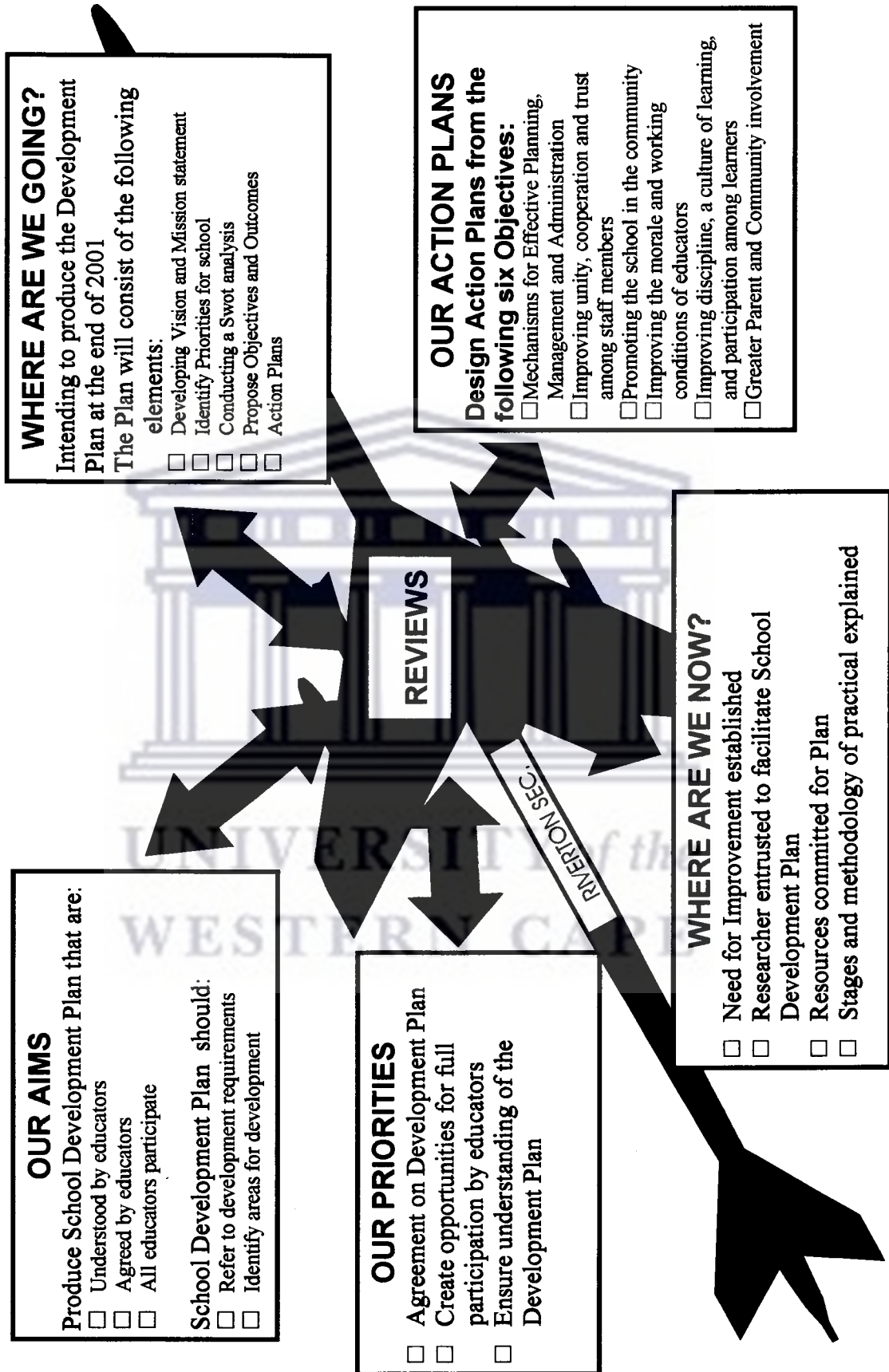
Appendix L

Lys van Mikpunte Aanspreek van probleem areas (Wat moet ons doen?)				
Individuele vraelys				
Opdrag: Gebruik die resultate/ responses wat verkry was vanaf die "SWOT-analise", en identifiseer nou moontlike MIKPUNTE (Objectives) om hierdie leemtes by u skool uit die weg te ruim.				
Mikpunt 1:				
Is dit presies?		Is dit realisties?		Is dit meetbaar?
Mikpunt 2:				
Is dit presies?		Is dit realisties?		Is dit meetbaar?
Mikpunt 3:				
Is dit presies?		Is dit realisties?		Is dit meetbaar?
Mikpunt 4:				
Is dit presies?		Is dit realisties?		Is dit meetbaar?
Mikpunt 5:				
Is dit presies?		Is dit realisties?		Is dit meetbaar?
Mikpunt 6:				
Is dit presies?		Is dit realisties?		Is dit meetbaar?

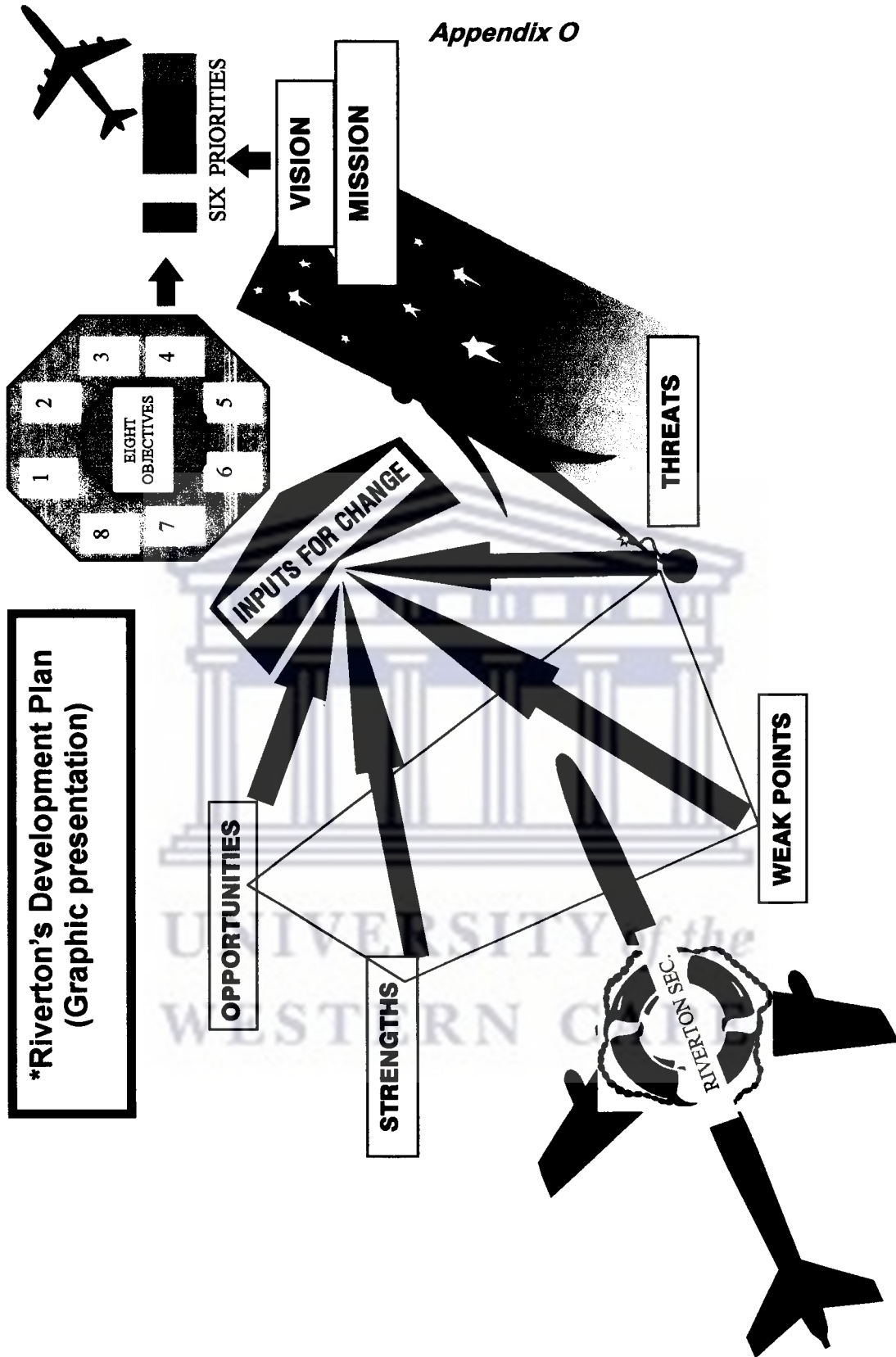
Action Plan Model

OBJECTIVE	EXPECTED OUTCOMES:	COORDINATOR AND TASK TEAM MEMBERS:	ACTION/ TASK	TIME FRAME	RESPONSIBILITY	RESOURCES	CRITERIA FOR SUCCESS
			1.				
			2.				
			3.				
			4.				
			5.				

Summary of *Riverton's Development Plan



Appendix O



APPENDIXES: GROUP 2 (Afrikaans responses)



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APPENDIXES: GROUP 2 (Afrikaans responses)

Figure 3.1 Developing the Vision: Group contributions

Visie Ontwikkeling	
* GROEPBYDRAES : VISIE	VISIE VERFYNING
<p>GROEP 1</p> <p><i>Elemente:</i> <i>Die kind in sy totaliteit ontwikkel</i> <i>Die gemeenskap moet deur die skool kan verbeter</i> <i>Daar moet 'n sterk band wees tussen kind, onderwyser en gemeenskap (ouer)</i> <i>Skool ontwikkeling is belangrik</i></p> <p>The child should be developed in totality in a way that the community will be improved by the development he/she has undergone at school</p>	<p>Om ons Leerlinge in Totaliteit op te voed sodat die Gemeenskap ook sal Ontwikkel en Verbeter</p>
<p>GROEP 2</p> <p>Om die kind in sy totaliteit op te voed</p>	<p>Om ons leerlinge in Totaliteit op te voed</p>
<p>GROEP 3</p> <p>Top skool in <u>Eisiesrivier</u> op <u>Akademie-</u>, <u>Kulturele</u> en <u>Sportgebied</u> te wees</p>	<p>Om te Ontwikkel tot die Top Skool in <u>Eisiesrivier</u> op <u>Akademie-</u>, <u>Kulturele-</u> en <u>Sportgebied</u></p>
<p>GROEP 4</p> <p>Om die skool 'n volmaakte Opvoedingsinstituut te maak</p>	<p>Om te streef na 'n volmaakte Opvoedkundige Instelling</p>

Figure 3.2

Developing the Vision: Final product

Om ons Leerlinge in Totaliteit op te voed sodat die Gemeenskap ook sal Ontwikkel en Verbeter
 Om te ontwikkel tot die Top skool in Eisiesrivier op Akademie-, Kulturele- en Sportgebied
 Om te streef na 'n volmaakte Opvoedkundige Instelling

Figure 3.3 Developing the Mission: Group contributions

* GROEPBYDRAES : MISSIE	MISSIE VERFYNING
<p>GROEP 1</p> <p>Establish strong bonds between child, teacher and community Expose the child to extra-curricular activities</p>	<p>Om sterk bande tussen Leerlinge, Opvoeders, Ouers en die Gemeenskap te handhaaf, Om ons leerlinge bloot te stel aan Buitemuurse aktiwiteite</p>
<p>GROEP 2</p> <p>Die opvoeding van die kind as gemeenskapsmense, d.w.s die kind moet werkgereed wees Hoe om mense in die gemeenskap aan te spreek; Dissipline Buitemuurse bedrywighede (Sport en Kultuur)</p>	<p>Om Opvoeding aan Leerlinge te voorsien wat hulle sal voorberei vir 'n positiewe toekoms en bydrae aan die Gemeenskap/ Samelewing Om Leerlinge aan 'n aanvaarbare Waardestelsel van o.a Respek en Dissipline bloot te stel Om aan die leerlinge 'n geleentheid te bied tot deelname aan Buitemuurse Aktiwiteite</p>
<p>GROEP 3</p> <p>Ontwikkel die kind in sy Totaliteit : Akademies, Kultureel, Sport , Geestelik; Skep en bevorder 'n positiewe klimaat waarin opvoeding kan plaasvind; Aaneenlopende bevordering vir die verskaffing en die beskikbaarmaking van Akademiese en Buitemuurse aktiwiteite; Gebruik alle bronne vir die volle ontwikkeling van die kind</p>	<p>Om ons leerlinge se volle potensiaal op Akademiese, Kulturele, Sport en Geestelike gebied te ontwikkel; Om 'n Positiewe, Veilige, en Dinamiese Klimaat vir Opvoeding te skep/ bevorder; Om alle beskikbare Bronne en Hulpmiddels vir die volle Ontwikkeling van die Leerlinge aan te wend</p>
<p>GROEP 4</p> <p>Kind: Akademies, Kultureel, Sport, Sosiaal, Dissipline Opvoeder: Toegewydheid, Samewerking, Motivering, Dissipline, Doelgerigheid Gemeenskap: Betrokkenheid, Belangstelling, Ondersteuning, Respek</p>	<p>Om die leerlinge op Akademiese, Kulturele, Sport en Sosiale/ Geestelike gebied te ontwikkel; Om 'n Gemotiveerde, Toegewyde, Gedisiplineerde en Doelgerigte Personeel te bou; Om by die Gemeenskap 'n gees van Betrokkenheid , Belangstelling, Ondersteuning en Respek teenoor die skool aan te moedig</p>

Developing the Mission: Final product

Figure 3.4

Om sterk bande tussen Leerlinge, Opvoeders, Ouers en die Gemeenskap te handhaaf
Om Opvoeding aan Leerlinge te voorsien wat hulle sal voorberei vir 'n positiewe toekoms en bydrae aan die Gemeenskap en Samelewing
Om ons Leerlinge aan 'n aanvaarbare Waardestelsel van o.a Respek en Dissipline bloot te stel
Om aan ons Leerlinge 'n geleentheid te bied tot deelname aan Buitemuurse Aktiwiteite
Om ons leerlinge se volle potensiaal op Akademiese, Kulturele, Sport en Geestelike gebied te ontwikkel
Om 'n Positiewe, Veilige en Dinamiese Klimaat vir Opvoeding te skep en te bevorder
Om alle beskikbare Bronne en Hulpmiddels tot die volle Ontwikkeling van ons Leerlinge aan te wend

Figure 3.5

Determining the Goals and Priorities for the school: Individual Responses (1)

A Skool as Organisasie (Admin/Bestuur./Strukture)	B Die kurrikulum (Vak/Klas)	C Die Personeel (Samewerking/Motivering/Geleentheid)
Beleid	Vakke moet waardes van skool weerspieël.	Skep atmosfeer vir rol van onderwyser as belangrike komponent
Rigting	Aanpassing van die kurrikulum tot kind se vermoë	Erken uitdaging by hierdie skool groter as by ander skole.
Dissipline	Toetsing van kinders se vermoëns.	Mikpunte kan slegs bereik word deur samewerking.
Mikpunte	Bied vakke aan wat die kind sal help.	Vermey skep van agterdog / ruim agterdog uit die weg
Hulpmiddels	Voorligting	Beheer van onderwysers
Gemeenskap betrokkenheid	Life skills	Konsekwenheid
Skepping van programme vir leerlinge & gemeenskap	Beroepsgerigte opvoeding	Benodig motivering
Beheer studente	Kontak met werklikheid	Incentives
Beheer van fondse	Gebruik studente om te help met beheer	Opgradering
Insameling van fondse	Onderwyser moet op hoogte wees van kurrikulum	Onvoorwaardelike samewerking van personeel belangrik
Skepstrukture wat werk	Kurrikulum moet toekomstgerig wees	Intrinsieke motivering moet geskied
Beveiliging	Breë kurrikulum/ verskillende vakrigtings	Geleentheid moet maksimaal deur opvoeders benut word
Instandhouding	Kleiner klasse vir beter beheer	Toepassing van gemeenskaplike doel van skool moet verstaan word
Needs assessment benodig (behoefte bepaling)	Afskaf van nie-eksamen vakke waarin geen onderig plaas vind nie	Maak seker almal voer opdragte uit van bestuur
Doeltreffende administrasie	Keuses ten opsigte van HG/SG belangrik	Behandel alle posvlakke dieselfde/ geen voorkeur
Bestuur moet hou by beplanning/ nie afwyk	Motiveer leerlinge om te mik vir vrystelling	Elimineer wantroue

Figure 3.6

Determining the Goals and Priorities for the school: Individual Responses (2)

VRAAG: WAT IS ONS PRIORITEITE?		
A	B	C
Skool as Organisasie (Admin/Bestuur./Strukture)	Die kurrikulum (Vak/Klas)	Die Personeel (Samewerking/Motivering/Geleenthede)
Spreek opvoeders aan wat fouteer	Samestelling van senior klasse	Erken skool en gemeenskap as prioriteit
Skeer almal onder dieselfde kam	Bou kurrikulum op langtermyn doelwitte	Spanwerk kan baie probleme uitskakel
Luister na almal se opinies/nie siegs na sekeres		Afwesigheid beperk
Deurdink saak voordat besluit geneem word		Groter betrokkenheid van leerkragte by buitemuurse aktiwiteite
Vergoed mense wat regtig presteer		Gee geleenthede vir besluitneming/ implementering van programme
Spanwerk uiters noodsaaklik		Motiveer personeel om inisiatief te neem
Betrek almal met betrekking tot admin/ finansies/ dissipline		Bestuur moet langtermyn beplanning in gedagte hou
Doelgerigte beplanningsstrategieë		
Handel jaarbeplanning af in vorige jaar		
Rooster gereed met opening van skooljaar		
Meer betrokkenheid van beheerraad by funksies		
Effektiewe beplanning van uitvoerbare doelwitte		
Uitvoering v. beplande programme & doelwitte		
Langtermyn doelwitte noodsaaklik		

Figure 3.7

Determining the Goals and Priorities for the school: Group Responses (1)

VRAAG: WAT IS ONS PRIORITEIT?		
A	B	C
Skool as Organisasie (Admin/Bestuur./Strukture)	Die Kurrikulum (Vak/Klas)	Die Personeel (Samewerking/Motiv./Geleent)
GROEP 1		
Doeltreffende Administrasie	Gebruik studente by beheer	Skep atmosfeer vir die rol vir opvoeders
Beleid	Onderwysers moet op hoogte wees van kurrikulum/ vak	Konsekwentheid
Spanwerk	Motiveer leerlinge om te werk vir vrystelling	Afwesigheid (aanwesigheid)
Skep van strukture wat werk	Toetsing van leerlinge se vermoëns	Incentives
Langtermyn doelwitte	Life skills	Opgradering
Gemeenskap betrokkenheid	Beroepsgerigte onderwys	Maak seker almal voer opdragte uit
Beveiliging	Kleiner klasse	
Spreek opvoeders aan		
Meer betrokkenheid van Beheerliggaam		
Effektiewe beplanning		
GROEP 2		
Beleid: Rigting, Dissipline, Needs Assessment	Needs assesment: bou kurrikulum op lantermyn doelwitte	Samewerking
Doelgerigte Beplanning strategie	Life skills	Konsekwentheid: eerlikheid, almal se opdragte, alle pos/vlakke
Doeltreffende Administrasie	Kontak met werklikheid	Uitskakeling van: agterdog, wantroue,
Gemeenskap betrokkenheid	Beroepsgerigte opvoeding: kurrikulum toekomsgerig	Incentives - motivering
Spanwerk uiters belangrik		Opgradering
Konsekwentheid: Almal onder dieselfde kam		
Luister na almal se opinies		
Beveiliging, instandhouding		
Kommunikasie		

Determining the Goals and Priorities for the school: Group Responses (2)

VRAAG: WAT IS ONS PRIORITEITE?

A	B	C
Skool as Organisasie (Admin/Bestuur./Strukture)	Die Kurrikulum (Vak/Klas)	Die Personeel (Samewerking/Motiv./Geleent)
GROEP 3		
Beleid	Life skills	Erken skool en Gemeenskap as belangrikste prioriteite
Dissipline	Onderwyser moet op hoogte wees van kurrikulum.	Skep atmosfeer vir rol van opvoeder
Doeltreffende Admininstrasie	Keuses t.o.v HG, SG, belangrik	Samewerking
Effektiewe beplanning van doelwitte en uit voerbaarheid daarvan	Samestelling van senior klasse	Vermy skep van agterdog
Betrek almal by bv. Admin, dissipline, Finansies	Kontak met werklikheid	Konsekwenheid
Beheer van fondse (begroting, ins.)	Motivering van l'e vir vrystelling	Aansporings (incentives)
Spanwerk	Beroepsgerigte opvoeding	Meer/ groter betrokkenheid by buitemuurse betrokkenheid
Meer betrokkenheid van Beheerraad	Toetsing van leerlinge se vermoëns	Maak seker almal voer besluite uit
Gemeenskapbetrokkenheid	Vakke moet waardes van skool weerspieel	Opgradering van opvoeders in alle aspekte (opvoeding)
Aanspreek van Opv. wat fouteer	Langtermyn kurrikulum doelwitte	Intrensieke motivering moet geskied
GROEP 4		
Beleid		
Dissipline	Bied vakke aan wat leerlinge sal help	Konsekwenheid
Gemeenskap betrokkenheid	Voorligting/ Life skills	Onvoorwaardelike samewerking van personeel
Behoeftige bepaling	Beroepsgerigte opvoeding	Spanwerk kan bv. proble uitskakel
Doeltreffende administrasie	Kontak met werklikheid	Motiveer opvoeders om inisiatief te neem
Skeer almal onder dieselfde kam	Kleiner klasse vir beter beheer	Bestuur moet lantermyn beplanning in gedagte hou
Afhandeling van jaarprogram	Bou kurrikulum op lang termyn doelwitte	Subsideer ten minste 3 opvoeders vir verdere studie in bv. hul vakgebied
Beheerliggaam betrokkenheid	Motivering van leerlinge om te slaag	
Effektiewe beplanning vir uitvoerbare doelwitte		
Langtermyn doelwitte		

Figure 3.9
Determining the Strengths of the school: Individual Responses

VRAAG: Wat is ons STERKPUNTE?		
Skool as Organisasie	Die kurrikulum	Die Personeel
Competent managers skilled in theory	Alle handelsvakke behalwe Rekeningkunde	Beskik oor gesonde onderwys korps
Established existing infrastructure	Breë kurrikulum	Concerned teachers have interests of learners at heart
Geen	Can cultivate potential of learners	Dedicated individuals with vision
Geleentheid om te ontwikkel op bestuursvlak	Differensiasie van vakke	Educators experienced
Geskiedenis/ tradisie van skool	Geen	Ervaring
Known in the community	Good subject selection offered	Geen verdeling onder personeel/staan saam
Onderwysers in sleutelposse het nodige vaardigheid	Motivate learners to be successful	Geruime tyd saam
Possess tools to implement ideas	Opvoeders in meeste vakke goed gekwalifiseer	Goed opgelei en simpatiek
Samewerking van personeel ten op sigte van omstandighede	Probeer om alle moontlike vakke aan te bied	Goed opgeleide, gekwalifiseerde onderwysers
Standerdeleiers fasiliteer heelwat prosesse	Selfs swak leerders word geakkomodeer	Goed opgeleide/ jong leerkragte op personeel
Sukses met leerlinge in verlede	Sterk Wetenskap & Ekonomie stroom	Known to each other
Verskillende departemente/funksies bestaan	Vakke soos Wiskunde word aangemoedig	Kom goed oor die weg
Wil verandering sien	Wye vakkeuses	Opgeleide personeel
	Wye vakrigting	Opvoeders akademies georieent
		Opvoeders bereid vir onderrig van na-skoolse klasse
		Opvoeders gemotiveer
		Positiewe gesindheid ten op sigte van "moeilike" leerlinge waarmee gewerk word
		Senioriteitskap moet minder tel
		Staan saam in tye van nood
		Vlak van opleiding van onderwysers
		Vorm eenheid in krisistye, laat vaar persoonlike opinies

Figure 3.10

Determining the Weakpoints of the school: Individual Responses (1)

VRAAG: WAT IS ONS SWAKPUNTE?

Skool as Organisasie	Die kurrikulum	Die Personeel
Beheerliggaam funksieloos	Bepaal doel van vakrigtings	Afwesigheid
Beplanning laat of afwesig	Bepaal kurrikulum volgens doelwitte van skool.	Alle leerkragte gee nie samewerking
Beplanning nie altyd effektiek	Discipline not enforced consistently	Almal wil dieselfde doen maar op verskillende wyse
Beplanningsstrategie ontbreek	Geen definitiewe rigting	Apparent apathy (or just disillusioned?)
Bestuur plaas hom eerste	Geen intergrasie van vakke	Doen niks ekstra
Cannot carry out theories in practice effectively	Geleenthede vir vrystelling beperk	Ernstige afwesigheid
Dissipline: Watter ander metodes behalwe detensie?	Goeie beroepsvoorigting moeilik	Geen entoesiasme
Gebrek aan organisasie	Ideale vir ons "tipe" leerders	Geen ontwikkeling vir leerkragte
Gebrek om as eenheid te funksioneer	Kind word nie in bepaalde rigting gestuur	Geen plaasvervangers vir afwesigheid
Geen gemeenskaplike doel	Lei tot min spesialisasie	Geen terugvoer
Geen rigting, spesifieke beleid	Leerlinge word nie in 'n werklike rigting gestuur	Gees van samewerking ontbreek
Geen skoolfunksies vir fondse	No back-up for teachers/pupils	Het groot ideale - moet werk om dit te bereik
Geen vooraf beplanning vir jaar	Poor facilities	Hou nie altyd by besluite
Goeie samevoeging: leerlinge, onderwysers en gemeenskap	Praktiese vakke kom nie tot reg	Inisiatief, entoesiasme ontbreek
Kan nie besluite neem	Rasionalisasie kortwiek aanbieding van bv. Houtwerk	Leerkragte oppertunisties

Figure 3.11

Determining the Weakpoints of the school: Individual Responses (2)

VRAAG: WAT IS ONS SWAKPUNTE?

Skool as Organisasie	Die kurrikulum	Die Personeel
Langtermyn beplanning	Sommige vakgetalle klein ander groot	Maak geen bydrae tot vooruitgang
Leerkragte gelei deur omstandighede	Studente nie geprikkel deur vakkeuse	Min onderwysers
Leierskap nie sterk, gemotiveerd, doelgerig	Syfervakke - Wiskunde & Natskei	Nie bereid om daad by woord te sit
Meganismes van studente beheer ontbreek	Te kort aan HG in inhoudsvakke, Wiskunde	No unity
Min fondsinsamelinge	Te min matrikulasie vrystelling	Not enough trust
Min geld	Te veel vakke	Probleem oplossing
Nie duidelike riglyne	Te wyd verspreid	Samewerking
No guidelines for order and progress	Unmanagable classes	Skool nie belangrik
No sufficient control over existing structure	Vakke te algemeen	Sportkodes word as klug beskou deur personeellede
Structures do not produce what is required	Vakke te verdeeld	Spreek aan afwesigheid van leerlinge/ onderwysers
Swak beheer	Vakke word aangebied sonder opgeleides	Suspicious motives cause lack of participation/ cooperation
Swak beplanning	Wye vakkeuse	Te emosioneel betrokke
Swak besteding van fondse		Te min vertroue onder mekaar
Te veel "on spur of moment" besluite		Toewyding op lae vlak
Tekort aan vooraf beplanning		Tree nie op as eenheid
Wat wil skool bereik?		Underlying mistrust
		Werk nie altyd saam

Figure 3.12 Determining the opportunities that exist for the school: Individual Responses

VRAAG: Watter GELEENTHEDE bestaan?		
Skool as Organisasie	Die kurrikulum	Die Personeel
Aanbied van naskool, naweek klasse	Beperk	Betrokkenheid met mekaar te bevorder
Balans tussen akademies en sport	Geen	Bevorder gemeenskaplike visie
Bywoning van opleidingskursusse	Geen rekenaar-, media klasse	Geen
Net sekere hanteer organisasie	Improve results through commitment to new ideas	Geen
Skool van plan om weer top skool te word	Meer hulpmiddels, "workshops"	Geen kans vir bevordering
Teacher skills not fully exploited	Provide better learning environment	Gereelde vergaderings
Vordering op bestuurs-, admin vlak	Reduce numbers in class	Give credit to those who have special talent
Workshops to improve relations between management and staff	Skool kies vakrigting om leerlinge toekomsgerig te maak	Groter samesyn
	Vakkeuses bring mee goeie beroepskeuses	Iemand wat personeel vertrou moet leiding gee
	Vakontwikkeling deur kursusse	Leerkragte gaan uit hul pad om leerlinge te ondersteun
	Vakrigtings voldoende vir beroepskeuses	Leerkragte kan kursusse bywoon om hul te versterk
	Voorligting moet meer toeganklik wees vir leerlinge	Leerkragte strew om beste vir leerlinge te gee
		Make use of skills
		Van opvoeders betrokke by sportkodes, ekstra klasse
		We had the ability to work together

Figure 3.13

Determining the Threats

VRAAG: Wat is die GEVARE/ Watter IMPLIKASIES is ONAFWENDBAAR sonder VERANDERING?

Skool as Organisasie	Die kurrikulum	Die Personeel
Agteruitgang van skool	Daling in leerling totale	"Burn-out"
Chaos	Discipline problems	Aftredes
Complete breakdown in communication	Geen adisionele leerkragte bv. Voorligting	Bereidwilligheid vir verandering verdwyn
Dissiplinêre probleme	Hoe lank sal leerlinge/ leerkragte gemotiveerd wees?	Entoesiasme ontbreek
Geen nuwe idees	Matrieks werkloos	Geen opleiding & ervaring met betrekking tot die aanbieding van sekere vakke
Hoe beloon W.K.O.D goeie skole?	Min "production"	Goeie leerkragte verlaat skool, onervares bly agter
Hou nie tred met beroepsontwikkeling, tegnologie	Min leerlinge studeer verder	Inkorting van personeel
Kwynende leerder getalle	Negative picture to community	Low morale
Negative atmosphere	Nie aantreklik vir voornemende leerlinge	Moedeloos, gefrustreerd, depresief
Ons sal stokkie vir stokkie uitmekaar val	Praktiese vakke drasties verminder	Moraal verdwyn
Plek waar skool gelees is	Skool volg spesifieke stroom	No inter-action amongst staff members
Reduction in staff numbers	Swak leeders	No interest in positive progress of school
Skool verloor plek in gemeenskapstruktuur	Swak uitslae	Ongevoelige houding teenoor mekaar
Vandalisme verniel skool	Vakrigting word "streamline"	Opvoeders by skool verminder
Verminderde totaal leerlinge	Weak results	Personeel gaan agteruit as beroepsmense
		Siekte
		Stagneer
		Talente word nie "gechallenge"
		Traak-my-nie-agtig personeel
		Verdeeldheid onder personeellede
		Volgens watter maatstawe word leerkragte gemeet?