CHAPTER 6

ANALYSIS OF DATA

6.1 Introduction

Various findings from the 18 teachers, who responded to the questionnaire, emanated. The research built on these to further supplement the observations regarding staff and professional development. What is reported here are teachers' perceptions regarding their work, their environment, and their feelings about the need for staff development activities within the school. Open-ended questions allowed teachers to engage with present activities and advance ideas and contributions towards future development opportunities. When examining these responses, it was important to understand the differences in attitude and practice. Multiculturalism, historical and cultural contexts added to the diversity of ideas, interpretations and perceptions. The broad categories under discussion here include organisational structure, staff development need, evaluation of the success of the staff development programme, opportunities, challenges, and lastly, further suggestions.

6.2 Sample Profiles

Each of the 18 teachers who completed the questionnaire, had different backgrounds, qualifications and experiences. The purpose of the analysis was mainly to glean (i) general perceptions to staff development, (ii) how teachers were developed, (iii) organisational structure, (iv) professional development opportunities, and (v) challenges and recommendations.

6.3 Comments on Data Analysis

Responses to questions were analysed broadly into general categories as stated above. As categories emerged for each respondent, like responses were grouped together. Differences in perceptions were recorded within particular categories. However the exact number of responses per category was of less importance than the trends and patterns which emerged. Emphasis was placed on the reflection of teachers upon present practice and how they gained insights into what they did as teachers.

A description of the process of sorting data and the justification of areas for discussion appear to fall into discrete categories:

6.3.1 The Interviews:

Regarding the exploratory interview I carried out, Bell (1987:72) reminds us:

> "This is the stage when you are trying to find out which areas or topics are important, and when people directly concerned with the topic are encouraged to talk about what is of significance to them. At this stage you are looking at clues as to which areas should be explored or left out."

In the light of this, I decided that proportional representation in the sample was important. While this yielded information it forced certain exclusions which unbalanced and invalidated the selection. Applying the criterion of breadth so as to achieve a balance set of data, I decided to interview six teachers, the principal and a person on senior management. For staff the interviews started with an open-ended invitation to speak, such as: "How do you view your role as ....?" *(Appendix A)*

I allocated fifty minutes for each interview slot. This allowed the interview to take place and for the record to be written immediately afterwards, whilst the content was still fresh in my mind. (I used a tape recorder as information would then be more accurate). I found that not only was this practice a form of respondent validation, but it also demonstrated very explicitly the reliability of the data generated from the questionnaire. This was because those opinions and feelings articulated on the occasion of the interview were replicated on another occasion in response to a different stimulus. This then proved to be a good test of reliability.

The freedom with which respondents expressed their own ideas on staff development appeared to support my claim that the interview instrument was both valid and reliable. As Hopkins (1989:33) suggests: "Confidentiality must be offered to informants and control given to them over the information they provide." Reasonable steps were taken to ensure that the validity of the case study was not threatened in the way Hopkins perceived as a possible danger. Indeed *Appendix B* shows my offer to protect respondent confidentiality within the school.

In adopting a strategy for analysis, I considered it appropriate to derive categories from reading the interview records, rather than deciding independently from expression and recollection what the various categories were to be. Reading through the 18 interviews records generated the following broad areas of concern:

- strengthening the existing staff development system
- integrating individual needs with that of the organisation
- the school culture

- school-focussed staff development
- the effectiveness of the staff development programme
- the role of both form tutor and subject teacher
- participation in policy formulation
- evaluation
- collaborative management

There was of course much overlap between categories in the way those ideas inter-connected in shaping the opinions of respondents. For example the issue of feeling trained, able and qualified was central to one respondent's views on participation in staff development. Policy formulation, role definition and the integration of individual and organisational needs were also of concern to staff. While perceptions were, to an extent, arbitrary, they facilitated analysis and clarified data presentation. The generation of categories was a feature of the process of school-based qualitative research in that it attempted to make sense of complex reality.

6.3.2 The Questionnaire:

The data derived from an analysis of the responses to the questionnaire (Appendix F), which had a response rate of 94% is detailed below. The following data needs to be placed in perspective:

Referring to Section A, Questions 1 to 7, the following emerged:

a) Majority of teachers (85%) said that they have a staff develop programme in place.

b) 66.7% maintained that the teachers including senior management were involved

in formulating the staff development policy. 10% of teachers did not respond.

c) 89% of teachers answered that they were conversant with the staff development policy and confident that staff development was taking place in tandem with the policy.

d) 73% were sure that the staff development policy was reviewed every year, 14% were unsure and the rest did not answer.

e) 95,8% felt that staff development was important, and 93,4% indicated that the programme was beneficial to their personal development.

Section B, Question 9

a) 3.2% felt that staff development was held as an annual event, and as such did not enhance the quality of education provided by the school. Not surprisingly, the majority of these respondents were over 51 years old. The response from the open-ended questions in this regard was that staff development was not necessary and therefore not an integral part of the school's make up because, in their opinion, 'teachers are experienced and experts in what they do.'

b) 87% felt that staff development was an instrument that could be used for teacher appraisal and were happy with this, provided that any subsequent development ought then to be developmental.

c) 80% felt that staff development was necessary for staff motivation and improving performance and productivity. However this depended on the manner in which the development took place.

d) 18% did not believe that staff development was best when delivered by colleagues, 15% were unsure while the rest believed it was so.

e) 76% were sure that the staff development programme was helpful in identifying pertinent needs of both individuals and the school per se.

Section B Question 12

a) 4% felt that staff development was time consuming and that it rarely applied to practical situations.

b) 68,7% felt that staff development mostly helped develop organisational, planning and professional skills, and that it helped in identifying school-based and personal needs.

c) 9% felt that SD was sometimes used to enhance teachers' personal interests, and so there was a conflict of interest.

d) 93% felt that SD was an integral part of a school's development plan

e) 82% felt that while SD gave teachers more work to do, it was in fact beneficial to them.

f) 12% felt that SD gave teachers more work to do and as such was disruptive to their plan of action.

g) 77% felt that SD helped to define teachers' strengths and weaknesses.

h) 89% felt that SD activities improved teachers' administrative and classroom practice.

Section C and D

a) 94% felt that SD was successful in the school, had definite purpose and improved

teacher performance.

b) 81% felt that a SD programme enabled teachers to be better equipped and motivated and made staff more competent to contribute constructively to the development of the school.

c) 14% felt that staff development has been obtrusive and cumbersome at the school.

d) 79% of staff felt that SD enabled staff at their school to adapt easily to change.

e) 69% felt the SD was fairly effective in promoting better staff interaction and rapport.

f) Between 80 and 95% felt that the SD programme was very effective in:

* building confidence of staff
* allowing a greater delegation of authority and responsibility
* building individual autonomy and enhancing interaction
* personal growth
* building staff motivation and morale
* enhancing teacher and learner performance
* promoting whole school development
* improving school organisation and improvement

The following broad indicators emerged from the open-ended questions in Section C and D: 45% of teachers felt that more emphasis was needed on other SD initiatives, 25% felt that the system as it stood was adequate, and the rest were non committal. The nature of the responses was consistent with the general perceptions elicited via interviews and general school observation, and endorses the point that teachers valued professional activity where they could directly apply their experiences to teaching and themselves be more involved in determining staff development programmes. This was also consistent with previous research on this aspect, (Lortie, 1975, Holly, 1977) who found much the same tendency.

6.3.2.1 Perceptions regarding *reflection* on teaching:

A large group responded that together with school-focussed SD programmes, other formal and informal activities were necessary for professional development.

6.3.2.2 Use of time for Professional development

One of the most striking features (91% of respondents) was the perception that there was insufficient time for SD activities, and that this seriously placed constraints on teachers' ability to "expand themselves professionally". Stenhouse (1981:16) confirms this when he says "The most serious impediment to the development of teachers ..... is quite simply shortage of time."

6.3.2.3 School-Focussed Staff Development (SFSD)

Responses from questions, produced a high degree of convergence regarding SFSD and there was general consensus and agreement regarding the need for it. Teachers expressed a high degree of interest in having regular SFSD activities. They maintained that outside development initiatives were also important and beneficial to them but that these should serve only to complement SFSD. Such SFSD was important in allowing teachers the opportunity to observe colleagues and help others acquire professional and personal skills in areas that may be wanting. Teachers stated that this included classroom peer observation, the exchange of ideas, informal discussions, and so on. Such interactions, they maintained "provided greater opportunities and challenges."

I am aware that it would have been advisable to go back to the teachers at the case study school, so as to validate the analysis of questionnaire responses. Time constraints prevented me from going back, and also this was not necessary because interview records supported the conclusions derived from the questionnaire analysis.

6.3.3 General Perceptions:

Generally, the majority of teachers felt that staff development was crucial to both personal enhancement and whole school development and that it contributed strongly to learner achievement. Most teachers maintained that school-focussed SD activities actually helped as sources of ideas, enhanced personal growth and fost' .d a sense of unity amongst staff. While a fair number recognised the necessity for continuing their formal study, they nonetheless opted for the school-focussed staff development programme instead. This was due partly to the broad-banding system introduced by the National Department of Education where the only incentive for upgrading qualifications was a one-off payment with no salary increment. In the past incentives were greater so and many teachers busied themselves improving their qualifications, at the expense of learners and the profession in general. The job of teaching then was of secondary importance

Most teachers were in general agreement that SD activities provided important and productive exchanges amongst colleagues which cemented relationships. Collaborative activities were also viewed as more necessary, more meaningful and encouraging. Teachers were unanimous that their colleagues were valuable resources there to act as support, guidance and inspiration. Most

teachers seemed to derive much usefulness out of both informal and formal situations. This, they maintained, "provided better interaction and opportunities for frequent exchanges and discussions." Learning from colleagues was extremely important to them. Whilst many enjoyed their collegial interactions, they preferred to protect their autonomy and independence. It was generally perceived that SD efforts helped in bettering methodology, influenced attitudes and encouraged collaborative curriculum development and colleagueship.

Many felt that both attitudes and institutional provisions have contributed significantly to encourage initiatives and changes within the institution. This has improved teacher competency, curriculum development efforts, learner evaluation and appraisal procedures. Not only has SD positively affected the academic makeup of teachers, but it has also re-instilled a greater sense of commitment and motivation in them. Teachers admitted that they have broader perspectives, interpret events differently and are "now able to observe and perceive situations from different vantage points." Teachers indicated that SD has helped them better understand the complexity of practice within their institution. They were better equipped to contribute to workshops and lead seminars on their own. Their professional judgements have become more acute and they maintain that they have a clearer understanding of the transformation process.

Many had gained a better sense of self esteem and of the profession in general. Not only were they concerned about "professional survival", but they wanted their colleagues to be as well prepared as they were. They stressed the need for competent colleagues, to the extent that inept staff were not tolerated as it was felt they held back the educational process and brought

disservice to the profession.

Teachers insisted that much of their learning was achieved by participating in SD activities. This was instrumental in promoting professional development. This idea is aptly carried forward by Holly and Mc Loughlin (1989:211) who said that: "Teachers learned by thinking through, debating taking action, and sometimes solving problems facing the profession." There was a strong lobby promoting the idea that teachers needed to have more control over their environment and their 'professional destiny', and they wanted to be acknowledged for 'what they're worth." Holly and Mc Loughlin (1989:216) endorse this perception: "Teachers are more active in the professional development activities of their organisations than in other in-service education. They are less the tractable, compliant, acquiescent receivers of instruction and more the involved shareholder, partaker, partner."

Collaborative participation encouraged deliberate exchanges, and allowed teachers to develop a culture of speaking about, sharing, examining and changing the circumstances of their working situations. Teachers were unanimous in support of participatory management practices and the need to share administrative and managerial responsibility. For many teachers, self examination was considered most important, and Holly and Mc Loughlin (1989:228) endorsed the notion by stating that teachers "move from a situation of dependence and non-reflectivity to one of becoming active inquirers into their own and others' practices by acquiring new lenses for critically examining their teaching in its social circumstances."

6.4 Evaluation

Perceptions on evaluation, were quite standard with teachers generally agreeing that it needed to be an ongoing process tied in with an appraisal system. This was essential in maintaining the quality of professional practice by contributing to teacher improvement. The new 'Developmental Appraisal" initiative promulgated by the National Department of Education, (which was officially mandated well after this research findings were arrived at) seems to be a step in the right direction. Teachers (who were aware of this via the Wits EPU's Pilot Project on Staff Appraisal) were positive of the important role this was going to play in education in South Africa. Its 'developmental' emphasis reassured them that it was not a 'witch-hunt' enforced to evaluate them on their shortcomings. The idea that evaluation can make a difference in teachers' lives is well illustrated by Holly and Mc Loughlin (1989:293, 294):

> "For educators, reflective self-evaluation involves clarifying, thinking, and identifying underlying assumptions and beliefs, and recognizing motives and behaviour. Most importantly, it helps to translate implicit theories into a format which can be pondered alone and with others. When teachers document practice and analyze what happens, they create case studies, which are, in effect, stories of their teaching and learning."

6.5 Teacher Recommendations

At a subsequent meeting held with staff, where individual teachers were given an opportunity to talk about how their school could better itself, the following recommendations emerged:

- the involvement of staff in all school activities was important. Some staff remained non-committal and were complacent with just teaching. This attitude, the group felt had to change.

- the group agreed that staff development was left largely to individuals, within the school, and that outside help had to be solicited on an ongoing basis.

- there were inconsistencies of expectations amongst teachers and learners and this had to be addressed if all were to 'become part of the process.' It was agreed that more transparency and openness was needed.

- more Governing Body support for staff development programmes was needed, and funds had to be raised for this purpose.

- the induction programme for new staff was lacking and a team had to be commissioned to address this.

- appraisal and evaluation should be ongoing as it contributed effectively to staff development and personal enhancement

- there was a need to look at value-added conditions, apply force field analysis and action-centred leadership to approach inherent deficiencies and promulgate future plans.

The group set itself the following tasks:

(a) To collectively decide on the aims of a proper staff development policy by revisiting the current one.

(b) To identify current criticisms and shortfalls within the existing staff development programme and examine options to rectify these.

(c) To agree on a plan of action which would involve ALL stakeholders.

The group was unanimous that there was little understanding of staff development theory which they felt was necessary if they (staff) were to gain insights into, and understanding of, staff development programmes. The group agreed that the time set aside for staff development was limited and had to increased. Whilst there were differences of opinion between staff and management regarding implementation strategies, it was generally agreed that a compromise on issues was needed to ensure "consistency, continuity and progress." They felt that collaboration and consultation at all levels would generate a systematic approach to problem-solving. How this would be done was at that time

still unclear to staff.

6.6 Conclusion

A range of issues surfaced from the data collected. Interview records and questionnaire responses supplied overwhelming evidence that staff development, while extremely pertinent to any institution, was at the same time open both to refinement and criticism. To return to perceptions, a very small minority (2%) favoured the position that 'staff development was unnecessary'. While the majority was in favour of staff development they expressed concern over what their roles were supposed to be, and needed clarification on this. The general impression was one of a committed staff of professionals keen to do a good job, yet frustrated by the duality of structures and lack of definition inherent in their roles: "guidelines should be developed for certain principles which would guide development. Clear role definition must be supplied, and the relationship between colleagues clarified" (Appendix C). "The interview moved on to the structure of communication. It was, in my opinion, too fragmented" (Appendix D). "You were concerned to improve the communication structures between management and teachers" (Appendix E). "You would like... a system which facilitates collaboration in staff development work between all staff involved, and consider that if this is to be effective, participation in decision-making is centrally important" (Appendix D).

These comments reflected professional attitudes targeting issues of quality and effectiveness of the work they did. They wish to see a school change for the benefit of its learners. The perceptions highlighted the fact that the educational imperatives necessary to both facilitate and encourage professional development would always need to be re-defined, re-visited and re-structured.

Professional development formed the bedrock of efficient practice and of both individual and organisational development, which in turn affected learner output and performance. This had to be the purview of both the education and transformation processes, and a critical prerequisite. Teaching then becomes a moral activity where professional judgement depends on assessment and reflection of any situation, and then the ability to translate the theory into practice, teachers maintained, was what staff development was essentially about.

CHAPTER 7

PLANNING AND IMPLEMENTATION OF A SCHOOL-FOCUSSED STAFF DEVELOPMENT PROGRAMME

7.1 Introduction

This chapter concludes by focussing on key ingredients for effective staff development which have emerged via the analysis of staff development within the case study. The first important step towards effective staff development as illustrated in this report, is the implementation of a staff development programme. It's easier for any school to survive if the ideological gap between it and its staff is bridged. Effective staff development offers us a means to do this, by emphasisng collaborative planning and the introduction of training activities which involve all teachers.

7.2 School-Based Change

School-based change has to occur on three basic levels, the first of which is a change in school processes. This involves individuals, groups and the school. Secondly, change involves different people i.e. principal, administrators, teachers and learners and should include a review of performance and personal enhancement. Thirdly, there needs to be change in the school culture which includes a change in the beliefs and values of all stakeholders. This is critical for school performance and effectiveness as it assumes that the overt behaviour and performance of staff on any level is shaped by school culture, i.e. the sharing of beliefs, norms, and assumptions about education, school management, and life among school members (Cheng,1989; Schein, 1992).

Crandall et al. (1986) maintain that there are two categories of school-based change: *the pedagogic focus change,* which focusses on change in classroom arrangements, instructional process and teaching methods, and the *organisational focus change* which focusses on changes in school organisational structure and processes such as management style, hierarchy of authority, communication channels, decision making style, and school climate. Whether school-based change occurs on the individual, group or school level, staff have to collectively take on roles as initiators, receivers and reviewers of such change so that it is a collaborative effort steeped in commitment and conviction. Reviewing schools as organisations which have their own internal culture, Handy (1984:32) states that:

> "Every organisation is different. Each school is different from every other school, and schools, as a group, are different from other organisations. There is something natural and right about that, for organisations are living things, each with its own history and traditions and environment and its own ability to shape its own destiny."

7.3 Creating a Climate for Staff Development

It is i nportant for staff to accept the idea of continuing school-focussed professional development as this should become a normal feature of school life. Schools should create an awareness of staff development thereby creating a demand for programmes. Unless there is a willingness to professional development, any initiative in this regard would fail. It should be accepted that staff's commitment to continuing self-improvement will take different routes in different schools. Oldroyd, Smith and Lee (1984), describing ways to create a climate for staff development, sum this aptly as follows:

> "In some schools it is possible to advance on several fronts simultaneously, using interest group activities or a probationer's group to stimulate staff development activities.....in other schools it may take much longer to get

> staff involved, and it may require a good deal of behind-the-scenes work at relationships, leadership training and confidence building"

The manager of a school must be sensitive to the school's needs, its organisational culture and its basic changing circumstances. Coupled with this is the need for a collaborative work ethic. This according to Fullan (1991) "..helps to reduce the professional isolation of teachers, allowing the codification and sharing of successful practices and the provision of support." Or as Cohen (1988) and Rosenholts (1989) put it "..working together has the potential of raising morale and enthusiasm, opening the door to experimentation and increased sense of efficacy."

The power-coercive, empirical and normative re-productive models of innovative strategies as advanced by Chin and Benn (1984), could be effectively used by managers to bring about necessary staff development and effect change initiatives. This would work if it is applied at various decision-making levels both inside and outside the school. In the case of a principal, for example, this would imply positioning and focussing the school to implement staff development programmes which would ultimately benefit the learners. This leads to the question of school effectiveness, for essentially that is really what counts in the end. The socio-political dynamic in South African education cannot be discounted. Angus (1993:333) mentions that the perceptions of some people are that

> "school effectiveness researchers and writers explicitly avoid sociological perspectives in favour of a pragmatic and largely unreflective concern with identifying correlation between various school-level and narrowly defined (and measured) student outcomes."

Bridging the gap between advantaged and disadvantaged learners is paramount if they are to develop confidently. Whilst Edmonds (1979:20) contends that "all children are eminently educable", we cannot ignore the reality of the home environment or social background of learners as factors that either enhance or hinder education. We need to understand that schooling is a social, political and cultural process that is far from neutral (Angus 1993:334). He maintains that it is precisely this fundamental lesson that is ignored in the 'currently dominant perspective on school effectiveness'. Given our history, it would be unfair for research to concentrate merely on desired outputs in terms of their relationships with school inputs. Such a positivistic application (based on 'what works') looks at the development of schools, their staff and learners superficially. There is little consideration of the cause and effect relationship or of "how or why particular factors might lead to particular results" (Angus 1993: 338). A case in point is the funding of schools. Policies and politics have forced funding cuts in education which have direct implications for staff and school development.

School development cannot distance itself from social, cultural, political and economic interests. Angus (1993:342), states that "the interactive relationship between schools, culture and society is therefore not considered in school effectiveness research."

7.4 Designing Policy

This is one of the critical steps in a staff development programme. Policy may be defined as a set of inter related decisions concerning a particular issue or area of activity regarding the solution of goals and means of achieving them over a period of time. It assists by focussing attention on staff development and acts as a form of organisational analysis establishing needs of both staff and school.

A well thought out policy provides a framework for coping with change, and acts as a co-ordinating mechanism which brings together ideas relating to staff development into one coherent statement. It is viewed as an instrument of communication to clarify the responsibilities and rights of staff. It is also inevitably seen as a definite commitment for a course of action by articulating a clear set of aims. Hewton (1988) goes further to suggest the following key elements of policy which are: aims, structure, programme, and evaluation. Briefly these concepts mean the following: the *aims* spell out a school's ambition, its location and it aspirations regarding staff development. The *structure* defines roles and responsibilities connected with the identification of staff development needs and with the implementation and the evaluation of policy outcomes. The *programme* of activities sets out what has to be done in the name of staff development and provides details of specific activities associated with this. Lastly, e*valuation* acts as a review and appraisal instrument and accountable to the general process of staff development.

7.5 Approaches and Responsibility to Staff Development.

7.5.1 Informal Approaches and Teacher Responsibility

Perhaps the most innovative and provocative approach to staff development is one that promotes professional development by allowing teachers to rely on exploration and discovery. Informal approaches are low-keyed, often spontaneous and incidental and often classroom focussed and teacher oriented. It is assumed that by providing teachers with a rich environment full of the relevant physical resources, and that with generous encouragement and support from principals and management, teachers will interact collaboratively within this environment through exploration and discovery. This allows teachers to unleash their creativity and pick up

new teaching ideas, activities and methods. The responsibility for an informal approach, however, lies collectively with all staff within an institution. This incorporates teacher involvement, collective participation, unanimous commitment and whole-hearted devotion to staff development practices, and so should be encouraged and supported within schools.

7.5.2 Traditional Approaches and Administrative Responsibility

Traditional approaches are high-keyed, formal, school orientated and universal. These are best suited when staff development is defined by clear objectives and relies on conventional instruction. While extremely pedantic, this approach often becomes a perfunctory exercise giving the impression that teachers have an insatiable appetite for knowledge, but the truth often is that they are not interested in doing very much with this knowledge.

7.5.3 Intermediate Approach and Supervisory Responsibility

School-based professional development programmes make it necessary for institutions to devise a supervisory system of staff development. This approach is moderately structured with a pre-determined agenda that permits a great deal of flexibility. This approach ensures that a teacher is actively involved in contributing ideas, data and information, and solving problems or conducting analyses. Staff development activities are based on studies of actual situations and use live data from self-analysis or observation. The supervisory system of staff development assumes an intermediate position whereby the supervisor enters into a relationship with teachers on an equal footing and assumes an active role along with teachers.

7.6 Recommendations:

7.6.1 ***Adoption of a Facilitator***

It is the prerogative of an organisation to ensure that its staff is well equipped with the knowledge and skills necessary to educate learners. Collectively, they have to buy into the process, and an encounter with communicative methodology would extend them professionally as individuals. Therefore, as a facilitator to the process, the following has to apply:

Clear factual information about concrete issues should be the starting point - the aims of the department, the skills to be assessed in exams and so on. The facilitator should attempt to jointly devise strategies and coping structures for this purpose. Secondly, he/she should draw upon existing knowledge and practice, inviting staff to put forward their ideas on how to cope with the challenges outlined. The emphasis is on a facilitator rather than a driver here, aiming at a collective ownership of outcome. Thirdly, a formative approach is most effective. Opportunities are taken following the introductory session regarding progress made, exploring further insights gained, and amending the initial strategy appropriately. Fourthly, wherever possible, the facilitator must involve the whole department in development work. This has a unifying effect, encouraging identification with and re-examination of departmental goals common to all subjects taught.

Important considerations for the facilitator ought to be encouragement, valuing the opinion's of others, insisting on a close relationship between development and classroom reality, and

facilitating continued support. Accepting the validity of others' contributions is as important. Another enhancement to school development, is the development of trainers. Staff development could be enhanced by buying syllabus-specific training aids, both locally and internationally. This would address the problem of gaining factual knowledge, but may be unlikely to achieve a general and prolonged change in practice as it would be summative and there may be no test of real commitment to change. As a staring point, a one-term programme of action learning could commence.

7.6.2 ***Action Learning***

Subject departments could form 'action learning sets' and a whole-school programme would involve each in sequenced sessions of which the guiding task would be to adapt methodology to meet the demands of the school. I envisage three stages: First of these is survey and hypothesis, where the gap between the targeted performance and current performance is identified, and strategies for bridging it identified. Second is experiment, where all involved are mutually required to implement strategies agreed upon. The third is audit, where the effectiveness of those strategies is evaluated, and groups recommit themselves to continued, possibly refined implementation.

Action learning would lessen the alienation caused by an apparently external imposition of an unfamiliar system upon professionals who are comfortable, successful, and enjoying self esteem in current practice. This is so for several reasons:

- Collectively tackling the problem and agreeing to solutions gives confidence to insecure individuals in the group, whose involvement in the development

process takes place in an atmosphere of mutual support.

- Collective responsibility for successful outcome places individuals in a position where obstructionism, justified by one or a combination of Gestalt Theory's "learning blocks", may be minimised if it is unhelpful in the attainment of the shared goal.

- The value of each person's contribution to the solution encourages identification with and interest in a successful outcome.

- Finally, the reliance upon the group's own experience as a springboard for change and progress promotes the view of changed behaviour as development – not as re-birth in another form.

The whole organisation could benefit from the achievement of the desired goal because of efforts of its staff, whose ownership of change, earned through participation in the change process, fosters positive attitudes. The tension between school development needs and individual needs is eased. Action learning enables staff to evolve so as to cope with a developing reality. It must be remembered that action learning is an appropriate means for securing staff development when the important outcome is not simply a change in knowledge, but rather in attitude – a commitment to a changing practice. It allows a dynamic response to change, rooted as it is in reality, grounded in existing practice, and targeting personal growth.

7.6.3 ***Induction***

One way of addressing the tension between school/departmental needs and those of individuals (especially new staff) is proper direction via a planned induction programme. This needs to be supported by extensive methodology-related INSET which is aimed at developing both professional expertise and individual repertoire. Professional support via induction is

needed for new teachers to acquire knowledge, skills, attitudes and relationships to adequately equip them for teaching. Coupled with this there needs to be a system of appraisal/induction for easing in newly qualified colleagues over a period of years. In the past classroom teachers were bypassed in the consultation process of policy formulation and staff development requirements. Thus, provision for organisational needs was carried out without central regard for the individual development needs of those who manage change in the classroom.

To this the following proposals are made:

i) Induction cannot be viewed as discrete from other forms of staff development. Rather, it is a particularly intensive first phase in a career-long process of development.

ii) Induction must be explicitly and systematically integrated into staff development policy, with special provision for individual support. New staff should know what they can expect.

iii) Mentor and peer support is effective, if such support is offered without threat, by people who are close to the reality of the new teacher's experience. Well-intentioned support from senior management will boost morale, but is less likely to be directly effective.

iv) Provision must be made to involve mentors, senior management, advisors and the new teacher together, to an appropriate degree, in discussing progress and difficulties. For example, one meeting termly for the first three years.

v) School policy on induction should dictate that it is handled at the micro level – by departments and/or peers. However, it must conform to procedures laid down centrally, preferably through a collaborative decision-making process in the interest of consistency.

vi) Although the structure of induction could be prescriptive, its content should respond to individual development needs.

To conclude, induction is most likely to succeed in the flexible environment of task culture in which collaboration, mutual support and valuing individual differences are harnessed. An over-concentration on organisational needs (typical of role culture) in planning induction has a normative effect, through which the individual's development is guided to fit in with the status quo, and this ultimately hinders the potential for new staff to contribute to effective change.

7.6.4 ***Developing an Organic Organisational Structure***

Another important aspect in whole school development is the need for organisations to adopt a collaborative approach to management. This was aptly demonstrated by the responses from staff in the case study, who unanimously felt that collaborative school management was important in creating an environment for effective professional development. With reference to current theories of Collaborative School Management (CSM), a plan for transition, developed in the context of established practice is proposed. My underlying assumption is that CSM offers the organisation a systematic process for managing change, achieving improvement and encouraging school-focussed staff development in appropriate ways:

> "The approach secures appropriate involvement of staff, students and the community. The focus is on the central functions of the school learning and teaching – and accordingly, organises the management of the school around programmes which correspond to the preferred patterns of work in the school" (Caldwell and Spinks, 1988:36).

7.6.4.1 The Role Culture Elements

Strong elements of role culture are evident in practically all schools. Clearly delineated

hierarchical roles, firmly established formal communication and decision-making systems to maintain the efficient running of institutions, are prevalent. Most notably the role culture within a school values efficiency and promotes a sense of security. In addition it provides a non-threatening and easily assimilable structure in which staff recognise their job and get on with it. In support of role cultures, Handy (in Glatter, Preedy, Riches and Masterton, 1988:110) claims: " Efficiency and fairness in routine demands a role culture .... You know where you are and where you will be; it is secure and comfortable even if it is at times too predictable to be exciting." The validity of role culture in educational organisations is enhanced by its logical delineation of work into discrete functions within a specialised environment, which places a premium on logic, and is inclined to demonstrate systematic approaches to work for reasons of accountability.

However, three considerations give me cause to doubt the suitability of role culture as a model for school management. Firstly, many successful businesses have abandoned hierarchical structures in order to achieve flexibility for coping with change and for facilitating growth. If we accept that in the case of our schools the need to adapt to change is acute, we must question the appropriateness of a role culture to that purpose, particularly regarding development: "It may be that in shaping the bureaucracy of large businesses the secondary school has been adopting a theory that is already out of date" (Handy in Glatter, Preedy, Riches and Masterton, 1988:116).

Secondly, role culture mitigates against the full mobilisation of individuals' personal qualities for the benefit of the organisation. When spontaneity, imagination and creativity are required to ensure organisational growth, should that organisation's structure centre upon the importance of the routine and predictable, by bypassing the human potential?

This leads to my third reservation, that in failing to embrace individuality, role culture foments resentment of the organisation, thus discouraging interest in and identification with its goals.

7.6.4.2 The Club Culture Elements

Our past system of education was such that much about schools centred on the principal, and this is the essence of club culture: "The *organizational idea* in club culture is that the organization is there to extend the person of the head or often, of the founder" (Handy in Glatter, Preedy, Riches and Masterton, 1988:109). This aspect, however, is now more dilute, for practical reasons which Handy describes:

> "They (club cultures) are a convenient way of running things...when the core organization is small.....and closely gathered together so that communication is easy; once things get much bigger than that, formality has to be increased and the personal, telepathic, empathetic style is frustrated" (Glatter, Preedy, Riches and Masterton, 1988:109).

However certain prominent features of club culture still persist within schools today. Firstly, the high centralised decision-making priviledge still rests with a dominant central figure, normally the principal. Also within many schools job applications from 'outsiders' (based on colour or ethnicity) is not encouraged. Handy sums this up as follows: "...they deliberately

recruit people like themselves...so that the club remains a club.." (Glatter, Preedy, Riches and Masterton, 1988:109).

7.6.4.3 The Task Culture Elements

The tactic of establishing working groups to address specific areas within schools is consistent with task culture. This is an unhierarchical problem-solving approach, actively encouraging inventiveness and individual autonomy, promoting a holistic, committed attitude to the school's work, and fostering real participation in school development. Members are drawn from interested parties regardless of status or hierarchical role. Groups perform consultation, analysis, and proposal formulation by presenting recommendations to management.

Why then are these initiatives failing to effect a lasting solution within schools? The answer lies in the management stance, rooted in club and role culture. Experience has shown that senior management saw in working groups a mechanism for providing summative, once-and-for-all solutions, and evaluation was at no point embodied in the job of the groups. It was used as a mechanism for managing change common in organic organisations, to supply solutions appropriate to the inorganic management system of a role culture. The commitment to task culture was partial, in that the process of organising management structures to continuously respond to change – to see management primarily as managing change in order to promote school development – was not followed through.

7.6.5 *Collaborative School Management (CSM)*

Broadening participation in policy formulation is the key to collaborative school management (CSM). Beare, Caldwell and Millikan (1989:100) point out that collaborative school management offers: "...a systematic approach which will help ensure that vision is institutionalised through the policies and plans of the school." Progress in many of our schools is unsystematic, not related explicitly to goals or to the vision of the school. Role culture inhibits the perception of most teachers, who go about their work without reference to overall school goals. Further teacher involvement in shaping these goals is necessary before moving on to promote identification with them, and to foster their embodiment in practice. A specific policy group or team should be set up to look into this.

CSM regards each aspect of the school's work as a programme. Consistent with task culture, programmes are planned, implemented and evaluated formatively by programme teams, guided by policy statements related to the school's goals. Therefore schools need to have staff development taking place through programme teams. People are used to collaboration and participation in school and staff development, and this is value added bonus. Evolution, adaptation and development are its guiding principles of CSM. This management approach allows development to take place in a controlled and systematic way, by involving the school community in school development. It is an essentially practical approach which, by rigorously referring and relating to the organisation's goals, does not allow practice to lose sight of ethos through preoccupation with technical management issues. Rather, the latter is integral to the process.

In terms of this, the starting point of a school-focussed staff development programme should then be the formation of a Staff Development Team and subsequent strategic planning. Beare, Caldwell and Millikan (1989:140) on strategic planning say:

> "we suggest that strategic planning is the aspect of corporate planning which involves the assessment of needs, the identification of desired outcomes, the determination of strategies to achieve outcomes and the assignment of priorities to various programmes and initiatives."

In considering the ramifications of CSM, issues such as the ownership and stakeholder identification with goals of the organisation, of individuals' needs for professional growth, of the inevitably changing environment to which schools must respond, are all important. CSM in my opinion, offers a means by which schools and staff alike can recognise their priorities in such a way that performance and development can be enhanced. By the same token, I heed Caldwell's and Spink's warning (1998:65-7) that:

> "...Collaborative School Management alone is no guarantee of effectiveness....Due attention must be given to the adoption of appropriate strategies, the development of appropriate skills, the selection of appropriate staff and the development of shared values."

7.7 Conclusion

This study has discussed the relationship of current research findings on staff development and based on the case study, elicited responses and perceptions from teachers regarding pertinent issues associated with professional development. It has also examined the impact such staff development activities have had on general school development, and also discussed why there was a dire need for

a more collaborative system of school management.

An analysis of the literature was entered into with a view of presenting current trends, thinking and perceptions relating to staff development. The findings from the debates and discussions relating to the topic, further reinforced the idea that if schools sought to develop fully, an organised system of professional development activity had to be introduced. Additional conclusions drawn from the case study further endorsed the very notion supported by this research which points towards the effectiveness of staff development activities. How schools could begin to implement characteristics of such development within their local contexts has also been examined.

Chapters two and three discussed the implications for staff development which resulted from a comparison of present staff development theory and actual practice within local institutions. The findings of the case study (School A) together with the perceptions of teachers and senior staff (Appendix C,D,E), revealed that professional staff development, collaboratively participated in, supported and developed, could become the bedrock of efficient and progressive institutions.

This report is by no means conclusive as ongoing research in this field is still needed. This study was undertaken merely to extend our understanding of the need for effective staff development and should be understood as one in an ongoing process of professional development . Great possibilities exist for future research, especially school-focussed staff development, within the South African context.

Educators unanimously affirm the important role staff development plays in school development, and that for the most part, their own development is crucial if education locally and nationally is to compete with systems around the world. By looking at selected specifics, this research report has demonstrated that for staff development to thrive serious reform as opposed to single innovations has to take place. The focus then was on the 'human' element in the process of professional and school development. The introduction of school-focussed staff development activities should be tied partially to the nature of the school, its historical traditions, its personnel and the views and aspirations of all its stakeholders. The introduction of such school-based practices needs very careful handling at levels of interpersonal relations and group dynamics if it is to be successful in changing school practice. Ineffective institutions are often characterised by defective relationships and every attempt should be made to generate good relationships between colleagues.

7.8 Recommendations for Further Research

This study was undertaken to examine the possibilities of extending the experience of one school to other schools committed to the transformation process in South Africa. This is but one step in the ongoing search for effective staff development practice. The following observations were arrived at during the course of this study, and it is hoped will be of help to institutions attempting to enhance their performance:

- Implementation of measures to generate wide support from the National Department of Education for the idea of making changes to staff development practices within schools.
- Schools must restructure school focussed staff development ensuring greater levels of participation and more valid representation in policy formulation.

- School change must be supported by a consistent staff development policy, and should involve senior management in a central leadership role in *guiding* this process.

- Implementation of an appraisal system which should be accepted and owned by educators, linked to staff development policies within the school and underpinned by the school's strategic plan.

- Implementation of a system of monitoring learner and educator enhancement via classroom observation so as to bring about better awareness regarding the needs of the organisation and to create a better working climate amongst all.

- Schools should move towards a collaborative approach where trust, leadership, openness and transparency are practised.

- More attention should be given to the direct effect on learning of curricular planning, organisation and teaching.

- Schools should look critically at their practices as a means to enhance general school performance.

The field of staff development is best served by promoting diversity as it is a long-term, complex process and not a series of singular events. As more on-the-job training is required, state legislature needs to play an important part in promoting staff development. However the major responsibility for staff development will rest with schools themselves. Orlich (1989:179) says:

> "Effective staff development is the culmination of efforts by individuals who truly believe in the enhancement of human potential. Staff development is the very least that can be done to improve professional practices."

To conclude, the vision of all schools effectively employing staff development practices should embrace the concept of diversity being strength and commitment being the norm. Proper leadership involves sustaining any staff development initiative by harnessing the energy, experience and individual qualities inherent in staff within an institution. Staff development should be characterised

by trust and transparency where interaction amongst culturally diverse participants is not forced but offered, and respect and value of individual differences underpin all interactions. The goal is to enhance an atmosphere within a school that is informed, relaxed and trusting where people are self-motivated, open and flexible.

Staff development programmes, whether school-focussed or external, need to be developed around the particular needs of the individual staff and the school situation. This includes consideration of both the micro-context (the school within its own organisational context) and the macro-level (the school within the broader education and schooling system). I conclude by reiterating that what is presented in this study is merely a framework which is itself undergoing development, and those theories which are used as tools for analysis must continue to be informed by practice and by perspectives advanced by theories and theorists alike. Criticism and development of these theories then become the bedrock for future studies.

Bibliography

Anderson, G. (1990). *Fundamentals of Educational Research*, Basingstoke, Falmer Press.

Angus, L. (1993), The Sociology of School Effectiveness. Monash University.

Bauman. Z. (1992) *Intimations of Post Modernity.* Roulledge. London and New York.

Bayne-Jardine, C and Holly P (1994) *Developing Quality Schools.* The Falmer Press

Beare, H, Caldwell, B.J., Millikan, R.H. (1989) *Creating an Excellent School – Some New Management Techniques.* London, Routeledge.

Bell, L and Day, C (1991), *Managing the Professional Development of Teachers*, Buckingham, OUP.

Bishop, L.J. (1976) *Staff Development and Instructional Improvement Plans and Procedures*, Allyn and Bacon, Inc. Boston.

Bradley, H (1991) *Staff Development*, The falmer Press, London, New York, Philadelphia.

Bradley, H. Conner, C. and Southworth (1994) *Developing Teachers Developing Schools.* David Fulton Publishers, London.

Burgess, R.C. (1986) *Sociology, Education and Schools.* London: Batsford.

Caldwell, B.J., Spinks, J.M. (1988) *The Self-Managing School.* Barcombe, The Falmer Press.

Cave, E. and Wilkinson, C. (1990) (Eds) *Local Management of Schools: Some Practical Issues.* London, Routledge.

Cawood, J and Gibbons, J (1981) *Educational Leadership: Staff Development.* Cape Town: Nasou Ltd.

Cheng, Y.C. (1989). Organizational culture: Development of a theoretical framework for organizational research. *Educational Journal, 17* (2), 128-147.

Chin, R and Benne, K. (1984), General strategies for effective change in human systems. in Bennis, G.W. et.al (eds). *The Planning of Change*. New York, Holt, Rinehart and Winston.

Clark, C.M. (1986). *Ten years of conceptual development in research on teacher thinking.*In M.Ben-Peretz, R. Bromme & M Bromme & R. Halkes (Eds), *Advances of research on teacher thinking.* Lisse: Swets & Zeitlinger

Cohen, A. (1988) *Early education: the parents' role. A sourcebook for teachers.* London Chapman.

Cohen, L and Manion, L (1989) 'Case Studies' Chp. 5 in *Research methods in Education*; 3rd edition. London, Routledge.

Covey, S.R. (1992) *Seven Habits of Highly Effective People.* Simon Schuster Ltd. GB.

Craft, A. (1996) *Continuing Professional Development: A Practical Guide for Teachers and Schools.* Routledge, London

Crandall, D.P., et al. (1986) Strategic planning issues that bear on the success of school improvement efforts. *Educational Administration Quarterly*, 22, 21-53.

Dean, J. (1991). *Professional Development In School.* Open University Press Milton Keynes. Philadelphia.

Department of Education: African National Congress, (1994), *Draft For discussion Purposes Only: A Policy Framework For Education And Training*, Braamfontein, ANC Education Desk

Dillon-Peterson, B. (1981) *Staff Development/Organisational Development.* Association for Supervision and curriculum Development: Washingtom.

Dutteveiler, P.C. (1986) *Educational excellence and motivating teachers.* The Cleaning House 59(8):371-374

Edmonds, R. (1979) "Effective Schools for the Urban Poor." Educational Leadership, 37(1) 15-27: EJ208051

_____, (1979) "Some Schools Work and More Can" School Policy, 9(5) 28-32.

Fitch, E.M. and Kopp, O.W. *Staff Development For The Practioner.* 1990 Charles C Thomas, Publisher.

Fullan, M. (1991) *The New Meaning of Educational Change.* London, Cassell

G. Williams (1982) *Staff Development in Education,* PAVIC Publications, Sheffield City Polytechnic.

Glatter, R, Preedy M, Riches C, Masterton M. (1988) *Understanding School Management.* Milton Keynes, Open University Press.

Griffin, G. (1983) *Staff Development: Eighty-Second Yearbook of the National Society for the Study of Education, Part 2*

Guthrie, J.W. & Reed R.J. (1986) *Educational Administration and Policy: Effective Leadership for American Education.* Prentice hall: New Jersey.

Handy, C. (1984) *Purpose and Planning in Schools*, Longman.

Hewton, E (1988) *School Focussed Staf Development Guidlines for Policy Makers*, The Falmer Press, London, New York, Philadelphia.

Hewton, E. (1988) *School-Focussed Staff Development.* The Falmer Script: London

Holly, M.L. (1977) *A conceptual framework for pe.'sonal-professional growth: Implication for inservice education.* Doctoral dissertation, Michigan State University.

Holly, M.L. and Mc. Loughlin, C.S. (1989) *Perspectives on teacher development.* London. Falmer Press

Hopkins, D (1989) *Evaluation of School Development.* Buckingham, Open University Press.

J. Cawood and J Gibbon (1981) *Eductional Leadership: Staff Development,* Cape Town: Nasou Ltd.

Kelly, AV (1986), *Knowledge and Curriculum Planning,* London, Harper and Row.

Kelly, AV (1989) *"The curriculum" Theory and Practice, London,* Paul Chapman Publishing Ltd.

Kremer-Hayon, Vonk, H & Fessler, (1993) R *Teacher Professional Development: A Multiple Perspective Approach,* Swets & Zeitlinger, Amsterdam.

Lortie, D.S. (1975) *School teacher: A sociological study.* Chicago: University of Chicago Press

Morant, W.R. (1981) *In-Service Education within the School*, London Allen and Unwiy

Morgan, G (1989), *Creative Organisation Theory.* London, Sage Publications Limited.

Mortimore, P. (1991) 'The Nature and Findings of Research on School Effectiveness in the Primary Sector', in (eds) RIDDEL, S and BROWN, S., *School Effectiveness Research: Its Messages for School Improvement,* The Scottish Office, HMSO.

Nelson, B.(1957) *Freud and the 20th century.* New York. Meridian Books

Oldroyd, D., Smith, K. and Lee, J (1984) *School-Based Staff Development Activities: A Handbook for Secondary Schools*, Longman.

Oppenheim, A. N. (1992, third edition), Questionnaire *Design, Interviewing and Attitude Measurement*, London, Printer Publishers.

Orlich Donald, C 1975, *Guide to Sensible Surveys*, Olympia Washington: ERIC Document Reproduction Service, E D 112017

_____, (1989) *Staff Development Enhancing Human Potential* Allyn and Bacon, Massachusetts.

Pfeiffer, I and Dunlap, J (1982) *Supervision of Teachers.* Orxy Press

R.W. Morant (1981) *In-Service Education within the School*, London: Unwin Education.

Rosenholts, S. J. (1989) *Teachers' workplace: the social organization of schools.* White Plians New York. Longman

Report Back on Moderation and Evaluation for Promotion Purposes, Undertaken by Superintendents of Education. Office of the Chief superintendent of Education, Dept. of Education and Culture, Pretoria, 1992.

Rogers, J. (1983) *Building an Effective Staff Development Programme: A principal's Checklist.* NASSP Bulletin, vol.67, no.46, pages 8-16.

Rosenholts

Schein, E.H (1984) *Coming to new Awareness of Organisational Culture*. Sloan Management Review, Winter 1984, 3-16.

Schein, E.H. (1992) *Organizational culture and leadership* (2nd ed.) San Francisco: Jossey-Bass.

Schon, D.A. (1983). *The reflective practitioner, how professionals think in action*, New York: Basic Books.

Snyder, K and Anderson, R (1986) *Managing Productive Schools.* Academic Press. Inc.

Stenhouse, L (1975) *An Introduction to Curriculum Research and Development*, Oxford, Heinemann.

Stenhouse, L (1981) What counts as research? In J. Rudduck and D. Hopkins, (ed) *Research as a basis for teaching: Readings from the work of Lawrence Stenhouse* (1985). London: Heinemann Education Books, 8-19.

van Velzen W. (ed.), 1979, Developing an Autonomous School, The Hague: Dutch Catholic School Council.

Wi[illegible]n, M & Andrews, I (1987) *Staff Development for School Improvement A focus on the Teacher,* The Falmer Press, London, New York, Philadelphia.

Wilkenson, C. and Cave, E. (1987) *Teaching and Managing: Inseparable Activities in School.* London. Croom Helm.

Williams, M (1991) *In - Service Education and Training,* Biddles Ltd, Guilford and King's Lynn

APPENDIX A

Prompts – Staff

How do you see your role as .....?

What are your concerns regarding our staff development structures?

What about professional development in the school?

Should teachers have more representation on management structures?

What about the idea of staff development co-ordinators?

Any other points?

APPENDIX B

Letter of Consultation to Teacher Respondents, regarding maintenance and confidentiality in representing their views on staff development.

Dear

Attached is a copy of the interview record which you signed and returned to me. I would like to include this in the M.Ed Research Report in its entirety as an appendix.

You will recall that I gave you assurances of confidentiality. It is important that you understand that this Report is a case study which examines the feelings and opinions of a sample of participants within the school. It is intended to provide a basis for further evaluation on staff development, in that it can inform the study on such development.

You have my word that your opinions will remain anonymous, and as such you should in no way feel threatened or afraid regarding the views that you hold.

Thank you for your contribution to the case study.

APPENDIX C

Interview Record Teacher

You are concerned about the role definition for professional development and maintain that the quality of Staff Development work depends on the enthusiasm and initiative of those carrying it out.

While you were open to idea of strengthening the present Staff Development Programme and supported the idea that all staff co-ordinate it together, you nonetheless prefer a structure which would be Departmentally based. You felt it important that the largest number of teachers possible should be involved in Staff Development, and indicated that small teams, headed by subject heads, could be effectively managed and could have a more direct route to Management than is currently the case.

Two issues worried you. First, that to enhance the "power" of subject heads in this way might be divisive of the staff as a whole, especially as most subject heads are from different backgrounds. However, you pointed out that the issue of easy and effective communication was important, and that to attempt to establish better understanding between form and subject teachers and management, while administratively awkward, is not impossible.

You perceived a certain lack of cohesion in this school and feel that while the school is transforming, it is desirable that it continues to refine and develop its management systems.

You were undecided on the issue of greater integration of teachers in management meetings but felt that as regards matters of curriculum all staff without exception should be involved. Your statements appeared to indicate that you view the real work of the management as advancing individual support and aiding academic development.

Very interestingly, you stated that you think an important function of Staff Development is to limit the damage caused by the past system and that it encourages flexibility and responsiveness which are key attributes in anyone who wants to promote the needs of the institution and their own more effectively.

We appeared to come to agreement that there is no easy solution to the problems arising from the duality of perceptions on Staff Development and that any solution is likely to involve any form of compromise. You were vociferous that regarding staff development, guidelines should be developed for certain principles which would guide development. You also felt that clear role definition must be supplied and relationships between colleagues clarified.

APPENDIX D

Interview Record, Subject Head

The basis of the interview was to understand the perception that teachers have of the staff development activities within this school. Coupled with it was an assessment of the current communication structure within the school and how this reflects on decision-making. Is the current situation adequate or is there need for modifications?

The interview began with your assessment of the present system . It was your contention that Staff Development is a vital part of the school. The role of Staff Development needed to be carefully detailed as it was a role that often required input from all teachers.

The interview moved on to the structure of communication within the school at present. It was, in your opinion, too fragmented, and often led to confusion and indecision because of a duplication of roles. Your proposal for streamlining the current situation was largely based on your past experience with staff development activities.

Your proposed model differs from the current situation in that you feel that staff development should become departmentalised. Each Departmental Head would be responsible for ensuring that there was a good system of communication between members of his/her Department and Management. Your own experience was that the management would then have a far greater responsibility for ensuring both professional and academic success in its teachers.

On this issue, the interview developed into a discussion on how to bridge the divide between what was essentially a traditional Southern African view on teaching in the school. You firmly believe that a strong professional school-based needs-driven system is the solution to the bulk of the current staff and communication difficulties. However, it must be recognised that every opinion must be considered. You suggested that more emphasis should be placed on the management skills of teachers. The appointment of subject heads must also be very carefully considered. Subject Heads should be expected to participate in in-service training, particularly when management skills are emphasised. You strongly believe that all Subject Heads should attend management courses alongside the commercial sectors. It is your contention that equipped with these skills, teachers would have greater confidence that the Subject Heads were indeed looking after their best interests.

The discussions continued onto the role of learners development and its current place in the school. While the teaching of personal development appears to be very good and comprehensive, it was felt that the teachers should take greater responsibility for student personal development. A South African concept was discussed in that a school has a counsellor, who has a degree in counselling and that the counsellor be a facilitator for personal development in the school, running in-house courses for staff and, where appropriate, learners.

APPENDIX E

Interview Record, Head of Department

We had a wide-ranging discussion and covered several areas beyond your role as teacher. You felt that despite initially being told that the staff development system here was strong, you have subsequently had to voice your concern that it wasn't so. You clearly favour strengthening the current system of staff development practice.

Your observation is that the horizontally structured staff development system could be more effective in supporting professional development as you feel that at the moment it is too 'top-down'. Clear role definitions must be supplied in any staff development initiative. In your opinion, communication between staff and management was too fragmented, and you saw the need to better this communication. You felt that relationships between colleagues and students, senior management and the governing body could be improved in some way. You recognised that this is not something to which there is an easy answer, and felt that staff development should extend outside the school to other stakeholders as well. You added that staff working in the system generally work hard and are of good faith and are in touch with both the needs of the learners and current trends in education.

You are concerned about the lack of continuity between the role of Staff Development and the curriculum of the school. You suggested that greater co-ordination and some rationalisation is desirable. Your observation is that you don't doubt that staff members would welcome further integration of a Staff Development programme into a formalised school policy, and you would welcome a shift towards integrating more Staff Development work into school development needs. You would not like to see the excellent work of teachers being rewarded with incentives as you felt that this was rather insulting.

You felt strongly, furthermore, that Staff Development activities required specialist skills and at the same time, the ability to maintain a special relationship with individual teachers is an important area of consideration and one that all staff have attempted to tackle. You are sure that any member can lead staff development within the school and the fact that they may be untrained or inexperienced in it, and would probably feel insecure and/or unenthusiastic about it does not hold true. In fact you feel that this would build leadership amongst individuals. You believe in the motto "it doesn't matter who does it so long as it is done constructively."

You do feel too that the lack of active participation by teachers in the Staff Development programmes was a burning issue among many teachers in the past. The only problem you see is the ineffectiveness of the current system in formally spelling out the role of school-focussed staff development. You would like to see more briefings and information sessions to promote enhanced levels of involvement of all staff.

Acknowledging the multicultural mix of teachers you felt that Staff Development offered adequate support, and that a systematic integration of school and organisational needs has to be further embarked upon. More could be done, but difficult through lack of time. However, your experience has shown that a pro-active policy of including all staff in school building activities would help.

Teachers need to be more informed regarding the running of the organisation - there must be more transparency, etc.

APPENDIX F

QUESTIONNAIRE

STAFF DEVELOPMENT IN SCHOOLS

This survey will be used as research towards the Master of Education (MEd) Degree. All information contained hereunder will be treated in the strictest confidence and all respondents will remain anonymous.

EDUCATOR'S PARTICULARS

Age: _____
Qualifications: _____
Position at School: _____
Years in present position: _____

For the purpose of this questionnaire, Staff Development used to mean any ***planned program of learning opportunities afforded to staff members, for purposes of improving the performance of the individual in already assigned positions at a school.***

SECTION A

STAFF DEVELOPMENT:

1. Does your school have a staff development programme at present? YES/NO

2. Is there a Staff Development Policy in place? YES /NO

   If your response is yes, please respond to questions 3 to 6. If no, continue with question 7.

3. When was this Staff Development (SD) Policy formulated? (list the year) _____

4. List the people who were involved in formulating it.

Teachers Only	Senior Management Only (incl. Principal)	Principal Only
Teachers and Senior Management (incl. Principal)	Teachers, Senior Management and Governing Body	Other (Please specify)

5. Are you conversant with the Staff Development Policy of your school? YES / NO

6. How often is the Staff Development Policy revisited or reviewed at your school?

Once a Year	Twice a Year	Never	Other (indicate)

7. In your opinion, is Staff Development important ? YES / NO

Please explain.

_____
_____
_____
_____

8. What do **you** think the aims of a staff development process in school should be?

_____
_____
_____
_____

SECTION B

This section aims to elicit your perceptions on Staff Development in general. These perceptions have to be general and not influenced by the school-focussed staff development programme that may be prevalent at you school at present. Please answer all questions in this session.

9. In my opinion staff development: (tick the boxes that you feel are appropriate)

a)	is a one-off event that is held annually	
b)	is a process that helps to enhance the quality of education provided by the school.	
c)	has to be done by the principal of the school only	
d)	is not necessary if teachers are experienced and expert in their field	
e)	can help the school in identifying pertinent needs	
f)	is necessary and integral to the make-up of any school	
g)	is an instrument that may be used to determine teacher appraisal	
h)	is necessary for staff motivation in improving performance and productivity	
i)	is best when delivered by colleagues, peers or experienced teachers	

10. Who do you think should be included as major role players in a staff development? Please list and explain.

_____
_____
_____
_____
_____
_____
_____
_____

11. In your own words, what does staff development do for:

a) the ir vidual teache _____
_____
_____
_____

b) the school_____

c) puplis_____

Tick the space which best reflects your responses to each statement.

12. My perception is that staff development:

	Mostly	Sometimes	Seldom	Never
a) is a time consuming activity that rarely applies to practical teaching situations.				
b) does not meet the objectives that it sets out to achieve.				
c) allows teachers to reflect on their own performance.				
d) helps develop organisational, planning and professional skills.				
e) helps to identify school-based and personal needs within a school.				
f) helps the teacher's classroom practice by exposing him/her to different methodologies				
g) is merely used to enhance the teacher's personal interests, credentials, etc. and once done is forgotten				
h) enhances unity amongst staff				
i) is an integral part of a school development plan				

	Mostly	Sometimes	Seldom	Never
j) enhances personal development that can be applied to a school				
k) is easily accepted by individual teachers				
l) is viewed as a way of just giving teachers more work to do				
m) leads to better classroom practice				
n) should be targeted at teachers only and not senior management				
o) lowers self esteem				
p) is cumbersome and unnecessary				
q) leads to more knowledge about teaching and learning in general				
r) should help to define teacher strengths and weaknesses				
s) should be carried out on a volunteer or elective basis				

SECTION C

These questions must be answered within the context of your present school.

13. Staff Development at my school:

	Yes	No	Unsure
a) has been extremely successful			
b) serves no purpose as there is no need for it			
c) has improved the quality of education for our pupils			
d) has improved teacher performance			
e) has been cumbersome and obtrusive			

	Yes	No	Unsure
f) has enabled individual teachers to be better equipped and hence better motivated			
g) has encouraged staff to adapt easily to change			
h) has made staff feel willing and competent to contribute constructively to the development of the school			
i) has made people feel valued in the job they do			

14. In your opinion how would the school identify staff development needs of educators on the staff?

15. Should the school identify professional staff development needs which are common across groupings of staff or the school as whole? Why?

16. On what basis are decisions made about what the most important staff development needs in your school are?

17. In your opinion, what are the ways that are helpful in addressing staff development needs?

18. Have there been new work patterns, including changes in the times of the school day? If so explain.

19. Has there been the introduction of a differently organised school day? If so, explain.

_____
_____
_____
_____

20. Has there been a greater level of interpersonal skill amongst staff?

_____
_____
_____
_____

21. Has there been greater delegation of authority and responsibility and a corresponding increase in individual autonomy?.

_____
_____
_____
_____

22. Please indicate how the following have been after the introduction of a Staff Development Programme at your school?

	very effective	Effective	fairly effective	ineffective
a) introduction of staff development at this school has been				
b) staff meetings at school are				
c) staff interaction is				
d) delegation of duties amongst staff is				
e) personal growth for teachers has become				
f) staff motivation and morale has become				
g) confidence and innovation is now				
h) enhancement of pupil performance is				

23. Does the Staff Development Programme at your school address issues that relate to school organisation and management?

_____
_____
_____

24. To what degree is staff development based on furthering the vision and mission of the school?

_____
_____
_____
_____

25. To what extent have staff development efforts been constrained by outside factors, e.g. curriculum changes, or changes in funding arrangements, etc?

_____
_____
_____
_____

26. Rate the following in order of importance (1 - 5 where 1 is extremely important and 5 least important)

The aim of Staff Development is:

	1	2	3	4	5
a) to empower staff to work towards the vision of the school					
b) to enable educators to develop to their full potential					
c) to provide staff with skills and knowledge to meet the challenge of change in education in South Africa					
d) to develop a team of skilled and knowledgeable educators, managers and support staff					
e) to enhance learner performance so as to attract parents					
f) to develop a culture of learning and teaching at the school					

27. Indicate how the staff development programme at your school has helped you in the following areas:

	Extremely helpful	helpful	average	slightly helpful	not at all
a) curriculum development					
b) lesson presentation and environment					
c) classroom management					
d) learner assessment					
e) professional development					
f) human relations					
g) leadership					
h) community involvement					
i) contribution to school development					
j) organisational skills					
k) negotiation skills					
l) finance and budgeting skills					
m) tolerance of stress					
n) professional support to colleagues					
o) ability to work with groups					
p) ability to lead groups					

SECTION D

This section focusses on the evaluation of school-based staff development.

28. What do you think the purpose of school based staff development evaluation should be?

_____

_____

_____

29. What kind of staff development evaluation do you think would be useful today, given the changes in education?

_____

_____

_____

_____

30. School-Based Staff/Professional Development in general:

	Agree	Disagree	Unsure
a) mainly consists of off-site courses geared to individuals rather than to groups of staff			
b) has no linkage to the needs of departments or schools			
c) is such that courses are undertaken on a voluntary basis and, therefore, not necessarily undertaken by those with the greatest need			
d) courses are random in terms of participation and content in relation to the needs of individual schools			
e) has limited impact on practice			
f) is open to conflicts between participants and deliverers			
g) caters for people at different starting points and, therefore is unable to satisfy all participants equally well			
h) courses are often undertaken during the school day and therefore disrupt the teaching timetable			
i) exposes how others do their jobs			
j) enhances a wider range of contacts with eternal bodies and individuals			
k) ensures planning certainty			
l) is a threat to teacher security posed by the different philosophies, new grouping techniques, new patterns and methods.			

31. How are the results of the Staff Development Programme assessed at your school?

32. In terms of staff development, how is its effect on learners gauged?

33. What, do you believe, are the strengths of the staff development programme at your school?

34. What do you believe are the weaknesses of the staff development programme at your school?

35. Do you have any further comments on the staff development programme at your school and its general impact on staff and learners alike? Use the space below for your comments:

THANK YOU FOR YOUR TIME AND EFFORT!

Author Meer N S
Name of thesis School-Focussed Staff Development: Opportunities And Challenges. A Case Study Meer N S 1999

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.