EDUCATIONAL CHANGE: A SUPPORT PROGRAMME FOR EDUCATORS IN AN INCLUSIVE SCHOOL SETTING

ELSIE J. CAMPHER

DISSERTATION PRESENTED
FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY
(SPECIALIZED EDUCATION)
AT THE
UNIVERSITY OF STELLENBOSCH

PROMOTER: PROF. P. ENGELBRECHT

DECEMBER 2003

DECLARATION

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

SUMMARY

In the movement towards inclusive education, demands that quality education for all present challenges for educator support to facilitate educational change in South Africa. The proposed link between effective educational transformation and understanding and managing change stimulated the researcher's desire to develop an in-service education and training programme for educators within the concept of whole school development. Such a programme could ensure the simultaneous development of competence of the individual and the school as an organisation.

The first phase of this study comprised the development of a particular in-service educator support programme aimed at addressing the identified needs of a specific target group of educators to facilitate educational transformation within an inclusive setting. The primary focus of the study was the development of educator competencies that would help educators cope with educational change by means of the establishment of school-based support teams. The content was based on a comprehensive overview of the literature on individual and institutional development as well as change. This was synthesized into four modules (Module one: change, transition, reviewing and clarifying vision and mission; Module two: leadership, teamwork and support; Module three; organisational change, the learning organisation and organisational culture; Module four: application).

In the second phase an evaluation research design was used to conduct a comprehensive evaluation of the programme in order to make judgements (from an accountability perspective) to facilitate programme improvement (from a development perspective) and to generate knowledge (from the perspective of academic value). The programme was presented in ten sessions of three hours each over a period of seven months during and after which qualitative and quantitative data was obtained and combined to ensure higher quality data for the identification of outcomes. An interpretive version of content analysis was applied for the identification of patterns from which subcategories, categories and a main theme was constructed.

The programme succeeded in achieving the primary objective of facilitating the establishment of school-based support teams: 95% of the schools that participated in the programme established school-based support teams. It also contributed to the development of personal and professional competency in educators that helped them cope with educational change. Participants experienced significant positive changes in their own thinking and perceptions regarding inclusive education, educational change, support and teamwork. They understood why they needed to change, and developed a better understanding of how to deal with the effects of change. From the patterns identified, the sub-categories of personal, professional and school development were constructed. Change

emerged as the overarching main theme. Embedded within this were the roles of the facilitator and of transformative learning.

The research findings confirmed that the problem was appropriately conceptualised and that the design of the programme adequately addressed the needs of the participants. Respondents reported that they were more knowledgeable and skilful, and that they had experienced positive changes in their attitudes. These personal changes contributed to better educational service delivery and improved schools.

This study demonstrated that educators can be given the support they need to cope with educational change through an in-service support programme which is needs driven and which focuses simultaneously on individual and organisational development.

OPSOMMING

Eise vir kwaliteit opvoeding in die beweging na inklusiewe opvoeding stel uitdagings aan opvoederondersteuning om opvoedingsveranderinge in Suid-Afrika te fasiliteer. Die voorgestelde skakel tussen effektiewe opvoedingstransformasie en die verstaan en bestuur van verandering het by dié navorser die begeerte aangewakker om 'n indiensopvoeding- en -opleidingsprogram vir opvoeders te ontwikkel binne die konsep van heelskoolontwikkeling. So 'n program sou die gelyktydige ontwikkeling van die individu se bevoegdheid en van die skool as organisasie kon verseker.

Die eerste fase van die studie het die ontwikkeling van 'n spesifieke indiens-ondersteuningsprogram vir opvoeders behels wat daarop gemik is om die geïdentifiseerde behoeftes van 'n spesifieke teikengroep opvoeders aan te spreek om opvoedingstransformasie binne 'n inklusiewe omgewing te fasiliteer. Die primêre fokus van die studie was die ontwikkeling van opvoedersbevoegdhede wat opvoeders sou help om opvoedkundige veranderinge te hanteer deur middel van die vestiging van skoolgebaseerde ondersteuningspanne. Die inhoud is gebaseer op 'n omvattende oorsig van die literatuur oor individuele en institusionele ontwikkeling. Dit is byeengebring in vier modules (Module een: verandering, oorgang, hersiening en verduideliking van visie en missie; Module twee: leierskap, spanwerk en ondersteuning; Module drie: organisatoriese verandering, die leerorganisasie en organisatoriese kultuur; Module vier: aanwending).

In die tweede fase is 'n evalueringsnavorsingsontwerp gebruik om 'n omvattende evaluering van die program uit te voer met die doel om oordele te vel (vanuit 'n rekenskapgewende perspektief) om programverbetering te fasiliteer (vanuit 'n ontwikkelingsperspektief) en om kennnis te genereer (vanuit die perspektief van akademiese waarde). Die program is in tien sessies van drie uur elk oor 'n periode van sewe maande aangebied. Gedurende en na hierdie periode is kwantitatiewe en kwalitatiewe data verkry en gekombineer om data van hoër gehalte vir die identifisering van uitkomste te verseker. 'n Interpretatiewe weergawe van inhoudsanalise is aangewend om patrone te identifiseer waaruit subkategorieë, kategorieë en 'n hooftema saamgestel is.

Die program het daarin geslaag om die hoofdoel te bereik, naamlik om die totstandbring van skoolgebaseerde ondersteuningspanne te fasiliteer: 95% van die skole wat aan die program deelgeneem het, het skoolgebaseerde ondersteuningspanne begin. Die program het ook bygedra tot die ontwikkeling van persoonlike en professionele bekwaamheid in opvoeders wat hulle gehelp het om opvoedkundige verandering te hanteer. Deelnemers het beduidende positiewe veranderinge in hul eie denke en persepsies ondervind rakende inklusiewe opvoeding, opvoedkundige verandering, ondersteuning en spanwerk. Hulle het

verstaan waarom hulle moes verander, en het 'n beter begrip ontwikkel ten opsigte van die hantering van die uitwerking van verandering. Uit die geïdentifiseerde patrone is subkategorieë van persoonlike, professionele en skoolontwikkeling saamgestel. Verandering het as die oorkoepelende hooftema te voorskyn gekom. Ingebed hierin was die rolle van die fasiliteerder en van transformatiewe leer.

Die navorsingsbevindinge bevestig dat die probleem op toepaslike wyse gekonseptualiseer is en dat die ontwerp van die program die deelnemers se behoeftes op gepaste wyse aangespreek het. Respondente het gerapporteer dat hulle oor meer kennis beskik en vaardiger is en dat hulle positiewe veranderinge in hul houdinge ervaar het. Hierdie persoonlike veranderinge het bygedra tot beter opvoedkundige dienslewering en verbeterde skole.

Hierdie studie het aangetoon dat opvoeders die nodige ondersteuning kan kry om opvoedkundige verandering te kan hanteer deur middel van 'n indiens-ondersteuningsprogram wat behoeftegedrewe is en wat terselfdertyd fokus op individuele en organisatoriese ontwikkeling.

Dedicated with gratitude to

my father, Jannie,

my mother, Anna,

my children, Kornel and Carni

ACKNOWLEDGEMENTS

My sincere appreciation to the following persons:

- *Prof Petra Engelbrecht, for her integrity and wisdom in guiding this study – for her incredible ability to unleash human potential*
- *Prof Cilliers, Dr Waghid and Dr Ackermann, for your assistance, guidance and humour*
- *Dr Ridge, for the editing of this work*
- *Connie Park, for the technical editing and printing of the final document – your warmth, calmness and support*
- *Graham Bootsma, for the graphical designs – your encouragement and support*
- *Carni van der Walt, for your assistance in the Tables – your faith in me, your encouragement, understanding and sacrifice*
- *Kornel, for your faith in me – your encouragement, understanding and sacrifice*
- *Deon and Kathy, for always being there for me*
- *My Mom and Dad, for your unconditional love*
- *Hermie and Elize, for your motivation and guidance to focus*
- *Gretha, thank you for walking this road with me*
- *Lizanne, for your interest and prayers*
- *Christine, for enriching conversations, sharing and friendship*
- *Mario Denton, for useful and usable information*
- *All the participants, it was great working and learning with you*
- *ABSA Bank, for its valuable sponsorship*

TABLE OF CONTENT

CHAPTER 2

EDUCATIONAL TRANSFORMATION: CHANGES, CHALLENGES AND IMPLICATIONS IN SOUTH AFRICA AFTER 1994 41

CHAPTER 3

MANAGING CHANGE WITHIN A WHOLE SCHOOL APPROACH **80**

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

ORIENTATION AND STATEMENT OF THE PROBLEM

Future generations of historians will look back on this moment, and judge our wisdom and foresight as we share experiences and chart our paths forward (Department of National Education: Porteus, Matola, Carrim & Coombe, 2000a:1).

1.1 INTRODUCTION

Educational transformation is a priority in the reconstruction and development of South Africa. In 1994 the first democratic government inherited a South Africa with a social and political landscape deeply divided along racial lines. Policies were constructed racially, with both the public and private sectors micro-managed on the basis of a strict racial hierarchy. The apartheid era left an enormous legacy of poverty and inequality; where poverty is directly linked to the political economy of inequality, and wealth and power have historically been the preserve of whites. If South Africa is to achieve objectives such as the alleviation of poverty, income redistribution and the creation of employment, an annual economic growth of at least 3% is required (Department of National Education, 2001b:1, 2).

> *The transformation of … education is part of the broader process of South Africa's political, social, and economic transition, which includes political democratisation, economic reconstruction and development, and redistributive social policies aimed at equity. This national agenda is being pursued within a distinctive set of pressures and demands characteristic of the 20th century, often typified by globalisation. This term refers to multiple, interrelated changes; social, cultural, and economic relations, linked to the widespread impact of the information and communications revolution, the growth of trans-national scholarly and scientific networks, the accelerating integration of the world economy and intense competition among nations for markets. These economic and technological changes will necessarily have an impact on the national agenda*

> *given the interlocking nature of global economic relations. The policy challenge is to ensure that we engage critically and creatively with the global imperatives as we determine our national and regional goals, priorities, and responsibilities* (Department of National Education, 2000a:1).

Educational transformation in South Africa is thus tied directly to the overall process of change in the wider South African society, away from apartheid to a democratic dispensation based on a culture of human rights and common citizenship. Restructuring the educational system, the development of legislation and policies, and the reorientation of the very philosophical framework of education has been driven by this vision. For a nation emerging from apartheid, the significance of considering values in education cannot be divorced from the need to reverse the deep racism that continues to undermine society (Department of National Education, 2000a:1-20).

The National Educational Policy Act of 1996 (Republic of South Africa, 1996a) articulates five core values to frame education transformation: **democracy, freedom, equality, justice and peace.** The Constitution of South Africa adopted in 1996 (Republic of South Africa, 1996b) provided the platform for the integration and de-racialisation of policy across the public sector. The policy framework considers these values as inextricably linked to the principle of redress. Given the depth of South Africa's legacy, the implementation of these values will not happen quickly. It will take creative and committed educators to ensure that the values-driven policy framework translates into meaningful engagement with values at all levels of the educational system.

The Constitution (Republic of South Africa, 1996b) offers a system of co-operative governance, where the national level has final sanctioning powers. Although significant powers are devolved to the nine provinces, the National Parliament ensures that the provisions of the Constitution are not contravened by the actions of provincial legislatures. The Department of National Education is thus empowered by the Constitution, either specifically or by inference, to promote compliance with the constitutional guarantees relating to:

- basic education for all persons
- equal access to educational institutions
- non-discrimination in the system
- protection of linguistic, cultural and religious diversity
- protection of academic freedom
- equitable funding.

The Department of National Education has a vital role to play in the reconstruction and development in South Africa, linking the education system to economic prosperity. The aim of the Department is to improve the quality of life of South Africans by providing them with knowledge, values and creative capacities. The mission statement of the Department of National Education declares that:

> *Our vision is of a South Africa in which all its people have equal access to lifelong education and training opportunities, which will contribute toward improving their quality of life and building a peaceful, prosperous and democratic society* (Department of National Education, 2001a:16).

The education and training system of South Africa will have to undergo significant change over the next number of years to realise the commitments of the Constitution to basic education and training for all. These transformation objectives, in the context of wider demands on a limited fiscus, as well as the practical implementation challenges, and global challenges, continue to guide South Africa's policy formation and development. Some examples are:

- The development of an integrated and inclusive approach to education and training based on a national qualifications framework
- The restructuring of school ownership, governance and finance
- The introduction of a new curriculum underpinned by outcomes-based education for all individuals
- The establishment of new educational management structures
- The restructuring of the higher education system.

The development of **human capacity** is the main focus of the education and training system in South Africa. It requires the deliverance of **quality education for all**. This 'human capital' discourse implies that the quality of an educational system can be measured exclusively in economic terms, and especially in terms of its efficiency in responding to market needs. In terms of 'human capital' education becomes purely instrumental to economic production and growth. Education is seen in terms of an economic investment, in which students and workers become value-added products and a means by which the economy is to be improved.

Legislation through the South African Schools Act of 1996 (Republic of South Africa, 1996a) identifies the objective of **quality education** as a core principle driving educational reform. The **right of access** to education has therefore been a cornerstone of the post-1994 education

system. The National Qualifications Framework (NQF) (Department of National Education, 1996a) provides the framework for building an integrated and quality educational system facilitating lifelong learning. The focus on **quality improvement** is reflected by a campaign in 1997, which was designed to enhance the Culture of Learning, Teaching and Service (COLTS) (Department of National Education, 1997). This emphasised the improvement of physical infrastructure, the development of school management and governance capacities, and changing learners' and educators' attitudes toward learning and teaching. Currently **whole school improvement strategies** are being put on the agenda to improve quality, and schools are to enable all learners to participate actively in the education process so that they can develop and expand their potential as equal members of society (Department of National Education, 2001a:6-11, 22-26, 35).

> *All aspects of the education system would need to be changed if it is to respond to the needs of all learners. This means that we should not see the system as fixed and unchanging, where individual learners need to fit in. Rather, we should see the system as being able to be transformed so that it can accommodate individual differences* (Department of National Education, 1997a:54).

The Constitution guarantees **equal access** to basic education for all and a system is being developed to address the needs of all South Africans, in order to "*open the gates of learning and culture to all, and ensure that our nation's human resources and potentials are developed to the full*" (Department of National Education, 1995:79). A flourishing democracy requires the **recognition and celebration of diversity**, which should be reflected in the attitudes of its citizens and in the nature of its institutions. Consequently, its education and training system should accommodate all learners within an inclusive educational system and give meaning to the first principle upon which South Africa's democracy is founded, namely "*human dignity, the achievement of human rights and freedoms*" (Republic of South Africa, 1996:Section 1).

The term **inclusive education** is used to describe the philosophy and principles set out above in relation to the educational rights of all children. In South Africa, inclusive education relates to the Bill of Rights, which protects all children from discrimination. This includes, but not refer exclusively, to those who are experiencing barriers to learning and development. It calls for the creation and provision of education which is appropriate to the needs of **all** learners, whatever their background, origin or circumstances. Such a policy ensures that the full variety of educational needs is optimally accommodated and 'included' in the education system. The emphasis falls on the system to meet the needs of the learner as 'normally' and inclusively as

possible, rather than the learner having to be separated or excluded to suit the needs of the system.

From a systems perspective, key **extrinsic** barriers to effective learning and development prevail in South Africa. These include the nature and capacity of the education system itself, economic and social issues such as poverty, violence, crime, substance abuse, HIV-Aids as well as community attitudes to both learning and disability. Educators must understand the influence of contexts and know how to accommodate different learners. **Such a *systems change approach* requires significant reformation and restructuring of school operations.** This issue is fundamental to school reform and it is at the core of educational transformation in South Africa (Engelbrecht, 2001:20; Green, 2001:13; Swart & Pettipher, 2001:31).

To ensure that all South Africans have the knowledge, values, skills, creativity, and critical thinking skills required to build democracy, and ensure the development of equity, cultural pride, and social justice, the following key policy documents, task team reports and legislation, all stress the principles, as entrenched in the Constitution and the Bill of Rights, of equality, of access, the right of every learner to quality education, and establishes procedures for the democratic governance of public schools:

- African National Congress (1994) A Policy framework for Education and Training
- White Paper on Education and Training (Department of National Education, March 1995)
- Department of Education (1995) South African Qualifications Authority (SAQA) Act, notice 1521
- Department of Education and Training (1996a) Life long learning through a National Qualifications Framework
- White Paper 2: Organisation, Governance and Funding of Schools (Department of National Education, November 1996d)
- White Paper on and Integrated National Disability Strategy (Office of the Deputy President, 1996b)
- South African Schools Act of 1996, Government Gazette No. 84 of 1996

- Department of National Education, 1997b, Quality Education for All: Overcoming barriers to learning and development. Report of the National Commission on Special Needs in Education and Training (NCSNET)
- The campaign on culture and learning (COLTS) February 1997
- Department of National Education 2000d, Implementation Plan for Trisano, January 2000-Desember 2004
- The White Paper on Education and Training (Department of National Education, 2001)
- White Paper 6: Developing District Support Teams: Guidelines for Practice (Department of National Education, 2002).

These documents progressively encapsulate a vision of an effective, **inclusive education structure and practice** that is consistent with the democratic values, which lie at the heart of South Africa's political dispensation. This structure recognises the wide diversity of needs in the learner population in order to improve educational provision. Officially, **outcomes-based** education is regarded as a **key** to improving **quality** at all levels of education and training. Several policy instruments turn this 'key', including the National Qualifications Framework (NQF), Curriculum 2005 and the norms and standards for teacher education (Campher, 1997:1; Davidoff & Lazarus, 1997:vii; Enslin & Pendlebury, 1998:7; Engelbrecht, 1999:3-10; Department of National Education, 2000b:1).

Based on the notion of a rights culture, the new political and educational dispensation implies that the system should not only prevent learning breakdown and exclusion, but that it should be able to provide equal opportunities for effective learning to all learners. There are two elements to this challenge: universal access and systems quality (Department of National Education, 2000a:26; Department of National Education, 2000b:1).

Universal access implies an inclusive and unified education and training system. The movement from 'Special Needs' to Quality Education for All, is a transformative inclusive education agenda which would involve the understanding of the following principles:

- Inclusion should be viewed as the key to wider reform of the education system as a whole in an attempt to create a more effective and just society
- The main aim should be to create a culture and ethos in schools that values all learners irrespective of their diverse needs
- The system should encapsulate an ongoing change process

- The system should be dependent on continuous pedagogical and organisational developments within the mainstream educational institutions
- There should be concern for developing partnerships between schools and communities (Department of National Education, 2000b:4; Department of National Education, 2001b).

As an approach, **inclusive education** is a radical new way of looking at education. Inclusion is a re-conceptualisation of the special needs task, as **inclusion tries to change the system by restructuring schools** in order to meet the needs of all learners. It places a responsibility on society to facilitate the unconditional acceptance of those who do not fit in. Inclusive education is a process by which a school attempts to respond to all learners as individuals by considering its learning provision. Through this process, the school builds its capacity to accept all learners from the local community who wish to attend and, in so doing, reduces the need to exclude learners. Inclusion is thus aimed at supplying people with **coping skills** and **support** systems to enable them to survive in their specific contexts or to **empower** them to become **emancipated as individuals** and to live as normally as their abilities allow, without society preventing them from doing so. This in itself calls for a complete mind shift regarding the way education is viewed. How can teaching be made to be responsive to the diverse needs of all learners (Burden, 1995:55; Sebba & Ainscow, 1996; Donald, Lazarus & Lolwana, 1997:20)?

Systems Quality refers to providing all learners with **quality education** and equal opportunities within one educational system implying that schools and educators need to undergo radical changes in the way they deal with learners with barriers to learning and development. It would involve the movement away from the withdrawal of these learners by a specialist to meeting their needs in regular classrooms. Thus, all delivery structures should be geared towards the effective delivery of the new curriculum. It is critical that **inclusive** policy and practices align, link with, cohere with and maintain interventions. To establish an **inclusive** education and training system, all existing policies and legislation will need to be reviewed as an inter-sectorial approach to policy development and implementation is required to address needs in a holistic manner whilst having due consideration for the causes and effects of severe learning difficulties.

The researcher is forced to confront the historical assumption that there are two distinct categories of learners in South Africa. There are those learners who form the majority (with 'ordinary needs'), and there are also a minority of learners with 'special needs' who require support or specialised programs in order to engage in the learning process. This assumption defined the nature and organisation of education provision in South Africa prior to 1994. Special

Needs Education is a sector where the ravages of apartheid are most evident. The results of decades of segregation and systems under-resourcing are reflected in the fact that the imbalance between special schools that catered exclusively for white learners with disabilities and those that catered exclusively for black learners with disabilities is still apparent.

The historical notion of 'Learners with Special Educational Needs' (LSEN) has thus become a catch phrase to categorise all those learners who somehow do not fit into the mainstream education system and to describe the complex array of needs they may have. This assumption provides no insight into what has caused the learning breakdown or why such learners have been excluded from the system. Barriers to learning may be located within the learner, within the centre of learning, within the education system, and within the broader social, economic, and political context (Department of National Education, 1997a:11; Department of National Education, 2000b:2).

This is a profound change, which Dyson (1997) describes as the implementation of **Inclusive Education.** Furthermore, it challenges all the assumptions we make about the purpose and processes of education and teaching. From a developmental point of view, such educational change has no end, and implementing inclusive education would involve the restructuring of the entire educational system and orientating it towards **differentiation**. This differentiation is seen as the restructuring of the curriculum to meet the individual's needs, or being synonymous with good teaching and concerned with adopting different teaching strategies to meet the needs.

The responsibility for such differentiation lies with the individual educator. The regular classroom educator is now expected to deal with diversity, for which they feel they lack training. **Educators need to be supported** in their personal development of new and effective practices for their classrooms and their schools. Teaching classes of learners with diverse needs is not an easy task. As schools move towards providing effective inclusive education, **structures for support, development and collaboration are critical**, as they are important ingredients for change. This transformation of education in South Africa, in terms of 'special needs', and education support services, more specifically, are reflected in attempts to devolve much of the control and responsibility to the lowest level: the school (Davidoff & Lazarus, 1997:xvii; Hubbard-Berg, 1997:1; Naicker, 1997:2; Engelbrecht, 1999:3-10; Dyson & Forlin, 1999:24; Department of National Education, 2000b:5, 2001a & 2002).

Macro processes should provide a framework within which to implement **inclusive education**. For example, the national curriculum and its outcome based approach, new assessment policy, Culture of learning and teaching (COLTS) initiatives, Trisano, whole school development and school improvement and training programmes on child abuse, effective teaching and management, HIV/AIDS and life skills programmes. Inclusive education and its focus on addressing barriers to learning and participation, is to be at the core of the Trisano project, which means 'working together' and outlining Education Minister Kader Asmal's 'Call to Action' in 1999 for building an education and training system for the 21st century. This plan condenses nine objectives into five core programme areas. The nine objectives are:

1. An effective co-operative government must ensure effective provincial systems
2. Illiteracy among adults and youths must be eradicated
3. Schools must become centres of community life
4. Physical degradation in South African schools must be eradicated
5. The professional quality of our teaching force must be developed
6. The success of active learning through outcomes-based education must be ensured
7. A vibrant further education and training system must be created in order to equip both the youth and adults to meet the social and economic needs of the 21st century
8. At the same time a rational, higher education system that grasps the intellectual and professional challenges facing South Africa in the 21st century must be implemented
9. The HIV/Aids emergency in the education and training system must be dealt with urgently and purposefully.

The five programme areas are:

1. HIV/AIDS
2. School effectiveness and teacher professionalism
3. The fight against illiteracy
4. Further education and training and higher education
5. Organisational effectiveness of national and provincial systems.

Each of these core programmes has a set of projects, clearly identified priorities, targets, performance indicators and outcomes. Three gaps existed in the initial plan, but initiatives are now under way to fill them namely Early Childhood Development, Education for Learners with Special Needs and Gender Equality. The second stage of Trisano places greater emphasis on clearly defined delivery strategies, moving towards greater co-ordination through more focused policy goals, systems reform and better alignment of national and provincial systems. The plan prioritises the establishment and strengthening of structures, building capacity, filling vacant positions, and improving information-gathering systems and analysis. It sets in place mechanisms for measuring, appraising, evaluating and monitoring reform. The Trisano strategy is in line with global shifts in school and educational reform, which focus on outcomes and output, accountability, efficiency and performance. Particular strategies related to Trisano include:

- Public sector reforms through the Batho-Pele strategy aimed to improve delivery and accountability through the establishment of clear targets and performance indicators

- Reforms in the budget process and the public financial management framework through multi-year budgeting and planning in line with Medium-term Expenditure Framework (MTEF). (The goal is to link plans, priorities, budgets and implementation targets with clear performance indicators against which to monitor achievements.) (Department of National Education, 2000b:6; Department of National Education 2000a:23).

Education support services can play a fundamental role in ensuring that all learners have equal access to the education system and are able to participate optimally in the learning process. **Enabling mechanisms and processes are needed to support such diversity** to enable the education system, including educators and learners, to minimise, remove and prevent any barriers to learning from materialising. **The establishment of services, systems and structures for support provision and delivery have thus become a necessity as the means by which the educational transformation can be supported.** Education support personnel should focus their expertise on developing the capacity of centres of learning and members of the learning community through the development of **centre based support teams**, with an emphasis on educators as providers and managers of this support (Department of National Education, 1997a:17, 2001a, 2002; Campher, 1997:2, 44).

Education and Training are thus essential elements of human resource development. As such, education transformation in South Africa can be seen as the key to reconstruct society by establishing conditions conducive to a flourishing democracy, increased employability and creating a better life for its citizens (Enslin & Pendlebury, 1998:7).

However, while education transformation may well be on its way in policy making and legislation, it has **not** brought about the expected metamorphosis in teaching practice or the schools. **This is because policy makers have taken little notice of the perceptions, contexts and conditions of educators as change agents and implementers of policy.** Many schools remain dysfunctional in a fragile learning environment, with an educator training system that is producing large numbers of educators who are themselves disadvantaged by inadequate professional grounding (Christie, 1998:18).

Consequently, the prevailing situation in South African schools can be described in terms of a breakdown in the culture of teaching and learning. For example, timetables are confused and the ills of society such as violence, vandalism, criminality, gangsterism and substance abuse spill over into schools. Many schools have facilities that are in disrepair. There are disputes between principals, educators and students, which result in conflict, aggression, uncertainty and a low morale. The latter cannot be contained in weak organisational structures. Principals, educators and learners have lost focus and have directed their energies towards the malfunctioning of the institution, at the expense of substantive learning and teaching. Rationalisation has resulted in greater educator-learner ratios. Classrooms are overcrowded and educators have nobody to turn to for immediate help. There is also a growing number of learners with barriers to learning and development in mainstream education and classroom educators lack appropriate knowledge and experience as to how to deal with them effectively. This leaves educators feeling powerless to deal with the new roles thrust upon them. In addition the lack of finance has resulted in a shortage of special educators. As a result direct education support service has become impossible and new strategies and structures in the delivery of educational support have to be devised (Campher, 1997:4; Christie, 1998:18; Enslin & Pendlebury, 1998:7, 17; Sedibe, 1998:14; Department of National Education, 2000b:1, 2000a:40-43, 2001a, 2002).

Christie (1998:18) concludes:

> *When authority structures collapse and space-time boundaries are transgressed, there is a breakdown in those social defences that help people cope with*

> *anxieties of teaching and learning. People may be left with no choice but to act out psychotic anxieties, with the result that 'psychopolitical' group activity predominates over 'real work'. Becoming functional is primarily a matter of transforming the complex texture of everyday life in these schools.*

It is clear that the effective management of the transformation process in education has become an organisational imperative and a matter of urgency if the education system is to cope with the most important changes in the history of South Africa. Wescott (1997:18-22) states that

> *We now have to make our new society work. There are challenges and opportunities which, if taken, suggest that we could become a serious player in the world economy – and by implication – gradually pull sub-Saharan African economies with us. At the same time, however, there is an increasingly obvious risk of our sliding into crime ridden, poverty driven, Third World, banana republic status. How we manage our nation during the next few years will decide this for us!*

Any attempt to change this negative situation in South African schools needs to take into account the dynamics of schools as organisations and as social institutions. As such they have complex relationships shaped by conscious and unconscious processes. To change such entrenched patterns would **require quality leadership and intervention strategies with an understanding of whole school development.**

The focus would be on:

- **Ownership:** schools themselves need to take partial ownership of problems and work towards their resolution
- The **organisational dynamics** that are crippling the work of schools, so that they can be regenerated as functioning organisations
- The **leadership, support, personal and professional development requirements of educators** in order to assist them to function optimally and to create the changes described by policy
- **Organisational capacity building and development** in order to remediate school management and leadership to build participation and co-operation through formulating visions, goals and plans of action (School development also suggests that uncertainty, anxiety, hostility and resistance need to be anticipated and worked with in order to create an environment for change initiatives)

- **Total Quality Management (TQM)** so that change is managed through behaviour
- **Empowerment** the fundamental component of quality leadership involves releasing the potential of individuals
- **People as the "keystone" to success in organisations:** organisations with vision understand and accept that **people effectiveness** is about unlocking their competence, energy and commitment and using enabling resources such as money, technological facilities, source materials and information as the means to attain sustainable success. Using their expandable and renewable competencies and energies in innovative and creative ways for organisational performance
- **Change management:** to create an environment that is flexible enough to change and able to adapt to environmental demands
- **Transition:** successful leaders in change need to understand the effects change has on people
- **Emotional intelligence:** to help teachers to find ways in which they can manage their fears, anxieties, anger and grief
- **Team building and team functioning:** the team as a form of social organisation is the most appropriate structure for people development. Through collaborative teamwork staff members can constantly develop their skills and coping structures enrich their values and relationship capabilities (Senge, 1990:206; Lynch, 1990:70; West-Burnham, 1992:27; Darlin & Rolf, 1993; Mayer & Salovey, 1993:433; Covey, 1994:143; Senge, 1995:6; Kotter, 1995:99; Michels, 1996; Goleman, 1996:3–12; Westcott, 1997:18-22; Donald *et al.*, 1997:16; Davidoff & Lazarus, 1997:xv, xviii; Senge, 1997:129; Christie, 1998:18; O'Driscoll, 1998:38-40; Bridges, 1999; Lovett & Porter, 1999; Kanter, 1999; Veldsman, 1999; Department of National Education, 2000b:4; Lazarus *et al.*, 2000:13; Engelbrecht, 2001:17).

1.2 STATEMENT OF THE PROBLEM

The effective management of educational transformation forces regular schools and educators to change with regard to philosophy, organisation, physical environment, adaptations in curriculum and teaching methods (Engelbrecht, 1999:5). **Inclusive education cannot be implemented unless educators and schools accept that diversity is the norm**. Their

response to diversity should meet the needs of all learners within well-functioning schools in order to promote effective teaching and learning and to avoid learning breakdown or exclusion.

Well-functioning schools are a necessary feature of a transformed education system in South Africa. Yet **many schools remain dysfunctional** even though the new democratic government has accomplished a great deal since 1994 by way of establishing new structures, formulating policy and passing legislation. The causes of breakdown may be traced back to apartheid and include socio-economic barriers, attitudes, inflexible curricula, language and communication, inappropriate and inadequate support services, lack of enabling and protective legislation and policy, lack of parental recognition and involvement and the lack of human recourse development strategies. **The formal policy changes after 1994 have not brought about better educational practice** and it is clear that the real work of transforming practices and institutions has yet to be done (Enslin & Pendlebury, 1998:1-5; Christie, 1998:18).

It seems as though the practical implementation of transformative educational policies has failed because policy makers did not take the following factors into full consideration:

- Educators, as individuals, are the implementers of change in schools. As such their perceptions, contexts and the conditions under which they work during the implementation phases of transformation are of utmost importance. No leader can effectively lead change without understanding the transition processes so educators need to understand the effects of change and how to manage change both individually and organisationally in order to remain productive and effective.
- Educators lack a **supportive** framework such as a school-based support team, within which they can participate actively in the process of change and development. This has undermined their will to change, and left them feeling that they do not possess strategies to manage diversity whilst retaining and developing certain agreed educational values.

If people do not change their attitude and behaviour very little change can be anticipated. This situation requires the development of structures in and outside the school to encourage, change, support and reflect the change to which people are committing themselves. Educators need to understand and manage change in order to cope with the challenges of these educational changes. This study therefore considers that an educator support programme is an essential strategy for the development of the necessary competencies and skills to reform support structures, systems and processes. Such a programme will establish school-based support teams to facilitate the understanding and management of educational change. As

strategy cannot be managed without operations or change, the strategies should be integrated into the existing educational structures and systems in order to be implemented successfully. Education support services should therefore form part of the structure of the system and be integral to its development (Campher, 1997:3; Department of National Education, 2000b:5, 2000d, 2001a, 2002).

The statement of the problem raises certain questions upon which we should reflect:

- What are the changes, challenges and implications of educational transformation in South Africa after 1994?
- What is change and how should it be managed within a transforming educational system?
- What content must be included in an in-service educator development programme that will facilitate educational transformation and establish school-based support structures for educators?
- Is it possible to comprehensively evaluate such a programme?

1.2.1 Aim of the research

The aim of this study was to develop and evaluate an in-service support programme for educators. The purpose of this programme was to facilitate educational transformation within an inclusive educational setting through the establishment and strengthening of support structures. Specific attention was paid to the establishment of school-based support teams that could facilitate educators to cope with the demands of educational change. The programme aimed to:

- Empower educators to take ownership of the change process
- Build the capacity of schools to manage change effectively and to operate in a structured way, in order to become learning organisations
- Establish a culture of ongoing personal and professional development in schools
- Build leadership capacity in schools and to develop educators as internal change agents
- Enable schools to identify and understand their needs, vision and purpose appropriate and systematic responses
- Assist through the establishing of enabling environments, the ongoing development and improvement of classroom practice.

1.3 THEORETICAL FRAMEWORK

1.3.1 Introduction

The support programme for educators was aimed at empowering educational stakeholders to cope with educational change in ever-shifting set of multi-dimensional realities. At the heart of educational change lies the individual school, which is the effective unit for the implementation of improved strategies in education. It is the educators in these schools who implement policies. In order to do so successfully, the participants need a **supportive framework within which they can participate actively in the processes of change and development** (Davidoff & Lazarus, 1997:3).

The researcher felt that the ability to develop such a supportive framework would depend upon the extent to which the school as an organisation fulfilled its aims. A 'whole school' perspective takes into account the way in which the school is organised, its culture and values, its decision-making processes, staff relations, use of resources and its processes of planning and evaluation. This view raises questions about how schools respond to change and the methods they adopt to support their staff in their changing roles. These questions need to be considered in the development of a support programme (Bayliss, 1995).

Studies of organisational development and organisational change provide valuable insights in the development of effective 'whole schools' in this study.

> *Since what happens in classrooms is deeply affected by what happens in the school as a whole, attending to organisational issues is an extremely effective way of improving classroom practice* (Davidoff & Lazarus, 1997:xvi).

Consequently all aspects of school life that intersect with the classroom need to be taken into consideration in the development of an educator training programme. There are four dimensions that need such consideration since they contribute to the complexity of the school as an organisation. Firstly, changes in the external socio-political dimension have an influence on the managerial and organisational dimensions. These in turn influence the personal responses of the staff (in the personal dimension). Second, the school needs to be seen as a particular kind of organisation, a system of interwoven parts, linked together in particular ways, reflecting and perpetuating broader societal values and always accountable to education departments. As such, it is constrained by a range of policy, political and legal issues. The development of such an organisation requires an eco-systems approach (Davidoff & Lazarus, 1997:6, xviii).

1.3.2 Eco-systems approach

In order to provide a holistic service to the school as an organisation which needs special strategies to facilitate change this study provides a theoretical framework which integrates an **ecological** and a **systems approach.**

The **systems perspective** acknowledges that human experiences cannot be understood if they are divorced from the **context** of the everyday life in which they occur. Without context, meaning and understanding are impossible. Understanding the context is a prerequisite for understanding the experiences, behaviour, problems and phenomena which are to be addressed in this study. The application of contextualisation principles to a particular phenomenon or problem can reveal shortcomings in the existing principles and practices regarding the application of knowledge in the development of a training programme. This in turn provides guidelines for more suitable principles and practices (Jordaan & Jordaan, 1989:47, 61; Engelbrecht *et al.*, 1997:3; Green, 2001:7).

The researcher acknowledges that there can be **more than one context** in which experiences, behaviour, phenomena and problems occur. Therefore, one attempts to avoid looking at a particular phenomenon or action in the restrictive light of a selected theory or a preconceived idea. Understanding is enriched by shared knowledge from different perspectives. The researcher therefore found the **theoretical literature** reviewed in this study as an extremely valuable resource, and together with **contextual knowledge** it offered a systematic framework for understanding and interpreting experience, generating insights and suggesting particular courses of action (Jordaan & Jordaan, 1989:47, 61; Engelbrecht *et al.*, 1997:3; Green, 2001:7).

Systems thinking arose from the ideas of organismic biologists during the first half of the century. It involves **connectedness, relationships and context**. According to the systems view, the essential properties of an organism, or living system are those properties of the whole which none of the individual parts have. These properties arise from the interactions and relationships between the parts and are dispersed into isolated elements when the system is dissected. Although we can discern individual parts in any system, these parts are not isolated, and the sum of the whole is always different from the mere sum of its parts.

In 1920 quantum theory forced scientists to accept that **systems cannot be understood by analysis.** Solid material objects of classical physics dissolve at the subatomic level into wave-like patterns of probabilities, not representing probabilities of things, but rather probabilities of

interconnections. The subatomic particles have no meaning as isolated entities but can be understood only as interconnections, or correlations, between various processes of observation and measurement. These dramatic changes of thinking (the intellectual crises of the quantum physicists), led to the new scientific paradigm shift **from the emphasis on the parts, a mechanistic world view of Descrates and Newton (analytical thinking), to an emphasis on the whole, a holistic, ecological view (process and contextual thinking)** (Capra, 1997:5, 17, 24, 29, 30).

The **systems theory** that underpins this study sees different levels and groupings of the social context as systems where the functioning of the whole is dependent on the interaction between all parts. **Problems, experiences and behaviour are viewed as systems. Solutions to them thus require a radical shift in perception, thinking and values, as they are interconnected and interdependent** (Capra, 1997:4; Donald, Lazarus & Lolwana, 1997:36).

> *The world thus appears as a complicated tissue of events, in which connections of different kinds alternate or overlap or combine and thereby determine the texture of the whole* (Capra, 1997:30).

This holistic perspective always employs process thinking, as every structure is seen as the manifestation of underlying processes. **Systems thinking** offers a conceptual framework, a body of knowledge and tools to help the researcher understand patterns more clearly, in order to change them effectively. Seeing the major interrelationships within a problem leads to new insight into what could be done. It views people as active participants in shaping their reality, not as helpless reactors who simply react to the present to create the future. From the systems perspective, people are part of the feedback process and do not stand apart from it. This allows the researcher to see how people are continually both influenced by and influencing their reality (Senge, 1990; Capra, 1997:30, 42).

The practice of systems thinking starts with understanding the concept called **feedback.** This concept shows how actions can reinforce or counteract each other (self-regulation and self-organisation). Feedback in systems thinking means any reciprocal flow of influence. It is an axiom that every influence is both cause and effect: nothing is ever influenced in just one direction. Variables are organised in a circle or loop of cause-effect relationships, which is called a 'feedback' process. Feedback loops are abstract patterns of relationships embedded in physical structures or in the activities of living organisms and overturns deeply ingrained ideas.

In this study two distinct types of feedback processes, **reinforcing and balancing,** are considered (Capra, 1997:59).

Reinforcing (or amplifying) feedback processes are the engines of growth. In a reinforcing feedback system, people are unaware how small actions can have large consequences, for better or for worse. Seeing the system often allows people to influence how it works, e.g. an educator's opinion of a learner influences the behaviour of that learner. Learners are unintentionally 'tracked' into a high self-image of their abilities where they get personal attention, or a low self-image where their poor class work is reinforced in an ever-worsening spiral. In other words, expectations influence performance (Capra, 1997:167, 177, 179, 185, 187).

Balancing or stabilising feedback operates whenever there is a goal-orientated behaviour. If the goal of the system is one that is linked to a personal goal the person will be happy to change. If it is not, he/she will find all efforts to change frustrating, until they can either change the goal or weaken its influence (Capra, 1997:78).

Imperative to understanding the balancing processes of an organism is understanding how it works (Senge, 1990:88; Capra, 1997:58). Leaders who attempt organisational change often find themselves unwittingly caught in balancing processes.

> R*esistance to change ... you can count on there being one or more hidden balancing processes it almost always arises from the threats to traditional norms and ways of doing things, often these norms are woven into the fabric of established power relationships. The norm is entrenched because the distribution of authority and control is entrenched. Rather than pushing harder to overcome resistance to change, artful leaders discern the source of the resistance. They focus directly on the implicit norms and power relationships within which the norms are embedded* (Senge 1990:88).

One of the highest leverage points for **improving system performance** in a change process is minimising system delays between actions and consequences. These delays often lead to instability and breakdown. An important lesson is that aggressive action often produces exactly the opposite of what is intended. It produces instability and oscillation. In mastering systems thinking, the feedback perspective suggests that all persons share responsibility for problems generated by a system. In helping people to cope with change it is important to help them to recognise the types of structures that recur and to see the deeper patterns lying behind the events and the details (Senge, 1990:88).

Self-organisation is the spontaneous emergence of new structures and new forms of behaviour in open systems far from equilibrium, characterised by internal feedback loops and described mathematically by non-linear equations. New mathematics of complexity has discovered new qualitative patterns of behaviour of complex systems, a new level of order underlying the seeming chaos. Complex and seemingly chaotic behaviour can give rise to ordered structures, to subtle beautiful patterns. The behaviour of chaotic systems is not merely random but shows a deeper level of patterned order (Capra, 1997:85, 122; Grulke & Silber, 2000:35).

The science of ecology enriched the systems way of thinking by introducing two concepts **community and network**. Ecologists facilitated the change from a focus on organisms to a focus on communities, viewing an ecological community as an assemblage of organisms bound into a functional whole by their mutual relationships. Organisms are not only members of ecological communities but are also complex ecosystems linked together in a network fashion.

Network thinking is a key characteristic of systems thinking where reality is perceived as a network of concepts and models. It requires not only an expansion of perceptions and ways of thinking, but also of values (Castells, 1998:60, 61). This **holistic view** of the world requires seeing the world as an integrated whole rather than a dissociated collection of parts, an **ecological view,** where the term 'ecological' is used in a wider and deeper sense than usual. Deep ecological awareness recognises the fundamental interdependence of all phenomena and the fact that individuals and societies are all part of (and ultimately dependent on) the cyclical process of nature. It is imperative to create a **sustainable society** that satisfies its needs without diminishing the prospects of future generations (Capra, 1997:4). In a holistic world view humans are seen as just one particular strand in the web of life. The concept of the human spirit is understood as the mode of consciousness in which the individual feels a sense of belonging, of connectedness, to the cosmos as a whole (Capra, 1997:6, 7, 34).

An ecological perspective asks deeper questions about the very foundations of modern, scientific, industrial, growth-oriented, materialistic world view and way of life. Within this framework, social ecology focuses on the cultural characteristics and patterns of social organisation.

Thus the basic premise of the theoretical framework used in this study is that human functioning can be studied by means of the contextual analysis and synthesis of part-systems and sub-systems which together form a whole system. By systems we understand an open hierarchic

organisation which functions interdependently (Jordaan & Jordaan, 1989:52-61; Donald *et al.*, 1997:36).

The **systems theory** has widened perspectives from its earlier focus on the individual to an awareness of family and community systems. It has shown some clear reasons why therapists have not succeeded in changing individuals separately from their family systems; or in changing families separately from the influence of the neighbourhood communities with which they remain in close psychological contact. Individuals are deeply affected by these larger structures in which their lives are led (Bentovin, Barns & Cooklin, 1982:3).

The **eco-systems approach** therefore has as its main concern how individual people and groups at different levels of the social context are linked in dynamic, interdependent and interactive relationships. This study uses this approach to look at the interconnectedness of various life systems, in which each individual is viewed as a complete entity surrounded by a unique mini-social system or eco-system. It pays special attention to the **interrelatedness** of the learner, educator, school, family and community.

> *Even though General Systems Theory and ecology derive from different theoretical bases, together in the eco-systems concept, they provide a helpful perspective for viewing the interconnectedness of variables in cases, with special attention to the interrelatedness of persons-in-situation* (Meyer, 1976:129).

When one **examines the sources of disturbance,** the person's life span has to be taken into consideration - the mismatch between a person's abilities and the demands of his/her environment. In this view the disturbance is neither in the individual nor in the environment but in the **interaction between** them. Any in-service educator support programme that is based on an eco-systems perspective concentrates on **reducing the interactive disharmony by focusing on the person and the environment simultaneously**. Sometimes the person with disturbance is the symptom rather than the cause of ecological disturbance. With this point of reference, training (interventions) will have the goal of adjusting the fit between the behaviour and the setting, in other words the person's abilities and the demands of the environment. **This ecological view reflects a new concern to address simultaneously the individual life styles of educators and the corporate life of the school as an organisation.**

Ecological thinking stresses the importance of environmental determinants of behaviour in interaction with a person's characteristics. In the eco-systems perspective, human behaviour is viewed in terms of the person's adaptation to resources and circumstances. It encourages

viewing others as having strengths that may be put to good use in the service of their own development. Intervention strategies must involve the development of social, cognitive and emotional skills and competencies, improvements in self-esteem and the development of strong social support systems. The Task Panel on Prevention developed a formula that encompassed most prevention efforts (Levine & Perkins, 1987; Albee & Ryan-Finn, 1993):

$$\text{Incidence} = \frac{\text{Organic factors} + \text{Stress} + \text{Exploitation}}{\text{Coping skills} + \text{Self-esteem} + \text{Support Groups}}$$

When giving up the illusion that the world is created of separate, unrelated forces (systems thinking), **learning organisations** can be created. These are organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are **continually learning to learn together** (Senge, 1990:88). It is therefore important that the design of an educator support programme takes into consideration how adults learn and how learning brings about change.

1.3.3 Transformative learning leading to change

> *It is not so much what happens to people but how they interpret and explain what happens to them that determines their actions, their hopes, their contentment and emotional well-being, and their performance* (Mezirow, 1991:xiii).

Any activity or strategy for in-service education and training for educators needs to be informed or underpinned by a particular view of how change comes about or might be brought about. The change strategy that informs the in-service educator support programme described in Chapter 4 is framed within a transformative learning framework. Change in organisations follows from change in the people who work in them. Change in society follows change in people, groups and organisations. Only when individuals take action to alter their environment is there any chance for meaningful change (Ascew & Carnell, 1998:71).

External macro changes put people into transition. They are thrust into a micro, personal phase of change (see Chapter 3; 3.2) and any change leader who attempts change and does not understand, support, encourage and give this phase enough time will fail. Change leaders need to understand why people behave in the way they do, as this understanding will contribute to bring about the desired change. Lasting change only comes about when values inherent in the change process are congruent with the personal values of those affected by the change and

when those involved understand the change. In other words, **change in behaviour is consequent to change in the meaning of the experience.** Change takes place when it is not imposed externally but is initiated by the individual as part of his commitment to growth and development, implying that it is a necessary part of self-actualisation.

Learning changes the way people perceive themselves and their experiences. Following on from this change in perception, comes change in behaviour, which ultimately changes relationships and societies, **implying that group, organisational and societal change results from individual change** (Askew & Carnell, 1998:71).

The **learning process** is essential for human development and is the vehicle through which individuals change and bring about change in their environment. It is concerned with an enhanced view of human potential, in which reflection, learning and application need to be balanced in a dynamic relationship. Learning frees people from habitual ways of thinking and acting, and involves them in 'perspective transformation' which is the emancipatory process of becoming critically aware of how and why assumptions about the world constrain the way they see themselves and their relationships. The most distinctive **adult** domain of learning involves emancipatory action, which is synonymous with 'perspective transformation' (Mezirow, 1997:49-55).

The movement through the existential challenges of adulthood involves a process of negotiating irregular successions of transformations in 'meaning perspective': This refers to the structure of psycho-cultural assumptions within which new experience is assimilated and transformed by past experience. Effective learning thus involves a conscious and structured process of **personal reflection on experiences**, followed by an analysis of learning from the experience. This in turn leads to a change in the approach to new experiences, which then leads to a change in the meaning and in the perception of the perception of the original experiences. This is a re-framing process, which is an important aspect of changing the meaning of experiences (Mezirow, 1995:50).

The following are essential aspects of learning:

- Reflection on self as the learner within the context of learning
- Reflection on experiences
- Explicit-making of learning
- The application of the learning through action.

Feedback is an important aspect of reviewing, learning and taking action. These aspects can be described as a **learning cycle.** Within this cycle the activities are the **doing**, the need for reflection and evaluation is the **reviewing**, the extraction of meaning from this review is the **learning**, and the planned use of the learning in future action is the **application**. Within a collaborative group the achievement of the goals depends heavily on the skills of the **facilitator.** The facilitator is required to:

- Pay attention to feelings
- Review what happens in the group
- Take notice of the roles played within the group
- Analyse the learning of the participants and the group
- Assess the application of learning to future work or other contexts of the group.

In the **doing** stage the facilitator needs to encourage learners to engage in learning tasks, giving them opportunities to plan and organise areas of study. In the **review** stage the facilitator needs to provide constructive feedback and to let the group reflect on their work, helping them explore how their emotional state helped or hindered the learning process. In the **learning** stage the facilitator needs to make the learning explicit by asking questions to tease out new insights, connections, understandings and meanings. To develop reflective learning the facilitator structures situations for evaluation, and in the **application** stage the facilitator helps the learners to approach new situations differently in the light of these new understandings (Mezirow, 1983:124-133; Bennis & Biederman, 1997:25; Ascew & Carnell, 1998:23-4, 32, 64-78).

In the dynamics of learning the **focus** is on the **process** rather than on content. Learning is thus the means by which people come to perceive, interpret, criticise and transform the worlds in which they live, implying that learning is lifelong. Self-actualised people respond to any experience or situation from a position of high self-esteem which enables them to recognise the potential for learning within the situation. Learning about learning, i.e. meta-learning, recognising their own particular style and approach to learning, while at the same time recognising and taking responsibility for the feelings which the situation may provoke without blaming others or expecting them to 'fix' these feelings.

Emotions affect learning. Not only should learners be able to recognise feelings and express them appropriately, but they should be able to question attachment to a particular emotional experience and re-frame that experience in order to perceive it differently. This makes feelings a guide to action for change. Learners' way of thinking affects emotional reactions, and their ability to think rationally is affected by emotions. Emotional literacy is thus important as we enter the new millennium, with its demands on intercultural competence, new approaches to diversity, the building of networks and co-operative teams, all of which require additional interpersonal skills to negotiate differences, resolve conflict, empathise and repair difficulties (Das *et al.*, 1979:32; Gardner, 1983:31, 32; Mezirow, 1991:21, 42, 64; Covey, 1997:34; Askew & Carnell, 1998:16, 17, 36, 27-29, 110-111; Goleman, 1998:27-32).

This study therefore adopts an holistic, eco-systems and transformative approach to learning. It emphasises the interconnection between the emotional, social, spiritual, physical and cognitive dimensions, and supports an integrated focus on the **learner, the group, social context and the learning process.** This approach is underpinned by a socio-constructivist view to learning. In other words, learning is a social event, which takes place in social settings. Knowledge is constructed and meaning is derived from experience.

The study also considers **collaborative group learning** to be more effective in bringing about change in the environment than people working individually. It contributes to the interpersonal dimension of learning, and contains the potential for challenge, dialogue, co-operation, collaboration, feedback and the development of interpersonal and communication skills. Co-operative learning develops higher-order thinking, conceptual understanding, problem-solving skills, complex reasoning and critical thinking skills. It contributes to long-term retention of information, the application of learning, inter-group relations, self-confidence, self-esteem, social skills, socio-emotional skills and the ability to understand the perspective of others. In addition it facilitates meta-cognition (Mezirow, 1983:124-138; Bennis, 1997; Kotter, 1997:164; Ascew & Carnell, 1998:41-66, 71).

The **social context** of learning stresses that each person is positioned in terms of gender, race, socio-economic status, sexuality, physical ability and age. A person's identity is formed in relation to these factors and both expectations of self and others are affected by them. The learning process includes the consideration of the constraints on learning resulting from social inequality, with regard to learners' experiences of themselves as learners and how these are

affected by the social context. It encourages learners to re-frame experiences in order to change old perceptions and create actions for liberation.

In this context every person is viewed as an interdependent, proactive learner who desires to learn and has a massive potential for learning. The learner can use intellectual and emotional skills to initiate, negotiate and evaluate experiences and to bring about actions for change. This capacity for learning can be increased when learners perceive themselves as having learner characteristics which are not fixed but are dynamic and changing. It recognises the importance of emotions, self-awareness, self-reflection, and the potential for self-actualisation which involves change and growth. It stresses the individual's powers of transformation when constantly engaged in a process of **reflecting, learning and acting for change.** This in turn requires the process to be become part of the learners being, emphasising the interconnection between the emotional, social, spiritual, physical and cognitive dimensions.

The context of such **transformation** is the insurgence of constructivism, critical theory, de-constructivism in social theory and the cognitive revolution in psychology and psychotherapy. Constructivist learning has emerged as a prominent approach to teaching during the past decade. The work of Dewey, Montessori, Piaget, Bruner and Vygotsky provides historical precedents for contructivist learning theory. Constructivist epistemology assumes that learners construct their own knowledge, based on interaction with their environment. Assumptions that are at the heart of constructivist thought are:

- What is learned may not be what the teacher intends to be learned
- The major determinants of learning are internal to the learner
- What is learned depends on what is already known. Learning is an ongoing continuous process and it is active
- Learners have final responsibility for their learning
- People participate in the construction of reality
- Construction occurs within a context that influences people
- Construction is a constant activity that focuses on change and novelty rather than fixed conditions
- Commonly accepted understandings are socially constructed, not derived from observation

- Given forms of understanding depend on the vicissitudes of social processes, not on the empirical validity of the perspective
- Forms of negotiated understanding are integrally connected with other human activities
- The subjects of research should be considered as knowing beings
- Locus of control resides within the subjects themselves
- Human interactions are based on intricate social roles.

Against the above background the approach to transformation in this study assumes that knowledge is constructed by people. In this context, meaning is derived from experience, and it is only when **action** comes as a result of reflection that learning has occurred. Conception determines perception and reality can only be known by acting on it. Meaning exists within people: the personal meanings that they attribute to their experiences are acquired and validated through human interaction and communication.

The implications on staff development are that, rather than receiving knowledge from experts in training sessions, educators are to collaborate with peers, researchers and their own students to make sense of the teaching/learning process in their own context. Development from a constructivist perspective will include activities such as action research, conversations with peers about beliefs and assumptions that guide their instruction, action learning and reflective practices. All these aspects are included in the educator support programme described in Chapter 4 (Donald *et al.,* 1997:41; Askew & Carnell, 1998:69; Lovett & Porter, 1999:1; Gagnon & Collay, 2000:1).

1.4 RESEARCH DESIGN AND METHOD

1.4.1 Design

This study focuses on the development and evaluation of an intervention programme, for the purposes of development (improvement), assessment and knowledge creation. The design can be described as evaluative in nature within an interpretive/constructivist paradigm.

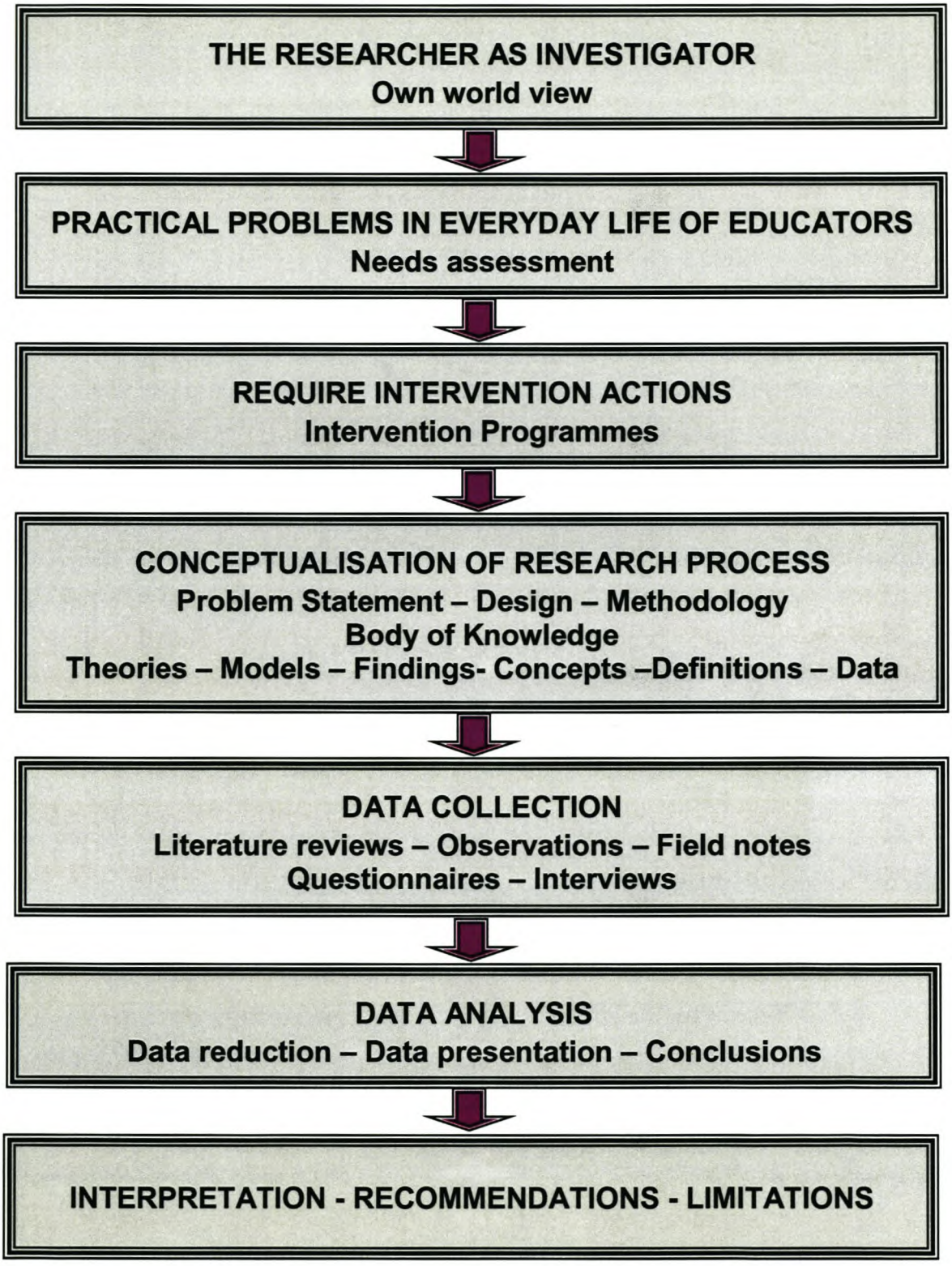
In the **interpretive/constructivist paradigm** the researcher cannot be removed from the object of research and is considered to be an important research instrument, who, as participator, will use questioning, listening and observing tools to assist in the research. Methodological

appropriateness rather than orthodoxy, methodological creativity rather than rigid adherence to a paradigm and methodological flexibility rather than conformity to a narrow set of rules are synthesised to result in an eclectic approach to this evaluation (Patton, 1986:13; Babbie, 1995:2; Mertens, 1998:11; Mouton *et al.*, 2000:51; Gough, 2000:1).

Evaluation research entails the use of many scientific methods in the process of applying scientific procedures in order to accumulate reliable and valid evidence on the manner and extent to which **specified activities in the programme presentation produce particular effects or outcomes**, thus informing decisions, clarifying options, reducing uncertainties and providing information about programmes. It constitutes a research purpose rather than a specific research method, reflecting the researcher's desire to make a difference in the world. It is a robust area of activity devoted to collecting, analysing and interpreting information efforts to better the lot of humankind by improving social conditions and community life (Rutman, 1977:16, 17; Patton, 1986:15; Patton, 1997:76; Mouton *et al.*, 2000:49).

The methodology includes data analysis and interpretation as set out in Figure 1.

FIGURE 1: THE LOGIC OF THE RESEARCH PROCESS



1.4.2 Methodology

1.4.2.1 Setting and Participants

ABSA bank sponsored the development and the delivery of an in-service educator support programme for the establishment of school-based support teams in 21 primary schools. These teams functioned in a specific School Clinic area and were set up by the Department of Educational Psychology and Specialised Education in conjunction with the Centre of Educational Development at the University of Stellenbosch. The programme was presented at the University of Stellenbosch in eleven sessions of three hours each over a period of seven months.

The sampling technique of the participants was purposeful. The principal and two voluntary representatives (one from the foundation phase and one from the intermediate phase, committed to attending all the training sessions) were nominated, selected and delegated by the staff of each school. This ensured the full support of the staff.

1.4.2.2 Procedure

During the preliminary stages of the research, existing data had to be analysed in order to identify and address the needs of the educators. This data is set out in "***Behoeftebepaling ten opsigte van die struktuur en werkswyse van die vakkundige personeel by die Opvoedkundige Hulpsentrum Somerset-Wes***" and "***Addendum tot die behoeftebepaling ten opsigte van die struktuur en werkswyse van die vakkundige personeel by die Opvoedkundige Hulpsentrum Somerset-Wes***" (Available on request.). Surveys of literature on the various subjects were initiated in order to develop an in-service educator support programme within a whole school development framework to address these identified needs of the School Clinic and the schools in the service area of the Clinic.

1.4.2.3 The Support Programme

The researcher developed an in-service educator support programme (as described in Chapter 4) within a whole school development framework. It centred on understanding and managing change organisationally and personally. This support programme takes an eco-systems approach, which reflects a concern to address simultaneously the educators as individuals and the corporate life of the school as an organisation. It is designed to develop individual competencies, creativity and innovative potential. The programme breaks down a rules-

orientated organisational culture, and in its place creates a culture of **collegiality and collaboration.** Active engagement replaces **passivity** and provides a sense of purpose, empathy, pride and professionalism. This in turn enables educators to meet and shape the challenges of a rapidly changing workplace through the establishment of school-based support teams.

1.4.2.4 Data collection methods

After completing a comprehensive **literature review** the researcher decided to use multi-methods of data collection to give structure and meaning to improve reliability and explain more fully the richness and complexity of human behaviour. The methods of data collection were both qualitative and quantitative in order to achieve higher quality data. These methods include **unstructured interviews, questionnaires containing open-ended and closed-ended questions, open conversations, field notes and participative structured and unstructured observations by the researcher** (Silverman, 1993:27; Miles & Huberman, 1994:10; Patton, 1997:298; Merriam, 1998:16-19; Silverman, 2000:8-12; Alvesson & Skoldberg, 2000:2, 3).

1.4.2.5 Data analysis

Data analysis is the complex process of making sense of the data. This involves interpreting, reducing and consolidating what people have said and what the researcher has seen and read. It is a process of making meaning of the findings of this study regarding category construction and theory building. This study employs primarily a qualitative or interpretative version of content analysis for category construction. Qualitative data is analysed by means of content analysis whereas quantitative data is counted to get a mathematical value which is presented graphically. In this study the data analysis and interpretation processes depended on the active participation of both the participants and the researcher (Miles & Huberman, 1994:119; Merriam, 1998:127, 179; Mouton *et al.*, 2000:46).

1.4.2.6 Validity and reliability

In qualitative data collection validity depends to a great extent on the skills, competence, rigour and trustworthiness of the researcher who is the instrument of observation and interviewing. To ensure reliability and validity, internal and external validity methods were employed, as a means of triangulation. This meant that a variety of data-collecting methods were used to obtain multiple perspectives. The researcher could then confirm data and ensure that all aspects of a

phenomenon were investigated (Rutman, 1977:32; Patton, 1997:252-255; Merriam, 1998:173; Seale, 1999:40-44; Silverman, 2000:91).

1.4.2.7 The role of the researcher

> *In a qualitative study the investigator is the primary instrument for gathering and analysing data, and as such can respond to the situation by maximising opportunities for collecting and producing meaningful information* (Merriam, 1998:20).

The researcher must have enormous tolerance for ambiguity. There are no set procedures or protocols that can be followed. This requires sensitivity (being highly intuitive) to context and all the variables in the physical setting, the people, the overt and covert agendas, the non-verbal behaviour and the information being gathered (Merriam, 1998:22). All observations and analyses are filtered through the researcher's world view, values and perspectives. The researcher thus "*brings a construction of reality to the research situation, which interacts with other peoples constructions or interpretations of the phenomenon being studied"* (Merriam, 1998:23).

The researcher's approach is based on her understanding of the world which is in turn interrelated with her experience of the world and the ideas that are formed about those experiences, including the social or physical attributes. This is not static but is **always under review**. This personalisation of methodology is important because it alerts the researcher to the fact that there is not just one best methodology. The researcher must know what kind of researcher she actually is, recognising the research or methodological personality that will guide the research activity.

It is clear that who the researcher is cannot longer be left out of the account without jeopardising the validity of the enquiry. Knowledge cannot be separated from the knower and culture, language, selective perception, subjective forms of cognition, social conventions, politics, ideology, power and narration all in a complicated way permeate scientific reality. Moreover, social reality is not external to the consciousness and language of people, members of society as well as researcher. The research and the researcher are thus inextricably locked together. The researcher holds values that affect the research and therefore actions and motives are consciously and continuously closely scrutinised, requiring increasing accountability and responsibility on the part of the researcher (Schratz & Walker, 1995:5; Gough, 2000:6; Alvesson & Skoldberg, 2000:2, 3).

In this case, most of the researcher's professional work has been with educators, schools and other educational organisations. However, she has aspired to work in surroundings that are educational in the broader sense of the word, such as hospitals, commerce, construction and the hospitality industries.

The researcher is seen as being inserted into a social field, with specific relationships of competition and power conditions generating a particular 'habitus' that is a pattern of action dispositions among the participants. This involves paying attention to how the researcher thinks about thinking - a reflexivity that constantly assesses the relationship between "knowledge " and "the ways of doing knowledge". Serious attention is paid to the way different kinds of linguistic, social, political and theoretical elements are woven together in the process of knowledge development, during which the empirical material is constructed, interpreted and written.

In a reflective mode this aspect of research starts from a sceptical approach to what appear, at a superficial glance, to be unproblematic replicas of the way reality functions, while at the same time maintaining the belief that the study of suitable excerpts from this reality can provide an important basis for the generation of knowledge that opens up, rather than closes, and furnishes opportunities for understanding, rather than establishing 'truths'.

A reflective approach has two basic characteristics namely careful **interpretation and reflection**. This calls for the utmost awareness of the theoretical assumptions, the importance of language and pre-understanding, all of which constitute major determinants of the interpretation. Reflection turns the attention 'inwards' towards the person of the researcher, the relevant research community, society as a whole, intellectual and cultural traditions, and the central importance, as well as problematic nature of language and narrative (the form of presentation) in the research context. Reflection can thus be defined as the interpretation of interpretation, and the launching of critical self-exploration of the researcher's own interpretations of empirical material including its construction (Alvesson & Skoldberg, 2000:5).

The researcher must also be a good communicator, empathising with respondents, establishing rapport, asking good questions and listening intently. The role of the researcher as an **evaluator** is to **facilitate** the evaluation process, decision making and judgement by users, rather than to act as a distant independent judge, who offers a menu of possibilities within the framework of established evaluation standards and principles, pertaining to the accuracy, feasibility and propriety of the evaluation. In accordance with the adopted principles, of the profession the

evaluator has the responsibility to conduct systematic, data-based inquiry, performing competently, and ensuring the honesty and integrity of the evaluation process. This requires respect for the people involved in, and affected by, the evaluation, and being sensitive to the diversity of interests and values related to public welfare.

Facilitation as an evaluator is different from the normal understanding of the facilitation process. As an evaluator, the questions asked are serious and the answers are pursued with rigour and intensity. The questions include the process of formulating a mission and goals so that evaluation can take place long before data is actually collected to measure effectiveness. The evaluator, interested in collaborative, participatory and empowerment evaluation becomes a facilitator, collaborator and a teacher in support of programme participants engaging in their own evaluation. The evaluator becomes part of the programme design team, participating fully in decisions, and facilitating discussions about how to evaluate whatever happens, as well as facilitating the philosophy of group participation and support.

The interpretive/constructivist paradigm assumes that to understand the programme and its effects fully, the evaluator needs direct experience as well as empathetic and sympathetic introspection to deepen his/her insight. The evaluator therefore needs to become involved, in order to promote a trustworthy description. In this study, the evaluator was a participative observer.

The main purpose of the evaluation is to improve the effectiveness of the intervention, therefore the evaluator is committed to improving the intervention and uses evaluation processes to facilitate ongoing development. The evaluator, therefore, needs skills in building relationships, facilitating groups, managing conflict, and effective interpersonal communications to capitalise on the importance of the personal factor. **Technical skills and social science knowledge are not enough. People skills are critical** (see Chapter 4; 4.6). The characteristics of the evaluator impacting on implementation are; perceived independence, methodological expertise, perceived neutrality, detail-orientated, thoroughness, perceived understanding of the programme, rapport, insightfulness, interpersonal skills, group facilitation skills, trust, consensus-building skills, contribution to teamwork, ability to communicate evaluation perspective, flexibility, analytical leadership, acceptance of others, communication skills, enthusiasm, collaborative approach, participation, engagement, enabling skills, knowledge of the 'system', integrity, values, professionalism, conceptual brilliance and

adherence to standards (Fetterman *et al.*, 1996a:5, 96, 101, 114, 335; Patton, 1997:20, 21, 52, 97, 98-112, 122, 128, 221-225, 283, 365).

1.5 CLARIFICATION OF CONCEPTS

To ensure clarification of the meaning of the relevant terms used in this study, the following terms are explained:

1.5.1 Whole school development

Whole school development is viewed as a long and difficult process and differs from school to school. School change can only be brought about by working with the schools in terms of their needs and expectations. The expertise within the school must be used to find solutions to issues, and resources and expertise both within and outside the school must be harnessed to service its needs. The result of whole school development must be improved learning and teaching, therefore school development initiatives must be measurable, specific, achievable, realistic, and fall within a specific timeframe.

Within a whole school development framework schools need to develop the skills to engage in their own development planning and to plot their own progress towards obtaining the characteristics that make quality schools. These are

- The identification of problem areas and ownership
- The development of a vision, proactive planning strategies, and structures that facilitate school development
- The development of a process for assessing the development needs, involving a range of activities
- Functional management structures that are participatory, consultative and collaborative
- School-based initiatives to improve quality
- Partnerships between schools, companies and communities
- A holistic approach to quality improvement, balancing the development of physical and human resource development systems in schools
- The development of a culture of teaching and learning

- The development of a school policy including a code of conduct, grievance procedures and disciplinary procedures
- Setting up of staff development structures, e.g. staff development committees so that staff upgrading becomes a school-based activity or cluster school-based activity
- Active involvement of parents in school activities and the education of their children
- Active involvement of staff in school activities
- Development of self-evaluation structures in the school.

The ultimate aim of whole school development is to facilitate continuous systems educational change, and to help schools to become effective schools. In this context **whole school development** focuses simultaneously on the professional and personal development of educators and on the organisational development of the school using organisational development principles. This is done through participatory methodology, providing frameworks of understanding for participants to understand and manage their own problems and to build enabling environments at schools for the provision of quality education. This implies a change in the whole environment that surrounds and contains the school, redefining the school as a community learning centre with negotiated relationships, a shared vision, a culture of collegiality and collaboration and the reorientation of all stakeholders to develop the school into a **learning organisation,** *"an organisation that is continually expanding its capacity to create its future"* (Senge, 1990).

In the present climate of continuous change and uncertainty, educators, as implementers of policy, need transforming organisations that can adapt to these changing environmental demands, provide support, encouragement, sustainability and frameworks within which they can actively participate in these processes of change and development (Darlin & Rolff, 1993; Christie, 1998:18; Lazarus *et al.*, 2000:13).

1.5.2 Transformation/change

Systems educational change involves significant reform and restructuring of school operations, calling for fundamental cultural changes. These require **effective collective learning** through the active participation of the whole learning community at multiple levels. Learning has a profound effect on the course of change since it changes people's perceptions. This learning changes behaviour, skills and capabilities which in turn changes relationships and ultimately

society. Thus group, organisational and societal change depend on individual change. This particular study focuses on how people and institutions change, the content of the reform, readiness and capacity of the educational system to change, as well as the strength of the school as an organisation which can offer support, training and leadership (Mezirow, 1983:124-133; Bennis & Biederman, 1997:25; Ascew & Carnell, 1998:23-4, 32, 64-78).

1.5.3 School-based support teams

> *The ultimate goal for educators, schools and other education institutions, and for those who support them, is the development of learners. Their development is dependent on effective teaching, which in turn, is dependent on the development of effective curricula and supportive teaching and learning environments. Educators and education institutions need to be constantly learning and growing, and need ongoing support to achieve this* (Department of National Education, 2002:5).

Each school has its own unique problems requiring unique support systems, processes and structures. The focus in this study is on the development of **educator competencies** and the processes on which school support should be based. This ensures that aspects such as the composition and functioning of support structures can be established and maintained by the schools. A school-based support team is an 'internal' support team.

> *The primary function of these teams will be to put in place properly co-ordinated learner and educator support services. These services will support the learning and teaching process by identifying and addressing learner, educator and institutional needs. Where appropriate, these teams should be strengthened by expertise from the local community, district support teams and higher education institutions. District support teams will provide the full range of education support services, such as professional development in curriculum and assessment, to these institutional-level support teams* (Department of National Education, 2002:15).

The establishment of school-based support teams is in keeping with the notion that the capacity of the school community needs to be developed in order to meet the individual needs of all learners. Their most important initial task is the "empowerment" of educators. Since relationships are important in the achievement of the objectives of programmes committed to people development, the team, as a form of social organisation, is appropriate for such ongoing development. A team can be described as a group of people, each of whom possesses particular expertise. Each member of a team is responsible for making individual decisions but together they have a common purpose. They meet to communicate, collaborate and consolidate knowledge in order to plan for the future and determine what actions should be taken.

Establishing a team within a particular school enables the team to address the specific needs of that school and community. Such a team is educator orientated in that it serves to help educators cope with a wide range of issues. The empowerment of educators is thus a precursor of school-based educator assistance teams. The team can, through collaborative consultation that is orientated to problem solving bring about changes to the curriculum as well as create a positive and caring educational environment. The processes of consultation and collaboration are highlighted in the functioning of school-based support teams.

Strategies followed in this study involve efforts to reduce the causes of the problems by the development of coping skills such as cognitive skills, emotional skills, teamwork skills, social skills and leadership skills; improvements of self-esteem and the development of strong support systems as discussed in the theoretical framework in this chapter.

1.5.4 Programme evaluation

'Programme' is taken to refer to a new intervention to achieve an external objective – to meet the identified needs of a particular School Clinic and the schools in its area. Social interventions, as in the case of this study, are evaluated for purposes of programme management, improvement and refinement, financial accountability and to meet accreditation requirements, quality assurance and control. These evaluations are made for three main reasons:

- To make judgements (underpinned by an accountability perspective)
- To facilitate improvement (informed by a developmental perspective)
- To generate knowledge (operating from the perspective of academic value).

Evaluation can be classified conceptually into five categories, or forms; Proactive, Clarificative, Interactive, Monitoring and Impact (Owen & Rogers, 1999:39-63). This study incorporated a different form of evaluation at different stages of the programme development;

- Pre-programme; Proactive, Clarificative and Interactive evaluation
- During implementation; Monitoring evaluation
- Post-completion; Impact evaluation.

1.6 SUPPOSITIONS AND ASSUMPTIONS

Within the context of evaluation research the following suppositions and assumptions are made:

- The process of educational transformation in South Africa has lacked a supportive framework within which educators can participate actively in the processes of change and development. Educators as individuals are the implementers of policy and as change agents their perceptions, contexts and conditions of work have not been taken into consideration by policy writers and change implementers. **This has had a detrimental effect on the organisational dimensions of schools leaving them dysfunctional.**

- An in-service educator support programme within a whole school development framework can contribute to effective systems reform through the development of educator competencies and skills, i.e. personal and professional development. The development of these leadership skills could contribute to creating schools which become learning organisations capable of independent and responsible action.

- Most educators do not know how to create and establish their own support structures, systems and processes. The support programme described in Chapter 4 can enable educators to establish their own support and delivery structures systems and processes, through the establishment of school-based support teams.

1.7 CHAPTER DIVISIONS

Chapter 1 provides the background and the theoretical orientation to the study. It also states the research problem and outlines the research design and the framework within which educational changes have occurred in South Africa since 1994.

Chapter 2 focuses on an overview of educational transformation in South Africa after 1994. It details the challenges that the new education system faces regarding the new roles and skills of educators to deliver quality education and equity to all learners and provides an analysis of the support the new roles require.

Chapter 3 describes a conceptual intervention strategy in the form of whole school development. The strategy aims to build educator capacity and competencies in order to meet

the new challenges. The researcher describes the organisational development elements that inform the design of the support programme described in Chapter 4.

Chapter 4 provides the concepts and structure used in the design of the in-service support programme.

Chapter 5 describes the research design and methodology applied in this study. The methods of data collection and data analysis used during the research to ensure reliability are discussed in detail.

Chapter 6 presents an analysis of the research process, the research findings and discusses them in the light of the theoretical framework of this study.

Chapter 7 provides the summary and recommendations of the study. It also notes its strengths and limitations and offers a perspective on the future.

1.8 CONCLUSION

This chapter provided the background to the national project of education transformation which is clearly multi-faceted and complex. The urgency for effective management of the educational transformation process in South Africa was highlighted. It also argued that education should rebuild the fibre of South Africans in the context of the emerging challenges of the global arena and should help build a democratic society. This necessarily requires systems transformation at all levels and in all sectors. It implies the restructuring of schools and the entire education system through the establishment and strengthening of support structures, systems and processes. In addition educators would have to be assisted to cope with the demands of educational change. This would require quality leadership, effective capacity building strategies and the empowerment of educators.

It is clear that education needs to be placed in the wider social context in order to understand the reality in which it takes place. For this reason this chapter discussed the theoretical framework of this study. It described the research problem and the outlines of the design of the research and mentions the core concepts. In order to understand how best to address the support needs of educators an understanding of educational transformation is necessary. This is provided in Chapter 2.

CHAPTER 2

EDUCATIONAL TRANSFORMATION: CHANGES, CHALLENGES AND IMPLICATIONS IN SOUTH AFRICA AFTER 1994

For nowhere in the world has sustained development been attained without a well-functioning system of education, without universal and sound primary education, without an effective higher education and research sector, without equality of educational opportunity (President Thabo Mbeki: Biennial Meeting of the Association for the Development of Education in Africa, 2001).

2.1 INTRODUCTION

This chapter details the process of educational reform after 1994. In order to provide **quality education** for all, to meet the emerging challenges of the global era and to establish a system of **lifelong learning** that will develop the knowledge, skills and competencies required to survive and flourish in the 21st Century, educationalists nationally and internationally are having to **rethink the purpose of education continuously.**

The challenge that faces South Africa is to identify the many ways in which the global system impacts on it and to locate itself as a competitive economy within this international context. Greater international competitions, together with greater market opportunities, require workers with different kinds of skills. These changes present new challenges to education and training systems. Prospective workers should be prepared for an environment in which:

- Lifelong learning is necessary (old jobs and new kinds of jobs require new skills). People need to exit and re-enter education and training systems at any time
- Standards for competencies are established

- Educators are reoriented to new system designs, e.g. performance-based certification (Danzberger *et al.*, 1996:34; Department of National Education, 2000a:1).

This implies that not only education departments but also schools have redesigned their systems and processes on a regular basis, in order to prepare a labour force for the new forms of work and citizenship demanded by the current information and communication society. Countries now expect education to meet the needs of increasingly diverse populations, to equip their citizens for economic survival and growth, to strengthen the bonds among people from different racial, ethnic, cultural and social groups, and to sustain their democratic institutions (Atkinson & Jackson, 1992:9).

Education is fundamentally character-forming. Values and the development of values are inevitable elements of schooling, underlying the formal selection of outcomes, teaching methods and assessment. They are implicit in classroom processes, authority relationships, and the selection of contexts and examples to advance learning. Values, however, need to be brought to the surface and addressed consciously, critically and publicly. It is vital for education to celebrate and promote diversity rather than homogenise, simplify or undermine it and thus develop a platform for a collective vision of our future.

In dealing with the challenges of contemporary education we need to adhere to the **values which underlie democratic education, shape educational practice** and affect academic discourse and the philosophy of education. These values can be described as liberty, equality, tolerance, a sense of solidarity and the recognition of diversity. They constitute democratic education, and can provide a moral premise in terms of a renewal for respect for others, compassion and human interdependence:

> *The development of, and commitment to the democratic values of liberty, equality and civic rights have proposed a radically inclusive, participatory form of social discourse in which all modern and post-modern theoretical perspectives are either accepted or rejected on the basis of their contribution to realising democratic values in society – a society in which diversity is celebrated and equality of opportunity promoted. Thus the ideals behind inclusive education go beyond practical consideration and have much deeper roots in liberal, critical and progressive democratic thought. This background of a wider notion of inclusion in a participatory democracy internationally, a growing understanding of the contextualisation of education, as well as of schools as a reflection of society, has influenced far-reaching educational reforms. This has had a profound effect on special and mainstream education* (Engelbrecht, 1999:7).

This refers to a values-driven framework for the transformation of education in South Africa, denoting a participatory conception of democracy, an inclusive sense of citizenship and human rights, and an emphasis on participation and of accountability to learners and

communities in educational processes (Atkinson & Jackson, 1992:2; Wagner, 1993:24; Engelbrecht, 1999:6; Department of National Education, 2001a:41-46; 2001:2; Waghid, 2000:1, 17).

Continuous educational change, including the implementation of inclusive education in South Africa needs to be managed effectively. We should therefore understand the social discourse within which this transformation is taking place, that it is an evolutionary process, which involves new research findings, the experience of practitioners and the course of public policy. Moreover, it is not a product but a process to be accomplished by **people.** This dynamic image of educational change fosters **learning.** It calls on the active participation of researchers, school administrators, educators, government and state agencies, policy makers, and a community who are learners, yet also contributors to the reform process. Successful change in schools would require participation of all stakeholders, at all levels of the learning community, working and learning together to create the conditions and opportunities to increase effective reform.

The challenge for successful educational reform would therefore involve **fundamental cultural changes,** acquired by **collective learning,** through the involvement of the whole learning community at multiple levels (Atkinson & Jackson, 1992:4, 16; Evans, 1993:19; Senge, 1995:20-23; Askew & Carnell, 1998:1).

Sustained school reform requires, then not only the contributions of research, but also co-ordinated improvements in the preparation of educators, in the following:

- Curriculum for and instruction in all subject areas and grade levels
- The structure and administration of schools
- The opportunities for educators to learn throughout their careers
- Parental understanding and community support
- Provincial and state policies
- The resources available to support these changes (Atkinson & Jackson, 1992:2).

For **reform to be implemented successfully,** change leaders need to take account of how people and institutions change. Although change is discussed in Chapter 3; 3.2, it is necessary to mention the following aspects of the change process here. Change has **five dimensions** (Redding & Catalanello, 1994):

- The content of reform
- The willingness and capacity for change of those involved
- The strength of the school as an organisation
- Support and training
- Leadership.

There are five factors that stand out to foster change (Evans, 1993:19); clarity and focus, participation, communication, recognition, and confrontation. Change raises hopes because it offers growth and progress, but it also arouses fear as it challenges competence and power, creates confusion and conflict, and risks the loss of continuity and meaning.

The phenomenon known as **resistance to change** contributes towards the unevenness of the process. This is inevitable and therefore the primary task of managing change is not technical but **motivational.** Change leaders should '*build commitment and innovation among those who must implement it*' (Davidoff *et al.*, 1997:38).

Innovation is a generative process and understanding its **personal and organisational** dynamics is imperative for successful change management. Change leaders have to take into consideration the need for an organisation to reform and its readiness to change. This perspective on change requires that the researcher consider essential change-leadership skills in the literature review (see Chapter 3; 3.2.3), in order to address the broader set of developmental and training challenges which emerged in education after 1994 (Fullan & Hargreaves, 1992; Evans, 1993:19; Davidoff *et al.*, 1997:38).

Improvement of practice is imperative to make South African schools functional in the existing atmosphere of transformation and change. The effective management of the ongoing transformation process compels us towards transparency, consultation, collaboration, broader participation, ownership, the communication of the envisaged new road for schools and the education system as a whole, and the development of schools into learning organisations where educators can be supported to cope with the impact of change and the anxieties of teaching and learning. This would require a thorough knowledge of the transformation process, discussed in the remainder of this chapter (Hargreaves, 1994:3; Donald *et al.*, 1997:16; Enslin & Pendlebury, 1998:7).

2.2 IMPLICATIONS AND CHALLENGES OF EDUCATIONAL CHANGE AFTER 1994

2.2.1 Introduction

The demise of apartheid in 1994 was heralded nationally and internationally as a victory for democracy and human rights. It offered the reconstruction of a deeply fragmented and discriminatory education system and established a unified national system underpinned by democracy, equity, redress, transparency and participation.

The imperatives of the global environment call for a radical reconception of the very building blocks of education. We are forced to redefine what it means to learn, what it means to teach and what is meant by knowledge. The **resulting integration of education and training** means that education and training are brought together. Previously education was seen as the area of learning where persons gained knowledge, whilst training was seen as the area of learning where persons gained skills. Bringing these two concepts together changes the concepts of knowledge and learning. Knowledge can no longer be equated to content only, it must be recognised as having skills, attitudes and competencies. Learning is no longer a product of formal education alone. It can take place anywhere, at any time and through any means, as long as it meets the required national standards. With an integrated approach a person can move more easily from one level of learning to another. The publication of the White Paper on Education and Training in 1995 committed the state irrevocably to the adoption of an integrated approach to education and training (Department of National Education, 1995:21; Campher, 1997; Department of National Education, 2000a:27).

> *An integrated approach to education and training will increase access, mobility and quality in the national learning system .... to provide the means for learners to move easily from one learning context to another, so that possibilities for lifelong learning are enhanced* (Department of National Education, 1995:21, 25).

This enables all learners to participate actively in the education process so that they can develop and increase their potential and participate as equal members of society. The process is being co-ordinated by the National Department of Education. The promotion of the new integrated education and training approach necessitates a deep and profound understanding, implementation, careful monitoring and refinement of:

- The National Qualifications Framework (NQF)
- Outcomes-based education (OBE) and training and Curriculum 2005

- Inclusive education
- Schools as learning organisations.

The pace of change in cities and villages around the world continues to accelerate as a result of globalisation and technological innovation. The changes are dramatically altering the nature and management of work, social structures, values and cultures. **Lifelong learning**, for all citizens, becomes imperative. Neither the human capital nor the social capital perspective tells the whole story about **lifelong learning.** The competing visions differ in their beliefs about the purposes of learning and depend on the person's position: educational provider, employer, policymaker or individual. There is value on both sides, but the human capital approach has predominated in practice, benefiting only some groups and restricting the vision of a learning society to one aspect of human experience, i.e. work.

A more inclusive vision of lifelong learning would define it more broadly as *the capacity to learn to live a life in changing times* (Hake, 1999:87). In this view, learning involves the extension of human potential and is an intrinsically worthwhile endeavour. In practice this must include learning for citizenship and democratic participation as well as work and leisure. The Learning Society should be rooted in the culture of learning in families and communities as well as in the workplace and marketplace (Danzberger *et al.*, 1996:34; Oliver 1999; Department of National Education, 2000a:28; Atkin, 2000; Engelbrecht, 2001:19).

The White Paper on Education and Training (1995) officially introduced the mechanism which would be responsible for facilitating the 'integration' of education and training. It provided the key element of human resource development strategy, namely the **National Qualifications Framework** (NQF), through the South African Qualification Authority (SAQA) Act (RSA, 1995), which was passed on 4 October 1995. The role of SAQA is to establish standards, quality assurance systems, and management information systems to support the accessibility and quality of learning within the NQF. SAQA provides a framework for providing lifelong learning opportunities utilising nationally recognised levels.

Education policy has attempted to create a seamless system of education provision. It now includes early childhood education (ECD), general education and training (GET), adult education and training (ABET), further education and training (FET), and higher education and training (HE). This system has been integrated through the NQF to enable national recognition of acquired skills and knowledge, thereby encouraging lifelong learning. The NQF is designed to integrate an outcomes-based approach to learning through all tiers of

the education system. Qualifications may be obtained through full-time, part-time, or distance learning, through work-based learning or through a combination of these. Its task is to ensure that standards in education are maintained and that qualifications are recognised and accepted nationally and internationally. It recognises that learning can be gained outside formal institutions allowing flexible, transportable credits and qualifications. The importance of the NQF is that:

- It makes essential and specific outcomes equally important
- It provides an open system where a person can enter and exit the different levels of the education and training system from any point
- It assesses what the person has learnt in terms of understanding, information and learnt skills, and then places a person at the appropriate level
- It keeps up with technological development
- It stipulates that there is no time limit for achieving the outcomes
- It allows a person to study at his/her own pace and to be assessed or tested at different points during the learning programme (Danzberger *et al.*, 1996:34; Lemmer, 1997:158; Department of National Education, 2000a:28, 29).

Since 1994 the **South African educational system has been restructured** in order to address the geographical, political and economic needs of the country more effectively. The new Constitution makes provision for nine provinces, each of which has its own education department, tasked with delivering education in accordance with the National Education Policy. The Department of Education co-ordinates education at the national level and is responsible for policy formation and monitoring of its implementation. Implementation of policies takes place at provincial, district and local levels. The South African Schools Act (RSA, 1996c) devolves responsibility to school level by delegating the governance of public schools to democratically elected school governing bodies. These consist of parents, educators, non-educator staff and learners in secondary schools (Department of National Education, 2000a:13).

Such a model implies a shift away from a large unwieldy bureaucracy with the focus on control to a more fluid, flexible and innovative organisation, capable of largely independent and responsible action within the existing constitutional and policy frameworks. Schools are now able to decide on their own internal monetary allocations, develop greater administrative

capacities and develop their own leadership and management capacities and systems as well as their own norms and values. This ultimately enables them to develop their own:

- identity (vision, mission, purpose, direction and tasks)
- strategy (goal setting, planning and evaluation)
- structures and procedures (information flow, decision making and accountability)
- human resources (interpersonal relationships, staff development and internal conditions of service)
- technical support (resource control, financial management and administration).

Curriculum 2005, (Department of National Education, 1997c) the new curriculum framework, was launched in March 1997. It reconceptualises the nature of learning and teaching through the adoption of an outcomes-based system. In contrast to the traditional 'content based' methods of learning and teaching, Curriculum 2005 seeks to place the emphasis on what learners should know and be able to do at the end of a course of learning and teaching. The definition of 'quality' that underlies Curriculum 2005 was framed by three overlapping traditions or philosophies:

- A learner-centred framework
- An outcomes-based approach
- The integration of knowledge.

The concept of learner-centred education involves learners as participants in curriculum and learning, responding to their learning styles and cultures and building on their life experiences and needs. The policy urges continuous formative assessment, in which learners and teachers accept responsibilities for assessment, promoting continuous learning and enabling the assessment of competence and complex performances. This change offers major challenges as educators are considered as **facilitators of knowledge** rather than providers of knowledge.

> *Curriculum 2005 is probably the most significant curriculum reform in South African education in the last century. Deliberately intended to simultaneously overturn the legacy of apartheid education and catapult South Africa into the 21st Century, it was an innovation both bold and revolutionary in the magnitude of its conception* (Department of National Education, 2000c:1).

Outcomes Based Education and Training addresses the many 'inadequacies' of problem areas in the previous dominant policy discourse. An Outcomes-Based Education and Training System has its starting point in the intended outputs as opposed to the inputs of traditional curriculum-driven education and training, a shift from the aims and objectives approach to outcomes-based education.

This system demands a holistic development of competencies, knowledge, skills and attitudes. It allows for the recognition of the achievements of learners with barriers to learning, and for the recognition of prior experiential learning. It also provides support for learners who wish to try again. The system is supported by changing theories of learning which are moving away from 'transmission' models. Previously learners were expected to accept unconditionally everything they were taught. Now they are encouraged to question content, the ultimate outcome being the ability to critically evaluate their lives later on. Learners are now put at the heart of education. They are active participants in the learning process and are taught to become independent critical thinkers. An outcomes-based approach to education and training (OBET) is an approach which is sensitive to the lives, needs, interests and learning styles of all learners. OBE is a learner-centred approach to education and is founded on the following beliefs (Spady, 1994; Kraak & Hall, 1999:24; Engelbrecht, 1999):

- Success results in more success
- Learners can learn successfully and achieve certain results, given the time, additional learning experience, and a supportive environment
- It is the responsibility of the school community to enable learners to succeed
- The wider community shares the responsibility for learning.

In OBET, educators and learners focus their attention on:

- The results expected at the end of each learning process, these are called outcomes
- The processes that will take the learners to these end points
- The means as well as the content of the learning
- Life-skills and the context in which these life-skills are to be applied.

For an outcomes-based system to be successful all components of the educational system which have or could cause learning breakdown need to be addressed urgently. The Department of Education (1997a:54) calls for:

> *A range of services which work together to meet the needs of all learners and other aspects of the system should be developed ... it is important that the development of support services in South Africa embraces community participation through the involvement of various community resources, and relies primarily on community-based approaches. These services should form an integral part of the education system as a whole ... All aspects of the education system would need to be changed if it is to respond to the needs of all learners. This means that we should not see the system as fixed and unchanging, where individual learners need to fit in. Rather, we should see the system as being able to be transformed so that it can accommodate individual differences.*

Curriculum 2005 shifted the emphasis and nature of the desired outcomes and learning areas and called for **radically new approaches** to programme design, teaching methods, power relationships and assessment. It redefined the roles of teachers, learners, school managers, text-books and exams.

Early attempts to increase **management capacity** delivered only limited results. Therefore in 1998 a systematic transformation process, which gave priority to building the capacity of co-operative governance in education and to giving support to systemic reform, was set in motion. Trisano, which focused on change management, people-centred service transformation and staff development, was established and came into effect in January 2000. It combined management development with strategic restructuring of the organisational systems. It prioritised systemic reform through the establishment and strengthening of structures, building capacity and the development of mechanisms for measuring, appraising, evaluating and monitoring (Department of National Education, 2000f:21).

Inclusive education in South Africa is a constitutional imperative, as discussed in Chapter 1; 1.1. To become 'inclusive' is only one part of the broader challenge of building a culture of learning and teaching where quality becomes a reality. To build an inclusive education and training system creates enormous challenges for the education system to develop and strengthen education support services, expanding provision and access. It also influences curriculum development, assessment, quality assurance, capacity building (departmental and educator) and resourcing mechanisms. It calls for the establishment of district and institutional support teams, mechanisms for early identification of severe learning difficulties and the mobilisation of public support. It is clear that the implementation of

inclusive education is not easy, and will not become a reality without hard work and commitment (Department of National Education, 2000f, 2002).

Such demands obviously require great personal and professional growth from educators. It is therefore essential to design an in-service educator support programme to facilitate their development.

2.2.2 Mindsets and attitudes

For the successful transformation of education in South Africa, fundamental shifts in mindsets and attitudes are imperative to reshape the way people react to one another and their environment and in the way resources are deployed to achieve society's goals. The inequalities of the past remain deep in the minds of South Africans and are still entrenched in educational institutions. The challenge is complex, shaping and shaped by education. **The creation of a high quality education system characterised by accountability, transparency, and efficiency needs to be a major focus.**

The Batho-Pele Strategy should serve as an important guide for the transformation process. The White Paper on the Transformation of the Public Service (Department of Public service and Administration, 1997) sets out eight transformation priorities, amongst which Transforming Service Delivery is the most important. The eight principles are:

- Consultation – citizens should be consulted about the level and quality of the public services they receive, and wherever possible, should be given a choice about the services that are offered
- Service standards – citizens should be told what level and quality of public services they will receive so that they are aware of what to expect
- Access – all citizens should have equal access to the services to which they are entitled
- Courtesy – citizens should be treated with courtesy and consideration
- Information – citizens should be given full, accurate information about the public services they are entitled to receive
- Openness and transparency - citizens should be told how national and provincial departments are run, how much they cost, and who is in charge

- Redress – if the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and a speedy and effective remedy; when complaints are made, citizens should receive a sympathetic, positive response

- Value for money – public services should be provided economically and efficiently in order to give citizens the best possible value for money.

The education system has a special responsibility to confront individualism and fragmentation by laying a strong basis for social cohesion and solidarity. It should shift the momentum of hostile competition to embrace a better balance between innovation and compassion. The changes expected from the learning community are demanding, since accelerated change is abhorrent to people. This means that the implementation of change needs to be managed effectively, using psychological knowledge and understanding how people handle change successfully. Information regarding the successful group initiatives that underpin the development of the in-service educator support programme is therefore discussed in Chapter 3 (Department of National Education, 2002).

2.2.3 Management capacities

The skills, knowledge and capabilities of managers and educators at all levels of the education system are of paramount importance. Insufficient management capacities together with an imperfect education delivery system represent the critical challenges in the fulfilment of the educational vision of this country. This implies a massive undertaking to rebuild the organisational systems and culture of the whole educational system. Breaking the fetters of a rules-orientated organisational culture to unleash the creative and innovative potential of educational stakeholders requires the development of a new culture and ethos where passivity is replaced by active engagement. Any in-service educator support programme should create a sense of purpose, empathy, pride, and professionalism in its participants.

There is a need to combine management development with the strategic restructuring of the organisational systems inherited from the past. This delivery chain challenge is highly dependent on the effective training of educational stakeholders. There needs to be a strong emphasis on both accountability for performance and developmental support and attention to processes, systems and structures that will sustain and underpin the desired changes.

2.2.4 Integrating Education and Training

One of the most commonly cited educational challenges of the 21st century, is the need for an educational system that facilitates a process of lifelong learning. Chapter 3; 3.2.4

describes the development of schools into learning organisations as a strategy to facilitate lifelong learning. There are several complexities to the above-described approach:

- Pre-set standards run the risk of blocking innovative developments
- Over-bureaucratisation may alienate creative educators from the system
- Over emphasis on outcomes may compromise the important pedagogical elements found in inputs and processes (Department of National Education, 2000a:30).

2.2.5 The Transformation of the Curriculum

The new focus on learner-involvement requires that schools and educators play a major role in curriculum design and the assessment of learners' achievements. To support the curriculum functions of schools as centres of professional activity, schools and provincial departments need to be reshaped in the following ways:

- School managers have to provide professional leadership in curriculum, not only administrative efficiency
- Schools have to have management structures and systems that harness creativity and skills within the schools, promoting experimentation and continuous improvement (learning organisations)
- Provincial departments have particular responsibilities to provide professional support and leadership in curriculum, management and quality assurance
- Educational stakeholders require access to professional development and training, to build individual and team capacity.

The development of an in-service educator support programme needs to take into consideration the demands of an outcomes-based approach. The integration of knowledge and the new roles expected, set phenomenal challenges to educators. They are considered facilitators of knowledge rather than providers of knowledge. An educator support programme must build a dedicated community of educators, by creating conditions that foster a gradual reconception of what it means to be an educator. Professionalism, morale, and spirit will have to be built through strong investment in educator development. Educators need to be developed as managers of innovation and group engagement, as community leaders, and as lifelong learners (Department of National Education, 2000a:28, 57).

If educators are to perform optimally in the workplace and produce high quality education for all, schools need to function and perform properly. This means that they need to ensure quality teaching, benchmarking, systemic evaluations, the development of organisational leadership and the provision of resources. Given the close relationship between poverty and the lack of educational outcomes, the challenge is to understand and address inefficiencies in the specific contexts of rural and urban poverty.

2.2.6 Support and human resource development

The challenge for schools lies in co-ordinating the emerging post 1994 educational policies into a manageable, holistic, transformational and developmental process. These new educational policies demand new structures, systems and procedures to be implemented in schools, requiring new kinds of support and human resource development.

In the design of an in-service educator support programme the **broader contextual factors/elements,** should be taken into consideration in the environmental analysis in order to identify problems. It is essential to understand the **context of global trends and dynamics** in which the broader South African society is located, since these influence the school system and ultimately each school. An **eco-systems perspective** is necessary because effective change can only take place once all the interdependent aspects or elements which make up the organisation are healthy and functioning as a whole. This presupposes an understanding of the school as an **organisation,** with its **support and training needs** regarding leadership and management skills of governing bodies, the central role that the school **culture** plays in the determination of the teaching and learning environment, and how the school culture is reflected by the norms and values of the learning community.

The educational vision of the country has to be borne in mind when planning intervention strategies so that each school can determine its educational purpose and structure itself and determine how it needs to function. The translation of the broad purpose of a school into a **shared vision, a particular mission statement and a broad aim is imperative, together with the strategic planning of goals and evaluation of its organisation and the curriculum.**

In addition these have to be transparent and ownership is to be shared in order to encourage commitment, increase staff morale and reduce suspicion and uncertainty. The establishment of accountability, which relates to all elements and aspects of the organisation, is also vital

as is the establishment of systems, structures and procedures for democratic decision making and effective information flow.

Schools need to implement human resource management strategies for effective financial administration, and for teaching and learning support. Staff training needs to be linked to staff assessment, interpersonal skills, and teamwork. Leadership, conflict management and the psychosocial aspects of learning support should be part of the human resource development strategy.

The development of support structures and systems that have open lines of communications with communities have to be established in order to form partnerships with these communities. The new educational vision also entrusts the educator with the enormous responsibility of providing all learners with learning experiences. This provides challenges to educators, who now require support and training to develop the skills to deal with learners experiencing physical, social, cognitive and emotional barriers to learning and development (Lazarus, Davidoff & Daniels, 2000:1-20).

2.2.7 Conclusion

The challenge for South African education has been twofold, **to change the structure of education and to change the process of education**. Eighteen different education departments have been brought under one ministry. Now there is one policy which seeks to redress the differences in resources and access to education and make coherent sense of national education needs in relation to syllabi, qualification structures, support services, and educator education. For educational reconstruction these changes have been essential, but not sufficient.

Education, like many commercial, industrial and public sector organisations, faces a choice in responding to such complex change, by requiring radical changes to management styles. It could either become more formal and structured or adopt a radical and fundamental alternative, namely **Total Quality Management** (TQM). TQM offers an appropriate response to the demands on schools and the need for a new management approach. Much of TQM has been accepted and applied, but it has not been integrated into a coherent and comprehensive whole.

In the design of an in-service educator support programme **quality and excellence** have to be understood as defined by the customer and not the supplier. It is about meeting needs, requirements and standards. Employers, other agencies and parents use the process of

quality. Therefore, schools need to be aware of these quality issues if they are to respond to the community's needs and provide parent satisfaction.

Managing quality in schools provides the vehicle for procedures of reporting and evaluating intrinsic matters of school management, providing an accountability imperative. Quality is achieved through continuous improvement, which is driven by management, but is the equal responsibility of all involved. It can only be achieved by a **valued workforce, and essential to a valued workforce is the education, training and personal growth of personnel into an effective team.**

A **well functioning team** is one where every decision, action and process is reviewed and reflected upon, making it the most powerful agent for managing quality. The effective management of quality thus depends on the school culture, a holistic approach and an integrated view. It incorporates structures, processes and relationships, requiring a mission statement that permeates all aspects of school life. If the quality of education is to be improved the central goal must be to change the process of education. This can only be achieved through willing participation and engagement of all involved and the process is long, slow and continuous as it involves **changing the values, norms and perceptions of people** (Donald *et al.*, 1997:16).

> *At the centre of changing the process in education is the need to* ***change the values****, understanding and actions of individual people, parents, and members of the community, students, and professional educators. What needs to be examined is what people believe about themselves and what they are involved in; what they think and why they think it; and what they do, how they do it and why they do it* (Donald *et al.*, 1997:17).

It is clear that significant change in the process of education would require co-ordinated efforts throughout a school. To create a different environment in the classroom, development work has to be done simultaneously in the school, the school system and eventually the community.

Social pressure is the least tangible of the factors impinging on school management in the 1990s but it is a vital determinant of quality. The more acute the problems of the environment in which the school has to function, the greater the demands are on the skills and quality of educators and the fewer the resources available are likely to be. Unemployment, social disadvantage, domestic stress and cultural deprivation are issues, which act as crucial determinants on the ways in which schools are managed. The success of the educational system is highly dependent upon the social fabric of its surrounding.

A school servicing a community in which learners are hungry, unsafe, worried or ill has a much more daunting educational challenge than a school servicing a community where such basic needs are ensured. Strengthening the base for an effective educational sector through social and economic development of impoverished communities remains the greatest challenge for the new South African government (West-Burnham, 1992:4, 11, 27; Donald *et al.*, 1997:14, 15; Department of National Education, 2001a:34).

> *In the quest for* ***quality****, we have to deal with the social issues and special needs in education as part of a broader set of developmental challenges ... (2) this challenge encompasses the full extent of social reconstruction, including tackling issues of poverty, housing and health ... (3) as these directly influence the effectiveness of any education programme or system as a whole* (Donald *et al.*, 1997:15).

An in-service educator support programme therefore needs to facilitate the integration **of systems thinking (**as mentioned in Chapter 1; 1.3) as a foundation for education. To address the quality of education, and the development of social and special needs that confront educators and the system, the following aspects need to be included in the development of such a programme:

- All stakeholders have to develop a sense of engagement in and ownership of what happens in education
- A culture of learning and teaching for all is to be cultivated
- A sense of pride, ownership, competence, respect, and care in the profession of teaching, needs to be fostered
- The promotion of positive, caring, whole-person developmental goals and processes in the general curriculum is to be created.

To create an inclusive learning community would require an inclusive school climate and culture. This presupposes comprehensive and ongoing whole-school development, a shared vision and a culture of collegiality and collaboration. Schools, educators, educational support professionals, principals and schools would have to redefine their roles and skills in order to respond effectively to these challenges.

2.3 THE EFFECT OF EDUCATIONAL CHANGE ON THE ROLES AND SKILLS OF EDUCATORS, EDUCATOR SUPPORT PROFESSIONALS AND SCHOOLS

2.3.1 Introduction

Global trends and dynamics have framed educational transformation in South Africa regarding the recognition of and responsiveness to the diverse needs of the learner population. Current and emerging education legislation and policy in South Africa (as discussed in Chapter 1; 1.1) reflect the commitment of the South African government to address the diversity of the learner population and to provide a continuum of support. These policies challenge the educational system to restructure and develop society more broadly to achieve educational objectives. This necessitates transforming the curriculum to meet the needs of increasingly diverse populations and providing high quality education for all in order to equip citizens for economic survival. In addition the education system should establish a system of lifelong learning and sustain the values of democracy.

These radical changes require new roles, skills and competencies, new forms of support, structures and processes from all stakeholders to sustain such systemic reform. Educational changes affect educators as individual people. To manage the transformation process effectively it is imperative that any in-service educator support programme aimed at empowering educators should offer new forms of support and take into consideration the demands of educational change on educators, educator support personnel and schools. Such programmes should also adhere to the criteria of in-service educator training (Atkinson & Jackson, 1992:10; Republic of South Africa, 1996:15; Engelbrecht, 2001:17).

2.3.2 New roles of support professionals, educators, and schools

In order to develop an effective in-service educator support programme we should understand the new roles of support professionals, educators, and schools.

2.3.2.1 Support Professionals

Including learners with barriers to learning and development in regular classes as full members of the community of learners requires special and regular educators to seek better co-ordinated teaching strategies, new skills and role definitions. It also requires greater flexibility in schools as organisations. Historically, in South Africa, education support focussed on a medical deficit approach which was a-contextual and individualistic. This

approach ignored the systemic and socio-economic factors that impacted on learners, educators and the education system as a whole. It resulted in direct support service delivery to only a few advantaged schools and communities, and the exclusion of environmentally and economically disadvantaged learners who had an equal right to effective support. Education Support Services has:

> *Focussed primarily on problems; has perceived these problems in primarily individual and medical terms; and has been primarily limited to individual interventions … (2) problems in the education systems itself have seldom been addressed by these services* (Department of National Education, 1997a:47).

The medical deficit approach involved an ideology based on the positivist assumption that the educational support professional is the only one who can define, assess, treat or evaluate problems and needs. As such the professional constitutes the only source of correct knowledge about reality. This pattern of non-participatory decision making led to high levels of dis-empowerment, dis-engagement, frustration and resentment in the user community. The continuous and dynamic interaction and interconnectedness between the multiple systems within which support takes place means that education support professionals should realise that they do not function in isolation. They are an integral part of the particular and wider social systems within which they work. Their approach should be one that values different kinds of socially constructed knowledge, combining the unique knowledge and skills of everyone involved (Department of National Education, 1997:47; Woods,1998; Engelbrecht, 2001:17-25).

The principles and values of a shared philosophy of inclusion denote a participatory conception of democracy and provide a values-driven framework for the transformation of educational support services. Such a philosophy should direct the specialised insight, skills and practices of professionals from a curative, fragmented, problem-orientated (positivistic, linear) approach to a more preventative, health promotive and developmental (eco-systems, recursive, holistic) approach (Engelbrecht, 2001:17-25). This calls for the development of a culture of thinking that embodies eco-systems and inclusive values within the framework of collaboration. **Collaboration** is recognised as a critical feature of success and the collaborator is at the heart of this more preventative, health-promoting and developmental approach.

The participation of education support professionals in collaborative relationships could have a major impact on establishing health-promoting and inclusive schools by providing more holistic and co-ordinated support. Adopting a collaborative team approach would require a change in existing job roles. The responsibilities of education support professionals would

have to be redefined and their behaviour and ways of thinking would also have to change. Instruction and practice in group collaboration skills are thus essential for the success of this role change and should be included in the design of an in-service support programme for educator support (Dyson, 1990:119; Glomb & Morgan, 1991:232; Engelbrecht, 2001:25).

Education support professionals should not only assume roles as members in collaborative teams but also serve as **consultants**. An inclusive education setting requires the most indirect level of consultation service (system-centred is more indirect than educator-centred, which is more indirect than learner-centred) as it impacts on the largest number of educators and learners. Prevention orientated intervention programmes exemplify this level of consultation, requiring educational support professionals to be involved in the design of such programmes (West & Idol, 1987:388; Engelbrecht, 2001:25).

Engelbrecht (2001:26) describes several distinct consultation approaches:

- ***Behavioural consultation*** as an efficient means of implementing behavioural interventions
- ***Clinical consultation for*** identifying and assessing learner problems and describing specific strategies for resolution
- ***Organisational consultation and facilitating*** which within a whole school approach, assess the entire system and assist educators to resolve identified concerns
- ***Mental health consultation,*** which ensures the development of 'health promoting schools' such education support professionals need high levels of expertise in areas such as database decision making and accountability, legal and ethical practices, and collaborative and consultation skills.

These new roles of educational support professionals require specialised training and supervised practice to facilitate the growth and development of learners, educators and schools as organisations within a:

> *holistic framework based on the development of health-promoting and inclusive schools within an integrated approach to whole-school development … (2) involving all aspects of the school as an organisation ... (3) aiming at achieving healthy lifestyles for the whole school population by developing supporting environments conductive to physical, psychological, social, environmental, economic and spiritual well-being* (Engelbrecht, 2001:27).

This would require educational support professionals to play an important role in building positive teaching and learning environments that promote the well-being of all learners. They

should build a responsive curriculum to minimise and address barriers of learning and establish mechanisms for including and supporting all learners.

Educational support professionals have a major role to play as **organisational development facilitators and collaborators for school reform and change** and as mental heath specialists to help educators foster mentally healthy learners. They need to be involved in direct and indirect interventions, crisis interventions, individual and group counselling, life-span development, and consultancy to extend consultation services in schools. Their focus should be on **developing the capacity of centres of learning and members of the learning community through the development of support teams at institutional and district level**, with an emphasis on the role of educators as managers and providers of support (Dyson, 1990:119-122; Department of National Education, 1997a; Engelbrecht, 2001:18, 23). This re-orientation of support services necessitates:

> *A major emphasis on intersectorial and interdisciplinary collaboration, bringing together different systems and co-ordinating support within an eco-systemic framework, challenging professional support personnel to extend the nature of their professional capacities beyond their traditional curative roles* (Engelbrecht, 2001:22).

2.3.2.2 Educators

Educators as implementors of the changes demanded by policy are required to deal with complex dilemmas both in and out of the classroom. This is a process of delivering the curriculum in ways, which are relevant and meaningful to the diverse needs of their learners. They are expected to sustain the values that underpin democracy which require educators to shift from one set of assumptions, beliefs, values, norms, relationships, behaviours and practices to another. This entails fundamental reculturing of learning and teaching.

This reculturing involves new conceptions about learning and teaching and new practices that reflect a supportive and nurturing environment. It also involves **building structures that promote interrelationships, interconnections and collaboration**. Many classroom teachers feel that they do not have sufficient training and support to meet the challenges and are now in need of concrete advice to enable them to cope.

Educators now need additional skills to facilitate knowledge, handle groups and manage innovation. These are new experiences for educators who used to work in isolation. They also require skills to facilitate reflection and promote leadership, sharing, viewing partners as equals, combining expertise, relying on partners, and functioning as part of a team (Davidoff & Lazarus, 1997:1-10; Askew & Carnell, 1998; Swart & Pettipher, 2001:30:43).

2.3.2.3 Schools

The new challenge for schools is to create the conditions under which all learners can be accommodated, flourish, and ultimately contribute effectively to the regeneration of the South African society. Schools are now expected to educate all learners from the local community encompassing differences in culture, ethnicity, language, ability, gender and age (Swart & Pettipher, 2001:30, 43).

The school needs to be capable of accommodating the diverse needs of all learners by establishing an inclusive school climate and culture to display the characteristics of a healthy school. These include a sense of care, cohesiveness and synergy that bonds people together, direct communication that is open and honest, equitable distribution of influence and power, innovativeness, adaptability and problem solving adequacy. This requires exceptional leaders, comprehensive and ongoing whole school development, involving all role players and all the systems of the school as a learning organisation.

Collaborative networks and partnerships are to be built not only within the school, but also in families and communities to support and assist all role players to help themselves and others. To achieve the above, schools are to break with bureaucratic management styles, and develop and share leadership. They must create **collaborative, high trust cultures**, and mobilise the active contribution, participation and vision-building of all stakeholders. This vision needs to be converted into an action plan, demanding the skills of collegiality, collaboration, effective communication, conflict resolution, problem-solving, negotiation, feedback, decision making, interdependence, and a climate of trust in which educators can build on expertise, share resources, provide moral support, address challenges and celebrate successes - an organisation that is continually seeking to develop and refine its responses to challenges, which is dynamic, flexible, open to new ideas and to change, that celebrates differences as valuable opportunities for learning, that supports and empowers all role players – in effect a **learning organisation** (Senge, 1990; Askew & Carnell, 1998:44; Swart & Pettipher, 2001:30-43).

The South African Schools Act (RSA, 1996a) consequently requires schools to develop greater administrative capacities. They must develop their own leadership and management capacities, and their own norms and values enabling them to develop their own identity, strategies, structures and procedures, human resource development and technical support. These new roles require appropriate support and training regarding change management, new paradigms of leadership and the creation of 'change adapt' cultures, which are to be developed by the in-service educator support programme described in Chapter 4.

2.4 AN ANALYSIS OF THE SUPPORT REQUIRED AFTER 1994

2.4.1 Introduction

An analysis of the support that educational stakeholders need in their new roles needs to feed the development of the content of an in-service educator support programme. Any education system requires adequate **support** to ensure that quality education is provided. Educators now need different forms of support to take on the broader roles and responsibilities required by the post 1994 educational policies in South Africa. It is imperative that support delivery is defined as **needs-based and needs-driven** as perceptions of what is meant by support is so diverse we could render the term 'support' as meaningless.

The aim should be to negotiate the nature of the problems with the individual educator. Ways in which these problems can be overcome must be explored so that ultimately individuals can help themselves, rather than expect the problems to be resolved by outside experts. A holistic understanding and response to these needs implies that the principle of service integration is important. Good quality service can only be achieved if there is a willingness to work together with all other agencies involved in schools in order to facilitate quality, multi-professional practice. This requires different disciplines in education to **collaborate** to ensure effective support service delivery (Solity & Bickler, 1994; Bayliss, 1995; Muthukrishna, 2001:51).

Intervention strategies for educator support are to include the following objectives. Educators must be encouraged to **reflect** on their classroom practice and their personal goals for learning. They must increase their **competency** in the identification of learner educational needs and increase competencies in curriculum modification and in specifying goals for learning. School personnel must be assisted in the area of **professional development** and the development of supportive mechanisms to cater for learners with barriers to learning and development (Naicker, 1997).

Emerging national and international policies with respect to support development reflect a departure from the conventional notion of a highly specialised model of individualised, direct-service delivery to an alternative model of a community-based approach to support, **building support structures within schools and communities to ensure that support is available as close as possible to the point of need.** Mechanisms for co-ordinated partnerships and teamwork have to be put in place. This can be achieved through the development of district support teams and school-based support teams to facilitate the

involvement of key stakeholders in support delivery (Department of National Education, 1997; Ainscow, 1999; Department of National Education, 2000f).

The Department of Education's new policy on building an inclusive education and training system (Department of National Education, 2001) commits itself to establishing district support teams as a central part of the overall strengthening of education support services in South Africa. The education support system in South Africa includes the following levels of support:

- National, provincial and regional 'head office' management and support
- District support teams
- Institutional-level support teams at schools and other education institutions (Department of National Education, 2002:4).

2.4.2 Community-based approach to support

A community-based approach to support implies accessing resources and drawing on the strengths in the community to develop and support education provision through a structured community participation approach. This would comprise all the human resources and services that make it possible for the system to work collaboratively to address priorities, and to focus on the prevention of problems and the development of an enabling learning environment for all learners.

The human resources that such a system may draw on are educators, special education teachers, learners, parents, community members, psychologists, school counselors, health workers, therapists, community organisations, parent organisations, governing bodies, school management staff, social workers, Department of Education personnel, Community Based Rehabilitation workers, school nurses, medical doctors, community leaders, nutritionists, service organisation, youth organisations, Non-Governmental Organisations, churches and the private sector.

The priorities for development may include: curriculum development, institutional transformation and change, capacity building of school management, policy at school level, school-based educator education and development, materials development, programmes to address social factors, parental involvement forming school community partnerships and facilitating networking. The task of such an approach to support would be to continually reconsider the ethos and culture of the school, values and beliefs, the nature of leadership, school community partnerships, parental involvement and support, learner involvement and

responsibility, educator collegiality, the nature of staff development programmes, curricular organisation and provision.

The history of limited involvement in schools by the community concerned is a characteristic of most schools and other centres of learning in this country; this includes the historical dis-empowerment of parents in the involvement of the education of their children, which proposes great challenges for the development of community based support and action (Department of National Education, 1997:47; Department of National Education 2000b:5; Muthukrishna, 2001:45-48).

2.4.3 Strategies to develop a community-based system of support

2.4.3.1 Consultants

Special educators can be used as consultants, to provide indirect service and support to classroom educators, as a means of improving the quality of instruction for the education of learners with barriers to learning and development in regular classrooms. This would contribute to a community-based approach to support (West & Idol, 1987:388; Engelbrecht, 2001:25).

2.4.3.2 Human resource development

In terms of support, the availability of material resources is not the key factor. The important factor is **how the task of inclusion is conceptualised by educators.** This implies **educator development regarding collaborative, critical, reflective thinking**. There must be consideration of new possibilities, and the exploring of new teaching practices. All curriculum development and assessment and development programmes have to make special efforts to address the learning and teaching requirements of the diverse range of learning needs and address barriers to learning that arise from language and the medium of learning and instruction, teaching styles and pace, time-frames for the completion of the curricula. Educators must plan for classes as a whole, making use of natural resources and they must develop the confidence to depend on their own skills and improvisation, and to participate in **teamwork**, thus enhancing a community approach to support (Department of National Education, 2000b:29).

Every attempt should be made to ensure that programmes are responsive to educators' needs, continually striving to find those practices that best serve to meet these needs. Human resource development must be school-based as well as content-based so that educators can examine and respond to their own unique circumstances. The process must

be internally driven. For the accommodation of learner diversity, educator training in **'multi-level instruction',** problem and solution finding, accessing support, engaging in collaborative enquiry and reflection, setting development and success priorities, and engaging in analysis of barriers to learning and participation is imperative and should be included in an in-service educator support programme (Ainscow, 1995; Spies, 1996; Porter & Stone, 1997; Muthukrishna, 2001:50).

2.4.3.3 Local and community resources

The educator is to become a **manager of resources** rather than simply an instructor. It is this change that is the most significant organisational difference between inclusive and traditional programmes. The school-based and district support teams can assist to identify and access resources to include; local government structures, relevant community organisations and other relevant structures, through structured community participation and partnerships (McDonnell, 1993:4; Hardin & McNelis, 1996:42; Department of National Education, 2000b:5; Muthukrishana, 2001:45).

2.4.3.4 Collaboration

Collaboration as the vehicle for support deliverance is vital in dealing with diversity and the development of a community approach to support. As school personnel begin to implement inclusion models, collaboration among educators, parents, and other school professionals has been recognised as a critical feature of success. Collaboration in inclusive education offers the opportunity to capitalise on the diverse and specialised knowledge of educators and enables schools to provide quality-learning support for all learners and educators.

Collaborative functions fall into the domain of communication, joint planning, decision making, problem solving, and include exchanging learner progress information, sharing diagnostic information, sharing responsibility for grading, participating in collaborative long- and short-term educational planning and meeting with parents. It serves as a common base of learner-related information for educators who are jointly responsible for learners with barriers to learning, and thus provides a platform for other collaborative roles, such as problem solving. Within the education support situation in South Africa, collaboration is a dynamic and ongoing catalytic process, with learner, adult, systems and organisational outcomes. The development of these skills therefore, should underpin any in-service educator support programme (Idol & West, 1987; Idol & West, 1991:72; Pugach & Johnson,

1995; Dettmer, Dyck & Truston, 1996; Stanovich, 1996:39; Engelbrecht, *et al.*, 1997:158; Hall, 1998; Engelbrecht, 2001:23).

Collaborative teamwork can yield many benefits by providing a rich forum of varied perspectives and expertise. It can also fulfil the needs to belong and have power by employing group problem solving strategies. It is an empowering, supportive and affirming experience where individuals' contributions are valued and skills appreciated. People working in collaborative teams can accomplish much more than individuals on their own.

However, while it is admirable to encourage and legislate for collaborative working between different services, it is notoriously difficult to achieve this in reality. For example, there appears to be a concern amongst certain sectors regarding the preservation of the status of their disciplines. Problems with boundaries are also encountered where individuals intervene in areas in which they have little training or knowledge. Substantial adaptations on the part of existing education support service personnel are therefore required for collaborative efforts to be successful. Most changes involve redefining existing roles; a move away from being the expert with all the knowledge to a more consultative role where knowledge is shared to empower others. **Intersectorial collaboration** depends on:

- The identification of what is needed, who should be involved to address these needs, and who is available to respond to the needs
- The use of political and interpersonal skills to draw in the appropriate human resources to tackle a certain task
- The understanding and pursuing of the political and bureaucratic processes that need to be followed to draw the right people
- The institutions' recognition and rewarding of intersectorial work
- Ensuring that material resources, including budgets needed to pursue the work is in place and can be accessed
- The learning of the different languages of different sectors and professions, and common understanding of the problems and challenges
- The development of team skills to assist working with others (Thousand & Villa in Stainback & Stainback, 1990; Donald & Lazarus, 1994; Solity & Bickler, 1994; Lazarus, Moolla & Reddy, 1996; Johnson 1997).

An in-service educator support programme that aims at successful collaboration should include in its design the active participation of various role players, time provision to accommodate collaboration, the consideration of emotional (attitudes), cognitive (knowledge and skills), interpersonal (support and help) and educational needs of educators in times of change, and the training of educators in communication, consulting, joint planning, team teaching, problem solving, conflict control and leadership skills.

2.4.3.5 School-based Support Teams

As discussed in Chapter 1; 1.1, the focus of this study is on the development of school-based support teams as the mechanism, structure, system and process for the development of educator support within a school and community-based approach to support.

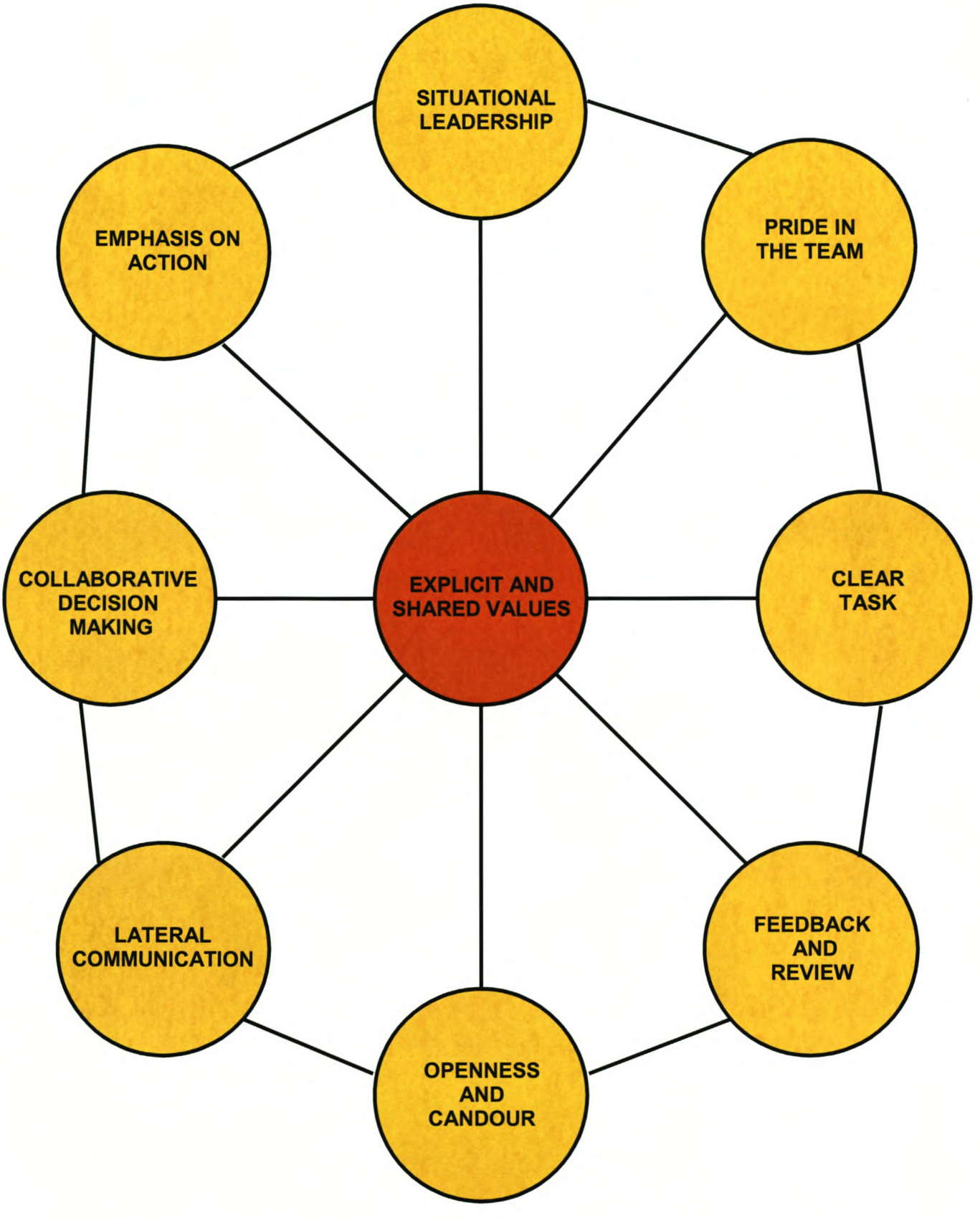
> *An institutional-level support team is an 'internal' support team within institutions such as school. This will ultimately be responsible for liaising with the district support team and other relevant support providers about identifying and meeting their own institution's needs. For this reason, institution-level support teams should be made up mainly of educators and staff from each individual institution* (Department of National Education, 2002:15).

(See Figure 2: The components of effective teamwork)

The team can, through **collaborative consultation** that is problem-solving orientated, bring about changes to the curriculum as well as create a positive and caring educational environment. The characteristics of consultation are **indirect** in that the instructional service is not provided to the learner but to the educator; **collaborative** in that all individuals involved in the process contribute and share responsibility for instructional outcomes; **voluntary** in that all parties are willing participants in the process, and **problem-solving** orientated in that the goal of consultation is to prevent and resolve learner problems. Effective consultation requires skills in the art of human communication and in problem-solving in bringing a body of knowledge to the teaching and learning process.

It is imperative that school-based support teams become an integral part of the educational system. If this does not happen they will remain fragmented and isolated (Chalfant *et al.*, 1979; Idol, 1988:48; Idol & West, 1987:474; Chalfant & Van Dusen Pysch, 1989; Gulliford & Upton, 1994:142; Epstein, 1995; Campher, 1997:47; Swart & Pettipher, 2001:42).

FIGURE 2: THE COMPONENTS OF EFFECTIVE TEAM WORK



(West-Burnham, 1992)

Effective teamwork includes:

- Being sensitive to the needs of others in the group (being aware that people need to be needed and valued, that all people have fears that can interfere with their ability to make optimal contributions
- Being aware of and respecting the resources that others bring
- Respecting all members of the team as equal partners
- Respecting one's own needs and resources and sharing these resources when and where needed
- Being accountable to the team.

As we have seen above, the establishment of school-based support teams can contribute to improve the atmosphere in a school, the competencies of the staff (empowerment) and the generation of intervention strategies that focus on parent involvement. It could provide an ongoing analysis of the needs of learners, educators, parents and the community. **The team's modus operandi should have a specific reference to prevention, rehabilitation, social integration and equalisation of opportunities.**

> *The primary function of these teams will be to put in place properly co-ordinated learner and educator support services. These services will support the learning and teaching process by identifying and addressing learner, educator and institutional needs* (Department of National Education, 2001:29).

This school-based support team differs from the Didactic Aid and Assistance Team in that it places the emphasis on direct services and support to learners with learning and behaviour problems in a regular classroom. It thus encourages classroom educators to take responsibility for all learners under their supervision rather than to rely on the support of specialists (Chalfant *et al.*, 1979:85; West & Idol, 1987:388; Lewis & Lewis, 1989:37; Eptsein, 1995:710; Epstein, 1995; Malloy, 1996:236; Campher, 1997).

The school-based support team is not therefore there to remove the 'problem' learner from the classroom but rather as a support system to empower the educator to succeed within the bounds of the classroom. By doing so, the school-based support team supports the context of the learners and educators in the school through a holistic co-ordination of the needs and support strategies in an eco-systems perspective.

Based on an eco-systems rationale, a school-based support team therefore co-ordinates the needs and support programmes in the school by involving all the role players who are part of the context in which problems arise or where preventative strategies are involved. This must take into account the dynamics of the school and the parents as partners in the process. It must also prevent, as far as possible, problems such as manipulation, scape-goating, and the forming of coalitions in the system. Such problems could lead to stress, conflict amongst staff members and ineffective support to learners with barriers to learning and their parents. The school-based support team can, through planning of preventative intervention and facilitating new educational vision through whole school development and reform, play an important role in South African educational transformation (Epstein, 1995:710).

A school-based support team is:

- An indirect mechanism for supporting learners, through supporting educators in a setting in which knowledge and understanding may be shared and developed with professional peers
- A forum for professional educators to share, manage and solve problems, which arise from educators' individual and immediate classroom concerns
- A support system where educators seek assistance, request help from the team to define the problems, consider possible alternatives and try out practical strategies
- A team geared towards developing structured approaches to collaborative problem-solving with an emphasis on follow-up strategies. A dedicated amount of time is set aside to a referring educator, in a setting in which issues may be discussed without interruption and in confidence
- The embodiment of the problem-solving cycle in that educators are offered the opportunity to monitor and review the situation at follow-up meetings (Creece, Daniels & Norwich, 1997).

Educators need hands-on skills in order to deal with difficult situations caused by the diversity of learners in one classroom. In the school, the support of the school-based support team is therefore an ongoing 'training' process for educators, enabling and empowering them to become more independent in addressing difficulties. The school-based support team is present all the time. If not needed for guidance, it is there for emotional support and peer discussions to enhance professional development. The school-based support team also ensures that the possible dynamics that could play a part in the development of difficulties

are taken into account. This ensures constructive teamwork by incorporating the people involved in the context of the learner, in which the behaviours occur, thus working preventatively and enhancing a positive developmental approach in the school as a whole.

A support team has to have a **sustained problem-solving orientation** to difficulties and problems that arise. Their commitment to effective professional practice in support of inclusive education is essential. It is thus necessary to develop a variety of approaches to problem solving, with the emphasis on school level (Porter & Stone, 1997).

The school-based educator support team is **composed** of a number of educators in the school who act as the core support team. The coordinator of the team should preferably be an educator trained in educational psychology and the special educational needs of learners within the school and community context. The support team functions as a permanent structure in the school setting, but involves different educators on an ongoing basis, based on the needs of the educators themselves and the role they play in the process of support to learners. To prevent inappropriate referrals to outside agencies or support services, all referrals should go through the school-based support team. This will enable it to support the educator in handling the situation in the class. If a referral to outside agencies has to be made, the function of the school-based support team is to co-ordinate the recommendation made and to make sure that ongoing monitoring and support strategies are in place. The school-based support team will also involve parents and other professionals, if need be, and co-ordinate, monitor and support the process (Chalfant *et al.*, 1979:88; Smit, 1994; Epstein, 1995:706).

The researcher can summarise the **functions** of the school-based support team as follows:

- The school-based support team serves as a core team, to support educators. It can call on outside support, advisory staff and parents when needed
- Teams meet on a weekly basis with educators who requested support. A team member usually collects relevant information about the educator's concern before the meeting
- One case is dealt with per meeting: it is either a new request or a follow-up
- Teams keep confidential notes about cases to enable follow-up work to be carried out in an efficient way
- Educators involved in meetings need to have some time release from other responsibilities

- The principles and practical aspects of the school-based support team need the full support of the staff and the principal.

Establishing a school-based support team in a school depends on clear and detailed initial communications and negotiations between the principal, staff members and those with the idea of forming it. It is important for the school to feel that it could benefit from such a structure. The commitment of the whole staff, as well as the school management, is a prerequisite for an effective team approach. The internal organisation of the school could significantly affect attitudes and expectations of educators and thus the behaviour of learners. Educators, because of their positions as educators and professional experts, find it hard to acknowledge difficulties which they may be experiencing in their daily teaching routines. However, the possibility of change would be created, if educators themselves acknowledged their professional difficulties in the teaching situation.

To establish a school-based support team the following questions need to be addressed:

- Who is the target population?
- Who should serve on the team?
- Who should co-ordinate the team?
- How should the team operate?
- Who has the responsibility for referral to the team?
- How effective is the team (Chalfant *et al.*, 1979:90)?

After the team members have been selected, they should undergo **training** to enable them to understand the concept of collaborative teamwork. The training would also help them gain small group, collaborative experience in the process of describing, analysing, and conceptualising learner needs and classroom problems. Team members must also learn communication strategies for interviewing, selecting and writing realistic intervention goals. They should be able to conduct problem-solving meetings, understand brainstorming strategies as well as procedures for measuring intervention effectiveness and in planning an orientation process regarding the school-based support team concept for educators in their schools. There are six major factors that contribute to team effectiveness: the principal's support and attitude, team procedures, attributes and performance, faculty support, the training of members, networking and evaluation (Chalfant & Van Dusen Pysh, 1989).

Once a school-based support team is established, the team members themselves need **ongoing support and professional development** to enable them to support the educators in their schools. Part of this ongoing support must come from the team members themselves. Working in teams has benefits for the individual and the school as a whole. The benefits listed below have been borne out by substantial research (Squelch & Lemmer, 1994:70):

- The greatest benefit is co-operation
- People who have learnt to support and trust one another share information instead of keeping it to themselves
- Resources, special talents and strengths are shared instead of hoarded
- Pitfalls threatening people who work in isolation are avoided or uncovered through teamwork
- Better quality decisions are made
- The morale is higher when people work together
- Teamwork results in excellence: everyone wants the team to look good.

Creese *et al.* (1997:56) reports the following perceptions of educators based on previous research projects with regard to school-based support teams:

- It enabled them to distance themselves from problems and re-examine their activities
- It enabled problems to be aired
- It enabled them to form their own strategies
- It created opportunities to let the team legitimately, be cathartic, to talk sympathetically and non-judgmentally to colleagues
- It enabled them to confirm approaches already being used
- It gave them opportunities to discuss school policy, which could then be raised at staff meetings.

2.4.3.6 District Support Teams

A school should be as self-sufficient as possible, but inevitably the involvement of personnel from district and external agencies is needed. According to the White Paper 6 on Building an Inclusive Education and Training System the Department of Education commits itself to:

> *The establishment of district-based support teams to provide a co-ordinated professional support service that draws on expertise in further and higher education and local communities, targeting special schools and specialised settings, designated full-service and other primary school and educational institutions, beginning with the 30 districts that are part of the national district development programme ... the ministry believes that the key to reducing barriers to learning within all education and training lies in a strengthened education support service. This strengthened education support service will have at its centre, new district-based support teams that will compromise staff from provincial, district, regional and head offices and from special schools … Education support personnel within district support services will be orientated to and trained in their new roles of providing support to all teachers and other educators* (Department of National Education, 2002:8, 9, 28).

The Department thus recommends the establishment of support teams that comprise of staff from provincial, regional, head offices and special schools, thus pooling limited available resources and fostering the development of effective teaching and learning in schools and other education institutions. This should be done primarily through identifying and addressing barriers to learning at all levels of the system. The primary focus for the district support teams is the development and ongoing support of local institutional-level support teams in schools. In this regard the key focus areas should be:

- Supporting the capacity building of schools
- Identifying learning needs and barriers to learning in their local contexts
- Identifying the support needed to address these challenges.

This team should focus on prevention, health promotion and the development of the capacity of schools. It should have an integrated community approach in the creation of learning organisations that can continually renew and adapt to environmental changes. Professional development programmes should focus on the development of effective leadership in policy administration and programme implementation. The establishment of management information systems and the development of competencies necessary for addressing severe learning difficulties should be pursued. In the provision of support to schools these Multi-professional District Support Teams are involved with on-the-job training

of educators in developing aspects of schools which will bring about a culture of learning and teaching (Department of National Education, 2000b:6; 2002:29, 41; Muthukrishna, 2001:49).

2.4.3.7 Special Schools as Resources

Special schools represent existing educational resource structures which could provide educator support and training. This could be accomplished through the integration of the structures of school-based teacher support teams and district support teams. Special schools, as centres of expertise in individualised learning programmes, learning strategies and early intervention (to name only a few), have a pivotal role to play in an inclusive education system in South Africa. As resource centres these schools can provide an improved educational service to their targeted learner population. They can be integrated into district support teams so that assessment and instruction can be provided to designated full service and other neighbourhood schools (Department of National Education, 2000:28).

The significant contribution of special education in meeting learner's needs has been in developing a technology of individualisation. This involves assessing learning styles and academic skill levels, identifying social and behavioural needs and organising a multi-disciplinary team within an individualised plan to meet both academic and non-academic needs of individual learners. This technology can be a valuable contribution to the inclusive classroom, particularly if the resources of special education become more readily available to all learners at risk (Showers, 1990; Saleh, 1996:9; Hall, 1998).

Special education educators and regular educators could through the process of problem solving, use their collective expertise in a collegial, equal-status relationship. This partnership would allow alternative teaching strategies or supplementary instructional materials to be proposed from suggestions generated by the regular education teacher. Collaborative problem solving may also entail the periodic observation of learners with special educational needs in regular school classes, in order to identify areas of difficulty to monitor the success of intervention strategies. The collaborative roles of special and general education educators include pre-teaching/post-teaching of skills converted in the regular school, actively planning for skills transfer across settings, team teaching, directing small-group instruction in regular schools, special education settings and training peer tutors.

Special schools could provide access to resources such as brailing facilities, Sign Language interpreters and specialised transport, and engage in community outreach activities that target disability awareness and advocacy. They could serve a role in preparing children with disabilities for inclusion in regular schools, provide support in early identification and

intervention of learners with disabilities and provide home-based support (Friend & Cook, 1990; Phillips & McCullough, 1990; Stainback & Stainback, 1992; Rainforth, York & McDonald, 1992; Thousand, Villa & Nevin, 1994; Lipsky & Gartner, 1997:138; Muthukrishna, 2001:49).

2.4.3.8 Higher education institutions

The National Plan for Higher Education (Department of National Education, 1999b) takes forward the new national Human Resources Development Strategy. This will allow higher education planning to combine with the broader national human resource and skills development strategy and in this way contribute directly to national development priorities. The ongoing challenge will be to ensure that the diverse range of relevant programmes and knowledge are provided to cater for labour market and development needs.

Schools for education could act as "resource units" for schools to provide, inter alia:

- Planning and co-ordination for inclusive education
- Structure and administration of schools
- Support for local educators and educational support professionals
- In-service training to stakeholders regarding curriculum developments
- Guidance and counseling for parents and caregivers
- Assessment of special needs
- Specialised support, for therapists, psychologists etc.
- Public awareness and education
- Opportunities for educators to learn throughout their careers (Atkinson & Jackson, 1992:2).

2.4.3.9 School Governing Bodies (SGB)

The formal link between each school and its wider community is the school governing body. The SGB could set up a sub committee to facilitate community involvement, constructive partnerships in all centres of learning and access to community support (Department of National Education, 2000b:7; Muthukrishna, 2001:49).

2.4.3.10 Clustering of Centres of Learning

Another strategy that could be used to build community support is the clustering of centres of learning where resource inequalities exist. Centres could share expertise, material and human resources and collaborate to plan programmes and strategies (Muthukrishna, 2001:51).

2.5 SUMMARY

In this chapter the researcher reviewed the key shifts in policy and practice in the last seven years. The chapter described educational reconstruction focusing on systemic reform geared to dismantle apartheid-created structures and procedures to create a unified education system across diverse racial and economic conditions, and large geographic areas in a short space of time. Deep-rooted systemic and structural inequalities inherited from apartheid have had to be addressed. Organisational cultures from nineteen racially and ethnically divided departments have had to be blended and reshaped to define and meet common goals. Systems and procedures also have had to be changed to improve performance and outcomes, teamwork and costumer-focused service in the spirit of Batho-Pele, a strategy aimed at improving human capacity at different levels of the system. This work is far from complete. It is not only aimed at bringing people into a unified system, but also about the development of a shared vision, new values and attitudes, and the creation of capacity and an ethos that can drive the achievement of organisational goals. The Trisano project aims at creating stronger accountability and performance across the system.

By 1999, systemic transformation in terms of policy was in place, but the challenges of implementation remained, as mandated policy by itself does not lead to **institutional change**. Much progress in transforming learning and teaching through the principles of lifelong learning, the NQF, curriculum transformation, values in education and systemic quality has been achieved. However, large parts of the system are still seriously dysfunctional: gross inequality still exists, educator morale is low, governance and management are yet to be strengthened and quality and learning outcomes are still poor.

As support building and strengthening of support structures is the main focus of this study, this chapter paid attention to the main developmental challenges and implications of the policies after 1994 and the resulting effect on the roles and skills of educators, educator support professionals and schools. The researcher analysed the 'new' educational support requirements in order to establish a basis from which to design a support programme that will help educators deal with continuous educational change. From a whole school

development perspective, the above attempt to analyse the support required by the new roles of educators, educator support professionals and schools is incomplete. The effect that educational change has on the individuals in the educational system and the support they need to bring about institutional change has to be taken into account. The researcher therefore discusses these issues in Chapter 3.

CHAPTER 3

MANAGING CHANGE WITHIN A WHOLE SCHOOL APPROACH

Change is managed through ***behaviour*** *not accumulated knowledge or unapplied skills* (West-Burnham, 1992:116).

3.1 INTRODUCTION

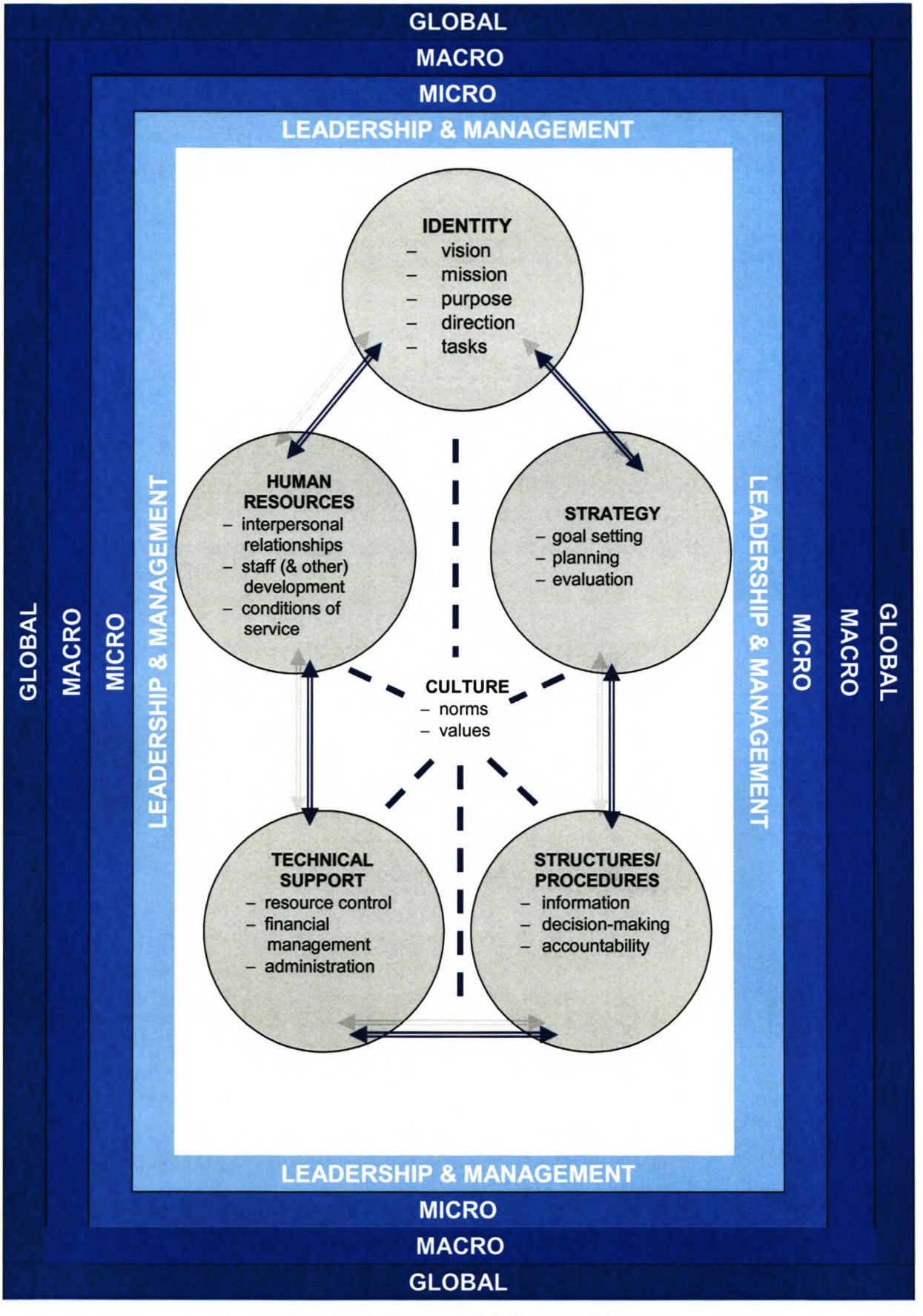
Whole school development requires an eco-systems approach (as discussed in Chapter 1; 1.3.2) to ensure that all elements of school life are taken into account. **Whole school development** is a form of school development that sees the school as a system, and encourages an understanding of the 'whole' before attempting an understanding of the parts: it thus includes all the individuals within the organisation. Whole school development involves both the personal and professional development of all stake-holders and the simultaneous development of the organisation (Davidoff *et al.*, 1997:5; Swart & Pettipher, 2001:33).

> *Perhaps the overriding aspect of schools as organisations that should be taken into account, but is often under emphasised or ignored in organisation development interventions, is the broader contextual element. This includes consideration of the factors linked to various aspects of the milieu, including social, political, economic, technological, legislative, ecological, physical, cultural and institutional factors* (Lazarus, Davidoff & Daniels, 2000:15).

(See Figure 3: The elements of whole school development)

The factors related to the milieu of the school that need to be considered in the design of an in-service educator support programme in Chapter 4 are discussed in this chapter.

FIGURE 3: THE ELEMENTS OF WHOLE SCHOOL DEVELOPMENT



Adapted from Davidoff & Lazarus, 1997

3.2 UNDERSTANDING CHANGE

3.2.1 Broader contextual factors

The micro, macro, and global levels of the broader context of the school system should be included in any environmental analyses of organisational development interventions. International trends and dynamics have a major impact on school life, as these trends, be they political or economic forces, all play a role in the education policies and practices that are developed in South Africa (Lazarus *et al.*, 2000:10).

Without understanding of the wider social **context**, that is, where all the pressures and changes are coming from, there can be no clarity or coherence about the changes we experience. And without clarity and coherence, there can be little control or direction over the future of educational change and the role that educators play in them.

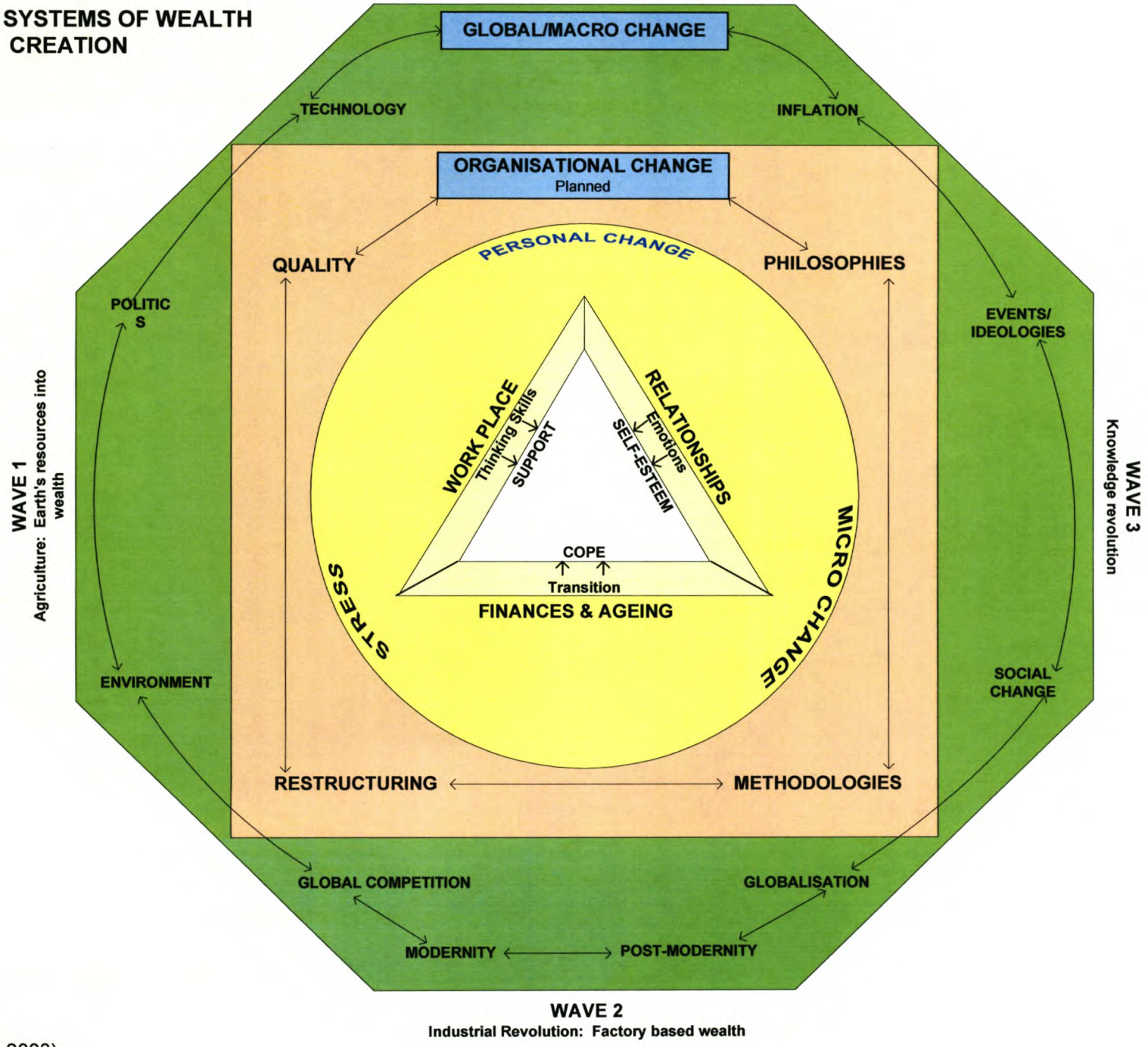
For the purpose of this study three kinds of change will be discussed: global change, organisational change (macro changes) and personal change (micro changes).

(See Figure 4: The systems of wealth creation)

Global change represents the macro changes in technology, politics, inflation, current events, social change, the environment and global competition. This change cannot be controlled and often creates new and bizarre environments in which to work, play, marry, raise children and retire. Value systems splinter and crash, while the lifeboats of family, church and state are hurled madly about, bringing instability, breakdown and disaster. This change is part of a large complex phenomenon: the death of industrialism and the rise of a new civilisation; marking the end of the modern era.

In terms of transformational change, the turning points in history have been associated with the emergence of different systems of wealth creation. **Agriculture** provided a way to convert the earth's resources into wealth, launching a **first wave of change**: Land was the basis of economy, life, culture, family structure and politics. Power was rigidly authoritarian, and communities produced most of their own necessities. Energy was drawn from human and animal muscle power. Information production and distribution depended on face-to-face communication.

FIGURE 4: SYSTEMS OF WEALTH CREATION



(Campher, 2003)

The industrial Revolution, provided a factory-based system for wealth creation, triggering a **second wave of change**: This wave linked all things together, to form the most powerful, cohesive and expansive social system the world had ever known. Energy was drawn from coal, gas and oil. Custom distribution gave way to mass production, mass education and mass media – a vast, powerful system for channelling information to millions of people simultaneously, stamping identical messages into millions of brains – standardised mass manufactured 'facts'. Schools machine trained generation after generation into a pliable regimented work force of the type required by electromechanical technology. Factory labour demanded workers who showed up on time, and who would take orders from a management hierarchy without question. Industrialism broke the workers in society into thousands of interlocking parts, in factories, churches, schools and so on. It broke knowledge into specialised disciplines, jobs into fragments and families into smaller units. In doing so it shattered community life and culture. The most familiar principles of this wave are standardisation, specialisation, synchronisation, concentration, maximisation and centralisation. Each of these principles reinforced the other and this led to the most powerful bureaucratic organisations the world had ever seen.

The **knowledge Revolution** launched the **third wave of change,** the information era or 'Global Village'. This 'the electronic era' is described as the post-industrial society. Economic, technological and societal change has forced business to operate in radically new ways. Industrial faith in such things as vertical integration, synergy, economics of scale and hierarchical, command-and-control organisations are giving way to a fresh appreciation of outsourcing, minimisation of scale, profit centres, networks and other diverse forms of organisation.

Every shred of industrial-era thinking is now being scrutinised and reformulated. In this time humanity faces the deepest social upheaval and is undergoing the most creative restructuring of all time. Industrial societies are in deep trouble, as they move collectively and inexorably towards the edge of chaos. This may be a period of violent transition when the old order of things finally gives way to the new – the death of industrialism and the rise of a new civilisation. **This new civilisation challenges all old ways of thinking, formulas, dogmas, and ideologies, no matter how cherished or useful in the past since they no longer fit the facts. The new world that is fast emerging demands new ideas and analogies, classifications and concepts. Old sources of authority and values are relentlessly eroded by new technologies and ideologies** that have shifted power irreversibly from the institution to the individual.

These changes are bearing down upon societies, and most people are unprepared to cope with the accelerated rate of change. Generally speaking, there are three groups of people:

most are essentially second wave people, committed to maintaining the dying order, others are third wave people, constructing a radically different tomorrow. The latter understand that the most urgent problems of the world can no longer be resolved within the framework of the industrial order. The third group is a confused, self-cancelling mixture of the other two. It seems that the organisation of the twenty-first-century cannot be created through continuous improvement, but only through radical change (Toffler, 1980:27; Gibson, 1997:3, 8; Handy, 1997:18, 19; Toffler, 1997:x; Lazarus *et al.*, 2000:10; Grulke & Silber, 2000) Such change

> *brings with it a genuinely new way of life based on diversified, renewable energy sources, on methods of production that make most factory assembly lines obsolete; on new non-nuclear families; on novel institutions that might be called the electronic cottage; and on radically changed schools and corporations of the future. The emergent civilisation writes a new code of behaviour for us and carries us beyond standardisation, synchronisation, and centralisation, beyond the concentration of energy, money and power ... It is against this wide-screen background that we can begin to make sense of the headlines, to sort out our priorities, to frame strategies for the control of the change in our lives* (Toffler, 1980:30).

It is clear that a new kind of vehicle, different driving skills and a new sense of direction are required to drive through the unfamiliar terrain that lies ahead. A change of mind-set is required. The idea that the future can be controlled, ordered and predicted needs to be replaced with a mindset based on discontinuous change. The old mind set has been shaped for centuries by a Newtonian concept of reality, in which change appears to be linear, continuous and predictable. However, the chaos theory holds that the opposite is true: that linearity is an artificial way of viewing the world. This realisation calls for an entirely new way of looking at the future, implying that an intellectual leap needs to be made from the linear to the non-linear, from the known to the unknown, in our corporations, in our societies and in our personal lives. **This significant socio-historical shift poses extremely important challenges for educators, given their role in preparing generations for a chaos future** (Gibson, 1997:3).

Workers who sought meaning, questioned authority, exercised discretion and demanded that work be socially responsible were viewed as troublemakers in the second wave. However, in the third wave, industry cannot function without them. Completely different personality traits are rewarded by this new economic system and out of it a new social character has emerged:

> *In a world of uncontrolled, confusing change ... global flows of wealth, power, and images, the search for identity collective or individual, ascribed or constructed, becomes the fundamental source of social meaning ... identity is becoming the main, and sometimes the only, source of meaning in a historical*

> *period characterised by widespread destructuring of organizations, delegitimation of institutions, fading away of major social movements and ephemeral cultural expressions. People increasingly organise their meaning not around what they do but on the basis of what they are, or believe they are* (Castells, 1998:3).

The link between character and communications is indisputable: when communication transforms, people change. Social changes are as dramatic as technological and economic processes of transformation. **When communication transforms, people change**. A revolution in the media implies a revolution in the psyche. The de-massification of the media represents a dazzling diversity of role models and lifestyles for people to measure themselves against. Instead of being handed a selection of coherent identities, people are expected to piece together a configurative or modular 'self'. This explains why so many people are desperately searching for identity today. The communications revolution speeds up the very process of trying different images of self, accelerating the movement through successive images, making it possible for people to project their images electronically to the world. These are powerful tools, as people increasingly own the technology of the consciousness. **This change in societies' character** is important in the preparation of the future generation (Hargreaves, 1994:34; Robbins & Finley, 1997:42, 82; Castells, 1998:1-34).

The global changes described above force organisations to change in order to adapt to the new challenges requiring strong individuals with a strong sense of self. Understanding the contexts, processes, consequences and possible futures of change enables organisations to take charge of such change. **Organisational change** (see managing change in Chapter 3; 3.3) can be planned and controlled to determine where the organisation is going and what is to become of it. Such a plan forms the basis of the organisation's vision, in which it is reduced to clear and comprehensible action steps. It describes how the organisation is to move forward and who will do what. It requires a team of people drawn from every part of the organisation. It is clear that any organisational change has a profound effect on the individuals working in the organisation requiring them to change too (Hargreaves, 1994:34; Robbins & Finley, 1998:42, 82).

Personal change refers to the micro changes (see transition in Chapter 3; 3.3.2.5) that assail people on an individual level, and cause continuous stress. Micro changes include ageing, the mix of people we work with, personal circumstances, health, age, job status, finances and relationships. People live with change constantly. In a lifetime, everyone goes through personal transformation from infancy to adolescence, young adulthood to middle age and finally old age. Change affects every aspect of life and it is the single most

important element of success today. Thus, taking a proactive eco-systems approach to change is the only way to take charge of the future, either as an individual or as an organisation (Heller *et al.*, 1984:1; Toffler, 1980:399, 340; Robbins & Finley, 1998:42).

The search for solutions is not easy, but an essential first step is to begin to understand, by looking more closely at the nature of the complexity, the scale of the challenge, and at the **distinctive problems and possibilities that it creates for educators and schools.**

Times of global competitiveness, like all moments of economic crises, produce immense moral panic about **how education systems are preparing the generations of the future.** In response to economic globalisation and multicultural migration, schools in many parts of the world are expected to carry much of the burden of national reconstruction and economic regeneration. Schools are expected to meet these increased demands in contexts of severe fiscal restraint. Through frugal self-management, schools are expected to be more self-sufficient. Ideological compliance and financial self-reliance have therefore become the twin realities of change for schools. The effects of these realities are clearly visible in the multiplicity of reforms and innovations that now face educators (Hargreaves, 1994:3, 33).

Educationally, this central struggle presents itself in a number of ways:

- As the pressures of change are felt, the educator's role expands to take on new problems and mandates
- Innovations multiply as change accelerates, creating a sense of overload
- With the collapse of moral certainties, all missions and purposes begin to crumble
- The methods and strategies that educators use, along with the knowledge base that justifies them, are constantly being criticised (Hargreaves, 1994:4).

Contemporary patterns of educational transformation are systemic and interconnected. Educational reform therefore requires relating the parts to the whole. This means that individual reform must be related to the purpose and context of its development, which implies an understanding of the interrelationships between different parts in the context of that whole. This approach is grounded on the central proposition that the challenges and changes facing educators and schools are not parochially confined to education, but are rooted in major socio-historical transformation. Schools and educators are being affected more and more by the demands and contingencies of an increasingly complex and fast-moving post-modern world. **Yet their responses are often inappropriate, so the systems**

and structures of the present are left intact, or schools and educators retreat to the comforting myths of the past (Hargreaves, 1994:8, 23).

3.2.2 Rethinking the future

> *The way you make sense of the future, in organisation, in societies and in your own life, is by taking charge of the future not by responding to it* (Handy, 1997b:17).

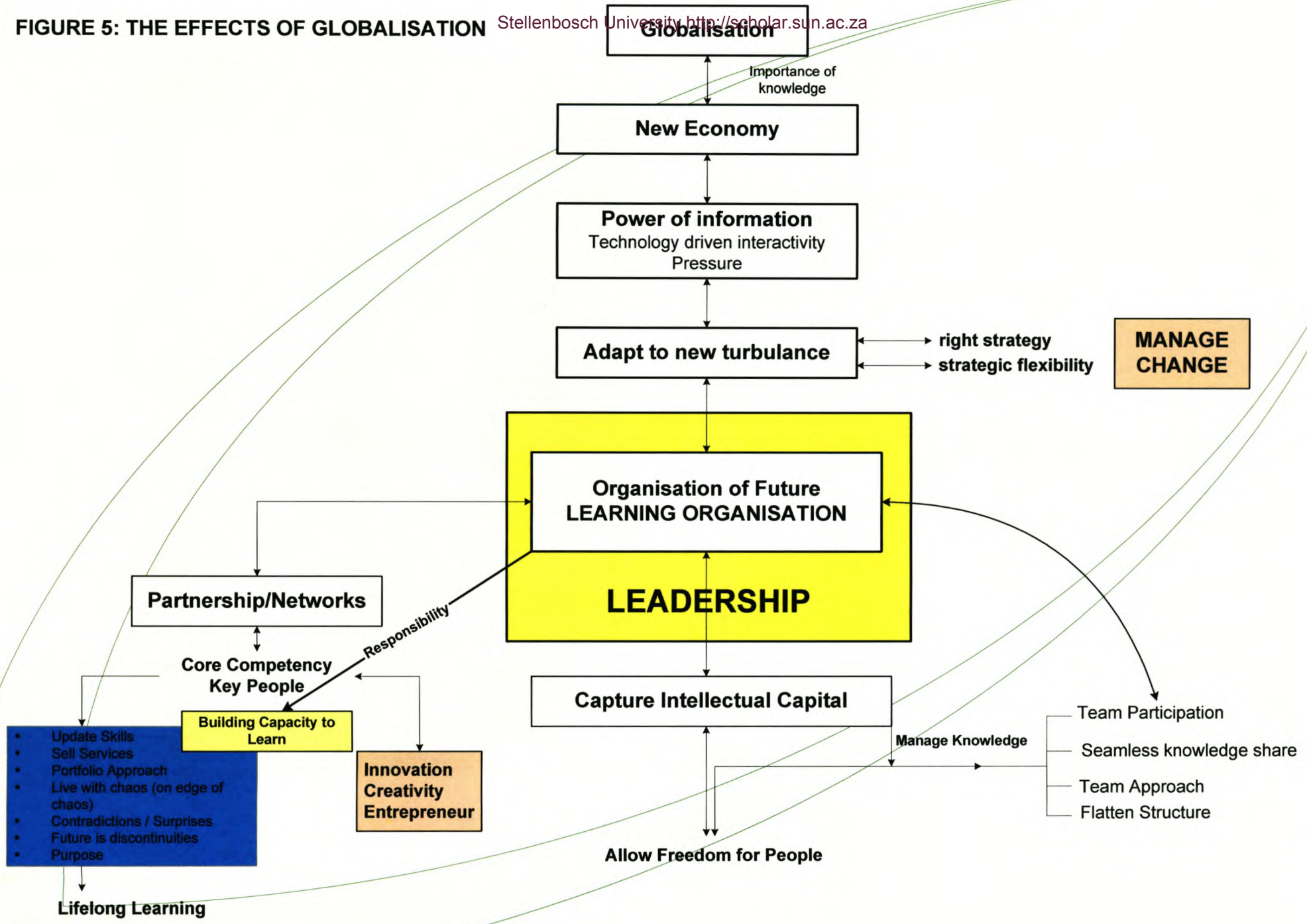
International trends, dynamics, political and economic forces have a major impact on local school life. Educationists are in the business of preparing the young with knowledge and skills for the adult world in which they are expected to be independent, self-sufficient and self-reliant individuals. It is imperative for educators to 'know' this ever-changing world and the challenges that it creates in the work place. The brief description, which follows, outlines what both learners and educators may expect to have to deal with.

(See Figure 5: The effects of globalisation)

A technological revolution resulting from changed information technologies is reshaping, at an ever-increasing pace, the material basis of society. Economies throughout the world have become globally interdependent. The collapse of Soviet statism, and the subsequent demise of the international communist movement, has undermined the historical challenge to capitalism and rescued the political left from the fatal attraction of Marxism-Leninism. It has also brought the Cold War to an end, reduced the risk of a nuclear holocaust, and fundamentally altered global geopolitics (Castells, 1998:1).

Capitalism has undergone a process of profound restructuring. This has been characterised by greater **flexibility in management, decentralisation** and **networking** of organisations internally and in their relationships to other organisations. It has resulted in considerable **empowering** of capital labour, increasing individualisation and the **diversification** of working relationships, a greatly increased **incorporation of women** into the paid labour force and the intervention of the state to **deregulate** markets selectively. It has also stepped-up global **economic competition**, in a context of increasing geographic and cultural differentiation of settings (Castells, 1998:1-3).

FIGURE 5: THE EFFECTS OF GLOBALISATION



(Campher, 2003)

> *As a result of this general overhauling of the capitalist system, still under way, we have witnessed the global integration of financial markets, the rise of the Asian Pacific as the new dominant, global manufacturing center, the arduous economic unification of Europe, the emergence of a North American regional economy, the diversification, then disintegration, of the former Third world, the gradual transformation of Russia and the ex-Soviet area of influence in market economies, the incorporation of valuable segments of economies throughout the world into an interdependent system working as a unit in real time ... we observe the parallel unleashing of formidable productive forces of the informational revolution, and the consolidation of black holes of human misery in the global economy* (Castells, 1998:1).

Globalisation has brought about The New Economy. This period of increasing global activity has been marked by; sustained, deflationary pressures and technology driven interactivity, where the power of information is changing forever the way in which people interact and carry on the business of trade and commerce. Since the advent of the Internet, there has been a move from information exchange to virtual organisations and Internet commerce, thus transforming every process of global business, including buying, selling and information flow.

> *Globalization has become, quite simply, the most important economic, political, and cultural phenomenon of our time. Around the globe, the integration of the world economy is not only reshaping business but also reordering the lives of individuals, creating new social classes, different jobs, unimaginable wealth, and occasionally, wretched poverty* (Micklethwait & Wooldridge, 2001:xxvi).

Any successful organisation of the future will need to be innovative. It will constantly need to invent products and services to meet changing or emerging market needs. Therefore intellectual capital will have to be captured and managed by organisations in a structure that can allow talented people the freedom to innovate. **Knowledge management requires the flattening of structures within the organisation, team approaches across geographies and business disciplines, seamless knowledge sharing, and individual and team participation.** Teams are seen as dynamic in form and function and largely self-directed.

Concepts such as non-linearity, uncertainty, repeating patterns and chaos have begun to replace the mechanistic, mathematical, geometric models of the past. In order **to adapt to this new turbulence**, the concept of 'finding the right strategy' has been replaced by the idea of **strategic flexibility.** This means being able to set a clear general direction, yet also being able to adapt and learn as customer requirements change. Employees are being viewed more as critical **knowledge workers** than as easily replaceable salaried staff; as such they are key assets rather than a cost to be continually reduced. **Empowerment,**

networking and building the capacity to learn, are seen as the way to create the necessary flexibility.

With the competitive environment becoming more complex and subject to more rapid change, size, which once was seen as an essential competitive weapon, has become, in many cases, a clear disadvantage. The controls and bureaucracy, which were once an integral part of large organisations, appear to stifle the abilities of organisations to adapt and develop. Organisations are also moving towards being a series of relationships and 'virtual' organisations rather than formal structures, as **they build networks** with outside experts and with other organisations. The idea of **partnership,** rather than competing interests, is now beginning to drive relationships between organisations. The speed of change will continue to accelerate. The **old certainties of predictable career paths** and well-defined management methods will never return: *For most of us the concept of **lifelong learning** will have to replace a model where a period of education is followed by a life of work* (Glass 1996:4-11). Organisations and people will have to adapt to a new, more turbulent environment (Goman, 1992:3; Glass, 1996:4-11; Kehoe, 1996:16; Micklethwait & Wooldridge, 1997:113; Grulke & Silber, 2000).

The future work place requires:

- **The very definition of work to change**. It used to mean having a job with an employer, but it increasingly means working for yourself. Traditional organisations now employ only 55 percent of the workforce on a full-time basis. Being 'outside' the organisation, means people will have to learn to sell their services, plan their future, up-date themselves and continually improving their skills. Most crucial of all, work out what their goals in life are.
- **New-style organisations**. These are essentially networks with a small core of key people to whom they provide lasting core competencies. They have a collection of partnerships with allied organisations, suppliers, a part-time peripheral workforce and independent professionals and customers. This gives them the flexibility to survive in a chaotic world. Organisations must define success and give people space for initiatives, so that the result will not be burnout or stress.
- **A new source of wealth namely intelligence**. It is not land, money, raw materials or technology. It is the brains and the skills of people. Organisations will have to recognise their role in training and education. They must learn to see education as never-ending if they want to be of any use to the organisation and to society.

- **The ability to learn to live with chaos and uncertainty and try to be comfortable with these**. The new kind of security will be psychological and personal. With this comes a belief that if something does not work out, one could do something else. This is the result of the acceptance that life is full of contradictions and surprises. In fact, it is full of paradoxes. There is no golden road to glory and happiness in life. The future has to be seen as a series of discontinuities, requiring constant innovation and creativity in order to keep ahead of the problem. People will need to adopt a 'portfolio' approach to their lives and to their work. That is to say, life could be viewed as a collection of different activities, almost like a shared portfolio.
- **Contemplation regarding the pursuit of efficiency and economic growth as the path to 'progress'**. This was placed above all else in the past and was done at the expense of workers, communities and the environment. Many voices are now asking where capitalism is actually leading. Why we are racing to get there, and what is that race is doing to our lives, our communities and to our environment?
- **An acknowledgement of the fact that society is growing a mind of its own**. The mass of free and available information causes people to make up their own minds about everything and that tends to rob institutions of their authority. At the same time, people are not used to this new-found intellectual freedom, and confusion could result. However, living on the 'edge of chaos' where complexity and confusion could gel into some new order, there is great potential for creativity.
- **Education to change, to become more interspersed and interwoven with work, and spread over a lifetime** (Toffler, 1980:394; Gorman, 1992:53; Gibson, 1997:2, 8; Handy, 1997:19, 30; Hamel, 1997:84; Micklethwait & Wooldridge, 1997:110, 126; Kotter, 1997:208; Kelly, 1997:259; Naisbitt, 1997:213; Bennis, 1997:151; Marquardt, 1999:16; Grulke & Sibler, 2000).

The future as described above **requires change to the whole educational system.**

> *I believe we need a totally new kind of schooling which is not about learning knowledge and facts. Those are still necessary, of course, but I want to equip every kid with a Macintoch Powerbook and a CD-ROM drive so that potentially he or she can know everything, through their fingertips. The job of the teacher is then to help them to know what to do with all this knowledge and how to do it* (Handy, 1997:25).

At the heart of school life are leadership, management and governance. These aspects of school life ensure that all other aspects are held together and developed (Lazarus, Davidoff & Daniels, 2000:14).

3.2.3 Leadership and management

> *Treat a man as he is, and he will remain as he is; treat a man as he can be and should be, and he will become as he can and should be* (Goethe, 1997:37).

The unstable context of educational change currently experienced in South Africa requires exceptional leaders to operate within new paradigms of management and leadership. Management has been the central force necessary to make all hierarchies function. In today's flexible networks, this process is becoming less important, and strong leadership skills are increasingly in demand. Leadership is what organisations today need to create, grow and change. As such, leadership is not necessarily the property of the privileged few but it is the right and responsibility of all. Leadership and management are two distinctive, yet complementary systems of action. Management is about coping with complexity, and bringing order and consistency to key dimensions, like quality and profitability. Leadership, by contrast, is about coping with change.

Organisations **manage** complexity by organising and staffing, planning and budgeting, setting targets and establishing steps for achieving those targets. Management is about controlling and problem solving. **Leading** an organisation to constructive change begins by **aligning people,** setting direction, developing a vision of the future along with strategies to produce the changes needed. Leadership is about motivating and inspiring people. Many of today's organisations are over-managed and under-led because people at the top are better at making policies, practices and procedures than they are at creating a compelling, overarching vision: they are managers not leaders.

*"Success in the past has no implication for success in the future" (*Hammer, 1997:95). The traditional concept of management is inadequate for the present and future. The management model of the present exists, not to direct or to control or to supervise, but rather to facilitate and enable, giving people in the front line a great deal of autonomy and responsibility. In effect, such a manager becomes a coach. It is his/her role to advise, support and facilitate in an environment where the real work, the craft, the added value, is in the work being performed by teams of professionals, and advancement is not hierarchical, but lateral through growth.

Organisations today function like football teams: every individual on the team is focused on the objective. This involves **co-operating** with others while carrying out his/her own particular set of duties. This team has a coach whose job it is to guide the team in the performance of its processes. On an operational basis, organisations today experience a

great deal of ambiguity and uncertainty, requiring new attitudes and skills on the part of staff. Therefore, the demands on managers are very different now from those of ten or even five years ago:

- Traditional hierarchies are being replaced by fast-moving, cross-functional teams and department management is being replaced by project and team management
- Management attention is moving away from improving internal efficiency to redesigning and linking business processes to focus outwards on the customer
- Success is seen as the result of creativity, flexibility and speed, not tight budgeting, discipline and control
- Competition is giving way to strategic alliances and partnerships (Glass, 1996:1; Kotter, 1995:189; Hammer, 1997:95, 100, 104; Bennis & Biederman, 1997; Grulke & Silber, 2000:188-209).

In a global society in which timely information is the most important commodity, **collaboration** is not simply desirable, it is inevitable. Future organisations will be managed by teams of leaders – not great leaders alone, but great leaders who exist in a fertile relationship with a great group, where the leader finds greatness in the group and he/she helps the members find it in themselves.

This feeds **collaborative achievement,** implying that every man works better when he has companions working in the same line and yielding to the stimulus of suggestion, comparison and emulation. Leadership is too often seen as an individual phenomenon. In a shrinking world, in which technological complexity increases, the need for teamwork increases, requiring **co-operation and collaboration**. **The usual way of looking at groups or teams and leadership, as separate phenomena, is no longer adequate.**

Leadership is about organising people in ways that allow them both to achieve great things and to experience the joy and personal transformation that such accomplishment brings. Strong leadership organises the genius of others, recognises the excellence in others and understands that humans long for meaning. Quality leaders have the ability to choose the right people, allocate money correctly and transmit ideas from one division to another at the speed of light (Bennis & Biederman, 1997:1-30).

Leaders set the direction, define the context, and help produce coherence. They manage the **organisational culture**, or at least the vehicles through which that culture is expressed. They set the boundaries for collaboration, autonomy, the sharing of knowledge and ideas.

They also give meaning to events that otherwise appear random and chaotic. They inspire voluntary behaviour; which is reflected in the degree of **effort, innovation, and entrepreneurship** with which employees serve customers and seek opportunities.

Since the function of leadership is to produce change, setting the direction of that change is fundamental to leadership. Direction setting creates vision and strategies and aligns people. This empowers people, in that a clear sense of direction initiates actions from people without feelings of vulnerability. **Their behaviour is then consistent with the vision of the organisation, as everyone is aiming at the same target.**

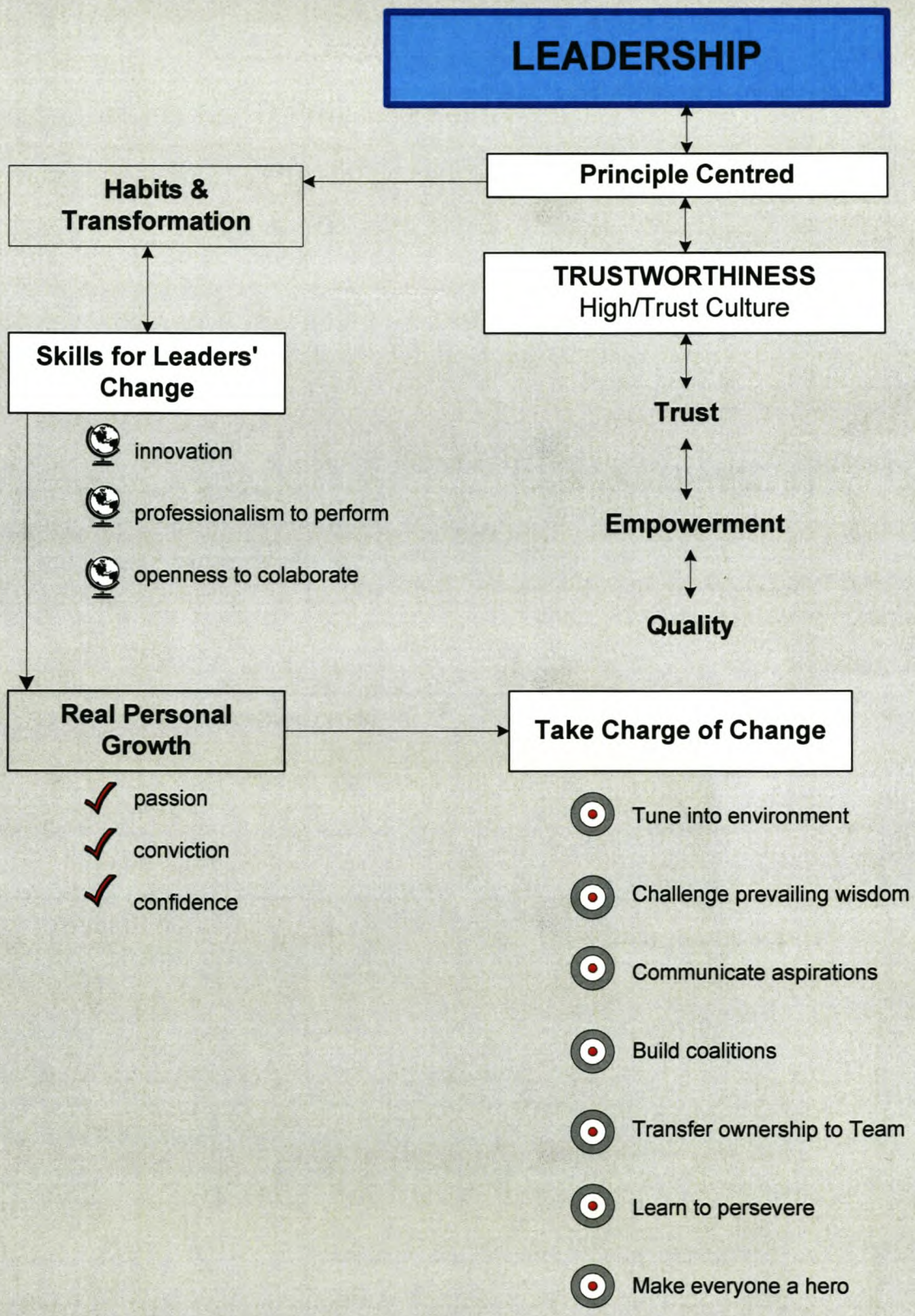
Quality leaders, therefore, need to be able to **generate energised behaviour**, through successful motivation and inspiration. They should provide coaching, feedback, be role models and involve people in democratic decision-making. Such quality leadership enhances self-esteem, allows members to discover their own greatness and enables people to grow. **Empowerment,** this fundamental component of quality leadership, which involves the unleashing of the tremendous hidden energy and creative power in people, requires a leader to believe in this unseen human potential, capable of infinite improvement and development. *The major challenge for leaders in the 21st century will be how to release the brainpower of the organisation* (Bennis, 1997:148).

The ultimate act of quality leadership is thus to institutionalise a **leadership-centred culture,** to help co-ordinate leadership activities and to enhance strong networks of informal relationships. In schools, the most influential individual in creating such a culture is the school principal (Kotter, 1990; West-Burnham, 1992:115; Kotter, 1995:99; Bennis, 1997:149; Covey, 1997:37; Lazarus *et al.*, 2000:14; Bennis & Biederman, 1997:26; Senge *et al.*, 1999:16; Grulke & Silber, 2000; Muthukrishna, 2001:38, 45, 48).

Present-day management needs to adopt a **principle-centred leadership model**. Principle-centred leadership requires principle-centred leaders, who are more loyal to principles than to the organisation. They are people who are deeply involved on a continuous basis in personal and professional development, constantly expanding their competence, developing their skills, reading, listening to others, learning and growing.

(See Figure 6: Leadership)

FIGURE 6: LEADERSHIP



(Campher, 2003)

Principle-centred means putting principles at the centre of life, relationships, arrangements and contracts, management processes and at the centre of mission statements. This model helps people find meaning and fulfilment. In this way an empowered workforce is created around a common sense of meaning and vision and a value system that is principle-based. It is then possible to tap into the power of that workforce in order to compete in the global economy.

People cannot be empowered outside of a **high-trust culture.** It is the basis for both empowerment and quality. In the quality movement of the past, the emphasis was on technologies and on structures, systems and processes, not on building high-trust cultures. Most organisations have tried to bring in new technologies and the new language of 'empowerment', 'team-building', 'partnering' etc., but the old benevolent-authoritarian paradigm has stayed the same. As Covey (1997:38) states: "*You cannot put new wine in old bottles*". To achieve high quality and low cost, organisations need to change from the authoritarian type of organisation to organisations with **'high trust cultures'**.

Trust develops from principles. A leader cannot achieve a high trust culture based on absolute trustworthiness throughout the organisation without being principle-centred him/herself. **Trustworthiness precedes trust, which precedes empowerment, which precedes quality.** Uprooting the old paradigm is a time-consuming process that would involve a great deal of patience.

Every person in the organisation needs to become principle centred. This means that every individual needs to experience that change in his/her heart and mind: more than words, rhetoric and nice ideas are needed. When practising principle-centred leadership, the principles have to be built into all structures and systems of the organisation. **Principles that are applied consistently result in behavioural habits and this makes the fundamental transformation of individuals, relationships and of organisations possible** (Covey, 1997:35, 38, 41; Senge, 1997:137; Bennis,1997:147-162; Askew & Carnell, 1998:116).

Change-adept organisations share three key attributes, each associated with a particular role for leaders:

- **The imagination to innovate.** Effective leaders encourage innovation, which develops the new ideas, models, and applications of technology that set an organisation apart from the rest.
- **The professionalism to perform.** Effective leaders provide personal and organisational **competence**, supported by workforce training and development, to execute flawlessly and deliver value.
- **The openness to collaborate**. Effective leaders make **connections** with partners who can extend the reach of an organisation, enhance its offerings, or energise its practices.

When the above mentioned intangible assets are deeply engrained in an organisation, change is so natural that resistance is usually low. Mastering profound change requires organisations to do more than adapt to changes already in progress. It requires them to be fast, agile, intuitive, and innovative. **Lasting change comes only through real personal growth, through learning and unlearning. This requires leaders to have passion, conviction and confidence in others.** Leaders can use the following techniques to take charge of change rather than simply reacting to it:

1. Become attended to the environment

Leaders can actively collect information from outside that suggests new approaches. Partnerships and alliances can help leaders not only to accomplish particular tasks, but also to provide knowledge about new developments that would otherwise not be noticed.

2. Challenge the prevailing organisational wisdom

Leaders need to develop a way of constructing new patterns from the fragments of data available, since the search is to find innovative solutions to problems.

3. Communicate a compelling aspiration

Leaders talk about communicating a vision as an instrument of change, but the notion of communicating an **aspiration is required.** It is not just a picture of what could be. It is an appeal to people's better selves, a call to become something more. It reminds people that the future does not just descend like a stage set. The future is constructed by oneself from history, desires, and decisions.

4. Building coalitions

Change leaders need the involvement of people who have the resources, the knowledge and the political clout to make things happen. In the early stages of planning for change, leaders must identify key supporters and sell their dream to them so that they will adopt it with the same passion and deliberation.

5. Transfer ownership to a working team

Once a coalition is in place, leaders can enlist a team for implementation. The leader's responsibility is to support the team, provide coaching and resources and provide the boundaries within which the team can freely operate. In addition, leaders can allow teams to forge their own identity, build a sense of membership and enjoy the protection that they would need to implement the changes.

6. Learn to persevere

Every process of change can look like a failure in the middle. Leaders need to guard against the mistake of launching and soon abandoning change processes. Most people get excited

about things in the beginning, and everybody loves endings, especially happy endings. It is the hard work in between that demands the attention and effort of effective leaders in order to ensure success.

7. Make everyone a hero

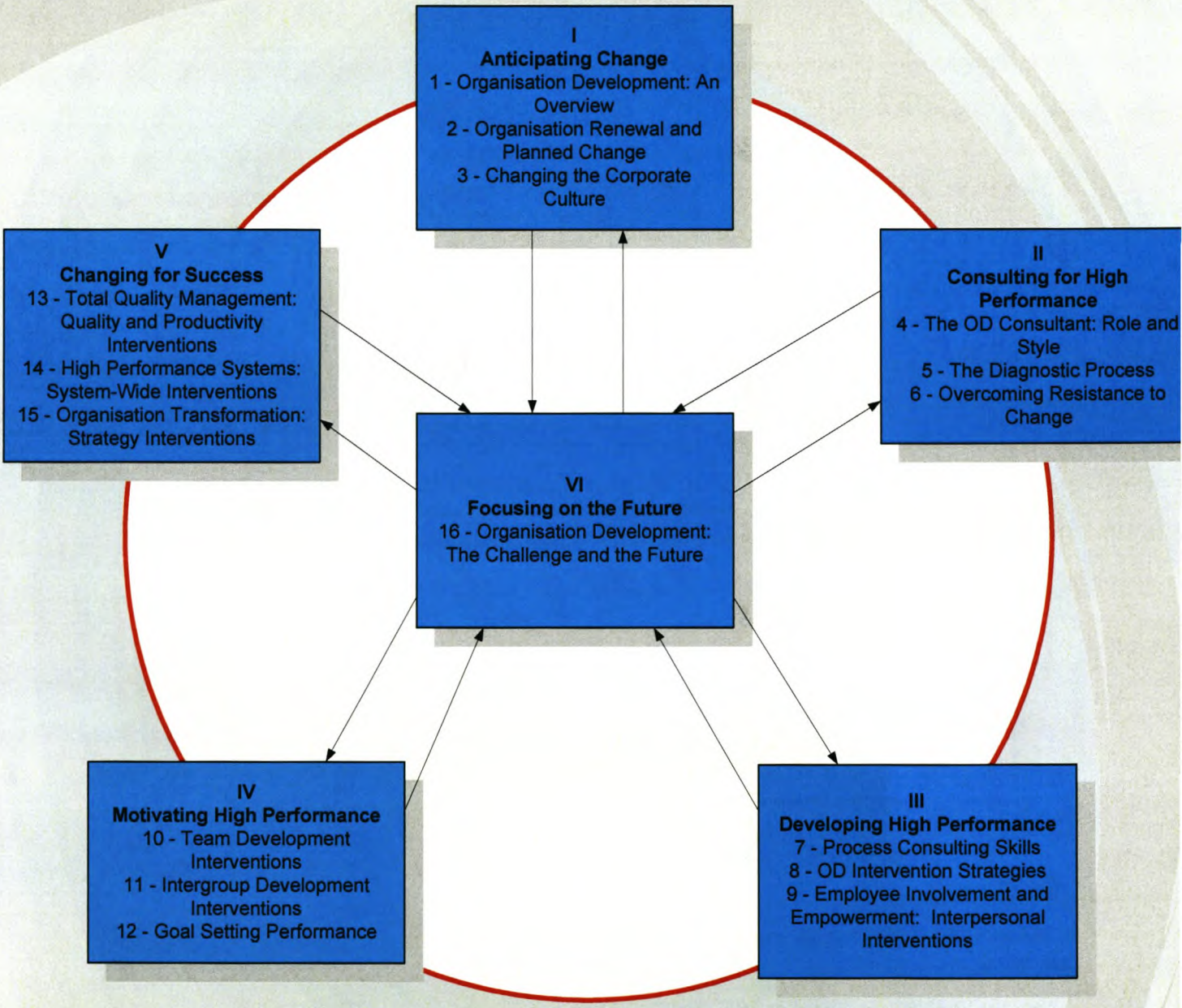
Recognising, rewarding, and celebrating accomplishments are critical leadership skills. Recognition does not only bring the change cycle to its logical conclusion, but it also motivates people to attempt change again.

The ability of an organisation to embrace change develop its people and learn is more important than market dominance and money in the bank. Today, waves of change take shape and take command with astonishing speed compared with earlier eras. An approach to management and leadership that grew out of brain technology research is Neuropreneuring – the idea that people need to take charge of their own changes, of changing if necessary before the times, of developing new personal tools for self-direction. **The responsibility for change, therefore lies within each individual.** People must begin with themselves. They need to learn not to close their minds prematurely to the novel, the surprising, the seemingly and the radical. This means fighting off the idea-assassins who rush forward to kill any new suggestion on grounds of its impracticality, while defending whatever now exists as practicable, no matter how absurd, oppressive, or unworkable it may be.

In South African schools hierarchical power relations have been the order of the day. Although there has been a move towards a more consultative style of leadership and management, it has not been successful. The challenge is to develop the sensitivity and wisdom of leaders so that they know whether to be directive or negotiative within a **consultative framework** and at other times to delegate control and responsibility to others. The effective management of educational reform in South Africa requires a systems approach to change. There is a need to work with the assumption that change is vertical and that one should begin by implementing change in existing structures, building collaborative, co-operative teamwork throughout the organisation. The implementation of these skills in schools is therefore included in the in-service educator support programme described in Chapter 4 of this study (Toffler, 1980:453; Lynch, 1990:70, 71; Holzman, 1993:18; Kotter, 1995; Glass, 1996:1; Bennis, 1997:148-162; Askew & Carnell, 1998; Kanter,1999; Senge *et al.*, 1999; Lazarus *et al.*, 2000:14, 15).

(See Figure 7: The organisation development model)

FIGURE 7: THE ORGANISATION DEVELOPMENT MODEL



(Harvey Brown, 1996)

3.2.4 Whole school development

> *'One survives not by predicting rain but by building arks' (Redding & Catalanello, 1994).*

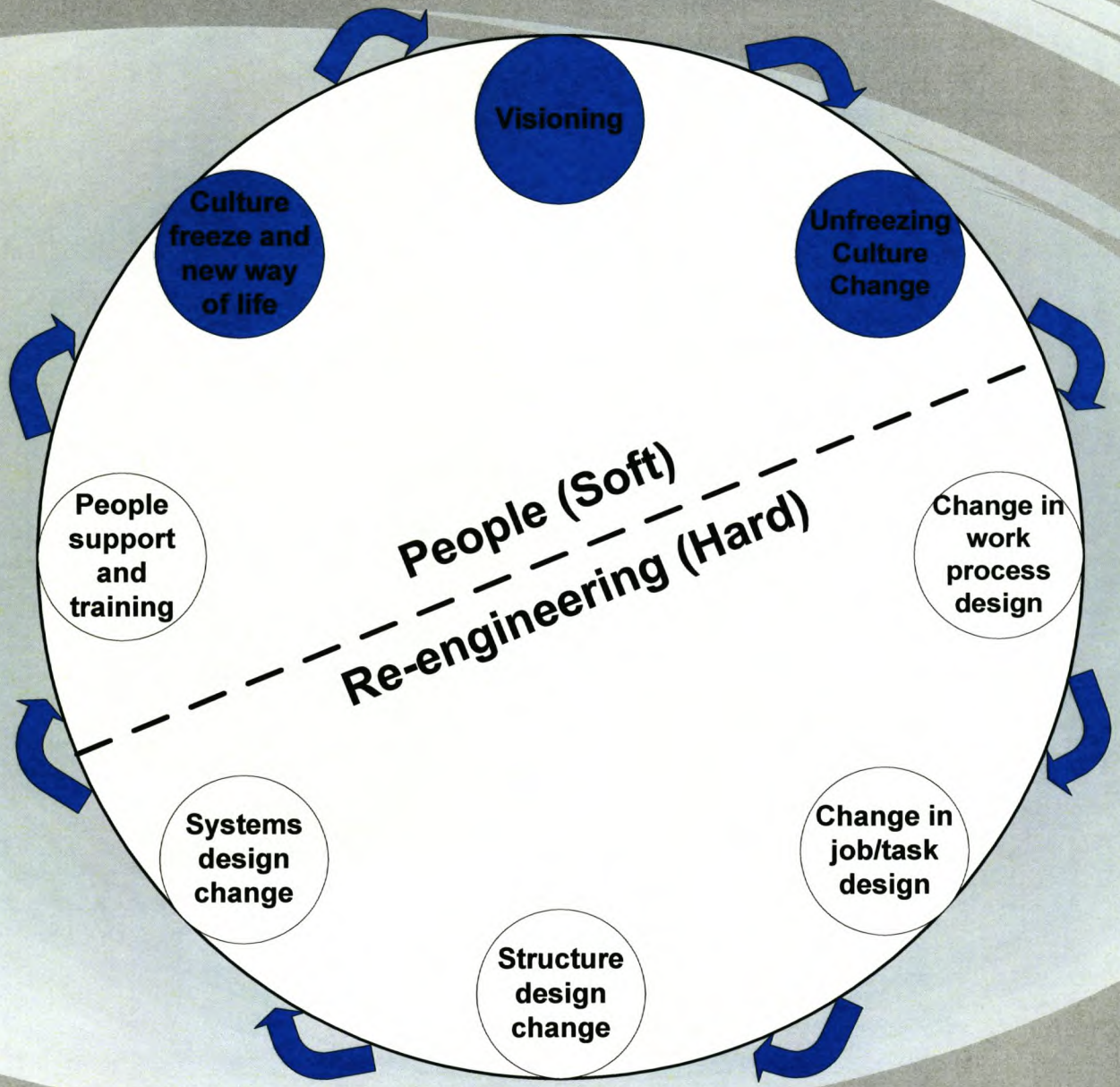
An organisation is never completely static. It is in continuous interaction with external and internal forces which act on the organisation causing it to change. Organisation development can be described as *a long-range effort to improve the organisation's ability to cope with change and its problem-solving and renewal processes through effective management of* ***organisational culture*** (Harvey & Brown, 1996:4).

The concept of organisation development is an emerging discipline aimed at improving the effectiveness of the organisation and its members by means of a systematic change programme. The truly effective organisation is one in which both the organisation and the individual can grow and develop. It attempts to achieve excellence by integrating the desires of individuals for growth and development with organisational goals. According to Harvey and Brown (1996:3) such an environment is termed a *'healthy organisation'.*

In developing schools into organisations, the challenge would be twofold: developing an eco-systems understanding of all the interdependent aspects of school life and enabling all stakeholders to understand organisational life. This understanding would contribute to greater coherence and at the same time greater complexity and differentiation. This implies internal restructuring to meet the changing goals in the organisation regarding the different relationships between people which reflect a **changing culture**, as well as adopting different procedures.

(See Figure 8: Holistic process for organisation change and development)

FIGURE 8: HOLISTIC PROCESS FOR ORGANISATIONAL CHANGE AND DEVELOPMENT



(Campher, 2003)

Quality education is provided by **effective schools.** An effective school can be described as a school that knows its purpose and its goals, where teaching and learning are at the heart of the school's activities, and both educators and learners apply themselves to their work. Good relationships exist between staff and learners, implying the existence of quality leadership. In order for schools to become effective schools the school system needs to provide the kind of support, which would enable the school to become a **learning organisation**. A school should learn from its experiences in order to constantly improve and provide quality education (Gray & Wilcox, 1995; Lazarus *et al.*, 2000:21; Swart & Pettipher, 2001:31).

To build effective schools, in other words, to make learning a creative and vibrant experience for all learners, the interdependence and interlinked relationship between the learner and the world at large needs to be considered.

> *We cannot begin to explore the purpose of education without first placing it in context and understanding that none of the aspects described above is static. The task, the purpose of education, needs to be explored within a vast and ever-shifting set of multidimensional realities* (Davidoff *et al.*, 1997:7).

Classrooms are affected by **the culture and the identity of the school,** and this is shaped by the particular community context within which it exists. Thus classroom practice and experience, as the centre-stage of school life, is influenced by the **whole school -** the staff, learners, parents, buildings and the community - all are aspects of school life that intersect with the classroom. It is more than all of its parts. It is the way in which these different aspects interweave and interact, the way in which the school is bonded together and the way in which all participants become coherent in relation to one another. These are what influence classroom practice (Davidoff *et al.,* 1997:5; Swart & Pettipher, 2001:33).

In terms of the new South African Constitution (RSA, 1996) it is the obligation of education to meet the developmental and educational needs of all learners in a way that is as full, whole and inclusive as possible. In such an inclusive school the emphasis would be on building a sense of community, where everyone belongs, is accepted, supports and is supported by other members, for effective development. The improvement of the **quality of education** and training services, across the board is therefore essential and cannot happen unless mainstream education itself becomes more **effective.**

The world is changing dramatically, requiring schools to change accordingly, demanding the support and the co-operation of government authorities. The school is the site where educational reform takes place. It is the place where societal demands and the expectations

of learners and educators meet. School development has to meet the real needs of learners. It must encourage the idea of ownership and involve continuous learning by all individuals. It must create a learning organisation able to respond to the changes in the environment. Within this broader context of building effective schools in South Africa, the following needs to be included:

- **Mediating new policies** whereby both implementation and further development is facilitated. New policies are to be institutionalised in ways that respond to the local needs and demands of a school, requiring ownership of these challenges and developments. A particular challenge would be to find a way to link the different policy imperatives in such a way, that school development initiatives are more holistic and focussed.
- **Strategic planning and overall school evaluation** should be underpinned by democratic and humanistic values and principles, optimising the participation of all involved and thus promoting ownership of both the process and the outcomes (Dalin & Rolff, 1993; Lazarus *et al.*, 2000:22).

In view of the above, the core principles and strategies of whole-school development for inclusive education, needs to empower citizens for democracy, be inclusive to all, teach and adapt for diversity, build community, support learning, build partnerships and develop and share leadership. How schools are organised, therefore, becomes a crucial dimension of the extent to which they are able to provide for learners and for society. The current debate over how to reform education (specifically the debate about school restructuring) is inevitably about the strategy of organisation. Schools need to define their view of themselves as transforming organisations that will thrive in today's climate of uncertainty. They need to be creating and transforming knowledge, and be skilled at modifying their behaviour to reflect new knowledge and insight. A school must be '*an organization that is continually expanding its capacity to create its future'* – a learning organisation (Barcharach & Mundell, 1995:71; Davidoff *et al.*, 1997:5, 10; Lazarus *et al.*, 2000; Swart & Pettipher, 2001:33).

3.2.5 Human resource development

To promote the school as a learning community, professional development should be an ongoing, coherent and rigorous process. It must enable educators to become lifelong learners, in order to improve instruction for all learners, through high quality, needs driven, research-based, in-service support programmes that adhere to the criteria for in-service education and training for educators (INSET) (see Chapter 4; 4.2). Such programmes should incorporate the principles of adult learning, and be based on a theory of how people change

(see transformative learning leading to change described in the theoretical frame work of this study in Chapter 1; 1.3.3). Staff development must not only affect knowledge, attitudes and practices of educators and administration, but **must also alter the cultures and structures** of the organisation. Opportunities should be created for educators to discuss, think about, try out and hone new skills. They must be encouraged to take new roles (teacher researcher), create new structures (problem solving groups/teams), work on new tasks, and create a culture of inquiry, which fosters critical reflection and meaningful collaboration. These changes need to form an integral part of the school culture (Knowles, 1980; Sparks & Stephanie, 1997; Lovett & Porter 1999; Clair & Adger, 1999:1).

The following three aspects of professional development should be taken into consideration in any in-service educator support programme:

3.2.5.1 Results-driven education

Results-driven education begins when school systems, or schools, clarify their educational purposes, when decisions about curriculum and instruction are driven by the outcomes displayed by learners at the end of their educational experience. The success of human resource development is thus to be judged by whether it altered instructional behaviour in a way that benefited the learners.

3.2.5.2 Eco-Systems thinking

Human resource development plays a central role in systemic change efforts. Educational leaders therefore need to understand the limitations of staff development when it is divorced from an eco-systems perspective. Human resource development must help instil systems-thinking at all levels within the organisation.

3.2.5.3 Approach to adult learning

Development and learning as described in Chapter 1; 1.3.3, needs to include activities such as action research, conversations with peers about the beliefs and assumptions that guide instruction and reflective practices such as journal-keeping activities. However, many educators do not view these practices as human resource development (Sparks & Stephanie, 1997).

A summary of the major shifts in human resource development are:

- From individual development alone to individual development and organisational development
- From fragmented, piecemeal improvement efforts, to staff development driven by a clear, coherent, strategic plan for the school district, each school, and the departments that serve schools
- From district-focused to school-focused approaches to staff development
- From a focus on adult needs and satisfaction, to a focus on learner needs, learning outcomes and changes in behaviours
- From training conducted away from the workplace to multiple forms of job-imbedded learning
- From a focus on generic instructional skills to a combination of generic and content-specific skills
- From staff developers who function primarily as trainers, to those who also provide consultation, planning and facilitation services
- From staff development directed towards educators as the primary recipients, to continuous improvement and performance for everyone who affects learners' learning
- From staff development as a frill that can be cut during difficult financial times to staff development as an indispensable process without which schools cannot hope to prepare young people for citizenship and productive employment.
- Successful organisations of the future will understand that people are central to success and accept that people effectiveness is about unlocking competence, energy and commitment relative to opportunities, intentions, performance and outcomes, using the enabling resources as a means to attain sustainable success. The support programme in Chapter 4 attempts to build capacity for such people leverage.

3.2.6 Schools as organisations

Schools are a particular kind of organisation. The educational purpose of the school and the country's vision for the school influences the particular way in which the school, as an organisation, structures itself and functions. The broader contextual elements, the dynamics linked to the milieu, social, political, economic, technological, legislative, ecological, physical, cultural and institutional aspects within which the school as an organisation operates, are important in the overriding view of the school as an organisation.

If we want to understand schools as organisations, we need to understand that organisations are like living systems. All the different parts or elements of that system are interdependent and interrelated. The theoretical framework for this eco-systems perspective is described in detail in Chapter 1; 1.3.2. Schools are affected by their immediate and broader social, political and economic contexts. They are part of society, impacting on their contexts and playing a vital role in contributing towards the development of humanity, dignity and hope in society. According to Davidoff *et al.* (1997:xvi), the school, as an organisation, has the following six features that are common to all organisations:

3.2.6.1 The school culture

> *Do we have corporate cultures that are anchors on change? Or cultures that enable us to adapt to the changing environment* (Kotter, 1997:165)?

The term 'culture' refers to a specific civilisation, society, or group that has distinguishing characteristics. A culture is not the behaviour of the people 'living in it'. It is the 'it' in which they live, the contingencies of social reinforcement which generate and sustain their behaviour. **Organisation culture** refers to a system of shared meanings, including the language, dress, patterns of behaviour, value systems, feelings, attitudes, interactions, and group norms of members. It is about the implicit shared values among a group of people, about what is important, what is good and what is right. These values are usually consistent with the group norms: the norms of behaviour tend to reflect the values, and the values tend to reflect the norms of behaviour. Values and norms are invisible, and the actions that reinforce them occur subconsciously, so people are often not aware of culture, and the role they play in helping to maintain a particular culture (Harvey & Brown, 1996:11; Kotter, 1997:166, 167).

(See Figure 3: The elements of whole school development and Figure 9: Corporate culture)

FIGURE 9: CORPORATE CULTURE

- "Culture" is the 'IT' that people live in.
- Shared values – Group norms

As values and norms are invisible, and the actions that reinforce them occur subconsciously, so people are often not aware of culture, and the role they play in helping to maintain a particular culture.

To create CULTURE to facilitate CHANGE
HIGH TRUST

- Value people
- Value initiative & leadership
- Teamwork
- Willingness to delegate
- Clean organisation
- Reduce hierarchy
- Reduce bureaucracy
- Principle centred (Trust comes from principles)

(Campher, 2003)

The all-encompassing vision of a culture, where people work together comfortably, has nothing to do with national culture but everything to do with human beings. The core philosophy appeals to something in human nature that is built into an implicit psychological employment contract with the organisation's people, it is about putting people first. The major trend in this era - driven by the globalisation of markets and competition - is more change and a faster-moving environment. The key issues then, become whether corporate cultures anchors change, or enable organisations to adapt to the rapidly changing business environment, and how the former can be changed into the latter. This concept brings the focus to leadership since '*I(i)t is only through leadership that you can truly develop and nurture a culture that is adaptive to change*' (Kotter, 1997:166).

In order to create a culture that will facilitate change the following need to be considered as the core characteristics of such a culture:

- **The management group must honestly and sincerely value** the various players in the corporate drama, and as a result they should look outward not inward

- **Initiative and leadership** must be truly valued and encouraged at every level in the organisation, not just at the top.

The combinations of these core characteristics provide a deep concern for the basic constituencies outside of management that make up the enterprise. Leadership up and down the hierarchy creates the capacity to adapt well in a rapidly changing environment. Such an organisation has a

- high sense of urgency on a continuous basis

- tendency to teamwork

- willingness to delegate many of the management functions to lower levels in the organisation

- capacity to keep the inside of the organisation as simple and as clean as possible

- minimum number of levels in the hierarchy

- minimal amount of bureaucracy in the hierarchy (Kotter, 1997:167).

It is clear, then, that corporate culture is a main concern for the effective management of educational reform in South Africa. **The culture of the school is placed at the centre of whole school development, as it both reflects and determines how the elements of school life develop**. School culture reflects the more symbolic nature of school life and can be described as a set of understandings, or meanings, shared by a group of people. It includes norms, values, motivation, involvement, interpersonal relationships, attitudes, discipline, development and support. **Unless the culture of the school is taken into consideration, all attempts to improve the school will be unsuccessful and unsustainable**.

The climate and culture of an inclusive school displays the characteristics of a healthy school. In such schools one finds a sense of care, cohesiveness and synergy that bonds people together. There is direct and open communication, an equitable distribution of power, innovation, adaptability and the ability to solve problems. For inclusion to succeed, all stakeholders would need to shift their assumptions, beliefs, values, norms, relationships, behaviours, etc. This would entail a fundamental re-culturing of learning and teaching to promote interdependency and interrelatedness (Davidoff *et al.*, 1997:20; Lazarus *et al.*, 2000:4; Swart & Pettipher, 2001:32).

3.2.6.2 Identity

All schools share a particular identity, determined by their core purpose of promoting teaching and learning. Within this broad identity, every school develops its own organisational character. This aspect of each school is strongly influenced by societal and educational forces. It reflects the broad purpose of the school in its vision, mission, aims and tasks. Vision-building should be a collaborative effort, which needs to be converted into a mission statement that outlines an action plan of how all learners can be welcomed and supported in an inclusive learning environment (Davidoff *et al.*, 1997:22; Lazarus *et al.*, 2000:5; Swart & Pettipher, 2001:34).

3.2.6.3 Strategy

The central organising action is a strategy which would include the stated areas of achievements or goals, as well as the criteria for measuring those achievements or outcomes. This process is known as strategic planning, an important aspect of all organisations. This element of school life has two major components, namely strategies to promote organisation development and strategies that focus on curriculum development. Once plans have been implemented, evaluation relating to the goals set and the processes

pursued has to be conducted. The initial phase of strategic planning focuses on micro, macro and global needs, demands and trends. Key values need to be identified from emerging policies and those central to education.

These values have to be formulated into principles within the vision and mission statement of the school, and the norms that inform its policy and principles. These shape the roles and responsibilities of governance, leadership and management. The process then moves to goal-setting, planning and evaluating in relation to the school as an organisation: all aspects of the curriculum, reviewing structures and procedures should include the goals. Technical support should be reviewed to pursue the particular goals and plans that are developed (Davidoff *et al.*, 1997:23; Lazarus *et al.*, 2000:6).

3.2.6.4 Structures and procedures

These two aspects provide the basis for how systems interrelate within the school, and between the school and its broader environment, allowing the different aspects of school life to interrelate in a coherent way. **Structures** refer to ways in which individual and team contributions are combined, and relate to one another and to the lines of responsibility and accountability within the organisational units. **Procedures** refer to the rules, regulations and methods whereby these structures relate to one another. There are four central aspects of this element of school life:

- **Structural arrangements** fulfil the school's function, reflect democracy, facilitate effective management and provide opportunities for co-ordinated, inter-sectorial collaboration

- **Information-flow structures and procedures** provide the link between different departments, between governance, management and the rest of the school. Information flow needs to be part of the decision-making processes to promote democracy, requiring a democratic ethos and transparency. This feeds shared ownership, which will result in higher staff morale and a reduction in suspicion and uncertainty

- **Decision-making structures and procedures** relate to issues of management and control, and therefore need to reflect democracy, either through direct participation, or representation of all role players

- **Accountability systems** refer to responsibility and reporting, and should foster the fundamental aims of the organisation (Davidoff *et al.*, 1997:25; Lazarus *et al.*, 2000:9).

3.2.6.5 Technical support

For effective school development the management of access and control of resources is of central concern. These resources include finances, teaching, learning, administration, materials and equipment, including the school facilities, that would allow the school to achieve its goals, through the determined structures and procedures (Davidoff *et al.*, 1997:29; Lazarus *et al.*, 2000:9).

3.2.6.6 Human resources

Within the context of policy overload and transformation stress, there is a need for ongoing additional support for the school, educators, parents, and learners. This requires the school to understand its own community profiles and to establish partnerships in these communities. The three basic areas that belong within this element are human resource development, informal interpersonal relations and dynamics, and conditions of employment (Davidoff *et al.*, 1997:30; Lazarus *et al.*, 2000:11).

3.3 MANAGING CHANGE

> *The real big issues facing mankind concern our inability to understand and manage our complex human systems* (Forrester, 1997:125).

3.3.1 Introduction

Coping with change rests on two pillars namely **understanding change and managing change,** which involve more than minor procedural adjustments in the workplace. It has to do with the issues of structure, strategy and personality and above all **organisational culture**. Once the root causes and effects of change are recognised, steps can be taken to manage it in order to derive maximum benefit from new opportunities and to avoid reactive situations.

It requires good change management to empower staff to **develop creativity, intuition and innovation to** represent positive ways of responding to change. Structures, strategies, training, a supportive management style and training for self-management are the fundamental keys to high levels of personal confidence required to cope with change. The concept of the 'learning organisation' plays a major role in coping with change as it offers a forum for the entire staff to engage in self-examination.

In a global, technologically advanced world, organisations need to be more inclusive and responsive. They need to manage complex information flows, grasp new ideas quickly and spread those ideas throughout the enterprise in order to respond to opportunity. According to Senge, (1997:126) today there is massive institutional breakdown and massive failure of the

centralised nervous systems of hierarchical, authoritarian institutions in the face of growing interdependence and accelerating change. The current economic system violates the basic laws of natural systems, and society is hoping that they can keep it going long enough so that the problems ultimately will have to be solved by someone else. These 'systemic crises' are the by-products of the way the entire system of industrial progress works.

(See Figure 10: Managing change (a))

FIGURE 10: MANAGING CHANGE (a)

PRESENT STATE

MANAGING CHANGE

Preparing for Change

Major Issues
1. Why do we need change?
2. What is the present state like?
3. What will the future state be like?
4. What is going to change?
5. What is not going to change?
6. Where are we most vulnerable in making this change work?
7. What will be the key success factors in the future state?

Beginning the Change

Major Issues
1. What is our change strategy?
2. How do we best operationalise changes?
3. How do we best use our change levers?
4. How do we position change as a challenge?
5. How do we minimise impact of losses experienced by those most affected by change?

Cementing the Changes in Place

Major Issues
1. Ensure using the change levers effectively.
2. Ensure that subunits are aligned with changes.
3. Ensure that all involved:
   - ✓ Understand the purpose of change
   - ✓ Have a picture of desired outcomes
   - ✓ Play a part in planning and implementing change
   - ✓ Acquire new behaviours

CHANGE LEVERS

- ❑ Clear understanding of the need for change
- ❑ Quality of leadership
- ❑ Commitment of sponsors
- ❑ Clear vision of future & strategy
- ❑ Change structure
- ❑ Education and training
- ❑ Effective two-way communication
- ❑ Measurement systems
- ❑ Infrastructure aligned
- ❑ Reward systems aligned
- ❑ Organisation structure aligned
- ❑ Skill of change agents

MAXIMS TO LIVE BY

- ❑ Communicate, communicate, communicate
- ❑ Continuous Improvement is critical to survival
- ❑ We'll keep trying until we get it right
- ❑ Celebrate success
- ❑ Think outside the box, experiment
- ❑ Create ownership/involvement
- ❑ Walk the talk
- ❑ Hold people accountable

DESIRED FUTURE STATE

(DiGeorgio, R.M. Associates, www.change-management.com/articles.htm)

3.3.2 Organisational change (into a learning organisation)

Organisations are made up of **human beings**, who are becoming increasingly uneasy about the environment, the breakdown of families and social structures, being unable to cope. Organisations are now forced to look at this human condition and have to develop fundamentally new capabilities for understanding and dealing with human complexity. As human systems can never be understood by focussing only on one aspect of technological, economic, cultural and political aspects of society, the organisation is the logical starting point. It can focus on the above dimensions and thus develop and maintain a systemic view. As the world becomes more complex and dynamic, interconnected and interdependent, people need to change the way they think about learning and interacting with each other at all levels (Senge, 1997:126,127).

> *We have to develop a sense of connectedness, a sense of working together as part of a system, where each part of the system is affecting and being affected by others, and where the whole is greater than the sum of its parts* (Senge, 1997:129).

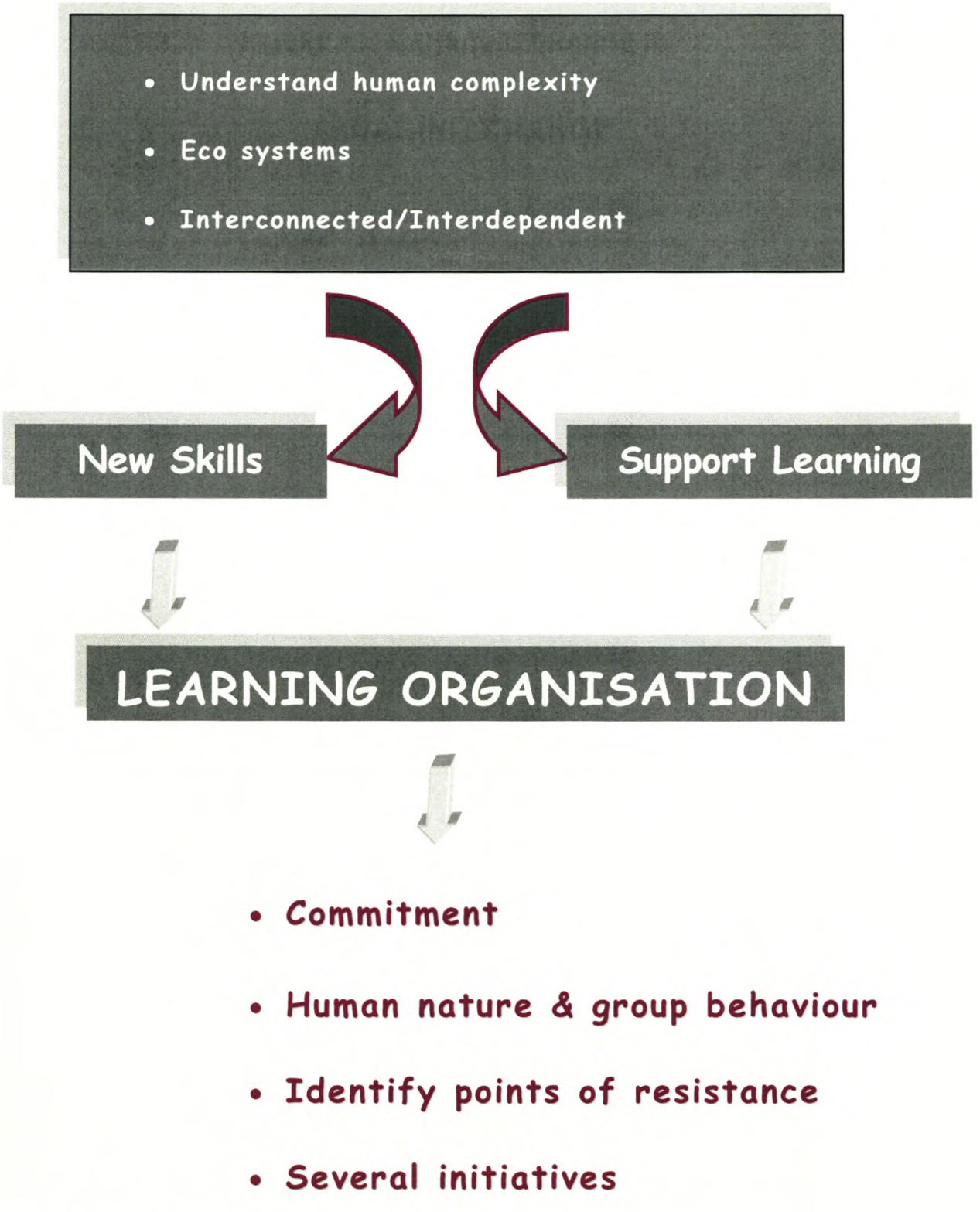
There are two mindsets required in this change which should be considered in the design of the in-service support programme discussed in Chapter 4 in order to reach the described objectives:

- The first is at the personal level of new skills and capabilities, both individual and collective,
- The second is the extent to which society organises itself to support learning, creating a **learning infrastructure.**

The term **organisational change/transformation** designates a fundamental and radical reorientation in the way the organisation operates, which is provoked by some major external or internal driving force, to evolve to a different level in the life cycle of the organisation. Organisational change is difficult to accomplish, as there is strong resistance to change. Change often goes against the values of the members' in the organisation and therefore against how they think things should be done. For this reason **changes in the culture** of the organisation are important, and should include **changes in members' values and beliefs and in the way they enact these values and beliefs.**

(See Figure 11: Managing change (b))

FIGURE 11: MANAGING CHANGE (b)



(Campher, 2003)

Successful change therefore involves everybody in the organisation and is best carried out as a team effort. To sustain change the structures of the organisation itself should be modified. This includes modifications to strategic plans, policies and procedures which involves unfreezing and re-freezing change processes. Forums should be held for members of the organisation to express their ideas for the change plan. Their concerns and frustrations must always be taken into consideration.

These changes are personally challenging, as they represent radical departures from traditional organisations, take time, and involve the redistribution of power. '**Learning organisations**' have unique advantages for the twenty-first century, as they harness the imagination, spirit and intelligence of people in ways that no traditional, authoritarian organisation ever could.

To ensure a vision-led change process, means that organisations have to stop trying to understand what to do by looking at historical evidence. The source of energy must come from people's deep belief that things are possible. To achieve successful organisational change, the facilitator needs to see programme participants as 'new change leaders' requiring the facilitator to:

- look into the fabric of both human nature and group behaviour
- understand what they are up against and what it takes to move people off square one
- choose a change approach that is do-able within the culture of the organisation
- engage individuals of the organisation at levels that work best for them
- examine different kinds of initiatives and address specific problems associated with each one.

To be able to engage in the above the facilitator needs:

- a careful consideration of how people respond to change challenges, in order to give him/her a greater change leverage
- a way to gauge the personal potential for change of the individual and the organisation
- to identify where the points of resistance are in personalities and situations around him/her
- a list of a multitude of separate change initiatives, the characteristic ways in which each fails, and ways to avoid failure (Bennis, 1997; Senge, 1997:131-145; Robbins & Finley, 1998:3).

It is clear that good leaders understand **culture**, that they are sensitive to **cultural influences** and pay attention to creating the **kind of culture** that they think will be appropriate for whatever it is they are trying to achieve. They know about:

- challenging the status quo
- developing a vision
- developing strategies to achieve that vision
- communication: how to get people above them, below them and outside the organisation and elsewhere to understand and believe in those visions
- empowerment: they realise that they have to let go, and give people enough freedom to go out and energetically create and implement these visions (Kotter, 1997:172, 173).

> *We have to stop companies from being leadership-killing organisations. We created bureaucracies in the nineteenth and twentieth centuries that were very, very hard on leadership. Whenever you put people in narrow jobs and micro-manage them, you are doing nothing to help them grow as leaders* (Kotter, 1997:174).

Before things can be changed they need to be called by their real name. Change is a primary agent in people's lives. Reality confirms that change is the only real constant. It enables people to learn, to grow, and to progress toward long-term goals. It is the paradox between change as a constant and the unpredictable nature of change that is unnerving for many people and organisations. To make conditions of change work, the following realities of change need to be acknowledged:

- **there is no 'away'** - people must create something new, being able to leave behind the old
- **there is no 'finally'** - the change process that is underway is not simply a matter of seeking a new equilibrium
- **there is no 'returning to normal'** - the chaos which people are coping with is their new normal. The old structures, models, practices and roles are, or should be gone. Such realisation brings about pain, both for individuals and organisations because of the identity crises brought about by such a realisation (Webber, 1999:1).

For long-term success, organisations, like nations, need to know who they are. When they know that, it is easier to divide attention between things that must change, such as processes, goals, leadership styles and things that should under no circumstances change, such as the soul of an organisation. Organisations are like minds and change initiatives are like psychotherapy for those minds. The organisations and people that will succeed in

changing are those that master the **art of living in the future,** advancing towards it from the past, able to convert the friction of resistance into positive propulsion (Senge in Micklethwait & Wooldridge, 1997:140; Robbins & Finley, 1998:ix, 33).

The process of change refers to the practices and procedures, the rules and relationships, the sociological and psychological mechanisms which shape the destiny of change. Change strategies move from the clinical worlds of knowledge and technique into volatile and unpredictable domains of human feeling and emotion. This process provides answers to the following questions:

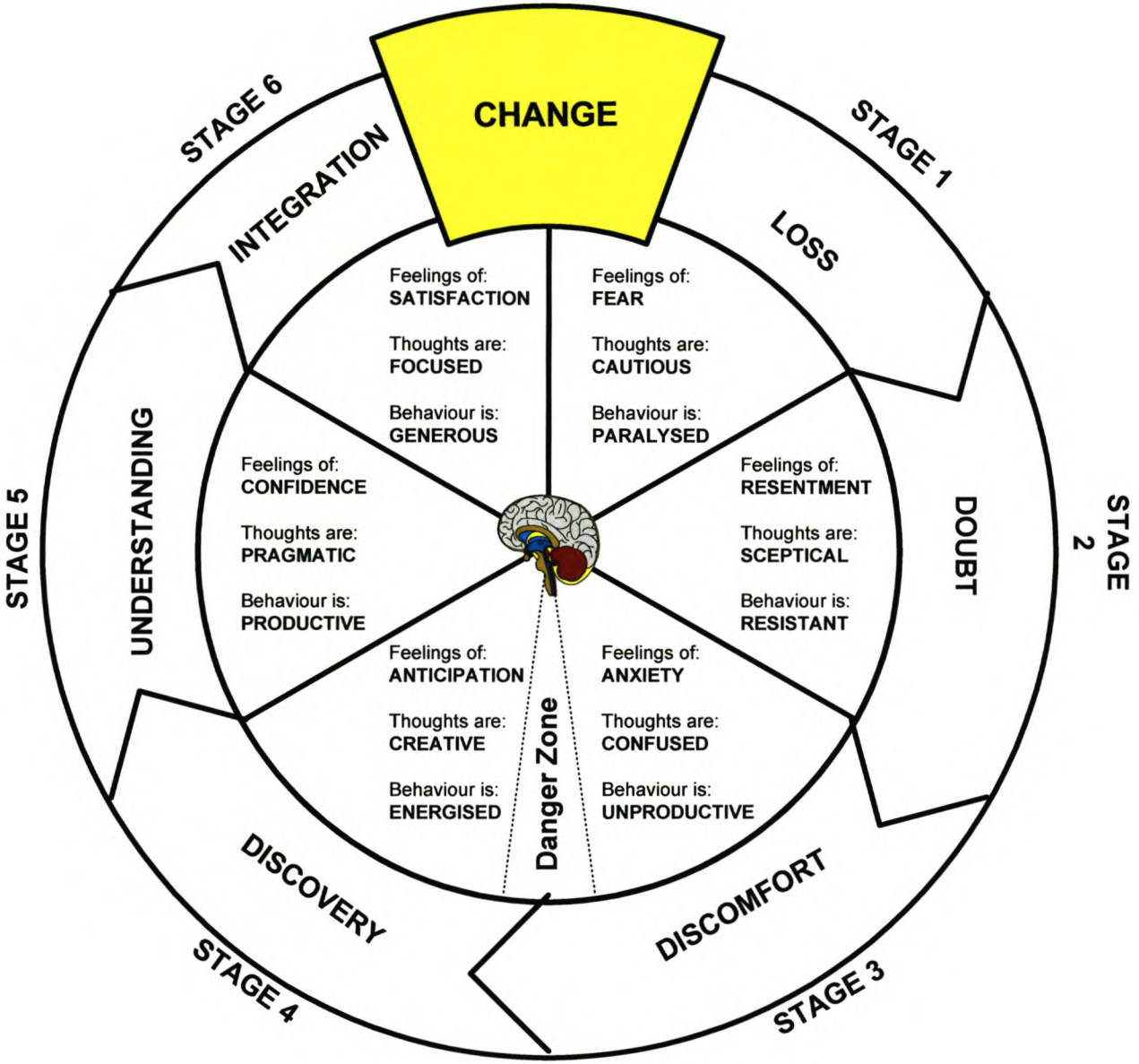
- How will people actually respond to change?
- How do people change, at this moment or any other?
- What makes people change in the face of change and what makes them dig in their heels and resist (Hargreaves,1994:13)?

In the light of the above, an in-service educator support programme should aim to take participants' perceptions and perspectives into account, as change strikes at the heart of how people learn. Careful attention should be paid to the process of people development, people's desires and their capacity to change. The participation and involvement of all stakeholders is imperative in order to create ownership of the proposed change process.

Organisational change is not simply a reactionary strategy for organisations to survive a temporary state of flux. Rather, organisational change goes beyond coping with, managing or adapting to change as it occurs. Organisational change is about **transformation,** creating the capacity and an infrastructure for continuous learning, and understanding that every member of the organisation is the organisation. This conceptualisation of organisational change comes from the new paradigm of work which has been evolving over the past three decades. It has involved a shift from hierarchical, authoritarian corporate structures to team-building models and community corporate models. The result of this paradigm shift is that many organisations have moved toward innovative structures that emphasise flexibility, employee empowerment, customer focus and widespread, continual learning at all levels of the organisation (Senge, 1997:128-146; Michels, 1996).

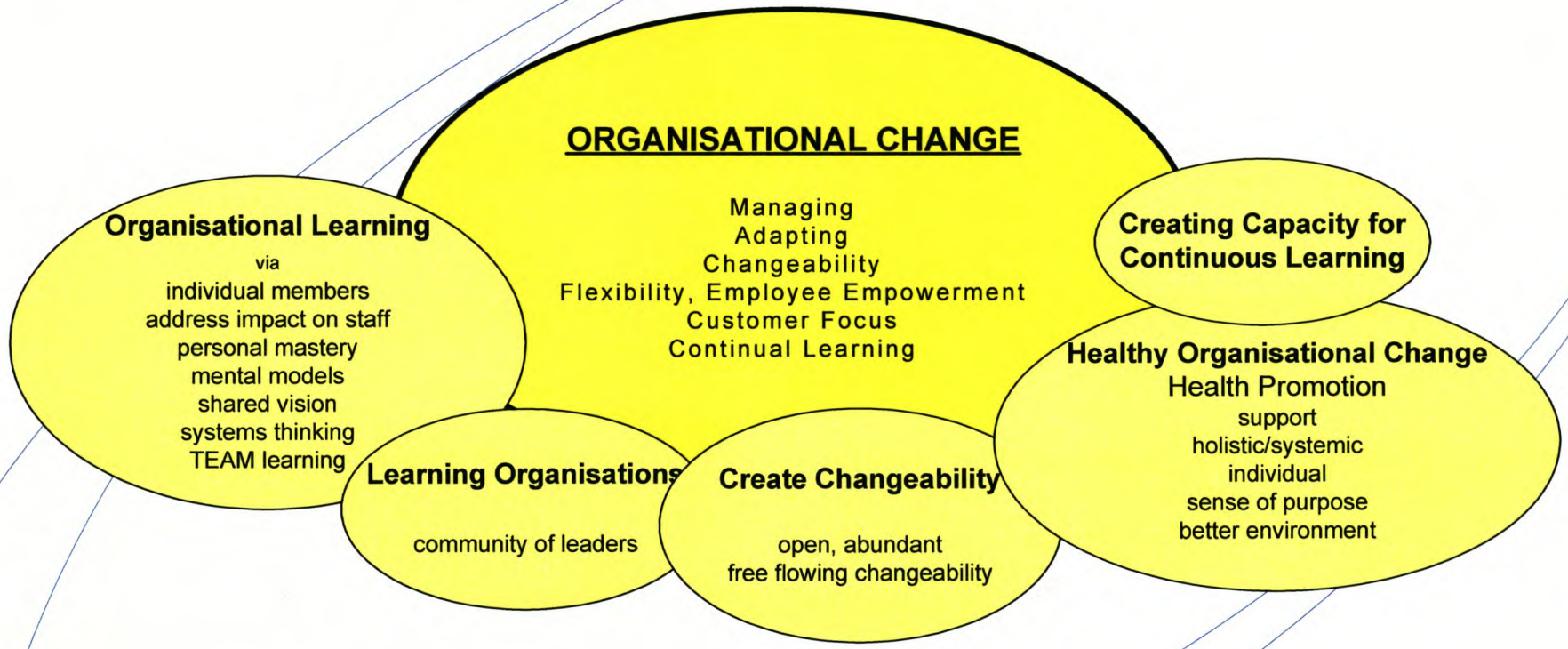
(See Figure 8: Holistic process for organisational change and development)
(See Figure 12: Inter change cycle)
(See Figure 13: Organisational change)

FIGURE 12: THE INTER-CHANGE CYCLE



(Interchange International Inc. - http://www.changecycle.com/changecycle.htm)

FIGURE 13: ORGANISATIONAL CHANGE



(Campher, 2003)

3.3.2.1 Health promotion

The principles of **health promotion** are important components of any organisation. It is therefore necessary to explore and draw parallels between the principles of health promotion and the principles and processes of healthy organisational change. In this context, emerging concepts such as the culture of **learning organisations** (redirecting the stream), the characteristics of **adaptive systems** (rowing up the stream), and strategies for creating a capacity for **change ability** (becoming the stream) is explored in the literature review in this chapter. The practice of health promotion tends to be connected to public health, community health and voluntary health organisations (Senge, 1990; Zimmerman, 1994; Zimmerman & Armstrong, 1994). By definition, health promotion is:

> *The process of enabling individuals and communities (including organisational communities) to increase control over, and improve their health … a unifying concept for those who recognise the need for change in the ways and conditions of living, in order to promote health* (Michels, 1996:3).

The strategies of health promotion address the broader determinants of health, supporting individuals, communities and populations, through an emphasis on holistic change at a personal, community, organisational and/or systems level. An understanding of the link between health promotion and healthy organisational change may help in planning for unknowable futures. As stated by Bryan Hayday, Executive Director of Ontario Prevention Clearinghouse (1996) in Michels (1996): '*Health promotion has helped increase our understanding of internal organizational change, the need to create partnerships and the process by which sustainable change occurs*'.

3.3.2.2 Changeability

Organisational change theory, which fosters healthy change, implies moving past old notions of simply managing, adapting or coping with change, to building a capacity for change in organisations. It advocates creating environments for learning whereby people are encouraged and able to work toward building a better organisation. This process of support and continuous learning can be described as creating organisational **changeability** (Senge, 1993; Zimmerman & Armstrong, 1994; Michels, 1996). However, the challenge organisations often face is that it *is easier to begin initiatives than to bring enduring changes to fruition* (Senge, 1993). The difference between managing change and creating change-ability is set out clearly by Zimmerman and Armstrong (Michels, 1996:3):

> *Managing change addresses the issue of moving an organisation or system from point S to point B in the most effective manner. It assumes that one knows where point B will be in the future even if, at the outset, one does not know the route to get there. Creating change-ability implies creating the conditions or environment in the organization or system so that it has the innate capacity to change. (This) is based on an assumption that organizations need to become more adept at creating change-ability given the unpredictability of future outcomes in the economic, social and political arenas.*

Organisational changeability, can be illustrated through a comparison of change as a linear process and change as a process of free-fall, (that place of confusion and not-knowing, in other words chaos). Linear change suggests that change is predictable and even reversible where the outcome is not entirely unknown. The change process of free-fall suggests that change is unpredictable, and the only way to move forward is by letting go of the familiar. Organisations in free-fall are much like living systems, which when confronted with change, have the capacity to fall apart so that they can reorganize themselves to be better adapted to their current environment (Michels, 1996).

Open, abundant and free-flowing information is what living systems use to transform themselves. In order to make sense of this information, an organisation needs a strong core identity or vision, one that is clear to everyone in the organisation. With a **shared vision**, people are free to organise their own behaviour within the vision, instead of organising by non-dynamic, linear policies and procedures. Extrinsic motivations cannot be the only driving force for change. There has to be an understanding of the **internal capacity and commitment to continuous learning of the organisation for healthy change to take place**. To create a learning organisation requires a **community of leaders.** If every person in an organisation believes in his or her own capacity to learn, then an organisation fosters a space in which learning thrives. Organisations capable of inspired performance appear to have several **key elements** that highlight the vital link between **individual learning and organisational learning** in the process of creating a capacity for healthy organisational change. They have:

- A deep sense of purpose, expressed as a vision of what the organisation stands for, around this purpose
- An emphasis on both personal performances and organisational performances
- An environment that empowers the individual
- Structures that take the systemic aspects of the organisation into account
- A capacity to integrate reason and intuition (Michels, 1996; Senge, 1990).

3.3.2.3 Organisational learning

All organisations learn, whether they consciously choose to or not. It is a fundamental requirement for their sustained existence. Organisations ultimately learn through their individual members. Increasing organisational changeability often involves a complex process of balancing, planning and implementing new strategies with the equally important need of addressing the impact of change on the staff. They in turn, must become skilled and comfortable at 'learning' their way into the future.

Only by developing this capacity to learn at the individual and organisational level can organisations hope to produce the wider changes they seek at the systems level. Organisational members must know how to create change in their separate roles before they can contribute to collective change. Understanding what makes a learning organisation is no harder than understanding what makes a great team namely *a group of people who, over time, enhance their capacity to create what they truly desire to create* (Senge, 1995).

There are a number of skills and capabilities that characterise learning organisations:

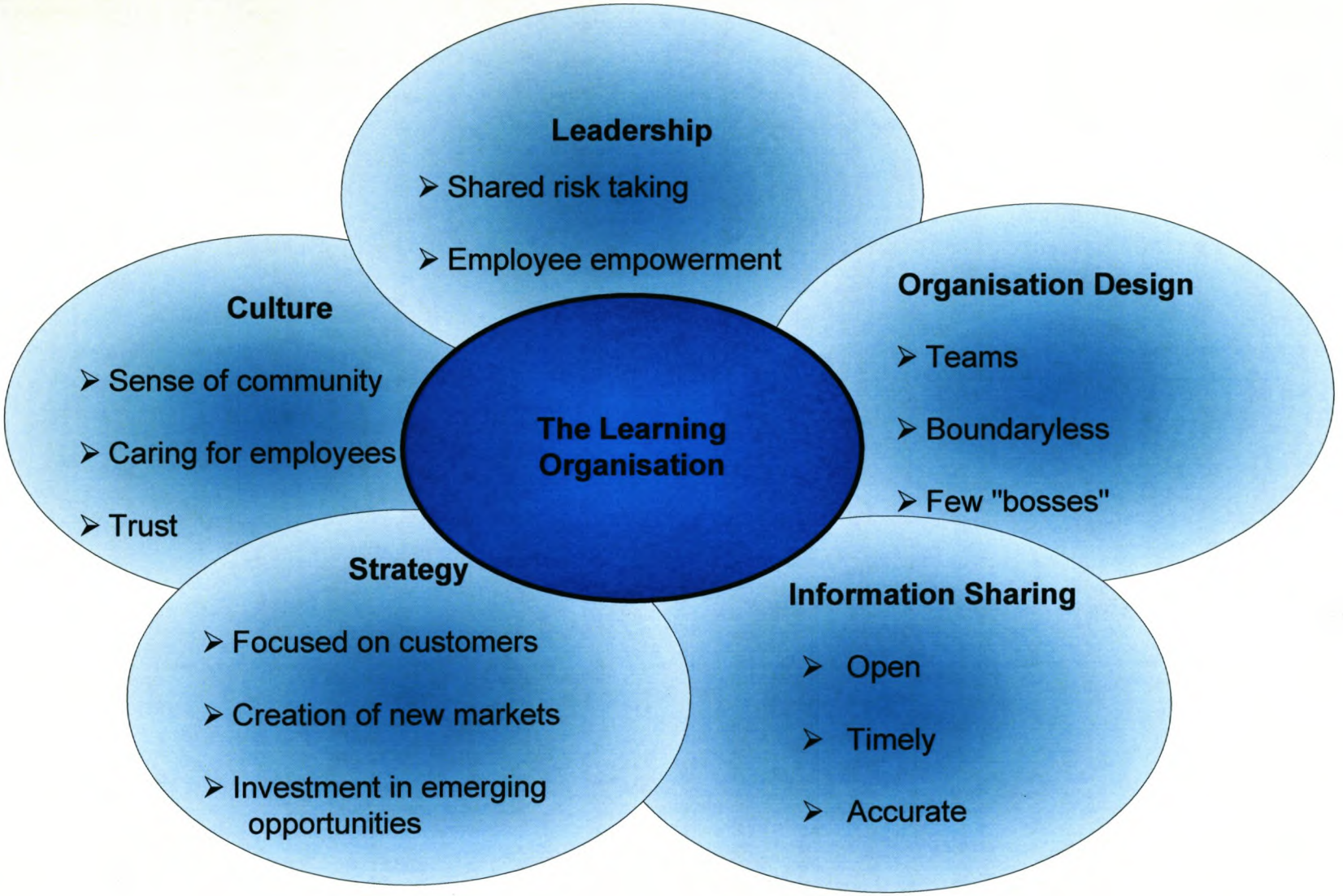
- Aspiration to change because of want, not because of need
- Reflection on deep individual and collective assumptions and patterns of behaviour
- Learningful conversation
- Conceptualisation of larger systems and forces at play (Senge 1995; Michels, 1996; Askew & Carnell, 1998).

The techniques of organisational learning are valuable tools for implementing change in the complex, equivocal environment of schools. Competing perspectives have prevented the adoption of a single definition of organisational learning. It has been stated that:

> An *entity learns if, through its processing of information, the range of its potential behaviors is changed ... organisational learning occurs when organisation members acquire information from the environment and generate appropriate responses to organisational issues … such learning is distinctly organisational when it relies on the combined experiences, perspectives, and capabilities of a variety of organisation members* (Bacharach & Mundell, 1995:72).

(See Figure 14: The characteristics of a learning organisation)

FIGURE 14: CHARACTERISTICS OF A LEARNING ORGANISATION



(Campher, 2003)

This process is mediated by three variables that regulate the flow of information among members:

1. The repertoire of individual cognitive strategies available
2. The organisation's informal web of culture and norms
3. The organisation's formal structure.

There are two primary forces for organisational learning in schools:

- Educators play a key role in making schools more effective learning organisations, as they are the primary service providers
- Organisational learning encompasses school-wide issues of improvement such as governance and decision-making processes.

The theory of organisational learning is thus an appropriate model for school change, to be used in the design of the educator support programme in Chapter 4. The weaving together of practices with reflection enables organisation members to configure their organisation's processes and objectives and realistically consider alternatives. It uses the resources and experience base of school professionals, rather than relying on the import of change models from the outside. It reinforces and affirms the competencies of school professionals, rather than denigrating them in the face of an inorganic model of practice. It acknowledges the salience of structural, normative and cognitive factors in the complex process of organisational change. This multi-level engagement builds a community of learners which is essential for successful educational transformation (Bacharach & Mundell, 1995:72, 102).

3.3.2.4 Disciplines of the Learning Organisation

For the successful establishment of school-based support teams schools need to be built into learning organisations. Therefore the disciplines of a Learning Organisation underpin the educator support programme discussed in Chapter 4. Participants need to change individually first:

> *The foundation of content must spring up in mind, and he who has so little knowledge of human nature as to seek happiness by changing anything but his own disposition, will waste his life in fruitless efforts and multiply the grief he proposes to remove* (Covey, 1994).

The fundamental principle of learning organisations is the transformation of experience into knowledge. Peter Senge (1994) predicted that '*the organisations that will excel in years to come will be those that understand how to gain the commitment of employees at all levels and continually expand their capacity to learn*'. The five disciplines which define a learning organisation include **systems thinking; personal mastery; mental models; shared**

vision; and **team learning.** When these components converge they create a new wave of experimentation and advancement.

3.3.2.4.1 Systems thinking

Systems thinking is the conceptual framework which encourages an organisation to see patterns of organisational behaviour, which are to be reinforced or changed. Systems thinking is discussed in Chapter 1; 1.3.2 as the theoretical framework for this study, and the anchor of learning organisations. The remaining four disciplines are personal mastery, mental models, shared vision and team learning.

3.3.2.4.2 Personal mastery

Personal mastery means '*deepening one's vision, focusing one's energy, developing patience, and seeing reality objectively*' (Senge, 1994:7). It is about working towards the results a person desires, personally, professionally or otherwise. This discipline is not unlike the concept of **empowerment.** People with a high level of personal mastery are able to consistently realise the results that matter most to them and thus they become committed to their own **lifelong learning**. Embedded in the disciplines for building learning organisations are the practices most conductive to developing personal mastery, namely '*developing a more systemic world view, learning how to reflect on tacit assumptions, expressing one's vision and listening to others' visions, and joint inquiry into different people's views of current reality*' (Senge, 1990:173).

An organisation committed to personal mastery, provides a supportive environment for individuals to be committed to their own personal growth. If there is no deep integrity and fundamental character strength, the challenges of life will cause true motives to surface and human relationship failures will replace short-term success. These principles of human effectiveness represent the internalisation of correct principles upon which enduring happiness and success are based.

The principles of personal mastery and private victory are to **think win-win** (the principle of interpersonal leadership), to **seek first to understand**, then to be understood (the principle of empathic communication), to **synergise** (the principle of creative co-operation) and to **be proactive.** A person should be part of the solution and not part of the problem.

People are responsible for their own effectiveness, happiness, and ultimately, for most of their circumstances. Knowing that we are responsible, 'response-able', is fundamental to effectiveness and to every other habit of effectiveness. Fundamental values lie at the heart of people's lives and are the source of their security, guidance, wisdom and power:

> *People can't live with change if there's not a changeless core inside them. The key to the ability to change is a changeless sense of who you are, what you are about and what you value* (Covey, 1994:108).

The principles of personal leadership suggest that one should begin with the end in mind, since what lies behind us and what lies before us are tiny matters compared to what lies within us. To begin with the end in mind means to start with a clear understanding of one's destination. In order to adhere to this process the design of the educator support building programme in Chapter 4 **incorporates vision building and the development of leadership and management skills**, based on the principle that all things are created twice. There is a mental first creation, and a physical second creation. Almost all world-class athletes and peak performers are 'visualisers'. They see 'it', feel 'it', and experience 'it' before they actually do 'it', they begin with the end in mind. Leadership is the first creation and management the second. '*Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall* (Covey, 1994:101).

Management is the bottom line focus. It is about how objectives can best be accomplished. Leadership deals with the top line. It is about what the objectives are that need to be accomplished. Management is doing things right and leadership is doing the right thing (Covey, 1994:142).

> *This is why mission statements are so vital to successful organisations. An organisational mission statement – one that truly reflects the deep shared vision and values of everyone within that organisation – creates a great unity and tremendous commitment. It creates in peoples' hearts and minds a frame of reference, a set of criteria or guidelines, by which they will govern themselves. They have bought into the changeless core of what the organisation is all about* (Covey, 1994:143).

3.3.2.4.3 Mental models

Mental models are defined as the way in which people understand the world and their action is based on notions and assumptions that may reside deeply in the psyche. The learning organisation of the future will make key decisions based on the shared understandings of inter-relationships and patterns of change.

These mental models have a profound effect on perceptions and behaviour. They have the power to move people forward or to hold them back. Learning to unearth these internal pictures of the world, to bring them to the surface and to scrutinise them thoroughly is important to any organisational development. It is also essential to carry on 'learningful' conversations that balance inquiry and advocacy, where people clearly reveal their own thinking and open their thinking to the influence of others.

The implementation sessions of the educator support programme in Chapter 4 are therefore designed to incorporate these practices. Mental models influence the **culture of an organisation.**

Attempting **organisational change** requires asking questions about the 'preferred organisational culture' versus the 'covert culture'; the undiscussed, unnamed, undiscussable, and even the unmentionable, versus understanding the influence that these have on the culture of the organisation (Senge, 1990:204, 205; Michels, 1996).

3.3.2.4.4 Shared vision

The design of the educator support programme in Chapter 4 includes shared vision building since **no organisation becomes great without goals, values and missions that are shared throughout the organisation.** A shared vision is not an idea but a force in peoples' hearts, a force of impressive power:

> A *genuine vision breeds excellence and learning because people in the organisation want to pursue these goals … writing a vision statement can be a first step in building shared vision but, alone, it rarely makes a vision 'come alive' within an organisation …. visions only become a living force when people truly believe they can shape their future … the process of creating visions enables people to clarify and realise what they really want, independent of what presently seems possible, by building a bridge between the current and desired states* (Senge, 1990:206).

3.3.2.4.5 Team learning

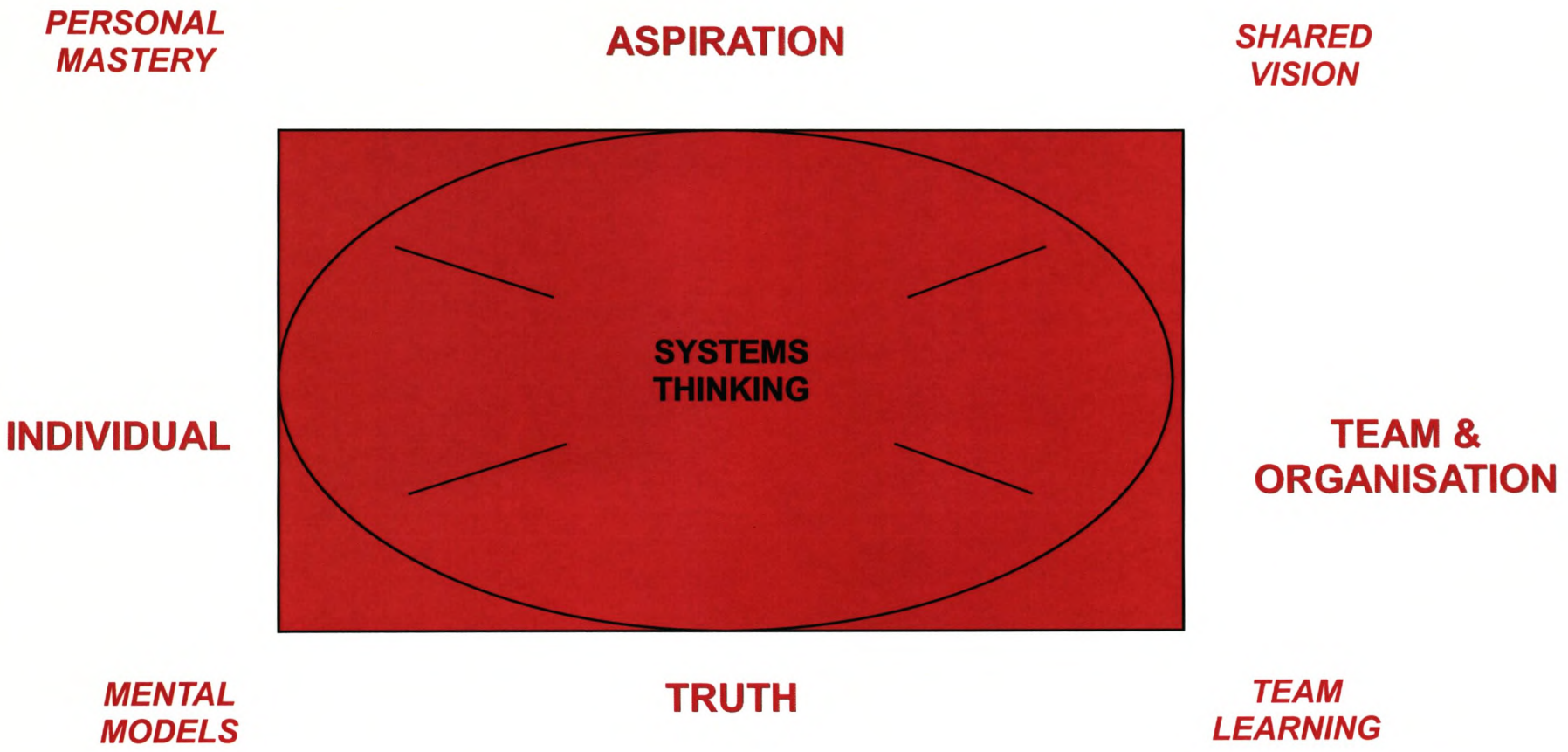
This principle requires organisational commitment to **working together synergistically**, so that the learning of the whole team is greater than the learning of each individual member. In order to achieve true learning in a team, leaders need to begin with dialogue, in which members suspend assumptions and think together to solve problems regarding the future of the organisation. Following open dialogue, an important next step is discussion, whereby views are presented and defended and the team searches for the best view to support decisions. Team learning is vital because teams, not individuals, are the fundamental learning unit in modern organisations. **Unless teams can learn the organisation cannot learn.**

The team members resemble the proverbial blind man and the elephant - each knows the part of the elephant within his grasp, each believes the whole must look like the piece he holds, and each feels his understanding is the correct one. Teams need to share in creating new language to describe dynamic complexity. Both the perspectives and the tools of systems thinking figure centrally in team learning. The perspective of 'wholeness' increases the leverage once teams realise not to look for the problem 'out-there', but also to look 'in-

here' when wrestling with enormous complexity. This principle is incorporated in the design of all four modules of the in-service educator support programme in Chapter 4; 4.1. In addition, the delivery sessions are designed to provide ample time for dialogue (Senge, 1990:266; Ascew & Carnell, 1998).

(See Figure 15: Disciplines of the learning organisation)

FIGURE 15: THE DISCIPLINES OF A LEARNING ORGANISATION



Learning Organisation Disciplines

(Adapted from Senge, 1994)

3.3.2.4.6 Conclusion

In order to design a successful educator in-service support programme the following aspects have to be taken into consideration. **Increased adaptability** and an **orientation towards continuous learning** are prevailing characteristics of learning organisations. Organisations that are leading the pack are focused on two types of learning: **generative learning**, which is about creating; and **adaptive learning**, which is about coping.

Traditional approaches to long-term strategic planning suggest that the future might be highly predictable, given the right information and tools. The current reality is that many **aspects of the future are highly uncertain** or unknowable. Organisational changeability will require learning and applying the principles and techniques of scenario-planning to identify a range of possible futures which create the context within which to plan.

Healthy organisations view **change as both a continuing and an evolving** process. They work hard at learning how to make conditions of change work for them, seeing themselves in a virtual state of continuous change, and are committed to the ongoing development of their collective intelligence, learning and mechanisms for ensuring inter-connectedness.

To foster individual and collective changeability, organisations should focus on managing the patterns which create change rather than on managing the outcomes of change. The principle of changeability assumes that organisations are complex systems in their own right, and also part of larger complex systems. At every level of change there are internal and external influences which must be considered, including individual responses to change. Creating a capacity for change means that few things will be obvious and many things will be ambiguous. Learning to become comfortable with ambiguity and things 'unknowable' is not something with which only the Executive Director or those in upper management need to deal but it is a collective commitment to change **and sustainability** (Senge, 1990; Michels, 1996).

It is important that the implementation strategies of the support programme in Chapter 4 take cognisance of the fact that fundamental ideas do not change at a moment in time, nor are new approaches implemented in the blink of an eye; **change is a process, not an event**. It involves a sequence of changes or operations. Change hurts, as it causes people discomfort, anxiety, inconstancy, and psychological distress. Human beings prefer to stay as they are. When people adopt something new it often means that they need to reject something else. This can be painful. There will never be a change initiative that leaves unscathed the people it purports to benefit. People have a love/hate relationship with change. They desire change and the stimulation and improvement it could represent and at the same time they despise the discomfort and anxiety it causes them. Practice changes

before beliefs. If change is successful, the process leads to feelings of greater confidence and personal acceptance. In time, the practice and its principles become the people's own, linked to, and integrated with other aspects of their thinking and practice.

There are some unchangeable rules of change. People do what they perceive is in their best interest. They are not inherently anti-change. Most will, in fact, embrace initiatives provided the change has positive meaning for them. People believe what they see. Actions do speak louder than words, and a history of previous deception encourages present suspicion. People thrive on creative challenge, but wilt under negative stress. People are different, and no single 'elegant solution' will address the breadth of these differences. The way to realise long-term change is first to visualise what is to be accomplished, and then to inhabit this vision until it comes true. Change is therefore an act of the imagination: until the imagination is engaged, no fundamental change can occur.

Barriers to change include a lack of understanding, since commitment to change requires having a reasonable understanding of what the change involves, what the purpose is and why it is as it is, and why it is necessary to adopt new ways of working. The lack of necessary skills can act as a change barrier when change requires skills beyond people's current competence. Discomfort, and a lack of desire to proceed result. People's attitudes are the most significant barriers to improvement (Hargreaves, 1994:19; Senge, 1997:130; Engelbrecht, 1998:89, 90, 92; Robbins & Finley, 1998:2, 9, 11).

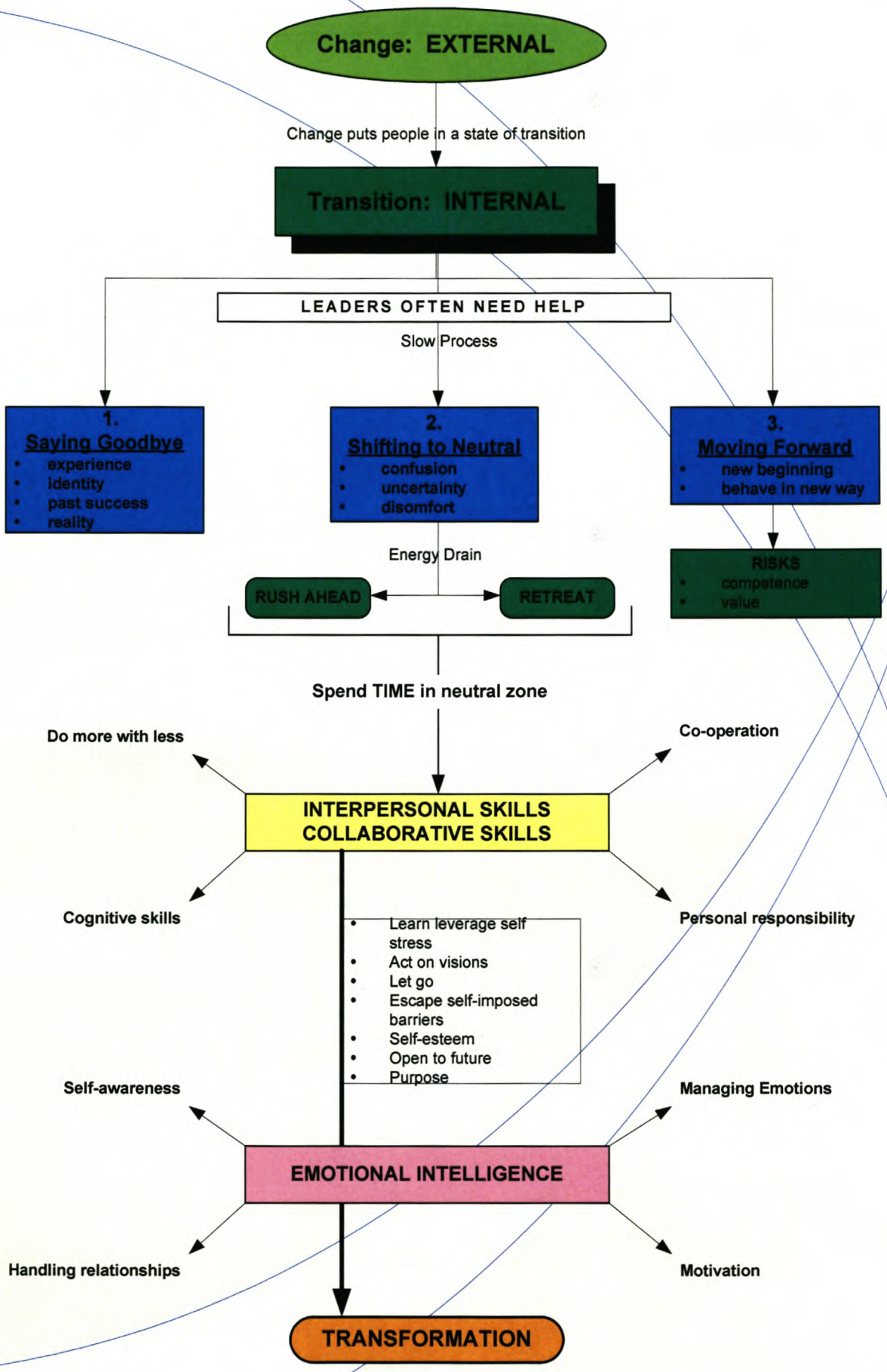
3.3.2.5 Transition

The design of the in-service educator support programme in Chapter 4 takes into consideration that external change puts people into an **internal transition** phase of change. Transition is a psychological and emotional re-orientation that they need to go through before change efforts work. Leaders imagine that transition is automatic, that it occurs simply because the change is happening. In fact, transition happens much more slowly than change, and as it is internal, no training programme can prepare change leaders to manage this transition phase. No leader can effectively lead change, which is what leadership is all about, without understanding and actually experiencing the transition phase at first hand.

Failure to change happens because few leaders take into account that transition occurs in the course of every attempt at change. Change time-tables, therefore must make provision for people to go through transition. Each person is designed by nature to move through life at a unique pace that allows him/her to absorb effectively the major change that he/she encounters. By operating at their optimal, or most desirable, speed of change, resilient individuals are better able to absorb large amounts of fast-paced, complex change with minimal dysfunctional behaviour.

(See Figure 16: Transition)

FIGURE 16: TRANSITION



(Campher, 2003)

(See Figure 12: Inter change cycle)

When faced with unknown situations they

- regain their balance quickly after the initial shock of an unexpected disruption
- maintain a high level of quality and productivity during transition
- remain physically and emotionally healthy during periods of uncertainty
- rebound from the difficulties of change even stronger than before.

Resilient people accomplish these goals by maintaining a balance between being positive that success is possible and focused on the objectives. They are flexible about how to proceed when blocked, as well as organised to avoid being overwhelmed with information. Moreover, they proactively engage the change rather than run from it (Conner, 1994:2).

When organisations are in transition, the leaders themselves often need support in helping the staff through this process and need to acquire exceptional interpersonal and collaborative skills. This transition phase requires people to undergo three separate processes.

- **Saying Goodbye**

People have to let go of the way they themselves used to be. Organisational change asks people to relinquish the way of engaging or accomplishing tasks that made them successful in the past, as well as their whole world of experience, their sense of identity and even of reality itself.

- **Shifting to Neutral**

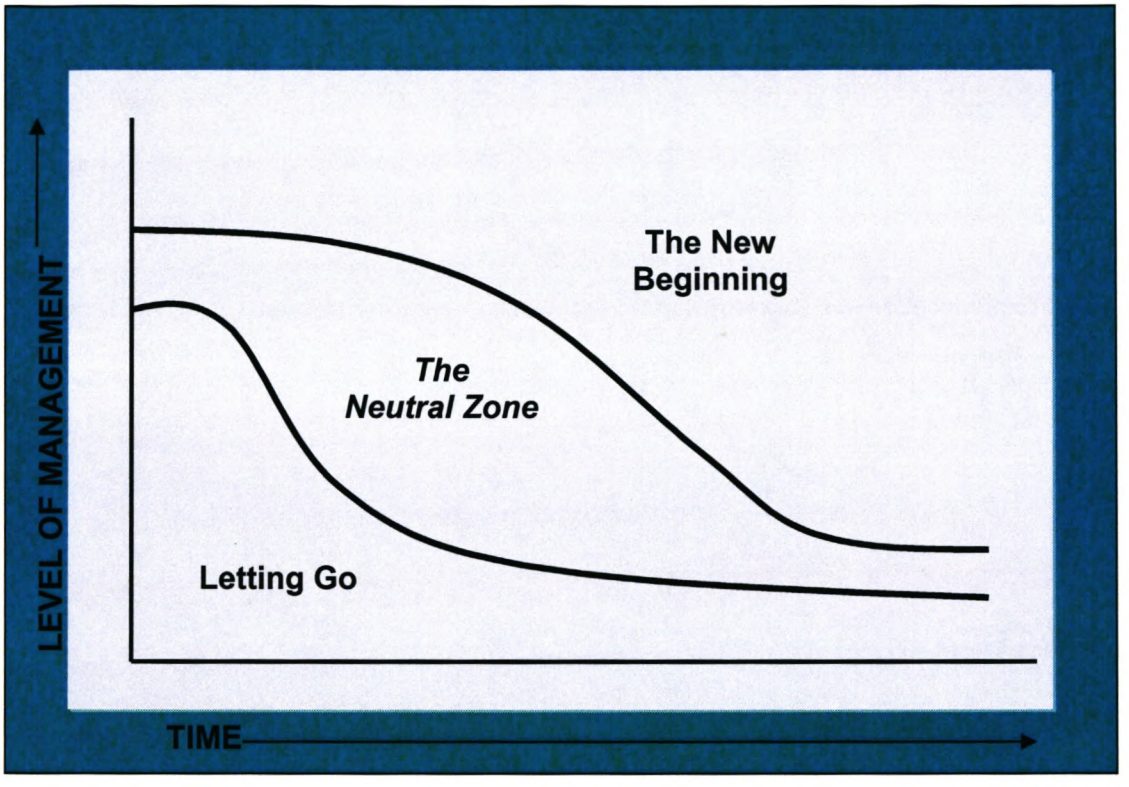
The second difficult stage of transition is the neutral zone. This in-between state includes feelings of confusion and uncertainty, which drain people's energy levels. The discomfort of this zone drives people to get out of it. Some rush ahead into something new and others try to back-pedal and retreat into the past. Successful transition requires that an organisation and people spend time in the neutral zone. This time is not wasted. It is here where creativity and the energy for transition are found and real transformation can take place. Change can continue forward, while transition is being attended to, but if the transition is not dealt with, the change may collapse. People cannot do the new things that new situations require until they get to grips with what is being asked.

- **Moving forward**

People fail to get through transition as they do not let go of the old ways and make an ending. Others fail because they become frightened and confused by this neutral zone and do not stay there long enough for it do its work on them. Some, however, do get through these first two phases but freeze when they face the third phase, namely the new beginning. This phase requires people to begin to behave in new ways, which they experience as disconcerting as their sense of competence and value is put at risk (Bridges, 1999).

(See Figure 17: The marathon effect)

FIGURE 17: THE MARATHON EFFECT



(Zimmerman, 1994)

3.3.2.6 Emotional Intelligence

The in-service educator support programme in Chapter 4 is concerned with leadership, group performance, individual performance, interpersonal/social exchange, managing change and conducting performance evaluation. It takes into consideration the crucial relationship between these phenomena and **emotional intelligence** (Williams & Sternberg, 1988; Ashforth & Humphrey, 1995; Goleman, 1996).

> *Emotional intelligence, the skills that help people harmonise, should become increasingly valued as a workplace asset in the years to come ... a view of human nature that ignores the power of emotions is sadly short sighted* (Goleman, 1996:160).

When it comes to shaping decisions and actions, feelings count as much as thought. The lopsided scientific vision of an emotionally flat mental life that has guided the last eighty years of research on intelligence is changing because psychology has begun to recognise the essential role of feeling in thinking.

All emotions are, in essence, impulses to act, instilled by evolution. In a sense there are two brains, two minds, two different kinds of intelligence, namely the rational and emotional. Both determine how people do in life. It is not just intellectual intelligence but also emotional intelligence that matters. Intellect cannot function at its best without emotional intelligence. The new paradigm urges us to harmonise head and heart. It has become imperative to understand what it means to use emotions intelligently (Goleman, 1996:6, 12, 41). As Antoine De Saint-Exupèry (1995) put it so concisely in The Little Prince '*It is with the heart that one sees rightly; what is essential is invisible to the eye.*'

Emotional intelligence has its roots in the concept of 'social intelligence', which means to act wisely in human relations. Social intelligence comprise:

- Inter-personal intelligence, which is the ability to understand other people; what motivates them, how they work, and how to work co-operatively with them. Successful sales people, politicians, educators, clinical staff and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence.
- Intra-personal intelligence which is a correlative ability, turned inward. It is a capacity to form an accurate, vertical model of self and to be able to use that model to operate effectively in life.

According to Mayer and Salovey (1993:433): '*(E)emotional intelligence, is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions*'. Emotional intelligence thus involves abilities such as; self-awareness, the ability to observe

and recognise a feeling as it happens, managing emotions, handling feelings so that they are appropriate, realising what is behind a feeling and finding ways to handle fears and anxieties, anger and sadness. Self-motivation, channelling emotions in the service of a goal, emotional self-control, delaying gratification and stifling impulses are also important abilities.

Salovey, this time in collaboration with Sluyter (1997), states that there are four branches of emotional intelligence:

1. **Perception, appraisal and expression of emotion**

- Ability to identify emotion in one's physical states, feelings and thought
- Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance and behaviour
- Ability to express emotions accurately, and to express needs related to those feelings
- Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feelings.

2. **Emotional facilitation of thinking**

- Emotions prioritise thinking attention to important information
- Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings
- Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view
- Emotional states differentially encourage specific problem-solving approaches, such as when happiness facilitates inductive reasoning and creativity.

3. **Understanding and analysing emotions, employing emotional knowledge**

- Ability to label emotions and recognise relations among the words and the emotions themselves, such as the relation between liking and loving
- Ability to interpret the meanings that emotions convey regarding relationships, such as sadness which often accompanies loss
- Ability to understand complex feelings: the simultaneous feelings of love and hate, or blends, such as awe which is a combination of fear and surprise
- Ability to recognise likely transitions among emotions such as the transition from anger to shame.

4. Reflective regulation of emotions to promote emotional and intellectual growth

- Ability to stay open to feelings, both those that are pleasant and those that are unpleasant
- Ability to reflectively engage or detach from an emotion, depending upon its judged informativeness or utility
- Ability to reflectively monitor emotions in relation to oneself and others, such as recognising how clear, typical, influential or reasonable they are
- Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information that they may convey.

3.4 IMPLEMENTING CHANGE

Establishing a school-based support team within a school implies the implementation of major change. For the successful implementation of such change organisations must find the connection between the organisation, the worker and the change initiatives being introduced. Implementing change **requires great dexterity, alertness, and agility.** Crafting of a visionary strategy is a pivotal part of the process of change. But even more challenging is what follows the strategy and the vision: the implementation **process** itself.

The implementer is the one who makes or breaks the success of the programme success. The implementation is as important as the kind of change. How change is implemented is related to responding to the various 'voices' within the organisation. Change implementation is a process of asking the following questions in order to keep an organisation focused and flexible, and to remind leaders that implementing change is an ongoing process of discovery:

- Are the real needs of the organisation being addressed?
- How shared is the vision?
- How are the leaders preserving anchors to the past while moving towards the future?
- Does everyone need to feel the same sense of urgency?
- Can change recipients, particularly those far down in the hierarchy, have an impact?
- How do leaders handle those who oppose the change?
- When should progress be visible?

- How are special projects integrated with mainstream operations?
- When is it wise/best to share bad news?
- Now that the organisation has come this far, is this the direction that its employees want to go (reflection) (Jick 1991:1, 9)?

The implementer does not act alone. **Change succeeds when an entire organisation participates in the effort.** An organisation can be divided into employees who fulfil three broad action roles:

- **Change strategists:** this group is responsible for the early work, including identifying the need for change, creating a vision of the desired outcome, deciding what change is feasible and choosing who should sponsor and protect it.
- **Change recipients:** this is the largest group of people who must adapt and adopt to change.
- **Change implementers***:* the group of people who 'make it happen' by managing the day-to-day process of change. The implementers' task is to help shape, enable, orchestrate, and facilitate successful progress. Depending on the extent of the 'vision' they are given, they develop the implementation plan, or shepherd through programs handed down to them. They must respond to demands from above while attempting to win the co-operation of those below.

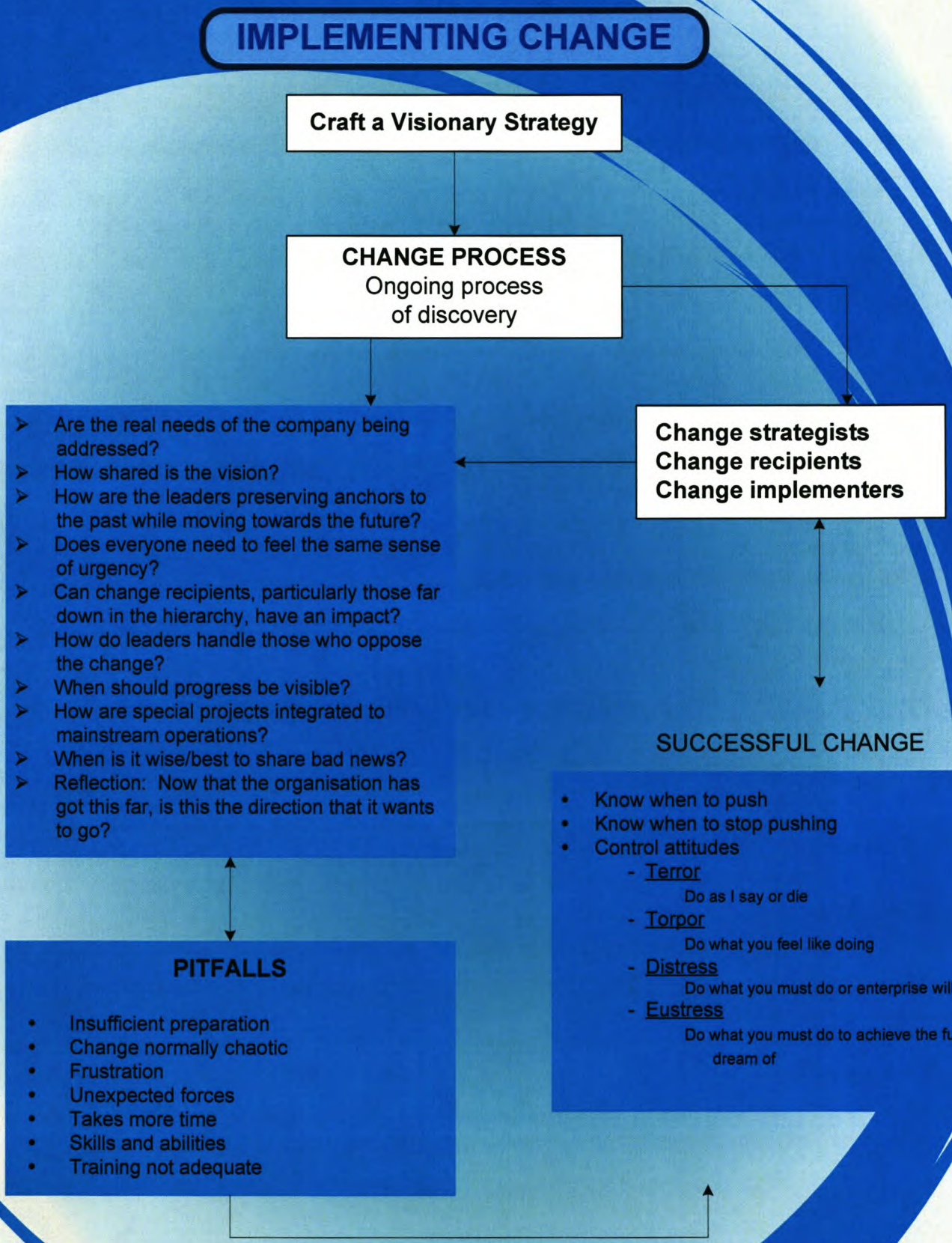
The following pitfalls have to be taken into consideration:

- No matter how much effort invested in preparation and workshops, organisations are invariably insufficiently prepared for the difficulties of implementing change.
- Change is not restricted, defined and discrete process with guidelines for success. The reality is always far more daunting than expected. Instead of a controllable process, organisations find themselves in chaos.
- Frustration is a part of the terrain of change. Those in the middle of change describe their journey as a laborious crawl toward an elusive, flickering goal, with many wrong turns and missed opportunities along the way.

Change makers must grapple with unexpected forces both inside and outside the organisation. These external, uncontrollable, and powerful forces are not to be underestimated. They include shifts in government regulations, union activism, competitive assault, delays, political and international crises.

(See Figure 18: Implementing change)

FIGURE 18: IMPLEMENTING CHANGE



(Campher, 2003)

According to Robbins and Finley (1998:26) '*if you would persuade, you must appeal to interest rather than intellect.* The best hope an organisation has for making successful change lies in utilising a balanced combination of control attitudes, getting people's attention and starting them thinking, as well as leveraging people's knowledge and creativity. The secret to successful change is to know when to 'push', when to stop pushing, and when to let educators' own aspirations pull them through change.

There are four control attitudes with which an organisation can be managed. The first two are characterised by fear, manipulation and lack of respect for the worker. The second two are related and characterised by an acknowledgement of the educators' humanity (Robbins & Finley, 1998:18-27).

- **Terror (Pummel)**

This attitude is fatal for change initiates. It seeks control at any cost, and can be used to force or block change. Organisations have often used fear **to get people to do what they want them to, extracting benefit for a few by minimising the humanity of the majority.**

- **Torpor (Pamper)**

The democratic age we live in is the first to dally with the idea of decreasing fear, a place where workers are treated with respect. The sure sign of this pamper organisation is that everyone wants to work in one, but no one wants to invest in one.

- **Distress (Push)**

A common metaphor for this kind of leadership is the burning platform. The choice is jump or fry. People co-operate because if they do not, they will definitely suffer. This method seeks to address the best interests of a wide range of interested parties including shareholders, workers and customers. It is the route most change initiatives take. The trick is to administer the strong medicine of fear in a measured, sensible way. This means scaring employees no more than it is necessary to achieve the desired response, while making sure that they have some feeling of hope.

- **Eustress (pull)**

The attitude of control moves beyond fear to something more positive. This approach to change derives mainly from the writings of psychotherapist Victor Frankl and is centred on a 'will to meaning'. By focusing on the future, people are able to adapt to unadaptable circumstances. The future becomes their meaning and that meaning sustains them through their plight. It gives them the freedom to choose their attitude in any given set of circumstances, to choose their own way. People change by envisioning very intensely, what they want to happen in the future. Once that vision is clear in their minds, they take every step necessary to make the vision a reality.

This approach will be followed throughout the design and implementation strategies as it engages the imagination, and it makes people want to survive for personal reasons. It

challenges employees to find the meaning that change holds for them, and for them to make the change driven by desire, that is a positive goal as much as by a negative fear. It embodies the best hope, that people are mostly good and just need a little leadership to unleash great waves of creative productivity. It alters the way people think of themselves. It has the power to make them change-makers for life. With empowerment as its main lever, this attitude does for organisations what rational expectations theory did for macro-economics. It is the acknowledgement that organisations must compete in order to survive and for the individuals within the organisation to prosper. Change initiatives cannot occur in a work environment overdosed with fright. A terrified organisation cannot be a 'learning organisation' (Robbins & Finley, 1998:18, 20, 22, 33, 31, 27).

There are no ironclad lists or easy recipes for the successful implementation of 'eustress'. Only through a conscientious process of testing, adjusting and testing again, can implementers find the right combination of ingredients, in the right proportion, to fit the change needs of their particular organisations. Some general rules are suggested by Jick (1991:3, 4) and should be adhered to in the implementation process of the support programme described in Chapter 4.

1. Analyse the organisation and its need for change

In order to craft an implementation plan, change strategists and implementers should understand how an organisation functions in its environment, what its strengths and weaknesses are, and how it will be affected by proposed changes. This requires an investigation into its history of change. Historic barriers to change are likely to continue the pattern of resistance. A record of accomplishment of opposing change asks for more care in designing a gradual, non-threatening, participative implementation process, which would include benefits for the end users and for the organisation. This would require explaining and presenting change plans fully, ensuring that they include receiving feedback and making information readily available. It would be advisable to start 'small and simple', arranging for quick, positive, visible payoffs and examining the forces for and against success. Change will not occur unless the forces driving it are stronger that those resisting it. By examining these forces, leaders can determine the readiness of the organisation for change.

2. Create a shared vision and command direction.

In order to unite an organisation behind a central vision, the vision should reflect the philosophy and values of the organisation and should help it to articulate what it hopes to become. A successful vision serves to guide behaviour, and should be translated so that all employees understand its implications for their own jobs.

3. Separate from the past

Disengaging from the past is critical to the awakening of a new reality. The structures and routines that no longer work, should be isolated and people should commit themselves to moving beyond them. The past is to be reinforced within the future. Stability, heritage and

tradition are needed to provide continuity amidst change. Therefore those aspects of the organisation that add 'value' to the new 'vision' should be reinforced.

4. Create a sense of urgency

A sense of urgency should be generated without fabricating an emergency. This requires direct and frequent communication between implementers and strategists.

5. Support a strong leader role

There should be a leader to guide, drive, and inspire change. He/she should motivate employees to embrace the new vision and to strive toward the realisation of that vision. The leadership role should not be held by one person. Change leader 'teams', have the advantage of combining multiple skills when designing a strong and effective implementation plan.

6. Line up political sponsorship

Leadership alone cannot bring large-scale change. A change effort must have broad-based support throughout an organisation and should include support and acceptance from the recipients for success, including the backing of informal leaders. Implementers should develop a 'commitment plan' encompassing the following elements: Identification of target individuals or groups whose commitment is needed, definition of critical mass, development of a plan to get the commitment of the critical mass and the creation of a monitoring system to assess the progress.

7. Craft an implementation plan

Consider carefully how many changes an organisation can tackle at once. Avoid the risk of employee burnout, by staggering change in steps and by keeping it simple and flexible. An overly ambitious or too detailed plan can be demoralising, **and rigid planning can lead to paralysis, indecision, and collapse.**

8. Develop enabling structures

Altering the status quo and creating new mechanisms for implementing change can be a critical precursor to any organisational change. Tactical options include:

- Using a pilot test or go pan-organisation
- Being as participative through the process as the goals might warrant
- Using certain systems sequentially or simultaneously
- Rejecting the old or accentuating the new
- Using a 'programmatic approach' or to have each unit develop its own interpretation
- Driving change bottom-up or top-down
- Setting up pilot tests, off-site workshops, training programmes and new reward systems

- Rearranging the organisation's physical space.

9. Communicate, involve people, and be honest

Real communication requires a dialogue among the different change roles. By listening and responding to concerns, resistance and feedback from all levels, implementers gain a broader understanding of what the change means to different parts of the organisation and how it will affect them. Open communication is necessary, implying the involvement and trust of people throughout the organisation.

The following list describes some criteria designed to increase an organisation's understanding and commitment to change. In general, the announcement of constructive change would have the following characteristics:

- Is brief and concise
- Describes where the organisation is now, where it needs to go, and how it will get to the desired state
- Identifies who will implement and who will be affected by the change
- Addresses timing and pacing issues regarding implementation
- Explains the change's success criteria, the intended evaluation procedures, and the related rewards
- Identifies key things that will not be changing, predicts some of the negative aspects that targets should anticipate
- Conveys the sponsor's commitment to the change
- Explains how people will be kept informed throughout the change process
- Is presented in such a manner that it capitalises on the diversity of the communication styles of the audience.

10. Reinforce and institutionalise change

Many organisations today are seeking, not a single discrete change, but a continuous process of change. Given this reality, to speak of 'institutionalising' the change may be partially missing the point. Organisations want the journey rather than the change. In other words, instead of achieving one specific change, **organisations hope to create cultures and environments that recognise and thrive on the continuing necessity of change.**

These commandments are to be implemented in the delivery of the programme following the ten steps for successful transformation suggested by Kotter (1997).

1. Establish a sense of urgency

Examine the market and competitive realities. Identify and discuss crises, potential crises, or major opportunities.

2. Create the guiding coalition

Put together a group with enough power to lead the change. Get the group to work together like a team. Good leaders create and nurture leadership up and down the hierarchy, ending up with multiple players in leadership roles. Working in tandem makes the power of the overall system very strong.

3. Develop a vision and strategy

Create a vision to help direct the change effort. Develop strategies for achieving that vision.

4. Communicate the change vision

Use every vehicle possible to constantly communicate the new vision and strategies. Have a guiding coalition role model to determine the behaviour expected of employees.

5. Empower broad-based action

Empower people to change systems and structures that stand in the way of the vision. Get rid of obstacles and encourage risk taking, non-traditional ideas, activities and actions.

6. Generate short-term wins

Plan for visible improvements in performance or 'wins'. Create these wins by visibly recognising and rewarding people who make the wins possible.

7. Consolidate gains and produce more change

Use increased credibility to change all systems, structures and policies that do not fit together and do not fit the transformation vision. Hire, promote and develop people who can implement the change vision. Reinvigorate the process with new projects, themes and change agents.

8. Anchor new approaches in the culture

Create better performance through customer and productivity-oriented behaviour, more and better leadership, and more effective management. Articulate the connections between new behaviours and organisational success. Develop means to ensure leadership development and succession.

(See Figure 19: Eight stage process of creating major change)

FIGURE 19: THE EIGHT-STAGE PROCESS OF CREATING MAJOR CHANGE

1. Establishing a sense of urgency
- Examining the market and competitive realities
- Identifying and discussing crises, potential crises, or major opportunities

2. Creating the guiding coalition
- Putting together a group with enough power to lead the change
- Getting the group to work together like a team

3. Developing a vision and strategy
- Creating a vision to help direct the change effort
- Developing strategies for achieving that vision

4. Communicating the change vision
- Using every vehicle possible to constantly communicate the new vision and strategies
- Having the guiding coalition role model the behaviour expected of employees

5. Empowering broad-based action
- Getting rid of obstacles
- Changing systems or structures that undermine the change vision
- Encouraging risk taking nontraditional ideas, activities, and actions

6. Generating short-term wins
- Planning for visible improvements in performance, or "wins"
- Creating those wins
- Visibly recognising and rewarding people who made the wins possible

7. Consolidating gains and producing more change
- Using increased credibility to change all systems, structures, and policies that don't fit together and don't fit the transformation vision
- Hiring, promoting, and developing people who can implement the change vision
- Reinvigorating the process with new projects, themes, and change agents

8. Anchoring new approaches in the culture
- Creating better performance through customer and productivity-oriented behaviour, more and better leadership, and more effective management
- Articulating the connections between new behaviours and organisational success
- Developing means to ensure leadership development and succession

(Kotter, 1996)

3.5 CONCLUSION

Chapter 3 presented an extensive literature review of the studies of organisational development and organisational change, in order to provide insights of value in the pursuit of the development of effective schools. From the literature review it becomes clear that in order to achieve this objective, schools need to be **viewed as organisations,** taking into account all the dynamics of the school as an organisation. This in turn implies whole school development – taking into account the culture, values, decision-making processes, staff relations, use of resources and processes of planning and evaluation of each school. The culture of the school is placed at the centre of whole school development. This view of school development requires the simultaneous development of the organisation (the school), and the individuals working in them (the personal and professional development of educators). It requires the reorientation of all stakeholders to developing the school into a learning organisation. As such it will be a school that continually expands its capacity to create its future, an organisation that constantly develops its people to become lifelong learners. This implies the development of a culture of changeability, building a capacity for change by creating environments for learning. It requires a community of learners and an understanding of the internal capacity and commitment to continuous learning.

It is clear that whole school development needs to take place within an eco-systems theoretical framework. This will ensure that all elements of school life are taken into account in the development process and that a proactive approach to change is followed. The systems perspective acknowledges that educators' experiences of educational change need to be placed in context for them or change leaders to understand and comprehend their reactions to these continuous changes. Resistance to change diminishes once people understand the effects of global trends and dynamics on the organisational life of a school. These effects cause the school to change in order to adapt to the demands of the external environment. 'Systems' thinking also offers a conceptual framework within which educators can see the inter-relationships that underlie educational change and the effect that such change has on them. Educators also realise that they are active participants in the creation of their own future and that they need to take responsibility for **building a sustainable society**.

An eco-systems perspective allows one to see the effects of educational change on educators as well as the interconnectedness of the various life systems surrounding the school. These become known in the search of adapting the fit between the personal behaviour of educators and the school as an organisation. In analysing the sources of disturbance – the mismatch between educators' abilities and the demands of their ever-

changing working environment, an in-service educator support programme needs to concentrate on reducing interactive disharmony by focussing on the individual life-styles of educators and the corporate life of the school (environment) simultaneously.

Individuals bring about change; educators change when they are committed to growth and development, as a part of self-actualisation. Therefore the strategy for the design of an in-service educator support programme needs to involve efforts that would reduce the causes of incidence. This can be achieved, as discussed in the theoretical framework of Chapter 1; 1.3, through the development (learning) of social skills, competencies, improvements in self-esteem and the development of social support systems.

This view takes into consideration the fact that transformative learning would change the behaviour of educators, which would bring about the desired change in schools. Learning changes perceptions, which change behaviour, which in turn changes relationships. These transformed relationships change societies, which change groups and eventually schools (organisations).

Chapter 4 will describe an in-service educator support programme that was designed and developed from the basis provided by the theories and principles described in Chapters 1, 2 and 3.

CHAPTER 4

THE DEVELOPMENT OF AN IN-SERVICE SUPPORT PROGRAMME FOR EDUCATORS IN THE WESTERN CAPE

4.1 INTRODUCTION

This Chapter focuses on the development of an in-service educator support programme that would address the needs of a specific target group of educators. It is specifically related to the establishment of school-based support teams. It advocates a principle of holistic development, which is health promotive, developmental and preventative by nature and is underpinned by contemporary eco-cultural, systems and constructivist theoretical positions. Thus, it stresses the importance, of eco-systems values, promoting sustainability, co-operation, partnership and collaboration. It includes undertaking a 'whole school review' which emphasises that continuous educational change must take place at a whole school level as well as at other levels. It also supports the notion that schools are living, organic and open systems in themselves and are also the key organisational units of formal education and a primary force of educational change (Lazarus & Donald, 1994; De Jong, 1996:114). Any attempt to design an educator in-service training programme should be based on the criteria for in-service education and training for educators (INSET), which will now be discussed.

4.2 CRITERIA FOR IN-SERVICE EDUCATION AND TRAINING FOR EDUCATORS (INSET)

In South Africa the fundamental rationale for INSET is that it be employed to maintain and **improve the quality of education**, leading to the reduction and ultimate elimination of inequality in education. INSET should not be seen in isolation, either from the rest of educator education and the general state of the education system in which the educator works, or from the society within which educators live. INSET should be seen in context, as only one facet of total integrated educator education strategy, with strong links between initial and in-service education and training.

The widest range of resources and 'providers' should be mobilised, as the range of needs to be met by INSET is wide and varied. All educators in schools should have in-service education, as **lifelong learning** enhances the **professional practice and personal development** of educators. This in turn develops healthy schools and a culture of effective teaching and learning. There are enormous disparities in the level of qualification of educators from the different classified groups of the population, thus requiring a great deal of work to be done purely at the level of formal qualifications. Recognising the disparities of the past, the Policy Document (1998) of the Western Cape Education Department for In-service Education and Training for Educators, works towards equity, paying particular attention to those in disadvantaged or under-resourced areas.

INSET tries to tackle the problems of the lack of **quality of teaching** in the classroom, and goes beyond formal certification. It concentrates on the **personal development** of educators and the **strengthening of their motivation** and **commitment**, accompanied by the **improvement of academic background** and the acquisition of classroom teaching, **management and leadership skills** and techniques. INSET is provided by a range of agencies that offer different approaches and perspectives which take into account relevant policies. These agendas have a sense of accountability for providing good in-service training. The work of certain providers inevitably impacts on the work of others. For this reason, there is a need for collaborative strategy, and partnerships are encouraged. We need to pay attention to all the constraints, whether social, economic or political within which schools and educators work. The principles of INSET are listed below:

- The **ongoing, personal and professional development** of practising educators, including their management, teaching, lifeskills and strategies as well as their curriculum and subject knowledge
- **Whole school development**, in which an enabling environment is created to promote high quality teaching and learning, human resource development and organisational development.

Within this context, INSET will be most effective if it is seen as only part of a total educator education strategy. Its major concern is for educators and the school in which they work, and not the 'system'. It should operate close to where educators are, and have their full **involvement and participation** (Hartshorne, 1987:13; Van den Berg, 1987:17; Ashley & Mehl, 1987:v, vi).

The criteria for each INSET programme are:

- It must promote the **personal growth** of the educator as an individual human being. Human potential must be maximised.

- It must promote the **professional growth** of educators, including their competence, confidence and relevant knowledge and it must enable them to evaluate their own work in collaboration with their colleagues in professional co-operation. Professional potential must be maximised.
- It must promote **school growth.** A consequence of INSET must be that schools become more effective, more humane and more relevant institutions.
- It must promote **societal growth.** INSET should through its impact on schools, contribute to the positive change and development of society (Van den Berg, 1987:7).
- **Any INSET activity or strategy is informed or underpinned by a particular view of how change comes about or might be brought about**. The change strategy for the implementation of the in-service training programme described in this study, regarding staff development and school development, is explained in Chapter 1, 2 and 3 (Van den Berg, 1987:25).

Structures to support INSET planning and implementation as suggested by the Western Cape Education Department in 1998 are:

- **The School**

The school is the place where INSET policy is translated into practice. A school development committee (SDC) should be established as a sub-committee of the governing body, at every school for the co-ordination of activities. The SDC should include a school development co-ordinator, staff members, the school principal, the circuit manager, a subject advisor, parents, and secondary students, a member of the curriculum development committee and service providers.

- **The Circuit**

A Circuit Development Committee (CDC) should be established in every circuit and should include the circuit manager, the school development facilitator, a subject advisor and a service provider.

- **The Province**

A provincial INSET Committee (PIC) should be established and should include an appointee of the Head of Education, the INSET co-ordinator, the Head of subject advisory services, one representative of the subject advisory services, two representatives of curriculum services, one representative of ELSEN, two representatives of the Inset Providers Coalition, two representatives from each teacher union, two representatives from the tertiary sector, one representative from each CDC and one governing body coalition representative.

The policy recognises all the following forms of INSET:

- Workshops, seminars and lectures
- Accredited and non-accredited courses of different duration
- Classroom-based work with individuals or teams of educators
- School-based and focussed work with whole staff, management staff and learning area groupings
- Material and curriculum development with educators
- Support for educators' involvement in conferences and professional associations
- Development of mentors, from both inside and outside schools, to work with pre-service and in-service educators
- Development of educators as internal change agents at their schools.

Good INSET has the following features:

General characteristics

- It is ongoing and linked to a development strategy
- It promises self-direction
- It develops educator and school ownership of and responsibility for INSET
- It is informed by the needs of educators, within a specific context
- It encourages educators to contribute to the shaping of the programme
- It is sensitive to the context in which it is being provided
- It keeps abreast of local and global educational developments
- It takes provincial policies into account and it is carefully planned
- It undertakes regular assessment which contributes to the improvement of the INSET
- It undertakes research to monitor the impact of the INSET.

Institutional development

- It supports institutional development and coherence
- It encourages educator, learner and community participation in school development
- It supports the development of leadership and management capacity in schools.

Individual educator development

- It supports the ongoing personal and professional development of educators
- It deepens understanding of theory and practice and makes connections between them
- It encourages educators to facilitate learners' empowerment and learning
- It encourages educators to interact.

Some of the role players in INSET provision are Provincial Education Departments, the school, educators and educator mentors, Higher Education Institutions, Non-governmental Education Organisations, and Educator Organisations.

The above INSET criteria, together with data from the needs analysis, informed the design of the in-service educator support programme described in this chapter.

4.3 THE DEVELOPMENT OF AN IN-SERVICE TRAINING PROGRAMME FOR A SPECIFIC TARGET GROUP

4.3.1 Introduction

As a result of the change brought about by educational transformation in South Africa, many more schools were allocated to the School Clinic. However, the staff complement at the Clinic remained the same. The limited treatment resources of this School Clinic, together with the educational realities in the clinic service area described below made the development of new ways of working imperative.

Rationalisation of teaching staff resulted in greater educator-learner ratios. Classrooms were overcrowded. The implementation of at least 10 years of compulsory education meant more learners were in the education system. As a result of the political system of the past a great number of them were environmentally deprived learners. Other challenges were that schools opened up and became accessible to all racial, ethnic, cultural, and language groups. These groups had divergent expectations, goals, values, attitudes and behaviour patterns and classroom educators found they lacked appropriate knowledge and experience to deal with such learner diversity. Educators often felt powerless to deal with the problems which learners brought to class and inadequate in the new roles thrust upon them. Furthermore, because of a shortage of special educators, direct supportive services became impossible and new strategies and structures in service delivery of educational support had to be devised.

These factors initiated the empirical needs assessment conducted by the School Clinic in 1996. **This needs assessment formed the cornerstone of the design and development of the educator support programme described in this chapter.**

4.3.2 A Needs-based departure

To meet the educators' needs identified in the needs assessment, the head of the School Clinic asked the Department of Educational Psychology and Specialised Education of the University of Stellenbosch to assist the clinic in the training of educators. The clinic wanted to bring about some structure, system or process to address the identified needs. It also wanted to cater for the increased number of schools by supplementing the limited human resources available at the School Clinic.

The following is a summary of the main problems identified in schools by the needs assessment:

- 58.1% of schools had a learner educator ratio that was above 1:36
- 22.7% of schools had a qualified special educational educator
- 75.6% of schools had a problem with parental involvement
- 79.7% of recognised that their learners had learning problems
- 75.4% of recognised that their learners had behavioural problems
- 51% of did not do strategic planning
- 91% required training in life-skills
- 61% believed that educator support professionals could contribute to increase educator morale.

The needs arising were directly related to the demands and expectations from developments such as the implementation of Curriculum 2005, Outcomes Based Education, and Inclusive Education.

On the basis of the needs assessment the School Clinic recommended that a **procedure (structure, system, process) with a team approach** be set up to address the problems identified. It was recommended that this procedure should include the staff from the Clinic, the area manager, principals and educators. This procedure should motivate principals to participate. It should also follow through value-orientated strategic planning. The suggestion was that the objectives of the in-service training programme should be to:

- Motivate staff to function in unity

- Encourage each school to determine its own identity and procedures
- Have a positive approach informed by the principles of transparency, flexibility, collaboration and consultation
- Have a multi-disciplinary team approach
- Be problem-solving orientated
- Promote own initiatives
- Advocate continuous support and openness.

The title of the programme was: 'Establishment of school-based support teams in primary schools in the School Clinic area: A holistic approach'.

4.3.3 Stakeholders

Stakeholders in this project were ABSA Bank, who were the sponsors of the programme; the Western Cape Education Department who had an interest in the success or failure of the in-service training of their staff; the Department of Educational Psychology and Specialised Education, University of Stellenbosch; and the Centre for Educational Development, University of Stellenbosch. The latter two departments were responsible for the development and the presentation of the programme.

4.3.4 Programme management and human resource base

The systems used to put the programme in place were the following:

Project leader: Prof. C.D. Cilliers and Dr. C.J. Ackermann. They were responsible for all arrangements through the Centre for Education Development, the University of Stellenbosch (CENEDUS). Their responsibility commenced once both parties had signed the contract.

Project co-ordinator: Ms E. Campher. In addition to being the co-ordinator Ms Campher was responsible for:

- The development of the programme content in conjunction with the project-leader and the head of the School Clinic
- The execution of the content of the program
- The co-ordination of all guest speakers, in alignment with the content of the programme
- The co-ordination of all operational functions for the project with the Head of the School Clinic, and the leader of the project
- Monitoring the programme delivery and its effect on participants.

Research co-ordinators: Dr C.J. Ackermann and Ms E. Campher were responsible for a final and detailed research report.

Administrative agent:

The Centre for Educational Development was responsible for:

- Drawing up and negotiating the final contract
- Administration of all facets of the project (including finances)
- Appointing a steering committee to monitor the project throughout
- Submitting a final report to the head of the School Clinic and the donor
- All correspondence, queries and negotiations.

Proposed programme (10 x 3 hour sessions = 30 hours)

17 March 1999	14:00-16:00	Information Session
14 April 1999	12:30-15:30	Session 1
21 April 1999	12:30-15:30	Session 2
28 April 1999	12:30-15:30	Session 3
5 May 1999	12:30-15:30	Session 4
12 May 1999	12:30-15:30	Session 5
19 May 1999	12:30-15:30	Session 6
26 May 1999	12:30-15:30	Session 7
28 July 1999	12:30-15:30	Session 8
4 August 1999	12:30-15:30	Session 9
27 October 1999	12:30-15:30	Session 10

4.3.5 The aim of the programme

The main aim of the project was the establishment of school-based educator support teams at the schools concerned within a holistic 'whole school' development approach. In accordance with the vision of the Western Cape Education Department, the project was aimed at the development of the competencies of educators. This would enable them to contribute to the development of each school as an effective learning organisation, capable of addressing both the diverse needs of its learners and the country's educational goals by means of effective leadership.

4.3.6 Formal contract-based stakeholder approach

The principals from the selected schools were given a brief introduction to the aims of the proposed in-service project during a one-day seminar presented by the Department of Educational Psychology and Specialised Education on 11 March 1999 (see Addendum E).

If they chose to become participants in the envisaged project they were subsequently requested to contact the head of the School Clinic. The head of the School Clinic then approached the Director of the Centre for Educational Development at the University of Stellenbosch where, after a formal contract had been drawn up and after approval by both parties, training could begin.

4.3.7 Participants and context

The principal and two staff members, from primary schools in the service area of the School Clinic and the Clinic staff were invited to attend the programme delivery. The names were sent through to the head of the School Clinic before or on 8 April 1999.

These educators were to be formally trained to establish and manage school-based support teams in their respective schools. At the Clinic staff were to liaise with these teams and offer on-going support. Teams were officially linked and in constant dialogue with each other according to detailed and structured procedures and guidelines, determined by themselves. The teams had the following responsibilities:

- Ensuring a stakeholder network (parents, teachers, local community, school clinic, churches and other professionals) for practical actions
- Focusing on pro-active measures to optimise learning and development for all learners (by empowering the classroom educators through school-based and district-based teams)
- Implementing effective, co-ordinated and responsible reactive strategies if and when necessary.

To ensure the success of these measures special and continual emphasis was placed on the empowerment of the educator as a mediator, modifier and change agent.

The programme was presented at the University of Stellenbosch in eleven sessions of three hours each (including the information session) over a period of seven months. The respective schools were classified in three groups according to the socio-economical environment in which they are situated (E-1, E-2 and E-3).

E-1: A, B, C, D, E and F

E-2: G, H and I

E-3: J, K, L, M, N, O, P, Q, R, S, T, U and V

4.3.8 Description, nature and framework of the programme

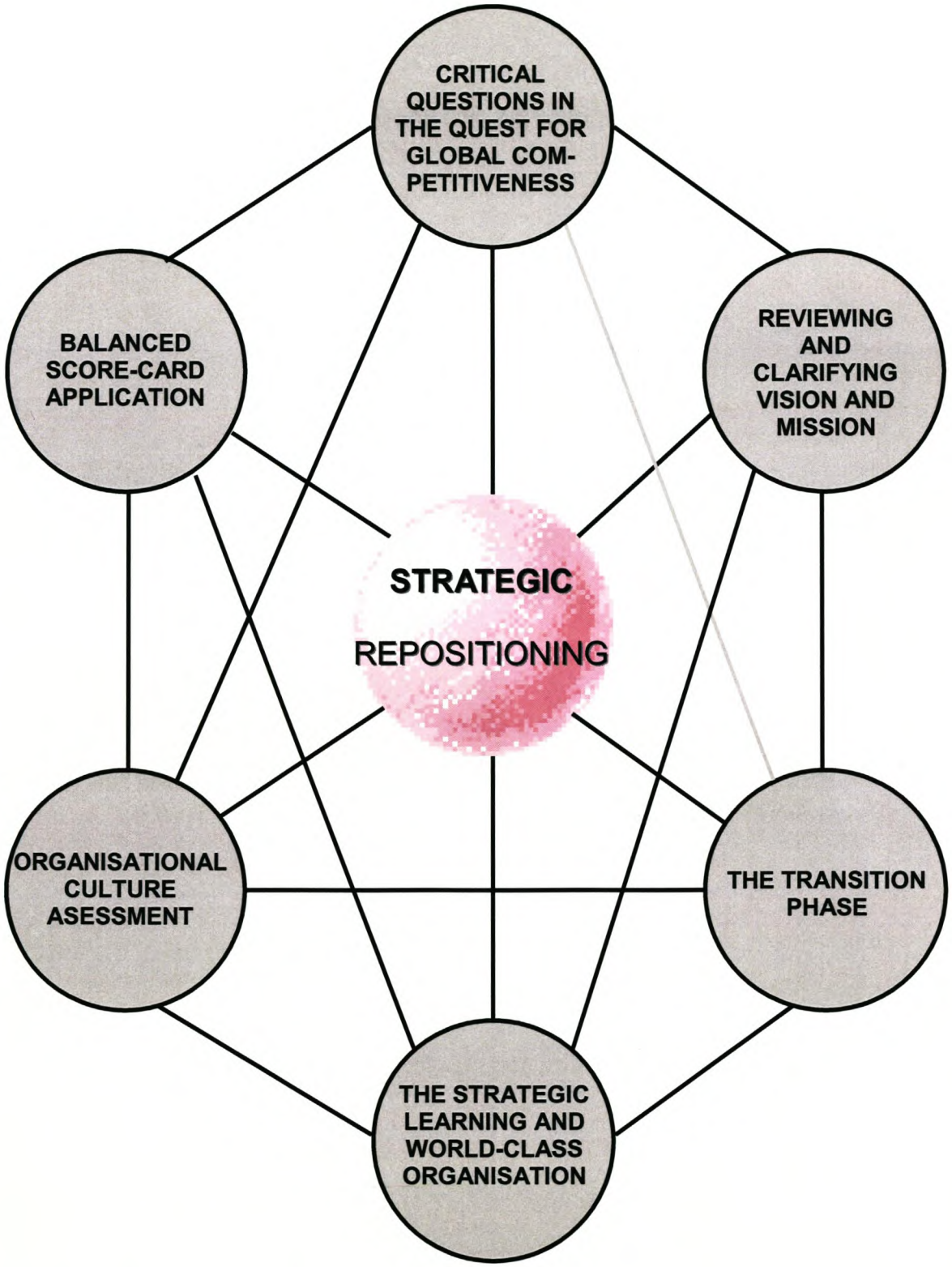
Social intervention can be described as structured (even programmatic) and more permanent social actions aimed at **changing** something in the social world for the better (Mouton *et al.*, 2001:73). The programme was conceptualised and designed to address the needs of a particular target group, the educators, principals of the primary schools in the School Clinic service area and the staff of the School Clinic. These needs (as described earlier Chapter 4; 4.3.2) determined the formulation of the programme goals.

The theoretical eco-systems framework and the literature review which feeds the design of this programme is described in detail in Chapters 1, 2 and 3 and serves as a basis for the concept of **whole school development** within a changing context, which implies a change in the whole environment that surrounds and contains the school. It involves redefining the school as a community learning centre with negotiated relationships with all stakeholders and requires that educational support respond to a school's holistic development plan. With the ideal school (an inclusive school) as the goal it is necessary to reposition strategically in terms of the purpose of education, the roles, skills and support of educators, educator support professionals and schools.

(See Figure 20: The strategic repositioning mind map)

(See Figure 21: The building blocks to strategic repositioning)

FIGURE 20: THE STRATEGIC REPOSITIONING MINDMAP



(Denton & Cambell, 1999)

FIGURE 21: BUILDING BLOCKS TO STRATEGIC REPOSITIONING

You get your "read it and put it away" guide. You get your "wish" book. THIS is a "**get down and do it**" guide. This guide can be the first step in the way to re-positioning your team/ institution for the **real** future and to make those critical decisions that will ensure becoming **truly** globally competitive.

USE THESE BUILDING BLOCKS AS THE CORNERSTONES OF THE REPOSITIONING PROCESS.

5.
Do not be judgemental, critical and biased.

Look first to yourself before trying to change others.

4.
Break away from the traditional, bureaucratic and time-wasting ways of over-controlling.
Ruling by fear creates resentment and mistrust.

3.
Lead by example and gain real trust and commitment.

Treat others, as you would want them to treat you.

2.
Use your EQ (Emotional Quotient to be empathetic, understanding and accepting of others.
Indifference towards people creates disloyalty.

1.
Listen to, and learn from the others in your team.

You are never too old to learn, or change.

(Denton & Cambell, 1999)

The programme was developed in four modules. These focus on the main areas which, according to the needs assessment posed problems. It was designed for independent use by a school as part of a professional growth programme and aimed to develop the competencies of the participants.

MODULE 1: Change, transition reviewing and clarifying vision and mission
MODULE 2: Leadership, teamwork and support
MODULE 3: Organisational change, learning organisation, organisational culture
MODULE 4: Application of programme content

4.3.9 Goals, objectives and rationale

South Africa is currently in a transitional phase in which many cultures have to learn to accommodate one another and co-operate meaningfully. The objective of the programme was to **assist the transition** from a segregated to an integrated community in a manner which is both educationally sound and perceived as beneficial to all. The programme was specifically aimed at the introduction of a school-based support system (team) for primary school educators who are ill-prepared to cope with diversity in the classroom and the effects of change in their lives. The overall objective of the programme was in accordance with the vision of the Western Cape Education Department to facilitate the development of each school as a **learning organisation,** capable of independent, responsible action in pursuit of the educational goals of the country.

In the light of the above, the main objective of the programme was to **empower** educators by developing their individual competencies. This would enable them to develop and maintain support structures and processes in the form of a school-based support team that would assist them in dealing with the everyday anxieties of teaching and learning.

The specific aims of the programme can be summarised as follows:

- Developing inter-personal awareness and leadership skills (motivation), Understanding change and its effects on individuals
- Understanding the school as an organisation and how to build a learning organisation
- Understanding support and teamwork (staff to work in unity)
- Designing a unique support structure for each school tailored for its unique needs (strategic planning skills).

The ideal was to sensitise educators to the new realities, to teach them skills and to **empower** them to integrate and **transfer** these skills to their own situations. The programme should be regarded merely as the first phase of comprehensive professional growth action. To achieve the programme objectives the following competencies needed to be developed:

4.3.9.1 Competency development

In order to fulfil the objectives of the programme, the content of each module was designed to develop the competencies of programme participants: analysis, applied learning, building partnerships, building working relationships, communication, facilitating change, adaptability, problem-solving, continuous support, leading through vision and values, strategic decision making, aligning performance with success, building successful teams, continuous learning, risk-taking, innovation, information monitoring, gaining commitment, flexibility, motivation, transparency, a positive disposition, consultation and collaboration skills, openness and initiative.

4.3.9.2 Rationale

Global systems of wealth creation change over time, influencing macro global changes to create new global economies. These require organisations to change in order to adapt to the changing market places. Education policy makers need to be responsible for the preparation of future generations so that they emerge as literate, articulate, technologically competent and economically active citizens who can work in modern democratic societies. It is imperative to investigate what kind of educational 'product' the future wealth creation system needs (see Chapter 3; 3.2.2).

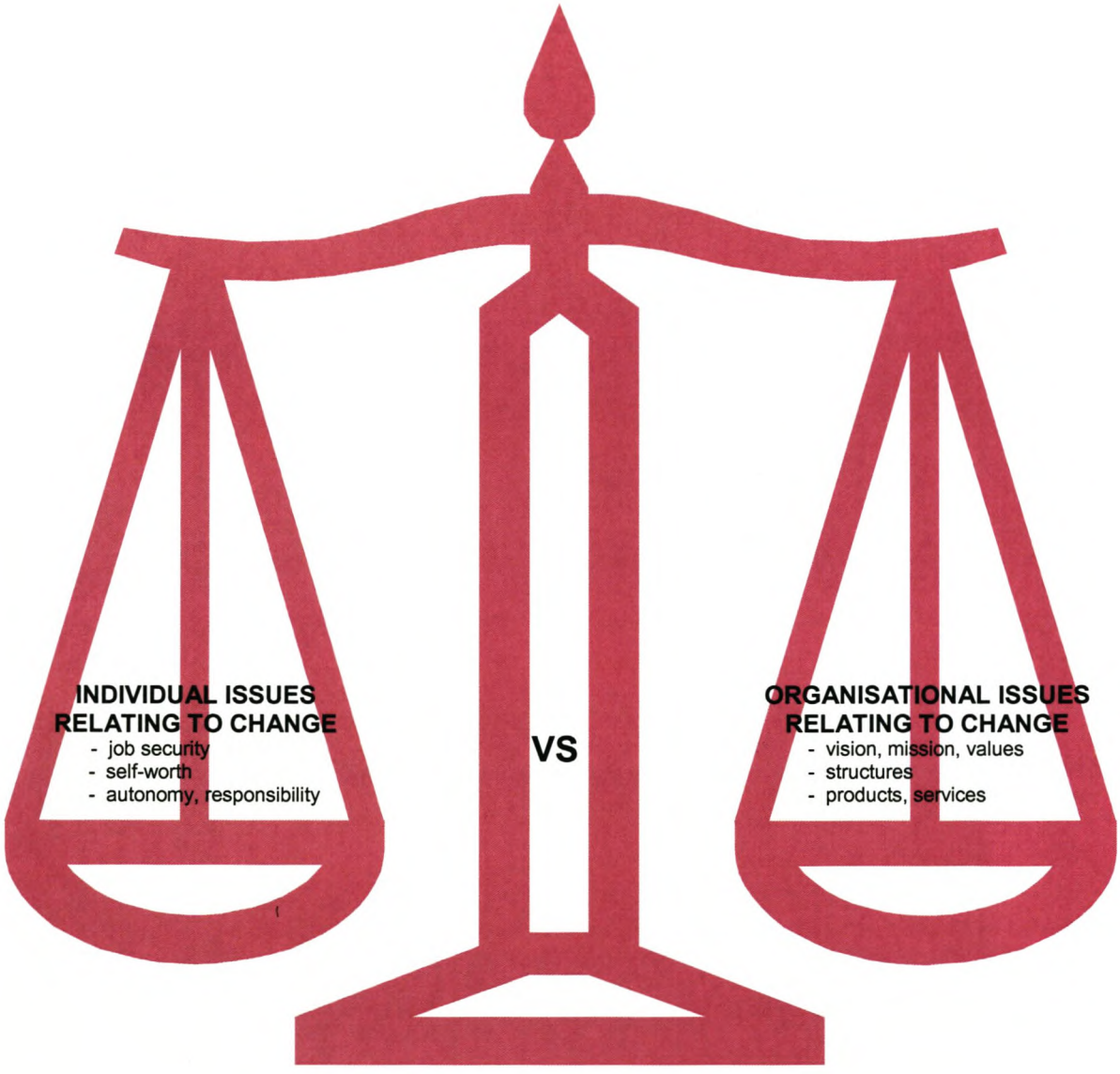
The South African government has implemented, through legislation and policies, changes that they think are necessary to equip South African citizens for the global economy and for a democratic society (see Chapters 1; 1.1 and 2; 2.1). This **educational transformation process** has had (and still has) a profound effect on the educational system, the school as an organisation and on the personal lives of educators since it **requires them all to accept change and transformation as a reality**.

External change puts individuals into uncomfortable internal processes, which they themselves need to understand to enable them to manage effectively the emotions and feelings that accompany change, and to maintain a certain level of productivity at work. This requires the organisation in which they work to take cognizance of these processes and to support them in their needs during these phases (see Chapter 3; 3.3.2.5).

Organisational development thus requires a **balance between organisational and individual issues to change effectively**, implying that organisations must put structures, systems, processes and procedures in place in order to sustain continuous change and support.

(See Figure 22: Balancing individual and organisational issues)

FIGURE 22: BALANCING INDIVIDUAL AND ORGANISATIONAL ISSUES



Balancing Individual and Organisational Issues

(Zimmerman, 1994)

Schools must become learning organisations. Managing such change requires an eco-systems approach to understand human complexity and a theoretical view of how people and organisations change (see Chapters 1; 1.3.2 and 3; 3.3).

In summary, a major premise underlying the planning and development of the programme is that effective whole school development should be based on principles such as the following:

- Individuals' personal acceptance of change and transformation as a reality
- Individuals' personal adaptation and commitment to the transformation process
- Strategic repositioning regarding educational objectives
- The development of skills in conflict management
- The development of leadership for the effective management of team functioning, change and school development
- The establishment of the support team in accordance with the needs and realities of each individual school.

The principles and viewpoints mentioned above explain why the content of the programme did not primarily focus on aspects such as the composition and functioning of the support structures as such, but on the important internal processes and skills on which school support should be based. Evaluation principles and practices were internalised in the programme delivery, and as such a contribution was made towards organisational development.

Therefore, this programme maintains that leadership skills, teamwork skills, self-esteem and support are the main issues to bring about and sustain systemic reform and to support educators in their ever-changing workplace. The programme was grounded on Albee and Ryan-Finn's (1993) maxim: to reduce any form of incidence it is necessary to concentrate on the development of coping skills (life skills, thinking skills and emotional skills), self-esteem and support, as was discussed in Chapter 1; 1.3.2.

4.4 PROGRAMME DESIGN AND CONTENT

4.4.1 Literature review and broad consultancy

Extensive national and international searches were undertaken to gain access to research and writings in this field and many prominent role-players were consulted. These views were synthesized to form a comprehensive view (as described in Chapters 1, 2 and 3) which underpins the design, development and delivery of this programme.

4.4.2 Developers' approach

As discussed in Chapter 1; 1.4, the design of the programme was based on certain approaches:

4.4.2.1 The role of transformative learning

Transformative learning means that learning should lead to change and that the individual is important in bringing about such change. Therefore, in the programme design, the developer recognises that schools stand to derive immense benefits from an in-service support programme that develops educator **leadership** and **team-building skills**, or the skills to share knowledge effectively and the skills to understand and adapt to new circumstances quickly and effectively. As discussed in Chapter 1; 1.3.3, the view is put forward that learning changes the way people perceive themselves and their experiences. This change in perception brings change in behaviour and this ultimately changes relationships and societies. The implication is that group, organisational and societal change comes about from individual change (Ascew & Carnell, 1998:71).

The researcher selected the specific components of this programme as they employ an integrated learning process (as discussed in Chapter 1; 1.3.3) in which learning is highly interactive, collaborative, co-operative, active and participative, drawing on each participant's experience and knowledge. An enthusiastic atmosphere of teamwork is enhanced by an imaginative approach to facilitate learning, drawing constantly on the cognition of participants to engage in their own meta-cognition, reflection and evaluation. (For a detailed description of this theoretical framework, see transformative learning in Chapter 1; 1.3.3).

4.4.2.2 Eco-systems approach

The developer's approach to whole school development takes cognizance of the systemic studies of organisational development and organisational change, as discussed in Chapter 3; 3.3. The theory as to how people and organisations change (discussed in Chapter 1; 1.3.3 and 3; 3.3) is framed by an eco-systems perspective (see Chapter 1; 1.3.2). It considers the interconnectedness of person-in-situation to context, best described in the following 'four human systems types' models: closed-, open-, random- and synchronous systems (Slobodnik & Slobodnik, 1998:1-14).

The first critical assumption is that no system is a pure type. A system is never just one or the other. The best systems have characteristics from each system type, and this gives them flexibility and cohesion.

- **The closed system**

Closed systems are hierarchical. There is strong loyalty, fear and authority and rank is considered important. Decision-making is from the top down. In such systems employees have been there for a long time: they marry the system, and there is secrecy, resistance to change and a lack of innovation. Many families and schools are examples of such closed systems. In such a closed system the organisation comes first, the individual is not respected and employees have to pay their dues and work their way up. Only in this way do they get recognition, authority and power.

In a disabled closed system, the leadership is not just strong and authoritarian but tyrannical and disempowering. In an enabling closed system, there is a clear chain of command, strong leadership, and efficient work processes with low error rates, predictable and cyclical goal settings, performance measures and effective performance management. There are many structures, and processes, and a great deal of accountability. Because these systems are very slow to change creative people working in them feel uncomfortable.

- **Random system**

This system is the direct opposite of the closed system. People are smart, energetic, innovative, free-thinking, creative, entrepreneurial and strong individuals who happen to be working together in a system. They do not necessarily want to work in an organisation. High tech companies are good examples of random systems. Competition in these systems is good. It is stimulating and sparks off innovation. Work is what is important, not the organisation. The organisation is a vehicle for developing technology.

In such random systems hierarchy is not respected at all and there is also resistance to authority. The system is influenced by the individual. The needs of the individual are respected and flexibility and responsiveness are high. However, there is a lot of conflict and closure and cohesion are hard to find. Random systems are crisis-orientated and they work in reaction. There is a great deal of duplication of effort because of a lack of cohesion and there is no mutual problem solving. People do not get together to make decisions, and if they do, nobody acts on them. Random systems become disabled when there is too much conflict.

- **The open system**

This system type suits most people but the skills required for such systems are complex and in short supply. The open system encourages the striving for empowerment, multiple perspectives, diversity, a flatter hierarchy, consensus and direct open communication. People listen to each other appreciate original ideas and thoughts, and value individual

responsibility and cross training. The open system, in its enabling form, incorporates anything that flattens the hierarchy and gets people to work together and reach consensus.

In a disabled open system people cannot make decisions. They have trouble reaching consensus because what passes for consensus is not consensus at all. There is much talk and no action because there is conflict about the role of power and leadership. In a systems model and in general systems theory, there is hierarchy. Certain matters are more important than others and things cannot be totally flat. While open systems have a flatter and possibly rotating hierarchy, there still is the need for leadership, especially the skills of team leadership.

- **The synchronous system**

The synchronous system has a deeply held belief, purpose or philosophy underlying it. People are in the system because they share a common belief system from which a sense of organisation grows. It brings a sense of enlightenment (represented in the eastern cultures such as Japan). Harmony, like-thinking, and a common vision naturally align the people in these organisations and therefore the characteristics of mission and vision in synchronous systems are used to create more harmony in other systems.

Every system type can contribute characteristics for balancing systems and sub-systems in organisational development and organisational change. A random system has autonomy, creativity and individuality and an open system has negotiation and collaboration. A closed system has hierarchy and organisation and a synchronous system has alignment.

The organisations (schools) that successfully make the transition are the ones that think about the culture they have, the culture they want to create and the skill sets they need in order to manage the transition. They seek a balance of the characteristics of the different types of systems. Balanced systems have complementary amounts of cohesion and flexibility. An important aspect of such systems is the concept of 'feedback loops' described in Chapter 1; 1.3.2. Negative feedback loops are found in closed systems, while positive feedback loops are found primarily in random systems. Open systems have a balance of positive and negative feedback loops, and in synchronous systems, the feedback loops are more subtle and often nonverbal.

In summary, the content of the programme attempted to address the following questions:

- How are current mental models of programme participants changed into ones that are more systemic in nature so that they can learn to look at the whole organisation and not just the part that needs to be fixed?
- How can a learning infrastructure be set up in schools?

- What sort of principles will guide the school as a 21st century organisation?
- What is needed to build a high-trust culture in a school?
- How can a school develop a sense of foresight about the direction in which it is heading?
- How will it create a meaningful vision and purpose, a goal that is uniquely its own?
- Is it the responsibility the organisation to give people a purpose in life?
- What will the new leaders look like who need to lead it into the 21st Century (Hargreaves, 1994:4)?

4.4.2.3 Development orientation

This programme was **development orientated** in that it had a general notion of ongoing development. This implied a long-term (over the seven month period of programme implementation) partnering relationship with participant educators and educational support staff, who were themselves engaged in ongoing projects such as the establishment of school-based support teams and organisational development such as contributing to building the school into a learning organisation.

Developmental programming called for developmental evaluation. Here the evaluator was part of the design team which helped to shape what was happening, both processes and outcomes, in an evolving, rapidly changing environment of constant interaction, feedback and change during the life cycle of the programme.

This developmental perspective is different from the traditional logic of programming in which goals are predetermined and plans are carefully made for achieving those goals. It included **participatory evaluation,** engaging the participants in goal setting, and in the monitoring of goal attainment, with the **understanding that goals are not fixed.** They were only for assessing progress, subject to change as learning occurred. The evaluator was part of a team collaborating, conceptualizing, designing and testing new approaches in a long-term, on-going process of continuous improvement, adaptation and intentional change in their respective schools.

Since the participants aspired to continuous progress, ongoing adaptation and rapid responsiveness they did not reach the state of stability required for summative evaluation. When participants articulated and clarified aspects of the process, this very awareness became an intervention and acted to change what they were doing. The programme and participants assume a world of multiple causes, diversity of outcomes, inconsistency of interventions and interactive effects at every level. One could not expect summative evaluation in the original sense of the word, as the expectation was of ongoing change and

development. This required **an evaluation approach that supports development and change** (Patton, 1997:103-110).

4.5 COMPETENCIES OF THE PROGRAMME DEVELOPER

To design a programme of this nature the programme developer needed to be able to do the following (Deloitte & Touche, 2000):

- **Decision making.** The developer had to be able to make balanced and sound decisions, based on the understanding of issues and problems, had to be able to evaluate the consequences of alternative solutions to questions or problems and select the most promising alternative. The developer had to have the skill to include others in decision-making processes, as warranted, in order to obtain good information, and to ensure buy-in and understanding of the resulting decisions.
- **Innovation.** The developer had to be able to assist by generating innovative solutions, trying different and novel ways to deal with problems and opportunities, challenging paradigms, identifying implicit assumptions in the way problems and solutions were defined or presented, and see alternative ways to view or define problems. The developer had to be able to draw upon multiple and diverse sources for ideas and inspiration, combining ideas in unique ways or making connections between disparate ideas, exploring different lines of thought, viewing situations from multiple perspectives. The developer had to have the ability to examine numerous potential solutions evaluating each before accepting any, thus developing solutions that addressed specific issues.
- **Quality orientation.** This involved accomplishing tasks by considering all areas involved, showing concern for all aspects, and accurately checking processes to ensure freedom from errors and omissions.
- **Strategic decision making.** The developer had to be able to obtain information, to identify key issues and relationships relevant to goals and visions, committing to a course of action to accomplish the goals, after developing alternatives based on logical assumptions, facts, recourses, constraints and values. She had to have the competency to gather information, to better understand issues, problems and opportunities, thus developing decision criteria which considers factors such as cost, benefit, risks, timing and buy-in. Selecting the strategy most likely to succeed. The developer had to have the ability to make sure that strategies were carried out, to monitor results and to make adjustments as needed.

- **Professional knowledge.** Having achieved a satisfactory level of technical and professional knowledge and skills, the developer had to keep up with current developments and trends in areas of expertise.
- **Work standards**. Setting high standards of performance for self and others, is as essential skill as assuming responsibility and accountability for successfully completing assignments, and tasks. The developer had to not impose standards of excellence but rather encourage participants to set their own and at the same time provide encouragement and support to others when they were accepting responsibility.

4.6 THE ROLE AND COMPETENCIES OF THE PROGRAMME FACILITATOR

As mentioned in Chapter 1; 1.4.2.7 the programme facilitator is seen as a change leader - leading the educator-participants to become change agents themselves in their respective schools. The facilitator of a programme can make or break a programme and therefore the programme facilitator had to have the following competencies as a prerequisite for the success of the programme (Deloitte & Touche, 2000):

- **Aligning performance for success:** The facilitator had to focus and guide others to accomplish work objectives.
- **Facilitating change:** The facilitator had to encourage others to seek opportunities for different and innovative approaches to address problems and opportunities, and facilitate the implementation and acceptance of change within the work place.
- **Follow-up:** The facilitator had to have the ability to monitor the results. She had to be able to consider the skill, knowledge and experience of the participants and the characteristics of the project.
- **Analysis:** The facilitator had to be able to identify key issues and relationships from a wide base of information. She had to also interpret and compare data from different cause-effect relationships and evaluate and appraise its feasibility and adequacy.
- **Applied learning:** The facilitator had to be able to assimilate and apply new job-related information in a timely manner.
- **Building a successful team:** The facilitator had to be able to build a cohesive team, using appropriate methods and a flexible interpersonal style to facilitate the completions of team goals.
- **Building partnerships:** The facilitator had to be able to identify opportunities and take action. In addition she had to build strategic relationships within teams, departments, and organisations in order to achieve the goals.

- **Building working relationships:** The facilitator was responsible for developing and using collaborative relationships to facilitate the accomplishment of goals.
- **Communication:** The facilitator had to be able to convey information and ideas clearly to individuals in a manner that engaged the audience and helped them understand and retain the message.
- **Continuous learning:** The facilitator had to create an environment for continuous learning, actively identifying new areas, regularly creating and taking advantage of learning opportunities, using newly gained knowledge and skills on the job and learning through application.
- **Contributing to team success:** The facilitator had to actively participate as a member of a team and strive towards the completion of goals.
- **Customer focus:** The facilitator had to make participants and their needs a primary focus and develop and sustaining productive relations with them.
- **Strategic decision-making:** The facilitator needed to obtain information, and identify key issues and relationships relevant to long-term vision and goal setting. The facilitator had to help plan a course of action to accomplish the long-term goal after developing alternatives based on logical assumptions, facts, resources, constraints and values.
- **Developing others:** The facilitator had to have the competency to plan and support the development of individuals' skills and abilities so that they could fulfil current or future roles and responsibilities more effectively.
- **Energy:** The facilitator had to consistently maintain high levels of activity and productivity in order to motivate others.
- **Formal presentation:** The facilitator needed to present ideas effectively. This included nonverbal communication and the use of verbal aids to the group. She had to be able to deliver presentations suited to the characteristics and needs of the audience, and define goals clearly. Such presentations needed to follow a logical sequence and she had to listen and respond to questions and objections. She had to also involve the audience by soliciting questions and input and summarising the main ideas, calling on the audience to take action or make decisions where appropriate.
- **Gaining commitment:** The facilitator had to be able to gain commitment by using appropriate interpersonal styles and techniques to gain the acceptance of ideas or plans and by modifying her own behaviour to accommodate tasks, situations, and individuals involved.

- **Impact:** The facilitator needed to create a good impression, command attention and respect. She had to appear confident and maintain a professional image at all times. She needed to remain calm and respond openly and warmly when appropriate, always speaking in a self-assured tone of voice.
- **Information gathering:** The facilitator needed to have the ability to gather all possible relevant information for problem solving and decision-making purposes. She had to consult widely, probe for facts, stay alert to potential problems and consult other appropriate information sources.
- **Initiating action:** The facilitator had to be proactive, take prompt action to accomplish objectives sometimes beyond what is required.
- **Information monitoring:** The facilitator had to set up ongoing procedures to collect and review information needed to manage an organisation or ongoing activities within it.
- **Problem-solving:** The facilitator had to have the ability to thoroughly and accurately identify, define and analyze a problem, in order to select the most appropriate course of action once alternatives had been generated and assessed in terms of practicality, effectiveness and implications.
- **Quality orientation:** The facilitator had to be able to accomplish tasks by considering all areas involved, no matter how small. She had to show concern for all aspects of the job, accurately checking processes and tasks and being watchful over a period of time.
- **Risk-taking.** The competency of risk-taking involved initiating action that resulted in a recognised benefit, or advantage, when potential negative consequences are understood.
- **Technical and professional knowledge:** The facilitator was expected to have a satisfactory level of technical and professional skill or knowledge in position-related areas, and had to keep up with current developments and trends in areas of expertise.
- **Stress tolerance.** The facilitator had to be able to maintain stable performance under pressure or opposition and handle stress in a manner that is acceptable to others and to the organisation.
- **Innovation:** The facilitator had to be able to generate innovative solutions in work situations. She had to always try different and novel ways to deal with work problems and opportunities.
- **Leading through vision and values:** The facilitator had to be able to keep the vision and mission of the programme at the forefront of associate decision-making and action.

- **Planning and organising:** The facilitator had to be able to establish courses of action for self and others to ensure that work is completed efficiently.
- **Tenacity:** This competency involved staying with a position or plan of action until the desired objective was obtained.

The content of the programme was facilitated by experts.

4.7 THE EVALUATION PROCESS

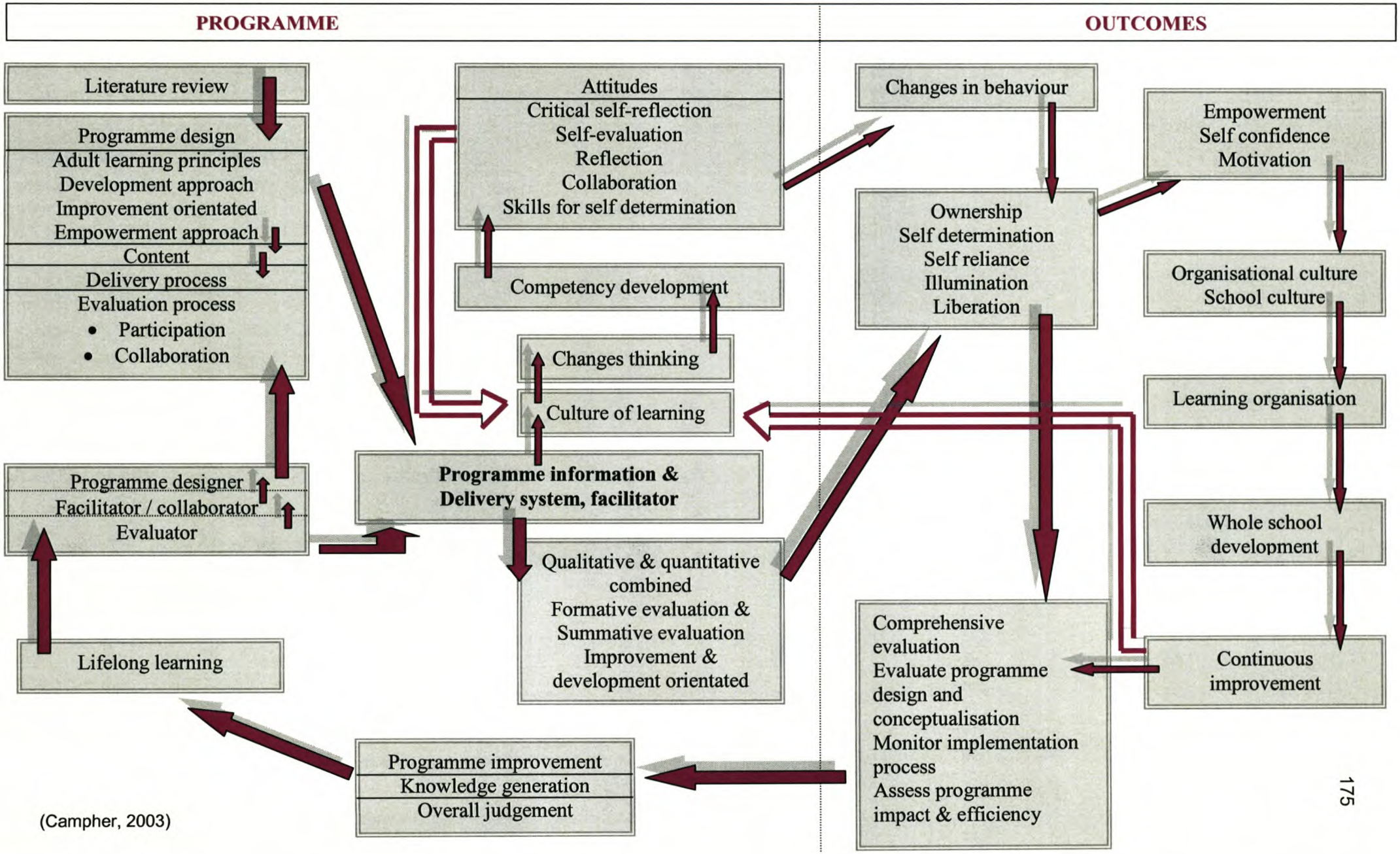
(See Figure 23: The evaluation process)

Programme effectiveness was increased by including the evaluation process as an outcome. Therefore, the design of this programme **integrated data-collection** into the programme delivery to support, reinforce and strengthen the intervention. This process of on-going evaluation actively involved participants in all aspects of evaluation and was conducted while the programme was being implemented. Although the problem was identified and research explored an intended intervention, the realisation existed that the outcome would be different for different participants (Mouton *et al.*, 2000:90).

The developer took into consideration that people do not only learn from experience but also **from reflection on experience, in other words self-evaluation.** In all the session-evaluations, attention was given to developing the evaluation logic and skills of participants. Learning was therefore made intentional and purposeful. Learning occurred during the evaluation process and the impact of the evaluation process on participants was often longer-lasting than the findings of the results. Such learning was expected to have an influence on thinking and behaviour, attitudes, focus, reflection, programme culture, collaboration and co-operation through the development of participant competencies (Patton, 1997:90-96).

The process of engaging participants in evaluation and reflection implied participation and collaboration, which developed the discipline of evaluation reasoning to include the skills of leadership, problem identification, criteria specification, data-collection, self-efficacy, analysis, networking and interpretation, thus creating a sense of ownership. This participatory approach combined **social investigation, education and action** with the ultimate purpose of engaging broad community and social change (Whitmore, 1988; Patton, 1997:100).

FIGURE 23: EVALUATION PROCESS



(Campher, 2003)

Taking into consideration that whole school development affects the whole community, the design of the programme included the development of the skill of self-reliance, which is what development is all about. Seen in this light, active participation in evaluation and self-evaluation was viewed as a means of creating a learning organisation with an organisational culture, that is committed to on-going learning internalising evaluation principles and practices. Therefore, evaluation was included in the design of the programme planning as an on-going process internalised in the system to create the opportunity for support building. Organisational development consultants advise on and facilitate a variety of change processes, including solving communications problems, conflict resolution, strategic planning, leadership development, teamwork, human resources, diversity training, shaping organisational culture, organisational learning and defining mission and vision. The methods they use as a basis for problem-solving include action research, organisational surveys and evaluation (Patton, 1997:103-110).

The process of evaluation supported change in schools by getting participants engaged in reality testing, helping them think empirically, with attention to specificity and clarity, and teaching them the methods and utility of data-based decision-making. Evaluation can be viewed as one approach on the extensive list of organisation development approaches. Its niche is defined by its emphasis on reality testing. This is based on systemic data collection for improvement, judging merit and worth, or generating knowledge about effectiveness (Patton, 1997:103-110).

An empowering **outcome** of participatory evaluation is the **forming of effective groups for collective action and reflection**. Bringing participants together to create support and identify ways of evaluating (reality testing) goal attainment is a process of community development. It has an impact on the group's collective identity and skills in collaborating and supporting each other. Programme participants learn to continually assess their progress toward self-determined goals and to reshape their plans and strategies according to the assessment. The programme fostered self-determination generated illumination and generated and actualised liberation.

Empowerment outcomes in this programme refer to making empowerment operational. When concerned with **individuals,** outcomes included **situation-specific perceived control, skills and proactive behaviour**. When studying **organisations**, outcomes include **organisational networks, effective resource acquisition**, and policy leverage (Fetterman *et al.*, 1996a:4-6, 16, 17; Patton, 1997:100; Mouton *et al.*, 2000:71).

4.7.1 Criteria for the evaluation of the programme

The following aspects of expected outcomes (competency development) of the participants were to be evaluated (Deloitte & Touche, 2000)

Adaptability

This implies maintaining effectiveness when experiencing major changes in life and work environments, adjusting effectively to work within new work structures, processes and requirements.

There are observable **key actions** which indicate whether the participant's adaptability has in fact developed. These were:

- **Understanding of change;** the logic basis for change, actively seeking information about new work situations, and
- **Their approach to change;** treating new situations as opportunities for growth, focussing on the beneficial aspects of change, and speaking positively about change to others.
- **Behaviour adjustment;** trying to deal effectively with changes in the work environment, trying new approaches appropriate for new or changed situations, and not persisting with ineffective behaviours.

Aligning performance for success

This competency requires a person to be able to focus and guide others to accomplish work objectives.

The **key actions** of a person with this competency can be described as:

- Setting performance goals: This implies working collaboratively with colleagues to set meaningful performance objectives, and identifying strategies for evaluating these performance goals.
- Establishment of approach: The question is whether there been working collaboration with colleagues in order to identify the behaviours, knowledge, and skills required to achieve goals, and also identify specific behaviours, knowledge and skill areas in order to focus on evaluation.
- Creating a learning environment: This involves providing help in order to secure resources required to support development efforts, ensuring that opportunities for development are available, and individuals need to be helped to overcome obstacles to learning.

- Collaboratively establishing development plans: This is concerned with observation of or providing facilitating opportunities such as training workshops, etc. that will help individuals achieve goals their goals.
- Tracking performance: This involves implementing a system or techniques to track performance against goals and to facilitate the acquisition of appropriate behaviours, knowledge and skills.
- Evaluating performance: This suggests holding regular discussions about progress towards goals and reviewing performance, goals, behaviour, knowledge and skill areas.

Analysis

This competency refers to the ability to identify key issues and relationships from a wide base of information, to interpret and compare the data from different cause-effect relationships and to evaluate and appraise feasibility and the adequacy thereof.

The observable **key actions** manifested by this ability are:

- The identification of issues, problems and opportunities and the decision as to what actions are needed
- Interpretation of information: Integrating information from a variety of sources, detecting trends, associations and cause-effect relationships.
- Organisation of information and data: Identifying and explaining major trends, problems and causes, comparing and combining information to identify underlying issues.
- Evaluation strategies: the generation and consideration of options for actions to achieve goals or visions.
- The establishment of implementation plans: the identification of key tasks and resources needed to achieve objectives.

Applied learning

This refers to the ability to assimilate and apply new information in a timely manner.

The **key actions** demonstrated by a person with this ability are:

- Active participation in learning activities
- the acquisition of knowledge
- understanding or skills and the
- application of this new knowledge or skills.

Building a successful team

This competency requires a person to use appropriate methods and a flexible interpersonal style to facilitate the building of a cohesive team, which in turn leads to the achievement of team goals.

This competency is demonstrated in the following **key actions**:

- Modelling of commitment: the demonstration of personal commitment to the team.
- Informing others on team: sharing important and relevant information with the team.
- The involvement of others: listening to and fully involving others in team decisions and actions giving recognition and use to individual differences, values and talents.
- The development of structure: helping to clarify roles and responsibilities of team members, ensuring the necessary steering or support functions are in place.
- Developing direction: ensuring that the purpose and importance of the team is emphasised and clarified, guiding the setting of specific and measurable team goals and objectives.

Building partnerships

This competency requires identifying opportunities and taking action to build strategic relationships between areas, teams, departments, or organisations to achieve goals.

The **key actions** of a person with this competency would be the:

- Identification of partnership needs: Analysing the organisation in order to identify relationships that should be initiated or improved in order to attain the organisation's goals.
- Exploration of partnership relationships: exchanging information with potential partner areas to clarify partnership benefits and potential problems, thus collaboratively determining the scope and expectations of the partnership so that both areas' needs' can be met.
- Formulation of action plans: Collaboratively determining the courses of action needed to realise mutual goals, and to facilitate agreements on each partner's responsibilities and required support.

Building working relationships

Developing and using collaborative relationships to facilitate the accomplishment of work goals are the requirements of this competency.

The observable **key actions** of a person with this ability can be described as:

- Seeking opportunities: Proactively trying to build effective working relationships with other people.
- The development of other's and own ideas; The subordination of personal goals; placing higher priority on team goals than on own goals.
- Facilitation of agreement: Gaining agreement from partners to support ideas and to take partnership-orientated action, using sound rationale to explain the value of actions.

Communication

The competency of communication requires information and ideas to be clearly conveyed to individuals or groups in a manner that engages them and helps them understand and retain the message.

- The **key actions** of a good communicator would be the:
- Organisation of communication: Clarifying purpose and importance, stressing the major points and following a logical sequence.
- Ensuring understanding: seeking input from others, checking understanding, and presenting the message in different ways to enhance understanding.
- Comprehension of communication from others: Attending to messages from others, correctly interpreting messages and responding appropriately.

Continuous learning

This involves actively identifying new areas for learning, regularly creating and taking advantage of learning opportunities, using newly gained knowledge and skills in the workplace, and learning through application.

The **key actions** of a person who has the competency of continuous learning are the:

- Application of knowledge or skill: Putting new knowledge, understanding, or skill to practical use, encouraging learning through trial and error.
- Risk taking in learning: Putting self in unfamiliar or uncomfortable situations in order to learn, asking questions at the risk of appearing foolish, and taking on challenges or unfamiliar assignments.

Facilitating change

This competency entails encouraging others to seek opportunities for different and innovative approaches, to address problems, and opportunities, to facilitate the implementation and acceptance of change within the workplace.

The **key actions** of a person with the competency to facilitate change can be described as:

- Encouraging boundary breaking: encouraging associates to question established work processes or assumptions, to ask 'why' until the underlying cause is discovered, involving stakeholders in continuous improvement actions and alternatives.
- Valuing sound approaches: consistently remaining open to others ideas, and supporting and using these ideas to solve problems and address issues.
- Addressing change resistance: helping others to overcome resistance to change, showing empathy with people who feel loss as a result of change.
- Managing complexity and contradictions: reducing the impact of complexity, contradictions and paradoxes, clarifying direction and smoothing the process of change.

Gaining commitment

This competency requires using appropriate interpersonal styles and techniques to gain acceptance of ideas or plans. Modifying ones' own behaviour to accommodate tasks, situations, and individuals involved.

The observable **key actions** of a person who can gain commitment are that they:

- Open discussions effectively: describing, goals, requests, describing future states in a way that provides clarity and excites interest.
- Develop others' and own ideas: presenting own ideas, seeking and developing the suggestion of others' ideas.

Information monitoring

The competency of information monitoring requires setting up ongoing procedures to collect and review information needed to manage an organisation or ongoing activities within it.

The **key actions** of a person who can monitor information are that he/she can:

- Review data: collecting and reviewing data to anticipate needs and make necessary adjustments to staff and processes.

- Develop monitoring systems: establishing systems, processes and structures with minimal interruption for other organisational processes, that provide pertinent information.

Innovation

The competency of innovation requires the generation of innovative solutions in work situations, trying different and novel ways to deal with work problems and opportunities.

The **key actions** demonstrated by this competency is that the person:

- Challenges paradigms: this implies seeing alternative ways to viewing or defining problems without the constraints of others thoughts or approaches.
- Leverage diverse resources: ideas and inspiration can be drawn from multiple and diverse sources.
- Thinks expansively: combining ideas in unique ways to make connections, seeing alternative ways to view or define problems, brainstorming multiple approaches to solutions.

Leading through vision and values

This competency requires that the person keeps the organisations vision and values at the forefront of associate decision making and actions.

The **key actions** of this competency is that the person:

- Communicates the importance of the vision and values: This implies helping others to understand the organisations vision and values and the importance thereof.
- Motivates others to action: The vision and values must be translated into day-to-day activities and behaviours, involving the guidance and motivation of others to take actions that support the vision and values.

Problem solving

This competency requires the ability to thoroughly and accurately identify, define and analyse a problem with a view to select the most appropriate course of action, once alternatives have been generated and assessed in terms of particularity, effectiveness and implications.

The observable **key actions** of a good problem solver can be described as:

- Generating alternatives: creating relevant options for addressing problems/opportunities and achieving desired outcomes.

- Choosing appropriate action: criteria must be formulated with a view to making clear decisions. Options should be evaluated considering implications and consequences.

Risk-taking

This competency involves initiating action that tries to achieve a recognised benefit or advantage when potential negative consequences are understood.

The **key actions** of this competency is that the person:

- Actively seeks opportunities: the pursuit of situations or opportunities that can lead to either substantial benefit or significant negative consequences.
- Calculates risks: the gathering information to understand the probability of success, benefits of success and consequences of failure.
- Commits to action: the initiation of action, despite uncertainty of outcome, and the willingness to accept the consequences of failure.

Strategic decision making

Obtaining information and identifying key issues and relationships relevant to a long-range goal or vision, committing to a course of action to accomplish a long range goal or vision after developing alternatives based on logical assumptions, facts, resources, constraints and values are the abilities required by the competency of strategic decision making.

The **key actions** of a strategic decision maker are the following:

- The gathering of information: involves identifying the need for, and collecting information to better understand issues, problems and opportunities.
- The selection of strategies: developing decision criteria, which take into account all factors and then selecting the strategy, which is most likely to succeed.
- The execution of plans: making sure strategies are carried out, results are monitored and making the necessary adjustments.

4.8 THE PRINCIPLES

The principles followed in the design of this programme are:

- Attempts were made to ensure that all data were understandable and meaningful to participants;
- The sessions were managed around competency development, specifying intended uses to provide and generate shared commitments to results and increase responsiveness;

- The facilitator (who was also the evaluator) became a collaborator, an evaluator, and a learning resource, recognising and valuing participants' perspectives and expertise, working with them to help them to recognise and value their own and each other's expertise. The participants were decision makers and evaluators; The facilitators function was also to get the participants to work together as a group and to support this group towards group cohesion and collective inquiry as well as involving the participants in learning evaluation logic and skills, e.g. goal setting, establishing priorities, focusing questions, interpreting data, data-based decision making and connecting processes and outcomes (Fetterman, *et al.*, 1996a:5; Patton, 1997:103-110).
- The **evaluator's primary function** in the team was to elucidate team discussions with evaluative questions, data, and logic and to facilitate data-based decision making. The evaluator had to be committed to improving the intervention by using evaluative approaches to facilitate ongoing development. The role of the evaluator involved a degree of engagement that went beyond the independent data collection and assessment of traditional evaluation functions. The role became more developmental, as the lines between evaluation and development became blurred when working in collaborative teams. What the evaluator lost in conceptual clarity and purity, with regard to a narrow definition of evaluation, was gained in appreciation for evaluation expertise in the role played in the design and programme improvement based on cumulative knowledge. The costs and benefits of such a role were openly acknowledged and carefully assessed. As the evaluation unfolded, the programme designer maked adjustments based on dialogue about what was 'desirable', (which is situational) and was always open to change. The feedback and data received after each session was reviewed, by Ms E. Campher, Prof. Cilliers and Dr Ackermann to ensure that the next planned session addressed the identified needs of participants
- Participation was real. The participants made major focus and designed decisions, and drew and applied their conclusions in module 4 of the programme (Fetterman *et al.*, 1996b:5; Patton, 1997:103-110).

4.9 IMPLEMENTATION STRATEGY

The implementation strategy of this programme integrated the Eight-Stage process of Creating Major Change, suggested by Kotter (1997); and the Commandments for Implementing Change, by Jick (1991:3, 4), as discussed in Chapter 3; 3.4. It is important to note that the competencies of the programme facilitator were of utmost importance for the successful implementation of the programme content. The various stages are:

Stage 1: Establishing a sense of urgency

This stage was initiated in the information session to principals, staff from the Western Cape Education Department and the School Clinic, and in the design of Module 1. However, it must be seen as a continuous process covered in all four Modules of programme content. **Disengaging from the past is critical, to awaken participants to a new reality**. The structures and routines in the school that no longer worked in the new reality, needed to be identified and isolated, and new strategies needed to be developed. In order to create a gradual, non-threatening participative implementation process, and a better understanding of the process of change, the facilitator had to inform participants about the dynamics of change, including the pretext, substance, nature, barriers and conditions, as well as the profile of a successful changer, as discussed in Chapter 3; 3.2 and 3.3.2.4.6.

A **sense of urgency** was established in the following ways:

- **Examining and analysing why schools and educators needed to change.** Attention was given to establishing the organisation's/school's historical barriers to change - as these problems would most likely continue – once identified the facilitator could draw the participants' attention to these barriers, so that they could be dealt with.
- **Identifying and discussing the crises and potential crises** that the current South African educational change process had had on both educators (the change cycle and the transition phase) and the school as an organisation. The facilitator had to investigate the future of education and discuss where educational policies were leading. She and the participants discussed the values of an ideal school, and how the ideal school functioned as an 'inclusive school'. In this manner the facilitator led participants to create a new vision for their respective schools. The strengths, weaknesses, opportunities, threats, culture and operation of each school within its environment were discussed because these factors influence how the school would adapt to the changes that its vision of the future proposed.
- **Investigating current visions and missions and whether they were** aligned with current and emerging policies (if not new visions and missions needed to be built by the

respective schools). This reflection on the philosophy and values of the school, and the articulation of what they hoped to become, contributed to the building of a new-shared vision. Uniting the entire organisation behind a shared vision served to guide behaviour because educators now all understood the implications thereof for their own teaching practices.

The teaching methodologies used in stage 1 were presenter-led presentations, interactive group discussions, diagnostic questionnaires, self-reporting measures and workshops, suited to adult learners. The facilitator of the programme considered the following strategies: care was taken to explain the programme fully and presentations were handled in such a way that there was enough time for discussion. Each session began and ended with the completion of diagnostic questionnaires, this process guided participants in the practice of reflection and self-evaluation and included the evaluation process as an outcome.

Stage 2: Create the guiding coalition

A guiding coalition was created by targeting a group of educators, principals and staff from the School Clinic as a group with enough power to lead the change (the establisment of school-based support teams) in their respective schools. The criteria for selecting these educators are discussed in Chapter 5; 5.4.1. A **change effort must have broad-based support throughout the school**, and should include support and acceptance from the recipients of change (the educators) in order for it to succeed. Leadership alone cannot bring large-scale change. This stage was addressed in the programme design of all four modules of the programme.

The programme was designed to develop **leadership skills and teamwork,** as these are critical ingredients needed to inspire and drive change, and to motivate people to embrace and strive for the realisation of new visions. The programme encouraged the leadership role to be shared. Change leader 'teams' have the advantage of combining multiple skills, which is what is needed for a strong, effective implementation plan to establish a school-based support team. The participants were encouraged to identify individuals or groups in their schools who had the same commitment to this change effort as themselves and with whom they could share the programme content with. This created broad-based support for the change process throughout the school. The commitment of colleagues is imperative for the successful transfer of programme content to schools.

The teaching methodologies used in this stage were presenter-led presentations, interactive group discussions, action learning, self-reporting, workshops and diagnostic questionnaires.

Stage 3: Developing a vision and strategy

The development of visions and strategies to accomplish new visions was initiated in Stage 1. Module 2 specifically addressed the development of strategies through the establishment of school-based educator support teams. However, each school had its own unique circumstances and therefore had to develop its own unique strategy to address its unique problems. These strategies had to be translated into action plans. Module 4 was specifically designed to allow for the translation of these strategies into action plans. The plans had to be staggered to avoid employee burn-out. They needed to be kept simple and flexible, as rigid planning could lead to paralysis, indecision and collapse, while overly ambitious, or too detailed plans could be demoralising in any change initiative.

The teaching methodologies used in this stage included presenter-led presentations, small group discussions, workshops, self-reporting, action learning and diagnostic questionnaires.

Stage 4: Communicating the change vision

Communicating the change vision was considered important throughout all four modules. The competencies of the programme facilitator were the most important tools for the success of this Stage, because the involvement and trust of participants needed to be gained. A programme facilitator is expected to use every means possible to communicate the new vision as clearly as possible, always reminding participants of their goals and objectives. However, real communication requires dialogue. Therefore the programme facilitator needed to be able to listen and respond to concerns, resistance and feedback from all levels so as to gain a greater understanding of what this change effort meant to the participants and how it affected them.

The participants were expected to translate the new values and principles developed in the programme into their daily lives at school. In other words, they had to model the behaviour that they expected from their colleagues. This gave them a personal stake in the outcome of their transformation effort. The programme content prepared participants for both the positive and negative effects of their efforts and how to deal with them.

The teaching methodology used was that the presenter had at all times to set an example by modelling these skills during the presentation/implementation.

Stage 5: Empowering broad-based action

The design of the programme empowered broad-based action in all the Modules, but was specifically addressed in Module 3. Obstacles to the new vision had to be identified and alterations made to the status quo in order to create the right environment for the

establishment and implementation of new systems, mechanisms and structures to support the new vision.

The programme required schools to become learning organisations. The programme content therefore, made information available for educators to understand the school as an organisation. This included understanding the school's identity, culture, strategy, structures and procedures, human resources and technical support, so as to have some indication of the implications and magnitude of whole school development. In addition the important roles that the disciplines of a learning organisation, and the organisational culture played in organisational change were also explained. The disciplines of a learning organisation were therefore integrated throughout the design of the programme, involving personal mastery, mental models, vision sharing, team-building and systems thinking as discussed in Chapters 1; 1.3.2 and 3; 3.3.2.4.

The programme facilitator encouraged participants to take risks, accept non-traditional ideas, activities and actions, and participate actively. This ensured ownership of these new ideas. Each school was required to develop its own interpretation of the programme content and plans for training, workshops and reward systems to achieve its new vision.

The teaching methodologies used in this Stage included presenter-led presentations, interactive group discussions, questionnaires, self-reporting measures and workshops.

Stage 6: Generating short-term wins

The underlying approach to the programme design included the generation of short-term wins. This Stage depended on the competency of the programme facilitator to create situations in which participants who make progress, were visibly recognised and rewarded.

The teaching methodology used in this Stage was action learning.

Stage 7: Consolidating gains and producing further change

This Stage was based on the principle that as success is experienced, so credibility will increase. In this way changes to all systems, structures and school policies that do not fit the transformation vision can be initiated. This stage was specifically addressed in Module 4. Participants were encouraged to set up their own structures and procedures for staff development with regard to the training needed to establish a school-based support team. Once the team approach was working for certain issues it could be extended to new projects and themes.

The teaching methodology used in this Stage involved action learning and interactive group discussions.

Stage 8: Anchoring new approaches in the culture

All four modules incorporated the anchoring of new approaches in the culture. These new approaches were ultimately manifested as part of the action plan for each school and included means of ensuring leadership development and succession. Better performance was created when educators were learner orientated and adhered to productivity-orientated behaviour. Better leadership, and more effective management are the elements articulating the connections between new personal behaviour and school/organisational success.

The design of this programme adhered to the criteria for in-service training of educators in South Africa, as discussed in Chapter 4; 4.2. Careful consideration was given to ensure that the programme promoted personal and professional growth, as well as ensuring growth in the school and, ultimately, in the society.

4.10 PROGRAMME STRUCTURE

To ensure the development of the participants' competencies required by the programme objectives, the structural plan divided the programme content into four modules:

MODULE 1
CHANGE - TRANSITION PHASE: REVIEWING VISION AND MISSION

CONTENT	TEACHING METHODOLOGY	LEARNING OUTCOMES	COMPETENCY DEVELOPMENT
CHANGE cycle Change Reader • Pretext • Substance • Process • Nature • Barriers Transition Conditions for successful change Profile of a successful changer Managing change Rethinking the future Educational change The ideal school	Presenter-led interactive group discussions Diagnostic questionnaire & group discussions, as well as debrief Presenter-led presentations	• Insight into the dynamics of change • Managing the process of systemic change • Appreciation of what it takes to be leading change • Implications for individuals leading change • Insight into challenges that lie ahead • Determining under-currents and waves of resistance • Understanding the need to change • Preparing effective schools for all • Building a shared vision • Insight into role and purposes • Evaluation logic and skills • Eco-systems perspective • Shift to a new paradigm	Facilitating change Adaptability Flexibility Aligning performance with success Continuous learning Gain commitment Leading through vision and values

MODULE 2 TOOLS: LEADERSHIP, TEAMWORK, SUPPORT			
CONTENT	TEACHING METHODOLOGY	LEARNING OUTCOMES	COMPETENCY DEVELOPMENT
Support Implementing change Leadership Teamwork	Presenter-led interactive discussions Workshops Group discussions and feedback Presenter-led presentations Questionnaires VIDEO Action learning	• Support needs to fit into school's development plan • Different support structures • Collaboration skills • Individual's insight into his/her role and purpose • Facilitation skills • Problem-solving skills • Evaluation logic and skills • Understanding effective teamwork, and building high-performance teams • Managing quality • Appreciation of organisational and personal development • Insights into what a leader should be today • Understanding characteristics of successful leaders	Facilitating change Adaptability Continuous learning Building a successful team Gaining commitment Leading through vision and values Collaboration Consultation Communication Leadership skills

MODULE 3
ORGANISATIONAL CHANGE - LEARNING ORGANISATION - ORGANISATIONAL CULTURE

CONTENT	TEACHING METHODOLOGY	LEARNING OUTCOMES	COMPETENCY DEVELOPMENT
Organisational change Health promotion Organisational changeability Creating a learning organisation Organisational learning Disciplines of a learning organisation • Personal mastery • Mental models • Share division • Teambuilding • Systems thinking Corporate culture Culture assessment	Presenter-led interactive discussions Group discussions Workshops Questionnaires Presenter-led presentations	• Insights into challenges • An understanding of what it takes to build a learning organisation • Understanding the process of systemic change • Appealing to hearts and minds • Understanding that change is brought about by people • Evaluation logic • Insights into organisational culture • Creating a culture that inspires people	Facilitating change Strategic decision making Building successful teams Continuous learning Adaptability Risk taking Innovation Information monitoring Gaining commitment Leading through vision and values

MODULE 4
APPLICATION OF PROGRAMME CONTENT

CONTENT	TEACHING METHODOLOGY	LEARNING OUTCOMES	COMPETENCY DEVELOPMENT
Objectives Measures Targets Initiatives	Group discussions and workshops Workshops producing action plans Action learning	• Understanding performance management • Conducting strategic planning/updating • Performance contracting • Conducting performance • Implementing the vision • Evaluation logic and skills • Effective resource acquisition • Organisational networks • Policy leverage	Leading through vision and values Aligning performance with success Action orientation Strategic decision making Innovation Continuous learning

4.11 PROGRAMME COMPONENTS

The components (mechanisms and means) used to produce the desired outcomes consisted of a video, overhead material, written material, as well as the oral delivery of the programme content by invited guest speakers, the co-ordinator and the facilitator. Workshops, diagnostic questionnaires, interactive group discussions, action learning, presenter-led presentations and self-reporting measures were used to present and implement the programme.

4.12 PROGRAMME OF PRESENTATION

The content of the modules of the programme structure was divided and presented in ten sessions containing the following main categories:

Session 1: **Change management**

Session 2: **Preparing effective schools for all –'Inclusion'**

Session 3: **Clarifying vision; identifying support needs**

Session 4: **Support and delivery**

The school as a learning organisation

Session 5: **People management**

Session 6: **How to prepare the whole school for the implementation of Curriculum 2005**

Session 7: **Team discipline**

Session 8: **Teambuilding**

Session 9: **Implementation**

Session 10: **Feedback**

These sessions were further refined into delivery sessions (see Addendum D).

4.13 CONCLUSION

This in-service educator support programme was evaluated comprehensively. This involved the evaluation of conceptualisation and design, implementation process, outcome (effectiveness) and efficiency. A comprehensive evaluation was possible as the evaluator was involved in the conceptualisation, design and implementation of the programme (Mouton *et al.*, 2000:82). The evaluation process is described in detail in Chapter 5 of this dissertation.

CHAPTER 5

RESEARCH DESIGN AND METHODOLOGY

Obviously, a man's judgement cannot be better than the information on which he has based it (Hays Sulzberger, 1948).

5.1 INTRODUCTION

The ultimate aim of this study was to develop and evaluate an in-service programme that would help educators cope with educational change in inclusive schools. The programme design and content focussed on the development of the important necessary competencies and skills of a target group of primary school educators to establish sustainable support structures in the changing educational environment of an inclusive educational setting. It was framed within an eco-systems perspective of whole school development, and focused on the personal and professional development of educators and the simultaneous organisational development of the school.

The purpose of this chapter is firstly to describe the design and methodology decided upon to evaluate the in-service programme described in Chapter 4, and secondly, to describe the research process. The aim of any research is to design and execute the project in such a manner that the eventual validity of the conclusions and results are optimised. This approach suggests that, in addition to the dictionary meanings, 'scientific study' and 'critical investigation', research is also any means by which a discipline or art develops, tests, and reviews itself. The aim of all social science inquiry is to improve the human condition. As such, social research is the systematic observation of social life for the purpose of finding and understanding patterns in what is observed, and in the interaction of the people who create the structures for those interactions (Mouton, *et al.*, 2000:51; Gough, 2000:1).

5.2 THE RESEARCH PARADIGM

Paradigms are central to the research design since a *paradigm is a way of looking at the world. It is composed of certain philosophical assumptions that guide and direct thinking and action* (Mertens, 1998:6). They have a philosophical influence on the research question and how this should be studied. A paradigm also gives the researcher an indication of how the theory is related to the research problem. It directs the integration of the information, through making meaning of the data, leading to a summary of exciting knowledge and the enlightenment of the phenomenon. During data collection the researcher is thus continuously and consciously looking for underlying patterns that could give insight into the phenomenon being studied (Merriam, 1991:55). There are three types of questions that may be used for generating inquiry paradigms (Alvesson & Skolberg, 2000:4; Gough, 2000:4) namely:

- **Ontological:** the nature of the 'knowable' (or 'reality')
- **Epistemological:** the nature and origin of knowledge, the construction of knowledge and the role that values play in the process of understanding
- **Methodological:** how the researcher should find out knowledge.

As mentioned in Chapter 1; 1.4.1, the research paradigm of approaches, philosophies and traditions of evaluation research applied in this study is the **'interpretive/constructivist'** paradigm as categorised by Mertens (1998:7). This paradigm is appropriate for this study, as the basic tenet of the paradigm is to seek meaning from individual experience, taking a widespread perspective aimed at understanding motives behind human action by studying individuals in their entirety and proper contexts. The basic premise is that the participants of the programme, who are active in the research process, socially construct reality and that the researcher attempts to understand the complex world of lived experience from the point of view of the participants. The focus is on the observed present, but the findings are contextualised within a social, cultural and historical framework. Interpretation is thus through deep understanding, and empathy or in-dwelling with the subject of inquiry, also via the understanding of group actions and interactions. The essence of an account is reached through continued readings of the source materials and through vigilance over presuppositions. This approach leads to a practical understanding of meanings and actions (Miles & Huberman, 1994:8; Mertens, 1998:11, 12).

The constructivist paradigm grew out of the study of interpretive understanding or meaning called 'hermeneutics'. The interpretive/ constructivist researcher uses this term to interpret the meaning of something from a certain standpoint or situation, taking the stance that the researcher's goal is to understand the multiple social constructions of meaning and knowledge constructed by the programme participants. It also takes into consideration that perceptions of reality may change throughout the process of the study. Research is seen as a product of the values of the researcher and as such cannot be independent of them (Mertens, 1998:11, 12).

The answers to the defining questions for the interpretive/constructivist paradigm according to Mertens (1998:11-14) are:

Ontology. Reality is socially constructed. Therefore, multiple mental constructions can be apprehended, some of which may be in conflict with each other, and perceptions of reality may change throughout the process of the study. The mind is active in the construction of knowledge. In this sense participants do not discover knowledge so much as construct it. The researcher allows important concepts in the different modules in the programme to emerge as constructed by the participants, and not as he/she conceptualises them.

Epistemology. The inquirer and the inquired-into are interlinked in an interactive process. Each influences the other. This process of interaction between the researcher and the participants in the interpretive/constructivist paradigm calls for a more personal, interactive mode of data collection. The values that influence the researcher are made explicit. The concept of objectivity is replaced by confirmability and the assumption is made that data, interpretations and outcomes are rooted in contexts and participants apart from the researcher and are not figments of the imagination. Data can be tracked back to their sources and the logic used to assemble interpretations can be made explicit in the narrative. The validity of the study is supported be multiple methods of data collection and multiple sources of data. The evaluator has to make a comprehensive statement of what the observed programme values, with useful references to the dissatisfaction and satisfaction of the target group.

Methodology. Qualitative methods such as interviews, observations, and literature reviews predominate in this paradigm. These methods are applied with the assumption that the social construction of reality in the research can be conducted only through interaction between the researcher and the participants. As Mertens (1998:14) puts it:

> *This interactive approach is sometimes described as hermeneutical and dialectical in that efforts are made to obtain multiple perspectives that yield better interpretations of meanings that are compared and contrasted through a dialectical interchange involving the juxtaposition of conflicting ideas, forcing reconsideration of previous positions.*

Human behaviour always occurs in specific situations, within a social and historical **context.** This profoundly influences how both insiders and outsiders, such as the researcher, interpret such behaviour. This context is of a practical nature, as the understanding of human nature is not theoretical but aims at mastering practical situations, thereby realising the possibilities of human existence (Miles & Huberman, 1994:10; Alvesson & Skoldberg, 2000:83). The text needs to be placed in context as well. This context should include the social contexts of the author, broadened to her/his whole historical background. In the final analysis, the entire world history becomes the whole to which it is necessary to refer, in order to understand a single part and this requires an eco-systems perspective, as discussed in Chapter 1; 1.3.2.

5.3 THE RESEARCH DESIGN

A research design is:

> *A plan for assembling, organising and integrating information (data), and it results in a specific end product (research findings). The selection of a particular design is determined by how the problem is shaped, by the questions it raised and by the type of end product desired* (Merriam, 1998:6).

A research design is a plan of how the intended research is to be conducted in order to address the research problem adequately. It indicates the steps that should be taken to minimise error. It focuses on the logic of the research process with the research problem as the point of departure, in other words the kind of study that is being planned to obtain credible results. Different research designs attempt to answer different types of research questions and therefore they employ different combinations of methods and procedures. The types of measurement, sampling, data-collection and data-analysis methods that researchers employ are determined by the research problem and the evidence that is required to address that problem (Mouton *et al.*, 2000:15).

Social interventions such as the programme under investigation are evaluated for the purposes of programme management, improvement and refinement, financial accountability, to meet accreditation requirements, for quality assurance and control. These purposes are reduced to three main reasons: to make judgements of merit or worth, to improve the programme and to generate knowledge.

This study employs scientific research methods to gather information which informs decisions, clarifies options, reduces uncertainties and provides information within the contextual boundaries of time, place, values, and politics in order to contribute to the understanding of the success or failure of the programme (intervention). As such it is described as **evaluation research,** as it is primarily rooted in the scientific tradition. Evaluation research is also sometimes called programme evaluation and refers to a research purpose rather than a specific research method. It is an area of specialisation within the broader terrain of applied social science and therefore needs to conform to the practice of scientific inquiry (Rutman, 1977:16, 17; Patton, 1986:15, 1997:16, 17; Rossi & Freeman, 1989:43; Mouton *et al.*, 2000:49, 50).

Evaluation differs from basic research in the purpose of data collection. Basic research is undertaken to discover new knowledge, test theories, establish truth and generalise across time and space. The difference between research and evaluation is the difference between a conclusion-orientated and decision-orientated inquiry, where research is aimed at truth and evaluation is aimed at action (Rutman, 1977:16, 17; Patton, 1986:15; Patton, 1997:76; Mouton *et al.*, 2000:49). According to Rossi and Freeman (1993:5) '*evaluation research is the systematic application of social research procedures for assessing the conceptualisation, design, implementation and utility of social intervention programmes*'. For evaluation to serve these purposes, the researcher distinguishes between two kinds of evaluation namely **formative and summative evaluation**, both of which are employed in this research design:

> *Evaluation may be done to provide feedback to people who are trying to improve something (formative evaluation); or to provide information for decision-makers who are wondering whether to fund, terminate or purchase something (summative evaluation)* (Scriven, 1980:6-7).

The primary motive of this evaluation research was to establish whether it was successful as far as the impact, the range of benefits, goal attainment, effectiveness, efficiency and utility were concerned. The design of this study encompassed several related sets of activities and included three classes of evaluation research as discussed by Rossi and Freeman (1989:45-53). These are analysis related to the conceptualisation and design of the intervention, monitoring of the programme implementation and an assessment of the programme impact and efficiency. As it includes all three, this evaluation is termed a comprehensive evaluation. This means that the evaluator needed to be involved in the conceptualisation, design and implementation of the programme (Mouton *et al.*, 2000:82).

Analysis related to the conceptualisation and design of the intervention

This analysis focused on the objectives of the programme and specifically referred to whether the programme was designed in such a way that it addressed the identified needs of educators (Mouton *et al.*, 2000:80). The following questions guided this analysis:

- Is the problem appropriately conceptualised?
- What is the extent of the problem and the distribution of the target group?
- Is the programme designed to meet its intended objectives?
- Is there a coherent rationale underlying it?
- Have the chances of successful delivery been maximised?
- What is the relationship between costs and benefits (Rossi & Freeman, 1989:45; Mouton *et al.*, 2000:80)?

Monitoring the programme implementation

The monitoring of the implementation process focused on the delivery system and included an assessment of how much effort in the form of human and physical resources was invested in the programme and whether the effort was expended as planned. Evaluating the presentation of the programme produced information about the **extent** of programme delivery to substantiate claims about the usefulness of the outcomes of the intervention. It also produced information about the **coverage** of the intervention, in other words, what proportion of the participants benefited from the programme (Mouton *et al.*, 2000:80) and about the programme **diffusion**, which gave an indication whether the programme could be replicated elsewhere (Mouton, *et al.*, 2000:84-87).

Questions that guided the monitoring of the implementation process as suggested by Mouton *et al.* (2000:80) and Rossi and Freeman (1989:47) are:

- Is the programme being implemented as designed?
- Have the programme funds been expended properly?
- Is the programme reaching the specified target population?
- Are the intervention efforts being conducted as specified in the programme design?
- Is the necessary programme management, administration and infrastructure in place to support programme implementation?

An assessment of the impact and efficiency of the programme

It is essential to know both the degree to which a programme produces the desired outcomes (impact) and its benefit in relation to costs (efficiency). Therefore the context in which the programme was implemented regarding, design, funds, beneficiaries, management system, geographical location and time frame had to be assessed. Both the intended and unintended outcomes had to be evaluated. The intended outcomes and their measures in terms of the development of participant competencies and skills, to establish support structures that will help them cope with educational change and as such contribute to whole school development are discussed in Chapter 4; 4.7.1.

Participants in the programme were asked certain questions to ascertain their level of competence or attitude before a session. The same questions were asked after the intervention, employing observation and self-reporting measures for an indication of change, in order to determine whether participating in the programme brought about behavioural changes (more skilful trainers, more knowledgeable participants), attitudinal changes (more positive attitudes) and better services (improved schools) (Mouton *et al.*, 2000:80). The same author provides a logical sequence for the above evaluation design claiming that '*without measuring need, programme cannot be planned rationally; without effective implementation, successful outcomes cannot result from the programme; and without valued outcomes, there is no reason to worry about cost-effectiveness*'.

5.4 RESEARCH METHODOLOGY

Research methodology focuses on the individual steps of the research process and the kind of tools and procedures to be employed. It has as its point of departure the specific tasks (data-collection or sampling) of the research process. The term 'methodology' implies that there is an argument which connects the choice and practice of particular methods to the way the problem is conceived. Also the utility and limitations of the outcomes focus on the process and the kind of tools and procedures to be used. Methodology is **the reasoning behind** particular ways of doing research or the principles that inform the organisation of research activity. It can also be seen as the conceptual framework or the assumptions that guide the research (Mouton *et al.*, 2000:13-15).

Against the overall research design, methodology **refers to an analysis of how the research** should proceed to produce knowledge it provides a rationale for the way the researcher should proceed – it **provides reasons** for using certain techniques in relation to the kind of knowledge or understanding that the researcher is seeking **– issues of**

methodology are issues of strategy (Schratz & Walker, 1995:12; Mouton *et al.*, 2000:15; Gough, 2000:4).

This study is about research in relation to practice. It is concerned with research that makes a difference to the ways in which people work, think about their work and relate to others. As such, it is concerned with questions of methodology rather than with questions only of method.

5.4.1 Participants and context

Against the background of the design of this study, purposeful sampling was employed taking into consideration that the objective of the research was to discover, understand, and gain insight. The researcher therefore had to select a worthwhile sample in other words, selecting informants who would both answer the research question and from which the most can be learnt (Patton, 1986:100, 205; Creswell, 1994:148; Miles & Huberman, 1994:27; Merriam, 1998:48, 60; Mouton *et al.*, 2000:34).

The sample population of this study was selected purposefully with great care. Two primary school educator representatives and the principals from 21 schools in the School Clinic service area were invited to attend the programme. In all 54 representatives, 13 principals, 5 staff members of the School Clinic participated in the programme. Three staff members from another School Clinic attended the first seven sessions and a representative of the Directorate: Special Education of the Western Cape Education Department attended four sessions. One school withdrew after two sessions because they had a problem with Afrikaans, but most of the other participants attended the sessions regularly. Some of the principals found it difficult to attend all the sessions and individual educator representatives were absent from some sessions, due to official departmental obligations.

The **criteria** for the selection of the two representatives were that the entire staff of the school should select them. They had to be motivated, voluntary, experienced senior educators with strong leadership skills, preferably the special education educator of the school **selected by the entire staff of the school**, to ensure that they had its full support. One was from the foundation phase and one was from the intermediate phase. Two educators were decided upon, as the physical setting for programme delivery could not accommodate more people. The purpose of this criteria was that these educators needed to be developed as change agents. They would have the responsibility to implement the programme content in their own schools, adapted to their own unique needs. As this was a

funded project, for the primary schools in the School Clinic area, all the schools were invited to participate in the programme, though participation was voluntary.

Before the programme started officially, an orientation session was conducted with the principals of all the schools on 16 March 1999, after which each school appointed its representatives. Ten three-hour sessions followed on 14, 21 and 28 April, 5, 12, 19 and 26 May, 28 July, 8 September, and 27 October. The last few sessions were scheduled further apart in order to give the school time to initiate their school-based support teams, to give feedback and to discuss their progress and problems during the last two sessions.

During the sessions an interactive workshop approach was pursued as far as possible. This was particularly relevant for the first few sessions, when the more theoretical aspects were dealt with. These formed the basis for the process to follow. The researcher was mainly responsible for the presentation of the sessions, but various other authorities, both from within and from outside the Western Cape Education Department presented specific aspects of the programme as described in Addendum D.

The respective schools were classified in three groups according to the socio-economical environment in which they are situated (E-1, E-2 and E-3).

E-1: A, B, C, D, E and F

E-2: G, H and I

E-3: J, K, L, M, N, O, P, Q, R, S, T, U and V

It is difficult to describe the context of 21 schools. What should be recognised is that they operate in an educational transformational environment which is tied to the overall process of political, social and economic change in the wider South African society. They are involved in a move away from apartheid to a democratic dispensation based on a culture of human rights. This environment is undergirded by a values driven framework, which encapsulates the vision of an effective inclusive education structure and practice. This requires a complete mind-shift from educators and the reformation and reconstruction of existing school structures and operations. These changes have an enormous effect on educators as individuals who are in desperate need of the development of support structures, competencies and skills to deal with the anxieties of teaching and learning brought about by educational change.

5.4.2 Methods of data collection

5.4.2.1 Introduction

The researcher distinguishes between data collected during this study and initial data collected by the School Clinic prior to this study, which identified the needs of the specific target group. The programme in Chapter 4 was developed as a response to take purposeful organised action to meet these needs as described in Chapter 4; 4.3.2.

This evaluation study is pragmatic and eclectic in the selection of methodology and **integrates qualitative and quantitative** methods. Quantitative methods are more likely to avoid observer effects such as selective and biased interpretation of items, leading the respondent in certain ways and in general affecting the data collection situation. By combining qualitative and quantitative methods this study capitalises on the strengths of each and ensures higher quality data. Qualitative methods of data collection and analysis are used predominantly during the evaluation of the implementation process. Qualitative and quantitative methods are combined in the impact evaluation both to collect and ultimately to analyse data (Mouton *et al.*, 2000:105, 106; Babbie & Mouton, 2001:368).

Two questionnaires were used to collect quantitative data:

- At the end of the last session, Questionnaire A (see Addendum A) was distributed. Questions 1 to 4 were closed questions to which the participants needed to respond by selecting from the following rating terms, very good, good, fair and weak.

- Questionnaire B (see Addendum B), was sent to each school two weeks later. Questions 1 and 3 were closed questions to which the participants needed to respond by selecting 'yes' or 'no'. In Question 2 they needed to select from the rating terms very good, reasonably good and poor.

Regarding **qualitative** data collection methods the qualitative researcher's ability to gather data 'from the inside', through a process of deep attentiveness and empathetic understanding, while suspending preconceptions about the topics under discussion, is important. The aim is to gain insight into the meaning that participants give to experiences brought about by participating in the programme.

> *Qualitative data consists of detailed descriptions, and observed behaviours; direct quotations from people about their experiences, attitudes, beliefs, and thoughts, and excerpts or entire passages from documents, correspondence, records, and case histories. The data are collected as open-ended narrative without predetermined, standardised categories such as the response choices that make up typical questionnaires or tests … offering detailed rich description, capturing variations between cases* (Patton, 1997:274).

Qualitative research can provide a broader version of theory than simply a relationship between variables. The researcher is an important research instrument, who, as a participator, gives her perceptions of the context and is responsive to the context (Silverman, 1993:27; Miles & Huberman, 1994:10; Merriam, 1998:16-19).

> *The strength of qualitative data rest very centrally on the competence with which their analysis is carried out* (Miles & Huberman, 1994:10).

Qualitative data methods included observation, open-ended questions in questionnaires, interviews and field notes.

5.4.3 The literature review

The literature review formed a vital component of this research process; it provided the researcher with a set of explanatory concepts and a framework of reference and described the 'state of play' in the area selected for the study. These concepts offered ways of looking at the world, which were essential in defining the research problem. Findings of a study are best interpreted in the light of what was previously known about the topic. Without a theory, there is nothing to research. The literature review thus assisted this study in the formulation of the problem, selection of the research design and methodology, the development of the programme design, and the interpretation of results. From the literature review it is clear that the following aspects are important for whole school development, an understanding of change and the management thereof, an understanding of the school as a learning organisation, organisational culture, leadership, teamwork and support. In order to provide a firm assessment of the programme described in Chapter 4 a comprehensive evaluation is required in terms of conceptualisation and design, implementation process, impact (outcomes) and efficiency (Rossi & Freeman, 1989:45-53; Silverman, 1993:1; Schratz & Walker, 1995:93; Merriam, 1998:50, 63; Silverman, 2000:228-231; Alvesson & Skoldberg, 2000:133).

5.4.4 Observation

> *Through observation the researcher learns about behaviour and the meanings attached to those behaviours. An assumption is made that behaviour is purposive and expressive of deeper values and beliefs* (Marshall & Rossman, 1989:79).

Effective scientific observations have to be planned, systematically documented and be subjected to validity and reliability. The aim is to develop theoretical ideas from the analysis of the data collected, so that the theory is grounded in the data. Observational techniques provided the evaluator with an opportunity to collect data on a wide range of behaviours, to capture a great variety of interaction, and to openly explore the evaluation topic. This entailed an attitude of curiosity and attention to detail, so as to describe and understand behaviour as it happened. Observation served a variety of research purposes such as; exploratory insights that were later tested by other techniques, and the gathering of supplementary data, that qualified or helped interpret findings obtained by other techniques to provide accurate descriptions of situations (Merriam, 1998:95; Mouton *et al.*, 2000:132, 141).

The principle characteristics of the observational research of this study were:

- Seeing through the eyes of others. Events, actions, norms, values etc. are viewed from the perspective of the people being studied.
- Description. Attention was paid to mundane detail, so as to understand the particular context and to provide clues and pointers to other layers of reality.
- Contextualism. Events were understood in the wider social and historical contexts.
- Process. Social life needed to be viewed as a series of interlocking events.
- Flexible research design. An open and unstructured research design was used to accommodate the possibility of coming across unexpected issues.
- Premature attempts to impose theories and concepts which may not fit the participants' perspectives were rejected (Silverman, 1993:30-40).

This also included the setting within which the programme delivery took place, i.e.

- **The social behaviour** - the ways in which the participants interacted, conversed, and behaved towards each other, both nonverbal and verbal clues.

- The programme **implementation activities** - the involvement of the participants therein.

- The **language** of the programme – to what extent did the language used by educators reveal their understanding of the programme's content and in what way did the language used in the programme influence the delivery thereof.

- **Nonverbal communication** – cues about what is happening in the programme implementation phase, how participants express themselves during discussions, and arrange themselves in the physical setting.

- **Notable non-occurrences** – determining what is not occurring although the expectation is that it should be occurring as planned, or noting the absence of some particular activity that is noteworthy and would serve as added information.

- The **researchers' behaviour** – towards questions asked, and negative feedback (Merriam, 1998:97; Mouton *et al.*, 2000:141).

> *In general the degree of structure and the degree of participation of the observer in a study tend to vary with the purpose of the study. Whatever the purpose of the study, four questions face the observer: What should be observed? How should the observations be recorded? What procedures should be used to assure the accuracy of the observation?* ***What relationship should exist between the observer and the observed?*** *The answers to these questions differ, depending on the nature of the study and* ***the extent to which the observational procedures are structured*** (Mouton *et al.*, 2000:135).

- **The relationship between the observer and the observed;** The evaluator was engaged in experiencing the evaluation setting, while at the same time trying to understand the setting, through personal experience, observation, interaction and discussions with other participants. The extent to which the evaluator participated in the evaluation setting varied from full participation, when the content of the topic under discussion was presented by the observer/researcher/evaluator, to more separated participation when guest speakers were invited to present certain topics. Therefore the **approach to observation in this study is described as participant-as-observer** (Mouton *et al.*, 2000:135).

Participant-as-observer is the role where both the researcher and the subjects are aware of the fact that theirs is a fieldwork relationship, which can be described as 'going to the field to observe the phenomenon under study'. As a participating observer, the qualitative researcher could construct deeper understandings about what is studied, and as such be able to give detailed descriptions of the phenomenon, and as a result the interpretations of

the phenomenon are contextual. The researcher monitored and reflected on her influence and effect on the social context and on data production throughout the research in order to increase the accuracy of the observations. The ethical issues of covert full participant observation are enormous and therefore the researcher obtained informed consent from the participants for the gathering of observational data (Bhola, 1990:231; Merriam, 1991:87-104; Ackroyd & Hughes, 1992:135; Bogdan & Biklen, 1992:107; Silverman, 1993:30-40; Mouton *et al.*, 2000:132-144).

> ***Unstructured*** *observations very often utilise qualitative approaches ... which emphasise meaning and cultural context of behaviour. Observational data here are combined with information from conversations, interviews and documents to provide an in-depth picture of the perspective and cultures of educators and learners* (Mouton *et al.*, 2000:141).
>
> *The essential characteristics of* ***structured*** *observations are; the purposes of observation, categories of behaviour to be observed, and methods by which instances of behaviour are to be allocated to categories, and that all are carefully worked out before the data collection begins* (Mouton *et al.*, 2000:135).

This study employed both unstructured and structured observations, using qualitative approaches, which included quantitative elements:

- **Unstructured observations:** Qualitative approaches were employed as observational techniques to gather first hand data of a wide range of behaviours and interactions of the participants during the implementation of the programme by the researcher/evaluator. The focus of these observations was based on evaluation questions, relating to the evaluation of programme outcomes (did the intended outcomes of the programme materialise in the manifestation of, behavioural changes, attitudinal changes and better services by the participants of the programme?) The observations were recorded after each session, by using field notes. This data was integrated with information from discussions, interviews and open-ended questionnaires to provide a comprehensive view regarding the impact of the programme on participants.

- **Structured observations:** the purpose of this observation was to produce data on the development of certain competencies (categories of behaviour) of the participants as they manifested through key-actions (behaviours) during the life cycle of the programme, in order to determine the impact of the programme on the participant's competency development as discussed in Chapter 4; 4.7.1. The observations were recorded on a pre-set structured observational schedule (see Addendum C) on which ticks were made when the key action was observed during each session. These 10 schedules were integrated to produce a single reflection of the development of competencies and

presented graphically (See Table 3: Personal development - Chapter 6). The categories (competencies) were analysis, applied learning, building partnerships, building working relationships, communication, facilitating change, adaptability, problem-solving, continuous support, leading through vision and values, strategic decision making, aligning performance with success, building successful teams, continuous learning, risk taking, innovation, information monitoring, gaining commitment, flexibility, motivation, transparency, a positive disposition, consultation and collaboration skills, openness, and initiative.

5.4.5 Questionnaires

A questionnaire is a formalised schedule for collecting information from participants, which can consist of open-ended and closed-ended questions. Open-ended questions are those in which the researcher does not limit the response choices, the respondents reply in their own words and from their own frame of reference. Patton (1990:20) explains the purpose of open-ended questionnaires as follows:

> *The purpose of gathering responses to open-ended questions is to enable the researcher to understand and capture the points of view of other people without predetermining those points of view through prior selection of questionnaire strategies.*

Closed questions require the respondents to choose between a two-item response option (dichomotomous) or a multi-item response option (multichomous) where respondents are asked to give one alternative that correctly express their opinion or, in some instances, to indicate all alternatives that apply (McDaniel & Gates, 2001:298).

Two separate questionnaires were employed for qualitative and quantitative data collection in this study:

- To assist in the analysis of the conceptualisation, design, implementation process and the effectiveness of the programme. Data were collected through Questionnaire A (see Addendum A) at the last session of the programme presentation (N=32: 6 principals and 26 participants). The questionnaire consisted of six open-ended and three closed multi-item response questions from which the participants had to choose one alternative that correctly express their opinions (Questions 1 and 2: very good, good, fair, weak, very weak; Question 3: to a great extent, to a reasonable extent, to a small extent and not at all). This quantitative data was counted and presented graphically (see Table 1: The evaluation of programme content, presentation and goal achievement - Chapter 6).

- Questionnaire B (see Addendum B) was sent to each school two weeks after the end of the programme presentation to obtain particular feedback on the functioning of school-based support teams. It consisted of two open-ended questions and three closed questions; Questions 1, 3, and 4, were two-item response questions from which the respondents had to choose between yes and no. Question 2 had a multi-item response option (very good, reasonably good and poor) from which respondents had to were to choose one alternative that correctly expressed their opinions.

5.4.6 Focus group and individual interviews

Interviews are meetings between a researcher and a respondent in which an individual is asked a series of questions relevant to the subject of research. The use of interviews in addition to observation as a data collection method begins with the assumption that the participants' perspectives are meaningful, knowledgeable, and as such will affect the success of the project. The fundamental principle of qualitative interviewing is to provide a framework within which participants can express their understanding in their own terms (Merriam, 1998:71; Mouton *et al.,* 2000:146).

After the preliminary programme design, a focus group interview was conducted with the principals of all the schools which would be involved in the programme as well as the head of the School Clinic. They brainstormed and discussed the content of the programme. It was the researcher's intention to listen to these specific individuals' ideas on the topics of the programme and to explore the range of opinions about it. The researcher led and guided the discussion and kept it focussed on the topics that she believed to be of special importance to the programme and its goals. The session's conversation was conducted as an open conversation in which each participant could comment and ask questions. Interaction was encouraged to stimulate in-depth discussion.

(See Addendum E)

During the seven-month period discussions were often held (one-to-one or groups) in which the researcher and participants took part and in which questions were asked in search of valid answers. Since an interview can be defined as a conversation between two people these can be classified as unstructured interviews. The group situation often encouraged individuals to speak more freely and thus allowed the views of more individuals to be collected. Information and feedback was often received through telephone conversations with the sample group of educators.

The researcher could present the meaningfulness of the experience from the participant's perspective. These discussions are the basis from which information is obtained. Others, including the facilitator, conduct them as open conversations in which each participant may comment, ask questions of other participants, or respond to comments. Interaction among respondents is encouraged to stimulate in-depth discussion of various topics. The researcher directed these discussions of topics and encouraged discussion in an unbiased facilitating manner (Merriam, 1998:91; Mouton *et al.*, 2000:146-162).

5.4.7 Field notes

Field notes are personal written accounts of naturally occurring interaction during discussions or shortly thereafter. In making field notes the data is not only recorded, but also analysed. The main aim is to analyse the process through which texts depict 'reality'. It is important to understand their use properly. They are 'social fact' in that they are produced, shared and used in socially organised ways. They are not transparent representations of organisational routines, decision-making processes or professional diagnoses. They construct particular kinds of representations with their own conventions. Therefore they can be used as surrogates for other data.

Field notes include the following:

- Verbal descriptions of the settings, people and activities
- Direct quotations, or at least the substance of what people said
- The observer's comments which include the researcher's feelings, reactions, hunches, initial interpretations and working hypothesis (Merriam, 1998:98; Silverman, 2000:126-129).

5.5 PROCEDURE

During the preliminary stages of the research, initial data from the School Clinic, was analysed in order to address the support needs of the schools in the Clinic area. Reviews of literature on relevant themes were initiated in order to design and develop an in-service intervention/programme to address these needs. This programme was delivered in ten sessions of four hours each over a period of seven months during which data was collected using the various methods described above. In order to evaluate the programme comprehensively this information was interpreted, analysed, coded and added to get a

mathematical value, which is displayed graphically, and discussed and interpreted in Chapter 6.

5.6 DATA-ANALYSIS

As mentioned in Chapter 1; 1.4.2.5 data analysis is the process of making sense of the data. It is a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation. These meanings or understandings constitute the findings of the study relating to category construction and theory building.

The **quantitative data** collected through the first three closed-ended questions of questionnaire A (see Addendum A) at the last session of the programme (N=36, included 6 principals and 26 educators) were counted to get a mathematical value and are presented graphically in Table 1: The evaluation of the programme content, presentation and goal achievement is presented in Chapter 6. The quantitative data collected through the four closed questions of Questionnaire B (see Addendum B) after the end of the programme presentation (N=21) were counted and presented graphically in Table 2: Evaluation: The establishment of school-based support teams in Chapter 6.

The **qualitative data** collected through the four open-ended questions in Questionnaire A (see Addendum A), the one open-ended question in Questionnaire B (see Addendum B), observations and interviews were analysed with the help of content analysis.

Content analysis is a technique for gathering and analysing the content of text. Content refers to words, meanings, ideas, themes or messages that can be communicated. Text is anything written, visual or spoken that serves as a medium for communication.

There is little doubt that the process of data analysis is highly intuitive, but it is also systematic and informed by the study purpose (Merriam, 1998:156). The researcher takes diffuse and murky symbolic communication and turns it into precise, objective data. These constructs are operationalised through **coding systems**. Coding is designated to units (words, phrases and themes) identifying information about the data and interpretation relating to the data. Data analysis thus employs structured observations on how to categorise and classify observations (coding) in terms of frequency, direction, intensity and space. The content is thus analysed qualitatively and coded manually to produce sub-categories, categories and an overarching theme.

This study employed a qualitative or interpretive version of content analysis. Essentially the qualitative content analysis looked for insights in which situations, settings, styles, images, meanings and nuances were key topics. The analysis was inductive, in that although sub-categories, categories and themes initially guide the study, others were allowed to emerge throughout the study (Merriam, 1998).

Data collection and analysis in this study was a simultaneous activity which began with the first interview, the first observation and the first document read for the design and presentation of the in-service training programme. The emerging insights directed the refinement and reformulation of questions in the next phases of data collection to ensure the effectiveness of the programmes on the recipients. It is this interactive process throughout, that allowed the researcher to produce believable and trustworthy findings (Miles & Huberman, 1994:119; Cocklin, 1996:94; Merriam, 1998:127, 151; Mouton *et al.*, 2000:46).

5.7 VALIDITY AND RELIABILITY

There is no point in conducting a study if there are not enough reliable methods and valid conclusions. Validity is another word for truth, referring to the meaning and the meaningfulness of the data. A measure is scientifically valid to the extent that it captures or measures the concept that it purports to measure. While reliability is a necessary condition for validity, it is not sufficient to ensure validity. In contrast to reliability, which concerns itself with random error, validity reflects those errors, which are systematic or constant.

In qualitative data collection, validity hinges to a great extent on the skill, competence, and rigor of the researcher, because the observer or interviewer is the instrument. Validity problems, along with the trustworthiness of the evaluator, affect the overall credibility of the evaluation. It varies from situation to situation and therefore the evaluator is concerned with the extent to which the data collected is credible and to which it actually measure what it is supposed to measure. The evaluator must make sure that users understand validity issues. A special concern to utilisation-focussed evaluators is **face validity.** This concerns the extent to which an instrument looks as if it measures what it is intended to measure. An instrument has face validity if stakeholders understand what is being measured. Data analysis, interpretation and use are facilitated by attention to face validity in other words making sure users understand and believe in the data (Rutman, 1977:32; Patton, 1986:122; Patton, 1997:252-255).

Validity is applied to the entire evaluation, not just the data. Evaluation validity differs from the usual more narrow conception of validity in scientific research in that the evaluation depends on much more than the perceived scientific validity of the data and findings.

> *An evaluation is perceived as valid in a global sense that includes the overall approach used, the stance of the evaluator, the nature of the process, the design, and the way in which results are reported. Both the evaluation and the evaluator must be perceived as trustworthy for the evaluation to have high validity* (Patton, 1997:251).

Trust, believability, and credibility are the underpinnings of the overall validity of the evaluation. The believability of an evaluation depends on the users' perceptions of, and experiences with, the programme which is being evaluated. This includes the users' prior knowledge and prejudices, the perceived adequacy of evaluation procedures, and the users' trust in the evaluator (Patton, 1986:22; Patton, 1997:251-254).

When working with stakeholders to design evaluations that are credible, the evaluator needs to consider the degree to which internal and external validity are of concern and to emphasise each in accordance with the stakeholder's priorities.

Internal validity refers to cause and effect – to the trustworthiness of an inference – the degree to which findings correctly map the phenomenon in question, in the sense that the researcher is reasonably confident about interpretation. Is the researcher observing and measuring what she thinks she is observing and measuring? Are the study's findings matching reality? Threats to internal validity include: events other than the programme that occur during the experimental time, changes that occur naturally with the passage of time, fluctuations in sampling, unreliability of measures, changes in the measurement instrument, or persons doing the measurement, and the differential loss of respondents (Rutman, 1977:33; Patton, 1986:234, 235; Seale, 1999:38-45; Merriam, 1998:166; Silverman, 2000:91).

Strategies used in this inquiry to enhance internal validity are:

- **Triangulation**. The researcher used multiple sources of data, multiple methods of data collection and a holistic understanding of situation to construct plausible explanations of any particular phenomenon

- **Member checks.** Data and tentative interpretations were continuously checked with participants during programme delivery

- **Peer examination.** Colleagues were requested to comment, on a weekly basis on the findings of the previous programme delivery session,

- **Researcher's position.** The researcher's assumptions, world-view and theoretical orientation were clarified at the outset of the programme delivery with stakeholders (Merriam, 1998:204).

External validity, refers to the degree to which findings can be transferred to other settings similar to the one in which the study occurred, in other words the confidence that the researcher has in generalising or rather extrapolating findings beyond the situation that was studied. **Extrapolation** refers to the creative process of thinking about what specific findings mean for other situations, rather than the statistical process of generalising from a sample to a larger population. Credibility is a complex notion that includes the perceived accuracy, fairness and believability of the evaluation, depending on the extent to which the evaluation is understandable.

Findings are typically interpreted in the light of stakeholders' and evaluators' experiences, knowledge and understanding, and are applied/extrapolated using all available knowledge, including information about quite different situations. This moves the process of **interpretation** from a focus on what is true or false in some absolute sense, to a concern with conclusions that are **reasonable, justifiable, plausible, and warranted – the issue is credibility.**

Threats to external validity include; interaction of treatments, the respondents' experience of more than one treatment, the generalisation of the findings being restricted to the peculiar characteristics of the group in the programme, and the interaction of the findings to other settings (Rutman, 1977:35; Patton, 1986:222, 235; Patton, 1997:258, 259; Merriam, 1998:198; Seale 1999:40-44; Silverman, 2000:91).

Authenticity rather than reliability is often the issue in qualitative research, as the aim is to gather an authentic understanding of peoples' experiences. Validity focuses on the meaning and meaningfulness of data; reliability focuses on consistency of results. It is the extent to which findings can be replicated or produced by another inquirer. A measure is reliable to the extent that essentially the same results are produced in the same situation, and that these results can be reproduced repeatedly, as long as the situation does not change. In essence, reliability concerns the problem of error in data collection. Different evaluation instruments are subject to different kinds of errors and therefore the evaluator attempts to correctly and appropriately use evaluation data in the full and frank discussion of both the

data's strengths and weaknesses in Chapter 7; 7.2 (Patton, 1986:228, 230; Patton, 1997:255-257; Merriam, 1998:170).

Strategies followed in this study to enhance reliability, are that the researcher explained assumptions and the **theory** behind the study in Chapters 1, 2 and 3. Her **position** versus the group being studied, the basis for selecting the participants and a description of them, and the social context from which the data were collected, are discussed in Chapter 5; 5.4. **Triangulation** is used in terms of using multiple methods of data collection as well as the sources of data, and, in order for an audit to take place, the researcher describes in detail how data were collected, how categories were derived and how decisions were made throughout the study (Merriam, 1998:206). Triangulation is applied to increase the validity of the study by using multiple sources of data and multiple methods of data collection. This design type is less structured and the emphasis is on rapport, trust and participation as measures of avoiding error and establishing validity (Mertens, 1998:13; Mouton *et al.*, 2000:25; Gough, 2000b:29).

5.8 ETHICAL CONSIDERATIONS

The relationship between the researcher/evaluator with users involves ethics. The programme evaluation standards adhered to in this evaluation research were that the rights of participants were protected, the evaluator respected human dignity and sound fiscal procedures were followed.

Evaluators encounter situations that require a strong grounding in ethics and also demand courage. Beyond general ethical sensitivity, the ethics of evaluators, which may be called into question, are limiting stakeholder involvement to primary users (this is concerned with limited access to evaluation knowledge), and working too closely with those users (this concerns the integrity, neutrality and corruptibility of the evaluator).

The evaluator is a stakeholder in every evaluation and so the evaluator's reputation, credibility, and beliefs are on the line. Furthermore, she is not passive in simply accepting and buying into whatever the intended user initially desires, as she serves the truth. Truth may be a victim when evaluators form close relationships with users/programme staff. It then requires skill, more than courage, to provide negative feedback.

In this study, through skilled facilitation, the evaluator built a foundation for negative feedback, so that it could be welcomed for the long-term effectiveness of the programme. In this study, the researcher was the facilitator, developer, presenter and evaluator of the

programme. This required a depersonalisation from the programme in order to accept negative feedback from the participants (in some sessions) to turn them into actions for programme improvement. Informed consent was acquired from the participants during the first session, by explaining that the programme presentation was a research project. The issue surrounding confidentiality was clarified in that no names would be used in reporting in order to maintain the participants' anonymity (Patton, 1997:360-368).

5.9 CONCLUSION

This chapter described the research paradigm, the research design and the methodology employed. It also outlined the methods of data-collection and analysis. Chapter 6 will present, interpret and discuss the research findings.

CHAPTER 6

RESEARCH FINDINGS AND DISCUSSION

A defining condition of being human is that we have to understand the meaning of our experience (Mezirow, 1997:5).

6.1 INTRODUCTION

Chapter 5 discussed the research design, methodology and data analysis. The purpose of this chapter is to present, discuss and interpret the findings of the research in the light of the theoretical framework and literature review of this study.

This evaluation had three purposes: **programme improvement,** to **judge** the merit and worth of the programme, and to **generate knowledge.** The primary motive of this evaluation, that of **programme improvement** included formative evaluation in the programme delivery system. By connecting formative and summative evaluation, two separate and distinct evaluation purposes, to separate and distinct stages in the programme, ongoing improvement-orientated decision-making could be made. It also served to gather the maximum amount of useful evidence (Rossi & Freeman, 1989:41; Patton, 1997:70-74; Mouton *et al.*, 2000:57).

Insights from this evaluation will contribute to macro-theories about how to produce significant social change. Such knowledge-generating efforts, which focus beyond the impact of this particular programme when synthesised with findings from different studies contribute to programme improvement, future programme designs and policy formations (Patton, 1997:70-74; Mouton *et al.*, 2000:57).

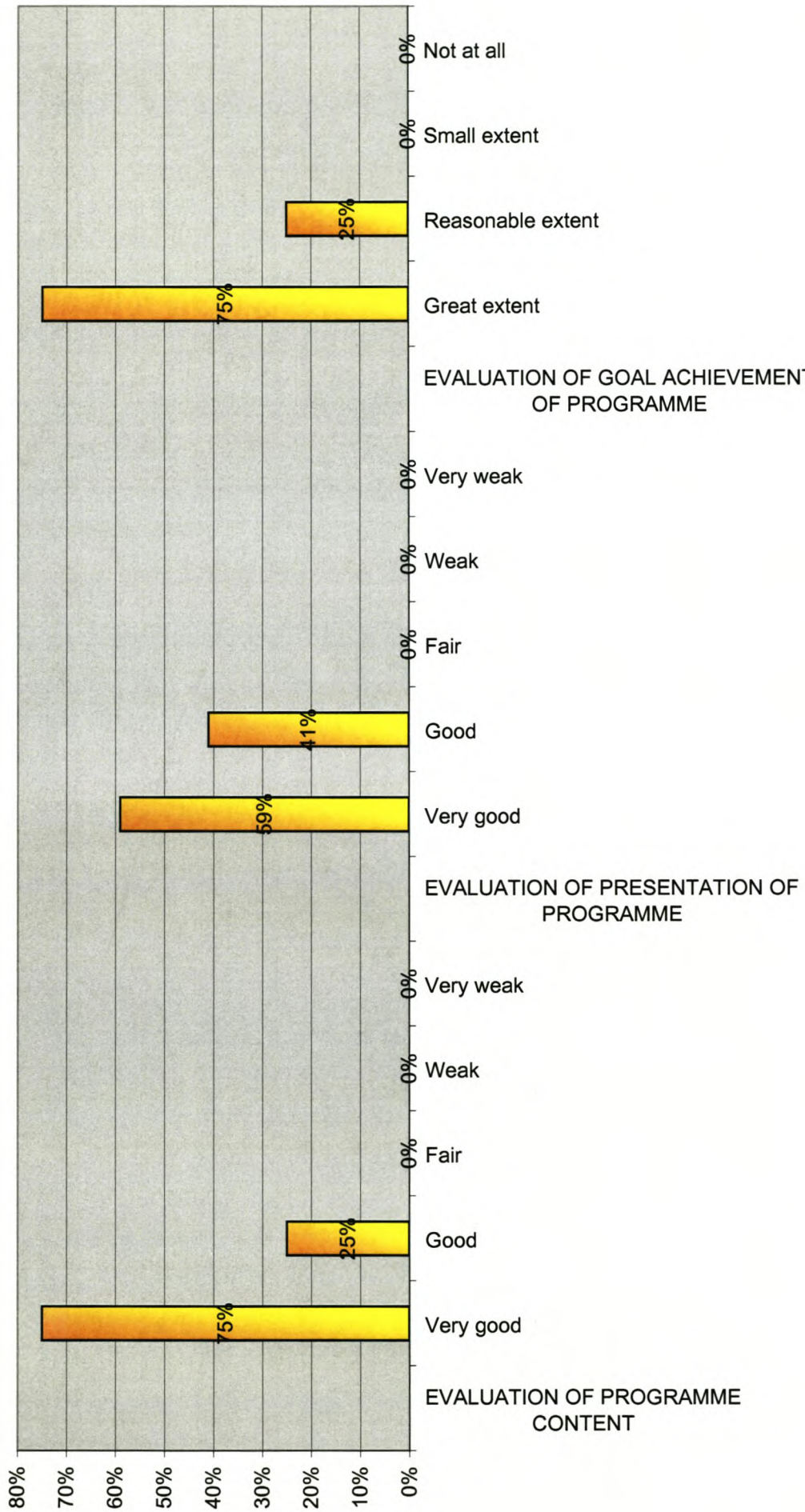
6.2 RESEARCH FINDINGS

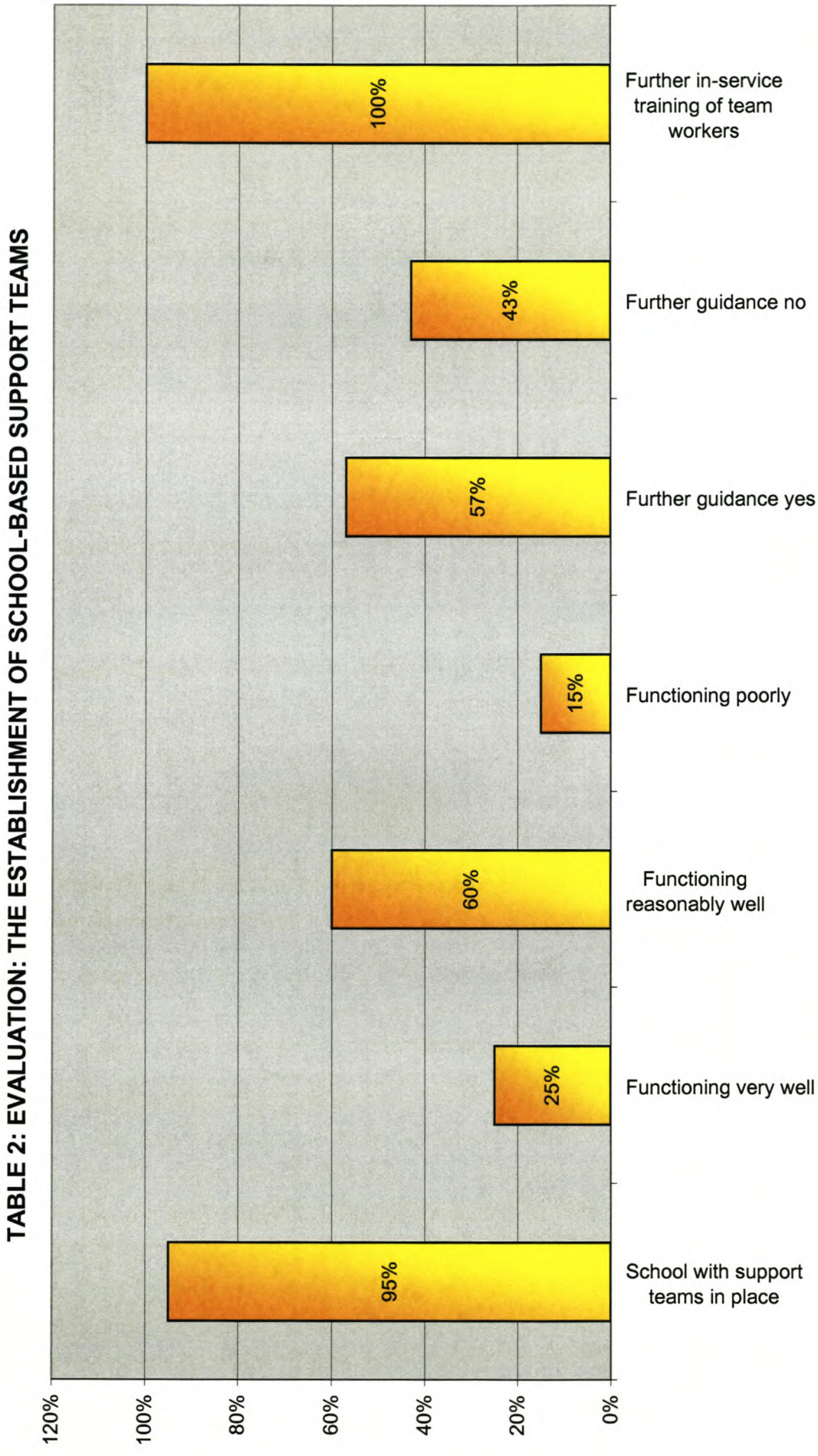
6.2.1 Quantitative data

Table 1: The evaluation of programme content, presentation and goal achievement, and

Table 2: Evaluation: The establishment of school-based support teams

TABLE 1: EVALUATION OF PROGRAMME CONTENT, PRESENTATION & GOAL ACHIEVEMENT





Specific sections in the questionnaires focused on the quantitative evaluation of the programme content, presentation and goal achievement and whether schools had Teacher Support Teams in place, how these teams were functioning and whether they needed more guidance.

Questionnaire A (see Addendum A) was completed by the participants (N=32; 6 principals and 26 educators) during the last programme session and evaluated programme content, presentation and goal achievement. These quantitative findings are presented in Table 1. The following questions were asked:

1. *Give your general evaluation of the **content** of the programme*

   75% of the respondents rated the content as very good, 25% as good. Nobody perceived it as fair, weak, or very weak.

2. *The **goal** of the programme was to offer support in the development of support teams in schools. To what extent, in your opinion, was this **goal achieved?***

   75% of the respondents replied that the programme achieved its goal to a great extent, and 25% of the respondents thought that the programme achieved its goal to a reasonable extent. Nobody was of the opinion that it did not achieve its goal.

3. *Give your general evaluation of the **presentation** of the programme* 59% of the respondents rated the presentation of the programme as very good, and 41% as good. None of the respondents thought that the presentation was fair, weak or very weak.

Questionnaire B (see Addendum B) was sent to the schools which had participated in the programme, two weeks after the completion of the programme. The principals of the 21 schools that participated in the programme completed the questionnaire (N=21). The questionnaire evaluated whether they had school-based support teams in place, their functioning and whether the schools needed further guidance regarding the establishment of school-based support teams. The quantitative findings are presented in Table 2.

The following questions were asked:

1. *Does the school have a teacher support team in place?*

   95% of the schools that participated in the programme indicated that school-based support teams were in place.

2. *How well are the Teacher Support Teams functioning?*

   25% of the schools indicated that the TSTs were functioning very well, 60% were functioning reasonably well and 15% indicated that they were functioning poorly.

3. *Is further guidance needed?*

   57% of the schools indicated that they required further guidance, and 43% indicated that they did not need any further assistance.

4. *Is further in-service training (once a term) for TST members needed?*

   All the schools indicated that they required further in-service training (once a term) for their team members.

6.2.2 Qualitative data

The qualitative data focused on the evaluation of the outcomes of the programme impact on participants, with specific reference to changes in participants' behaviour, attitudes and improved service delivery.

The qualitative data collected through the open-ended Questionnaires A and B (see Addenda A and B), observations and interviews were integrated and analysed with the help of content analysis. **Subcategories** were constructed in terms of the frequency of their occurrence from which the following **categories** emerged:

- Personal development (see Table 3: Category: Personal development)
- Professional development (see Table 4: Category: Professional development)
- Whole school development (see Table 5: Category: Whole school development)

Since, programme design, content, presentation and delivery system are embedded in these categories, they will now be discussed under a separate heading.

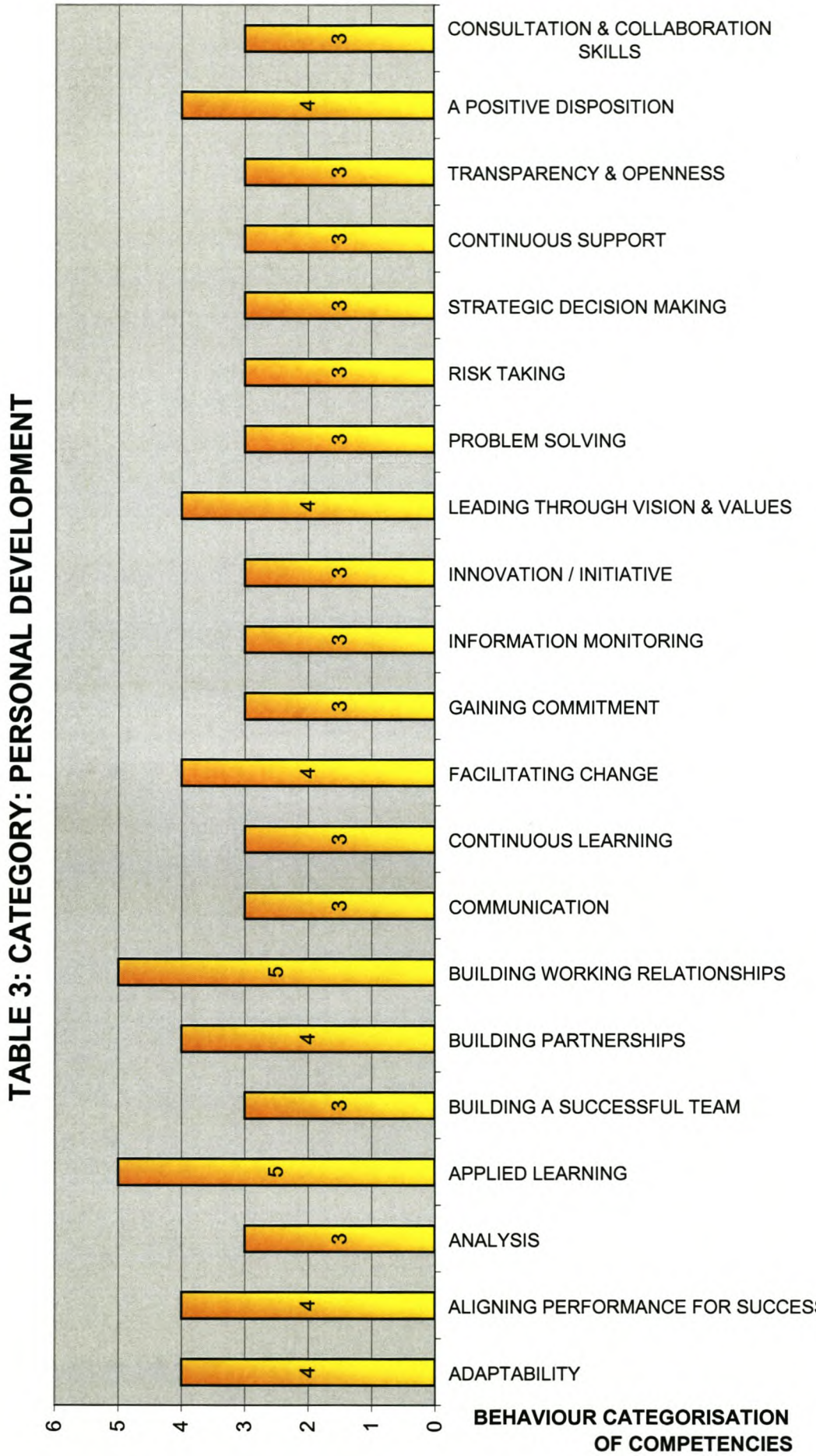
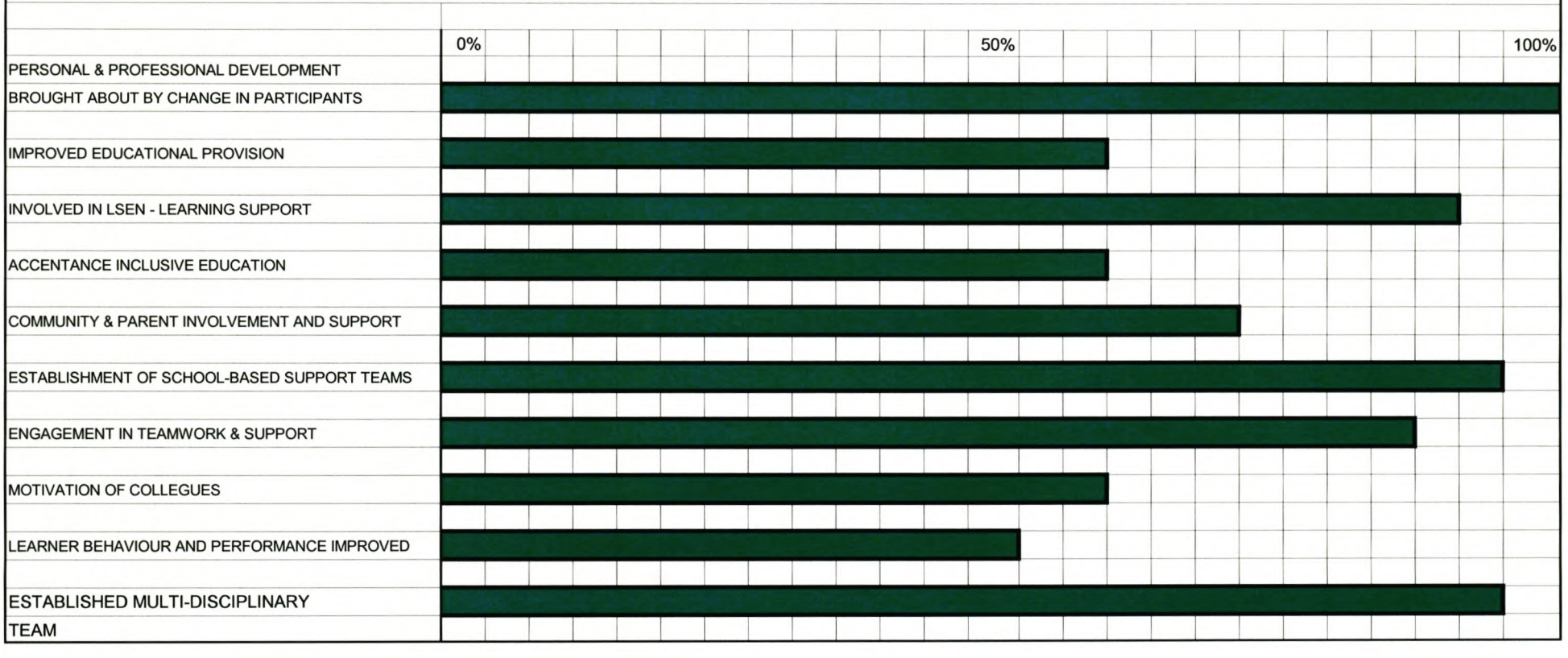


TABLE 4: CATEGORY: PROFESSIONAL DEVELOPMENT

TABLE 5: CATEGORY: WHOLE SCHOOL DEVELOPMENT



6.2.2.1 Programme information (design, content and presentation) and delivery system

Table 6: Programme information, design, content and presentation

The research findings indicate that thorough and professional planning, preparation, and presentation of a programme by a diversity of presenters who are specialists in their respective fields and are experienced facilitators are important for a programme to attain its objectives. Participants commented that:

"Ek het gehou van die diversiteit van aanbieders"

(I liked the variety of the presenters)

"Die program was puik, van hoë gehalte, uiters waardevol"

(The programme was top notch, of high quality, extremely valuable)

"Goeie beplanning en voorbereiding, elke sessie is goed en professioneel aangebied deur kundiges"

(Good planning and preparation, every session was good and professionally presented by experts)

"Die boodskap van die programme is dat alle kinders kan gehelp word, en alle onderwysers kan betrek word"

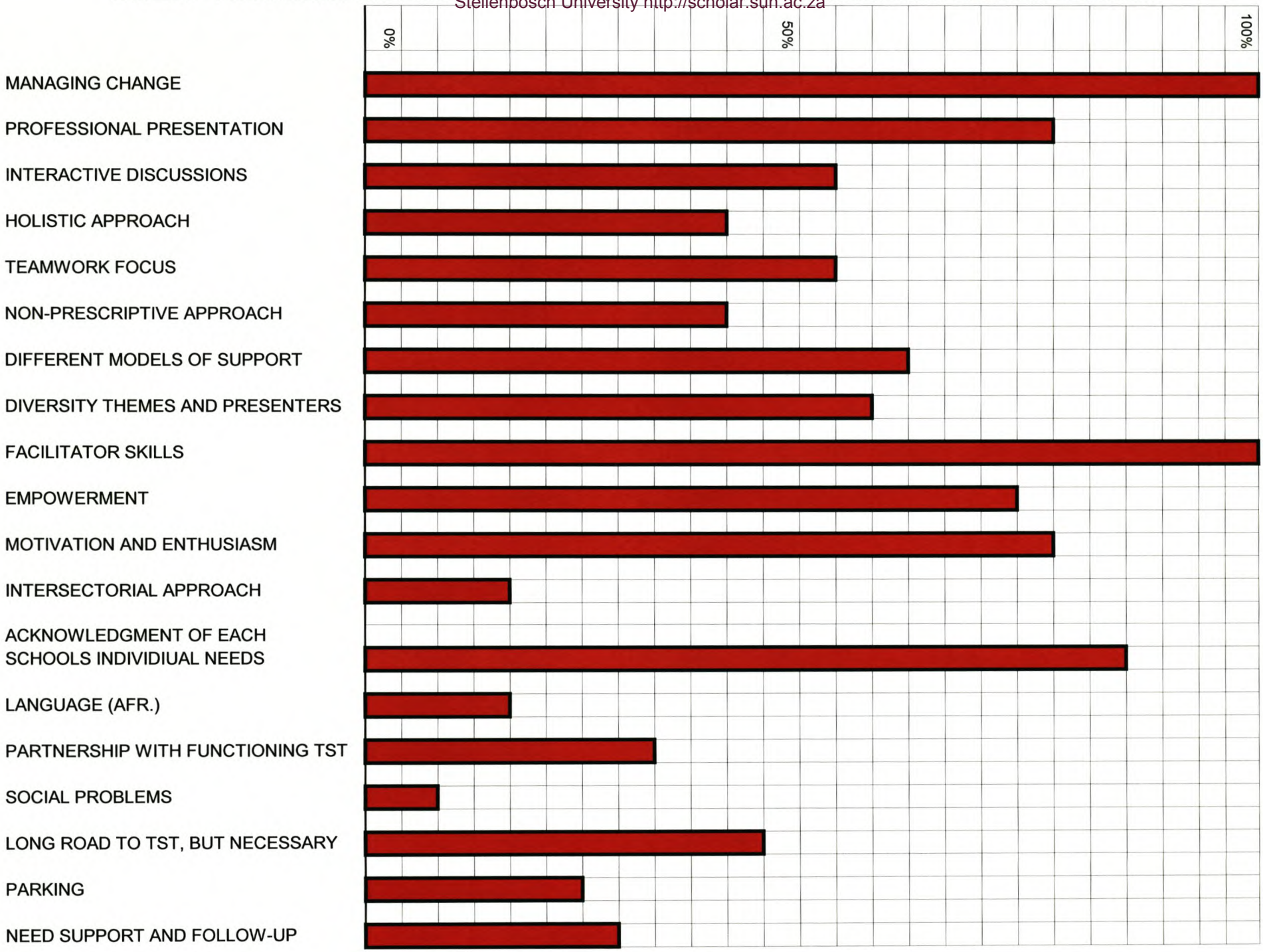
(The message of the programme was children can be helped, and all teachers can be involved)

"Aanbieders kon identifiseer met ons probleme"

(Presenters could identify with our problems).

Some participants did not appreciate the fact that one presenter read from his notes, and commented that: "*Een aanbieder het net die inligting afgelees".* These findings indicate the importance of considering adult learning principles in the design of a programme. The teaching methodology employed interactive group discussions, action learning and workshops for programme presentation. A typical comment on this aspect was: "*Ek het gehou van die interaktiewe deelname, terugvoering van en bespreking met skole"* (I liked the interactive participation, feedback and discussions with other schools). However, some participants felt that some of the sessions earlier in the programme did not have enough interaction and that some sessions were too long.

TABLE 6 - PROGRAMME INFORMATION, DESIGN, CONTENT, PRESENTATION AND DELIVERY SYSTEM



The **design** of the programme was based on an eco-systems perspective which required diversity in the content of the programme. It was focused on the foundation on which school-based support teams should be built. This later emerged as a positive aspect of the programme, though initially the participants thought that the gradual build up to the actual information about the establishment of school-based support teams was unnecessary: "*Aanvanklik gedink ons vorder te stadig na TST, maar die 'lang pad' was nodig*" (Initially thought we were moving too slowly to TST, but the long road was necessary).

As far as the **contents** of the programme are concerned, the research findings indicate that the holistic approach, the initial focus on the process of change, continuous referral to the effects of change on a person as an individual and the management of such change had a personal growth effect on the participants. This contributed to changes in behaviour, attitudes and self-esteem which are discussed in 6.2.1.3 of this chapter. A typical comment was that "*This course truly succeeded in getting the ball rolling, we are responsible for implementing change*".

The importance of the focus on team work and an intersectorial approach for solutions to problems is also substantiated by the findings. Participants felt that "*Die beklemtoning van multi-dissiplinêrespan werk, betrek ouers en die gemeenskap*" (The emphasis on multi-disciplinary teamwork, worked as it involved parents and the community) and helped them understand the importance of group work *"Verstaan die noodsaaklikheid van spanwerk"* (Understand the necessity of teamwork).

The research findings show that the non-prescriptive approach is an important aspect of the programme delivery system and content. This meant the inclusion of different models of support structures as school-based support teams so that each school could decide on which one they wanted to base their own unique support structures: "*Geen resep ... verskillende modelle van ondersteuning is behandel*" (No recipe ... various methods of support were dealt with).

The design of the programme presentation did not include visits to schools with existing school-based support teams. Participants indicated that they would have benefited from the input from schools that had successfully implemented school-based support teams to share ideas, strategies and experiences: *"Skole wat verder gevorder is kan ander help" (*Schools that are more advanced can help others) and *"Benodig 'n besoek aan 'n skool waar TST ver gevorder is"* (Need a visit to a school that is well advanced).

The design of the programme material was mostly in English, though presenters used both Afrikaans and English in the presentation of the programme. From the research findings it appears that participants would have preferred programme presenters to use more Afrikaans

material: *"Die aanbieders kon maar deurgaans Afrikaans gepraat het"* (The presenters could have used Afrikaans throughout). This comment by an English-speaking participant cannot be viewed as absolute as one school withdrew from the programme as a result of too much Afrikaans used by the presenters. The participant did not understand any Afrikaans and felt that she was wasting her time.

The findings indicate that the role and the skills of the facilitator are major factors for a successful programme. The informal style of presentation prevented participants from experiencing external pressure. This suggests the importance of the use of adult learning principles, the acknowledgement of individual needs and the unique situations of schools and communities, and a non-prescriptive approach to facilitation.

6.2.2.2 Personal development

Table 3: Category personal development.

The data collected through the 10 preset structured observational schedules (see Addendum C) were recorded on a rating scale of 1 to 5 during each session. They were then combined in order to obtain a single reflection of the identified skills as discussed in Chapter 4. These findings were integrated with the qualitative data collected through the open-ended questions in Questionnaires A and B (see Addenda A and B) and interviews. The findings were then analysed by means of content analysis and discussed as follows:

Adaptability: Initially the researcher experienced immense resistance from the participants regarding the structure and the design of the programme, especially the holistic approach to the establishment of school-based support teams: "*I have attended three sessions so far and TST has not been mentioned ... I still have no idea what is expected of me – the theory and entertaining lectures are all very well – I need examples and assistance to implement the new ideas in a practical and functional manner. I feel the sessions thus far have not really succeeded in terms of providing the right kind of information to us".* This same participant responded later: "*Thank you for a most informative session on TST yesterday. I found it to be direct, practical and informative. I have a far clearer idea of what the TST machine is, and why it is being established in school".* At the end of the programme her comment was that *"This course truly succeeded in setting the ball rolling ... we are responsible for implementing change. It was a bitter pill to digest initially, but the breakthrough was made."* These findings indicate that initially there was a high level of **resistance to inclusive education**: *"Whilst showing us a video on inclusive education, ... this showed a success story, there are many failures too. What happened to these failures? Why did they fail? To my thinking it is what you do with the failures that help pave the way*

for greater future success." This same participant responded after the course that "*I accept inclusive education as a reality."*

As the programme unfolded and the participants understood the logical basis for educational change, the needs of learners with barriers to learning and development and their support challenges their approach to inclusive education changed. Participants started to treat the new situation of inclusive education as opportunities for growth, focussing on the beneficial aspects of change and speaking positively to their colleagues about it, for example one said "*I am empowered to transfer my insights to others."*

There is thus strong evidence in the findings that negative attitudes were addressed by participating in the programme. This implies that the participants developed the competency to adapt during the life cycle of the programme.

Aligning performance for success: The development of this skill emerged clearly in the last few sessions of the programme. Participants were observed working collaboratively with colleagues. They set performance goals for the establishment of their respective schools' school-based support teams and identified strategies for evaluating their performance goals, commenting that *"we experimented with support strategies, and received positive feedback".* In other words they identified the skills, behaviours and knowledge required to achieve their goals and to focus on evaluation. This means that they showed intentions of **creating a learning environment** in their schools. They identified the support needs necessary for securing the resources required to support development efforts. Moreover, they **collaboratively established development plans** facilitating opportunities for training workshops that would help them achieve their goals. They implemented systems and techniques to suit their own school's unique needs and to track performance against goals which they set in order to acquire the appropriate behaviours, knowledge and skills of colleagues so as to deal with the diverse needs of the learners in their classes, saying that *"Multi-dissiplinêre span is op die been gebring, en werk uitstekend."* (Multi-disciplinary team has been established and is working extremely well).

They also planned to **evaluate performance,** by holding regular team meetings and discussions about progress towards these goals and reviewing performance, goals, behaviour, knowledge and areas needing continuous support.

Analysis: The participants showed reasonable skills in **identifying** issues, problems, opportunities and in decision-making capabilities as to what actions were needed to solve their problems and needs: *"ons probeer self kyk wat ons kan doen om probleme self op te los"* (we are trying to see for ourselves what we can do to solve problems ourselves). In order to do this they needed to integrate and organise information from a variety of sources

during the programme life cycle, to identify, detect and explain major trends, associations, cause-effect relationships and to be able to plan the support structure in their school. There is evidence that the participants applied **evaluation strategies**, as they needed to generate and consider options for actions to achieve their goals and new visions. During the final closing sessions they were required to **establish implementation plans** for their support structures. This required the identification of key tasks and resources needed to achieve their objectives.

Applied learning: There is clear evidence of participants **actively participating** in learning activities, the acquisition of knowledge, understanding or skills and the application of such new knowledge or skills. This gave the participants greater self-confidence to present staff development sessions: *"I am empowered to transfer my insights to others."*

Building a successful team: This skill could not be observed directly during the presentation of the programme but was evaluated from the feedback of participants during the final sessions of the programme. "*Die hele personeel is in spanne ingedeel volgens behoeftes"* (The whole staff has been divided into teams according to needs). *"The TST co-ordinator has really decided to make this endeavour work. I can see the changes".* In these sessions there was evidence of personal commitment to their teams and the sharing of important and relevant information. The participants **involved others** in team decisions and actions giving recognition to individual differences, values and talents. **They developed structure** by helping to clarify roles and responsibilities of team members and ensuring that the necessary steering or support functions were in place for the establishment of school-based support teams. They also **developed direction,** ensuring that the purpose and importance of the team was emphasised and clarified, guiding the setting of specific and measurable team goals and objectives.

Building partnerships: During the programme life cycle this competency improved dramatically. The participants **identified partnership needs.** They analysed their schools in order to identify relationships that should be initiated or improved in order to attain the school's goals. They **explored partnership relationships,** exchanging information with potential partner areas to clarify partnership benefits and potential problems, thus collaboratively determining the scope and expectations of the partnership so that all the needs could be met. They **formulated action plans** by collaboratively determining the courses of action needed to realise mutual goals, and to facilitate agreement about each partner's responsibilities and required support. The acquisition of this skill is evident in the establishment of multi-disciplinary teams in certain schools and the establishment of a development team that had representatives from each school in the School Clinic area.

Building working relationships: There is clear evidence that the participants sought opportunities to **develop their own and other ideas** by proactively trying to develop collaborative relationships with colleagues in order to facilitate the accomplishment of their goals. *"Beter samewerking, ondersteuning en spanwerk tussen onderwysers"* (Better co-operation, support and team work among teachers). They engaged in the **facilitation of gaining agreement** from partners to support their ideas and to take partnership-orientated action.

Communication: There is evidence that the participants conveyed information and ideas clearly to individuals or groups in a manner that engaged them.

Continuous learning: The key actions observed during the life cycle of the programme were that participants were actively identifying new areas for learning, putting new knowledge, understanding, or skills to practical use and encouraging learning through application. By doing this they put themselves in unfamiliar or uncomfortable situations in order to learn, taking on the challenges of unfamiliar assignments. They were enabled to *"experiment with support strategies and receive positive feedback"*.

Facilitating change: This skill developed strongly during the life cycle of the programme. Participants began to encourage associates to question established work processes and systems and they involved stakeholders in continuous improvement actions and alternatives: "*Wesenlike veranderinge het plaasgevind by die persone wat die program deurgeloop het, a.g.v. hierdie persoonlike verandering kon kollegas gemotiveer word tot verandering"* (Real changes have taken place in the people who have undergone the programme, as a result this personal change could motivate colleagues to change). It required participants to **value sound approaches,** consistently remaining open to new ideas. They supported and used these ideas to solve problems and address issues. They learnt how to **address change resistance,** by helping colleagues to overcome resistance to change, showing empathy with them, and facilitating the implementation and acceptance of change within their schools.

Gaining commitment: There is evidence that participants used appropriate interpersonal styles and techniques to gain acceptance of their ideas and plans in their respective schools. One headmaster said that "*As skoolhoof is ek nou betrokke by vestiging van TST"* (As a headmaster I am now involved in the establishment of TST). This required the modification of their own behaviours to accommodate tasks, situations and individuals involved in the establishment of school-based support teams.

Information monitoring: The key actions observed confirmed that the participants had begun to review data to anticipate needs and to make the necessary adjustments to staff and processes. Such information monitoring required participants to set up ongoing

procedures, systems and structures to collect and review information needed to manage the support needs and accompanying on-going activities.

Innovation (initiative): There is evidence that this skill developed throughout the programme presentation, as participants **challenged paradigms.** This implied that they were seeing alternative ways to view or define problems without the constraints of other thoughts or approaches. They were able to **access diverse resources and they had learnt to think expansively** by combining ideas in unique ways to make connections, to see alternative ways to view or define problems brainstorming multiple approaches to solutions.

Leading through vision and values: Participants learnt to keep the vision and values of the school at the forefront of associate decision-making and actions. They helped others to understand these visions and values and their importance. They **motivated others to action**, by translating these into day-to-day activities and behaviours, involving the guidance and motivation of colleagues to take actions that support the vision and values of the school so that it provided more adequately the needs of the learners.

Problem solving: There was evidence that participants had become more skilled at problem solving. One participant claimed that her "*probleemoplossingstegnieke is verbeter*" (Problem solving techniques had improved). During the last sessions of the programme when they had to develop their own action plans they demonstrated the ability to **generate alternatives,** by creating relevant options for addressing problems/opportunities in order to achieve the desired outcomes and to evaluate the implications and consequences of such options.

Risk taking: There is evidence that the skill of risk taking developed as participants demonstrated that they were **actively seeking opportunities** to gather information in order to understand the probability and benefits of success and the consequences of failure. They were **committed to action,** despite the uncertainty of outcomes.

Strategic decision-making: Participants were seen to be **gathering information,** in order to identify and better understand issues, problems and opportunities of their work situations. They developed decision criteria and selected strategies which were most likely to succeed. They **executed their plans** by establishing school-based support teams in their schools.

Continuous support: The participants identified structures and systems that would provide educators with continuous support in each school's unique situation. They experienced slow progress in the functioning of these teams, because of time management and a full school programme. In addition, it seems that their consultation and collaboration skills need further development.

Transparency and openness: This skill was observed in activities where the participants acknowledged changes in their own attitude regarding the implementation of inclusive education. One participant summed it up this way: "*Beter begrip vir individuele leerders ... alle kinders kan gehelp word, en alle onderwysers kan betrek word*" (Better understanding of individual learners ... all learners can be helped and all educators can be involved).

A positive disposition: There is clear evidence that the participants developed a positive attitude after participating in the programme. "*Ek het nou moed vir die toekoms; Ek is nou meer positief oor my beroep; Baie deure is vir my geopen*" (I am positive about the future; I feel more positive about my vocation; Lots of doors have opened).

Consultation and collaboration skills: These skills were manifested by the fact that the participants could go back to their respective schools to consult and collaborate with colleagues regarding the establishment of school-based support teams. However, it appears that these skills needed further development, since "*Alle leerkragte het nog nie die innerlike verandering 'mind shift' gemaak nie; Daar is nog swak samewerking, min entoesiasme en motivering by kollegas*" (All of the staff have not yet made the inner mind-shift; There is still poor co-operation, little enthusiasm and motivation among colleagues).

6.2.2.3 Professional Development

Table 4: Category professional development

The category professional development was brought about by change in the participants regarding the identification and ownership of problems. They also understood LSEN and learner support better and became more accepting of inclusive education, teamwork, the establishment of school-based support teams, and parent and community involvement. There was also greater improvement of learner behaviour and performance, changes in mind-shifts, positive attitudes, motivation, enrichment, problem-solving skills and self-confidence.

The most frequent comment was that participants **experienced** significant positive **changes** in their own **thinking and perceptions** regarding educational change, support and co-operation (teamwork). The following are an indication that the learning experiences increased the participants' understanding of the process of change, which in turn brought about the personal changes that they experienced.

"Ek het geleer ek moet eers self verander" (I learnt that I had to change first)

"I was converted to change"

"Better understanding of the challenges regarding support"

"Baie deure is vir my geopen" (Lots of doors opened)

"Beter begrip vir individuele leerders" (Better understanding of individual learners)

"Verandering in denke ..." (Changes in thinking)

"Ek het geleer ek moet eers self verander" (I learnt that I need to change first)

"Verandering in denke t.o.v. verandering" (Changes in thoughts about change)

The findings indicate that participating in the programme contributed to the participants' acceptance of inclusive education. One principal remarked that he was personally involved in the establishment of a school-based support team at his school, as he now had a better understanding of the diverse needs of the learners in his school.

"Aanvaar inklusiewe onderwys is 'n realiteit" (Accept that inclusive education is a reality)

"As skoolhoof is ek betrokke by die vestiging van TST by my skool" (As a head master I am involved in the establishment of a TST at my school)

"Ek is 'n meer toeganklike mens" (I am a more approachable person)

"Nou meer begrip vir probleme en behoeftes t.o.v. skool en leerders" (More understanding now of the problems and needs of the school and the learners)

The findings also indicate that participants were empowered, through participating in the programme and could now share the processes of change with their colleagues with increased self-confidence and enthusiasm.

"Ek is bemagtig om kollegas te bemagtig en positief te beïnvloed" (I have been empowered to empower and influence my colleagues positively)

"Ek is nou meer positief oor die probleme en behoeftes van die skool en die leerders" (I am now more positive about the problems and needs of the school and the learners)

"Nuwe talent is ontdek en ontwikkel" (New talent has been discovered and developed)

"I am empowered to transfer my insights to"

"Ek is bemagtig met meer selfvertroue om personeelontwikkelingsessies aan te bied" (I have been empowered with more self-confidence to present staff development sessions)

"Ek is verryk as onderwyser" (I have been enriched as a teacher)

"Ek is bemagtig met meer selfvertroue" (I have been empowered with more self confidence)

"Ek het nou moed vir die toekoms daar is lig" (I am more confident about the future there is light)

"Dankie vir die motivering om nie moed te verloor nie" (Thank you for the motivation not to lose hope)

The participants reported that they experienced support from other participants during the programme life cycle and that they now had a better understanding of the challenges regarding the support that Learners with Special Educational Needs (LSEN) need. They now understood the importance of co-operation, collaboration and teamwork and that this understanding had improved the identification of problems and their problem-solving skills enabling them to take ownership of their problems in their schools by engaging in school-based support teams in their respective schools.

"Meer bewus van leerders se probleme" (More aware of learners problems)

*"Besef uniekheid en potensiaal van leerders" (*Recognise the uniqueness and potential of learners)

"Besef verandering is noodsaaklik t.o.v. leerondersteuning" (Recognise that change is vital with regard to learning support).

"Better understanding of the challenges regarding support"

"Ek voel nie meer so alleen nie" (I do not feel so alone anymore)

"Ek verstaan die belangrikheid van samewerking" (I understand the importance of cooperation)

"Die hele personeel is in spanne ingedeel volgens behoeftes" (The whole staff have been divided into teams according to needs)

"My probleemoplossingstegnieke is beter" (My problem solving techniques are better)

6.2.2.4 Whole school development

Table 5: Category: Whole school development

The findings indicate that the personal and professional development of participant educators empowered them to motivate colleagues to change.

"A.g.v. persoonlike verandering kon kollegas gemotiveer word tot verandering" (Because of personal development colleagues could be motivated to change)

Such changes became particularly evident in their colleagues' interest in and involvement with Learners with Special Educational Needs (LSEN), their engagement in school-based support teams, the implementation of multi-disciplinary support teams in their schools. These factors showed positive results in the form of **improved educational provision for the**

diverse needs of learners, improved parent involvement, and improved parent support and improved learner performance and behaviour.

"Multidissiplinêre span is op die been gebring, en werk uitstekend" (Multi-disciplinary team has been established and is working extremely well)

"Ouers en andere is van buite betrek" (Parents and others from outside have been involved)

"Beter ondersteuning aan ouers" (Better support for parents)

"Skool voorsien beter in leerders se behoeftes" (School provides better for learners' needs)

"TST co-ordinator has really decided to make this endeavour work. I can see the changes (Principal)"

"We experiment with support strategies and receive positive results"

"Hele personeel is in spanne ingedeel volgens behoeftes" (Whole staff has been divided into teams according to needs)

*"Verbetering in leerdergedrag en leesvermoë" (*Improvement in learner haviour and reading competence)

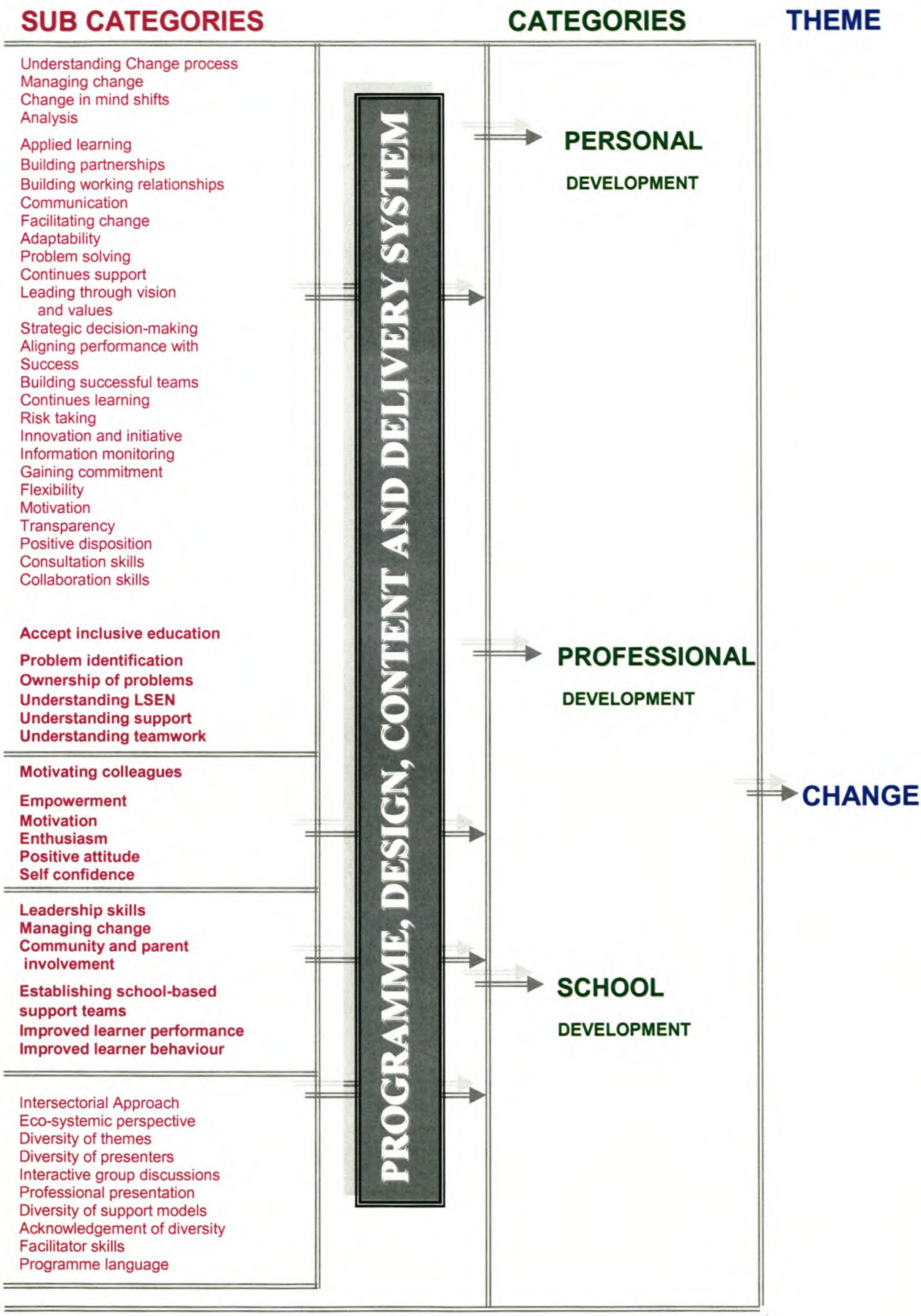
"Leerders is meer entoesiasties en ywerig" (Learners are more enthusiastic and keen)

6.2.3 Conclusive findings

(See Figure 24: Subcategories, categories and main theme)

The figure illustrates how the subcategories and subsequent categories were formulated and how one main theme, namely change emerged.

FIGURE 24: SUBCATEGORIES, CATEGORIES AND MAIN THEME



(Campher, 2003)

6.3 DISCUSSION

6.3.1 Introduction

The overarching theme that emerged from the research findings focuses on change within education. For the purpose of this discussion, change as the main theme within the context of this study is discussed with reference to three aspects of the programme namely:

- The role of the programme information and delivery system
- The role of transformative learning leading to change
- The role and the skills of the facilitator.

6.3.2 The role of programme information and delivery system

The importance of an **eco-systems perspective** as an important foundation for the development of values such as the **promotion of sustainability, co-operation, partnership and collaboration** emerged throughout the programme delivery. This finding supports the policy proposals as discussed in Chapter 1; 1.1, the principle of **holistic development** for the reconstruction of education support services in a new education dispensation for South Africa is important. The theoretical framework of the in-service support programme described a holistic approach in its design. It becomes clear that this development needs to promote health, development and be preventative in nature and should be underpinned by contemporary eco-cultural, systems and constructivist theoretical positions (Lazarus & Donald, 1994). Schools are living, organic and open systems in themselves and as such are the key organisational units of formal education and a primary force of educational change (Dalin & Rust, 1983).

The research findings confirm that the **mental models** of participants changed into ones that are systemic in nature. Because they learnt to look at the whole school and not just at parts of the school for the identification of problems and solutions to problems. The systems perspective further acknowledges that human experiences cannot be understood if they are divorced from the **context** of everyday life within which they occur (see Chapter 1; 1.3.2). The **context** within which educators work emerged as a major determinant for the sustainability of the programmes. This indicates the importance of the **school's organisational structures** for successful change. The lack of time for the effective functioning of support teams emerged as a common negative factor. Educators found it difficult to change when the internal conditions of the school were not conducive to change and if they were not involved in goal-setting and decision-making processes and the collegiality of **group learning**.

The research findings confirm that in order to promote **inclusive education** what is taught in schools, and how resources, both human and material are managed need to be decided through **collaborative decision making** and planning and need to include a consideration of the overall organisation of the school. This would include the curriculum in terms of its content and style of delivery, classroom practice and support for learning and staff development. Such reorganisation is best achieved through working in **teams.** Through **collaborative teamwork** staff members can constantly be developing their skills, strategic competencies and relationship capabilities. The research findings suggest that the following were the key benefits of teamwork:

- More ideas and information are produced
- Educators feel supported
- Understanding and acceptance among educators involved is improved
- There are higher motivation and performance levels
- Teams offset personal biases and blind spots that hinder the decision-making processes
- Decisions are more likely to be innovative and risk-taking
- Learner behaviour and performance improve and parents are involved and supported.

This process has a strong positive relationship with several dimensions of school and educator effectiveness, and effective problem solving. Good strategic planning must allow ideas to surface from anywhere and at any time. It becomes clear that the promotion of **inclusive education** through school policy and practice, in terms of change and innovation relates to organisational developments in schools. In addition there are pressures within society seeking the clarification of values leading to the setting of policy and to the creation of new environments for learning. The level of change is dictated by the nature of the required inclusion. A higher level of commitment to, and a more comprehensive and interconnected spread of change within education and social agencies is necessary and schools have a vital role to play in determining how values, attitudes and assumptions can be altered within society as a whole.

This situation indicates a **change in the 'metabolism'** of schools, which require an increased capacity to adapt to and modify new circumstances and environments. Most progress will be made where there is a rapid rethinking of **management and leadership concepts and structures** to assist schools in the move towards the realisation of inclusive education, thus promoting inclusive practice in the development plans of schools.

Educators need to learn to live proactively and productively with change in order to contribute to the introduction of good educational practice. The research findings indicate that the way in which **institutional change** is managed by staff in schools is affected by their ability to cope with change in a wider context. The way in which educators view their work in terms of inclusion and how they gain their knowledge and skills to enable them to deal with differentiation is related to the **management structure of the school.** It also determines how they organise and deliver a curriculum capable of meeting the full range of learner needs (Wolger, 2000:78-84).

If the challenges posed by inclusive education are to be met by the staff in the schools and considered within the context of their ability to deal with change, **the area of action** would require a **focus on 'school effectiveness'** and would be concerned with **organisational** change, involving whole school policies for the benefit of all learners rather than focussing on those with special needs.

In order to make the necessary organisational change, the following processes have to be seen in motion:

- Developing an eco-systems understanding of all interdependent aspects of school life
- Enabling participants to understand change, organisational life and the management of change.

The research findings confirm that setting these processes in motion is best managed by adhering to organisational development principles, which require the **simultaneous development of personal/professional and organisational competence** to enhance learning experiences for the development of coping skills, self-esteem, support and leadership skills. Harvey (1996:4) describes the development of organisational competence as involving a long-range effort to improve the **organisation's ability to cope with change** and its problem solving and renewal processes through the effective management of **organisational culture.**

The research findings affirm that the programme content led the participants to think about the organisational **culture** of their schools, the culture they want to create and the leadership skills required in order to manage the building of a **high trust culture** in their schools. The findings also confirm that the programme contributed to breaking down a rules-orientated organisational culture, and in its place creating a culture of collegiality and collaboration. It encouraged active engagement that replaced passivity and provided a sense of purpose, empathy, pride and professionalism. This in turn enabled educators to meet and shape the challenges of a rapidly changing workplace through the establishment of school-based support teams.

The in-service educator programme was based on the perspective that whole school development is characterised by five main integrated elements: **culture, identity, strategies, structures/procedures, technical support and human resources.** The development of these elements in the programme delivery process was directed at improving the levels of congruency and integration within and between these elements. Underpinning this development was the central notion of the development of **leadership and management skills.** As such the programme focused on **educator capacity building** in a number of ways in order to develop the necessary educator competencies for school development.

The findings further support the theory as discussed in Chapter 3; 3.2.4 that a programme that promotes 'whole school development' must encourage the idea of **ownership,** and involve all individuals in continuous learning in order to **create a learning organisation.** An organisation within which educators have a sense of purpose can reflect, build new shared visions, see the larger patterns and understand interdependency (systems thinking). This capacity will alter the cultures and structures of schools. The building of capacity for change in schools through creating environments for learning, creates organisational **'change-ability', the innate capacity of the school to change**. The research findings confirm that schools as organisations ultimately change via their individual members. Furthermore they confirm that the **individual** competencies of personal mastery and mental models are eventually transferred into the shared visions and team learning of the **organisation** (school) as discussed in Chapter 3; 3.3.2.4. What became clear was that whole school development is **about transformation**, **about creating the capacity and an infrastructure for continuous learning and an understanding that every member of the school is the school.**

Consideration of the different perceptions and perspectives of the participants is therefore imperative. There was clear evidence of the need to support the 'internal transition' phase of change - the psychological and emotional orientation that educators need to go through for the change initiative to be successful. This confirmed the importance of including information about how educators can cope with, understand and manage change in the context of an in-service support programme. This includes leadership, group performance, individual performance, interpersonal/social exchange, managing change and conducting performance evaluation.

An issue that emerged from the research findings was the relationship between being a change agent and the positional power invested in the change agent. The schools where the principals attended the programme, and were convinced of the advantages of school-based

support teams, established their school-based support teams more quickly and efficiently than those whose principals did not.

It is the evaluator's interpretation that support for change, from **top management and staff** alike is crucial for successful change implementation. This supports the stance that all the educators from a school should have access to organisational development as a strategy for change. In addition **capacity building in leadership and the acquisition of management skills** should be available for all educators and not only for management. This is viewed as a key principle of 'whole school development' by De Jong (1995).

Although the establishment of support teams was making good progress in most schools, the participants reported that not all educators in their respective schools had made the necessary inner adaptations and mind shifts to support the establishment of school-based support teams. This raises the question of **sustainability**. The most significant constraints in relation to the sustainability of school-based support teams that emerged were:

- The time constraints of educators
- Low levels of enthusiasm and motivation of educators
- Lack of commitment and urgency of educators to bring about change
- Not all educators have made the necessary inner adaptations and mind shifts.

These factors suggest that organisational structures in schools had not adapted adequately to sustain school-based support teams.

The research findings indicate that the programme design and content was aligned with the criteria of good in-service educator education and training in its **ownership** approach. The **process of change and its sustainability** is depended upon the stakeholders **taking charge of change**. The practice of the programme delivery therefore needs to be **facilitative**, supported by an approach of seeing the educator as a **reflective participator thus** the facilitator mediates the process of critical self-reflection, aiming to develop resourcefulness in educators rather than providing resources for them. The design and content must be **needs driven** and solutions to these problems need to be **educator-driven**. Each school needs to design its own support structure according to its own unique needs.

The programme **promoted personal and professional growth** by strengthening the participants' motivation and commitment. It also encouraged professional growth by improving the quality of teaching and academic background, as well as the management and leadership skills of the participants. It promoted competence, confidence, collaboration skills and co-operation. Because of the educators' personal and professional growth their schools

became more effective, more humane and thus the programme contributed to school growth. Through the establishment of school-based support teams schools involved parents and members of the community. This is further evidence that the programme adhered to the criteria of in-service education and training as specified in Chapter 4; 4.2.

One characteristic of an INSET programme that emerged from the evaluation research findings is that such a programme needs to be ongoing. Establishing school-based support teams is therefore an ideal tool for this ongoing process of development. INSET needs to be linked to the school's policy and development strategies. It needs to develop educator and school ownership and self-direction in terms of own-needs development. The in-service support programme evaluated is informed by educator needs within a specific context, namely the establishment of school-based support structures (teams) for a specific target group of schools. The principals of these schools contributed to the initial shaping of the programme, and the facilitator of the programme shaped it to the specific needs of the participants based on their feedback after each session. Ultimately, the programme contributed to whole school development by creating an environment conducive to improved teaching and learning as well as human resource and organisational development.

A major determinant for successful whole school development strategies as discussed in 6.3.4.1 of this chapter is the **role of the facilitator** of an in-service programme.

6.3.3 The role of transformative learning leading to change

The research findings confirm that a programme which is designed for adults must integrate new knowledge with previous knowledge: in this case, active **learner participation** was is required for learning to occur. Problem- and experience centred learning and **collaborative modes** of teaching and learning enhanced the self-concept of those involved and resulted in more meaningful and effective learning. Furthermore, the findings show the importance of establishing an **atmosphere** that is non-threatening and which supports experimentation, as well as recognising different learning styles of participants (Ascew & Carnell, 1998).

Such factors allowed educators to become more aware of the complexity of professional development as they realised the complexities of their own behaviour, motives, relationships, emotional reactions, blocks and the complex contexts within which they were working. They became aware of the importance of building relationships and the processes that encouraged collaboration. This overt and recognisable understanding helped educators to feel more **confident** of the changes they wished to make and to plan accordingly. This confidence enabled them to make choices. Insights were built from reflective processes and articulated within the group.

The potentially life-changing nature of transformative learning underscores the fact that to develop timely, relevant, and successful programmes for adult learners one needs to plan for change. A planning schema that is non-linear, integrated, cyclical, formatively evaluative and cognizant of social, political and organisational exchange is required. Since transformational learning is a fundamental outcome of adult education, preparation for transformation is required from the beginning. This suggests that there should be a wider perspective than individual development alone when attempting educator development. The research findings indicate that is vital to have an INSET training intervention programme undergirded by **adult learning principles,** in order to create a **learning environment** in which transformative learning can occur.

> *For some, and uncritically assimilated explanation by an authority figure will suffice. But in contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Facilitating such understanding is the cardinal goal of adult education. Transformative learning develops autonomous thinking* (Mezirow, 1997:5).

Transformative learning occurs when participants change their frames of reference by **critically reflecting** on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. Mezirow describes the learning process as mainly 'rational, analytical and cognitive'. Participants also made many references to an **emotional** experience. Emerging in the literature is the view of Boyd and Myers (1988), that transformative learning is an 'intuitive, creative, emotional process' based on analytical psychology. In this view transformation is a fundamental change in personality involving the resolution of a personal dilemma and the expansion of consciousness resulting in greater personality integration.

The findings of this study confirm the need for an in-service educator programme to recognise that the process of discernment calls upon such extra-rational sources as symbols, images and archetypes to assist in creating a personal vision or meaning of what it means to be human. The process of discernment is composed of the three activities of **receptivity, recognition and grieving** as discussed in Chapter 3; 3.3.2.5. Firstly an individual must be receptive or open to receiving an 'alternative expression of meaning' and secondly recognise that the message is authentic. Grieving, the third and most critical phase of the discernment process, takes place when an individual realises **that old patterns** or ways of perceiving are no longer **relevant and moves on to adopt or establish new ways,** and finally to integrate old and new patterns. **Different learning contexts, learners and facilitators all affect the experiences of transformative learning**, as people learn in different but interwoven ways. ***Not all learners are predisposed to engage in transformative learning, nor do all facilitators of adult learning feel comfortable with a***

goal of transformative learning. Moreover, not many adult learning situations lend themselves to transformative learning. This explains why some participants did not optimise the learning provided by the programme (Boyd & Myers, 1988:277). Grabov (1997) suggests that the two views share commonalities in practice to include 'humanism, emancipation, autonomy, critical reflection, equity, self-knowledge, participation, communication and discourse'.

The learning approach of the programme outlined in Chapter 1; 1.3.3, embodied the principles of meta-learning, holistic learning, self-actualisation and collaboration, and the programme design ensured that the following were incorporated (Cranton, 1994:10-14; Askew & Carnell, 1998:152):

- **Subject orientated learning:** The programme provided relevant information and the participants could gain knowledge and skills.
- **Consumer orientated learning:** The facilitator and the programme content provided resources regarding the needs of the participants, which they in turn could apply in their own particular schools.
- **Collaborative and co-operative learning:** The programme delivery employed interactive workshops in the fourth module groups had to use ex-operative learning techniques to plan their own strategy for the establishment of school-based support teams.

The programme facilitated **participant transformation,** since the participants recognised themselves as being caught in their own history. Their perceptions changed as they discovered a need (through the programme content) to acquire new perspectives and gain an understanding of changing events. Autonomous thinking developed through helping the participants to make their own interpretations rather than act on the purposes, beliefs, judgements and feelings of others. **Participants** had a responsibility for creating the learning environment for and constructing and creating conditions under which transformative learning can occur (Taylor, 1998).

The research findings indicate that an in-service programme can change mental models. As mentioned in Chapter 3; 3.3.2.4.3, mental models affect perceptions and behaviour. They have an influence in terms of the **culture of a school** since the practice, ethics, biases, assumptions and the shared or individual visions about these practices influence the culture. Mental models or the dynamic structures that are created on the spot to meet the demands of specific problem-solving situations emerge from the 'beliefs' and 'presuppositions' held by a learner. Beliefs are analogous to the transformation theory's 'meaning schemes' while presuppositions are analogous to the transformation theory's 'meaning perspectives'.

Vosniadou and Brewer (1994) propose that changes in mental models are constrained by the beliefs and presuppositions held by the learner. Thus, a change in a mental model will require a **change in belief that will require a change in presupposition**. This hierarchical change is very similar to the transformation described in perspective transformation.

In transformative learning the facilitator plays a key role in establishing an environment that builds trust, care, and facilitates the development of sensitive relationships among adult learners. Adult learners need facilitators to be knowledgeable, show concern for their learning, to present material clearly, to motivate, to emphasise the relevance of learning material, and to be enthusiastic. The facilitator needs to create a 'community of knowers', who are united in a shared experience of trying to make meaning of their life experience. As a member of this community the facilitator sets the stage for transformative learning by serving as the role model and demonstrating a willingness to learn and change by expanding and deepening understanding of and perspectives about both subject matter and teaching (Taylor, 1998; Donaldson, Flannery & Ross-Gordon, 1993:150). It is clear that the role and the skills of the facilitator play an important part in the delivery process of the programme which enables transformative learning to lead to change.

6.3.4 An analysis of the evaluation process

> *Learning from text can provide only part of the knowledge base needed to undertake maximally useful evaluations* (Rossi & Freeman, 1989:43).

It was important to make the evaluation process as objective as possible. This meant collecting maximum evidence to enable the evaluator to make a comprehensive statement incorporating data pertaining to the dissatisfaction and satisfaction of participants. Such evidence would provide a firm assessment that was trustworthy within the constraints of a monetary budget, a time frame of seven months, one evaluator designated to the project and the person-hours of the informants.

(See Figure 23: The evaluation process)

In an attempt to achieve this objective the research methods included an extensive literature review to bring a theoretical framework from existing social science theory to the evaluation setting. Rossi and Freeman (1989:41) discuss the difficulty in designing the perfect evaluation claiming that '*for any evaluation many good designs can be proposed, but no perfect ones ... general writings on design and scientific method are inadequate to guide the evaluator; evaluations should not be cast into one single mode*'. These statements confirm the importance of practice, experience and understanding in the design of an evaluation.

The design of the programme evaluation ensured the following:

- That the programme under investigation was new and **innovative**
- That it recognised the sponsors' interest
- That it took account of the stakeholders' requirements of scientific study
- That the evaluator was also the designer, the co-ordinator and the main presenter of the programme.

As discussed in Chapter 4; 4.7, the design of the programme under investigation focussed on the **use of evaluation processes** in the design of the programme delivery system. According to Patton (1997:90) *process use refers to and is indicated by individual changes in thinking and behaviour, and program or organisational changes in procedures and culture, that occur among those involved in evaluation as a result of the learning that occurs during the evaluation process.* Participants were involved in all aspects of the evaluation process. The facilitator, however, was required to give special attention to and develop evaluation logic and skills. Evaluation logic, the discipline of evaluation reasoning, **participation** and collaboration were incorporated in the programme delivery system to **enhance learning experiences.** They also gave the participants a sense of ownership, self-determination and of being in control.

The employment of these **reflective practices** served both to prepare participants for learning and to provide baseline data. The purpose therefore for using these methods was not only to measure the extent to which change had occurred, but also to consider the increased likelihood that change would occur. This participative practice is what development is all about – gaining the skills for **self-reliance.**

> *Self determination, ... consists of numerous interconnected capabilities that logically follow each other ... the ability to identify and express needs, establish goals or expectations and a plan of action to achieve them, identify resources, make rational choices from various alternative courses of action, take appropriate steps to pursue objectives, evaluate short and long-term results (including reassessing plans and expectations and taking necessary detours), and persist in pursuit of those goals* (Fetterman *et al.*, 1996a:2).

These learning experiences influenced their attitudes, focus, reflection, collaboration, co-operation, leadership skills, problem identification, criteria specification, data collection, self-efficacy, analysis and networking. The impact of reflection and meditation on the inner sense of self is analogous to the impact of engaging in the process of evaluation irrespective of the content of the evaluation's findings and is often longer lasting (Patton, 1997:90-96). This process ensured ongoing, longer-term commitment and builds a **culture of learning** into the programme delivery system.

Furthermore, including the participants in the **evaluation process** contributed to human development, since the participants gained in self-reliance and the level of **empowerment**. Against this background it contributed to the creation of a learning organisation, with an organisational culture committed to ongoing learning. In this context training, facilitation, advocacy, illumination and liberation were an integral part of the evaluation process (Fetterman *et al.*, 1996b:5-17).

This **approach desensitised and demystified evaluation** and assisted schools to internalise evaluation principles and practices. Training a group to conduct self-evaluation is ongoing because new skills are needed to respond to new levels of understanding. Training becomes part of the self-reflective process of self-assessment in that participants must learn to recognise when more tools are required to continue and enhance the evaluation process. In this empowerment setting, participants were allowed to shape the direction, suggest solutions to their problems and play active roles in making change happen. One empowering outcome was the formation of effective groups for collective action and reflection (Patton, 1997:100).

This process also brought about new insights and understandings of roles, structures, programme dynamics, programme worth and improvement. The process enhanced the development of a dynamic community of learners as participants engaged in self-evaluation. This eye-opening, revealing, and enlightening experience sets the stage for the powerful emancipatory forces of self-determination, as discussed in Chapter 4; 4.7. Fetterman *et al.* (1996b:16) describes liberation as an act of being freed – freeing oneself from pre-existing roles and constraints. This involves a new conceptualisation of oneself and of others. Participants found useful ways of evaluating themselves. They discovered new opportunities, saw existing resources in a new light and redefined their identities and future roles as educators. Participants ended up with a plan, a sense of direction, an assumption of responsibility for their lives and a commitment to making educational progress.

From an organisational development perspective the process of evaluation supported change in schools because the internalisation of evaluation principles and practices engaged participants in reality testing, based on systematic data collection for improvement, judging the merit or worth of their efforts and the generation of knowledge about effectiveness with attention to specificity and clarity.

It is clear that including the evaluation process as an outcome of the programme had significant effects on the participants. It reinforced, strengthened, supported and enhanced the desired outcomes of the programme and the sustainability of the evaluation (Patton, 1997:89-100; Fetterman, 1996a:2). In summary then it is clear that the

programme was designed and implemented to support and enhance the programme's desired outcomes. The value and worth of the programme was not the end point of the evaluation research but part of an ongoing process of programme improvement. This approach acknowledges that merit and worth are not static values. Populations and goals shift, knowledge about programme practices and their value changes and external forces are increasingly unstable (Fetterman *et al.*, 1996a:4-6).

6.3.4.1 The role of the facilitator

As mentioned in Chapter 1; 1.4.2.7 and 4; 4.6 and 4.4.2.2, the dynamic relationship between the **facilitator as change agent and the target system** is often overlooked in organisational change efforts. In an eco-systems perspective, there is a **complex interaction between the facilitator and the system** in which the intervention takes place (the target group of educators). This relationship between the facilitator and the system that he/she is working with and embedded in is an important indicator of the success of the programme.

This feeds the view that the **delivery of the intervention is affected by the facilitator as a change agent's boundary profile.** To increase the effectiveness of the programme it is imperative that the facilitator understand and withhold judgement regarding the system he/she is working with. This understanding will show the different ways in which the facilitator as a change agent can operate. The facilitator needs to 'read' the inter-dynamics and behaviours that create a critical mass of operation: group behaviours are larger than the behaviour of any one individual.

From the research findings it is clear that in the delivery process of an in-service educator programme it is important for the facilitator as a change agent to recognise that it is often **the system and the processes in place that create problematic behaviour**. Individual behaviour should not be the focus; groups of people together take on certain characteristics that make the group different from any one individual's behaviour. It is therefore imperative that the facilitator, be knowledgeable about the different system types referred to in Chapter 1; 1.3.2 and Chapter 4; 4.4.2.2.

Target systems are normally not interested in change. If the facilitator wants the system to change, he/she needs to determine where the burden of responsibility lies for initiating change. The system may or may not accept responsibility, so the facilitator needs to discover **how to become part of that system in order to influence it** to change, as she has the power to be influential. This would require the facilitator to change his/her boundary profile in order to work with the more functional parts of the target system. When a facilitator enters a system with respect for its right to exist, there is much greater potential for creating

possibilities for change (Kantor & Neal, 1985:13-130; Constantine & Israel, 1985:525-547). This implies that a facilitator needs to recognise the preferences embedded in her/his own boundary profile and to adapt them in order to achieve the required objectives - how a facilitator **frames what people need to change to.** In this study, the manner in which the facilitator managed transition emerged **as an important factor in whole school development efforts**.

When training programmes and programmatic improvements for different organisations are introduced, facilitators as change agents **often act intuitively.** However, it is important to codify these steps within a scientific system-type framework (see Chapter 4; 4.4.2.2). Every change programme belongs to a system type. When organisations need to change their culture, the first objective would be to enable change within their own system type.

In this study the evaluator was the designer, co-ordinator and main facilitator of the programme under investigation and as such had a degree of control over the implementation of the 'treatments': The design of the delivery process needed to incorporate a change process that would achieve specific change goals. These required the designer to review available change tools and interventions and to select those that would help schools to achieve their goals. The facilitator needed to create activities and interventions to fill any gaps, and to ensure that each intervention supported every other intervention, which in turn supported the schools' values and strategies. It required the arrangement and the integration of these interventions into one simple, seamless step-by-step process contained in the programme content.

The conceptualisation and design of the in-service programme content required the evaluation of the real issues in order to develop clear change roles. This was achieved by the analysis of the problems experienced by the School Clinic and the schools in its service area. Proposals and clear goal-directed solutions to these problems were advocated in the design of the programme content.

It was clear that the schools and the School Clinic needed to visualise a desired ideal future state. This was achieved by discussing an 'ideal school', namely an inclusive school. The facilitator then helped the participants to identify possible hurdles, as well as the forces for change, and the dreams, goals and values of the key stakeholders that would enable them to reach this future state in their respective schools. As issues of school change depend on the culture of the school, the programme facilitated the identification and possible means of developing the desired culture and values. This process facilitated the identification of the schools' readiness and capacity for change. Through these exercises the participants were made aware of the impact of the external environment on the changeability of their

respective schools, and on the educators working in them. It also identified the type of changes required and the strategies that they would need to follow to reach their desired future state. As the designer of the programme, the evaluator was able to include the use of evaluation processes in the data collection procedures. This had the advantage of enhancing the desired outcomes of the programme.

The implementation of the programme required participants to change and therefore the facilitator needed to manage resistance to change. **Resistance management** recognises the potential benefits of resistance. During the presentations the facilitator recognised resistance as an expression of reservation - a response or reaction to change which could have been interpreted as actions by the participants to stop or alter change.

Generally resistance is understood as detracting from the proficiency of schools. It is portrayed as a negative consequence and is seen to be conflict-indicative of a breakdown in the normal interactions that exist between individuals and groups. However, in the light of psychological, sociological and anthropological findings the facilitator was able to see these as part of the process of change. Therefore, in the delivery process, resistance was not approached in an adversarial way by the facilitator as it was seen to play a useful role in school change efforts. Such resistance encouraged a search for alternative approaches so that the conflicting opinions being observed become a useful source of innovation. It is seen to balance the pressure of the internal and external environments encouraging change against the need for stability and constancy. The challenge therefore became a matter of finding a balance between change and stability, avoiding the dysfunctionality of too much change while ensuring stability does not become stagnated. People resist the uncertainties that change can cause. Without resistance there is a danger of proposals being accepted simply because they are favoured by management. In that case, school change would be limited to the prescriptive capabilities of those proposing the change.

The evaluation findings indicate that the participative techniques employed as methods of managing resistance, which involved all the participants and the provision of opportunities for feedback throughout the programme life cycle resulted in a team approach and greater commitment from the participants.

The most complex requirement of the facilitator as a change agent in the delivery process was to get participants to 'buy into' the change process and to take the relevant action. In this programme, the facilitator had to identify the key stakeholders of the change process and involve them in the evaluation processes. This implied facilitating consensus on the changes that schools needed to make. Participating in this process created ownership of the change process and facilitated the establishment of clear goals for the individual change

schools would have to undergo. The facilitator needed to help participants to understand how the changes that they selected would impact on the rest of the school (systems thinking) and on themselves.

The facilitator needed to help the participants to become change agents who could co-ordinate the activities of the different role players in the change processes of their schools. These involve the different role players such as the principal, regional co-ordinators, external consultants, internal consultants, middle managers, departmental educators and educators in their schools.

In facilitating the **management of the change process** brought about by the implementation of the programme content with specific reference to the establishment of school-based support teams, the facilitator needed to be aware of how the participants would be affected by the change. They were often surprised by their own feelings of resistance, frustration and confusion. The facilitator was able to help participants by educating them in the effects of change on individuals and how to overcome barriers to change. This included the psychological phases that people go through when experiencing change and the feelings that are brought to the surface see Chapter 3; 3.3.2.5. The findings indicate that a successful facilitator needs to be creative in making a change process fun, exciting and developmental rather than scary and frustrating.

The research findings show that individuals dislike change. While they see that it may benefit the school, change to them also means additional work, feelings of incompetence and inefficiency and perhaps a limited career path. In this programme, the facilitator needed to create the belief that participating in this change was fun and rewarding and that it would provide an opportunity to develop new skills and increase visibility within the school. In other words, it was similar to embarking on an exciting adventure. To achieve this objective the facilitator needed to apply innovative techniques which included advertising inclusive education through a video, providing role models and describing success stories.

In order to get participants to react with passion, energy, excitement and creativity the facilitator needed to become an inspiration agent. This meant helping participants to discover the magic they had within them, to dream of the personal greatness they could achieve, encourage them to take risks, to use their special magic to overcome barriers to personal success and to celebrate their own small successes. Individuals who contribute to a change process often get discouraged when they find they are not rewarded for their efforts. This situation arises when reward and recognition in the school is not aligned to change. To ensure that there would be affirmation of the educators' role the principals of the schools involved were invited to participate in the programme.

The programme content enabled the participants to become change agents in their own schools. It was therefore necessary for them to see that schools are integrated systems and that any change to one part of the system may trigger unexpected changes to other parts of the system. Similarly, unless changes to the culture of the school are considered, certain elements of the system could prevent the facilitator from succeeding. The facilitator regularly needed to play a monitoring role to measure the progress towards change goals. This meant constantly monitoring progress and what still needed to change by providing constant feedback on progress to the principal, the team, and the other change agents or change roles, managers and individuals involved with change. In this role the facilitator had to encourage participants to identify obstacles to change and find creative ways of overcoming these at their own risk. This applied particularly to obstacles that required change to the entire system and could require approval from the principal.

The research findings indicate that the facilitator of an in-service educator programme needs to adopt a variety of change roles. These involve developing the following qualities: common sense and courage to use them; credibility and trust; the ability to work at all levels in an organisation; and a wide range of knowledge, and knowledge of change management. The ability to work with teams creatively, the ability to custom design processes to meet the goals of the school. Self-confidence needs to be balanced by humility and coaching skills. In addition a love of innovation and new ways of doing things, a sense of humour, a sense of fun, a spirit of caring and the ability to inspire people are important. Facilitators need to consider how they can help participants connect the rational and the affective by using feelings and emotions both in critical reflection and as a means of reflection (Grabov, 1997; Taylor, 1998).

As the evaluator was present from the start of the design of the programme and as a participant-observer had close relationships with the participants, she was able to become a facilitator and a collaborator rather than an expert and a counsellor as was required by this study's evaluation process. With its emphasis on programme improvement, training, facilitation, advocacy, illumination and liberation are an integral part of the evaluation process (Fetterman *et al.*, 1996a:5-17). Seen in this light involving the evaluator in the programme delivery process is interpreted as strengthening the evaluation process (Mertens, 1998:11-15).

On the other hand the independence of the evaluator may be questioned (Rossi & Freeman, 1989:39). The role of the evaluator involved a degree of engagement that went beyond independent data collection and assessment of traditional evaluation functions. The role became more developmental as the lines between development and evaluation became blurred in working with the participants in collaborative teams. However, it could be argued

that what the evaluator lost in conceptual clarity and purity within a narrow definition of evaluation, she gained in cumulative knowledge.

Against this background higher quality data is ensured by combining qualitative and quantitative methods to capitalise on the strengths of each. Findings are supported by direct quotations of participants, and multiple sources and multiple methods of data collection were employed as discussed in Chapter 5; 5.4.2 (Mertens, 1998:11-15; Babbie & Mouton, 2001:368).

6.3.5 The conceptualisation and design of the programme

The quantitative evaluation of the **content** and **goal achievement** focus on the objectives of the programme is presented in Table 1: Evaluation of programme content, presentation and goal achievement. This represents the evaluation of the **design and conceptualisation** of the programme (Mouton *et al.*, 2000:80). The quantitative findings shown in Table 1 and 2 are combined with the qualitative findings presented in Table 3 to support the following statements:

Participants perceived the programme delivery as satisfactory, which indicate that the programme was implemented as designed.

- **The programme was designed for interactive participation and feedback:** *'n Positiewe punt is die interaktiewe deelname, terugvoering van en bespreking met skole'* (A positive point was the interactive participation, feedback and discussion with the schools)
- **The programme design included a diversity of themes**: *'Ek het gehou van die diversiteit van die temas'* (I liked the diversity of the themes)
- **The programme design employed a diversity of presenters:** *'Ek het gehou van die diversiteit van die aanbieders'* (I like the diversity of the presenters)
- **The programme design required a non-threatening environment:** 'Informele aanbieding, geen druk op kursusgangers is baie positief' (Informal presentation, no pressure on those attending was a very positive aspect) *'Vryheid en selfuitdrukking is belewe'* (Freedom and self-expression were experienced)
- **The programme was designed to enhance empowerment, motivation and self-esteem, and enthusiasm:** *'Ek is bemagtig om kollegas te bemagtig en positief te beïnvloed' (*I was empowered to empower colleagues and to influence them positively); *'Nuwe talent en entoesiasme is ontdek en ontwikkel, dankie vir die motivering om nie moed te verloor nie"* (New talent and enthusiasm was discovered and developed, thank

you for the motivation not to lose heart); *'Ek is nou meer positief oor my beroep'* (I am more positive about my vocation now).

- **The programme was designed to accommodate participant diversity:**

  'Geen resep maar individuele behoeftes van skole en gemeenskappe is erken' (No recipe but individual needs of the schools and communities were acknowledged) *'Aanbieders kon identifiseer met ons probleme'* (Presenters could identify with our problems).

- **The programme adequately addressed the identified needs of the participants who benefited from it. Therefore the effort invested in the programme was worth it.**

'Aanvaar inklusiewe onderwys is 'n realiteit. (Accept inclusive education as a reality)

'Besef die uniekheid en potensiaal van leerders, en die noodsaaklikheid van verandering t.o.v. leerondersteuning' (Recognise the uniqueness and potential of learners, and the crucial need for change with regard to learner support)

'This course truly succeed in getting the ball rolling ... we are responsible for implementing change. It was a bitter pill to digest initially, but the breakthrough was made'

'Wesenlike veranderinge het plaasgevind by persone wat die program deurgeloop het, a.g.v. persoonlike verandering kon kollegas gemotiveer word tot verandering' (Real changes have occured in people who underwent this programme, as a result of personal change colleagues were motivated to change)

'TST co-ordinator has really decided to make this endeavour work. I can see the changes' (principal)

'Nou meer positief oor/begrip vir probleme en behoeftes t.o.v. skool en leerders' (Now more positive about insight into problems and needs of school and learners)

'Beter samewerking, ondersteuning en spanwerk tussen onderwysers' (Better co-operation, support and teamwork between teachers)

'Hele personeel is in spanne ingedeel volgens behoeftes. (Whole staff were divided into teams according to needs)

'Skool voorsien beter in leerders se behoeftes'. (School is meeting the needs of learners better)

Leerders is meer entoesiasties en ywerig' (Learners are more enthusiastic and eager)

'Verbetering in leerdergedrag en leesvermoë' (Improvement in learner behaviour and reading ability)

Against this background one can accept that the problem was appropriately conceptualised: the needs of the participants were correctly identified and the conceptualisation and design of this programme adequately addressed these needs. The programme design and the design of the delivery system satisfactorily met the intended objectives, implying that the rationale underlying it was coherent. Most participants specifically indicated that they benefited from participating in the programme.

6.3.5.1 The implementation process

The evaluation of the **presentation** the programme as presented in Table 1 produced information about the extent of the programme delivery, coverage and diffusion (Mouton *et al.*, 2000:80). The quantitative findings regarding the evaluation of the **presentation** of the programme indicate that the participants perceived the programme delivery as satisfactory, 59% of the participants evaluated the presentation as very good and 41% as good. Against this background it can be accepted that the programme was successfully implemented as designed, and that the effort invested in the programme in terms of physical and human resources was worth it.

Furthermore, the evaluation of the presentation of the programme with its focus on the delivery system provides information about the extent to which the programme achieved the levels of outcomes as specified in the programme design (coverage) (Mouton *et al.*, 2000:86). The ratings of 59% as very good and 41% as good indicate that a proportion of the participants received 'no treatment' or 'not enough treatment' or the 'wrong treatment'. This could result from poor service delivery, withdrawal of participants from the programme or indicate that the service delivery fell short resulting in 'diluted treatment'. It could also indicate 'wrong treatment' because of the way in which the programme was delivered or that the 'treatment' required a delivery system which is too sophisticated. Rossi and Freeman (1993:190) provide an explanation for the latter: '(I)*interventions that work well in the hands of highly motivated and trained deliverers may end up as failures when administrated by staff of a mass delivery system whose training and motivation are considerably less'.* Against this background it can be accepted that the ratings could have been higher if the presenters/facilitators had been better trained, and if all the participants had attended all the sessions. There were sessions during the programme presentation that were badly attended as participants had other departmental obligations and one school withdrew from the programme after the second session. The language in which the programme was presented was predominantly Afrikaans which could be viewed as 'the wrong treatment' for this particular school, causing it to withdraw.

There were no problems regarding programme management and administration during the life cycle of the programme, which is an indication that the necessary programme management, administration and infrastructure were in place to support the implementation of the programme.

6.3.5.2 Programme effectiveness (impact) and efficiency

Against the above discussion it can be accepted that the programme was reasonably effective in terms of outcomes. There is evidence that participants:

- Gained knowledge and skills
- Changed their behaviour and attitudes
- Contributed to better educational service delivery and improved school operations.

It can be accepted that the programme achieved its success at a reasonable cost. The time frame for the presentation of the programme was ample. However, more time would have been preferable for the follow-up and back-up support that the Clinic and the schools needed for the establishment of the school-based support teams.

6.4 CONCLUSION

This chapter discussed the research findings. The following principles were extrapolated for the development of in-service educator support programmes: it has to be based on a theory of how people change and how change is brought about and plan for change, employ evaluation process use in the programme delivery system within an eco-systems perspective embodying adult learning principles. It must be needs-driven and linked to the organisations policy and development strategies and evolve through teams facilitated by an efficient facilitator and involve organisational development principles to create a learning organisation.

The research findings contribute to the knowledge that learning changes the way educators perceive themselves and their experiences. This gives rise to change in behaviour, which ultimately changes relationships and societies, implying that group, organisational and societal change comes from individual change.

The findings are synthesised into an overall judgement that the programme was of value to the target group of educators in that it facilitated the establishment of school-based support teams in their school, it contributed to the development of skills that helped them to understand, manage and cope with change. These contributions to personal and professional development contributed to whole school development as it contributed to building a culture of learning developing a learning organisation. The quality of education was thus improved as the behaviour and performance of learners improved.

CHAPTER 7

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS, AND FUTURE PERSPECTIVE

You know that I don't believe that anyone has ever taught anything to anyone. I question the efficacy of teaching. The only thing I know is that anyone who wants to learn will learn. And maybe a teacher is a facilitator, a person who puts things down and shows people how exiting and wonderful it is and asks them to eat (Leo Buscaglia, 1982:7).

7.1 INTRODUCTION

The purpose of this study was to develop and evaluate a particular in-service educator support programme by means of an extensive literature review and an intensive empirical study, which involved a comprehensive evaluation of the programme. The selection of the content of the programme was informed by the literature study. This included the main aspects of post-1994 educational change in South Africa, managing change, organisational development and organisational change. The literature also highlighted the fact that people accomplish change, and as such any attempt at change needs to take account of the effects of change on individuals and organisations.

7.2 SUMMARY

Chapter 1 provided the background to the study. The statement of the problem and the theoretical framework of this study. It described the connection between the effectiveness of educational transformation, educator development, school development, change and support, and also brought to the surface deficiencies in the South African educational transformation process. These deficiencies included the breakdown in the culture of learning and teaching in many South African schools and showed that policies and legislation have not changed the situation.

The chapter also argued the need to attend to organisational issues as an effective way of improving classroom practice (Davidoff & Lazarus, 1997:xvi). In addition the urgent need for effective management of the educational transformation process in South Africa was highlighted. It explained South Africa's educational **policy formation and development** regarding the development of an integrated and **inclusive** approach to education and training (Department of National Education, 2000a:1-40). It transpired that in order to respond to the needs of all learners and to recognise and celebrate diversity, to encapsulate the vision of an effective **inclusive education** structure and practice, all aspects of the education system would have to be changed (Engelbrecht, 1999; 2000). Support structures, systems and processes, would have to be established or strengthened, and capacity of educators to cope with the demands of educational change would have to be developed. This would require quality leadership, effective intervention strategies and the empowerment of educators. The establishment of school-based support teams was suggested as an enabling mechanism through which educational change could be facilitated.

The purpose of this study was described as the development and evaluation of an in-service educator support programme which would facilitate educational transformation within an inclusive educational setting. The primary focus was the development of educator competencies and skills that would help educators cope with educational change through the establishment of school-based support teams.

The theoretical framework for the development of in-service educator support programme within a whole school development framework was also discussed. It also showed that education needs to be placed in **context** to understand that it takes place in ever-shifting sets of multi-dimentional realities (Davidoff & Lazarus, 1997:3; Engelbrecht *et al.*, 1997:3): whole school development requires an **eco-systems** approach in order to build schools into learning organisations. Such an approach addresses both the individual lifestyles of educators and the corporate life of the school as an organisation (Senge, 1990:88; Davidoff & Lazarus, 1997:3; Engelbrecht *et al.*, 1997:3). **Transformative learning leading to change** (Ascew & Carnell, 1998:71) together with all the aspects of learning involving emancipatory action – the most distinctive domain of adult learning was - incorporated in the theoretical framework.

The research design and methods were discussed in terms of an interpretive/constructivist paradigm and the roles of the researcher and the major concepts were defined.

Chapter 2 discussed the process of restructuring the educational system and educational transformation in South Africa after 1994. It focused on the implications and challenges of the values-driven framework which underlies democratic education, how it has shaped

educational practice, affected academic discourse and given rise to the philosophy of **inclusive education.**

The major challenges of the new learner-centred curriculum framework within an outcomes-based approach were discussed in terms of the changed roles of schools, educators, learners, support professionals, and school managers and the support it required. It also discussed how the values-driven framework has provided specialised insight, and transformed the practice of professionals from a curative, fragmented, problem-oriented (positivistic, linear) approach to a more preventative, health promotive and developmental (eco-systemic, recursive, holistic) approach (Engelbrecht, 2001:17-25). In addition it highlighted the role that professionals need to play as **organisational development facilitators and collaborators for school reform and change.**

Chapter 3 contextualised organisational development which show how educators can cope with educational change. It focused on understanding and managing change to provide insight into the process of change. Aspects covered were the practices and procedures, rules and relationships and the sociological and psychological mechanisms which shape change. In this context it discussed the issues of structure, strategy, personality and organisational culture, **highlighting the role that a learning organisation plays in coping with and managing change.**

The introductory focus **on the future** provided a brief discussion of international trends, particularly in the light of political and economic forces of globalisation. This highlights the effect on the lives of individuals and reshaping local schools as organisations. In the latter case these organisations will have to have the freedom to be **innovative, creative and entrepreneurial** (Lazarus *et al.*, 2000:10).

Change was discussed in terms of the **macro-global changes** associated with the emergence of different systems of wealth creation and the agricultural, industrial and knowledge revolutions which have given rise to new patterns of living which challenge old ways of thinking, formulas, dogmas and ideologies. Old sources of authority and values have been relentlessly eroded by new technologies and ideologies that have shifted **power irreversibly from the institution to the individual** (Toffler, 1980:30). This significant socio-historical shift poses important challenges for educators in their role of preparing future generations for the workplace (Castells, 1998:1-34).

Micro changes i.e. personal changes that people will have to make were also discussed. External change which puts people into an 'internal transition' phase of change was discussed as well as three separate processes of relinquishing the things that ensured success in the past. It described the difficult stage of staying in the **neutral zone** long

enough for transition to take place and of **moving forward** which requires people to behave in new ways which put their sense of competence and value at risk.

It argued that feelings count as much as thought when it comes to shaping decisions and actions, since **emotional intelligence** involves abilities of self-awareness, managing emotions, self motivation, empathy, handling relationships, managing emotions in others, social competence and social skills. Emotional intelligence was thus described as a type of social intelligence, comprising of inter- and intra-personal intelligence. The important role that it plays when it comes to shaping decisions and actions was highlighted. Four branches of emotional intelligence were described: perception, appraisal and expression of emotion; emotional facilitation of thinking; understanding and analysing emotions; employing emotional knowledge; and reflective regulation of emotions to promote emotional and intellectual growth.

Chapter Three also described how whole schools and educators are being affected by the demands and contingencies of an increasingly complex and fast-moving post-modern world. **Their responses are often inappropriate, leaving intact the systems and structures of the present, or involving a retreat to the comfortable myths of the past.** These aspects were placed within new paradigms of **management and leadership.** This discussion highlighted the fact that direction setting of change is a fundamental responsibility of leadership. In addition, it described the qualities and competencies principle-centred leaders need in order to effect the fundamental transformation of individuals, relationships and organisations. It discussed flexibility in management, the flattening of structures within organisations, team approaches across professional disciplines, seamless knowledge sharing and individual and team participation. Empowerment, networking and building learning capacity are seen as the way to create the necessary flexibility in management (Glass, 1996:4-11; Micklethwait & Woodbridge, 2001:xxvi). The chapter also described how the speed of change will continue to accelerate. Old certainties such as predictable career paths and well-defined management methods have disappeared, making the concept of **lifelong learning** a necessity for the future work place.

Chapter Three further argued that whole school development has to be based on organisational development principles in order to transform schools into **learning organisations.** The disciplines of a learning organisation were discussed in terms of systems thinking, personal mastery, mental models, shared visions, and team learning. This process was discussed as a long-term effort achieved by effective management of organisational **culture** (Harvey, 1996:4).

Change management was discussed in its relation to aspects such as structure, strategy, personality and organisational **culture.** The complexity of **organisational change,** on the other hand, was discussed in terms of an organisational change theory which views healthy change as requiring organisations to move beyond simply managing and coping with change to building a **capacity for change.** Organisational change was shown to require the capacity and infrastructure for **continuous learning and innovative structures** that emphasise flexibility and employee empowerment. The discussion also encompassed issues relating to improvement such as governance and decision-making.

The **implementation process** of change was described as an ongoing process of discovery. Finally, the summary at the end of the chapter identified the following guidelines for the implementation of major change (Jick, 1991:3-4):

- Analyse the organisation and its need for change
- Create a shared vision and command direction
- Make a break with the past
- Create a sense of urgency
- Support a strong leader role
- Line up political sponsorship
- Craft an implementation plan
- Develop enabling structures
- Communicate, involve people and be honest
- Reinforce and institutionalise change.

These tenets are reflected in the following steps employed in the implementation of the programme used in this study (Kotter, 1997):

- Establish a sense of urgency
- Create a guiding coalition
- Develop a vision and a strategy
- Communicate the change vision
- Empower broad-based action
- Generate short-term wins
- Consolidate gains and produce more change
- Anchor new approaches in the culture.

Chapter 4 described the development of a specific in-service programme targeted at a particular group of Western Cape educators to address and evaluate their specific needs in the Western Cape. It also discussed in-service education and training for educators (INSET) in South Africa and more specifically in the Western Cape. It explained the **criteria, purpose, and principles** of INSET, which aims at enhancing **professional** practice, **personal** development and **whole school** development in the interest of high quality teaching and learning.

The programme designed for independent use by a school as part of a personal and professional growth programme was discussed in terms of its ability to meet the needs of a particular target group of educators. The content of the programme was discussed in the following modules:

Module 1: Change, transition, reviewing and clarifying vision and mission

Module 2: Leadership, teamwork and support

Module 3: Organisational change, learning organisation and organisational culture

Module 4: Application of programme content

The discussion included the goals, objectives and rationale of the in-service programme as well as the development of inter- and intra-personal skills and leadership skills, motivation and the understanding of the intricacies of change, its effect on individuals and how to manage and understand them. It highlighted the necessity for understanding support and teamwork and that the design of a school's support structure needs to be based on the unique needs of the school concerned.

The role of the programme presenter as a change leader – leading the participants to become change agents in their respective schools – was explained. The programme developer's approach to **transformative learning leading to change**, an **eco-systems perspective** highlighting the interconnectedness of person-in-situation to context, was also discussed. A human systems change model was described in terms of closed, open, random and synchronous systems.

In the design of the programme the **delivery process, principles** adhered to, **competencies of the programme developer and** the facilitator and the **implementation strategy** were discussed.

The programme structure was provided in terms of content, teaching methodology, learning outcomes and competency development. The content of the four modules of the programme content structure was divided and presented in ten sessions of which the main themes are described as: Change management; Preparing effective schools for all –'Inclusion'; Clarifying

vision; identifying support needs; Support and the delivery thereof; The school as a learning organisation; People management; How to prepare the whole school for the implementation of Curriculum 2005; The discipline of teams; Team-building; Implementation and feedback.

Chapter 5 comprised the research design and methodology used in the evaluation of the programme. The philosophical assumptions that underpin the thinking of this study were placed within the **interpretive/constructivist** paradigm. The research design of this study was discussed in terms of its qualitative nature.

Evaluation research is discussed as the systematic application of social research procedures for assessing the conceptualisation, design, implementation of social intervention (Rossi & Freeman, 1993:5). The evaluation of the programme encompassed the conceptualisation and design of the programme, the monitoring of implementation process, and the effectiveness (the impact of the programme on the participants) and efficiency of the programme.

The **sampling** of the participants including the selection of the experiential group, was purposeful using a set criterion.

Data-collection included the following methods: observation, questionnaires, a focus group interview and the use of field notes. **Data analysis** was described as content analysis from which subcategories, categories and an overall main theme were formulated.

As the researcher is the instrument of qualitative data collection **validity and reliability were** described as hinging on the skills, competence and rigour of the researcher. Multi-methods and multiple sources of data collection were used to improve reliability. The chapter concluded with a discussion on the ethical considerations which directed the evaluation of the programme.

Chapter 6 presented the research findings and discussed them in the light of the theoretical framework of this study.

A central theme, namely change, emerged. However, embedded in this were the role of programme information and delivery system, the role and skills of the facilitator and the role of transformative learning leading to change. In an analysis of the evaluation process the advantages and the disadvantages of having the evaluator as the designer of the programme and the main facilitator of the programme delivery process were discussed. It appeared that including the evaluation process in the programme delivery system enhanced learning experiences, which brought about individual changes in thinking and behaviour, with concomitant changes in organisational procedures and organisational cultures.

In the light of the primary motive, programme improvement, the findings indicate that the **strengths** of the programme were:

- The inclusion of the evaluation process in the design of the programme delivery system
- The enhancement of learning through evaluation process use
- The facilitation of empowerment through assistance and coaching
- Capacity building in respect of the process and management of change
- The professionalism in which the programme was designed and presented
- The professionalism of the facilitators
- The inclusion of interactive group discussions and feedback from representatives
- The fact that the programme was based on adult learning principles
- The focus on teamwork
- The focus on whole school development
- The focus on inter-sectorial collaboration
- The incorporation of different models of support structures
- The diversity of themes and presenters
- The facilitators' ability to support, empower and motivate the participants
- The empowerment, and development of motivation and enthusiasm of participants
- The acknowledgement of individual needs
- The establishment/identification of the existing competencies of educators and the school before providing the actual information regarding the establishment of school-based support teams.

The **weaknesses** of the programme are the following:

- There were insufficient partnerships between schools with existing support teams
- The programme contained no information on social problems
- Parking was not arranged
- One presenter was not skilled and read from his notes
- The language of presentation
- All the educators of the schools were not included

- The programme did not prepare schools sufficiently for the necessary adjustments to their school processes, systems and structures to accommodate the establishment of school-based support teams in educators' time tables
- The programme design did not provide long-term support to schools and the School Clinic for the sustainability of well functioning school-based support teams
- The programme did not establish entry levels and preferred language beforehand.

The constraints on proper implementation were that not all educators had made the necessary inner adaptations and mind-shifts. There was also a lack of motivation, commitment, enthusiasm and participation of colleagues and insufficient time for the effective functioning of the school-based support teams.

7.3 CONCLUSIONS

> *Change is urgent if we are to build a different society based on co-operation and peace* (Ascew & Carnell, 1998:vii).

To dismantle apartheid-created structures and procedures in order to create a democratic, unified inclusive education system which recognises and celebrates diversity, educational transformation in South Africa after 1994 requires **on going systemic reform**. These radical changes involve fundamental **cultural changes** and require new roles, skills and competencies, new forms of support, structures and processes from all stakeholders in order to develop well functioning schools.

Quality education is achieved through continuous improvement and requires in-service educator support programmes to be needs based and needs driven in order to improve performance outcomes, teamwork and customer-focused service. This involves a valued workforce and the education, training and personal growth of personnel into **effective teams** that promote the development of the school into a **learning organisation with 'change adapt' cultures.**

Change affects every aspect of life. External change puts educators into an internal transition phase within which they experience discomfort, anxiety, inconsistency and psychological distress. Getting people through the internal phase of change (transition) is the single most important element of change management. Change in behaviour depends upon change in experience and reflection on experience, which can be obtained when viewing educator in-service training as a transformative learning experience. This emphasises that educators need to change their perceptions before they can make personal changes which are necessary for transformation in schools and societies. This process evolves best through **collaborative teams.**

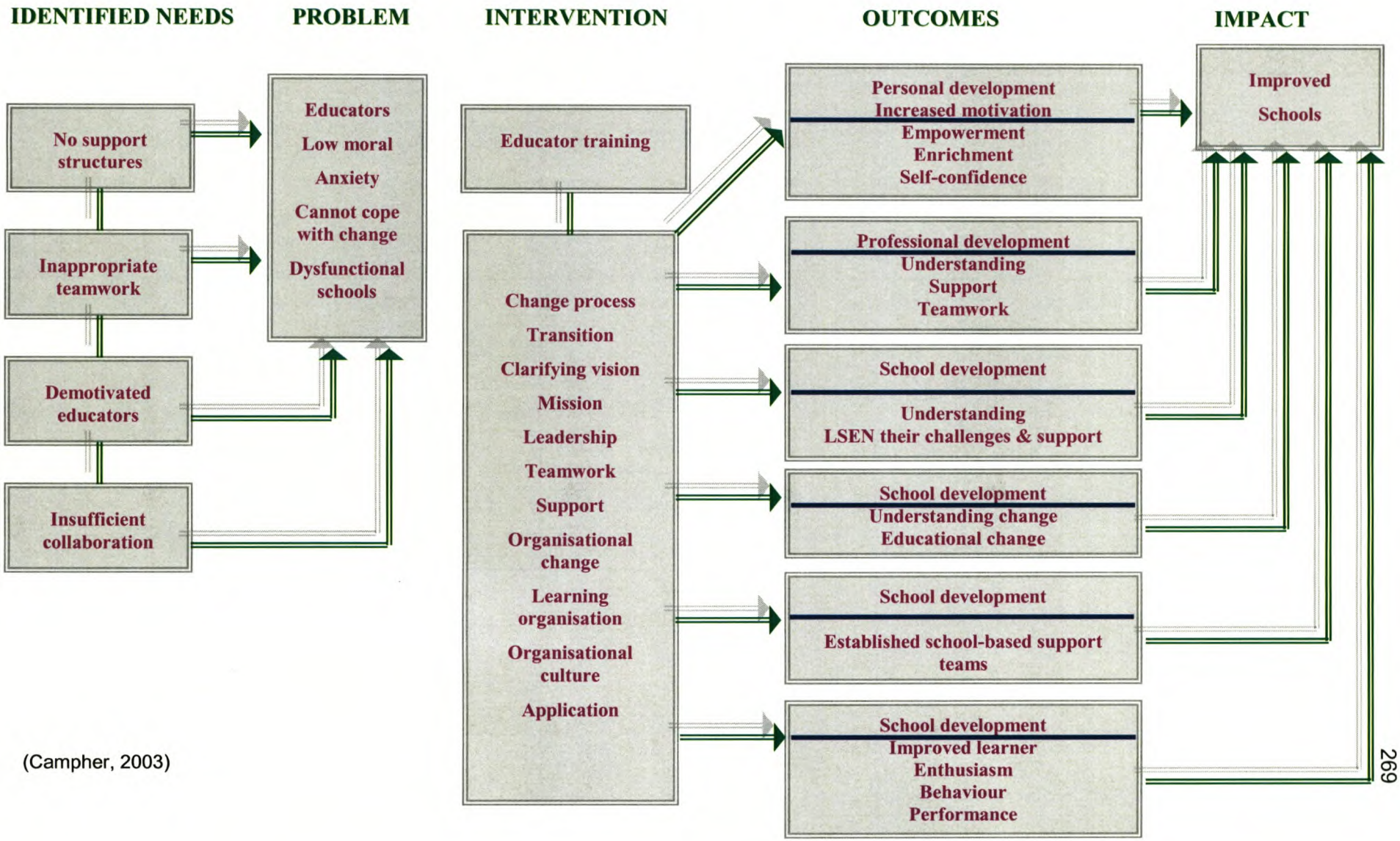
Effective educational transformation is linked to understanding and managing change. Managing change in a changing environment is therefore interlinked with the process of learning, demanding the creation of an environment within which transformative learning flourishes: schools become **learning organisations**. The effective management of educational reform in South Africa needs an eco- systems approach to change in which the implementation of change occurs through collaborative, co-operative teamwork using the existing structures in the educational system.

Collective learning is required to ensure the **simultaneous** development of competence of the individual and the institution in order to develop shared visions, new values, human capacity, management capacity and ethos. The content of an appropriate in-service educator support programme needs to include an understanding of change and transition. The development of leadership, teamwork, and support mechanisms, organisational change, a learning organisation and organisational culture.

The research findings confirm that the programme was of value to the target group of educators in that it facilitated the establishment of school-based support teams in their schools. It contributed to the development of capacity in participants so they were able to understand, manage and cope with change. These contributions to their personal and professional development contributed to whole school development, building a culture of learning and the development of learning organisations. The quality of education improved in that learner behaviour and performance improved.

(See Figure 25: An in-service educator support programme)

FIGURE 25: IN-SERVICE EDUCATOR PROGRAMME



(Campher, 2003)

7.4 RECOMMENDATIONS

Based on the findings of the research of this study the following changes should be made to improve the programme:

- Train all the members of the school-based support team and the principal rather than only two representatives from a school, as well as the staff of the School Clinic responsible for the school in the competencies and skills for their vital supportive role in the establishment and functioning of school-based support teams and organisational development principles
- Create an educational policy to underwrite the establishment of school-based support teams in schools so that it becomes a major focus of the development policies and strategies of schools
- Cluster schools with functioning school-based support teams with ones that have problems in establishing such teams
- Conduct the programme presentation over a week-end and then spend time at individual schools to assist with their unique problems of implementation
- Do strategic planning with the development and management committee of schools to ensure that the structures and systems of the schools are adapted to accommodate the functioning of the school-based support teams.

In the light of the findings of this study the following elements appear to be essential:

- **Use of the strategy/theory of transformative learning (change in behaviour is consequent upon change in the meaning of experience)** leading to personal change which leads to change within schools
- **An eco-systems approach,** in order to develop sustainability, co-operation, partnership and collaboration
- **Transformation**, since the programme needs to create the capacity and infrastructure for continuous learning and the recognition that every member of the school is the school
- **The incorporation of the evaluation process** into the delivery system to create a culture of learning in the programme presentation
- **The employment of adult learning principles** in planning active educator participation, engagement in critical reflection, a non-threatening environment and building participant confidence

- **A planning schema** that is non-linear, integrated, cyclical, and includes formative evaluation. The design of the programme needs to plan for transformative learning requiring a broader perspective than that of individual development alone, **including techniques that change mental models**
- **Linkage to the school's policy and development strategies,** involving the facilitation of the acceptance of inclusive education
- **Provision for the emotional experiences** that change brings about in participants
- **To be** educator **needs-driven**
- **An efficient facilitator,** with good personal attributes and interpersonal skills. These should include an **eco-systemic perspective, a flexible boundary profile**, in order to increase the impact of the programme on the participants, respect for **multiple realities,** and **the ability to manage transition,** and resistance.
- **To meet INSET criteria**
- The involvement of educators **in teams,** strategic planning, skills, values, strategic competencies educator effectiveness, effective problems solving, support, motivation, decision-making processes and relationship capabilities are developed
- Capacity building in leadership and management skills should be for **all educators** not only for management
- **Development of an understanding of the school as an organisation** with specific reference to culture, identity, strategies, structures and procedures, technical support and human resources
- **Application of organisational development principles** such as simultaneous focus on personal and professional development of educators and on organisational development.
- The development of a **culture of process and contextual thinking**, abductive reasoning, eco-systemic values and flexibility in problem solving, celebrating diversity in terms of perceptions
- **Create a learning organisation**

7.5 LIMITATIONS

The limitations of the research are the environment in which educators work. The chief factors are an overload of work, the level of educators' acceptance of inclusive education and the low morale and motivation of educators.

7.6 FUTURE PERSPECTIVE

> *In times of change, learners will inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists* (Hoffen in Ascew & Carnell, 1998:152).

A professional needs constantly to respond to change by embracing lifelong learning. Educators must be able to create their own agendas for human resource development. To be effective in the future, educators need to acquire learning and thinking skills, so they can learn to manage change and diversity, as well as develop the ability to be self-directed learners. Insights gained through self-reflection provide a greater understanding of change processes that affect educators and schools and enhance educational practice. Reflection is most empowering when undertaken collaboratively, as it develops supportive networks within the school.

Professional development needs to empower educators, provide the conditions where learning can be most effective and encourage risk-taking and change. Empowered educators will enable the school to develop broader perspectives on curriculum development, teaching and learning, classroom organisation, and possible responses to learners' individual needs, all of which will aid the implementation of inclusive practices.

> *Self-renewing individuals will show evidence of a system for continuous renewal, complex decision-making, self-knowledge, the courage to risk failure, fruitful relationships, critical thinking, and involvement about which they care deeply* (Ascew & Carnell, 1998:159).

REFERENCES

Ackroyd, S. & Hughes, J. 1992. **Data Collection in Context.** Malaysia: Longman.

African National Congress. 1994. A policy framework for Education and Training. Braamfontein: African National Congress Education Department.

Agor, W.H. 1991. The logic of intuition: How top executives make important decisions. In: Henry, J. (ed.) **Creative Management**. London: Sage.

Ainscow, M. & Florek, A. 1989. **Special Educational Needs: Towards a Whole School Approach.** London: David Fulton in association with NCSE.

Ainscow, M. 1995. Education for all: Making it happen. *Support For Learning*, 10(4):147-155.

Albee, G.W. & Ryan-Finn, K.D. 1993. An overview of primary prevention. *Journal of Counselling & Development*, 72:115-122.

Alvesson, M. & Skoldberg, K. 2000. **Reflexive Methodology New Vistas for Qualitative Research.** London: Sage Publications.

Anderson, L.B. 1993. The stages of systemic change. *Educational Leadership*, 51(1):14-17.

Armstrong, T. 1987. **In Their Own Way Discovering and Encouraging Your Child's Personal Learning Style.** Los Angeles: Jeremy P. Tarcher, INC.

Ashforth, B. & Humphrey, R. 1995. Emotion in the workplace: A reappraisal. *Human Relations,* 48(2):97-125.

Ashley, M.J. & Mehl, M.C. 1987. **INSET in South Africa Issues and Directions**. Johannesburg: TOPS.

Askew, S. & Carnell, E. 1998. **Transforming Learning: Individual and Global Change.** London: Cassell.

Atkin, C. 2000. Lifelong learning-attitudes to practice in the rural context. *International Journal of Lifelong Education*, 19(3):253-265.

Babbie, E. & Mouton, J. 2001. **The Practice of Social Research.** Cape Town: Oxford University Press.

Babbie, E. 1995. **The Practice of Social Research.** London: Wadsworth Publishing Company.

Babbie, E. 1998. **The Practice of Social Research.** (8th ed). Belmont: Wadsworth Publishing Company.

Bacharach, S.B. & Mundell, B. 1995. **Images of Schools; Structures and Roles in Organizational Behaviour.** London: Corwin Press.

Bayliss, P. 1995. Reluctant innovators: Meeting special educational needs in a middle school. *Support For Learning,* 10(3):170-176.

Bee, H.L. 2000. **The Journey of Adulthood.** New Jersey: Prentice Hall.

Bell, D. 1974. **The Coming of Post-Industrial Society a Venture in Social Forecasting.** London: Heineman.

Bennis, W. & Biederman, P. 1997. **Organizing Genius. The Secrets of Creative Collaboration.** Massachusetts: Perseus Books.

Bennis, W. 1997. Becoming a leader of leaders. In: Gibson, R (ed) **Rethinking the Future.** London: N. Brealey Publishing.

Bennis, W.G. & Goldsmith, J. 1994. **A Workbook On Becoming A Leader.** Addison-Wesley, UK: Simon & Schuster.

Bentovin, A., Barns, G. & Cooklin, A. 1982. **Family Therapy.** London: Academic Press.

Berreth, D. & Scherer, M. 1993. On transmitting values: A conversation with Amitai Etzioni. *Educational Leadership*, 51(3):12-15.

Bezuidenhout, R. 1996. 'n Studie vir skoolgebaseerde hulpverlening. Stellenbosch: University Stellenbosch. (M.Ed. thesis)

Bhola, H.S. 1990. Evaluating literacy for development, projects, programmes and champions: Evaluation planning, design and implementation, and utilization of evaluation results. Hamburg Germany: UNESCO institute for education: DSE (German foundation for international development).

Bhola, H.S. 2000. A discourse on impact evaluation. *Evaluation*, 6(2):161-177.

Bothma, M.P. 1997. The attitudes of primary school teachers towards inclusive education. Auckland Park: Rand Afrikaans University. (M.Ed. thesis)

Boud, D., Cohen, R. & Walker, D. 1996. (Eds.) **Using Experience for Learning**. Buckingham: SRHE and Open University Press.

Bovair, K. & Upton, M. 1992. **Special Curriculum Needs.** London: David Fulton Publisher.

Boyd, R.D. & Myers, J.G. 1998. Transformative education. *International Journal of Lifelong Education*, 7(4):261-284.

Boyd, R.D. & Myers, J.G. 1998. Transformative education. *International Journal of Lifelong Education*, 7(4):261-284.

Bradley, D.F., King-sears, M.E. & Tessier-Switlick, D.M. 1997. **Teaching Students in Inclusive Settings: From Theory to Practice.** Boston Mass: Allyn and Bacon.

Brill, M.T. 1994. Special educational needs. In: Gulliford, R. & Upton, G. (Eds.) **Special Educational Needs.** London: Routledge.

Buckley, S.J. & Bird, G. 1992. Mainstream or special school: How do we decide? *Portsmouth Down Syndrome Trust Newsletter*, 2(2):3-7.

Burden, A. 1995. Inclusion as an educational approach in assisting people with disabilities. *Educare*, 24(2):44-56.

Burnett, N. 1996. Priorities and strategies for education; A World Bank Review: The process and the key messages. *International Journal of Educational Development*, 16(3):215-220.

Buscaglia, L.F. 1982. **Living, Loving and Learning**. New York: Fawcett Columbine.

Campher, E.J. 1997. Establishing teacher support teams to facilitate inclusive education for learners with special needs. Stellenbosch: University of Stellenbosch. (M.Ed. thesis)

Capra, F. 1997. **The Web of Life, a New Synthesis of Mind and Matter.** London: Flamingo.

Carnine, D. 1994. Introduction to the mini series: Educational tools for diverse learners. *School Psychology Review,* 23(3):341-350.

Castells, M. 1998. **The Rise of the Network Society.** Oxford: Blackwell Publishers.

Castells, M. 2000. **The Power of Identity.** Oxford: Blackwell Publishers.

Chalfant, J.C. & Van Dusen Pysh, M. 1989. Teacher assistance teams: Five descriptive studies on 96 teams. *Remedial and Special Education,* 10(6):49-58.

Chalfant, J.C., Van Dusen Pysh, M. & Robert Moutrie. 1979. Teacher assistance teams: A model for within building problem solving. *Learning Disability Quarterly,* 2:85-96.

Christie, P. 1998. Schools as (dis)organisations: The 'breakdown of the culture of learning and teaching' in South African schools. *Cambridge Journal of Education,* 28(3):283-301.

Cilliers, C.D. (ed.) 1993. A support programme for teachers in multicultural schools. Stellenbosch: University of Stellenbosch.

Cilliers, C.D. 1996. Unpublished class notes.

Cocklin, B., Coombe, K. & Retalliek, J. 1996. Learning communities in education directions for professional development. A paper presented at annual conference of British Educational Research Ass. Lancaster.

Consantine, L. & Israel, J. 1985. The family void: Treatment and theoretical aspects of the synchronous family paradigm. *Family Process,* 24(4):525-547.

Covey, R.S. 1994. **The Seven Habits of Highly Effective People**. London: Simon & Schuster.

Covey, R.S. 1997. Putting principles first. In: Bennis, W. **Rethinking the Future.** London: N.N. Brealey Publishing.

Covey, S.R. & Merril, A.R. 1994. **First Things First**. New York: Simon & Schuster.

Cranton, P. 1994. **Understanding and Promoting Transformative Learning: A Guide for Educators of Adults.** San Francisco, CA: Jossey-Bass.

Cranton, P. 1997. **Transformative Learning in Action: Insights from Practice. New Directions for Adult and Continuing Education.** San Francisco, CA: Jossey-Bass.

Creese, A., Daniels, H. & Norwich, B. 1997. **Teacher Support Teams in Primary and Secondary Schools.** London: David Fulton.

Creswell, J.W. 1994. **Research Design Qualitative and Quantitative Approaches.** Thousand Oaks, California: Sage Publications.

Criticos, C. 1993. Experiential learning and social transformation for a post-apartheid learning future. In: Boud, D., Cohen, R. & Walker, D. **Using Experience for Learning.** Buckingham: SRHE & Open Press.

Darlin, P. & Rolff, H. 1993. **Changing the School Culture.** London: Cassel Villiers House.

Darlin, P. & Rust, V.D. 1983. **Can Schools Llearn?** Berkshire, UK: The NRER-Nelson Publishing Company.

Das, J.P., Kirby, J.R. & Jarman, R.F. 1979. **Simultaneous and Successive Cognitive Processes.** New York: Academic Press.

Davidoff, S. & Lazarus, S. 1997. **The Learning School: An Organisation Development Approach.** Cape Town: Juta.

Davidoff, S., Kaplan, A. & Lazarus, S. 1994. Organisation development; an argument for South African schools. Teacher In-service Project: Unpublished working paper.

De Jong, T. 1996. The educational psychologist and school organization development in the reconstruction of education in South Africa: Issues and challenges. *South African Journal of Psychology*, 26(2):114-119.

De Jong, T., Ganie, L., Lazarus, S., Naidoo, T., Naude, L. & Prinsloo, E. (Eds.) 1994. **Educational Support Services in South Africa: Policy Proposals.** Bellville: UWC: EPU.

De Saint-Exupèry, A. 1995. **The Little Prince.** Hertfordshire: Wordsworth Editions Limited.

Deloitte & Touche. 2000. Development Dimentions International. Dimentions with key actions. Human Capital Corporation.

Denton, M. & Cambell, K. 1999. **Strategic Repositioning – the Fundamentals.** Stellenbosch: Stellenbosch Business School.

Department of Health. 2000. National guide lines for the development of health promoting schools/sites in South Africa: Task Team draft.

Department of National Education. 1995. White Paper on Education and Training. Pretoria: Government Printers.

Department of National Education. 1996. Discussion Document. Life long Learning Through a National Qualifications Framework. Report of the ministerial committee for development work on the NQF. February. Pretoria: Government Printers.

Department of National Education. 1996b. Integrated National Disability Strategy of The Government of National Unity. Vol. 369, No. 17038. March. Pretoria: Government Printers.

Department of National Education. 1996c. South African Schools Act No 84 of 1996. Pretoria. Government Printers.

Department of National Education. 1996d. Organisation, Governance and Funding of Schools. November. Pretoria: Government Printers.

Department of National Education. 1997a. National Commission on Special Needs in Education and Training (NCSNET)/National Committee on Education Support Services (NCESS) Vision, Principles and Strategies Framework for the NCSNET and NCESS. Discussion Document. March.

Department of National Education. 1997b. National commission on Special Needs in Education and Training (NCSNET). Education for all from 'Special needs and support' to developing Quality Education for All Learners. Public Discussion Document. August. Pretoria: Government Printers.

Department of National Education. 1997c. Curriculum 2005. Specific Outcomes, Assessment Criteria Range Statements Grades 1 to 9. April. Discussion Document. Pretoria: Government Printers.

Department of National Education. 1997d. Quality Education for All. Report of the National Commission on Special Needs in Education and Training (NCSNET) & National Committee on Education Support Services (NCESS). November. Pretoria: Government Printers.

Department of National Education. 1998. Revised Draft National Norms and Standards for School Funding. Pretoria: Government Printers.

Department of National Education. 1999. Consultative paper no. 1 on special education: Building an inclusive education and training system, first steps. Pretoria: Government Printers.

Department of National Education. 1999a. Call to Action. Pretoria: Government Printers.

Department of National Education. 1999b. White Paper 3: A programme for the Transformation of Higher Education. Pretoria: Government Printers.

Department of National Education. 2000a. Porteus, K.A., Motola, S., Carrim, N. & Coombe, C. Department of Education 14th Conference of Commonwealth Education Ministers. Education for a Global Era: Challenges to Equity, Opportunities for Diversity.

Department of National Education. 2000b. Williams, E. Building an Inclusive Education and Training System: Critical Issues in the National Policy Framework for South Africa. Department of Education. Unpublished paper presented the National Workshop to launch the Danida-South African Project: 'Resource and Training Programme for Educator Development: Building an Inclusive Education and Training System. August.

Department of National Education. 2000c. A South African curriculum for the 21st century: Report of the Review Committee on Curriculum 2005. Pretoria: Government Printer.

Department of National Education. 2000d. Draft White Paper 5: Special Education: building an inclusive education and training system. Pretoria: Government Printers.

Department of National Education. 2000e. Implementation Plan for Trisano. Pretoria: Government Printers.

Department of National Education. 2000f. Values, Education and Democracy. A Report of the Working Group on Values in Education. Pretoria: Government Printers.

Department of National Education. 2000g. Draft White Paper 5: Special Education building an inclusive education and training system. Pretoria: Government Printers.

Department of National Education. 2001. White Paper 6: Special needs education: Building an inclusive education and training system. Pretoria: Government Printers.

Department of National Education. 2001a. White paper on Education and Training. Pretoria: Government Printers.

Department of National Education. 2001b. Education in South Africa Achievements since 1994. Pretoria: Government Printers.

Department of National Education. 2002. White Paper 6. Directorate: Inclusive Education. Developing District Support Teams: Guidelines for Practice. February. Pretoria: Government Printers.

Department of Public Service and Administration. 1997. *Batho Pele* 'People first' White Paper on Transforming Public Service Delivery. September. Pretoria: Government Gazette.

Dettmer, P.A., Dyck, N.J. & Thurston, L.P. 1996. **Consultation, Collaboration and Teamwork for Students with Special Needs.** Boston: Allyn and Bacon.

Disabled Children Action Group (DICAG). 1996. Position Paper on Education of Children with Disabilities. January.

Donald, D. 1993. Reconceptualising the nature and extent of special educational needs in South Africa. *Perspectives in Education*, 14(2):139-158.

Donald, D. 1996. The issue of an alternative model: specialised education within an integrated model of education support services in South Africa. In: Engelbrecht, P., Kriegler, S.M. & Booysen, M.I. (Eds.) **Perspectives on Learning Difficulties: International Concerns and South African Realities.** Pretoria. Van Schaik.

Donald, D., Lazarus, S. & Lolwana, P. 1997. **Educational Psychology in Social Context. Challenges of Development, Social Issues & Special Need in Southern Africa.** Cape Town: Oxford University Press.

Dyson, A. & Forlin, C. 1999. An international perspective on inclusion. In: Engelbrecht, P., Green, L., Naicker, S. & Engelbrecht, L. (Eds.) **Inclusive Education in Action in South Africa.** Pretoria: Van Schaik.

Dyson, A. 1990. Effective learning consultancy: A future role for special needs co-ordinators. *Support for Learning,* 5(3):116-123.

Dyson, A. 1997. Inclusive education: A theoretical and comparative framework. Paper presented at the Conference on Inclusion. Brisbane, Australia. February.

Dyson, A. 1998. Theories of inclusion, theories of schools: Deconstructing and reconstructing the 'inclusive school'. Pacific Coast Research Conference. San Diego, California. February.

Ely, M. 1991. **Doing Qualitative Research Circles Within Circles.** London: Falmer press.

Engelbrecht, P. & Green, L. (Eds.) 2001. **Promoting Learner Development. Preventing and Working with Barriers to Learning.** Pretoria: Van Schaik Publishers.

Engelbrecht, P. 1999. A theoretical framework for inclusive education. In: Engelbrecht, P., Green, L., Naicker, S. & Engelbrecht, L. (Eds.) **Inclusive Education in Action in South Africa.** Pretoria: Van Schaik.

Engelbrecht, P. 2000. New approaches to the training of education support personnel. Keynote presentation. National Conference on Learner Support and Development. Bellville. September.

Engelbrecht, P. 2001. Changing roles for education support professionals. In: Engelbrecht, P. & Green, L. (ed.) **Promoting Learner Development. Preventing and Working with Barriers to Learning.** Pretoria: Van Schaik Publishers.

Engelbrecht, P., Green, L., Naicker, S. & Engelbrecht, L. 1999. **Inclusive Education in Action in South Africa.** Pretoria: Van Schaik.

Engelbrecht, P., Kriegler, S.M. & Booysen, M.I. (ed.) 1996. **Perspectives on Learning Difficulties: International Concerns and South African Realities.** Pretoria: Van Schaik.

Engelbrecht, P., Naicker, S.M. & Engelbrecht, L. 1997. Inclusive schooling: The South African experience. Paper presented at Conference on Inclusive Schooling. Brisbane, Australia.

Enslin, P. & Pendlebury, S. 1998. Transforming education in South Africa. *Cambridge Journal of Education,* 28(3):261-267.

Epstein, J.L. 1995. School/Family/Community partnerships caring for the children we share. *Phi Delta Kappan*, 76(9):701-712.

Evans, R. 1993. The human face of reform. *Educational Leadership,* 51(1):19-23.

Ferguson, P.M. & Ferguson, D.L. 1998. The future of inclusive educational practice. Constructive tension and the potential for reflective reform. Childhood Education. Annual Theme.

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A. 1996a. **Empowerment Evaluation Knowledge and Tools for Self-Assessment & Accountability.** United States of America: Sage.

Fetterman, D.M., Kaftarian, S.J. & Wandesman, A. 1996b. **Knowledge and Tools for Self-asessement & Accountability.** United States of America: Sage Publications.

Forrester, J. 1997. In: Bennis, W. **Rethinking the Future** London: N. Brealey Publishing.

Friend, M. & Cook, L. 1996. **Interactions: Collaboration Skills for School Professionals** (2nd ed). New York: Longman.

Fullan M. & Hargreaves, A. 1992. **Teacher Development and Educational Change.** London: The Falmer Press.

Fullan, M.G. 1991. **The New Meaning of Educational Change.** London: Cassell.

Fullan, M.G. 1993. **Change Forces. Probing the Depths of Educational Reform.** London: The Falmer Press.

Gaarder, J. 1995. **Sophie's World**. London: Phoenix.

Gardner, H. 1983. **Multiple Intelligences: The Theory in Practice.** New York: Basic Books.

Garnett, J. 1988. Support teaching: Taking a closer look. *British Journal of Special Education*, 15(1):15-18.

Gates, B. 1996. **The Road Ahead.** London: Penguin Books.

Gibson, R. 1997. In: Bennis W. **Rethinking the Future** London: Nicholas Brealey Publishing.

Glass, N.M. 1996. **Management Masterclass: A Practival Guide to the New Realities of Business.** London: N. Brealey.

Glomb, N.K. & Morgan, D.P. 1991. Resource room teachers' sue of strategies that promote the success of handicapped students in regular classrooms. *The Journal of Special Education*, 25(2):221-235.

Goleman, D. 1996. **Emotional Intelligence, Why It Can Matter More Than IQ.** Great Britain: Bloomsbury.

Goman, C.K. 1992. **Adapting to Change**. USA: Crisp Publications, Inc.

Goman, C.K. 1992. **Creative Thinking in Business: A Practical Guide.** London: Page.

Gough, N. 2000. Methodologies under the microscope. Unpublished notes for presentation to a doctoral students' conference. October.

Grabov, V. 1997. The main facets of transformative learning theory and practice. In transformative learning in action: insights from practice. New directions for adult and continuing education. In: Cranton, P. **Transformative Learning in Action: Insights From Practice. New Directions for Adult and Continuing Education.** San Francisco, CA: Jossey-Bass.

Gray, J. & Wilcox, B. 1995. **"Good School, Bad School" Evaluating Performance and Encouraging Improvement.** Buckingham: Open University Press.

Gray, J., Reynolds, D. Fitz-Gibbon, D. & Jesson, D. 1996. **Merging Traditions: The Future of Research on School Effectiveness and School Improvement.** London: Cassell.

Green, L. 2001. Theoretical and contextual background. In: Engelbrecht, P. & Green, L. (Eds.) **Promoting Learner Development. Preventing and Working with Barriers to Learning.** Pretoria: Van Schaik Publishers.

Gribbin, J. 1995. **In Search of the Double Helix Quantum Physics and Life.** London: Penguin Books.

Grulke, W. & Silber, G. 2000. **Ten Lessons from the Future, 21st Century Impact on Business, Individuals and Investors**. Parklands: @One Communications.

Gulliford, R. & Upton, G. 1994. **Special Educational Needs.** London: Routledge.

Hake, B.J. 1999. "Lifelong learning in late modernity: The challenges to society, organizations, and individuals." *Adult Education Quarterly*, 49(2):79-90.

Hall, R. & Engelbrecht, P. 1998. The possible role of special school in inclusive education. Paper delivered at SAALED conference, Cape Town. 9 September.

Hall, R. 1998. Die rol van spesiale skole in inklusiewe onderwys. Stellenbosch: Universiteit van Stellenbosch. (D.Ed. proefskrif)

Hallahan, D.P. & Kauffman, J.M. 1991. **Exceptional Children. Introduction to Special Education.** Englewood Cliffs, N.J.: Prentice Hall.

Hamel, G. 1997. Reinventing the basis for competition. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Hammer, M. 1997. Beyond the end of management. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Handy, C. 1990. **Inside Organisations**. London: Penguin Books.

Handy, C. 1991. The age of unreason. In: Henry, J. (ed.) **Creative Management**. London: Sage publications.

Handy, C. 1995. **The Empty Raincoat, Making Sense of the Future.** London: Arrow Books.

Handy, C. 1997. **The Hungry Spirit – Beyond Capitalism, a Quest for Purpose in the Modern World.** London: Arrow Books.

Handy, C. 1997b. Finding sense in uncertainty. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Hanko, G. 1990. **Special needs in Ordinary Classrooms: Supporting Teachers.** England: Basil Blackwell Ltd.

Hardin, D.E. & McNelis, J.S. 1996. The resource centre: Hub of inclusive activities. *Educational leadership,* 53(5):41-43.

Hargreaves, A. & Fullan, M.G. 1992. **Understanding Teacher Development.** London: Cassel Villers House.

Hargreaves, A. 1994. **Changing Teachers Changing Times, Teachers' Work and Culture in the Post-Modern Age.** London: Cassel Villers House.

Hartshorne, K. 1987. INSET: Issues, guidelines and priorities. A summary and discussion of the final section of the 1985 HSRC Report. In: Ashley, M.J. & Mehl, M.C. **INSET in South Africa Issues and Directions.** Johannesburg: TOPS.

Harvey, D.F. & Brown, D.R. 1996. **An Experiential Approach to Organization Development.** London: Prentice Hall.

Harvey. D. 1989. **The Condition of Post-modernity.** Oxford: Basil Blackwell.

Heller, K., Price, R.H., Reinharz, S., Riger, S., Wandersman, A. & D'Aunno, T.A. 1984. **Psychology and Community Change: Challenges of the Future** (2nd ed). Pacific Grove, CA: Brooks/Cole.

Henry, J. (ed.) 1991. **Creative Management.** London: Sage Publishers.

Hofmeyer, J. & Pavlich, G. 1987. An evaluation strategy for INSET in South Africa. In: Ashley, M.J. & Mehl, M.C. 1987. **INSET in South Africa, Issues and Directions**. Johannesburg: TOPS.

Holtzman, M. 1993. What is systemic change? *Educational Leadership,* 51(1):18-19.

Hubbard-Berg, L. 1997. Inclusion network support teams: A structure for effective support and collaboration. *The Utah Special Educator*, 17(5), March.

Human Sciences Research Council. 1981. Report of the working committee: Education for children with special needs. Pretoria: HSRC.

Idol, L. & West, J.F. 1987. Consultation in special education (Part II): Training and practice. *Journal of Learning Disabilities,* 20(8):474-493.

Idol, L. & West, J.F. 1991. Educational collaboration: A catalyst for effective schooling. *Intervention in School and Clinic,* 27(2):70-78.

Idol, L. 1988. A rationale and guidelines for establishing special education consultation programs. *Remedial and Special Education,* 9(6):48-58.

Jarvis, P. 1995. **Adult & Continuing Education**. London: Routledge.

Jick, T. 1991. **Implementing Change.** Boston: Harvard Business School.

Johnson, B.A. 1997. Teacher support teams; A school-based strategy for the provision of education support services and health promotion. Bellville: University of the Western Cape. (M.Psych thesis)

Jonathan. J. & Christie, P. (Eds.) 1999. Changing curriculum. Studies on Outcomes Based Education in South Africa. Cape Town: Juta and Co.

Jordaan, W. & Jordaan, J. 1989. **Man in Context**. Johannesburg: Lexicon.

Kantor, D. & Lehr, W. 1975. **Inside the Family**. San Francisco: Jossey-Bass.

Kantor, D. & Neal, J. 1985. Integrative shifts for the theory and practice of family systems therapy. *Family Process,* 24(1):13-130.

Kauffman, J. 1994. Special education's power and identity in an era of educational reform. *Journal of Learning Disabilities,* 610-618, Dec.

Kehoe P.E. 1996. **Mind Power Into the 21st Century.** Canada: Zoetic Inc.

Kelley, K. 1997. The new biology of business. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Knowles, M.S. 1980. **The Modern Practice of Adult Education.** New York: The Adult Education Company.

Kohn, A. 1993. Turning learning into a business: Concerns about total quality. *Educational Leadership,* 51(1):58-67.

Koski, M. 1993. Change – From the grassroots up. *Educational leadership,* 51(1):51-53.

Kotter, J.P. 1995. **The New Rules How to Succeed in Today's Post-corporate World.** New York: The Free Press.

Kotter, J.P. 1996. **Leading Change.** Harvard Business School Press.

Kotter, J.P. 1997. Culture and coalitions. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Kraak, A. & Hall, G. 1999. **Transforming Further Education and Training in South Africa: A Case Study of Technical Colleges in KwaZulu-Natal.** Pretoria: HSRC Publishers.

Lacey, P. & Ranson, S. 1994. Partnership for learning. *Support for learning,* 9(2):79-82.

Larwood, L. & Gattiker, U.E. 1999. **Impact Analysis How Research can Enter Application and Make a Difference.** London: Lowrence Erlbaum Associates.

Lazarus, S. & Donald, D. 1994. The development of education support services in South Africa: Basic principles and a proposed model. In: De Jong, T., Ganie, L., Lazarus, S., Naidoo, T., Naude, L. & Prinsloo, E. (Eds.) **Education Support Services in South Africa: Policy Proposals.** Cape Town: Education Policy Unit, University of the Western Cape.

Lazarus, S. 1995. Education support services in South Africa: In search of an accessible and coherent theoretical framework. Unpublished Paper. Bellville: University of the Western Cape.

Lazarus, S., Davidoff, S. & Daniels B. 2000. Developing health promoting and inclusive schools within an integrated framework for understanding and developing schools. Unpublished paper presented at National Health Promoting Schools Task Team Meeting in Johannesburg, September 2000. And at National Conference on Learner Support and Development in Cape Town, September 2000.

Ledell, M.A. 1993. To be or not to OBE? *Educational Leadership,* 51(4):18-21.

Leedy, P.D. 1989. **Practical Research. Planning and Design**. London: Collier Macmillan Publishers.

Lemmer, E.M. & Badenhorst, D.C. 1997. **Introduction to Education for South African Teachers: An Orientation to Teaching Practice**. Cape Town: Juta.

Lenihan, K. & Duquin, R. (1991). **The Learning Team: A Cooperative Approach to Helping Students at Risk.** Schools in the Middle Fall.

Levin, C. 1992. The role of the federal government in promoting health through schools: Opening statement of Senator Carl Levin. *Journal of School Health*, 62(4):128.

Levine, M. & Perkins, D.V. 1987. **Principles of Community Psychology: Perspectives and Applications.** New York: Oxford University Press.

Lewis, J.A. & Lewis M.D. 1989. **Community Counselling**. Pacific Grove, California: Brooks-Cole.

Liddell, C. & Kemp, J. 1995. Providing services for young children in S.A. *International Journal Educational Development,* 15(1):71-78.

Lipsky, D.K. & Gartner, A. 1996. Inclusion, school restructuring and the remaking of American Society. *Harvard Educational Review*, 66(4):762-796.

Lipsky, D.K. & Gartner, A. 1997. Inclusive practices of classroom teachers. *Remedial and Special Education*, 17(4):217-225.

Lovett, N. & Porter, B. 1999. A unique approach for effective staff development. Unpublished paper read at the sixth biennial international conference international association of special education. University of Sydney, Australia. July.

Lynch, D. & Kordis, P.L. 1988. **Strategy of the Dolphin: Winning Elegantly by Coping Powerfully in a World of Turbulent Change.** London: Arrow Books Limited.

Lynch, D. 1990. **Building Bridges into Work: The Role of the Community Worker.** Essex: Harlow.

Malloy, W. 1996. Essential schools and inclusion: A responsive partnership. *The Educational Forum,* 60(3), Spring.

Marquardt, M.J. 1999. **Action Learning in Action: Transforming Problems and People for World Class Organizational Learning.** California: Davies Black Publishing.

Marshall, C. & Rossman, G.B. 1999. **Designing Qualitative Research.** Thousand Oaks, California: Sage Publications.

McDaniel, C. & Gates, R. 2001. **Marketing Research Essentials.** Ohio: South-Western College Publishing.

McDonald, R. & Van Der Horst, H. 1997. **Outcomes-Based Education. A Teacher's Manual** (1st ed). Pretoria: Kagiso Publishers.

McDonnell, J. 1993. Reflections on supported inclusion programs for students with severe disabilities. *The Utah Special Educator,* 14(1), Sept.

McGlothlin, J.E. 1981. The school consultation committee: An approach to implementing a teacher consultation model. *Behaviour Disorders,* 6(2):101-107.

Merriam, S.B. 1991. **Case Study Research in Education: A Qualitative Approach**. San Francisco: Jossey-Bass.

Merriam, S.B. 1998. **Case Study Research in Education: A Qualitative Approach**. Oxford: Jossey-Bass Ltd.

Mertens, D.M. 1998. **Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches.** California: Sage.

Meyer, W.F. 1990. Basiese konsepte van die ontwikkelingpsigologie. In: Louw, D.A. (ed) **Menslike Ontwikkeling.** Pretoria: HAUM.

Mezirow, J. (Welton, M.R. ed). 1995. **Transformation Theory of Adult Learning. In Defence of the Life World.** New York: Suny Press.

Mezirow, J. 1983. A critical theory of adult learning and education. In: Tight, M. (ed.) **Education for Adults, Adult Learning and Education** (volume 1). Milton Keynes: Open University Press.

Mezirow, J. 1991. **Transformative Dimensions of Adult Learning**. San Francisco, CA: Jossey-Bass.

Mezirow, J. 1997. Transformative learning: Theory to practice. In: Cranton, P. (ed.) **Transformative Learning in Action: Insights from Practice. New Directions for Adult and Continuing Education.** San Francisco, CA: Jossey-Bass.

Micklethwait, J. & Wooldridge, A. 2001. **A Future Perfect: The Hidden Promise of Globalisation.** New York: Crown business.

Microsoft Explorer Internet. 1996. Inclusive education benefits. NAEYC Home Page.

Miles, M.B. & Huberman, A.M. 1994. **Qualitative Data Analysis** (2nd Ed). California: Sage.

Mouton, J. & Marais, H.C. 1990. **Metodologie van die Geesteswetenskappe. Basise Begrippe.** Pretoria: Raad vir Geesteswetenskaplike Navorsing.

Mouton, J., Wildschut, L. & Boshoff, N. 2000. Programme evaluation research. Training manual 1. Centre for Interdisciplinary Studies & Evaluation Research Agency. Stellenbosch: University Stellenbosch.

Muthukrishna, N. 2001. Changing roles for schools and communities. In: Engelbrecht, P. & Green, L. (Eds.) **Promoting Learner Development. Preventing and Working with Barriers to Learning.** Pretoria: Van Schaik Publishers.

Naicker, S.M. 1996. Integrated National Disability Strategy of the Government of National Unity: The Challenge Ahead. Conference on the Rights of People with Disabilities with a Special focus on Children. Nov. Parliament Cape Town.

Naicker, S.M. 1997. Report on visit to Brisbane, Australia. Inclusive Schooling Conference: The Boundaries and Beyond Conference, 21-23 February, Brisbane Australia and Visits to Sites and Institutions relevant to the area of Inclusive Education.

Naisbitt, J. & Aburdene, P. 1982. **Mega-trends 2000. The Next Ten Years Major Changes in Your Life and World**. London: Sidgwick & Jackson.

Naisbitt, J. 1997. From Nation States for Networks. In: Bennis W. **Rethinking the Future.** London. Nicholas Brealey Publishing.

Nel, P. & McGowan, P.J. 1999. **Power, Wealth and Global Order. An International Relations Textbook for Africa.** Cape Town: UCT Press.

Neuman, W.C. 2000. **Social Research Methods. Qualitative and Quantitative Approaches.** London: Allyn & Bacon.

Norwich, B. & Daniels, H. 1997. Teacher support teams for Special Educational Needs in Primary Schools: Evaluating a teacher-focused support scheme. *Educational Studies*, 23(1):5-24.

O'Brien, T. 1998. The millennium curriculum: Confronting the issues and proposing solutions. *Support for Learning,* 13(4):147-152.

Odden, E.R. & Wohlsetter, R. 1995. Making school-based management work. *Educational Leadership,* 52(5):32-25.

O'Driscoll, A. 1998. The service challenge: Four vital ingredients. *Management Today,* 14(2):38-40.

Oliver, P. (ed.) 1999. **Lifelong and Continuing Education. What Is a Learning Society?** Brookfield, VT: Ashgate.

O'Neil, J. 1993. On systemic reform. A conversation with Marshall Smith. *Educational Leadership,* 51(1):12-15.

O'Neil, J. 1995. On preparing students for the world of work: A conversation with Willard Daggett. *Educational Leadership,* 52(8):46-48.

O'Neil, J. 1995. On schools as Learning organisation: A conversation with Peter Senge. *Educational Leadership,* 52(7):20-23.

Ottawa Charter. 1986. Copy of Ottawa Charter. Health Promotion, 1:iii-v.

Owen, J.M. & Rogers, P.J. 1999. **Program Evaluation. Forms and Approaches International Edition.** London: Sage Publications.

Patton, M.Q. 1986. **Utilization-focused Evaluation** (2nd ed). United States of America: Sage Publications.

Patton, M.Q. 1990. **Qualitative Evaluation and Research Methods** (2nd ed). Newbury Park, CA: Sage.

Patton, M.Q. 1997. **Utilization-focussed Evaluation.** (3rd ed). Thousand Oaks, CA: Sage publications.

Paul, J.L. & Epanchin, B.C. 1982. **Emotional Disturbance in Children.** London: Merrill Publishing Company.

Peck, M.S. 1997. **The Road Less Travelled & Beyond: Spiritual Growth in an Age of Anxiety.** London: Rider.

Peters, T. 1989. **Thriving on Chaos.** Cavaye Place, London: Pan Books.

Phillips, V. & McCullough, L. 1990. Consultation based programming: Instituting the Collaborative ethic in schools. *Exceptional Children,* 56(4):291-304.

Porter, L.G. & Stone, J.A. 1997. An inclusive school model: A framework and key strategies for success. In: Putman, J. (Eds.) **Co-operative Learning and Strategies for Inclusion.** Baltimore: Paul Brookes Publishing.

Pretorius, L. 1996. DICAG (Disabled Children Action Group) Position paper on education of children with disabilities (Executive Summary).

Pugach, M.C. & Johnston, L.J. 1995. **Collaborative Practitioners, Collaborative Schools.** Denver, Co: Love.

Putman, J. (Eds.) **Co-operative Learning and Strategies for Inclusion.** Baltimore: Paul Brookes Publishing.

Rainforth, B., York, J. & McDonald, C. 1992. **Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services.** Baltimore: Paul Brookes.

Rankin, D., Hallick, A., Ban, S., Hartley, P., Bost, C. & Uggla, N. 1994. Who's dreaming? A general education perspective on inclusion. *The Journal of the Association for persons with severe handicaps,* 19(3):235-237.

Raywid, M. 1993. Finding time for collaboration. *Educational leadership,* 51(1):30-34.

Redding, J.C. & Catalanello, R.F. 1994. **Strategic Readiness: The Making of the Learning Organisation.** San Francisco: Jossey-Bass Publishers.

Republic of South Africa (RSA). 1996. Constitution of the Republic of South Africa. Pretoria: Government Printers.

Republic of South Africa (RSA). 1996a. South African Schools Act 84 of 1996. Pretoria: Government Printer.

Ries, A. & Trout, J. 1997. Focussed in a fuzzy world. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Robbins, H. & Finley, M. 1998. **Why Change Doesn't Work.** Great Britain: Orion Business Books.

Rossi, P.H. & Freeman, H.E. 1989. **Evaluation a Systemic Approach** (4th Ed). Newbury Park, CA: Sage.

Rossi, P.H. & Freeman, H.E. 1993. **A Systemic Approach.** Newbury Park, CA: Sage.

Rossi, P.H., Freeman, H.E. & Lipsey, M. 1999. **Evaluation: Asystemic Approach** (6th ed). California: Sage.

Russo, E. & Cove, D. 1998. **Genetic Engineering. Dreams and Nightmares.** Oxford: Oxford University press.

Rutman, L. 1977. **Evaluation Research Methods: A Basic Guide.** United States of America: Sage Publications.

Ruzgis, P. & Sternberg, R.J. (Eds) 1994. **Intelligence and Personality**. New York: Cambridge University Press.

Saleh, L. 1996. From inclusive education to inclusive communities. Paper presented at a public lecture at Unisa, Pretoria, March.

Salovey, P. & Sluyter, D. (Eds) 1997. **Emotional Development and Emotional Intelligence: Implications for Educators.** New York: Basic Books.

Salend, S.J. 1994. **Effective Mainstreaming: Creating Inclusive Classrooms** (2nd ed). N.Y.: McMillan Publishing Company.

Schechtman, Z. & Or, A. 1996. Applying counselling methods to challenge teacher beliefs with regard to classroom diversity and mainstreaming: An empirical study. *Teaching and Teacher Education*, 12(2):137-147.

Schoeman, M. 1996. "Inclusion" the legislative and policy framework which is necessary to make this a reality in South Africa. Introductory remarks at the Conceptual Framework Workshop of the National Commission on Special Needs in Education and Training.

Schratz, M. & Walker, R. 1995. **Research as Social Change: New Opportunities for Qualitative Research.** London: Routledge.

Schuitema, E. 1998. **Leadership.** Cape Town: Ampersand Press.

Scriven, M. 1980. **The Logic of Evaluation.** Inverness, C.A.: Edgepress.

Seale, C. 1999. **The Quality of Qualitative Research.** London: Sage Publishers.

Sebba, J. & Ainscow, M. 1996. International developments in inclusive schooling mapping the issues. *Cambridge Journal of Education*. 26(1):5-18.

Sedibe, K. 1998. Dismantling apartheid education: An overview of change. *Cambridge Journal of Education,* 28(3):269-283.

Senge, P. 1995. On schools as learning organisation. In: O'Neil, J. A conversation with Peter Senge. *Educational Leadership,* 52(7):20-23 April.

Senge, P.M. 1990. **The Fifth Discipline. The Art and Practice of the Learning Organisation.** New York: Doubleday Currency.

Senge, P.M. 1993. On systemic reform. In: O'Neil, J. A conversation with Marshall Smith. *Educational Leadership,* 51(1):12-15.

Senge, P.M. 1997. Through the eye of the needle. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Senge, P., Kleiner, A., Roberts, C., Ross, R.B. & Smith, B.J. 1994. **The Fifth Discipline Fieldbook.** New York: Currency Doubleday.

Senge, P.M., Kleiner, A., Roberts, C., Ross, R., Roth, G. & Smith, B. 1999. **The Dance of Change: The Challenges so Sustaining Momentum in Learning Organisations.** New York: Doubleday.

Showers, B. 1990. Aiming for superior classroom instruction for all children: A comprehensive staff development model. *Remedial and Special Education,* 11(3):35-39.

Silverman, D. 1993. **Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction.** London: Sage Publishers.

Silverman, D. 2000. **Doing Qualitative Research. A Practical Handbook.** London: Sage Publishers.

Silwer, L.B. 1991. The regular education initiative. A de ja vu remembered with sadness and concern. *Journal of Learning Disabilities,* 24(7):389-390.

Smit, A.G. 1994. Unpublished notes on Teacher Support Teams. University of Stellenbosch.

Solity, J. & Bickler, G. 1994. **Support Services Issues for Education, Health and Social Service Professionals.** London: Cassell.

Spady, W.G. 1994. **Outcomes Based Education.** Virginia: American Association of School Administrators.

Sparks, S. & Hirsch, S. 1997. **A Paradigm Shift in Staff Development. A New Vision for Staff Development.** Alexandria, V.A: ASCD.

Spies, P. 1996. Lessons from the middle: High school interdisciplinary learning teams. The High School Magazine, December 1995/January 1996.

Squelch, J. & Lemmer, E. 1994. **Eight Keys to Effective School Management in South Africa.** Johannesburg: Southern.

Stainbach, W. & Stainbach, S. (Eds.) 1990. **Support Networks for Inclusive Schooling Integrated and Interdependent Education**. Baltimore: Paul Brooks.

Stainback, S. & Stainback, W. 1992. **Curriculum Considerations in Inclusive Class Rooms: Facilitating Learning for All Students.** Baltimore, MD: Paul H. Brookes Publishing Company.

Stanovich, P.J. 1996. Collaboration: The key to successful instruction in today's inclusive schools. *Intervention in School and Clinic*, 32(1):39-42.

Stasz, C., Chiesa, J. & Schwabe, W. 1998. Education and the new economy: A policy planning exercise office of vocational and adult education. Stellenbosch: U.S. Department of Education.

Sternberg R.J. & Ruzgis, P. (Eds.) 1994. **Intelligence and Personality.** New York: Cambridge University Press.

Sternberg, R.J. 1994. Thinking styles: Theory and assessment at the interface between intelligence and personality. In: Sternberg R.J. & Ruzgis, P. (Eds.) **Intelligence and Personality.** New York: Cambridge University Press.

Swart, E. & Pettipher, R. 2001. Changing roles for principals and educators. In: Engelbrecht, P. & Green, L. (Eds.) **Promoting Learner Development. Preventing and Working with Barriers to Learning.** Pretoria: Van Schaik Publishers.

Taylor, E.W. 1998. The theory and practice of transformative learning: A critical review. Information Series no. 374. Columbus: ERIC Cleaninghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, the Ohio State University.

The Salamanca Statement and Framework. 1994. Action on Special Needs Education Spain, United Nations Educational, Scientific and Cultural Organisation, June.

Theron, M.J. 1998a. Inclusive education in South Africa – The way ahead. Paper read at the Conference on Inclusive Education, University of the Western Cape, Cape Town, South Africa, April.

Theron, M.J. 1998b. The establishment of an internal and external support system for the support of school, their teachers, learners and their parents. Unpublished paper. Western Cape Department of Education.

Thomas, G. 1995. Special needs at risk? *Support for Learning,* 10(3):104-112.

Thousand, J.S. & Villa, R.A. 1990. Sharing experiences and responsibilities through teaching teams. In: Stainbach, W. & Stainbach, S. (Eds.) **Support Networks for Inclusive Schooling Integrated and Interdependent Education**. Baltimore: Paul Brooks.

Thousand, J.S., Villa, R.A. & Nervin, A. 1994. **Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.** Baltimore: Paul Brookes.

Thurow, L. 1997. Changing the Nature of Capitalism. In: Bennis W. **Rethinking the Future.** London: Nicholas Brealey Publishing.

Tidwell R. & Garrett S.C. 1994. Youth at risk: In search of a definition. *Journal of Counselling & Development,* 72:444-446.

Toffler, A. 1980. **The Third Wave.** London: Pan Books.

Toffler, A. 1990. **Power Shift.** New York: Bantam Books.

United States Department of Education. 1997. Education and the new economy: A policy planning exercise. In: Stasz, C., Chiesa, J. & Schwabe, W. **National Centre for Research in Vocational Education.** Berkeley: University of California.

Van den Berg, O. 1983. A role for INSET in the South African educational dispensation. A Research Report for the Work Committee: Teacher Training, HSRC.

Van den Berg, O. 1987. INSET and assumptions about the nature of change. In: Ashley, M.J. & Mehl, M.C. **INSET in South Africa Issues and Directions**. Johannesburg: TOPS.

Van der Horst, H.vR. & McDonald, M.E.W. 1997. **Outcomes Based Education. A Teacher's Manual.** Pretoria: Kagiso Publishers.

Veldsman, T.H. 1999. Exploring and navigating the people effectiveness arena. Ernest & Young Management Consulting.

Vlachou, A. 1993. Down's Syndrome: Attitudes and the experience of integration. *Research and Practice,* 1(2):75-79.

VODD Group. 1995. Looking forward: Using a socio-cultural perspective to reframe the study of learning disabilities. *Journal of Learning Disabilities,* 28:656-663.

Voltz, D.L., Elliott, R.N. & Cobb, H.B. 1994. Collaborative teacher roles: Special and general educators. *Journal of Learning Disabilities,* 27(8):527-535.

Vosniadou, S. & Brewer, W.F. 1994. Mental models of the day/night cycle. *Cognitive Science*, 18:123-183.

Vygotsky, L.S. 1978. **Mind in Society.** Cambridge, Ma: Harvard University Press.

Waghid, Y. 2000. Philosophy of education and moral values: Democratisation of education or mere talk of an African Renaissance? *South African Journal of Philosophy*.

Wagner, T. 1993. Systemic change: Rethinking the purpose of school. *Educational Leadership,* 51(1):24-29.

Warnock, M. 1978. Report of the Committee of Enquiry into the Education of Handicapped Children and Young People. Special Educational Needs. London: HMSO.

Welton, M.R. (ed.) **In Defence of the Life World**. New York: Suny Press

West, J.F. & Idol, L. 1987. School consultation (Part 1): An interdisciplinary perspective on theory, models, and research. *Journal of Learning Disabilities,* 20(7):388-408.

West-Burnham, J. 1992. Managing quality in schools: A TQM approach. Harlow: Longman.

Westcott, M. 1997. What do we do when the teams stop winning? *Management Today,* 13(2):18-22.

Western Cape Education Department. 1998. Curriculum 2005. Starter-pack 5.

Western Cape Education Department. 1998. In-service Education and Training for Educators in Schools. Policy Document. June.

Whitmore, E. & Ray, M. 1988. Qualitative evaluation audits: Continuation of the discussion. Evaluation Review: *A Journal of Applied Social Research*, 13(1):78-90.

Wholey, J.S., Hart, H.P. & Newcomer, K.E. (ed.) 1994. **Handbook of Practical Program Evaluation.** San Francisco: Jossey-Bass Publishers.

Wiersma, W. 1995. **Research Methods in Education: An Introduction.** Massachusetts: Simon and Schuster Company.

Woods, M. 1998. Whose job is it anyway? Educational roles in inclusion. *Exceptional Children,* 64(2):181-195.

World Health Organization. 1986. Ottawa Charter for Health Promotion. Ottawa, ON: World Health Organisation and Canadian Health Association.

Zimmerman, B. & Armstrong, R. 1994. **Remembering the Future: Creating Chang-ability at Linda Lundstrom.** Ltd. North York, ON: York University Faculty of Administrative studies.

Zimmerman, B.J. 1994. Dimensions of academic self-regulation: A conceptual framework for education. In: Schunk, D.H. & Zimmerman, B.J. (Eds.) **Self-regulation of learning and performance.** Hove: Lawrence E. H. Baum Associates.

INTERNET REFERENCES:

Atkinson, R.C. & Jackson, G.B. Research and Education Reform. Roles for the Office of Educational Research and Improvement. http://books.nap.edu/books/0309047293/htmlR1.html.

Bridges, W. & Mitchel, S. 1999. Leading transition: A new model for change. http://www.p.f.df.org/leaderbooks/121/spring2000/bridges.html

Clair, N. & Adger, C.T. 1999. Professional Development for Teachers in Culturally Diverse Schools. http://www.cal.org/ericcll/digest/profdvpt.html.

Conner, D.R. 1994. Bouncing back. http://www.odrinc.com/inter/news/delta.html

Danzberger, J., Bodinger-de Uriate, C. & Clark, M. 1996. A guide to promising Practices in Education. http://www.ed.gov/pubs/PromPract/proml.html

DiGeorgio, R.M. & Associates www.change-management.com/articles.htm

Donaldson, J.F., Flannery, D. & Ross-Gordon, J.A. Triangulated Study Comparing Adult College Students' Perceptions of Effective Teaching with those of Traditional Students.http://ericacve,org/docs/teac-adu.htm.

Gagon, G.W. Jr. & Collay, M. 2000. Constructivist Learning Design. www.prainbow.com/cld/cldm.html.

Interchange International Inc. http://www.changecycle.com/changecycle.htm.

Kanter, R.M. 1999. The enduring Skills of Change Leaders. http://www.pfdp.org/leadership/122/summer99/kanter.html.

Laube, S. Change is constant. http://speedofthought.com/experts/slaube.html.

Mayer, J.D. & Salovey, P. 1993. The intelligence of emotional intelligence (as cited in Emotions and emotional intelligence, 2001, October 28). http://www.soc.hawaii.edu/leonj/409af2001/holland/report1.html

Michels, K. 1996. Creating A Capacity For Change In Health Promotion And The Non-Profit Sector: A Discussion Paper on Healthy Organisational Change. http://online.northumbria.ac.uk/faculties/art/informationstudies/impelchange1.html.

Slobodnik, A.J. & Slobodnik, D. 1998. Change management in a Human Systems Model: Four System Types. HR Strategies in the M7A Process Conference Toronto, April 30, 1998. Http://www.optionsfc.com/fedPress.htm

Webber, A.M. 1999. Learning for Change. www.fastcompany.com/online/resources/permissions.html.

Williams, B. & Sternberg, E.P. 1988 Emotional Intelligence. http://trochim.human.cornell.edu/gallery/young/emotion.htm

Young, C.A. 1996. Emotions and Emotional Intelligence. www.//Emotions and Emotional Intelligence.htm.

Zimmerman, B. 1994 Tension through suspension. Systemic barriers to changeability. North York. ON: York University Faculty of Administrative Studies. http://www.opc.on.ca/english/our-programmes/index.htm

ADDENDUM A

ADDENDUM A

EVALUATION OF PROGRAMME

1. Your position: Principal ☐ Teacher ☐

2. Your general evaluation of the **content** of the programme:

   Very good ☐ Good ☐ Fair ☐ Weak ☐ Very weak ☐

3. Your general evaluation of the **presentation** of the programme:

   Very good ☐ Good ☐ Fair ☐ Weak ☐ Very weak ☐

4. The chief goal of the programme was to offer support in the development of support teams in schools. To what extent, in your opinion, was this goal achieved?

   To a great extent ☐ To a reasonable extent ☐ To a small extent ☐ Not at all ☐

5. In what ways did the programme contribute to your **personal development**?

   .....

   .....

6. In what ways did the programme contribute to positive changes **in your school**?

   .....

   .....

7. What would you distinguish as particular **weaknesses/omissions** in the programme?

   .....

   .....

8. What would you distinguish as **strong points** in the programme?

   .....

   .....

9. Should the establishment of a support team in your school not be making good progress, what may the **reasons** be for that? What **additional** forms of **support** may your school need in this regard?

   .....

   .....

10. Any further comments:

   .....

   .....

   .....

Thank you for your cooperation.

ADDENDUM B

ADDENDUM B

QUESTIONNAIRE B

1. Does the school have a teacher support team (TST) in place? Yes ☐ No ☐

2. Functioning of the TST:

   Very good ☐ Reasonably good ☐ Poorly ☐

   Further guidance needed: Yes ☐ No ☐

3. If yes, list your needs:

   .....

   .....

4. Do you need further in-service training for TST members:

   .....

   .....

ADDENDUM C

ADDENDUM C

COMPETENCY DEVELOPMENT

	Sessions									
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Adaptability Understanding of change Approach to change Behaviour adjustment										
Aligning performance for success Setting performance goals Establishment of approach Creating a learning environment: Collaboratively establishing development plans: Tracking performance Evaluating performance										
Analysis The identification of issues, problems and opportunities Interpretation of information Organisation of information and data: Evaluation strategies: The establishment of implementation plans										
Applied learning Active participation in learning activities, The acquisition of knowledge, and understanding Application of new knowledge or skills										
Building a successful team Modeling of commitment Informing others on team The involvement of others The development of structure Developing direction										
Building partnerships Identification of partnership needs Exploration of partnership relationships Formulation of action plans										
Building working relationships Seeking opportunities The development of other's and own ideas Facilitation of agreement										
Communication Organisation of communication Ensuring understanding Comprehension of communication from others										
Continuous learning Application of knowledge or skill Risk taking in learning										
Facilitating change Encouraging boundary breaking Valuing sound approaches Addressing change resistance Managing complexity and contradictions										

	Sessions									
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Gaining commitment Open discussions effectively Develop others' and own ideas										
Information monitoring Review data Develop monitoring systems										
Innovation Challenges paradigms Leverage diverse resources Thinks expansively										
Leading through vision and values Communicates the importance of the vision and values Motivates others to action										
Problem solving Generating alternatives Choosing appropriate action										
Risk-taking Actively seeks opportunities Calculates risks Commits to action										
Strategic decision making The gathering of information The selection of strategies **The execution of plans**										

ADDENDUM D

ADDENDUM D

SESSION 1: 14 APRIL 1999

CONTENTS	OUTCOMES	COORDINATORS AND TEAM MEMBERS
12:30 Registration		Mrs Elsie Campher
12:40 Welcome and Program orientation Introduction of project team		Prof. Charl Cilliers
12:50 • Background to project		Mr Kobus Weyers
13:00 • Relevance of project • Outline of program ("big picture") • The outcomes		Mrs Elsie Campher
13:15 • Procedural matters and general issues • Commitment		Mrs Elsie Campher
13:20 Questionnaire 1		Mrs Elsie Campher
13:35 Break		
13:40 Ice breaker WORKSHOP: Experiencing change Change cycle Transition	Using existing structures • Working together on solutions • Insight into individual behaviour to change	Mrs Christine Hermansen
15:30 Closure Tea/Coffee	Understanding change Change management Facing the need for change Identification of: • Cultural and systemic changes needed for success • Critical success factors and how to apply them	Mrs Elsie Campher

SESSION 2: 21 APRIL 1999

CONTENTS	OUTCOMES	COORDINATORS AND TEAM MEMBERS
12:30 Reflection Presentation and discussion of Questionnaire 1 • Profile of a successful changer	Understanding the dynamics of change	Mrs Elsie Campher
12:55 Reflection • Program • Name Evaluation on change Rethinking the future	Facing the need for change Shifting to a new paradigm	Dr Chris Ackermann
13:15 Presentation Educational change: • Systemic reform • Change in structure • Change in system • Change in educational process Principles on which the ideal school is based: • Whole school approach • Eco-systems perspective • Prevention • Support	Understanding the need for change by rethinking the purpose of education. • Providing all learners with learning experience	Mrs Elsie Campher
13:50 Break		
14:00 Presentation The inclusive school as the ideal school	Preparing effective schools for all Building a shared vision	Mrs Rona Newmark
15:30 Closure Tea/coffee		Mrs Elsie Campher

SESSION 3: 28 APRIL 1999

CONTENTS	OUTCOMES	COORDINATORS AND TEAM MEMBERS
12:30 Reflection Inclusive education Fundamentals of strategic repositioning		Mrs. Elsie Campher
12:45 Critical questions in the quest for quality education for all		Mrs. Elsie Campher
Transition		
Reviewing vision & mission Workshop Support Support needs The delivery of support	Realising that support has to respond and fit into the development plan of the school	Mrs. Elsie Campher
13:50 Break		
14:00 Presentation Support		Panel
15:00 Group discussion		Mrs. Linda Rose
15:30 Closure Tea/coffee		

SESSION 4: 5 MAY 1999

CONTENTS	OUTCOMES	COORDINATORS AND TEAM MEMBERS
12:30 Reflection Feedback Q 6&7	Support has to fit into and respond to the development plan of a school	Mrs Elsie Campher
Support models	Knowledge of different support models	
Workshop support structure • Name • Concept • Goals • Advantages • Function • Requirements • Team members • Establishment		Mrs Elsie Campher
14:00 Break Tea/coffee		
14:15 Models Workshop a model for your school	How should this structure work	Mrs Elsie Campher
15:30 Closure		

SESSION 5: 12 MAY 1999

CONTENTS	OUTCOMES	COORDINATORS AND TEAM MEMBERS
12:30 Reflection		Mrs Elsie Campher
Model for each school feedback		
Video problem-solving meeting	Identifying skills	
Questionnaires 13,14,15	Organisational perspective	
13:45 Break Tea/Coffee		
14:00 People management in a school as a learning organisation • Culture of the school • Identity of the school • Structures and procedures • Human resources	Empowering for support building Leadership skills	Dr Liano Greybe
Culture assessment Questionnaire's Leadership and management • Conflict management • Personal mastery • Collaboration • Facilitation		
15:30		
Closure		Mrs. Elsie Campher

Session 6: 19 May 1999

CONTENTS	OUTCOMES	COORDINATORS AND TEAM MEMBERS
12:30 Reflection		Mrs Elsie Campher
Video: Problem-solving	Problem-solving • Skills • Stages	
Small group discussion TST's		
Questionnaires on teams		
13:40 Break Tea /coffee		
14:00 Presentation The discipline of teams • What is a team? • Team development • Team communication • Team conflict • Team accountability • Team destructors • Role of team leader	Managing quality in schools Dynamics of work groups	Mr Mario Denton

SESSION 7: 26 May 1999

CONTENT	OUTCOME	COORDINATORS AND TEAM MEMBERS
12:30 Reflection • Problem-solving • Teams		Mrs Elsie Campher
13:15 Questionnaires		
13:45 BREAK Tea/Coffee		
14:00 Workshop Strategic Planning for implementation of TST's	Back to school • Principal • Staff • Team members • Team meetings • Co-ordinator Creating a workable model for support delivery based on the unique needs of each school	Mr Kobus Weyers Mr Leon de Jager Mrs B.L. Hamley-Wise
15:30 Closure		

Session 8: 28 July 1999

CONTENT	OUTCOME	COORDINATOR
Reflection Prepare your school for the implementation of curriculum 2005	Creating a successful dynamic school environment in which adults support each other and work together to create a learning community, where all learners feel cared and valued	Mr Ludwig Nelson

Session 9: 4 Aug 1999

CONTENT	OUTCOME	COORDINATOR
Reflection Consolidation Implementation	Clarifying operational procedures	Mrs Elsie Campher

Session 10: 27 Oct. 1999

CONTENT	OUTCOME	COORDINATOR
Reflection Feedback	Solving operational problems	Mrs Elsie Campher

ADDENDUM E

ADDENDUM E

INFORMATION SESSION FOR SCHOOL PRINCIPLES
INLIGTINGSESSIE VIR SKOOLHOOFDE

Tuesday 16 March 1999
Dinsdag 16 Maart 1999

14:00	Welcome **Verwelkoming**	Prof. Petra Engelbrecht
	Purpose of this session **Doel van die sessie**	Prof Charl Cilliers
14:10	Background to the project **Aanloop tot die projek**	Mr. Kobus Weyers
14:20	Relevance of the project **Aktualiteit van die projek**	Mrs. Elsie Campher
14:30	The overall picture **Geheelbeeld**	Mrs. Elsie Campher
14:40	Outcomes of the project **Uitkomste van die projek**	Mrs. Elsie Campher
14:45	Introduction of the project team **Voorstelling van projekspan**	Prof. Charl Cilliers
14:50	Criteria for selection of representatives **Kriteria vir seleksie van verteenwoordigers**	Dr. Chris Ackermann
15:00	Commitment to the project **Verbintenis tot die projek**	Prof. Charl Cilliers and Dr. Johan Pretorius
15:15	Questions and closure **Vrae en samevatting**	Prof. Charl Cilliers