THE USE OF SANDTRAY WITH TEACHERS WITHIN THE CONTEXT OF SCHOOL DEVELOPMENT: A CASE STUDY

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously, in its entirety or in part submitted it at any university for a degree.

Signature: ....

Date: ....

SUMMARY

Teachers have a central role to play in the process of educational transformation. Given their deep contextual understanding of their school it is important to provide a safe space, so that their voices can be heard. Within the context of educational transformation, educational psychologists are challenged to redefine their role and to become more involved in the general process of schooling. The new role envisaged for educational psychologist suggests an enlargement of their scope of practice to include both individual work as well as work within the different systems. The role as organizational consultants suggests that the educational psychologist must assist with professional teacher development and organizational development in order to equip schools to become more effective in their purpose and goals.

The study attempts to explore the directive use of sandtray as a non-verbal and projective technique, within the framework of school development planning, to facilitate school development. It is envisaged that the outcomes of the research can contribute towards the range of skills and interventions that educational psychologists can use to effect school reform and development.

A qualitative case study within the interpretive paradigm was chosen as research design. The case was a high school in the Namaqua District of the Northern Cape Province. The sample for this study consists of 6 teachers that were representative of the staff.

The data was collected through 6 individual sandtray sessions, semi-structured interviews and 1 focus group discussion. Photographs of the subjects sand worlds were also taken.

The review of literature and the findings of this research, suggest that sandtray, as a projective technique, when used in an ethical and responsible way, during the auditing phase of school development, can give the educational psychologist access to the underlying personal and structural dynamics that hinders the

process of development and renewal within a school. Secondly, it helps to develop an understanding of the individual perspectives, point of views and emotional reactions of teachers towards the existing context of the school. Since school development is also concerned with personal and professional development of teachers, it is important to provide psychosocial support for teachers to deal with personal issues that emerge out of the sandtray process as well as the challenges within the context of their school. To develop a composite picture of the school it seems important to involve all role-players in the initial phases of school development planning.

OPSOMMING

Onderwysers het 'n belangrike rol te speel in die transformasie van die onderwys. Gegee hulle diepte kennis van die konteks van hulle skole, is dit belangrik dat 'n veilige ruimte geskep word, sodat hulle stemme gehoor kan word. Midde die konteks van onderwystransformasie word opvoedkundige sielkundiges uitgedaag om hulle rolle te herdefinieer en betrokke te raak by onderwys in die breë. Een van die nuwe rolle wat voorgestel word vir die opvoedkundige sielkundige, is die van organisasie ontwikkelingskonsultant. Die rol van organisasie ontwikkelingskonsultant stel voor dat die opvoedkundige sielkundige moet help met die professionele ontwikkeling van opvoeders en die ontwikkeling van die skool as 'n organisasie.

Die doel van die studie was om die direktiewe gebruik van sandbak as 'n nie-verbale en projektiewe tegniek, binne die raamwerk van skoolontwikkeling te ondersoek. Daar word geargumenteer dat die bevindinge van die studie kan bydra om die reeks van intervensiestrategieë, wat die opvoedkundige sielkundige kan gebruik om skoolontwikkeling en verandering te fasiliteer, te verbreed.

'n Kwalitatiewe gevallestudie, binne die interpretatiewe raamwerk was gekies as navorsingsontwerp. Die gevalstudie in die navorsing was 'n hoërskool in die Namakwa distrik van die Noord-Kaapprovinsie. Die steekproef vir die studie het bestaan uit 6 posvlak 1 onderwysers wat verteenwoordigend was van die personeel.

Die data was versamel deur 6 individuele sandbaksessies, semi-gestruktureerde onderhoude en 1 fokusgroep gesprek. Foto's van die deelnemers se sandbakwêreld, was ook geneem.

'n Oorsig van die literatuur en die bevindinge van die studie dui daarop dat wanneer sandbak, as 'n projektiewe tegniek, op 'n eties-verantwoordelike manier gebruik word binne skoolontwikkeling, dit kan help om onder ander toegang te verleen tot onderliggende persoonlike en strukturele dinamika binne 'n skool, wat

ontwikkeling en vernuwing blokkeer, dat dit help om begrip te ontwikkel van individuele perspektiewe, standpunte en emosionele reaksie van opvoeders ten opsigte van die skoolkonteks. Voorts, siende dat skoolontwikkeling te make het met die persoonlike en professionele ontwikkeling van opvoeders, is dit noodsaaklik om psigo-sosiale ondersteuning aan opvoeders te bied wat hulle kan help om deur persoonlike kwessies te werk asook om om te kan gaan met die uitdagings binne hulle werkplek. Om 'n verteenwoordigende beeld van die skool te ontwikkel is dit belangrik dat alle rolspelers in die aanvanklike fases van skoolontwikkelingsbeplanning betrek word.

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CHAPTER 1

GENERAL INTRODUCTION
AND VERVIEW

1.1   BACKGROUND TO THE STUDY

At the centre of the process of transforming the South African education system is an attempt to provide education for all and to give role-players a sense of ownership (Naicker, 1999:19-21; Lazarus & Lomofsky, 2001:113-114; Ngcongo & Chetty, 2000:73). According to Hall (2001:61) teachers have an important role to play in the process of educational transformation. Davidoff (1997:101) believes that no significant educational transformation can occur without teachers' involvement because of their contextual understanding of their work situation. Similarly Enslin and Pendlebury (1998:2) argue that the new education policies may undermine the transformation process if it ignores teachers' perceptions, the context and conditions of their work.

The critical role of teachers is recognized and advocated in different policy texts pertaining to the transformation of education. In White Paper 6 (Department of National Education, 2001:18) it is stated that teachers are the most important resource in implementing an inclusive education and training system. Also in a Department of Education publication on corporal punishment (Department of National Education, 2001:ii) it is stated that:

> *Educators can play a critical role in transformation and growth of our society through constructive and understanding work with children, by embracing change and working to create a school environment in which learners are safe and respected, where their voices are heard and they are able to learn without fear.*

Swart and Pettipher (2001:41) are of the opinion that teachers' attitudes, beliefs and values underlie their decisions and actions. Therefore it is important to create a safe professional environment where teachers can share their interpersonal attitudes and beliefs, because if repressed and unquestioned it can corrode the educational change process. The importance of providing a space for teachers is also echoed by Davidoff (1997:107-108) who notes that eliciting teachers' feelings and perceptions about schooling does not only help with a deeper understanding of a school, but also has a therapeutic value since it allows teachers, within a safe and structured environment, to talk about issues that affect them. Goduka (1999:1) dealing with the issue of healing in South African education suggests that teachers through their own narratives and through dialogue with colleagues start to tell their stories of schooling on a personal and institutional level. According to Goduka (1999:2) narratives have the power to give teachers a voice and to move them into action.

Given the legacy of Apartheid education where teachers had no voice, the challenge is to provide a safe space so that the voices of all teachers can be heard. How do we provide a space for those staff members that are not very vocal? How do we access teachers' non-verbalized experiences of their school?

Christie (1998:2,7) drawing on psychoanalytical approaches to organizations argues that unconscious group processes to a large extent determine the dynamics of dysfunctionality at schools. Accordingly, she suggests that school development programmes must try to uncover both the conscious and unconscious processes. However, the uncovering of invisible aspects in schools is hampered by the dominance of rational and cognitive approaches in organizational and educational change (Hargreaves as cited by De Klerk, 2001:29). To uncover hidden patterns in organizations, Deal (1995:120) suggests expressive forms, like metaphors, poetry, stories, music, rituals, theatre and art. Given this, I want to argue that the directive use of sandtray can provide a safe space for teachers to relate their experiences of schooling. Secondly, that once their non-verbalized concerns are known, it can

effectively be used to determine both the quality and content of school development interventions.

Current debates concerning the role of the educational psychologist propose that educational psychologists must become involve in the general process of schooling and start to address systemic issues. To assist schools with the provision of quality education and training, Engelbecht (2001:22) recommends that educational psychologists, as part of the education support team, must not only serve as collaborative team members, but also as consultants. The role as organizational consultant suggests that the educational psychologist must assist with professional teacher development and organizational development in order to equip schools to become more effective in their purpose and goals (Engelbrecht, 2001:26-27).

This study attempts to explore the directive use of sandtray as a non-verbal and projective technique, within the framework of school development planning, to facilitate change and transformation in schools. It is envisaged that the outcomes of the research can contribute towards the range of skills and interventions that educational psychologists can use to assist with the process of school reform and development.

1.1.1 Personal motivation for study

The study evolved out of my experience as school psychologist and circuit manager. It is my experience that real change and development in schools is only possible where the people involved in a school community are willing to listen to the collective voices of all. The tragedy is that the past educational management and governance approach in South Africa has stifled the voices of many, especially that of teachers. I want to concur with arguments of De Jongh (2000:349) and Mashile (2000:98) that educational psychologists, given their knowledge and skills of both education and psychology, are uniquely positioned as education support personnel to make an enormous contribution towards promoting transformative growth in South African schools.

1.2 THE AIMS OF THE RESEARCH

It has been argued that any new education policy may undermine the transformation process if it ignores teachers' perceptions, context and conditions of their work (Enslin & Pendlebury, 1998:2). According to Swart and Pettipher (2001:41) it is important to create a safe professional environment where teachers can share their interpersonal attitudes and beliefs, because if repressed and unquestioned it can corrode the educational change process. Similarly, Davidoff (1997:107-108) asserts that eliciting teachers' feelings about their school can be extremely cathartic.

I want to argue that sandtray could provide a safe space for teachers to relate their experiences of schooling and can ignite a new sense of well being for teachers stuck in an unhealthy work environment. Secondly, that the non-verbalized concerns of teachers, can effectively be used to determine both the quality and content of school development interventions. Thirdly, educational psychologists are well placed to contribute towards school development. It is envisaged that the outcomes of the research can contribute towards the range of skills and interventions that educational psychologists can use to assist with the process of school reform and development.

Given the above, the general aim of the study is to explore the use of sandtray with teachers within the context of school development.

The specific aims of the study are to explore:

1. Whether sandtray work provides a safe space for teachers to relate their experiences of schooling.

2. What the value of sandtray experiences are for teachers.

3. What the themes are that emerge as teachers tell their stories of schooling.

4. What the implications are for educational psychologists when using sandtray work within the context of school development.

1.3   RESEARCH PARADIGM

Mertens (1998:6) refers to the research paradigm as a way of looking at the world. According to Durrheim (1999:36) paradigms act as perspectives that provide a rationale for research and that commit the researcher to particular methods of data collection, observation and interpretations. This research project falls within the interpretive paradigm. Interpretive research assumes that reality is socially constructed and argues that the research can only be conducted through interaction between and among the researcher and the participants. Qualitative methods of data collection are predominantly in this paradigm.

1.4 RESEARCH DESIGN

Research design refers to the strategic framework or architectural blueprint that serves as a bridge between the research questions and the assembling, organizing and integration of data (Durrheim, 2002:29; Merriam, 1988:6).

The general aim of the study is to explore the use of sandtray with teachers within the context of school development. Given the aim of the study a qualitative case study within the interpretive paradigm was chosen as a research design.

Merriam (1998:5) observes that qualitative research wants to explain and understand social phenomena within its natural setting. According to Merriam (1998:6-8) qualitative research focuses on the meaning people have constructed about their world. Secondly, qualitative research usually involves fieldwork. Lastly, qualitative research is richly descriptive and words and pictures are sometimes used to convey the research findings. This study specifically aims to understand and richly describe the teachers' experience of their school and the sandtray process.

1.5 RESEARCH METHODOLOGY

1.5.1 Case Study

The phenomenon under study will be the use of sandtray with teachers within the context of their school. Since it will be difficult to separate the phenomenon under study from the context of the specific school, a qualitative case study within the interpretive paradigm, will be chosen as research design to explore the directive use of sandtray with teachers. Merriam (1998:19) defines case studies as intensive descriptions and analyses of a single unit or a bounded system, such as an individual, a program, event, group, intervention or community. Case study design is usually employed to gain an in depth understanding of a situation and the meaning for those involved.

1.5.2 Sampling

Purposeful sampling will be used to select participants for the study. According to Babbie and Mouton (1998:288) sampling in qualitative studies is always purposeful and directed at certain inclusive criteria, rather than at random. Neuman (1997:206) is of the opinion that purposeful sampling is appropriate if the researcher wants to develop a deeper understanding of phenomena. The sample for this study will consist of 6 post level one teachers that are representative of the staff. Participation in the research will be voluntary. The following criteria will be used to select the participants out of the volunteer group for the study: gender, subject area and post level.

1.5.3 Methods of data collection

According to Babbie and Mouton (1998:282) the use of multiple sources of data is important in case studies.

1.5.3.1 *Literature review*

According to Kaniki (1999:17-18) the purpose of a literature review is to put the research project into context, by showing how the research project fits into a particular field. A literature review of the Sandtray therapy process, school

development planning and the role of the educational psychologist will be conducted as part of the research project. The review of the literature will assist me with the use of the sandtray process; provide a framework for understanding school development planning as well as to develop an understanding of the role of the educational psychologist in promoting transformative growth and change in schools.

1.5.3.2   Sandtray sessions

Participants will be provided with a dry sandtray and miniature figures and instructed to build a picture of their experience of their school.

1.5.3.3   Semi-structured interviews

Semi-structured interviews will be conducted with teachers that are part of the sample at the end of the sandtray session. The purpose of the interviews will be to explore with the participants their experience of the sandtray process.

1.5.3.4   Observation

Patton (1987:73) is of the opinion that observation can help the observer to see things that may escape the conscious awareness of the participants as well as those issues that the participants are unwilling to talk about in the interview. During the sandtray session the researcher will silently observe the sandtray world that is built by the participants. Observational notes, with the consent of the participants, will be made during each session.

1.5.3.5   Focus group interview

One focus group interview will be held with all the participants. According to Babbie and Mouton (1998:292) focus group interviews allow people to collectively create meaning whilst it allows the researcher to understand individual differences and similarities. The purpose of the focus group discussion will be to explore with the participants, their individual and collective experience of the sandtray process.

1.5.3.6   Photographs

Photographs of the participants' sandtrays will be taken. Oaklander (1988:166) notes that photographs are usually taken of the sandtray work over a period of time in order to observe the progress of therapy. However in this study the photographs will be used to document the participants' sand worlds. Secondly, it will be used to illuminate the notes made during the processing of the participants' sandtrays.

1.5.3.7   Field notes

Field notes are descriptions of what has been observed and contain everything the observer believes is worth noting. According to Merriam (1998:92-95) field notes are descriptions of the context and interactions that took place. Secondly, it contains content of what people have said. Thirdly, it contains the researcher's own feelings, reactions and reflections about the significance of what he/she has observed. Field notes of my observations and reflections during the research process will be made.

1.5.4   Data analysis

According to Merriam (1988:123) data collection and analysis in qualitative research should be a simultaneous process. Data analysis will be done through reflection and observation by me during and after data collection, as well as by content analysis of the data collected through the semi-structured interviews, focus group discussion and observations.

1.6   CLARIFICATION OF TERMS

1.6.1   Sandtray

Sandtray was originated in England by Margaret Lowenfeld who called it the "World Technique". In the 1950's Dora Kalff, a Jungian analyst, who studied with Lowenfeld, adapted the World Technique to a Jungian theory and called it sandplay. This therapeutic intervention is used in therapy with both children and adults in order to gain access to the contents of the unconscious (Kalff,

2004). Sandtray consists of playing in a sandtray, which is half-filled with dry or wet sand. The clients are provided with a number of small figures with which to produce three-dimensional representations of his/her psychic situation in the sandtray (Kalff, 1980:31-32). Sandtray provides the client access to his/her psyche (Boik & Goodwin, 2000:3). According to Weinrib (1983:2) sandtray enables the expression of tangible unconscious content.

According to Boik and Goodwin (2000: xvi, 9) some of the current trends in sandtray therapy seem to be away from rigid rules and interpretations. Sandtray is also continually being utilized with adults, couples, families and groups for healing, personal growth, communication enhancement, and problem solving.

Homeyer and Sweeney (1998: 6) observe that there are numerous theoretical approaches to the therapeutic use of sandtray. Scholars differentiate between sandplay and sandtray approaches. According to this differentiation sandplay refers to the therapeutic use of sand and sandtray materials within the approach developed by Dora Kalff and where Jungian symbols and analysis are used to process the client's sandtray, while sandtray refers to approaches that have diverged from a strict Jungian approach and where sandtray is used creatively within different theoretical perspectives. Within the context of this study the sandtray approach will be used. According to Weinrib (1983:16) Jungian Sandplay requires expert knowledge and experience of Jungian symbols and analysis. Although I received an introductory training in Sandplay I want to argue that it is not sufficient to guarantee an effective implementation of the Jungian Sandplay approach. Given this, and the aim of this research project, I am of the opinion that the sandtray approach would allow me to use sandtray as a method to facilitate teachers' experience of their school and the sandtray process.

According to Homeyer and Sweeney (1998:62) sandtray can be used non-directively and directively. Within the non-directive sandtray process the client is instructed to build his or her world while the therapist witnesses the process. In a directive approach the client is instructed to build a scene that focuses on a specific issue that is of concern to the client. Afterwards the

client is asked to name his or her world. The client than tells the therapist what is happening in his world. Kalff (2004) is of the opinion that it is important that along with the shaping of sand images that there should be room for discussing everyday problems and examining important dreams together with the client.

Within this study sandtray will be used directively to facilitate the teachers' experiences of their school.

1.6.2 School development

According to Lazarus, Daniels and Engelbrecht (1999:58-59) school development within the South African context has been viewed in numerous ways. Drawing on the school development framework developed by Davidoff and Lazarus (1997:35) they define school development as a process where the school as an organization constantly and systematically reflects on its own practices and makes the appropriate adjustments and changes. Within this framework the focus is on professional teacher development and organizational development in order to equip the school to become more effective in its purpose and goals.

Within the context of this study the school development planning framework proposed by Thurlow (2003:220-221) will be used to explore the use of sandplay as a strategy to involve teachers in the school development process.

1.7 OUTLINE OF THESIS

The following is an outline of the research report:

In Chapter One an orientation of the research was given. Chapter Two will review literature on sandtray, school development and the role of the educational psychologist within school development. Chapter Three will discuss the research design and methodology that was followed during the fieldwork. In Chapter Four the results will be analysed and discussed. Chapter Five will be the concluding chapter. In this chapter the main findings of the study will be presented. This will be followed by a discussion of the

implications for the education psychologist, when sandtrays are used in school development. Recommendations, based on the findings will also be made.

1.8 REFLECTION

The introductory chapter gave a background of the research project and focused on the research question in terms of the transformation of the South African education and debates concerning the role of the educational psychologist. The research objectives were formulated and the research methodology explained. The relevant terms used within the study were clarified and an overview of the structure of the report was provided.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

As mentioned, teachers have a central role to play in the process of educational transformation. Within the context of educational transformation, educational psychologists are challenged to redefine their role and to contribute towards school development and change.

This chapter will focus on sandtray therapy and school development planning. Given the context of educational transformation in South Africa, the role of the educational psychologist will also be contextualised.

2.2 DISCUSSION OF THE SANDTRAY PROCESS

In this section a brief description of the origins of sandtray, a general overview of the sandtray process, how the sandtray is processed and the therapeutic benefits of sandtray will be explored.

2.2.1 An overview of Sandtray Therapy?

2.2.1.1   What is Sandtray?

Homeyer and Sweeney (1998:6-7) define sandtray as an expressive and projective mode of psychotherapy involving the unfolding and processing of intrapersonal and interpersonal issues through the use of specific sandtray material.

Sandtray is a nonverbal form of therapy where the client creates three-dimensional scenes, pictures or abstract designs, using sand, water and a large number of miniatures (Kalff, 2004). The therapy is led by the client and facilitated by the therapist who seeks to promote safety and control for the

client so that emotionally charged issues can be addressed (Homeyer & Sweeney, 1998:6-7).

According to Weinrib (1983:19) sandtray as developed by Kalff, rests largely on the theoretical constructs of C.G. Jung and Erich Neuman. The explanations of Boik and Goodwin (2000:1-5, 260-262) and Weinrib (1983:19-26) will be used to summarize the essential theoretical constructs that underlie the sandtray method.

A concept central to sandtray is that of the human psyche. The psyche refers to all that is not physical of the human being, including the conscious and unconscious and which makes up the human personality (Boik & Goodwin, 2000:261). The psyche consists of the conscious and unconscious and the interaction between them (Weinrib, 1983:19). According to Boik and Goodwin (2000:261) consciousness refer to that part of the mental life of which the individual is aware at any given time. Consciousness implies awareness of what one are feeling, thinking and doing and the capacities to make choices in one's actions and communications (Weinrib, 1983:21). On the other hand, the unconscious refers to the unknown in the inner world (Boik & Goodwin, 2000:262). According to Weinrib (1983:19) the psyche contains a drive towards wholeness, and has a tendency to balance itself through the compensatory function of the unconsciousness. Weinrib (1983:19) observes that content missing from consciousness and required for wholeness of the personality, will appear in an accentuated form in the unconscious. Through the use of symbols, the client gives expression to content whose meaning is largely unknown. The symbols become the language through which the unconscious speaks.

Sandtray provides the client access to his/her psyche (Boik & Goodwin, 2000:3). According to Weinrib (1983:2) sandtray enables the expression of tangible unconscious content. The client's sand pictures represent what is happening in the client's inner and outer world. Through the sandtray process the client becomes more aware of the different aspects of his/her personality and the blocks and wounds that have interfered with healing and wholeness (Boik & Goodwin, 2000:5). Boik and Goodwin (2000:4) contend that as the

client becomes more aware of their unconscious processes they can gain new energies, fresh insights, greater unity and strength. According to Weinrib (1983:82) a considerable amount of physical and psychological energy is released during the sandtray process, which may result in people feeling a new sense of well being and rebirth.

2.2.1.2   Historical overview

As mentioned in chapter one, sandplay originated in England by Margaret Lowenfeld who called it the "World Technique". It was also known as World Play (Boik & Goodwin, 2000:6). In the 1950s Dora Kalff, a Jungian analyst, who studied with Lowenfeld, adapted the World Technique to a Jungian theory and called it sandplay. According to Boik and Goodwin (2000:7) Kalff's sandplay was based on Jung's belief that the psyche can be activated to move towards wholeness and healing. Sandplay according to Kalff was seen as a tool that would allow children to express both the archetypal and intrapersonal worlds, and connect the child to outer reality.

According to Homeyer and Sweeney (1998:6) there are numerous theoretical approaches to the therapeutic use of sandtray. Scholars differentiate between sandplay and sandtray approaches (Cunningham, 2004; Homeyer & Sweeney, 1998:7; Boik & Goodwin, 2000). According to Cunningham (2004), sandtray is used as a generic term to refer to a variety of effective ways of using sand, figures, and a container from different theoretical perspectives. Homeyer and Sweeney (1998:7) define sandplay as the therapeutic use of sand and sandtray materials within the Jungian approach developed by Dora Kalff. Boik and Goodwin (2000) distinguish between Sandplay and sandplay. According to their differentiation, Sandplay with the capital S refers to Kalffian Jungian Sandplay, whilst sandplay with a lower case refers to sandplay that has diverged from a strict Jungian approach.

2.2.1.3   Current trends

Boik and Goodwin (2000:xvi, 9) in their discussion of current trends in sandtray highlight the following:

- The trend in sandtray therapy seems to be away from rigid rules and interpretations.

- Therapists with diverse theoretical orientations, incorporating both verbal and nonverbal approaches, are increasingly using Sandtray.

- Sandtray is also utilized with adults, couples, families and groups for healing, personal growth, communication enhancement, and problem solving.

- It is utilized in outpatient and inpatient mental health facilities, hospitals, agencies, schools, retreats and businesses.

- Sandtray is being employed by nurses, teachers, graduate school professors, supervisors, students, and organizational behaviour facilitators.

2.2.2 Sandtray process

The sandtray process consists of several steps. Homeyer and Sweeney (1998:60) use the following outline to describe the sandtray process: the set up of the sandtray, introduction of sandtray to the client, the client creating the sandtray scene, the post-creation phase and finally the deconstruction and documentation of the session. The above outline will be used to discuss the sandtray process.

2.2.2.1   Setting up the sandtray and miniatures

The first step is to set up the sandtray and the miniatures. The basic equipment of sandtray is a sand tray, which is half-filled with sand. The sandtray is of a specific size so that the client can see the entire world at a glance. The sandtray, whilst it provides a space for the client to free his/her imagination, also limits the players' imagination and acts as a regulating and protecting factor (Boik & Goodwin, 2000: 20; Kalff, 1980:31).

The miniature figures are the words, symbols and metaphors of the client's non-verbal communication and are realistic representations of the client's

world. It is through the use of miniatures that the client is able to express feelings, thoughts, and beliefs and desires that may be too overwhelming for words (Homeyer & Sweeney, 1998:31).

2.2.2.2 Introduction of sandtray to the client

The introduction of the sandtray to the client must be according to the purpose of the session. As mentioned, the therapist, based on the purpose of the session, can use a non-directive or directed approach (Homeyer & Sweeney, 1998: 62).

The non-directive approach is where no instructions are given to the client. The client is simply encouraged to create whatever he/she wishes in the sandtray (Weinrib, 1998:12). The sand scene created by the client will be because of the client's interaction with the sand and the miniatures.

Within the directed approach, the client is given a specific task (Homeyer & Sweeney, 1998:62). According to Boik and Goodwin (2000:159) within the directed approach the client is either directed in subject matter or technique to focus on the issue at hand or a particular area which is intruding on his/her life and is hindering forward movement, or the number of sessions are limited and a rapid resolution is needed. An example of directive approach will be to instruct the client to build a picture of his/her experience of their school. Although the client is directed, it is still the client's unconscious and consciousness that guide the content of the tray. Directive techniques can increase effectiveness and bring about change more rapidly (Boik & Goodwin, 2000:160).

2.2.2.3 The client creating the sandtray world

Homeyer and Sweeney (1998:65) contends that after the client is given the instructions the client must be allowed time to complete the construction of the scene in the sanddtray. Boik and Goodwin (2000:60-61) argue that the building of the sand world can be a very exposing and deep experience for the client. Given this, the therapist, during the building phase, must create a free and protected space so that the client can freely build his world. The

therapist, during the building phase, must silently witness and respect the process with as little verbalization as possible (Boik & Goodwin, 2000:61; Homeyer & Sweeney, 1998:67; Weinrib, 1983:12). With the permission of the client, the therapist can take notes during the session. According to Boik and Goodwin (2000:61-62) note taking during the building phase allows for easy recollection and record of feeling states and nonverbal cues. During the building phase, the client may or may not speak and is allowed to remove objects from his world. Weinrib (1998:12) argues that when the client removes objects, the therapist can get an indication that something has happened for the client. It is important for the therapist to observe the building process.

According to Boik and Goodwin (2000:61-61) and Homeyer and Sweeney (1998:65-67) the therapist can observe the following during the creation process:

- The client's approach and carry through of the process.

- How the client interacts with sand and miniatures.

- Which objects are chosen and the sequence of choosing objects.

- Pay attention to non-verbal cues, like facial expression, energy in body and sighs.

2.2.2.4   *Processing the sandtray*

According to Homeyer and Sweeney (1998:77) the intentions and purpose for using the sandtray will largely direct and shape the processing of the sandtray. Boik and Goodwin (2000:67) refer to the processing of the client's sanddtray as the touring phase. During the touring phase, the client is the guide that provides the therapist with the meaning of the objects and the information to understand the essence of his/her world. Given this, the therapist must try to see the client's presentation of his/her world through the eyes and psyche of the client (Boik & Goodwin, 2000:68).

Homeyer and Sweeney (1998:80-85) suggest two approaches for processing the client's sandtray world, namely a global approach and a focused

processing approach. When the therapist uses the global approach he /she will first begin with the entire scene, then discuss the sections and or parts, ending with the individual miniatures and items. The global approach according to Homeyer and Sweeney (1998:80-83) consists of the following steps:

- The client is invited to give a title for the tray.

- Secondly, the client is invited to discuss the entire tray.

- Thirdly, the client is asked for more detailed explanations for each scene in the tray.

Within the focused processing approach, the therapist, after the client has provided a title for the tray, will start to ask specific questions about the miniatures. According to Homeyer and Sweeney (1998:85) the focused processing approach is particularly useful when the client's world is disorganised, chaotic and empty.

Authors of sandtray therapy (Boik & Goodwin, 2000:68-69; Homeyer & Sweeney, 1998:78-85) suggest the following guidelines for the therapist when processing the client's sandtray:

- The therapist must try to keep the discussions within the metaphor or story of the tray since it provides the necessary distancing that the client needs to work through the issues.

- The therapist must refrain from direct interpretation of the client's tray.

- The therapist must allow as much narrative as possible, using facilitative responses and attending skills to let the client know that the therapist is listening and is understanding.

- The therapist must reflect only what the client has said.

- The therapist must try not to intrude or touch the client's world.

- It is important to use the client's language when referring to objects.

- The therapist must not give a sexual identity to a figure unless the client has already done so.

- The therapist must use the client's tone and personal interpretation.

- The client must not be urged to give an interpretation or report a feeling if the client has none.

- If feelings emerge, the therapist must encourage clients to stay with the emotion. Helping the client to connect with what they experience creates greater possibilities for healing and resolution.

- If the client has buried an object or has failed to describe an object, the therapist must ask about the omission before closing the session.

2.2.2.5 Deconstruction and documentation

The sandtray of the client is usually dismantled at the end of the session. Boik and Goodwin (2000:85) stressed that it is important to give the client the choice to dismantle the tray or to leave it intact. It is argued that by allowing the client to undo the tray it reinforces their knowledge that they have the power to nullify what they have done. Secondly, it allows the client to complete one act and it opens the way for new creations.

Homeyer and Sweeney (1998:73), however, observe that if the sandtray remains intact when the client leaves the session, it allows the client to leave with a visual image of the scene in his/her mind. According to them, the client will continue to do their own processing and thinking about the imagery and the metaphor of their sandtray until the next session.

The taking of photographs of the client's world is frequently used to document the client's sand world. The pictures are then placed in the client's file. The pictures make visible what has happened during therapy and it can help the client to see, remember and then reconstruct the world. The photos are invaluable if the therapist wants to review the progress and to evaluate therapeutic intervention with the view of termination (Homeyer & Sweeney, 1998:74; Boik & Goodwin, 2000:79-80).

2.2.3 Benefits of sandtray

A review of literature on the benefits of sandtray as a therapeutic method highlights the following (Homeyer & Sweeney, 1998:11-19; Boik & Goodwin, 2000:10-13).

- Sandtray provides a unique setting for the emergence of therapeutic metaphors.

- Is effective in overcoming client resistance.

- Is an effective communication medium for clients with poor verbal skills.

- Gives expression to non-verbalized emotional issues. It allows the client to create a world that provides concrete testimony to inner thoughts and feelings. This world can be viewed, touched, experienced, changed, discussed and photographed.

- It serves to create a therapeutic distance for clients.

- This therapeutic distance creates a safe place for abreactions to occur.

- Deeper intrapsychic issues may be accessed more thoroughly and more rapidly through sandtray.

- The symbols of the objects and material used in sandtray can serve as a common language and can be used across languages, cultures, race, age and developmental levels.

- Sandtray activates the healing powers of the individual's unconscious and provides the opportunity to move from victim to creator. It empowers each person and can help them to overcome feelings of helplessness and inferiority.

In conclusion, it seems that the sandtray can be an effective tool to facilitate teachers' experience of their school, since it provides a safe and structured environment and will enable teachers to express non-verbalised issues that distract them from effective performance.

The next section will focus on school development planning and the use of expressive methods to facilitate school development.

2.3   SCHOOL DEVELOPMENT

According to De Jongh (2000:340) and Swart and Pettipher (2001:33) current policies on educational transformation suggest a holistic or whole school development approach towards institutional development and reform. This section will focus on what school development entails, introduce a framework for understanding schools as organization, explore the use of expressive methods to facilitate school development, as well as core conditions for effective school development.

2.3.1   What is school development?

De Jongh (2000:339) contends that most school development interventions in South Africa are based on the organizational development approach. Donald, Lazarus and Lolwana (2002:154) define organizational development as "a set of strategies for managing change, aimed at facilitating the development and fulfilment of people and increasing the effectiveness of the organization as a whole."

Based on the above understanding of organizational development, Davidoff and Lazarus as cited by Lazarus, Daniels and Engelbrecht (1999:58-59) define school development as a process where the school as an organization constantly and systematically reflects on its own practices and making the appropriate adjustments and changes. Within their proposed framework the focus is on professional teacher development and organizational development in order to equip the school to become more effective in its purpose and goals.

Boltman and Deal as cited by Erasmus and Van der Westhuizen (2002:242-243) and Donald, Lazarus and Lolwana (2002:154) identify the following characteristics of organizational development within the school context:

- It involves simultaneous planning.

- It aspires to organizational self-renewal, involving the organizations members in their own development.

- It emphasizes a rational process of planning.

- It focuses on long range aims.

- Consists of the involvement of change agent/s.

- The focuses are on organizational processes, tasks, and structure.

- Focus on the development of individuals as well as organizations.

- Behavioural science techniques are used to generate data for individual and group decisions.

- It is an ongoing process.

2.3.2 School development planning

School development planning encompasses a process where the school critically and systematically reflects on its current achievements and envisages its preferred future. This is achieved through the process of strategic planning. According to Davidoff and Lazarus (2002:24-25) the strategic planning process includes the following: understanding and monitoring of changes in its environment, anticipate future trends, set appropriate goals, plan strategies to achieve these goals, implement action plans and evaluate their implementation in terms of goals set and expected outcomes. There are different approaches to strategic planning. Thurlow (2003:220-221) outlined the following generic processes that underlie school development planning:

- Audit: this entails reviewing the strengths and weaknesses of the school.

- Plan construction: the selection of development priorities and their translation into specific targets.

- Implementation: encompass putting the planned priorities and targets into practice.

- Evaluation: checking the success of implementation.

According to Thurlow (2003:223) the process of auditing attempts to assist the school to answer the question, where is the school at the moment. Taylor as cited by Moloi (2002:30) argues that the existing situation in a school must first be diagnosed before improvements can be brought about within a school.

2.3.3 Framework for understanding school development

Various perspectives and frameworks currently exist on schools as organizations (Davidoff & Lazarus, 2002:20). The following framework would be proposed to understand the different areas for development within a school.

The framework consists of different elements or components that are regarded as important for school development. The framework is based on an integration of different elements taken from the school development frameworks proposed by different authors (Davidoff & Lazarus, 19-41; Moloi, 2002:28-29; Williams & Tertiens-Reeler, 2000:6-11). The assumption underlying the framework is that the elements do not exist in isolation, but that they are inter-related and interdependent.

Figure 2.1:   Framework for school development
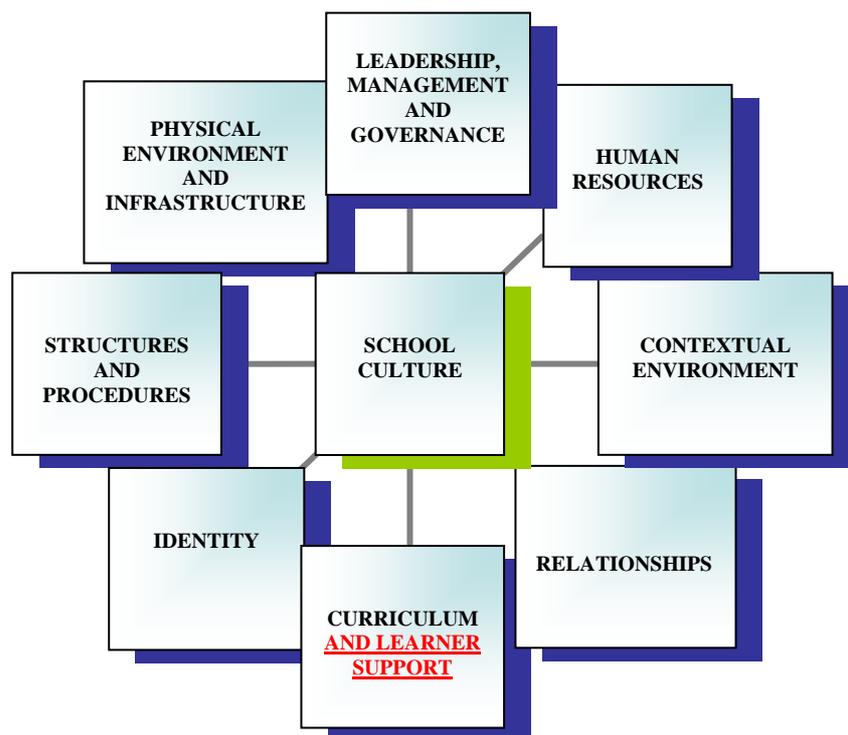
Adapted from Davidoff and Lazarus (2002:19-41), Moloi (2002:28-29), Williams and Tertiens-Reeler (2000:6-11)

What follows is a discussion of the different elements or components of the proposed framework.

2.3.3.1   Culture

The culture of a school consists of the values, norms and the overall climate of the school. According to Peterson and Deal (1998:28) culture is "the underground stream of values, beliefs, traditions, and rituals that have been built up over a period of time as people work together, solve problems and confront challenges". According to them, this set of informal expectations and values shape how people think, feel and act in schools.

2.3.3.2   Identity

The identity of a school refers to the purpose and essence of the school as reflected in the vision and mission statement of the school. According to Odden and Wohlstetter (1995:35-36) most schools, where school-based management works have a clear vision, mission, values and goals that guide the curriculum, instruction and other decision-making processes within the school. According to Bhindi and Duignan (1997:125), a clear, well-defined vision, can also provide psychological comfort in times of crisis and turbulence.

2.3.3.3   Relationships

The element of relationships refers to the informal, inter-personal relationships and co-operation of staff members and the way in which they work together in the school (Moloi, 2002:29).

According to Steyn (2002:84) teachers put a high premium on positive staff relationships. Mitchell (1995:222) denotes that for education to be effective teachers must be able to communicate with each other and learn from each other. According to him in a healthy workplace, teachers feel free to discuss both personal and instructional issues, whilst at an autocratic school teachers are silent or guarded about what and to whom they say things.

Sackney and Dibski (1994:107) in their review of successful school-based management initiatives, indicate that teachers were more willing to participate in school-based management if their relationship with their principal was more open, collaborative and supportive. They were however much less willing to participate if the relationship was closed, exclusionary and controlling.

2.3.3.4   Human Resources

The human resource components are concerned with the utilization of the human resources within the school, the existence of development and training programmes, as well as conditions of services of staff members.

Steyn (2002:88-89) in a review of findings on educator motivation and morale identified the following extrinsic factors that impinged negatively on teachers:

- Most educators feel that the remuneration they receive is inferior to the amount of work they do.

- Educators want to be treated fairly.

- Many educators hold the view they do not get the professional respect they deserve.

- Educators feel that their working hours are unrealistic and unpractical. They also complain about extra hours without receiving any extra compensation for their efforts.

Odden and Wohlstetter (1995:36) indicate that in successful schools individuals and groups that made significant progress towards the attainment of the schools goals are frequently rewarded for their contributions.

2.3.3.5   *Physical infrastructure and resources*

This element includes the buildings, school facilities, technical resources as well as learning support material and equipment that support the process of learning and teaching in the school (Moloi, 2002:29).

According to Mitchell (1995:220) the maintenance and cleanliness of the school are an indication of the schools attitude towards the teachers. He maintains that in a poor workplace there may be broken windows and major repair problems. Chisholm and Vally (in Steyn, 2002:253) indicate that vandalism, a poor state of buildings, facilities and resources are some of the indicators of a poor culture of learning and teaching in South African schools.

2.3.3.6   *Curriculum and learner support*

The curriculum of a school consists of the formal curriculum, as reflected in the different participants or learning areas, as well as the extra-mural curriculum that affect the cognitive, emotional, physical and spiritual development of the child (Williams & Tertiens-Reeler, 2000:11).

2.3.3.7   Structures and procedures

The structure component consists of the lines of authority and responsibility of the different departments, units and committees and how they relate to each other. Whilst, procedures refer to the rules and regulations that dictate how these structures relate to each other, how information is disseminated and decisions are made within the organization (Davidoff & Lazarus, 2002:25).

2.3.3.8   Leadership, management and governance

There are a plethora of definitions of what leadership and management entails. According to Coleman (2003:156) leadership tends to be equated with vision and values, and management with processes and structures. Davidoff and Lazarus (2002:36) contend that leadership can be seen as directing a school, whilst management can be viewed as holding the school, maintaining the well being of the school, and ensuring that the systems set in place are working well.

However defined, leadership and management are central to the effectiveness of the school (Murphy, 1991:2). Odden and Wohlstetter (1995:35) contend that successful schools have principals that can lead and delegate. According to Chisholm and Vally (in Steyn, 2002:153) weak leadership, management and disruptive authority structures, are central to the collapse of the culture of learning and teaching in South African schools.

2.3.3.9   Contextual environment

This refers to the local, national, global, social, economical and political situation in which the school functions. It includes issues of poverty, racism as well as provincial and national policy and priorities pertaining to education (Davidoff & Lazarus, 2002:34). According to Steyn (2002:268) schools do not operate in a vacuum and are part of specific communities, and various factors may influence their activities. Hall (2001:63) in a study on the needs and expectations of teachers, at three rural schools, concerning the transformation of schools to become inclusive schools reports that:

- Teachers have cited numerous causes that impact on learning that lie outside the school.

- That the socio-economic conditions in a community have an effect on education provision.

Juechter, Fisher and Alford (1998:64) are of the opinion that when changes are implemented without reference to the context of culture and in isolation from the organization's overall system, these changes are merely bandages with no positive long-term effect for the organization.

2.3.4 The use of expressive methods in school development planning

Educational change within the context of a school is a complex process. Educational change does not only consist of changing structures, processes and tasks, it also involves the attitudes, actions, beliefs and behaviour of the people that are part of the organization (Muthkrishna, 2001:50).

Moloi (2002:8) argues that the quality of innovations within a school is to a large extent determined by people's attitudes and deeply ingrained belief systems. Similarly Swart and Pettipher (2001:41) contend that the decisions and actions of teachers are influenced by their attitudes, beliefs and values. They argue that it is important to provide a safe professional environment, where teachers can share their interpersonal attitudes and beliefs. According to Moloi (2002:76) if teachers within a school, through dialogue, start to understand the perspectives and assumptions of each other it can create a foundation for better understanding and common points of focus.

Hargreaves, as cited in De Klerk (2001:29) is of the opinion that given the dependence on rational processes in school development planning, the emotional dimension in organizational and educational change is mostly neglected. According to Deal (1995:120) the potent role of organizational culture in organizational change is mostly ignored by organizational development facilitators. Deal (1995:120) suggests expressive forms, like metaphors, poetry, stories, music, rituals, theatre and art to capture patterns

that otherwise remain hidden below the realm of conscious thought. Deal (1995:122) contends that expressive methods:

- Encourage a level of dialogue and activity below and beyond the ordinary, everyday happenings and provides an avenue for identifying, framing and transforming issues that distract from effective performance.

- It provides a safe medium through which people can discuss taboo subjects and they provide an outlet for issues and dilemmas that lie at the cusp of consciousness.

In accordance with Deal, Sterling and Davidoff (2000:59-65) suggest metaphoring as a technique to bring unconscious difficulties and opportunities into the open. According to them metaphoring, allows for real feelings and thoughts to emerge, which may relieve staff members of bottled up feelings and frustrations. Secondly, they suggest, that it can give people access to hidden worries and concerns, which they might not have acknowledged before.

According to Davidoff (1997:108) eliciting teachers' feelings and perceptions of their school, at the beginning phases of school development planning, can be enormously cathartic. It does not only provide an outlet for anger, tension and frustration, but also provides teachers with the opportunity to acknowledge aspects of school life, which they feel positive about.

3.3.5 Core conditions for successful school development

De Jongh (1996:10; 2000:354) and Moonsammy and Hasset (1997:37) suggest the following core conditions for effective school development programmes.

- Effective school development is a participatory process. Both the top management and the entire staff must be involved (De Jongh, 1996:10). According to Moonsammy and Hasset (1997:37) the idea of participation of role players entails that people need to speak their own words rather than the words of someone else.

- Participants should be aware of how the process proceeds, what it will involve and why they should engage in the process.

- It is important to establish a positive relationship between the school development facilitator and the school. De Jongh (2000:354) suggests a respectful and non-directive style of facilitation.

- The facilitator must competently assess the school's readiness and capacity for school development.

2.4 THE ROLE OF THE EDUCATIONAL PSYCHOLOGIST WITHIN THE CONTEXT OF EDUCATIONAL TRANSFORMATION

2.4.1 Introduction

As a result of the transformation of the education and training system, the role of the educational psychologist is continually being debated (Sharratt, 1995:211; Engelbrecht, 2003:7; Engelbrecht, 2001:22; Donald, 1991:38).

2.4.2 Roles of the educational psychologists

Engelbrecht (2001:17) is of the opinion that the role of the educational psychologist in South Africa has traditionally been construed according to the medical-deficit approach. Naicker (1999:31) notes that the medical-deficit approach, with its focus on individual deficits, had ignored deficiencies in the system. According to Engelbrecht (2001:17) this individualistic approach has led to a referral-driven and direct support services to a few advantaged schools and communities. Within this approach, systemic factors and the influence of broader socio-economic factors on the context of learning and teaching have been ignored.

Engelbrecht (2003:7) also states that given the socio-economic and educational challenges and the movement towards an inclusive and health promoting service delivery model for education support services in South Africa, educational psychologists are challenged to redefine their roles. According to Engelbrecht (2001:22) the reorientation of support services

necessitates that education support personnel extend their professional capacities beyond their traditional curative role. Educational psychologists, within an inclusive and health-promoting delivery model, will be challenged to work on an individual level as well as within the different systems (Engelbrecht, 2003:7).

Newmark (2002:313-317) suggests the following roles for the educational psychologist: assessor and evaluator (psychological and educational), collaborative consultant, mediator, life span development facilitator, researcher and reflective practitioner. These roles are particularly relevant given the context of educational transformation and the focus of this research project. What follows is a brief synopsis of the suggested roles:

- ***Assessor and evaluator (psychological and educational)***

  This entails describing, assessing, explaining and predicting human/organizational functioning by using appropriate assessment measures and procedures.

- ***Collaborative consultant***

  The psychologist must promote whole-school development by demonstrating the ability to develop a supportive and empowering environment for learners and teachers.

- ***Mediator***

  The psychologist must facilitate effective communication between different role players within the school community.

- ***Life span development facilitator***

  The psychologist must facilitate life skills programmes for all stakeholders.

- ***Researcher and reflective practitioner***

  This entails the professional development of the educational psychologist as a reflective practitioner and researcher, within a systemic approach.

2.4.2.1   The educational psychologist and school development

Sharrat (1995:214) in evaluating the position of educational psychology in South Africa calls for greater involvement of educational psychologists in the general process of schooling. The involvement of the educational psychologist in process of schooling entails a move away from the individual child towards greater involvement with the school environment and the facilitation of organizational functioning. Similarly Donald (1991:41-42) in discussing the issue of under-achievement in black education argues that educational psychological conceptions of the problem were based on child deficits model, whilst it ignores the structural or systemic factors that create and maintain the problem. Donald (1991:42) suggests a movement towards a system deficit model where the focus is on systemic interventions.

To assist schools with the provision of quality education and training, Engelbrecht (2001:22) recommends that educational psychologists, as part of the education support team, must not only serve as collaborative team members, but also as consultants. The role as organizational consultants suggests that educational psychologists must assist with professional teacher development and organizational development in order to equip schools to become more effective in their purpose and goals (Engelbrecht, 2001:26-27).

The role as school development consultant is one way for the educational psychologist to extend their scope of practice and to address systemic factors that hinders transformation and development in schools. It has been argued that educational psychologists, given their knowledge and skills and their dual roles as both psychologists and educationalists are well placed to develop schools as organizations and can make an enormous contribution to promote transformative growth and empowerment within schools (De Jongh, 2000:349; De Jong & Van der Hoorn as cited by Newmark, 2002:290). Mashile (2000:98) in his discussion on the development of education support services in South Africa since 1994 is of the opinion that educational psychologists are in a position to understand the nature of the school climate and its impact on teaching and learning and can work collaboratively with administrators to assist with organizational development.

In an evaluation of a school development programme De Jongh (2000:348-355) suggested the following roles for the educational psychologist within school development:

- The educational psychologist must adopt a preventative, health-promoting approach within an eco-systemic framework. According to this approach, the psychologist must try to understand human behaviour in context and offer intervention strategies based on system analysis and system change.

- The educational psychologist in consultation with the school must evaluate how healthy the school, as an organization is and assist with the development of a school development plan, based on the school's development priorities.

- The educational psychologist must facilitate the development of sound relationships between all stakeholders in a school community.

- Given the psychologist's background in cognition and insight in how people make meaning of their world, the educational psychologist must assist the role players within the school to make sense and to develop their own meaning and understanding of the dialectical relationship between the internal and external world of the school.

- The educational psychologist must empower staff to problem-solve through self-reflection and strategic thinking.

- Given teachers positional power in the school, the educational psychologist must focus on the personal development of teachers.

2.5 REFLECTION

This chapter has focused on what school development entails and a framework for understanding schools as organizations were introduced. The use of projective techniques, to uncover the unconscious processes within an organization, was introduced as a method to facilitate school development. It was argued that projective techniques can encourage dialogue and provides

an avenue for identifying, framing and transforming issues that distract from effective performance. Secondly, it provides a safe medium through which people can discuss taboo subjects and provide an outlet for issues and dilemmas that lie at the cusp of consciousness. Thirdly, it can bring unconscious difficulties and opportunities to the open and may relieve staff members of bottled up feelings and frustrations.

The sandtray therapeutic process was described. It was argued that the sandtray could be an effective tool to facilitate teachers' experience of their school, since it provides a safe and structured environment and will enable teachers to express non-verbalised issues that distract them from effective performance.

The chapter concluded with an exploration of the role of the educational psychologist within the context of educational transformation. Current debate concerning the roles of the education psychologist propose that the educational psychologists must become involved in the general process of schooling and start to address systemic issues. To assist schools with the provision of quality education and training, Engelbrecht (2001:22) recommends that educational psychologists, as part of the education support team, must not only serve as collaborative team members, but also as consultants. The role as organizational consultants suggests that educational psychologists must assist with professional teacher development and organizational development in order to equip schools to become more effective in their purpose and goals (Engelbrecht, 2001:26-27). It was argued that education psychologists given their knowledge of both education and psychology are well placed to fulfil the role as school development consultant. The roles of the educational psychologist as suggested by Newmark (2002:313-317), particularly that of assessor and evaluator of human and organizational functioning, collaborative consultant within whole school development, mediator and life span development facilitator, ties into the roles of the educational psychologist in school development, as discussed by De Jongh (2000:348-355).

In conclusion, from the review of the literature it seems that the sandtray can provide a safe and structured environment for teachers to tell their stories of schooling. Secondly, that when the sandtray is used during an auditing phase of school development planning it can assist teachers to identify issues that distract them from effective performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In chapter two a review of the literature on sandtray and school development planning was done, as well as the role of the educational psychologist was explored.

In this chapter, the research design and methodology of this study will be discussed. The focus will be on the research process, with special attention to sampling, methods of data collection and data analysis. Attention will also be given to reliability, validity as well as ethical considerations.

3.2 RESEARCH AIM

As mentioned, teachers have a critical role to play in the transformation of the South African educational system. As a result of the process of educational transformation, educational psychologists are challenged to redefine their roles and to assist with school reform and development.

Given this, the general aim of the study is to explore the directive use of sandtray with teachers within the context of school development. The specific aim is to explore teachers experience of sandtray, what the value of the sandtray sessions will be for teachers, what the themes will be that emerge out of the teachers' experiences of their school and what the implications for the educational psychologist will be when sandtray is used during school development. It was argued that the directive use of sandtray could provide a safe space for teachers to relate their experiences of schooling. Secondly, that once their non-verbalized concerns are known, it can effectively be used to determine both the quality and content of school development

interventions. It is envisaged that the outcomes of the research can contribute towards the range of skills and interventions that educational psychologists, working within a school, can use to assist with school development.

3.3   RESEARCH PARADIGM

Mertens (1998:6) refers to the research paradigm as a way of looking at the world. According to Durrheim (1999:36) paradigms act as perspectives that provide a rationale for research and that commit the researcher to particular methods of data collection, observation and interpretations. Mertens (1998:7) identifies the following research paradigms: positivist, interpretive and emancipatory paradigms. Each of these paradigms, intends to answer three fundamental questions, namely: what is the nature of reality and what is there to know about it (ontological), what is the nature of knowledge and the relation between the researcher and the participants (epistemological) and how can the researcher can obtain the desired knowledge and understanding (methodological).

The research project falls within the interpretive paradigm. According to Mertens (1998:11-15) interpretive research assumes that reality is socially constructed and that there are multiple realities. Secondly, the researcher and the participants are interlocked in an interactive process and prescribe a more personal interaction mode of data collection. Thirdly, qualitative methods, such as interviews and observations are predominant in this paradigm. Given the interpretative paradigm's assumptions about the social construction of reality, it is argued that research can only be conducted through interaction between the researcher and the participants.

This study aims to understand teachers' experience of their school and the sandtray process.

3.4 RESEARCH DESIGN

Research design refers to the strategic framework or architectural blueprint that serves as a bridge between the research questions and the assembling, organizing and integration of data (Durrheim, 2002:29; Merriam, 1988:6).

Given the objective of the study, a qualitative case study within the interpretive paradigm, was chosen as research design to explore the directive use of sandtray with teachers within the context of school development.

Qualitative research refers to research that wants to explain and understand social phenomena within its natural setting (Merriam, 1998:5). Merriam (1998:6-8) has identified the following characteristics of qualitative research. In discussing the salient features of qualitative research an attempt will be made to link the current research project to these characteristics to illuminate the qualitative nature of the research project.

- Qualitative research is interested in understanding the meaning people have constructed about their experience of their world. As mentioned this study aims to understand teachers' experiences of their school.

- Qualitative research usually involves fieldwork and the researcher must physically go to the people or site to observe the behaviour. During October 2004 I physically went to the school to conduct the sandtray sessions, semi-structured interviews and focus group discussion with the participants in the research project.

- Qualitative research primarily employs an inductive research strategy. The researcher builds abstractions, concepts or theory rather than testing existing theory. Sandtray, are usually employed within therapy. In this study I want to explore the directive use of sandtray, to facilitate school development. It was argued that the outcomes of the research project can provide new possibilities for the application of the sandtray process, namely to facilitate school development.

- The product of qualitative research is richly descriptive. Words and pictures are used to convey research findings. This study wants to obtain a rich description of teacher's experience of schooling and their experience of the sandtray process.

3.5 RESEARCH METHODOLOGY

3.5.1 Case Study

The phenomenon under study will be the use of sandtray with teachers within the context of their school. According to Yin (in Merriam, 1988:10) case study design is particularly suited to situations where it is impossible to separate the phenomena's variables from their context. Since it will be difficult to separate the phenomenon under study from the context of the specific school, the case study will be used as research design.

Merriam (1998:19) defines case studies as intensive descriptions and analyses of a single unit or a bounded system, such as an individual, a program, event, group, intervention or community. Case study design is usually employed to gain an in depth understanding of a situation and the meaning for those involved. Insights gleaned from case studies can directly influence policy, practice and future research (Merriam, 1998:19).

In this study a group of teachers from a high school in the Namaqua District of the Northern Cape Province participated. According to a report by the Whole School Evaluation Team of the Northern Cape Education Department (2004:7) the key characteristics of the school are indicated as follows:

- Most of the learners come from poor, disadvantaged backgrounds.

- A high unemployment rate and single parent households exist.

- Many learners reside with their grandparents.

- Alcohol and drug abuse are evident in the area.

- Mistrust and conflict are evident between the principal, management team, educators, School Governing Body members and parents.

- No effective teamwork occurs at the school.

Given the context of the school, the study attempts to explore the directive use of sandtray with 6 teachers to understand their experiences of their school, their experience of the sandtray session, as well as to determine common themes in the teachers' stories and to use these to prioritise areas for school development. It was envisaged that the outcomes of the research would contribute towards the range of skills that the educational psychologist, working within a school context, can use to facilitate school development.

According to Mouton (2001:51) the unit of analysis can be an object, a phenomenon, an entity, a process or an event, that the researcher is interested in investigating. In this study the unit of analysis will be the use of sandtray with a group of high school teachers within the context of school development.

3.5.2 Sampling

Sample selection in qualitative research is usually non-random, purposeful, small and directed at certain inclusive criteria (Merriam, 1998:8; Babbie & Mouton, 1998:288). Neuman (1997:206) is of the opinion that purposeful sampling is appropriate if the researcher wants to develop a deeper understanding of phenomena.

Participation in the research project was voluntary. A letter was written to the school explaining the background of the research project as well as criteria for sample selection. The ethical issue of anonymity and confidentiality was also discussed (See Appendix F). The sample was selected out of the volunteer group on the basis of certain criteria. The following criteria were used to select the participants for the study: gender, subject or learning area and post level. The following arguments form the basis of the selection criteria for participants of the research:

- Given the historical marginalisation of women in South African schools in favour of male teachers, it was argued that there could be gender difference in teachers' experience of their school.

- Resources play an important role in teaching and learning. It was argued the experience of participants that are responsible for subjects/learning areas with a strong dependence on resources would be different than for other teachers.

- The academic staff of a school comprise mostly of post level one teachers. Since post level one teachers are largely not part of the senior management team of a school, where decisions are made, it was argued that post level may frame teachers experience of their school.

The sample for this study consists of 6 post level one teachers that were representative of the staff. The sample comprised two male teachers and four female teachers.

3.5.3 Methods of data collection

According to Babbie and Mouton (1998:282) the use of multiple sources of data is important in case studies.

3.5.3.1 *Literature review*

A review of literature on sandtray therapy, school development planning and the role of the educational psychologist provide the basis for the research project.

3.5.3.2 *Sandtray sessions*

The participants were provided with a dry sandtray and a number of miniature figures. (See Appendix A for categories of miniature figures from which participants could choose.)

Individually the participants were instructed to build a picture of his or her experience of their school. I witnessed the process. Afterwards the participants were asked to name his or her world. The participants were than

asked to tell me what is happening in his world. Kalff (1986) are of the opinion that it is important that along with the shaping of sand images that there should be room for discussing everyday problems and examining important dreams together with the client. Given this, I explored with the participants what their strengths are, what their relation with others in their sandworld are, what the challenges are that they experience and what message they would give to those depicted in their sandworld.

3.5.3.3   Semi-structured interviews

Semi-structured interviews were conducted with the participants at the end of each sandtray session. The purpose of the interviews were to explore with the participants how the sandtray experience was for them, their evaluation of sandtray as a technique to facilitate stories, suggestions to make the process more meaningful, as well as to provide closure of the sandtray sessions.

3.5.3.4   Observation

Patton (1987:73) is of the opinion that observation can help the observer to see things that may escape the conscious awareness of the participants as well as those issues that the participants are unwilling to talk about in the interview. During the sandtray session I silently observed the sandtray world that was built by the participants. Observational notes, with the consent of the participants were made during each session.

3.5.3.5   Focus group interview

One focus group interview was held with all the participants. According to Babbie and Mouton (1998:292) focus group interviews allow people to collectively create meaning whilst it allows the researcher to understand individual differences and similarities. The purpose of the focus group interview was to provide participants with an opportunity to reflect on their individual and collective sandtray experience.

3.5.3.6 Photographs

Photographs of the participants' sandtrays were taken. The photographs were used to document the participant's sandworld and to illuminate the notes made during the processing of the participant's sandtray.

3.5.3.7 Field notes

Field notes are descriptions of what has been observed and contain everything the observer believes is worth noting. According to Merriam (1998:92-95) field notes are descriptions of the context and interactions that took place. Secondly, it contains content of what people have said. Thirdly, it contains the researcher's own feelings, reactions and reflections about the significance of what he/she has observed. Notes were made by the researcher of his observations and reflections during the research process.

3.5.4 Data analysis

Merriam (1992:127) refers to data analysis as the process of making sense of the data. In qualitative research, data collection and analysis are a simultaneous and ongoing process.

Merriam (1992:124) is of the opinion that ongoing analysis assists the researcher to collect data that is focused and illuminating. Given this, the process of data analysis in this study, was in progress during and after the data collection, during the transcription of the data, during discussions with the circuit manager, the presentation and discussion of the data. Notes were made of my observations and reflections during the process.

The analysis of data in this study was based on a content analysis method. Neuman (1997:272) refers to content analysis as a technique for the gathering and analysing of the content of a text. Henning, Van Rensburg and Smit (2004:138) describe the process of content analysis as follows: Reading or studying data to form an overview, coding segments of meaning, categorising related codes into groups, seeking relationships between categories to form thematic patterns, writing the final themes of the set of data

and finally presenting patterns of related themes.

The process can graphically be conceptualised as follows:

Figure 3.1: Process of content analysis
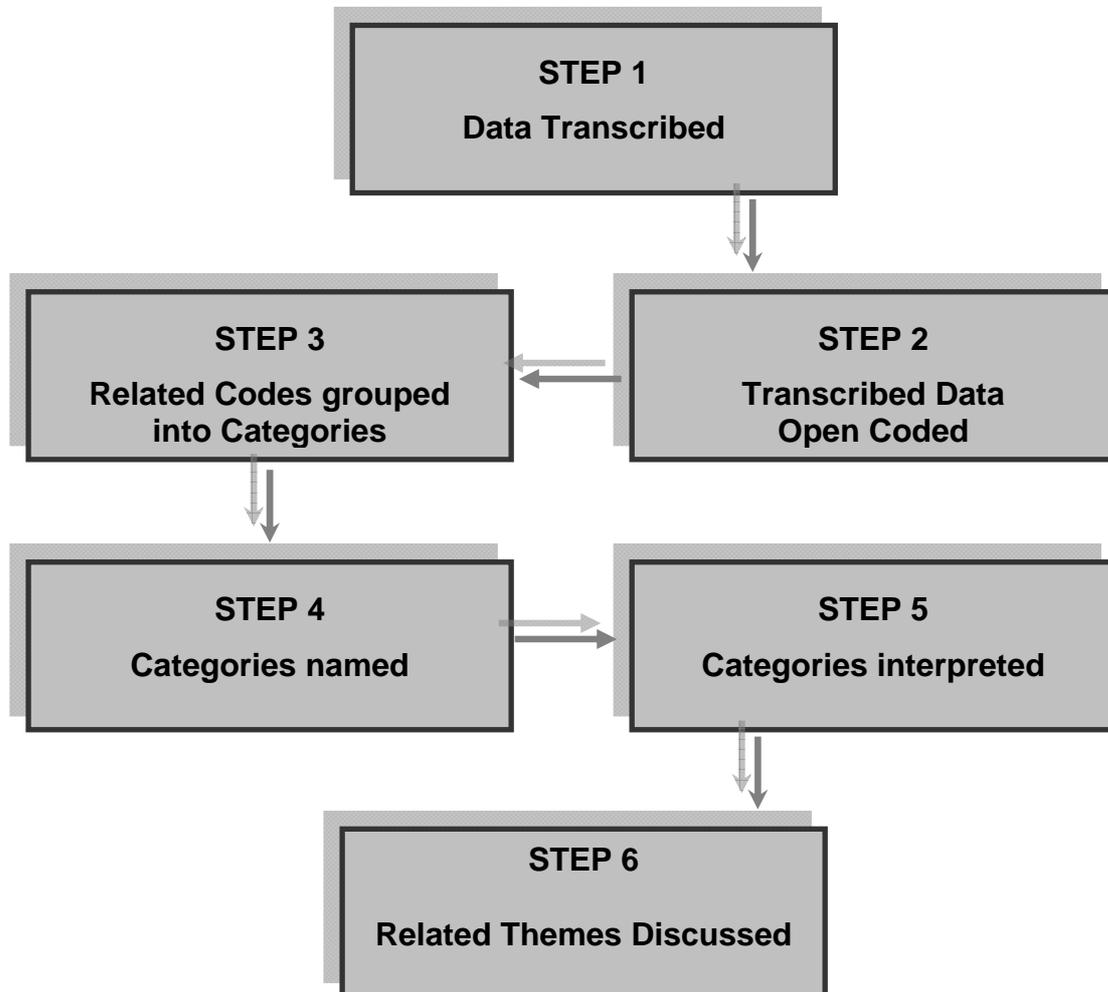
Based on an outline of Henning, Van Rensburg and Smit (2004:138)

The following steps were employed to analyse and make meaning of the data:

- The data of the sandtray sessions, semi-structured interviews and focus group discussion were transcribed verbatim.

- The transcribed data were then open coded.

- The related codes were categorized into groups.

- The constructed categories were named, based on the objectives of the

research and the literature review.

- The meaning of the data in the categories was interpreted and the pattern of related themes was then presented in the form of an accurate description in narrative form.

3.6 VALIDITY AND RELIABILITY

Merriam (1992:163) contends that the production of valid and reliable knowledge in an ethical manner is at the heart of all research. In this section the issues of validity and reliability as it relates to this study project will be discussed.

3.6.1 Internal validity

Internal validity deals with the question whether the research findings match the reality (Merriam, 1992:166). In other words it is important for the researcher to portray reality as the research objects construed it.

The following strategies, as suggested by Merriam (1992:169-170) were used to ensure internal validity:

3.6.1.1   Triangulation

Merriam (1992:169) refers to triangulation as the use of multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings. Mason (1996:148) argues that triangulation in its broadest sense means to use a combination of methods to explore one set of research questions. According to Mason (1996:149) triangulation helps the researcher to explore the research question from different angles in a multifaceted way.

Denzin as cited by Kelly (1999:430-431) identify the following types of triangulations, namely data triangulations and methodological triangulations. Data triangulation refers to variety of data sources in a study, whilst methodological triangulations refer to the use of multiple methods of data collection.

In this study triangulation was achieved through:

Data triangulation

Within this study multiple sources of data were used, namely 6 post level one teachers to get a more representative picture of their experience of their school as well as of their individual sandtray sessions.

Methodological triangulation

Multiple methods, namely the sandtray sessions, semi-structured interviews, focus group discussions and observation were used to collect the data for the research project.

3.6.1.2   Member checks

The data and interpretations were taken back to participants so that they could verify if the understanding, interpretations and results were plausible.

3.6.2 Reliability/Dependability

Merriam (1992:170) refers to reliability as the extent to which the research findings can be replicated if the study is repeated. Given the nature of qualitative research, Lincoln and Cuba as cited by Merriam (1992:177) suggest the concepts of dependability and consistency rather than reliability to indicate the extent to which the findings can be replicated.

To ensure that the results of the study are dependable and consistent, an audit trail was created. Attempts were made to describe in as much detail as possible how the data was collected, how the categories were derived and how decisions were made through the enquiry. Throughout the research the supervisors were supplied with data to verify the authenticity of the research process.

3.7 ETHICAL CONSIDERATIONS

Finch (in Mason, 1996:159) argues that qualitative methods promote a high degree of trust between the researcher and the participants. This places a

special responsibility on the researcher not to abuse the trusting relationship. According to Merriam (1992:179) ethical dilemmas can emerge during the data collection phase or during the dissemination of the findings.

Given the above, the following methods were used to ensure ethical conduct during the research process.

3.7.1 Informed consent

Permission to conduct the research was sought from the Namaqua district offices of the Northern Cape Department of Education. First a presentation on sandtray and school development was made to circuit managers in the district. They were informed about the research objectives and the possible benefits for education in the district. The circuit manager identified the school where the research could be conducted. The school principal and teachers were informed about the research project and volunteers were identified. The participants were informed that participation was voluntary.

3.7.2 Confidentiality and anonymity

The participants were assured that neither their names nor the name of the school would be used in the report or documentation of the data. They were assured that recorded sandtray sessions, semi-structured interviews and the focus group discussions, would be destroyed once the research was completed.

3.8 REFLECTION

In this chapter the research design of the study was discussed. The research methodology, methods of sampling, data collection and data analysis were described. The chapter concluded with a discussion of validity, reliability and ethical considerations.

Chapter four will focus on the presentation, analysis and discussion of the data.

CHAPTER FOUR

IMPLEMENTATION OF THE STUDY

4.1 INTRODUCTION

The previous chapter has focused on the research design and methodology. The chapter concluded with a discussion of validity, reliability and ethical considerations.

This chapter will focus on a discussion of the methods of data collection and analysis and the findings that emerge from the process. This will be followed by an interpretation and discussion of the findings of the research.

4.2 STUDY IMPLEMENTATION

Permission to conduct the research was sought from the Namaqua district offices of the Northern Cape Department of Education. First a presentation on sandtray and school development was made to circuit managers in the district. They were informed about the research aims and the possible benefits for education in the district. The circuit manager identified the school where the research could be conducted. The school principal and teachers were informed in writing about the research project and volunteers were identified. The participants were informed that participation was voluntary.

The data was collected over a period of 4 days during October 2004. I went to the school to conduct the sandtray sessions, semi-structured interviews and focus group discussions with the participants in the research project. The participants were 6 teachers (coded as T1, T2, T3, T4, T5 and T6) at a high school in the Namaqua district of the Northern Cape. The participants comprise 2 male teachers (T1 and T5) and 4 female teachers (T2, T3, T4 and T6). They are all post level 1 teachers and are teaching different subjects/learning areas at the school.

The following table is a short profile of the participants in the research:

Table 1:   Profile of participants

Teacher No	Gender	Age	No of years in teaching	No of years at school	Qualifications	Subjects responsible	Extra-curricular involvement
T1	Male	37	14	14	BA, HDE, BEd	History Mathematics	Rugby, cricket, athletics
T2	Female	35	14	14	BA, HDE	Afrikaans	Athletics,
T3	Female	35	12	12	BSc, HDE	Physical Science	Chess
T4	Female	42	18	18	HDE	Commercial Subjects	Leadership camps
T5	Male	42	14	14	HDE	English	Soccer, Athletics
T6	Female	46	23	18	HDE	Needlework and clothing	Cross country

The data were collected through 6 individual sandplay sessions, semi-structured interviews and 1 focus group discussion. Photographs of the participants sand worlds were also taken. The instructions, processing of the sandtrays, semi-structured interviews and focus group discussions were done in Afrikaans, the mother tongue of the participants.

4.2.1 Sandtray sessions

The participants were provided with a dry sandtray and a range of miniature figures. (See Appendix A for categories of miniature figures from which the participants could choose.) The participants were first informed on how the sandtray process work. Then they were instructed to build a picture depicting their experience of their school. After the participants have constructed/build their sand world, the sandtrays were individually processed, using the global processing approach. The sandplay processing was coded as **SP**. The participants provided a title for the tray and tell a story about the tray. To increase individuation, the researcher, explores with the participants what there strengths were, their relationship with others were, their greatest challenge as well as what message they would give to those depicted in their sandtray world. A photo of the client's tray was taken, from the position from where the client has built his/her world.

(See Appendix B for guidelines used to inform participants about the sandtray process and the instructions given to them, as well as the guidelines used to process the participants' sandtrays. Appendix D is an example of a photo of one of the participants (T1) sandtray as well as transcripts of the processed sandtray.

4.2.2 Semi-structured interviews

Semi-structured interviews were held with the participants after the processing of their sandtray. (See Appendix C for guidelines used during semi-structured interviews.) The semi-structured interviews are coded as: **SI**.

The purpose of the semi-structured interviews were to explore with the participant how the sandtray experience was for him/her, what they thought

and felt while building their sandworld and how it can be used within the school context. An opportunity was also provided for the participants to talk about anything that they want to talk about.

4.2.3 Focus group interview

One focus group interview (coded **as FG**) at the end of day 3 was held with all the participants. The purpose of the focus group were to explore collectively with the participants, how they have experienced the sandtray process, what the value of the session was for them and for the school, as well as any recommendations that they want to make concerning the sandtray process, to make it more meaningful.

I also explore with participants their perceptions of the use of sandtray in auditing phase of school development planning. The interviews were recorded and transcribed verbatim.

(See Appendix C for guidelines used to facilitate the focus group discussion.)

4.2.4 Observational notes

Observational notes were made by me of the sandtray session. The observational notes are indicated as **O1** (for the observations of the first day) and **O2** (for the observations of the second day).

4.2.5 Field notes

Notes were made of my observations and reflections during the process. The field notes were coded as **FN**.

4.2.6 Data analysis

The data were analysed using the process of content analysis as discussed in Chapter 3 of this research project.

The process of data analysis consists of the following:

- The data of the sandtray sessions, semi-structured interviews and focus group discussions were transcribed verbatim.

- The transcribed data were then open coded.

- The related codes were categorized into groups.

- The constructed categories were named, based on the objectives of the research and literature review.

- I interpreted the meaning of the data in the categories and the pattern of related themes was then presented in the form of an accurate description.

4.3 FINDINGS

What follows is a discussion of the findings of the data analysis. The findings of this study will be presented, using both the research aims and certain aspects of the literature review.

Since this study wants to obtain a rich description of the teachers' experience of their school and their experience of the sandtray process, the findings of the study will be presented in a narrative form, to capture the authentic voices of the teachers. The references in brackets refer to the codes given to the different data sources and the page references. For example, **FG-T5: 2** refer to remarks made by Teacher 5 on page two of the transcriptions of the focus group discussion.

4.3.1 Teachers experience of the sandtray

The participants experienced the sandtray sessions differently. Overall, the sandtray sessions were experienced as positive. Remarks, such as, it was good (SI-T3: 1), it was a good experience for me (SI-T5: 1), and it was enjoyable (FG-T6: 1) indicate that the sandtray sessions were a positive experience for the participants. Although the sandtray sessions were generally experienced as positive, one of the participants indicated that she experienced nervousness, was a little bit afraid and was feeling disempowered (FG-T4: 1, O2, FN) and did not now how to express herself with the miniature figures (FG-T4: 2), whilst another participant viewed the session as exposing, especially in the presence of the video camera (SI-T31).

It seems that at the beginning of the sandtray sessions that the participants were a little bit confused (SI-T2: 1; FN, O1), did not know how to express themselves (SI-T4: 1) and were overwhelmed by the large number of miniature figures (SI-T2: 1). One participant indicated that the building of the sand world require a lot of thinking (SI-T1: 1). In the main, it seems that as the session progressed, they become more comfortable to express themselves (SI-T2: 1, FN, O1 AND O2).

The participants experienced the sandtray session as a safe space to express themselves (SI-T2: 1; FG-T1: 1). Remarks like: it is just you and your tray (FG-T2: 2), you are under no pressure (FG-T5: 2), you don't have to worry about other people (FG-T5: 2), I have felt that I can speak (SI: T2: 1), I felt safe … I could speak (SI: T6: 1) and it is relatively safe (FGT-5: 4) indicates that the participants felt safe to express themselves. One of the participants remarked that the sandtray allows her to release her anger and to express her feelings towards things in the school that hinders effective performance (FG-T2: 1; FN, O1).

The sandtray sessions were experienced as an interesting way (FG-T5: 1) to express themselves (SI-T3: 1, FG-T2: 1). According to one participant, the sandtray session allowed him an opportunity to bring things in the back of his head to the front (FG-T6: 1). One participant reported that the sandtray session did bring things into the open that they normally do not talk about (FG-T1: 1).

It seems as if the sandtray session allowed some of the participants to focus on the positive aspects of the school: it is remarkable how positive you become (SI-T1: 1); here are so many beautiful things (SI-T2: 1).

The participants had conflicting opinions regarding individuation. In the main, it seems that they had experienced it as being uncomfortable (FG-T5: 5, FG-T2: 5, FN, O1 and O2). One participant indicated that he was speechless (FG-T5: 5), whilst another observed that she was frightened (FG-T3: 5). The participants indicated that it was difficult to talk about yourself (FG-T5: 5). As the participants reflected some of them realize that they: are of value to the

school (FG-T6: 5), that they are part of the school, that they cannot stand alone (FG-T3: 5), that they can make a contribution (FG-T2: 5), that they must somehow fit into the school (FG-T6: 5).

4.3.2 The value of the sandtray sessions for teachers

The participants reported that the sandtray session provided them with an opportunity to see the school as a whole (FG-T6: 3, FG-T1: 3), with both the positive and negative aspects of the school (FG-T1: 3, FG-T5). The participants could acknowledge the positive things that are done by both the teachers and the learners at the school (SI-T1: 1, SI-T2: 1). One participant remarked that the sandtray session made him acknowledge things he normally would not acknowledge or see at the school (FG-T1: 3). Another participant reported that in the sandtray he could place things he feels unhappy about as well as things he feels happy about (FG-T5: 2).

It seems that as the sandtray session progressed, that the participants found it relaxing (FG-T2: 2) and a nice way to express yourself (FG-T3: 4). One of the participants reported that after the sandtray session she was feeling nice and relaxed as if something is off my shoulder (FG-T2: 2). Whilst, another participant reported that after his session he was feeling so positive that he wants to enrol for a course which he for a very long time was confused about (FG-T1: 2, FN).

Since it were only the participant and the researcher, the participants experienced the sandtray session as a safe method to tell their story. Remarks by the participants, such as: No one will know that you have talked about them (FG-T1: 4), you are not forced to identify the person (FG-T6: 4), no one will be able to analyse your tray, since the miniature used means something different to you (FG-T5: 4), indicates that it was relatively safe for them to tell their story. However one participant found the presence of the video camera intimidating (SI-T3: 1).

4.3.3 The use of the sandtray in school development

The findings of this section are based on remarks by the participants as well as my field notes.

It was felt that the sandtray session when used within the school must be done by someone from outside the school and as part of a process (FG-T4: 3, SI-T5: 1, FN). Of the participants felt that the sandtray session could be valuable if used at the beginning of the process, especially in the context where people do not talk or as a strategy to initiate communication amongst role-players (SI-T5: 1, SI-T6: 1).

The participants suggested that when sandtray is used within school development that it would be important to involve all role-players (FG-T4: 3, SI-T5: 1, FN). It was argued that it would be important to see if they also have the same perception of the school (SI-T5: 1). It was suggested that the main themes of the sandtray sessions, must be summarized and conveyed to the school community (FG-T4: 3, FN). One of the participants reported: I still do not know how the others feel about the school (FG-T4: 3). The above remark emphasizes the importance of taking back the results to the school community (FN). It was also felt that the facilitator must assist the school and provide guidance on how to work with weaknesses in school context (FG-T4: 3, FN).

The participants reported that when sandtray is used in context of school development it could assist the school to identify strengths and weakness (FG-T3: 3, SI-T5). The sandtray could also assist to see what the underlying issues of the school are (SI-T1: 1). One of the participants contended, that sandtray would bring things to the fore of which teachers were not aware or even wondered about (SI-T2: 2). According to another participant sandtray awakens something in you (SI-T1: 1).

The need for more time was expressed by one of the participants (FG-5: 1). This according to him will allow a person not to rush and to build his sand world in more relaxing way (SI-T5: 1, FN).

4.3.4 Themes in teachers' stories

The stories told by the participants will form the basis of this section. The areas of school development as discussed in literature review will be used to organize the teacher's stories into the following themes: identity, human resources, physical infrastructure and resources, leadership, management and governance, curriculum and learner support, structures and procedures, relations, contextual environment and self-efficacy.

Two of the participants experienced the leadership of the school as visionless and without direction. One of the participants reported: "The compass is lying oblique … they can't give us direction" (SP-T2: 1) whilst the other participant sees the school as vehicle blocked, without direction … not knowing where it is heading … still waiting for a map (SP-T5: 1).

All the participants felt that the school has excellent teachers and that teaching and learning do take place at the school. The following factors were identified as impacting negatively on the morale of the educators: low salaries (SP-T1: 1), not getting enough opportunities at the school (SP-T1: 1, SP-T2: 2, SP-T5: 2) not getting recognition for what they are doing (SP-T1: 2). Some of the participants also indicated workload and lack of support from the education department (SP-T1: 1, SP-T3: 1) as being obstacles to development.

Resources are important for learning and teaching to take place. Lack of finances was experienced as a source of conflict and a stumbling block (SP-T3: 1, SP-T2: 1). One of the participants indicated that although there are resources, like the computer room, they are not always accessible for learners (SP-T5: 2).

All the participants had indicated that they experience the leadership, management and governance component of the school as problematic. The participants referred to it as autocratic (SP-T5: 1), an unhealthy centre ... that controls everything at the school (SP-T2: 1). The participants used the following miniatures (FN, O1 and O2) to describe the leadership and management component at the school: strong muscled male figure (SP-T5: 1,

SP-T6: 1) skull (SP-T1: 2) closed cupboard (SP-T3: 1) muscled soldier (SP-T2: 1). One participant felt that the principal tries to do his best, but that it seems as if he has thrown in the towel (SI-T4: 2).

The participants felt that some of the learners are working hard and that learning and teaching do take place at the school. It seems that the school is catering well for sport and cultural activities for learners (SP-T1: 1, SP-T3: 1, SP-T4: 1). The participants felt that the learners are excelling in these areas. It seems that some of the participants experience problems with learner behaviour (SP-T4: 1, SP-T2, SP-T5: 1) and learners with learning difficulties (SP-T3: 1, SP-T6:). There is a need amongst some of the participants for support programmes for these learners (SP-T3: 1), whilst others felt that the school is not doing enough and is losing out on these students (SP-T3: 1, SP-T4: 1).

It seems that information and access to information and resources are strongly regulated in the school (SP-T2: 2, SP-T3: 1 and SP-T5: 1). The participants felt that most of the time they do not know what is happening at the school (SP-T3: 1) and that sometimes the information is inaccessible (SP-T5: 2). The principal is in charge of everything at the school (SP-T2: 2).

The relationship between the different role-players in the school currently affects effective cooperation. The participants indicated that relationships are a problem at the school (SP-T1: 1) and that there is division amongst staff members (SP-T3: 1, SP-T5: 1). Although some of the participants have a good relationship with members in the school community, others feel apart and want to be left alone (SP-T3: 2, SP-T4: 2).

Schools do not exist in isolation. It seems that the area in which the school is located does have an impact on the schools effectiveness. For some of the participants the school is isolated form the community (SP-T5: 1) and is not accessible for parents and community members (SP-T2: 2). It seems that poverty, drugs and single parent households are viewed by some of the participants as an area of concern (SI-T4: 1, SP-T6: 1, SP-T2: 2).

Self-efficacy can be defined as the way in which a person views his ability and that of his students to be effective in their performance. It seems that most of the participants are very positive about them and their students. Remarks, such as: try to make a difference (SP-T1: 2), got power and energy (SP-T2: 2), I feel I can make a difference (SP-T5: 2) indicate that the participants regard themselves and their student's abilities very positively.

4.4 DISCUSSION OF FINDINGS

4.4.1 Teachers' experiences of the sand tray

One of the aims of this study was to explore teacher's experience of the sand tray session.

According to the findings, the sandtray session were experienced differently by the participants. This confirms observations by Boik and Goodwin (2000:52) who contend that the sandtray experience is unique for each person. According to them for some it may reveal current pressing issues, whilst for others it can be a deeply cantering and relaxing experience. Whilst the sandtray sessions were experienced overall as positive it seems that for those participants who experienced the session as exposing, the sandtray sessions were less positive. According to Weinrib (1983:72) when the client finds the sandtray process exposing and disempowering, it can be that the sand picture for the client may be too revealing and that they fear that they cannot control it or that the loss of verbal control may be too threatening for them. The participant's resistance can also be an indication that sandtray may not be as effective and suitable for all teachers. The client's resistance should however be respected. It will be important for the educational psychologist to assess the readiness of teachers for sandtray.

At the beginning of the sandtray session the participants reported that they were a little bit overwhelmed and did not know how to start, but that as the process proceeded they were more able to express themselves. According to Weinrib (1998:72) if clients start to discover a pleasurable release of tension when a feeling or impulse has been truly expressed they become more

relaxed and start to trust the process. It can possibly also be that as the participants' defences started to diminish that they were able to disclose more. This can partly explain why some of the participants were feeling relaxed and experienced a feeling of being carried-away as the sandtray progressed.

According to Homeyer and Sweeney (1998:14) the non-threatening atmosphere in the sandtray process makes it possible for clients to project emotional aspects and inter-personal relationships through the miniatures. According to them, clients can displace negative feelings onto the miniatures rather than expressing them on people. This possibly explains why one of the participants could project her anger and frustration onto those role-players that she thought was responsible for situation at the school. Since it was just the participant and the tray they felt safe to express them.

One of the participants indicated that she felt as if a load had been taken off her shoulders whilst the other participant was generally more positive. The above observations by one of the participants confirm observations by Weinrib (1998:82) that during the sandtray process considerable amounts of physical and psychological energy are released and this may result in people feeling a new sense of well being and rebirth.

In summary, it seems that the overall experience of the sandtray process were positive and that the sandtray do provide a safe space for teachers to express themselves.

4.4.2 The value of the sandtray for teachers

One aim of this study was to understand the value of the sandtray process for the individual participants as well as for the school. According to Swart and Pettipher (2001:41) teacher's attitudes, beliefs and values underlie their decisions and actions. Therefore they argue that it is important to create a safe professional environment where teachers can share their interpersonal attitudes and beliefs, because if repressed and unquestioned it can corrode the educational change process. Similarly, Davidoff (1997:108) asserts that eliciting teachers' feelings about their school can be extremely cathartic. Given the above, it was argued that the sandtray could provide a safe space

for teachers to reflect on their experience of their school. Secondly, that once their non-verbalized concerns are known, it can effectively be used to determine both the quality and content of school development interventions.

Peoples' perception of reality is influenced by their own experience as well as the dominant discourses that prevail in the context where they find themselves. Given this people can over time becomes so accustomed to their everyday situation that it blocks them from understanding the influence of their personal issues and/or the institutional or work context on their feelings, thoughts and actions. Since the participants were alone when building their world, it seems that as their defences start to crumble that they become more in tune with themselves. According to Boik and Goodwin (2000:5) through the sandtray process the client becomes more aware of the different aspects of his/her personality and the blocks and wounds that have interfered with healing and wholeness. It were as if the participants start to discard beliefs, feelings and experiences of their school that do not fit into their genuine experience of the school, but that they have to adhere to, to fit into other teachers experiences of the school.

Given the non-threatening atmosphere and the feelings of safety, the participants feel free to put aspects of the school into the tray, which they feel, negative as well as positive about. The sandtray seems to initiate an internal dialogue, where the participants start to think holistically about their school. As the participants weigh the positive and negative aspects of the school, a more holistic and a relative realistic picture of the participants' experience of the school starts to emerge. The sandtray session heightens the participants' awareness of the positive aspects of the school. This underscore Davidoff's (1997:108) assertion that eliciting teachers' feelings and perceptions of their school, at the beginning phases of school development planning, can be enormously cathartic. According to Davidoff (1997:108) it does not only provide an outlet for anger, tension and frustration, but also provides teachers with the opportunity to acknowledge aspects of school life, which they feel positive about.

The sandtray allows the participants to move and to remove miniature figures from the tray. It seems that it assists the participants to develop some form of control and mastery. According to Boik and Goodwin (2000:13) sandplay empowers each person and can help them to overcome feelings of helplessness and inferiority. The participants' observations that they could express themselves the way they want to without considering other people is an indication of their new sense of control and agency. It seems as though the sandtray can ignite a new sense of well being for teachers stuck in an unhealthy work environment.

In summary, although the participants only had one opportunity to depict their experience of their school it was valuable since it gives hints about the underlying personal and structural dynamics that need to be addressed at the school. It seems that through the sandtray process teachers can develop insight into how their personal issues and the institutional or work context or the interaction of both influence their thinking, feelings and behaviour in the school.

4.4.3 The use of the sandtray in school development planning

School development planning entails a process where the school reflects on its current practices and preferred future. Within this process the focus is on both the personal and professional issues of teachers and organizational development issues. According to Thurlow (2003:220-221) school development consists of certain phases, of which the auditing phase is the first phase in school development planning. In the auditing phase, the school identifies their strengths and weaknesses. It seems that sandtray, as a non-verbal and projective technique, when used during the auditing phase can give us access to the underlying personal and structural dynamics that hinders the process of development and renewal within school. Secondly, it can assist organizational development facilitators, to develop an understanding of the individual perspectives, point of view and emotional reactions of staff members towards the existing context of the school.

The sandtray process allowed teachers, within a safe and structured environment, to identify issues that distract them from effective performance. As the participants reflect on their school it seems as if they start to develop a holistic view of the school, acknowledging both the strengths and weaknesses. It will be important for the school development facilitator to integrate both the positive and negative themes that emerge out of the teacher's stories, into a holistic framework, where the different elements of the school are outlined. The school development facilitator will need to provide feedback to the entire school community of what the strengths and weaknesses of the school are. Providing feedback brings ethical considerations into play. It will be important during the feedback not to mention names, but only to provide a summary of the common themes that have emerged out of the process. Respecting the teachers and protecting their identity will be important if the educational psychologist continues follow-up work with teachers to deal with personal issues.

The use of individuation during the processing of the sandtray, allowed for individual self-reflection, within the context of their school. As the participants reflected, it seems as if personal issues as well as hidden worries and concerns of which they were not aware, start to emerge. Since school development is also concerned with the personal and professional development of teachers, it is important to note the personal issues that emerge out of the process. It will be important to provide therapeutic support on an individual and group level for these teachers.

Sandtray can be a very exposing and deep experience for the client (Boik and Goodwin, 2000:60-61). This was evident in the hesitation of participants at the beginning of the building phase. Given this, it is important to assess the readiness of the client for the sandtray process. To ease the client into the process it is important to give the client an overview of what the process entails, address issues of confidentiality and anonymity, as well as the personal and organizational benefits that can emerge out of the process.

According to Juechter, Fisher and Alford (1998:64) school development initiatives must not be done in isolation from the organization's culture and

overall system. Given this, it is important to involve all role-players in the development planning. This will assist in developing a composite picture of the school as experienced by the different role-players.

4.4.4 The themes in teachers' stories

Goduka (1999:1) in dealing with the issue of healing in South African education suggests that teachers through their own narratives and through dialogue with colleagues start to tell their stories of schooling on a personal and institutional level. According to Goduka (1999:2) narratives have the power to give teachers a voice and to move them into action.

This study wants to understand the themes that emerge as teachers tell their stories of their school. It was argued that common themes in the teachers' stories could be used to influence both the content and quality of development interventions at the school.

The individual stories told by the teachers reflect their individual personal and professional histories, as well as their relation towards authority structures within the school community. For example, while the focus of one participant's story is on leadership and management, the other teachers' concern were the chaotic situation at the school, the relationship between the school and the community or relationships at the school. According to Green (2001:7) people make meaning of their experience from particular perspectives that in turn contribute towards the construction of meaning that is acceptable within their own social and professional communities. Although teachers experience the same context, as result of the interaction of their personal perspectives and individual characteristics, their creation of meaning will be different from people that share the same context with them.

Schools are open systems that are in continuous interaction with other systems outside them, including local and community context (Donald et al., 2002:145). According to Steyn (2002:268) schools do not operate in a vacuum and are part of specific communities, and various factors may influence their activities. These systems influence how the school sees them and how they respond to challenges within the context. It seems that the

context of poverty, drugs and single parent households influence how participants experience the school and define for the participants challenges that the school needs to address.

Schools consist of different elements that are interdependent, and each element needs to function well for the school to be effective. An overview of the elements that the participants find to impact negatively on their performance are interrelated, for example the issue of access to resources, how information is regulated, lack of acknowledgement of positive contributions by teachers are all interrelated with the dominant leadership and management style within the school. Given this the development of areas of concern cannot be done in isolation from other elements in the school. It seems that a whole school development approach will suite to facilitate school development.

The leadership and management style of the school have a significant impact on the effectiveness of the school. The principal has an important role to play in setting the tone and to provide vision and direction in the school. According to Swart and Pettipher (2001:39) schools thrive best when leadership and management functions are democratically shared amongst the members of the school community. It seems that the leadership and management component is a concern for all the participants. The bureaucratic management style seems to isolate teacher's contribution in the school. It will be important to develop shared leadership, where the skills and experience of all role-players, especially that of teachers, are harnessed.

According to Mitchell (1995:219) research suggests that teachers with high self-efficacy beliefs are highly successful in working around barriers in their work environment to perform effectively. The participants in this study, despite all the barriers they experienced, are to a large extent very positive about their professional abilities and their student's abilities to excel. However, Mitchell (1995:219) contends that to be effective in an unhealthy work environment requires that they need to expend significant amounts of energy to work around these barriers. Over time these efforts may wear them down, leading to burnout. Given this, it will be important to introduce a psychosocial support

programme for teachers, that on the one hand will provide them with an outlet to release build-up tension and frustration, while at the same time allows them to develop skills to deal with the challenges in their work environment.

In summary, it seems that the sandtray could be an effective tool to facilitate teachers' stories of their school. Although there were common themes in the teachers' experiences of their school, each of their stories reflects their personal and professional history.

4.5 REFLECTION

This chapter has focused on the methods of data collection, an interpretation of the data and a discussion of the findings that have emerged out of the data analysis. The research objectives and certain aspects of the literature review were used to present the findings and the discussion of the data.

Chapter 5 will give a summary of the findings and discuss the implications for the educational psychologist when using sandtray during school development planning. Recommendations, based on the findings of the research project will be made, as well as the limitations of the study will be discussed.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS FOR THE EDUCATIONAL PSYCHOLOGIST AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter four has focused on the methods of data collection, an analysis of the data and a discussion of the findings that have emerged out of the process.

This chapter will give a summary of the main findings of the research. This will be followed by a discussion of the implications for the educational psychologist, when using sandtray during school development. The chapter will conclude with recommendations, as well as a discussion of the limitations of the research project.

5.2 SUMMARY OF FINDINGS

The aim of this research project was to explore teachers' experience of sandtray, what the value of the sandtray sessions was for teachers, what the themes are that emerge out of the teachers' experience of their school and what the implications for the educational psychologist are when sandtray is used during school development.

What follows is a summary of the main findings that have emerged out of the research project.

- In the main the participants have experienced the sandtray session as a safe way to express them. Although two of the participants felt exposed and disempowered by the process, it seems that the sandtray can provide

a safe and structured environment for teachers to tell their stories of schooling. Although the participants only had one opportunity to depict their experience of their school it was valuable since it gives hints about the underlying personal and structural dynamics that need to be addressed at the school. The sandtray process can assist teachers to develop insight into how their personal issues and the institutional or work context or the interaction of both influence their thinking, feelings and behaviour in the school.

- That the individuation process facilitates the emergence of personal issues and worries of which the participants were not aware. Secondly, that individuation can assist the educational psychologist to develop an understanding of the individual perspectives and emotional reaction of staff members towards the existing situation at the school.

- The participants felt that the sandtray sessions assisted them to develop a holistic understanding of the school.

- That sandtray, when used during the auditing phase of school development, can give the educational psychologist access to the personal and structural dynamics at the school that hinders transformation and growth.

- The involvement of all role players and an outside facilitator was also suggested as a prerequisite for an effective school development process.

- That sandtray can be an effective tool to facilitate teachers' stories of their school. Although there were common themes in the teachers' experiences of their school each of their stories reflected their personal and professional history.

5.3 THE USE OF THE SANDTRAY: IMPLICATIONS FOR THE EDUCATIONAL PSYCHOLOGIST

According to Homeyer and Sweeney (1998:4) the evolution and development of a dynamic interpersonal relationship between the client and the therapist is

crucial in sandplay. The therapist is responsible for the creation of the free and protected space so that the client can feel free to express him/herself. When used within context of school development the teachers must experience the educational psychologist as trustworthy and not as part of beaurocratic structures. It will be important for the educational psychologist to invest a lot in relationship-building activities and not to rush in to complete the process. Careful assessment of the readiness of the teachers and the school will become important.

Sandtray can be a deep and very exposing process for the client. It seems that during the processing of the sandtray, that the process of individuation allows the emergence of personal issues. Within the safe and protected space created by the therapist and the fact that the sandtray provides a therapeutic distance for the client, it seems that abreactions may occur. According to Boik and Goodwin (2000:14) it is important that the therapist serves as a psychological container for the client. Since the participants suggested the issue of time, the educational psychologist will need to assess when it is the best time to introduce sandtray. If the teacher after the sandtray session must continue with their teaching duties the provision of psychological containment becomes very important. It seems that the semi-structured interview session was an interesting way to provide some form of closure, since it allows the client to reflect on the process as well as provide opportunity to discuss any other issue, and to leave the door open for individual assistance.

As teachers reflect, it seems as if personal issues, as well as hidden worries and concerns of which they were not aware, start to emerge. It is important to note the personal issues that emerge out of the process. It will be important to provide therapeutic support on an individual and group level for teachers to deal with these personal issues.

Miniature figures are the words and metaphors of the client's non-verbal communication. It is through the use of miniature figures that the client is able to express his/her feelings, thoughts, beliefs and desires that may be too overwhelming for words (Homeyer & Sweeney, 1998:31). Given this, it seems

useful, although not important, to include miniatures that are school-related to make it easier for the teachers to express them.

The participants in the research project suggest that sandtray must be used as part of a process of school development and that the educational psychologist must assist them with ways to address the weaknesses in the school. A review of the aspects that impact negatively on teachers performance, indicate that some of the prioritised areas for development fall outside the scope of work of the educational psychologist. Given this it will be important for the school psychologist to work collaboratively with other support units at district level.

The use of sandtray in school development planning brings certain ethical issues to the front. The school psychologist will need to inform participants about the process. The participants must know that it is voluntary, that issues discussed will be treated confidentially and that the identity of people will not be disclosed.

According to Boik and Goodwin (2000:14-15) it is important for the therapist to explore his/her "own soul garden". They argue that if the therapist is aware of his own hidden unconscious material, he will be less tempted to project his shadows onto the client. It is also important for the educational psychologist to get clarity from which theoretical framework he will process the tray, for example will he/she use it within the Narrative therapy framework or will he/she use a Jungian approach?

5.4 RECOMMENDATIONS

- It is recommended that the sandtray be used during the auditing phase of the school development planning process. Sandtray, as a non-verbal and projective technique, can give us access to the underlying personal and structural dynamics that hinder the process of development and renewal within a school.

- The use of individuation during the processing of the sandtray, allow for individual self-reflection, within the context of their school. Individuation

can assist the school psychologist, to develop an understanding of the individual perspectives, points of view and emotional reactions of teachers towards the existing context of the school.

- The use of the sandtray in school development planning brings certain ethical issues to the front. The educational psychologist will need to inform participants about the sandtray process and how it is linked to school development planning. The participants must know that it is a voluntary process, that issues discussed will be treated confidentially and that the identity of people will not be disclosed.

- Sandtray can be a very exposing and deep experience for the client (Boik & Goodwin, 2000:60-61). This was evident in the hesitation of clients at the beginning of the building phase. Given this it is important to assess the readiness of the client and the school for the sandtray process. The educational psychologist will need to invest a lot in relationship building.

- As teachers reflect, it seems as if personal issues, as well as hidden worries and concerns of which they were not aware, start to emerge. It is important to note the personal issues that emerge from the process. It will be important to provide therapeutic support on an individual and group level for teachers to deal with these personal issues.

- A review of the aspects that impact negatively on teacher's performance indicates that some of the prioritised areas for development fall outside the scope of work of the school psychologist. Given this it will be important for the school psychologist to work collaboratively with other support units at district level.

- School development initiatives must not be done in isolation from the organization's culture and overall system. Given this it is important to involve all role-players in the school community in the development planning. This will assist in developing a composite picture of the school as experienced by the different role players.

5.5   LIMITATIONS OF THE STUDY

The small sample size, the composition of the sample and the context of the school are acknowledged as limitations. It might be that when other role players were involved that the sandtray process could have yielded a different picture of the school. Secondly, that when used in a school context where there are not many barriers that affect teacher performance, that teachers might not experience the sandtray process as positive, as the participants in this project did.

5.6   REFLECTION

Teachers have a central role to play in the process of educational transformation. Given their deep contextual understanding of their school it is important to provide a safe space, so that their voices can be heard. Within the context of educational transformation, educational psychologists are challenged to redefine their role and to become more involved in the general process of schooling. The new role envisaged for educational psychologist suggests an enlargement of their scope of practice to include both individual work as well as work within the different systems.

The review of literature and the findings of this research, suggest that sandtray, as a projective technique, when used in an ethical and responsible way, during the auditing phase of school development, can give the educational psychologist access to the underlying personal and structural dynamics that hinder the process of development and renewal within a school. Secondly, it helps the educational psychologist, to develop an understanding of the individual perspectives, points of view and emotional reactions of teachers towards the existing context of the school. Since school development is also concerned with personal and professional development of teachers, it is important to provide psychosocial support for teachers to deal with personal issues that emerge out of the sandplay process as well as the challenges within the context of their school. To develop a composite picture of the school it seems important to involve all role-players in the initial phases of school development planning.

In conclusion: As we journey with our fellow citizens on the road of healing and nation-building, we are challenged, as educational psychologists, to promote conditions within our institutions of learning that will foster the development of a new sense of wholeness, growth and transformation. I want to concur with Spare as cited in Homeyer and Sweeney (1998:19) that the sandtray is more than a treatment modality and that the meaningful use of sandtray therapy is a function of the therapist's own human heart, and the ever ongoing interplay between the therapist's own centres and the hearts and needs of those he/she is privileged to see in psychotherapy. Sandtray can be a tool to ignite a new sense of well being for teachers stuck in an unhealthy work environment, which is to a large extent, still a reality for the majority of teachers in South African schools.

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APPENDIX A

CATAGORIES OF MINIATURE FIGURES

APPENDIX B

GUIDE TO INTRODUCE SANDPLAY TO THE SUBJECTS

❖ Introduce subject to the sandtray. Place hand in the tray and shift the sand.

❖ Point out the blue bottom of the tray by moving the sand and clearing a spot.

❖ Point out the blue colour - it can simulate water and the sky.

❖ Show the client the variety of miniature figures. They may use them, just the way they want.

❖ Inform subject that miniature figures are placed in categories, which assist to locate objects easily.

❖ Let client know- he/she can sit or stand, may be silent, talk or ask for help.

❖ To inform the researcher when the sand world is complete.

Source: Boik, B.L. and Goodwin, E.A.2000.Sandplay Therapy: A Step-by-step manual for psychotherapist of diverse orientations. W.W. Norton and Company. 58-59.

GUIDE TO PROCESS THE SUBJECTS SANDTRAY

❖ Give a title for your sandworld?

❖ Tell me more about what is happening in the sandworld that you have built?

❖ Which figure represents you?

❖ What is the figure doing?

❖ What are the figure strengths as a teacher?

❖ Do that figure get enough opportunity to bring his strong qualities to the front?

❖ What is this figure's greatest challenge in his/her context of the school?

❖ What is the figure's relationship with others in the sandworld?

❖ If this figure could give a message what will it be?

APPENDIX C

GUIDE FOR SEMI-STRUCTURED INTERVIEWS

❖ How was the sandplay experience for you?

❖ How did you feel and what did you think while you were busy to building your sandworld?

❖ Did you feel safe to express yourself while you were busy to build your sandworld and while you told me your story?

❖ Are there any recommendations that you would like to make, to make the process more meaningfull, if it is used with teachers within the context of school development?

❖ Is there anything else that you want to talk about?

GUIDE FOR FOCUS GROUP DISCUSSIONS

❖ How was the experience?

❖ Was it of any value to you?

❖ Can it be of any value to the school?

❖ How was the individuation part of the processing session for you?

❖ Are there any recommendations that you want to make, to make the sandplay process more meaningful?

APPENDIX D

PHOTO OF SANDTRAY (T1) AND TRANSCRIPTS OF PROCESSED SANDTRAY OF SUBJECT.

PROSESERING VAN SANDBAK

Opvoeder. T1

Datum: 05 Oktober 2004

Plek: Lokaal 45,

TSM	**1. As jy nou 'n titel vir die wêreld gee wat jy gebou het, wat sal jy dit noem?**
T1	Kontraste
TSM	**2. Vertel my meer omtrent die wêreld wat jy gebou het?** Dit is my vrou en kinders. (Wys na vroulike figuur en kinders) Hulle speel 'n baie belangrike rol in my lewe. Wat ek hier uitgebeeld het …in ons skool is daar 'n geweldige probleem met verhoudings.(wys na miniatuur van huweliksmaats (man en vrou) Die leeus, beer en slange, man wat skiet – is die dinge wat nie reg is nie. Ander dinge is die min geld wat ons as onderwysers kry. nie dat 'n mens geldgierig is nie. Dit is deel van die probleme wat daar is. Man wat skiet verwys na die onderwyshoofde wat gedurig op onderwysers pik – en nie genoeg ondersteuning gee nie. Ten spyte van probleme en slaggate en tekortkominge is daar ook positiewe dinge by ons skool. Soos ons sport – ons vaar redelik goed in vergelyking tot ander skole. Ons het goeie onderwysers. Ons het goeie kinders – ten spyte van die kinders wat soms probleme gee. Dit is die skoolhoof (kopbeen) – hy staan eenkant – hy is nie deel van die proses nie, maar hy wil oorsien, afkyk, maar hy is nie werklik deel van die proses nie.

	Ligbulb – ten spyte van die probleme is daar lig. Somtyds is dit moeilk – klomp slaggate en min motivering – dink aan jou vrou en die resultate wat jy behaal met die kinders.	
TSM	**Watter figuur verteenwoordig jou?**	
T1	Die Beer	
TSM	**Wat doen die figuur ?**	
T1	Die figuur probeer om 'n verskil te maak – om 'n change te maak – education te gee vir ons kinders ten spyte van die probleme wat daar is.	
TSM	**Wat is die figuur se sterkpunte?**	
T1	Dat hy op hoogte is van sake … wat aangaan in die onderwys. Het saamgekom met die proses. Probeer om 'n verskil te maak in ons kinders se lewens. Alhoewel figuur groot en bietjie hard voorkom … is figuur tog lieftallig.	
TSM	**Kry die figuur genoeg geleentheid om sy sterkpunte binne konteks te gebruik?**	
T1	Nee .. ek voel nie so nie. Op die oomblik die situasie … dat in die sin dat erkenning gee as jy visible things doen .. maklik om te sien.. Maar die tyd wat jy opoffer op die sportveld ..niemand sien dit raak nie …die 3 tot 5 uur op die sportveld word nie raak gesien nie … en word miskien nie appreciate nie..	
TSM	**Wat is hierdie figuur se grootste uitdaging?**	
T1	Die grootste uitdaging is om ten spyte van die probleme in die onderwys aan te bly en positief te bly Nie noodwendig fokus op reg of verkeerd van 'n persoon nie. Soms moeilik, maar 'n mens moet gefokus bly… as plat val .. aan die einde van die dag in watter situasie sit ons. dan gaan beteken gehalte onderwys … elke persoon kan 'n verskil maak.	

TSM	**Hoe is hierdie figuur se verhouding met ander in die konteks**?	
T1	Ek dink die persoon het 'n redelike goeie verhouding saam met sy kollegas. Baie keer dieselfde visie deel en veral nou in die situasie , wat 'n mens baie keer werklik besef wat dit beteken om onderwyser te wees … moet 'n mens mekaar ondersteun.	
TSM	**As hierdie figuur 'n boodskap kon hê vir ander in die konteks … wat sal dit wees?**	
T1	Eerstens sê moet probleme wat negatief inwerk wegvat (skuif diere weg) Aan die storie moet ook aandag gegee word (wys na geld) Vir my staan die verhouding sentraal in die proses .. beteken as verhouding sentraal staan …dinge outomaties verder sal verbeter. Vir nou is die verhouding belangrik. Eie ek daar plaas ..kyk na groter geheel …kyk nie na eie omstandighede … moet 'n bietjie verder kyk.	

APPENDIX E

EXAMPLE OF DATA BEING SORTED INTO CATAGORIES AND THEMES

ONDERWYSER SE ERVARING VAN SANDBAK

Positiewe ervarings

Laat jou 'n bietjie ontspan (SI-T1:1)

Hoe positief jy raak (SI-T1:1)

'n bietjie vry (SI-T1:1)

kon doen (SI-T1:1)

kon express soos ek wil (SI-T1:1)

Hier is so baie mooi dinge … mooi dinge word uitgewerk (SI-T2:1)

Ek het gevoel ek kan praat (SI-T2:1)

Ek kan hier praat,maar nie voor mense nie (SI-T2:1)

Dit was nogal goed (SI-T3:1)

Goeie ervaring vir my (SI-T5:1)

Nogal lekker (SI-T6:1)

Het nogal daarvan gehou (SI-T6:1)

Dit was interesant (FG-T5:1)

Dit was iets anders om jou uit te druk (FG-T5:1)

Geleentheid on jou te express (FG-T1:1)

Dinge te sê wat jy nie altyd sê nie. (FG-T1:1)

'n Mens het dit geniet (FG –T6:1)

DIE WAARDE VAN DIE SANDBAK VIR OPVOEDERS

Waarde vir individue

Was ek skielik positief …ek wil kursus doen …of dit verband hou met wat gister hier gebeur het nie. (FG-T1:2)

Lekker gevoel (FG-T2:2)

Meer positiewe beeld van jouself ontwikkel (SI-T1:1)

'n gevoel van katarsis gee (SI-T1:1)

Hier uit gaan ….lekker gaan werk (FG-T2:2)

Ek was so ontspanne (FG:T2:2)

Toe vee ek hulle sommer so (FG-T2:2)

Ek sal nie toelaat dat hierdie persone …ons performance kortwiek nie (FG-T2:2)

Kon ontlaai (FG-T5:2)

Alleen sit (FG-T5:2)

Waarmee jy ongelukkig is kon jy daar plaas (FG-T5:2)

Jy kon erkenning gee aan goed waarmee jy gelukkig is (FG-T5:2)

Gebeur so baie mooi dinge (FG-T2:2)

In sandbak kon jy daai dinge uitbeeld (FG-T2:2)

Ons doen goeie dinge (FG-T2:2)

Ons kinders doen goeie dinge (FG-T2:2)

Geleentheid om skool as 'n geheel te sien (FG-T6:3)

Sien wat verkeerd is (FG-T3:3)

Weet watter dinge aan gewerk moet word (FG-T3:3)

Die feit dat jy sien …word jy bewus van dit wat nie reg is nie. (FG-T5:3)

TEMAS IN ONDERWYSERS SE STORIES

Identity

Kompas lê skeef (SP-T2:1)

Waarna toe neem hulle ons …dieper in afgrond af (SP-T2:1)

Hulle kan ons nie leiding gee nie (SP-T2:1)

Hulle kan ons nêrens neem nie (SP-T2:1)

Voertuig vasgehok (SP-T5:)

Het nie rigting nie (SP-T5)

Weet nie waarheen op pad is nie (SP-T5)

Daar is nog nie 'n map nie (SP-T5 :)

Relationships

In ons skool is daar 'n geweldige probleem met verhoudings (SP-T1:1)

Vir my staan verhoudings sentraal in die proses (SP-T1:3)

Vir my is verhoudings belangrik (SP-T1:3)

Redelike goeie verhouding saam met sy kollegas (SP-T1:3)

Streng professionele verhouding met die afgesperde nasie (SP-T2:4)

Goeie verhouding met res van die personeel (SP-T2:4)

Stoele in teenoorgestelde rigting –personeelverhoudings (SP-T3:1)

Daar is baie verdeeldheid onder mekaar (SP-T3:1)

Dinge is nie lekker nie (SP-T3:1)

APPENDIX F

LETTER TO SCHOOL

TSM NEWMAN

Posbus 968, Steinkopf, 8244

Tel: 027-7122893 (W); 027-7218134 (H); Sel: 0833569506

Die Skoolhoof

Geagte Heer/ Dame

Re: Navorsing

Ek is tans besig om navorsing te doen vir my meestersgraad in opvoedkundige sielkunde en is op soek na 'n loodsskool vir my navorsingsprojek.

Vervolgens wil ek u 'n agtergrond gee waaroor my navorsing handel.

Onderwys in Suid-Afrika het sedert 1994 baie verander. Grondliggend tot die verandering is pogings om die kwaliteit van onderwys te verbeter en alle rolspelers te betrek by die beheer,bestuur en ontwikkeling van opvoedkundige inrigtings. Onderwysers is van die belangrikste rolspelers. Navorsers meen dat behalwe dat onderwysers goeie kontekstuele kennis het van hul skool, kan enige nuwe beleid misluk indien dit die persepsies en ervarings van onderwysers ignoreer.Gegee dit, is dit belangrik dat opvoeders binne 'n veilige omgewing en op gesturktureerde manier geleentheid kry om rondom hulle ervaring van onderwys te praat.

Tans is daar intense debat aan die gang rondom die rol van die opvoedkundige sielkundige binne die proses van transformasie in die onderwys. Een van die rolle wat voorgestel word vir die opvoedkundige sielkundige is die van skoolontwikkelings konsultant. Hiervolgens moet opvoedkundige sielkundiges betrokke raak by geheelskoolontwikkeling en meer spesifiek die ontwikkeling van die skool en opvoeders ten einde kwaliteit onderwys te bevorder.

Die doel van die navorsingsprojek is onder andere om vas te stel of sandbak terapie, 'n terapeutiese intervensie strategie, gebruik kan word binne die konteks van skoolontwikkeling. Daar word voorts argumenteer dat sandbak 'n veilige ruimte vir opvoeders skep om te reflekteer rondom hulle ervaringe van hul skool. Die uitkoms van die navorsing kan bydra om die register van strategiee wat die opvoedkundige sielkundige kan gebruik vir skoolontwikkeling verbreed. Tweedens kan dit vir die skool 'n aanduiding

gegee van watter kwessies binne die skool se ontwikkelingbeplanning aandag behoort te kry.

Tans benodig ek 6 posvlak 1 opvoeders, van beide geslagte en van die verskillende leerareas binne die skool. Elke deelnemer aan die projek gaan ten minste vir 'n totaal van 3 ure met my individueel ontmoet en ten minste 2 ure as deel van die groep. Die ontmoetings kan oor 'n tydperk van twee weke skeduleer word.

U deelname aan die projek is vrywillig. Rakende vertroulikheid en anonimiteit gaan daar in die navorsingsverslag geen verwysing wees na u naam of die naam van u skool nie.

Indien u skool belangstel onderneem ek om 'n aanbieding vir u skool te kom doen rakende die navorsingsprojek.

By voorbaat dank.

Die uwe

TSM Newman