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THE APPLICATION OF ADULT EDUCATION PRINCIPLES TO SCHOOL-BASED CURRICULUM CHANGE

Case study of a school-based curriculum change for Hebrew literature at a Jewish day school (Grades 8-9) in Johannesburg.

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ABSTRACT

This case study explores, through critical reflection, the process of a school-based curriculum change (SBCC) and examines to what extent the application of adult education principles facilitates this process. The change is related to three issues: the process of curriculum development; the shift towards professional development based on adult education principles; and the changing role of the consultant in relation to curriculum development.

The consultant came to realize that in order to promote school based curriculum development it was necessary to work with the head of the department and the teachers in a participative mode, rather than taking a stand as a curriculum development expert. The research findings suggest that in order to apply adult education principles to teachers' professional development, the consultant needs to move from consultancy based on an expert role towards consultancy based on a process role. The research proposes that professional development based on adult education principles and teamwork could be a promising introduction to a second-order change promoting a school culture of teamwork and critical reflection.

The researcher came to question the appropriateness of a case study based on participant observation as a research methodology in the workplace. She suggests that an action research could be more advantageous to promote a second-order change and could be more in line with adult education principles.

Key words

Adult education; School-based curriculum development; Professional development; Consultants; Change; Critical reflection; Case studies.

DECLARATION

I declare that this thesis is my unaided work. It is submitted for the degree of Masters in Education at the University of the Witwatersrand, Johannesburg.

It has not been previously submitted for any other degree or examination at any other university.

Chaya Herman

Chaya Herman

20 day of October, 1998.

To my father

Zwi Agassi

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1. INTRODUCTION

1.1 Statement of the problem

One of the most pressing problems faces by the Jewish day high schools is the pupils' lack of motivation when it comes tc Hebrew. This either results in the pupils trying to drop the subject, or when objected to, leaving the school. With the introduction of Jewish Studies as a Matric subject in 1996, the old controversy about "Jewish Education" [by which Jewish history, ethics and texts can be learned in the vernacular], versus "Hebraic Education" [which sees Hebrew as the "nerve centre" of Jewish Education (Goss, 1950)], has once again become a focal issue with direct implications for the teaching of Hebrew in Jewish day schools (see appendix 1). The primary motivating forces to introduce change were therefore pupils' antagonism towards the subject, coupled with teachers' dissatisfaction and frustration with their pupils' achievements, as well as their growing realisations that the teaching of Hebrew could be marginalised in Jewish day schools.

At the beginning of the process, the direction and content of the change were unclear, however, it soon took shape as a school-based curriculum change [SBCC]. School-based curriculum is a process that begins and ends in the context of a specific school. It reflects the micro-level realities, as it concerns the daily work of the teachers (McLaughlin, 1990:14). This has an additional significance in the context of Jewish day schools in South Africa. The school setting is unique - both in the South African context and in the world context - so that the teachers are the ones with the most understanding and insight into this particular reality. In the case of Hebrew studies at Jewish day schools, I am not aware of any previous attempt to involve teachers in the development of a curriculum.

This process was set in motion through the collaboration of external developers, on the one hand - i.e., the consultant [C] and the Literature Expert - and teachers

with their Head of Department [HOD] on the other. In this process I played the role of the consultant and I was expected to steer the change; to facilitate team work; to organize in-service training for teachers [INSET]; and to produce a new reader based on the teachers' choice.

Professional development is widely recognized as a primary vehicle in the efforts to bring about needed change (Sparks, et al, 1985:61; Guskey, 1994:1). Questions are, however, being raised about the effectiveness of certain forms of professional development (Guskey, 1994:1).

The involvement of teachers in school-based curricular change is a form of professional development. In this process, teachers are learning in order to change their context. Research suggests that teachers who work as a team in order to develop their teaching competencies and material become more cohesive and will share ideas regarding teaching and learning in general, as well as on specific curricular development (Sparks & Loucks-Horsley, 1989:45). Consequently, "the curricular results are not only impressive, but the process itself represents staff development at its best" (Rubin, 1987:178).

Recent research stresses that effective professional development must exhibit adult learning principles (Shroyer, 1990:3; Wood & Thompson, 1993:55). Teachers participating in SBCC are engaged in an adult education practice. In this context, teachers are seen as adult learners whose personal experience is acknowledged and who need to own any change in which they are about to be involved.

A closer look at the process of school-based curriculum change revealed that there were two levels of change. The first, explicit change, was the change in curriculum content. The second one, less explicit, was the change in the process of curriculum change: from a traditional top-down process, to school-based curriculum change based on adult education principles.

Research indicates that when reformers try to change a curriculum in response to a concern - and almost inevitably with disappointing results - teachers are usually seen as the principal impediment (Elbaz, 1981:44; Walker, 1992:367). Teachers, on the other hand, seem to point a "stiff finger" towards the pupils, the curriculum, or management, blaming them for any failure (Feuerstein, 1996).

My working hypotheses (Cochran, 1991) - which I put into practice - was that teachers are likely to take more responsibility for their successes and failures if they could take part in reforming the curriculum according to their understanding of their pupils' needs. I was hoping that when the teachers become the reformers, the "stiff finger" would become more flexible; teachers would be empowered and encouraged to look at their own role in alleviating problems at their school.

As the process of school-based curriculum change has progressed, managed and explored, I realized that there was a third level of change in operation. This refers to my personal change as a consultant. In order to manage the other two levels of change I had to move from consultancy based on an expert role, to consultancy based on a process role.

This research was a tool to examine, through critical reflection, my role in managing the above changes, as well as to examine to what extent the application of adult education principles facilitated this process. But mostly, it was a tool to examine how useful the process of a school-based curriculum change really was. Did it make a difference to the teaching of Hebrew in the Jewish day school? Did it make a difference to the school culture of collaborative work?

1.2 Importance of the research

This research examined a curricular change while in action. Hence, the research was integrated into the implementation, evaluation and maintenance of the innovation. The research described and explained events as they were actually happening, and that knowledge was fed back into the system to promote more effective operation. The research therefore became part of the practice, and the practice, part of the research. Each process fed the other for mutual growth and development.

This study helped me to better understand my "craft knowledge" (Sparks & Loucks-Horsley, 1989:54) and to develop the habit of critical reflection (Schon, 1987; Brookfield, 1995). The research itself was therefore a significant component in my own professional development as a consultant.

This study identified a unique process of curriculum change in an individual setting. This process can be adapted, shaped and integrated into other contexts (Guskey, 1994). It illustrated an experience in enhancing teachers development and organizational growth, thus adding knowledge to the young "science" of staff development (Sparks & Loucks-Horsley, 1989:54). This type of research - which describes how practitioners develop their own theory in action, instead of relying on documented research - is comparatively rare, and there is a definite need for it (Brookfield, 1990:259).

As resources are now moving increasingly toward staff development, the research makes a contribution to informing this field. This study is specifically important for staff developers or consultants as it illuminates some of the problems they may face as adult educators when managing professional development at the work-place, and could point the way towards greater use of participative decision making

in the formal educational system.

1.3 Research aim.

The purpose of this research was to explore the process of school-based curriculum change, to locate it within an adult education framework, and to examine the effects that this type of professional development had on the teachers who took part in it, on the organization and on myself as the manager of the process.

This process will be related to three levels of change:

a. Change of the curriculum.
b. Change in the process of professional development.
c. My personal change as a consultant and as a researcher.

1.4 Research sub-questions

See section 3.2

1.5 Research methods

As the objective of this research was to explore a process, I employed a qualitative case study research method. This framework included several investigative techniques, such as participant observation, questionnaires, interviews and personal accounts.

1.6 Research Scope.

The process of curriculum change started in January 1996 and is still in progress. The research was conducted as a requirement for a Masters degree and is therefore limited in time and resources. It mainly focuses on the period between May 1997 and June 1998.

1.7 Limitation of the study

The fact that I am the researcher, the consultant, the provider of some of the INSET, the writer of the new curriculum and an employee of the SABJE, raises a strong potential for bias. There is a confidentiality issue and teachers might not want to reveal some personal feelings and thoughts. In some instances I did not disclose certain information to prevent publication of data that could be interpreted as an attack on my colleagues' competencies or personalities. These are also the basic limitations of a case study, which are discussed fully in section 3.11.

1.8 Abbreviations

C	-	Consultant
INSET	-	In-service training for teachers
FL	-	Foreign language
FLT	-	Foreign language teaching
SBCC	-	School-based curriculum change
HOD	-	Head of department
SABJE	-	South African Board of Jewish Education

1.9 Definition of terms

The terms "professional development" and "staff development" have been used indiscriminately in the literature. However, in my research, "professional development" referred to personal as well as organizational growth, while "staff development" was defined as those processes that improve job-related knowledge, skill or attitude for the benefit of the organization. These two similar concepts therefore represented a paradigm shift (see literature review). By "INSET" I referred to the actual programs and workshops.

The terms "working draft" and "final draft" referred to the two stages of development of the new reader. The "working draft" was the first draft of the reader that was produced in November 1996. The "final draft" was produced in September 1997 following teacher feedback and recommendations.

1.10 Organization of the study

The next chapter, Chapter 2, forms the literature review for this research, followed by the research design in Chapter 3. Chapter 4 illustrates a reflective practice following a critical incident, which was a turning point in my personal development as a consultant and as a researcher. Chapter 5 presents the research results according to three levels of change, followed by, a discussion, conclusions and recommendations in Chapter 6.

2. LITERATURE REVIEW

2.1 Introduction

The research literature supports the existence of a paradigm shift in teachers' development - a shift from INSET and staff development in the 1970s and 1980s, to professional development in the 1990s. This paradigm shift is in fact noticeable when one is merely browsing through the titles of educational journals (Guskey, 1986; 1991; undated; Sparks & Loucks Horsley, 1989; Sparks, 1994). One aspect of this new paradigm is the emphasis on adult learning as a fundamental way of teaching and transforming schools. It also proposes that the outcomes of professional development should be twofold: personal development as well as organizational growth and development.

The objectives of the literature review are:

A. To separate the terms "professional development", "INSET", and "staff development" as a tool for understanding the paradigm shift in teachers' development.

B. To place the process of SBCC within this framework.

C. To relate the process of SBCC to adult education practice.

D. To explore the issue of teamwork and its facilitation.

E. To define the role of each participant in this team: the teachers, the HOD, the Literature Expert and the consultant.

2.2 PARADIGMS IN TEACHERS' DEVELOPMENT

2.2.1 Staff development

The terms "professional development", "INSET" and "staff development", have been interchangeably used in the research literature in order to describe a wide range of activities to promote teachers' effectiveness. However, "INSET", or, "staff development" evokes the idea that there is staff - an organizational identity - that is the object of a development plan that some unspecified person or group has for them (Holly, 1989:175; Wood & Thompson, 1993:53).

This approach to staff development dominated research during the 1970s and early - 1980s, which consequently sought effective ways to develop staff. Research suggested that it should be practically orientated (Guskey, 1986:6). It should include theory, demonstration, practice, feedback and coaching (Showers, Joyce & Bennet, 1987:86; Sparks & Loucks-Horsley, 1989:54). Discussion and teachers sharing ideas were advocated (Guskey, 1986:10). Some research urged developers to allow teachers to have input in the planning and development of a new program in order to increase its effectiveness, even though this recommendation was not empirically supported (Rosenblum & Darkenwald, 1983:151; Wade, 1984:51; Guskey, 1986:6; Veenman et al. 1994). It was postulated that teachers need to receive regular feedback on student learning progress and to have continued support and follow up after the initial training (Guskey, 1986:9; Sparks & Loucks-Horsley, 1989:48). Some research attempted to identify participants' traits and characteristics as significant factors in effective staff development. These included their prior education and experience (Fresko & Ben-Chaim, 1986:247), and their self-esteem and confidence (Guskey, 1986:9; Showers, Joyce & Bennet, 1987:79).

However, when evaluating staff development programs, researchers started to

realize that these efforts did not significantly change what educators thought and did (Sparks & Loucks-Horsley, 1989:40; Shroyer, 1990:2; Fullan, 1991:316; Fullan & Miles, 1992; Wood & Thompson, 1993). The following statements represent some of the reasons - gathered from the above literature and my own perspective – of why many staff development programs fail to change the behaviours of teachers:

- **Change was considered as an event and not as a process**

  Staff development and curriculum improvement imply change. To significantly change attitudes and behaviours, staff developers must understand the factors that support educational change and the meaning of the change itself (Shroyer, 1990:3; Guskey, 1991:240).

  In the literature, educational change is often described as an extremely difficult and continuous process, influenced by its context (Sparks & Loucks-Horsely, 1989:52; Shroyer, 1990:3; Clift et.al., 1990:34; Gusky, 1991:241; Fullan, 1991:31). Teachers and educational systems are far better known for their capacity to resist change than for their role as agents of reform (Fullan, 1991a:8). It was found that participation in training programs was not enough to ensure the implementation of desired change (Wood & Thompson, 1993:55). For example, in Guskey's model of change, change in attitudes mainly occurs after implementation takes place and evidence of improved student learning is gained (Guskey, 1986:7).

  Fullan suggests that everyone who is involved in the change process have a personal map of how change proceeds. People act on their maps. Fullan outlines a map of change for successful implementation of innovation. In this map, change is learning, loaded with uncertainty, anxieties and difficulties. When implementing change, we do not necessarily know all the

answers, and we have to develop solutions as we go along. Reforms fail because our attempts to solve problems are frequently superficial. Hasty implementation of right solutions can also lead to failure. Change requires resources and the power to manage it. Change is systemic: one needs to deal with system components and system culture (Fullan & Miles, 1992:749).

It is important to understand the nature of change. First order changes are surface changes which occur **within a system** but do not change the system. Second order changes are changes **in the system**, such as changes in school culture; teacher-student relationship; and values and expectations of the system (Fullan & Miles, 1992:746; Borwick, undated:7). In the process of school-based curriculum change under investigation, first order changes, like the new curriculum or in-service training based on adult education principles, are changes that can occur within the school without necessarily changing the system. However, deeper changes, such as changes in the school culture of reflective practice or teamwork, are second order changes.

Borwick presents a systems approach to organizational change which is analogous to a biological or mechanical system. In this system all the parts are connected, inter-related and function as an entity. Any change in one part of the system induces a change in another part of the system. All systems are homeostatic, i.e. trying to maintain the status quo by adapting to outside influences that might change it. Individual behaviour is part of the system behaviour and is never isolated from the system. The individuals are connected to the system through the role that they take up. The implication of this systemic approach is that individuals, by managing their own behaviour, can induce changes in other parts of the system (Borwick,

undated:2).

How to initiate and sustain a deep learning cycle for large numbers of people is really the core challenge underlying Senge's notion of a learning organization. A learning organization is an organization that is continually expanding its capacity to create its future (Senge, 1990:14). For a school to become a learning organization it needs to learn how to learn; how to tap people's commitment and capacity to learn at all levels in an organization. Fundamental change in a school requires changes in the people within the organization.

- **The popularity of one-shot workshops instead of continuous programs**

Too often staff development programs are one-shot workshops rather than comprehensive and continuous. In these workshops the teachers are relatively passive, while an "expert", or inspirational speaker, exposes them to new ideas or trains them in new practices (Clift, Holland & Veal, 1990:37; Wood & Thompson, 1993:14). The success of this endeavour is typically judged by the "happiness quotient" that measures participants' satisfaction with the experience; by how many teachers participate; or how they perceive its value (Brookfield, 1991:207; Sparks, 1994:26). There is some support for this model of training in the research. It is based on the assumption that there are techniques that are worthy of replication by teachers in the classroom; that it is cost effective; and that under the appropriate conditions it has the potential for significantly changing teachers' beliefs, knowledge, behaviour as well as the students' results (Sparks & Loucks-Horsley, 1989:48). In my experience, this type of training - provided it is not isolated from classroom realities - can have an impact on the individual teachers who are self-motivated and interested in their own

professional growth. I believe, however, that lectures, workshops and other conventional forms of knowledge transfer, might make only a limited contribution towards a comprehensive and meaningful organizational second-order change.

- **Teachers do not possess a body of knowledge and expertise in their profession**

Assistance is a top-down, remedial approach, based on the assumption that teachers are deficient; training is based on eradicating the "deficiencies"; and the real experts are outside of the school (Holly, 1989:175; Shroyer, 1990:3). Wade brought the prevalence of this attitude forward. He claimed - based on a meta-analysis of documents published between 1968 and 1983 - that "programs are more effective when the leader assumes the role of 'giver of information' and the participants are 'receivers of information'"(Wade, 1984:54).

However, research indicates that many staff development programs fail to change the behaviours of teachers because they do not take cognizance of teachers' knowledge (Elbaz, 1981:44). Recent research recognizes that teachers use professional knowledge although they are often unaware that this is what it is (Holly & Wally, 1989:285; Shulman, 1986:8). A great deal of knowledge in teaching is tacit: knowledge that we cannot readily explain with words, but we can act on it. This is referred to as "knowing-in-action" (Schon, 1987:22), or "practical knowledge" (Elbaz, 1981:67). This knowledge is based on teachers' experiences in their classrooms and is directed towards the handling of the problems that arise in their work.

In my practice, I often tried to encourage teachers to explore their own ideas and to share their "practical knowledge" with their colleagues. Teachers

usually resist exposing themselves in fear of other teachers' criticism, especially when they are not prepared. Professional reflection was best achieved by working with one or two teachers at a time, ahead of the workshop. The teachers were given help with the technical details of the workshop and were encouraged to reflect on their practice and to find their strengths. This partnership between the teacher and the consultant was a favoured form of professional development for all participants. The teachers were flattered to have "one of them" conducting a workshop which was practical and relevant, while the consultant took the role of the "director" behind the scenes. This practice is supported by Sparks (1994:28) who believes that staff developers should provide consultation, planning and facilitation services and not only training.

- **The role of management**

Many staff development programs fail to change the behaviours of teachers because administrative commitment is low, and follow-up support and implementation are rare (Shroyer, 1990:3; Clift, Holland & Veal, 1990:37). The important role of the administrators and school policy is well documented in the literature (Hall & Hord, 1984; Clift et. al. 1990; McLaughlin, 1990; Fullan, 1991; Shroyer, 1990; Guskey & Sparks, 1991; Wood & Thompson, 1993; Veenman et al., 1994; Gusky, undated.). As I worked with more than one school, it was very obvious that teachers took programs seriously when the HOD was personally involved and was committed to individual and organizational growth.

Professional development can no longer be viewed as an event that occurs on a particular day of the school year. It must become part of the daily work of the teachers. Time has emerged as the key issue in every analysis of

school change (Fullan & Miles, 1992:750; Wood & Thompson, 1993:53). However, unlike most professionals, teachers have no time built into their work schedules for their own learning. I believe that it is the role of the administration to make time available for teachers' learning.

- **The importance of the context**

Until recently, the impact of the context was ignored in most research on staff development. In fact, in the search for the "one right answer" through meta-analysis of research on staff development, the data was decontextualized, and the effects of the context were eliminated. I believe that education is about the individuals who make up the society; therefore, it is futile to ignore the uniqueness of the individual setting. Change will succeed only when it is based on the "optimal mix" between professional development processes and the organizational and individual contexts (Guskey, undated:3).

With the growing recognition of the influence of school context, recent research has been aimed at finding which dimensions of school context affect professional growth and how (McLaughlin, 1990:14; Kowalski, 1995:243). It advocates positive interpersonal relationships; recognition of individual dimension, i.e., needs and strengths that teachers have; leadership dimension (Clift, Holland & Veal, 1990:35-36); organizational effectiveness, ie, is the school managed by an hierarchical bureaucratic model or based on shared decision making (Shroyer, 1990:3; Wood & Thompson, 1993:54)? These dimensions of the context must match the type of professional development for effective professional growth for both the individuals and the organization.

More recent research examines the process of teachers' professional

development in the context of the systemic approach (Guskey, undated:3, Fullan & Miles, 1992: 750; Wood & Thompson, 1993:55; Sparks, 1994:27). In the systemic approach, organizations must develop along with the individuals within them. Consequently, researchers advocate a school-focused approach to staff development (Wood & Thompson, 1993:53; Sparks, 1994:28; Veenman et al., 1994:316).

- **Teachers must be viewed as adults**

  Staff development activities are often not consistent with adult learning theory (Shroyer, 1990:3; Wood & Thompson, 1993:55). High quality "professional development" should be designed and directed by teachers, based on the principles of adult learning, and should involve shared decisions designed to improve the school (Clift, Holland & Veal, 1990:37; Shroyer, 1990:5). Teachers must be viewed as professionals responsible for their own growth and capable of enhancing organizational growth.

2.2.2 Professional Development

From the late - 1980s onwards research has advocated a new paradigm. This new paradigm recognizes how reflections on one's own premises can lead to transformative learning (Mezirow, 1991:18). It advocates a view of the teacher as a dynamic and continually growing professional - a reflective practitioner (Schon, 1987; Shulman, 1987; Mezirow, 1991; Copeland, et.al, 1993; Brookfield, 1995). In this paradigm teachers are viewed as professionals who are self-directed, empowered adults and who have the capacity to solve problems (Gugliemino, 1993; Wood & Thompson, 1993:55). It recognizes the impact of the context and

is based on a sound understanding of the organization and the factors that can enhance school change. An important feature in this new paradigm is that it recognizes that teachers' personal growth goes hand in hand with organizational growth (Shroyer, 1990:4; Gibbons & Norman, 1987:107; Wood & Thompson, 1993:53).

In my research, I use the term "professional development" to refer to this new paradigm. This paradigm is based on humanistic philosophy since it is concerned with human worth and understanding, in contrast to the staff development paradigm which is based on behaviourism (Brookfield, 1991:202; Langenbach, 1993:5) and can even be viewed as a type of control mechanism (Woll, 1984). Working within the new paradigm is also compatible with my research approach, which is based on humanistic philosophy, and adopts qualitative case study based methodology.

2.3 An overview of adult education principles

After reviewing the writings of Boud (1987); Sparks & Loucks-Horsley (1989); Knowles (1990); Brookfield (1990); Wood & Thompson (1993); Jarvis (1995); and based on my own experience as an adult learner and adult educator, I would like to suggest that the following adult learning principles be employed in teachers' professional development programs:

- Adults learn most effectively when they have a need to know or a problem to solve, or what they perceive as relevant to their "real world". Teachers are willing to invest a great deal of effort in a change if they view it as practical in terms of its quality and its manageability. People working closest to the job best understand what is required to improve their performance.

- Ego is involved adult learning. There must be respect for one another's self-worth. This does not mean that criticism or reflection should be avoided in discussions. It does mean, however, that the uppermost task of the facilitator is to increase the self-worth of all participants.

- Adults need to see the results of their efforts and to receive feedback on how well they are doing.

- Effective facilitation of adult learning must accommodate the wide range of previous experiences, knowledge, interests and competencies that adults bring to the learning situation.

- Adults prefer learning in small groups in which they have an opportunity to share, reflect and generalize from their learning and experiences. Brookfield maintains that facilitation is collaborative (Brookfield, 1990:18).

- Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competencies. However, Brookfield objects to the "cafeteria" approach to professional development whereby individual teachers choose what they want to take. The role of the facilitator is to help teachers to define their "real" needs and to respond to them (Brookfield, 1990:19). The content and the sequence of the learning situation can be open to negotiation by all participants.

- Participation in learning is voluntary. Adults engage in learning on their own volition. It may be that the circumstances prompting this learning are external (job loss), but the decision to learn is the learner's. This principle implies that the teacher of adults has no need to spend a great deal of time and energy dealing with defiance, opposition or indifference. It also means that they are less likely to resist participatory learning techniques such as

discussions, role-playing, games, small group work and collaborative analysis of personal experiences. The reverse side of voluntary participation is that it can be withdrawn if learners feel that an activity does not meet their needs.

However, reflecting on SBCC, it is evident that there was some conflict between the "real" and the "ideal". The voluntary aspect of adult learning triggered the most noticeable discrepancy. It was quite clear that the SBCC did not adhere to this principle. Langenbach, whose interest is staff development in the workplace, raises the same issue. He maintains that a good strategy to reconcile this contradiction is to actively involve the adult learner in helping to determine educational plans. Langenbach believes, however, that this is sometimes "in deference to the obvious, but seldom mentioned fact, that many adults would rather not be developed, no matter whose idea it is" (Langenbach, 1993:6). It is important to note that when adults are forced to learn against their own inclinations and desires, the resulting resentment is likely to become a major block to any kind of meaningful learning. Consequently, participation in a compulsory program can be characterized by mental absenteeism. One aspect of my research aims at examining how the involuntary participation affects the application of other adult learning principles to the process of SBCC.

School-based curriculum change is a process that is inherently based on the principles that are advocated by the new paradigm. The next section will discuss those features of SBCC that make it compatible with the adult education principles that were suggested in this section.

2.4 School-based curriculum change in relation to adult education principles

Table 1. The application of adult education principles to school-based curriculum change.

Adult Learning principles (see section 2.3)	School-based curriculum change
Adults learn most effectively when they have a need to know or a problem to solve.	*Teachers participating in SBCC wanted to change their daily work conditions. Needs were identified by the participants*
Task of the facilitator is to increase the self worth of all participants.	*In SBCC teachers' knowledge and expertise was acknowledged.*
Adults need to see the results of their efforts and have feedback on how well they are doing.	*The new material was tested, and feedback was immediate as the teachers felt improvement in pupils' learning.*
The learning is related to and makes use of the experience of the learners.	*SBCC adopted a practical view of the curriculum, based on teachers' experiences.*
Adults prefer learning in small groups. Facilitation is collaborative.	*SBCC was produced through collaboration in a small group.*
The content and the sequence of the learning situation can be open to negotiation by all participants.	*Limited application of this principle. Content was mostly decided by the availability of experts, time was allocated by school management.*
Participation in learning is voluntary.	*Participation was compulsory.*

From this comparison it is clear that, to a large extent, the process of school-based curriculum change is compatible with the principles of adult education and can be

seen within the new paradigm of professional development. If so, has it promoted teachers' professional development? The next section will discuss the meaning of professional development for the individuals [the teachers] and for the organization [the school].

2.5 Professional development - the outcomes

The research literature suggests that professional development should have an impact on three levels: the teachers, the organization and the pupils.

Change in teachers:

Change has to occur in practice along three dimensions: material; teaching approaches; and beliefs (Fullan, 1991:37). The first two are the most obvious since they are concrete and observable. Change in beliefs and attitude is less obvious. This can be expressed through increased professionalism, self-understanding and knowledge (Martin-Kniep & Uhrmacher, 1992:270). Teachers acquire important knowledge and skills through their involvement in school improvement or curriculum development processes, some of this learning is unpredictable in advance.

Teachers working in teams feel supported; they begin to feel that they can make changes; they gain respect and begin to motivate one another (Bredeson, 1995:32). Involvement in curriculum development is likely to be personally satisfying to teachers (Young, 1989:363; Rubin, 1987:171).

Change in the organization

It is indicated that when teachers participate in decisions and product development,

their commitment to the final product is increased, as well as the likelihood of successful implementation (Shkedi, 1992:180; Solomon, 1989:70). This is said to produce changes in productivity at school meetings and in the working relationships among teachers (Veenman et. al., 1994:313). When teachers take control over areas of curriculum or instruction, the expected result is a shift in power which affects the traditional leadership role of the principal and the positions of the teachers in the school (Bredeson, 1995:35). However, Fullan warns that there could be a first-order change in the power positions without it changing the school culture of collaborative work (Fullan, 1991:67). A change in the school culture - such as a change towards systemic thinking and a view of a school as a learning organization - would be a significant second-order change.

Change in pupils

The true measure of success of any school change is when pupils' results improve, (Guskey & Sparks, 1991:73). However, setting up methodology that may explain casual relationships between professional development activities and pupil progress is difficult, and findings are usually based on teachers' perceptions (Veenman et al., 1994:304).

2.6 School-based curriculum change - a team effort

A curriculum was traditionally developed through a top-down process, where there was a clear distinction between ends and means (Clandining & Connelly, 1992:365). It usually began with objectives which were formulated by outside experts. It was then passed on to the teachers, who were viewed as subordinates, passively transmitting knowledge. The teachers' concern was with the means.

Schwab recommends a circular movement between ends and means. He maintains that "reflection on curriculum must take account of what teachers are ready to teach or ready to learn to teach; what materials are available or can be devised; [...] Hence curriculum reflection must take place in a back and forth manner between ends and means. A linear movement from ends to means is absurd" (Schwab, 1983:241).

SBCC is based on a practical view of a curriculum as "what is successfully conveyed to differing degrees to different students, by committed teachers using appropriate methods and actions..." (Schwab, 1983:240). Schwab advocates a team effort for curriculum development. The members of the team should represent the four commonplaces in education: teacher, learner, subject matter and milieu. They must be involved in debates, deliberations and decisions about what and how to teach.

My case study involved a slightly different partnership, which was determined by the specific milieu and the availability of experts. It is also important to note that the team effort is never an equal partnership in terms of time invested and effort. In my case study, I believed that each team member had his or her own specific function in the development of the curriculum. The principal role was to endorse the change and to help with its organization. The content-expert role was to suggest material and to provide enrichment programs. The staff developer role was to provide a bridge between the content-expert and the teachers, to provide methodological enrichment, and to take care of technical organization; the teachers' role was to decide which material to adopt, to try it and to report back. One of the objectives of the research is to assess how the other participants view the team members' roles.

2.6.1 The role of the teachers

The centrality of the teacher in curriculum development has been supported by the literature on both ideological and pragmatic grounds. Ideological argument relates to the right of teachers as professionals to be involved in educational decision making. The pragmatic argument states that teacher-developed curricula will encourage other teachers to use them, as teachers are able to assess the workability of curriculum material (Young, 1989:363).

Schwab emphasizes that teachers must be the first members of a curriculum group because of their intimate knowledge and understanding of the pupils under their care, and because: "teachers will not and cannot be merely told what to do" (Schwab, 1983:245). Similarly, Elbaz rejects the role of teachers as passive transmitters of knowledge, as well as their role as only adapting and changing the curriculum. She supports the view of the teacher as a central and autonomous figure, based on the notion that teachers own and actively use knowledge of their profession which she terms "practical knowledge" (Elbaz, 1981:46).

Research also emphasizes the importance of testing material in the field before its final publication (Holtz, 1992:37). This is best achieved by teachers.

2.6.2 The role of the Literature Expert

The Literature Expert should be seen as a content consultant whose role is to broaden the teachers' horizons and to improve the quality of the curriculum. He/she has to provide teachers with the resources they need in order to develop the curriculum.

Schwab warns that the experts can overawe the group and impose the character and structure of their discipline as the correct model for the curriculum. However, this expertise can be opposed by teachers' perceptions of what pupils will and will not,

can and cannot do (Schwab, 1973:505; Shkedi, 1992:192).

2.6.3 The role of the principal or HOD

The critical role of the principal in the process of change is well documented in the research literature (Fullan, 1987:215; Sparks & Loucks-Horsley, 1989:52; Fullan, 1990; Clift, Holland & Veal, 1990; Shroyer, 1990:5; Guskey & Sparks, 1991; Fullan, 1992:49; Wood & Thompson, 1993; Veenman, et al., 1994). In the above research there is a progression from examining the principal's role in implementing a specific innovation, to his role in changing school culture (Fullan, 1991:153). This transition raises the need to look deeper at the role of the principal.

According to Senge, the manager must react to the two types of difficulties in developing organizational learning capabilities: initiating as well as sustaining this deep learning cycle. Senge advocates that for initiating significant new learning processes, there is absolutely no substitute for committed line leadership. Line leaders have to sanction the change and have to lead through active participation in the process. To sustain learning, there are critical roles for executive leaders, who provide support for the line leaders (Senge, 1996:3).

2.6.4 The Role of the Consultant in the management of change

As the kinds of changes that are introduced at a school are becoming increasingly school-centred, comprehensive and complex, schools are turning to internal and external consultants to assist in implementing courses of action. These consultants are typically not line managers or supervisors, but people with a "licence to help" (Miles, Saxl & Liberman, 1988:158). Their role seems crucial, because such school improvement programs require much time and care, and usually have to compete with the ordinary demands of keeping the school running.

Senge recognizes that change within an organization needs a catalyst. Change

agents can act as catalysts, and must assume responsibility for managing the change process (Senge, 1990:184). The effectiveness of the change agents is related to the fact that they have no power. The only authority they possess comes from the strength of their convictions and the clarity of their ideas. They may be internal or external consultants. What is important, is that they are able to move around the organization freely, with high accessibility to many parts of the organization. However, because they do not have a great deal of formal authority, they can do little to directly counter hierarchical authority. They have no authority to institute changes in organizational structures or processes. Therefore, even though they are essential, consultants are most effective when working together with line leaders. There seems to be support in the literature for an external consultant. Internal helpers may be limited in their ability to function in the consultancy role because they are part of the culture that needs to be changed (Dalin & Rolff, 1993:117). In some cases, teacher-leader roles end up distancing those who assume the roles from other teachers (Fullan, 1991a:4). Fullan believes that any continuous staff development will not occur without the active presence, at some time or another, of outside school simulation, resources, support or pressure (Fullan, 1987:216).

Schwab suggests that a curriculum expert should lead the team for curriculum reform. This leader must have knowledge of group dynamics and the ability to build up the professional confidence of the teachers (Schwab, 1983:258).

Schwab makes little or no mention of the curriculum writer as having a distinct role. Holtz raises this issue. Holtz believes that because the writer provides the edited formulation of the deliberation results, he/she has a great deal of power in the process and can certainly neutralize the power of other team participants, thereby destroying the balance between the commonplaces (Holtz, 1992:36). As

I was the writer of the new curriculum, I fully support this observation, however, the awareness of this power can be used as a control mechanism.

Dalin & Rolff distinguish between two basic roles of consultancy: the resource role and the process role (Dalin & Rolff, 1993:50). The resource role is also referred to as the expert role or the content role. In the process role, the main orientation is to qualify the "client" to manage his/her own role. The consultants who take the process role are also experts. Their expertise is on school improvement process. A dialogue between the school and the process consultant will mobilize the internal resources of the school. The first role of the consultants is to be sensitive to the environment in which they work and to adapt themselves to each unique context. Therefore, they may also act as teachers, data gatherers, analysts or personal advisors, but always with the perspective of helping the individuals and the organization to master the process themselves (Dalin & Rolff, 1993:165).

Brookfield refers to the consultancy role as facilitation (Brookfield, 1991:202). He describes three dominant paradigms of facilitation in adult education: The behaviourist; the humanist; and the critical.

The behaviourist paradigm, is drawn from the work of Skinner and has been related to competency-based adult education. It is suitable in contexts where the objectives are clear and where there is a commitment on the part of both the facilitator and the learner to the learning activities. The learner responds to what a teacher provides. Brookfield believes that it may be the safest mode of facilitation, but it may inhibit rather than enhance adults' learning. He calls on the facilitator to be alert and to respond to instances where critical reflective learning occurs unexpectedly (Brookfield, 1991:203).

The humanistic paradigm is drawn from the work of Rogers, Maslow and later interpreted by Knowles. Facilitation is collaborative with strong emphasis on

learners and teachers' negotiating objectives. The learner is in a central position. The facilitator role is to help the learner to define his own needs and to respond to them. The facilitator acts as a resource person who guides and provides the learner with a protected environment within which exploration can take place. No emphasis is placed on questioning the environment. It can also mean that good facilitators are those who please the learners. This limiting facilitator role would make it easier for the learners to remain within their own narrow, familiar, reassuring paradigms of thinking and acting, which is an unacceptable outcome. The facilitator must encourage learners to explore alternatives to their current ways of thinking and acting (Brookfield, 1995:59).

The critical paradigm is based on the work of Freire, and later Mezirow. Facilitators encourage learners to critically scrutinize the values, beliefs and assumptions that they have uncritically assimilated from the dominant culture (Brookfield, 1991:205). Good facilitators must take the risk and challenge learners by asking them to face some uncomfortable or confusing ambiguities. Facilitators working in this mode will therefore never meet all the needs of their learners to their full satisfaction. Brookfield believes that it is a mistake to evaluate the success of an educational program by the satisfaction of the participants. Significant advances in people's learning often arise out of a period of frustration and struggle. People may realize important insights long after they have left the workshop (Brookfield, 1991:207).

Boud argues that to adopt the critical role too enthusiastically is just as limiting as uncritically accepting learners' initial definitions of their needs (Boud, 1987:236). There is also the moral issue of whether or not the facilitator has the right to challenge the learners' assumptions, philosophies and internalized beliefs and values, as this can cause discomfort and pain.

2.7 Conclusions

The research supports the view that professional development needs to be embedded in the job of teaching in order to enable teachers to balance individual and school needs. Teachers acquire knowledge in order to develop the school program and structures and in the process they learn and develop themselves. School-based curriculum change is one example of the shift from working "on" teachers to working "with" teachers. In this process teachers are recognized, to a large extent, as empowered, self-directed adults.

Recent research reports attempt to apply adult education principles to teachers' professional development. Some describe high levels of achievement and enthusiasm, while others refer to teachers who refuse the opportunities to take part in their own development (Guglielmino, 1993:232; Wadlington, 1995:80). Guglielmino explains this contradiction by the existence of various levels of readiness for self-directed learning. He believes that teachers need time to adjust to this new pattern of participation and argues that the facilitation of the process and transitional periods can prevent a great deal of frustration and misunderstanding. School-based curriculum change is a lengthy project that could allow teachers ample time to adjust themselves to the new paradigm of professional development.

While quality professional development is essential to improvement efforts, this alone may not be sufficient. There are many obstacles and barriers to teacher professionalism which are largely a product of institutional cultures and climates. This research therefore aims at exploring whether school-based curriculum change, which is based on adult education principles, can be a promising start to true professional development for both teachers and schools.

3. RESEARCH DESIGN

3.1 Research aim

The purpose of this research is to explore the process of school-based curriculum change, to locate it within an adult education framework, and to examine the effects that this type of professional development had on the teachers who took part in the process, and on the organization.

This process will be related to the three levels of change:

a. Change of the curriculum.
b. Change in the process of professional development.
c. My personal change as a consultant and as a researcher.

3.2 Research sub-questions

To assess the change in the curriculum, the sub-questions are:

1. What were the teachers' attitudes towards teaching Hebrew after participating in SBCC?
2. Did teachers change their methods of teaching after SBCC?
3. Did teachers perceive any improvement in learners' performance?

To assess the change in the process of professional development, the sub-questions are:

4. To what extent was the teamwork in the process of SBCC facilitated by adult education practice?
5. What roles did team members play in SBCC?
6. How did teachers react towards participating in the SBCC process that was not voluntary?

7. To what extent did teachers feel that their experiences and knowledge were acknowledged?
8. Did teachers' participation in SBCC promote professional development?
9. Did teachers perceive any change in the department culture towards collaborative work after participating in SBCC?

To assess my personal change, the sub-questions are:

10. How did reflective practice enhance my role of the consultant and as a researcher?
11. How did the other team members view my consultancy role?

3.3 Educational philosophy and research approach.

Since the main objective of the study involves unraveling a complex situation and processes, the most appropriate research strategy is a qualitative one. Qualitative research recognizes the importance of context, as it gives meaning to the event, actions or statements (Neuman, 1994:318). Accordingly, I locate my research within anti-positivism epistemology (Cohen & Manion, 1994:9). It is based on the assumption that reality is the product of individual consciousness; knowledge is constructed by the individual and it is therefore personal, subjective and unique.

Qualitative curriculum research is essentially "any research that illuminates a curriculum problem or advances our ability to deal with it" (Walker, D.F., 1992:109). Qualitative research of curriculum allows us to study "what we always talked about and believed to be important - aims, purposes, plans, interests, beliefs, values, thoughts, feelings, attention, experience, intuition, involvement, content, subjects, activities... everything" (Walker, D.F., 1992:98).

3.4 Research method - case study

One method for qualitative research is a case study. Schwab wrote on the importance of case study research in curriculum change:

> [it..] illustrates how teachers, through day to day involvement in planning and implementation, translate ideas, visions and theories into programs and practices, and how, in the process, the ideas themselves are recreated (Schwab, 1975, p.1).

These deliberations and tactics often take place behind closed doors and are forgotten once the process is completed. The case study method recovers and reports these deliberations and tactics. Curriculum development based on deliberations has been recommended specifically for Jewish education world wide because of the general lack of consensus as to goals and objectives that exist in the diverse Jewish community (Aron, 1984:146). There is also a growing need for practically orientated research in Jewish education, as "what really informs us as to what is happening, is the voice and experience of the field itself" (Chazan, 1983:13).

The case study has been stereotyped as an "easy" research method and was advocated for a "novice" researcher (Bogdan & Bilkin, 1982:58). Yin rejects this view and argues that case study research is extremely difficult, especially because it has a "softer" research technique and the data collection procedures are therefore not routinized (Yin, 1989:62). Furthermore, the case study researcher must develop skills that will allow him/her:

> to ask good questions, and to interpret the answers, to be a good listener and not to be trapped by his or her own ideologies or preconceptions, to be adaptive and flexible so that newly encountered situations can be seen as opportunities and not threats, to have a firm grasp of the issues being studied, to be unbiased by preconceived notions...
> (Yin, 1989:62).

A tall order for a "novice" researcher. In the following section I will try to demonstrate my understanding of a case study, and why a case study is suitable for my research. I will also highlight some of the difficulties that I encountered in the conceptualization of this case study.

Case study is "an umbrella term for a family of research methods having in common the decision to focus an inquiry around an instance" (Adelman et al., 1976:47). It supports the notions that reality is multifaceted and open to interpretations, and that scientific knowledge consists of different interpretations of human behaviour. Case study research is often conducted in a naturalistic setting, and aims at describing and understanding how people make sense of their lives and how they interpret what they experience.

A case study was the preferred strategy for my investigation because of its ability to focus on a contemporary phenomenon within some real life context and to try and understand "how" or "why" it happens (Yin, 1989:14).

A case study is a detailed examination of one case, not the whole population of cases. In most other methods, researchers search for understanding and generalizations that ignore the uniqueness of individual cases. In a case study, the search is for an understanding of a particular case in its complexity. A case study does not tell the whole story, but it does deal with the unity of the experience, "sometimes it is only by taking a practical instance that we can obtain a full picture of this interaction" (Nesbit & Watt, 1980, quoted in Bell, 1993:8). Stake describes a case study as a bounded system (Stake, 1988:258). To carry out a case study, one has to set the boundaries, and then to search out certain issues or themes within these boundaries (Bogdan & Biklen, 1982:59). My initial boundaries were quite clear as I was dealing with a specific group of teachers (Hebrew teachers) in a specific organization (a Jewish day school) who were involved in a specific activity

(changing their curriculum). It was necessary to set time boundaries. School-based curriculum change is a lengthy project and only a certain section of it can be studied for the purpose of this research project. It is also a complex activity and as I began to unravel its complexity and to find certain issues or themes within it, it was important to set new boundaries around them. This issue illustrates another feature of the case study method: the subject matter and the goal of the case study are continuously changing when something new happens. The researcher has very little control over events (Yin, 1989:17). One has to be flexible and aware of any unexpected data, but in order to complete the study it is necessary to define a finishing point (Bogdan & Biklen, 1982:64). It is also important to note that cases do not exist independently of the researcher. The case study researcher makes the case a case by carrying out the study. Furthermore, the act of reporting and communicating the authentic insights reached through a case study can work reflexively to change the particular situation studied (Kemmis, 1976:125).

A case study allows us "to look at the world through the researcher's eyes and, in the process, to see things that otherwise might not have been seen" (Donmoyer, 1990:195). At the same time it allows us to gain insight into an action process and the interactions between the people participating in it. The strength of the case study is that it can accept different points of view and even offer some support to alternative interpretations (Adelman et al. 1976:60).

Case studies provide opportunities for the researchers to reflect on their practice. "Their insights may be directly interpreted and put to use for staff or individual self-development" (Cohen & Manion, 1994:123). Case studies allow researchers to take advantage of the kind of learning that comes from experience, their "tacit knowledge" (Donmoyer, 1990:179; Stake, 1978:6).

The case study method enables us to investigate a phenomenon which is already

in operation, in contrast to action-research which follows a spiral cycle of actions from planning, acting and observing to reflecting and is based on team collaboration, coordination and commitment (Zuber-Skerritt, 1996:95).

The case study researchers are usually looking for patterns even in the most unique event or process (Stake, 1988, p.259), A case study is therefore inductive and interpretive, and can offer theories to explain why certain actions are appropriate. Case study enables the researcher to identify the theory, concept or framework, behind the practice, and can bridge the gap between practice and theory in the field of adult education research (Deshler & Hagan, 1989:151).

To conclude, I believe that the case study method has given me the flexibility and freedom to research what is relevant to me and to choose a suitable methodology for my unique context.

In the next section I review some of the concerns that arise from a case study, specifically the problems of generalizability and validity.

3.5 Validity and generalizability

Critics of the case study approach claim that generalization is not usually possible and question the value of studying a single event (Bell, 1993:9). Objections are based on the non-random nature of the case study; the flexible methods of investigation which are unique to the researcher (Eisner & Peshkin, 1990:10); its usage (Walker, R., 1980:34); its trustworthiness (Walker, D.F., 1992:105); and its failure to connect the researcher's reality with other teachers' realities (Hargreaves, undated, quoted in Fullan, 1991a:5).

I would like to explore the credibility of my case study by discussing these issues.

Donmoyer argues that the traditional concept of generalizability is problematic in social science, and there is a need "to expand the way of talking and thinking about it" (Donmoyer, 1990:175). And indeed, researchers move beyond the traditional conception of generalizability. Stake prefers the term "naturalistic generalization" (Stake, 1988, p.260) and claims that case studies "may be epistemologically in harmony with the reader's experience and thus to that person a natural basis of generalization" (Stake, 1978:5). Walker argues that the researcher must not concern himself with the question of generalizability, as "it is the reader who has to ask: what is there in this study that I can apply to my own situation, and what clearly does not apply?" (Walker, 1980:31). Similarly, Bassey (1981) maintains that "relatability of a case study is more important than its generalizability" (quoted in Bell, 1993:9). Relatability is obtained when another teacher working in a similar situation can relate his decision making to that described in the case study.

Stake maintains that the validity of a case study is different for each reader according to the meaning that the reader gives (Stake, 1988:263). Validity in case study is what seems true, rather than what is true.

The validity of a case study depends on how the findings are used. It is therefore important to feed data back into the setting and to study how this feedback influences further action, thus testing the validity and the significance of the new knowledge.

In order to increase the credibility of the research, it is essential to identify the researcher's shortcomings and biases and to acknowledge how subjectivity shapes the investigation and its findings. The research methods and procedures have to be explicit, the findings must be negotiated.

Another way of increasing validity is by triangulation. This technique is one of trying to arrive at the same meaning by at least three independent approaches

(Stake, 1988:263). Triangulation is especially useful technique in a case study as it allows the researcher to respond to the "multiplicity of perspectives present in a social situation" (Adelman et al., 1976:55). In my research I triangulated perspectives as well as methods in order to increase the credibility of the findings.

3.6 Data collection techniques

Case study methodology is eclectic. Choice of methods, both quantitative and qualitative, is related to the purpose of the study and the nature of the case. However, the following techniques are in common use: observation (participant and non-participant); interviews; personal accounts; documentary analysis; and focus-group discussions (Adelman et al., 1976:49). These were used in my research to assess the three levels of change (see table 2, section 5.1). In this chapter I will discuss these techniques, the benefits and the issues they raised.

3.6.1 INTERVIEWS

This technique relies on the fact that people are able to offer accounts of their behaviour, practice and actions to those who ask them questions (Walker, R., 1987:225), and is a favoured tool in qualitative research (Taylor & Bogdan, 1984:77). It is also in accordance with the humanistic approach as it respects the individual experience. Interviews can provide the researchers with the kind of access to situations that they cannot observe.

I used a focus interview that was open-ended but I followed a certain set of questions (Bell, 1993:94; Cohen & Marion, 1994:289; Yin, 1989:89). This allowed me to gain information on topics that I found important and relevant and at the same time it focused on what was important in the minds of the interviewees and

how they viewed and experienced the world. Focused interview encourages "a shift in power, a move away from the researcher's concerns, descriptions and problems to those of the participants" (Walker, 1980:37). This type of 'in-depth' interviewing goes hand in hand with participant observation and adult education principles, as the interview assumes the role of conversation between adults, rather than a formal question-answer model (Taylor & Bogdan, 1984:77).

Focus "in-depth" interviews put me in the position of having to negotiate my interpretation with those involved in the study. It was important to continuously evaluate the interviews while they were in progress and to pay attention to unexpected data. At the end of the interviews the interviewees were asked if they had any questions or if they wished to add to or comment about the information that was gathered. This procedure was important as it provided me with some unexpected insights, and at the same time it gave the interviewees the feeling that they were appreciated as equal participants (Powney & Watts, 1987:140).

The interviews were taped and transcribed. Thereafter, they were offered back to the interviewees to have a "final say". This strategy helped to validate qualitative data (Hammond, 1989:114); to gain the participants' trust (Taylor & Bogdan, 1984:87); and to give them a measure of control and direct input into the research. It was also consistent with the philosophy of adult education because it allowed the participants to reflect on their work and on the educational reality that they experience, thus empowering the participants through the research process itself (Hammond, 1989:115). However, most of my interviewees did not take this offer and trusted me to use the data as I saw fit. In retrospect, I should have probed deeper to gain more insight for their reasoning.

It is important to note that in an interview there are a few sources of bias: the tendency of the interviewer to seek answers that support his/her preconceived

notions; misperception or misunderstanding on the part of the interviewer or the interviewees of what is being asked or said (Cohen & Manion, 1994:282); participants might be reluctant to be too honest, and the interviews, as a research tool, are "subject to the same fabrications, deceptions, exaggerations and distortions that characterize talk between any persons" (Taylor & Bogdan, 1984:80). The techniques of recording and transcribing as described above aimed at minimizing bias.

The time and place of the interviews were determined by the interviewees to fit in with their timetables. Confidentiality was guaranteed and names were omitted, although people in such a small community can be identified by what they say and how they say it.

3.6.2 FOCUS GROUP INTERVIEWING

Focus group interviewing allows discussions as well as the emergence of a wide range of responses. This is particularly useful within a group of people who have been working together for some time for a common purpose and it can bring together people with varied opinions (Cohen & Manion, 1994:287). Focus group interviews lead to spontaneous and emotional statements about the topic being discussed and reduce the interviewer's control, but they may also complicate the data collection and its systematic analysis (Kvale, 1996:101). Focus group discussions were important for my research as they allowed me to use adult education principles in the process of the research itself, thus further bridging the gap between theory and practice.

3.6.3 PERSONAL ACCOUNT

My own practice, until my research, was not based on theoretical assumptions, but rather upon beliefs and insights that have emerged over a few years of experience.

I operated with hunches about what sort of behaviour will enable me to reach my goals and modified or abandoned unsuccessful methods. Accounting for personal actions, provided that the accounts are authentic, is accepted in social research as a scientific tool to explain people's actions (Cohen & Manion, 1994:204). By triangulation my personal accounts were compared to other participants' accounts thereby giving them more credibility.

3.6.4 QUESTIONNAIRES

Questionnaires may be considered as an interview by proxy (Walker, R., 1987). Questionnaires were used to evaluate the changes in the content of the curriculum. In order to investigate if teachers adopted the new material I used questionnaires with structured questions such as: "List the stories that you chose to teach", or with open-ended questions such as: "Tell me about any change in your teaching method as a result of the new reader" or "What kinds of changes have you perceived in the pupils' performance as a result of the new reader?"

Interviews, on the other hand, were more suitable for assessing the participants' personal professional development because they allowed me to probe for more details of the interviewees' experiences and the meanings they attached to them.

3.6.5 PARTICIPANT OBSERVATION

In this observation technique the observers engage in the activity they set out to observe and to improve. Participant observation is instrumental in sensitizing the researcher to the real issues of the research, which are not easily accessible to an outsider. It utilizes the tacit knowledge of the context that the researcher has (Anderson, Herr, Nihlen, 1994:178). It also allows the researcher to research the phenomenon in its natural surroundings for an extended period of time. However, it raises problems as the researcher is involved in the issues, events or situation

under study, and it has therefore often been criticized as being "subjective, biased, impressionistic and idiosyncratic"(Cohen & Manion, 1994:110).

A concern, which I found most pertinent in my case, was that of researching my own institution. In this situation, "the researcher is familiar with the personalities, strengths and weaknesses of colleagues, and this familiarity can cause him to overlook aspects of behaviour which would be immediately apparent to a nonparticipant observer seeing the situation for the first time" (Bell, 1993:111).

The participant observer comes to a situation with a dual purpose: to engage in the activities and to observe them. This triggers another source of conflict, as the act of observing and researching takes over the time and effort which need to be dedicated to the activities (Anderson, Herr & Nihlen, 1994:132), or vice versa (Yin, 1989:94). Another dilemma is created between the length of time that is needed to immerse in the field and subsequently in the data, and between the need for rapid reporting and action (Walker, R., 1980:32).

Each problem was a setback in my research that I had to reflect on and understand. At all times my first responsibility was to my role as a consultant and to the process of curriculum change itself. As I became more confident in managing this process, I was able to set the boundaries for the research and to find the focus which was comfortable for me and my colleagues to explore, without affecting the credibility of the research.

In conclusion, the participant observation technique raised the questions of bias, but it also provided a sense of direct contact and intimate knowledge. I believe that by acknowledging the problems I used my position for the benefit of the research.

3.6.6 DOCUMENTARY RESEARCH

The documents in my case study were mainly primary sources that came into

existence in the period under research (Bell, 1993:68). These include letters, minutes of meetings, workshop programs and curriculum. There are also some deliberate sources, which were produced for the attention of the research, such as a reflective report after a critical incident (see Chapter 4).

Unfortunately, the documentation for my case study is not comprehensive. The direction of the research, as well as the potential benefit of written personal accounts and minutes of meetings was perceived only in the advanced stages of the research. As a result, valuable material was possibly lost and it became necessary to rely on personal recollections that are not always accurate. I suspect that this is a general problem in case study research because the research itself is a growing process for the researcher.

3.7 Ethical considerations.

Since the case study is about real people in real life situations, it raises important ethical issues. Walker describes case studies as "public documents about individuals". He argues that there is a fine line which needs to be carefully negotiated between what is public and what is private; that people own the facts of their lives and should be able to control the use that is made of them in research (Walker, R., 1980:56). There is growing awareness of this dilemma in social research, and it is known as "cost/benefit ratio" (Cohen & Manion, 1994:347). This dilemma takes additional perspectives as we become aware that the participants have to live with the results; the researchers has to continue to work with the people involved long after the research ends; and that they might need to report the findings back to them (Walker, R., 1980:35).

As a novice researcher, I did not fully grasp the complex nature of the ethical issue

until I found myself in an ethical minefield, and had to negotiate my way out. Since my practice preceded the research I did not obtain informed consent from the participants before my investigation started. I began to notice that I was using my position in the organization to gather information for my research and assumed that the teachers would cooperate. In some cases I even saw myself as a "spy" over my colleagues. I then realized that my research had to be consistent with the philosophy of adult education and with the humanistic approach to science, and had to account for what Hammond so vehemently pursues: "If I were a participant in this study, would I be respected as an adult person?" (Hammond, 1989:116). I realized that my research's aim and methodology have to go hand in hand. Therefore, I could not investigate the application of adult education principles without employing these principles in my research methodology.

As my research progressed and I exposed and discussed my aims with the teachers, I was overwhelmed by their support and cooperation as well as their concern for the success of my research.

3.8 Research participants

This inquiry included all the participants in the process of curriculum change: the consultant, Literature Expert, the HOD and the teachers. Most of the teachers were from Israel who have lived in South Africa for more than 10 years. All were experienced teachers. The Literature Expert happened to be in South Africa for two years, and was working part time with us. She previously taught Hebrew literature at a high school in Israel.

3.9 Data collection

In all forms of qualitative research, the researcher is the primary instrument for data collection (Merriam & Simpson, 1995:98). In this research most of the data was collected in Hebrew, and was translated into English. Efforts were made to be true to the original meaning.

3.10 Organization and presentation of information

In the case study method, the researcher is usually immersed in a vast amount of data. This immersion gives researchers an intimate familiarity with the participants' actions, thoughts and meanings and produces a vast amount of data which must be organized and categorized (Neuman, 1994:322). On the other hand,

> data overload is always a problem which confronts a researcher trying to describe an individual case. Nearly every detail is telling and contributes to the complex schema the researcher constructs in his or her mind, yet not every detail can be reported. However, the case study writer is obligated to present sufficient "raw" data, e.g. quotations from interviews, descriptions from field notes, so that the reader has enough evidence to make a judgment about the appropriateness and adequacy of the inferences and interpretations made.
>
> (Donmoyer, 1987:95)

The presentation is mainly narrative owing to the use of qualitative research methods. Whenever applicable, quotes from the interviews, documents or questionnaires are presented to support my findings. Quantitative information, such as number of new items in the curriculum, is illustrated by diagram.

3.11 Limitations

As the case study was carried out over a fairly long time, some people who were involved in the process at one stage moved on and did not take part in the subsequent stages. This necessitated adapting and changing strategies and timetables to fit in with the participants changing needs. It also meant losing some valuable information.

I was also aware of my need to protect my research, which was my work, from any negative or unpleasant findings. Since this case study was a tool for critical reflection I tried to overcome this limitation by constantly reminding myself that growth is often a result of conflict and feelings of inadequacy, not necessarily of success.

3.12 Conclusions

In spite of the potential limitations and problems in a qualitative case study, it offered me a unique opportunity to uncover processes, intentions and meaning for the participants in this school-based curriculum change. The research attempted to explore, describe and explain events as they were actually happening, and the knowledge that was gained was fed back into the system to promote more effective operation.

However, I hope that my research will go beyond contributing to the practice. The case study helped me to reflect on my "craft knowledge", to go beyond describing "what" happened, and to try to answer "why" and "how" it happened. These questions are the building blocks for a grounded theory, and should add theoretical knowledge to the science of curriculum development and adult education.

The next section is a "mini-case study" based on my personal account after an incident that occurred during the process of the curriculum change. This event was a basis for critical reflection on my role as a consultant and as a researcher.

4. CRITICAL REFLECTION - THE MANAGEMENT OF SCHOOL-BASED CURRICULUM CHANGE

4.1 Critical incident

This chapter illustrates a critical reflection exercise that I employed in order to examine my role in managing the teamwork in SBCC. The basis for the reflection is an event, which Brookfield refers to as a "critical incident" and is recommended because:

> Sooner or later, [...] something happens that forces teachers to confront the possibility that they may be working with assumptions that do not really fit their situations. Recognizing the discrepancy between what is and what should be is often the beginning of the critical journey.
>
> (Brookfield, 1995, p.29).

Brookfield suggests that there are four lenses through which we can view a critical event: our autobiography; our students' eyes; our colleagues' experiences; and theoretical literature (Brookfield, 1995:29).

The account for this critical event was written in June 1997 after the first evaluation session of the "working draft" (see appendix 2). It was then used as a mini-case study with my fellow-students in the M.Ed. group.

This critical incident was a significant step in my personal change and growth as a consultant. It also made me realize the transformative power of critical reflection.

4.2 The event - personal account – June 1997

The South African Board of Jewish Education (SABJE) incorporates several Jewish day schools in South Africa. My formal role in the SABJE is that of "coordinator of special needs", which entails training teachers to work with pupils who have learning disabilities (especially in the Hebrew department); developing a modified curriculum; producing teaching aids and monitoring the special classes. I was appointed in January 1993, based on my work and research in learning disabilities (LD) and foreign language teaching (FLT). Over the years my role has expanded to coordinate most of the educational needs and development of the Hebrew department and some of the secular staff. I now see myself as a resource person and staff developer with the role of a consultant, instead of a supervisory role.

In February 1996, the Head of the Hebrew Department (HOD) at High School "A" invited me to assess the needs of her department. I observed the classes and discussed the problems with each teacher individually. Thereafter, I presented the HOD with a written report, which was accepted by her and by the teachers as accurate (see Appendix 3). Following the report, the HOD asked me to organize workshops for her teachers. It was also agreed that I would teach one group of pupils in order to have a better understanding of the system and the pupils' needs. The workshops were generally held during school hours and the teachers attended regularly. We used the morning sessions for revision of the existing curriculum, and I presented them with new teaching methods based on my expertise in FLT and LD. We also started the process of choosing new material for a reader for grades 8 - 9 (see Appendix 2). Even though the teachers participated in these workshops, I believed that they were more cooperative when the HOD was present.

Concurrently we started an enrichment program with a Literature Expert in order to expose the teachers to new material. The second high school, (High School "B") was invited to attend these sessions that were held after school hours, once every three weeks. The teachers enjoyed these sessions and reported them to be beneficial and enriching. However, it was obvious that to a great extent the

attendance of the teachers depended on the insistence of the HOD. In school "A" the head and the teachers attended the sessions regularly, while the teachers from school "B" were often absent. In some instances there were disturbances during the workshops with teachers having private conversations, taking phone calls and leaving early, even though the speaker was very charismatic and used many participatory teaching methods.

In March 1997, I started the M. Ed. course in adult education and became aware of the principles of adult education. I began to suspect that the involuntary nature of staff development programs contradicted these principles, and could induce "mental absenteeism" on the part of some of the participants.

In June 1997, a full-day evaluation session of the new reader was held. It was organized according to the principles of adult education, alternating between individual and small group discussions. The teachers were asked to express their opinions about the new reader, the curriculum and the in-service training and were asked to suggest changes in the reader and to plan further in-service programs.

When I addressed the teachers I thanked them for attending the various workshops and for their contributions to the development of the reader. The HOD remarked that not all the teachers attended and most of them had to be coerced into attending the workshops. Another disapproval by the HOD was expressed when the teachers remarked that they would like to change the curriculum in the higher grades as well. At that time I did not take much notice of these remarks. I left that day feeling confident that it was a highly successful program that would definitely contribute to the professional development of the teachers. The Head of the Jewish Board and the Literature Expert who attended the meeting, also believed that it was a successful exercise.

My feelings of success were, however, short-lived when the next day I realized how unhappy the HOD was. She felt that:

A. most of the work on the new reader was done by me and that I should not give the teachers credit which they did not deserve,

B. *I should not have complimented the teachers' attendance because she had to force them to attend,*

C. *I misguidedly empowered the teachers with the idea that they could change anything they wanted to.*

My argument was that although she forced most of the teachers to attend, they did come and deserved to be acknowledged. I also believed that the fact that I did most of the actual work on the new reader was correct, as I had the facilities and the time. In a team each member has their own specific role. The teachers' role was to decide which material would best be taught in their classes and how it should be taught, and without this input the new reader could not have materialized. After we resolved our differences the HOD suggested certain changes in the reader and we agreed on a time frame by which the reader should be completed.

After the incident I was left with the question as to whether or not one should promote new ideas about professional development, including using the principles of adult education, if the existing school management undermines the enactment of such ideas.

4.3 Insights thus far - June 1997

I believed that this conflict could have been avoided if I had co-facilitated the evaluation session with the HOD instead of just briefing her shortly on the procedures. I suspected that I had credited teachers with more than was due to them in order to encourage their participation and commitment to the process and implementation of the new curriculum, and that this attitude may have been even patronizing.

I realized that I was directed in some of the questions by the objectives of my research, and those were the same questions that caused most of the conflict (see

Appendix 5, question 4). Unfortunately, up to that event, I did not reveal the aims of my research to the teachers. It is even possible that I was not sure of the objectives myself. This incident made me re-evaluate the ethical concerns in qualitative research, especially when one is researching one's own institution. It also made me aware of the need to apply adult education principles in the course of my research.

However, personal accounts are limited and biased because "we are all trapped by our own meaning perspectives" (Mezirow, 1991:10). I therefore approached my fellow-students at the M.Ed. course to critically assess the evidence and arguments. Working in four small groups they read the "critical incident" and were asked to comment on what were the real problems or issues, and how they should have been handled (see Appendix 7). Each group summarized its ideas in writing and presented them to the larger group. The discussion that followed was taped and transcribed. The following chapter is a summary of their perspectives on the event.

4.4 Fellow M.Ed. students' interpretation of the critical incident - September 1997

The interpretations by my fellow-students can be organized around four main issues: the management of the staff development program; the relationship between the HOD and the consultant; the management of change; and my dual role as a researcher and consultant.

The management of a staff development program

My fellow-students believed that acknowledgment was essential and questioned the management of time and incentives for teachers who participate in staff

development programs. In their opinions, workshops should be organized during working hours; and incentives are not necessarily in form of financial remuneration. There could be acknowledgment of time.

They questioned the need for the HOD to coerce the teachers to attend the workshop. They believed that the participants should rather be allowed to understand and negotiate the aims and process of the program.

HOD vs. consultant

While there was some reference to possible personality mismatch, the emphasis was on the different approaches of the HOD and the consultant: *"Autocratic top-down management above you and you are trying to use participatory means"*.

My fellow-students reflected on their own personal experiences and some commented that management handed over responsibility to the consultant - that now it was the consultant's project it should be handled his way. Conversely, some advocated cooperation: *"The real issue was that the HOD felt that she was not owning the process. She believed that your approach was paternalistic instead of reciprocal"*.

An important issue was the management of shared responsibility. My fellow-students discussed the relationship between the HOD, who has a line responsibility to the teachers, and the resource person who has a service role to play. They found the real issue to be: *"how you manage the responsibility between line and service when you have a joint responsibility to develop the people, especially around the issue when the staff person wants to introduce new ideas"*.

The issue of communication was brought forward. My fellow-students perceived that there was lack of communication on both sides:

> *[The consultant..] has the responsibility to talk about and share her new*

learning, and to explain that she is going to test her new knowledge and approach. She did not do that and went into acting on her new principles. The HOD could have asked questions rather than being emotional about it. She could have said: "This is strange, I do not know what is going on, let's talk about it". This is a meta-level and we seldom operate on this level.

The management of change

My fellow-students commented that by changing myself as an individual, I introduced a change into the system. Unaware of these changes, the HOD was still operating with the old framework in her head, while I had a new one. That was where the discrepancy emerged:

> *We feel that the real issue between you and the HOD was that she had expectations based on her experiences with you that she grew to know and to like and enjoy. She invited you in as a resource person based on her expectations, and then you did not meet these expectations. Not that what you did was bad, but different to what she anticipated.*

Again they observed that once I was going through the change process myself it was important to make it explicit and to share it with the HOD. Without this openness everyone felt undermined. The HOD felt that I undermined her and I felt that management undermined me: *"so both of you felt undermined, instead of having a conversation about this".*

Consultant vs. researcher

My fellow-students pointed out to me the need to separate my role as a researcher from my role as the coordinator of the project. They questioned whether I was grappling with confidentiality issues: *"When will you expose the research?" "What are your fears for calling people and telling them about the research?"*

Their suggestion to me was to *"perhaps halt the coordinating role and take more of the research role".*

4.5 Insights thus far - September 1997

My fellow-students made me reconsider my original question when narrating the event: *"whether one should promote new ideas about professional development"*. I now believe that it is not a matter of "should" or "should not", but a question of "how". And if I want to make an intervention into the system, it would be helpful to make it more explicit rather than to just act on it. I realized that the consultant has to understand how to manage change; how individual change connects to organizational change; and, more specifically, how to manage the introduction of adult learning principles into a system that operated in traditional authoritative teaching style.

Most importantly, I realized that I needed to understand very clearly my role as a researcher and my role as a coordinator of the project. I could not follow their suggestion to halt the coordination of the project, but I did halt my role as a researcher until I was ready to tackle it again.

I did not fully agree with my fellow-students' perspective on the involvement of teachers in staff development programs. I believed that it was too idealistic to suggest that teachers would be willing to participate in professional development programs, if they could take part in the planning and have the appropriate incentives. In my experience, some teachers are not learning and developing themselves regardless of the incentives and the features of a program.

My fellow-students' experiences and insights suggested dynamics and causes that made an enormous impact on me and made me re-examine my assumptions and belief system. It became important to turn to the research literature in order to ground my experiences in a broader theoretical perspective.

4.6 The theoretical perspective

My objectives in the critical reading of the literature were to examine the issues of professional development that have been brought forward. These were the meaning and the management of change; the role of the consultant in a change process; the role of the HOD and the relationship between them (see literature review).

Relating the theories to my practice, raised the issue of how I, by changing myself, could bring a change into the school system? As I adopted a reflective approach to my own professional development, the real challenge was for the whole organization to develop such skills, and for me, the consultant, to create the opportunities or possibilities for others in the organization to develop them. I believe that the first person that has to "buy into the process" must be the principal, if we are working with a school as the primary unit of change, or the HOD, when the initial focus is on the department.

Senge pointed out the oddity of the situation where we to seek to bring about less authoritative cultures by resorting to hierarchical authority (Senge, 1996:1). Hierarchical authority is much more effective at securing compliance than it is at fostering genuine commitment. Change that is based on fear and defensiveness will not change the organization's culture (Senge, 1996:2). Therefore, the main challenge of facilitation is to change compliance into commitment. In my practice this issue is not yet resolved. It is necessary to assess whether or not turning staff development programs into a true adult learning experience can facilitate change from compliance to commitment.

Relating the theories of facilitation (literature review, section 2.6.4) to my practice, it seemed to me that the Literature Expert used a behaviourist type of approach.

She represented a certain literature point of view, which was influenced by her religious convictions. Assured in her dogma, she saw her role as "educating" the teachers in her way. Aware of the criterion for successful workshops, she allowed for teachers' participation, but with the goal of reaching her predetermined conclusions. Thus, she followed the traditional pedagogic model employed by teachers in their own classrooms - a model that contradicts the spirit and the form of effective facilitation through adult education principles. As was mentioned in the narration of the event, the teachers were pleased with this kind of facilitation although they often disrupted the workshops. I now believe that what the Literature Expert perceived as "disturbances", were the teachers' reactions to not being considered as adult learners.

The humanistic model of facilitation was partially adopted in the management of the curriculum change. I believe that it did encourage teachers' cooperation and satisfaction, but it contradicted the authoritative structure of the school, hence the differences between the HOD and myself. However, according to the systems approach, change in one part of the system should induce changes in other parts. It is therefore expected that using this model of facilitation will provoke feedback, not always initially the desired change. This sometimes requires sustained intervention. Brookfield observed that when he worked with learners, they wanted the expertise and not the process (Brookfield, 1990:111). He claimed that participants were often resistant to being self-directed, and in many cases preferred the facilitator to revert to the more traditional instructional role. I agree with Brookfield that facilitators may be so concerned that the learner's experience is satisfying and pleasant, that they may down-play the more intellectually demanding and challenging aspects of the subject for fear of threatening learners to the point where they may leave the group. Adult educators need to prepare their learners to assume collaborative roles with previously unquestioned authority. Research

indicates that teachers need time to adjust to this new pattern of participation. It is argued that the facilitation of the process, and transitional periods, can prevent a great deal of frustration and misunderstanding (Guglielmino, 1993:232).

I believe that my personal professional development can be viewed within the critical paradigm, however, my attempts to encourage teachers to critically reflect on their assumptions were mostly resisted. While I am aware that this may be due to my limited experience with critical pedagogy, it is also important to remember that it is the right of the teachers, as individuals, not to become reflective practitioners if they are not willing to do so. The challenge is how to introduce this alternative way of thinking to teachers.

Facilitation is multi-faceted and flexible, and its nature is dependent on the context in which it occurs. The school-based curriculum change started in a behaviourist tradition. In this initial stage, I took the role of expert in FLT and LD. In order to sustain this change, I had to become a process consultant, based on the humanistic paradigm. To facilitate the change in the facilitation mode, it was necessary for me to critically reflect on my role. Thus, it seems that as a facilitator I needed to draw on all these paradigms, depending on the situation. It was interesting to note that participants who were satisfied with one type of facilitation were ultimately dissatisfied with the other. The question is raised as to whether certain conditions, or specific characteristics of the participants, can be related to their preferred mode of facilitation.

4.7 Conclusions

Introducing professional development programs based on adult education principles at schools means introducing change to the system cult-

order change is a complex, long and difficult journey. How to initiate the change, and how to sustain it, are some of the challenges that I have to face as a consultant. Reflecting on my own experience as an adult learner, I realized that the adjustment to this different mode of participation is a lengthy process. The management of time is therefore crucial for successful implementation. I would be reluctant to initiate any change if the teachers do not have enough time to adjust to a new way of thinking.

The critical incident made me re-evaluate the course of my research, and focused my attention on the issues of confidentiality and on my dual role as a researcher and a consultant. From the narration of the event, it is clear that I have had difficulties in exposing the changes that I underwent. I assume that I have been concerned with the teachers' resistance to adult learning experiences and to critical reflection. As my fellow-students commented, I had already started to act on my new principles of adult learning, without being open about it: almost a case of sneaking it into the system, thus contradicting through my own actions the principles I wanted to implement. It seems that I need to take the risk of being explicit about my new beliefs, and to share them with my colleagues at the schools.

In retrospect, this case study had limitations. My fellow-students were not given enough background information on the system to fully understand its dynamic. It also needed additional perspectives, i.e. the perspective of the HOD and the teachers. These will be explored and reported in the following chapter.

5. RESULTS

5.1 The data

The three levels of change were investigated using the following data and techniques:

Table 2. Research data and techniques.

Type of change	Data and technique
Change in the curriculum.	• The curriculum for Hebrew literature in grades 8-9 from 1994 to 1998 • The content of the "working draft" • The content of the "final draft" • Needs' assessment - content analysis • Teachers' questionnaires • Focus-group discussion
Change in the process of professional development.	• Teachers' group discussion • In-depth interviews with individual teachers • In-depth interview with HOD • Interview with Literature Expert • Workshop programs and procedures
Personal change as a consultant and as a researcher.	• Personal account • Critical incident - M.Ed. group evaluation and discussion • In-depth interview with HOD and teachers

13 teachers from two high schools and their HOD participated in the focus-group discussion and in the individual questionnaires for the evaluation of the change in the content of the curriculum. The session was conducted in June 1997. In May 1998, a second evaluation session was conducted examining the process of the curriculum change. Seven teachers and their HOD participated in this session. This was followed by individual in-depth interviews with the five teachers and their

HOD who were involved in the process from its inception. The following table summarizes teachers' participation in the stages of the case study and the collection of the data.

Table 3. Research participants

Date	February to November 1996	27 Nov. 1996	January to June 1997	June 1997	October 1997	May 1998	June to July 1998
Research Activity / **Teachers**	Preparing the "working draft"	Introducing the "working draft"	Teaching with the "working draft"	Evaluation of the "working draft".	Introducing the "final draft"	Focus group discussions about the process	Individual interviews
School "A"							
HOD	+	+	-	+	+	+	+
Teacher A	+	+	+	+	+	+	+
Teacher B	+	+	+	+	+	+	+
Teacher C	+	+	+	+	+	+	+
Teacher D	+	+	+	+	+	+	+
Teacher E	+	+	+	+	+	+	+
Teacher F	+	+	+	+	+	-	-
Teacher G	+	+	+	-	-	-	-
Teacher H	-	-	-	+	+	+	-
Teacher I	-	-	-	-	+	+	-
School "B"							
HOD	-	+	-	+	+	-	-
Teacher 1	-	+	+	+	+	-	-
Teacher 2	-	+	+	+	+	-	-
Teacher 3	-	+	+	+	+	-	-
Teacher 4	-	+	+	+	+	-	-

(+) - Attended (-) - Absent

5.2 Change in the curriculum

5.2.1 CHANGE IN CONTENT

There was a definite change in the content of the curriculum. New stories were added while the old stories were simplified and presented in more comprehensible language. In the "working draft", 53 items out of 75 were new (70%). After the teachers took out the items which were not suitable for the "final draft", 44 new items were left in the reader out of the 63 that were chosen (69%). Clear printing, illustrations and a colourful cover transformed the reader and gave it a very attractive look.

The Hebrew literature curricula used from 1994 to 1998 were compared. There was hardly any change in the curricula in the years 1994, 1995 and 1996: the same items were taught every year. However, following the SBCC, the curriculum showed a tendency for renewal and change, a mixture of old and new. This change is illustrated in the table below:

Table 3. Change in curricula 1994-1998, Grades 8-9.

Curriculum	1994	1995	1996	1997	1998 *
Number of items taught in Grade 8	13	14	12	11	8
How many items were different from those taught the previous year?	-	1	none	7	3
Number of items taught in Grade 9	13	13	14	15	8
How many items were different from those taught the previous year?	-	none	none	10	2

* In 1998, fewer lessons were allocated to Hebrew literature.

The interviews were aimed at eliciting teachers' opinions on this change. It seems that the most significant achievement of this new reader is the simplified form of language it uses, the choice of stories and its division into different themes:

Teacher D - *Yes we did change. This book has stories in all levels for pupils. Previously stories were written in a very difficult language. It was difficult to teach, and we had to simplify it anyway. Now we have a book that takes away the burden of choosing the correct stories. It also gives us the choice. We do not have to teach the same stories all the time. We can teach different stories every year.*

Teacher B - *The most important change was the adaptation of the level of language to the pupils.*

Teacher C - *We changed the language. The language was difficult and now we can teach better. Another innovation is the arrangement according to topics.*

It appears that teachers were satisfied with this simplified version of the language. The Literature Expert, on the other hand, did not welcome this change:

I had difficulties working with the simplified language of the text. I am looking for the artistic expression of the literature. Literature as art is more important to me than the historical background or as a tool for teaching a language. The pupils must get the background in other subjects.

I found that there was uncertainty regarding the contents of this reader, which ideology it represents:

Literature Expert - *Traditional Judaism, love of Israel and Jewish mythology. There is some representation of modern Israel - but not enough. I would like to add more on the social gaps in Israel, politics. To make it more relevant to daily life in Israel.*

Teacher A - *Even though we renewed the language we did not renew the contents that we are introducing to the pupils. The pupils are constantly exposed to the same contents, the wars of Israel, the Holocaust. They had had enough. We need to check ourselves and renew ourselves all the time. We are stuck here in events and literature that were written 30 and 50 years ago. Even with this attempt to renew, we are still outdated.*

Teacher C - *Lack of material that deals with the world of the child.*

The outdated material was explained by the distance in time and place from the center of Hebrew Literature, which is Israel, and by the lack of resources in South Africa. However, not everyone believes that the contents should have been changed:

HOD - *We had very nice stories before.*

Teacher B - *I still believe in the traditional stories. They are our Jewish heritage. I prefer them to any other modern stories.*

These statements point out the need to precede the process with debates on goals and aims:

Literature Expert - *I joined in the middle of the program and by that time most of the items had already been chosen. We tried to devise a curriculum from the material that seems to work in the class. We first choose and then find the criteria. We need to start the process in an ideological discussion of aims and goals - the teacher should take part in this discussion, and then try to find the appropriate stories.*

Could it be possible that teachers had a tacit knowledge of what the school ideology is? Could they have internalized the values that the school represents without clear statements of aims and goals? According to the next statement this might be so:

Teacher C - *We still have problems. The pupils want to learn language without culture. We cannot change the school into Ulpan, especially because this is the policy of the school. We need to teach literature, Hebrew poetry and prose. But we need to find the right proportion between the modern and the old.*

The Literature Expert is looking for clearer objectives. She believes that ideology must be given as a top-down process:

Teachers must represent the school ideology - the teacher cannot decide what the ideology is.

She found it difficult to initiate ideological discussions on the role of the Hebrew

teacher in our unique context:

> *Teachers resisted discussing ideology and values. They resisted discussions on what they teach, how they teach and what are the values that the school represents. There was not enough discussion as to the goal of Hebrew in our Jewish day schools. The teachers did not discuss enough what the pupil knows and what his background knowledge is. There were no criteria... In some cases I took the liberty to decide what the Hebrew teacher needed to teach, like in the chapter on the Holocaust. When I tried to initiate discussion about it the teachers were agitated, and chose emotional material without criteria.*

Another issue that was raised is the need to look at the reader as part of the larger school context. The change in one reader must be connected to the rest of the curriculum that the pupils are exposed to:

> Teacher C - *We need to know that the pupils will be able to use this simplified language in the higher grades and in the matriculation exam - otherwise we are not preparing them for higher grades. We teach the pupils a simplified form of language, but when they get to Matric they need sophisticated language. So of course they learn the material by-heart.*
>
> Literature Expert - *There was no coordination between subjects such as Jewish History and Hebrew. Which material should be taught in the Hebrew lessons and which in Jewish Studies? How can Jewish History lessons provide the background for the stories?*

To recap, the teachers perceive a positive change in the content of the curriculum, however, there is uncertainty regarding the route that it follows. A lack of preparation and clear destination is visible. It seems that the teachers are advocating a systems approach to change. They are aware that a successful change in one aspect of the system must follow with changes in other parts of the system.

5.2.2 CHANGE IN TEACHING METHODS

Do the teachers perceive a change in the way they teach?

> Teacher B - *Important change. It made our work easier. It changed the way teachers think about teaching a foreign language. It gave them the freedom to change the literary items so the pupils can have more access to the material. We are now also doing it in the higher grades.*
>
> *Teacher C - Yes. Because of the clear language, we do not need to waste too much time in translating difficult words. The words that we now use are commonly spoken words. Instead of using the translation method I am now able to encourage pupils' independent work. We can use a spoken language, a live language.*

The HOD is quite skeptical:

> *It is very difficult to teach old teachers new methods. Most of them will continue in exactly the same way.*

This is certainly true with some teachers:

> Teacher E - *It did not change my approach. I am still using the same frontal way I always used. The worksheets are still the same.*

However, the same teacher contradicts herself when she relates how the new reader allows her to encourage pupils to grapple with a text by themselves:

> *We are dealing today with a text that is comprehensible to the pupils. The pupils are able to grapple with the text. They can read it almost independently without the help of the teacher. The pupils were passive because of the difficulty. Now they can cope with the material.*

Did it change teachers' attitudes towards teaching the subject?

> HOD – *It depends on the personalities of the people. In my department people will not change. In my opinion people came out of the process exactly the same way that they came in. It did not change a thing.*

It seems that there is a noticeable change in the content, and some evidence of change in the teaching methods. However, there is no clear picture regarding the approach that this new book represents. There is no clear understanding of the FLT principles that underly the reader and how it should be connected to the teaching

method. There is definitely no commitment to encompassing change of the curriculum to include material, methods and attitudes.

5.2.3 CHANGE IN PUPILS' ACHIEVEMENTS AND ATTITUDES

Do the teachers perceive change in pupils' achievements and attitudes?

> Teacher D - *I think that it has changed pupils' attitudes, because when they see such difficult language and they are completely relying on the teacher for every single word, it makes them lose hope and they feel that they do not have the ability. The book helps the pupils to cope. I think that the pupils now learn literature rather than the bible.*
>
> Teacher E - *Now the pupils feels that they can cope with the material and they have the will and the love to continue. There is less frustration.*

There is also evidence of cautiousness and skepticism:

> HOD - *The proof can only be seen in the higher grades and over a period of time.*
>
> Teacher C - *I do not believe that we are going to inspire great love of the topic, but definitely less frustration. Even the parents are not interested in their children learning Hebrew.*

Although there are some positive comments, these excerpts emphasize the doubts that the HOD and the teachers have regarding their ability to change pupils, teachers, school culture or society attitudes. They voice their feelings of disillusionment, tiredness and frustration. They articulate distrust in change.

To conclude, we did change the content. Teachers welcomed it and perceived it as a change in the right direction. However, there is a need for a clearer map of change that should be understood by all participants. There is also a need for continuously supporting the change. Moreover, it seems quite clear that changing one aspect of the curriculum can only be seen as a modest beginning. There is a definite need to look at a systemic change if we want it to effect the school culture.

5.3 The application of adult education principles to professional development

5.3.1 Team approach to curriculum development

In order to assess the teachers' opinions of the teamwork, I used focus groups discussions and personal interviews. In the focus group discussions, seven teachers worked in two small groups (see table 3). The HOD worked by herself. The questionnaires for the focus-group discussions (Appendix 8) encouraged the teachers to look at the process as they perceived it. It did not aim at revealing what they thought each member should ideally have done in the process.

The following table summarizes the perceptions that the teachers and the HOD had regarding the role of each member of the team. The table allows me to contrast their perspectives with my evaluation of the roles as it was described in my personal account throughout this research.

Table 5. Team approach to curriculum development

	HOD	Teachers	Literature Expert	Consultant
HOD	To point out the problems. To listen to suggestions and to check whether they can be executed. To choose appropriate solutions. To emphasize that we can try anything - but we must continue to check if it was the right solution. To force everyone to attend.	To point out problems. To suggest solutions. To suggest material.	To teach the new material that we choose. To demonstrate new ways of teaching the material.	To analyze needs. To check whether the teachers and the HOD want this solution. To mediate between all the participants. To make sure that everyone is satisfied. Not to "step on anyone toes."

	HOD	Teachers	Literature Expert	Consultant
TEACHERS	To coordinate the meeting. To initiate. To encourage. To follow the process from the beginning to the end. To have the final say regarding which stories should be included in the reader.	To help simplify the stories. To decide which stories should be included. To try the stories in the classroom.	To introduce us to new material. To broaden our knowledge. To analyze the stories we chose to teach. To make us excited about teaching these stories.	To initiate the project with the HOD. To be in charge of the final product. The most important role in this project. To organize the meeting. To simplify the stories. To introduce us to new literature. To experience teaching this material to pupils.
CONSULTANT	To endorse the change. To help with the organization. To allow time for INSET	To decide which material to adopt. To try the new material and to report back.	To suggest material. To give literature enrichment related to the reader and beyond the reader.	To steer the change. To facilitate teamwork. To organize INSET To produce the new reader based on the teachers' choice. To mediate between the various team members. To provide methodological enrichment.

The table clearly shows that the role boundaries were not clear. For example, who should choose the material? The HOD believed that it was her role. The teachers thought that this role had to be equally shared among themselves and the HOD. I, as the consultant, thought that the teachers should decide. However, as I was the writer and the editor of the new reader, I had the power to decide which stories should be included. At first, I did exercise this power, but after the "working draft" was tried and assessed, I realized that the last word did and should belong to the teachers.

The role boundaries were further discussed with the HOD, the individual teachers and the Literature Expert during the personal interviews.

The Literature Expert had difficulty assigning the role of choosing material to the teachers. For her, there had to be a clear distinction between ends and means. The choice of the material should be dictated by school ideology. The only criterion was the match between the content and the ideology:

> *I do not disregard the position of the Hebrew teachers. But they are employees of the school, and they need to serve the interests of the school. I do not think that they can decide on the ideology. They need to decide what is applicable to their pupils.*

There was a lack of clarity about my role as the consultant. It seemed that the teachers and I had difficulties in separating the process consultancy from consultancy based on an expert role. The teachers assigned tasks to me based on both process and expert role, expert in FLT and expert in literature. They also put me in charge of the final product. I took some responsibility for the final product and probably minimized the role that the HOD should have had. I believed that once the HOD endorsed the change it was my role to steer it and to organize it. The HOD assigned me to a service position and made me responsible for keeping everyone happy. The Literature Expert saw my role as a mediator between the teachers and herself, based on my acquaintance with the schools and my expertise in the teaching of Hebrew as a foreign language.

The Literature Expert was much appreciated. There was a difference of opinions whether this was due to her pleasant personality or to the material she presented:

> *HOD - The introduction to the new material was the most important. Especially because we are far from the center, we seem to repeat the same material. Also the way in which she introduced it. But even without her, the introduction to the material was most important*

On the other hand,

Teacher D - *I think that the literature enrichment was the most important [...] She opened the stories for us, and gave us good ideas which we can use in our teaching.*

Most of the discussions that I had with the Literature Expert throughout the year were regarding her role in the enrichment program. Should she broaden the teachers' general knowledge of literature, or should she restrict herself to the teachers' demands, "cafeteria style"?

I had to prepare according to the material that the teachers' chose, not what I was interested in. I felt that I was coerced. I wanted to teach other things because I did not feel that I am committed to the reader. Actually, it annoyed me. I wanted to be a guest speaker. Maybe somebody that you bring as your guest speaker. I was quite happy when you allowed me to have some workshops that were purely enrichment.

She was concerned with the academic level in which she introduced the literature to the teachers:

When analyzing a literary item, I had the luxury of doing it at a level that the teachers are not able to do in their classrooms - I am not sure whether it was an advantage or a disadvantage. I thought that I might frustrate the teachers and I felt guilty about that. On the other hand, a teacher needs to know on a much higher level than she needs to teach.

It was important to note that the Literature Expert did not consider herself, and was not considered by others, as part of a team:

I was happy not to have contact with the teachers. I enjoyed being the expert who was there to help, but without the responsibility. It was limiting, but on the other hand it gave me the authority to deal with pure literature, to be more academic and less practically orientated. I was happy to work with you because you freed me from responsibility. I did not have to deal with what I knew nothing about, such as teaching foreign language. I missed having another Literature Expert with whom I could discuss curriculum issues and choice of material.

Did the other participants feel that they were part of a team?

To explore this issue, the teachers were asked what they felt about the teamwork,

about the process that we adopted, what their personal contribution to the process was and if they would have liked to be more involved.

The only one who perceived that there was good teamwork was, in fact, the HOD:

> *There was always good teamwork in my department. Every member of staff has a personal interest in this reader because each one brought something into the process, she was there, she listened, she gave, she suggested...*

However, the other members of the team contradicted this perception:

> Teacher A - *I think that the process was not clear from the beginning. I did not know what is expected of me. I did not know if I wanted to participate or what the demands were. I was given instruction - come and do. There was not enough input from the beginning. There was no introduction with a proper point of entry. We did not go into it in an orderly fashion. If I knew, I could have been more cooperative.*

> Teacher B - *I felt part of the team because you made us part of it. We took some decisions together, we consulted with each other. To take a more active part would have meant harder work - and I did not want to work more than I am already working [...] I do not remember the process [...] I liked it when we started to work on the evaluation of the "working draft".*

> Teacher C - *I do not know what I contributed. I only read the stories and I thought whether they were suitable or not. I did not initiate. I did not bring the stories. I did not feel that there was a process. I feel that you took the bulk of the work. It was your project. Even when I thought that the story was unsuitable, I did not initiate the change [...] it was the first time that we were working together like that [...] but I do not feel that it changed something in the department [...] it was a very pleasant project. You did most of the work.*

> Teacher D - *I do not know if we had enough time to share and change the culture of working together. I do not know if we had enough opportunities. I think that we worked well together when we decided which stories would be suitable and then we decided which ones should be for Grade 8 and which for Grade 9.*

> Teacher E - *I was quite passive. I did what I was told to do. I did not feel that my part was a contribution or a creation. I was a part of a*

certain process. I did not create and I did not initiate. I received instructions and carried them out.

Would you have liked to be more involved?

Definitely, yes. Actually I was quite disturbed when I was told at the end of the process that we were used. I would have felt much better if I would have received this information from the beginning. As an adult and as a person with so many years of experience - my approach would have been much more serious or respectful if I had have known from the beginning what the purpose of the workshop was. There was an unbelievable amount of work invested in this reader. It was mostly your work. We did very little. I think it even made our work less because you gave us something that we could use in the classroom and the teaching became easier.

The above statement referred not only to the process of the curriculum change but also to the fact that I did not disclose my research aims and procedures in advance. In this statement, teacher E pointed out my shortcomings as a novice researcher and articulated my errors in the research process.

I was disappointed when I realized that there was hardly any perception of teamwork. I did not make the teachers feel part of the process. They did not even realize that there was a process. The HOD was probably correct when she objected to the credit that I gave the teachers. I owned the process and everyone felt it. Nobody objected to it. They were satisfied with the results. I did not have to patronize them into thinking that it was their project. However, I believe that the evidence shows that when I consciously applied adult education principles into the process of the SBCC, the teachers were more satisfied and started to feel that they were a part of a team. Actually, they were rather annoyed that they were not consulted and were not treated as adults in this process. The next section deals with the principles that were employed or were missed in the SBCC and how it effected teachers' perceptions.

5.3.2 THE TEACHERS AS ADULT LEARNERS

Did we view the teachers as adult learners?

The Literature Expert believed that she did:

> *I felt responsible for the fact that the teachers came to listen to me after a whole day of work, and I had a need to justify this. I had to give them a workshop that was entertaining, interesting and experiential, but also applicable. I was aware of the fact that most of the teachers knew many of the literature items that I introduced to them, therefore I was trying to find new aspects.*

She felt that she had a few problems because of the fact that she recognized them as adult learners. These were:

> *The diversity between teachers. Some wanted more enrichment, and some wanted the practical.*
> *The diversity in the teachers' background knowledge. Some knew a lot and some had very little knowledge in literature. I had to learn to present information in a way that would be accepted by all. I started to use the phrases: "Let's refresh our memory", or, "Lets give it the academic interpretation", etc.*

Could she have utilized the knowledge that existed among the teachers?

> *Maybe, but I do not know how. Maybe there are ways to do this but I am not familiar with them. I do not know what the term adult education means. I knew that my role was to share my knowledge. I tried to do this in an interactive manner, the way I know how to do. But I was the teacher. The authority. Despite all the open discussion, I had my conclusions at the end. If this is the case with adult education, I do not know. [...] I think that the teachers were happy with that. There was a place for exchange of ideas. But I came prepared. I had just read everything on the topic and I felt that I knew more than them [...]. **In hindsight, I think that I did patronize the teachers because I did not trust their knowledge. I needed to control the group. Working in small groups frightened me** (My emphasis).*

There were also disturbances:

> *Sometimes the teachers did not talk to the point. All of a sudden they would tell stories which were not related to the topics. It really disturbed me but I did not know how to react to it. I did not want to hurt them because they*

were adults. I did not know how to react to discipline problems. Sometimes people talked a lot and they were not polite. I felt that I could not reprimand them as I do with pupils, but they did behave like children.

It was the HOD who perceived these disturbances as the teachers' reactions to not being considered as adult learners:

It was not a negative disturbance. The teachers wanted to contribute and to show what they knew. We, the Hebrew teachers are a very frustrated bunch. We only speak with the thousand words that our pupils know. Suddenly we have the opportunity to show that we are also thinking people, that we also understand a literary essay. The truth is that I am not sure that her knowledge was much greater than ours. Most of the teachers understood the ideas and could analyze the stories as well. They just wanted to express themselves.

The teachers have their own opinions about the workshops:

Teacher A - *It was a wonderful program but it did not facilitate cooperation. The enrichment program did not give us the opportunity to interact on a professional level, to get to know each other, or to exchange our ideas. [...] When you give that kind of frontal enrichment, the teachers behave like children. Maybe you need to set the rules from the beginning: no telephones, no early exits, no eating during lectures etc. [...] Team approach is very important. Brain storm ideas. We really enjoyed it when you made us work in groups. You divided us into groups using coloured papers. We were able to work and to get to know people that we usually do not discuss work with.*

Teacher C supports the theory of mental absenteeism:

Teachers came after a whole day at work. They have family and other problems and sometimes they need to speak about them. [...] But, I loved the way we discussed the stories. We reacted to each other's opinions and we accepted them.

I believe that teacher D proposed a solution that is the articulation of adult education principles:

I think that we need to structure the in-service programs in such a way that we can exchange ideas. It will be a good thing, like when we went into groups and sat together for an hour working on some project. I think this is

important because we all have our own ideas and experiences and we could share and come up with something. We need to continue the process. We need to build on it more. Perhaps we can sit together again and discuss these stories further, maybe plan some exercises to go with them.

To sum up, it appears that teachers welcome professional development based on adult education principles. However, words such as "reprimanding them", "force them" or "patronize them" indicate that the HOD and the Literature Expert are not familiar with these principles.

5.3.3 VOLUNTARY Vs. COMPULSORY PROFESSIONAL DEVELOPMENT?

The HOD believed that it should be compulsory:

If we want the process to succeed we have to make it compulsory. Some teachers wanted to do other things at the same time. [...] The teachers complained when you forced them to do something, but after that they enjoyed it. It was like the pupils in a classroom. They know that they have to participate in the lesson, but the teacher needs to tell them to do so. The teacher needs to be the bad one. [...] It also depends on the person. There is a certain level and personality. Some people will do something because it is needed, and some will wait for the command.

Q. Do you think that it is the personality or perhaps it is the way in which the school is organized?

Definitely, personality.

Q. Do you think that the school can give more authority to teachers, thus encouraging their participation?

How many chiefs can we have at the school? Teachers have to be involved and show that they are interested, and then they might get into higher positions. The problem is that there is no place for competition and growth. There is no recognition of the fact that you have learned and advanced yourself. Teachers here do not have anywhere to go. They are stuck. And maybe the teachers themselves start believing that they do not want to go anywhere.

So, is there an organizational problem after all?

Teacher C feels that there is:

> *Teachers are very frustrated people. They work hard and they are not acknowledged. Nobody gives recognition to the teachers' work. Not even our employers. The salaries are low. It is a very difficult profession that wears us out. Naturally, a teacher that has been teaching for a few years is not excited about change. It is also difficult to change working habits.*

Also teacher D:

> *Teachers do not come to workshops because there is no point, there is no place for them to advance professionally.*

Whether it is personality or an organizational issue, the question still remains as to whether professional development should be compulsory. The teachers' reactions varied:

Teacher A - *I think that you have to make it compulsory in the beginning and after that it will take off by itself. There were teachers that do not participate voluntarily, but once they did what was expected of them, they were happy.*

Teacher C - *I think that it needs to be compulsory. I think that people do not do what they do not have to do. People do not volunteer anymore. It is important to consult with the teachers when it is suitable, where and how. But I really think that you need to work together as a team.*

Teacher B - *I do not need to be coerced into coming. I usually come. Some of the workshops were unnecessary, but you do not know until you go. Maybe you needed to make it compulsory. I do not know. I would not have dared making it compulsory if I were the HOD.*

Teacher D – *It is really a difficult question. In some ways it should be voluntary and the teachers should feel that it is for them and they want to come. But knowing the school, I think that it should be compulsory. We sometimes need a push, and then we are happy that we came.*

Teacher E - *Personally, I did not miss any meetings. I really enjoyed it. I think that you have to make it compulsory. But the question is how. Maybe you need to give a reward. This can be an increase in salary, or allowing us to leave school earlier so we can take part in the workshops. In this way the school and the teachers benefit from the*

enrichment. [...] I think that to force people the way we are forced is defective. It causes resistance, even though we know that at the end it is going to help us.

[...] I think that I am professional and an experienced adult. I expected to be treated with respect. I respect my work and treat it professionally, and I expect my employer to give me the same respect. [...] We are trained to follow instructions. We are not a department that initiates. We are a department that follows instruction. I believe that we have a good team and if we had the freedom to act, we would cooperate with each other.

From the evidence it seems to me that it is not a question of making it compulsory or not, but rather a question of "how": how to structure the professional development; how to apply adult education principles into a system that has been operating in a different mode; how to involve the teachers in decision making process from the beginning. We need to allow teachers to take part in the decisions of when and where they should meet, and to structure the workshops in such a way that acknowledges their knowledge and experience. The teachers are aware of the importance of learning and changing, and they are ready to participate in learning even in an organization that does not allow upward mobility. What they are asking is to be treated as adults and not as children.

5.4 The role of the consultant

In this section I will try to present how the teachers and the other members of the team perceived the role of the consultant. Should there be an internal or external consultant? Which qualities does the consultant need to have?

From the evidence it is clear that the consultant should know the school well, its pupils and the subject matter. The success of the intervention depends on the following conditions:

Teacher A – *It depends on the personality of the consultant and not on his position.*

Teacher E - *The consultant has to know how to introduce the project. You must not introduce it as a big change. You must not say we are going to change everything.*

Who should be the consultant?

Teacher B - *If somebody from the outside has the knowledge of the system it is all right, otherwise I would prefer one of the teachers. The problem with teachers is that we are limited. We do not have new ideas. We are stuck with what we know. You need to have feedback between the teachers and the consultant.*

Teacher D - *For this particular project I did not see a problem with somebody external because in the end we got a very nice book. I do not think that we have someone with your skills in our school. You had knowledge of the system. You had the knowledge of the stories, you knew what we teach. You knew what was going on.*

From the following evidence it seems that there is a growing recognition of the advantages of having an external consultant:

HOD - A teacher from the inside cannot be inside and outside at the same time. A teacher who teaches cannot do what you did or what the Literature Expert did. If you bring somebody from the outside, a professional person with certain qualifications, then he is accepted. If someone is brought from the inside - there are conflicts: how come he is telling us what to do? [...] External people are important if we want to renew ourselves. It is in addition to our own meeting and discussions [...]. Even when there is somebody in the department who is expert, the other people refuse to recognize his expertise. People are afraid that somebody else will have more authority than they have.

Teacher E - *Although the teachers themselves have enough knowledge, a person from the outside who is an expert can enrich the group. Maybe because he is neutral there is an advantage, so one person does not find himself giving instructions to others who are equal to him.*

Teacher C - *An outsider can see things that we are not capable of seeing any longer. We become impenetrable. We are in a system that is running smoothly. Too smoothly. It is difficult to change anything in this*

system. Although I feel that we started to change. There is a readiness to change.

Q. Why do you think that there is a readiness to change?

Because of the situation. We can see that there is a situation that we have to grapple with. If we are not going to find a new way we are lost.

Because of your entry into the school. Until you arrived there was no interference from the outside. Even when they sent an expert from Israel. He said that what was happening in our school was catastrophic, but we did not accept it. We felt that he did not know enough about our schools, our needs and our problems. This was not really the case - because he really did understand what was happening. But we needed him to sit with us here and work with us. We cannot have somebody come and give us three lectures and disappear. We did not know what to do with it. Even if I agreed with many things that he suggested, I did not know where to start and what to do with it.

Teacher C - *A person like you comes and gives direction for change and improvement. This cooperation between the expert and the teacher is very important and can really improve the teaching of Hebrew in the Diaspora.*

To conclude, it seems that the teachers ascribe an additional role to the consultant, i.e. that of a catalyst for change. The consultants need to trigger the change but, more importantly, they need to follow the change from its inception to its conclusion. The consultants might be external, but must have a first-hand knowledge of the system and good organizational skills.

The research allowed me to reflect on my role as a consultant and to formulate a guideline for a consultancy based on a process role. This will be described in Chapter 6 together with the conclusions and the discussion.

6. DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

Data was presented to explore the three level of change in the process of SBCC: the curriculum change; the change in the process of professional development; and my personal change as a consultant and as a researcher.

There was a noticeable change in the content of the curriculum, however, the change in method was less perceptible, and the change in attitudes was doubtful. It is too early to investigate whether it has changed pupils' attitudes and achievements, although there is a feeling among some teachers that learning Hebrew has become less frustrating and more suitable to the pupils in Grades 8 and 9.

The process of introducing adult education principles into professional development was more problematic and brought mixed results. For the first time, teachers were exposed to this new way of working. They accepted it and articulated a desire to continue working in this manner. The HOD did not reject some of the principles but in a few instances her approach negated them. It is clear that although I did apply certain adult education principles into the work, I was not transparent about them, I lacked the experience to adequately implement them, and I did not have the power to do so. It appears that while I was aiming at participation, I was working in an environment that demanded compliance. However, despite not having any formal authority, this case study demonstrates how consultants can change the way they operate or intervene in a system. The question is whether management will "buy in" to this new approach, or do away with the consultant.

There was hardly any perception of teamwork, even though we did work together

and we all took part in the development of the new reader. I suspect that the problem lies in the initiation of the SBCC and in the fact that at the beginning of the process the direction and content of the change were not clear. In addition, somewhere in the middle of the process I underwent a personal change as a result of my exposure to adult education principles. By changing myself I introduced change into the department, without making it explicit. The situation was further aggravated when I started to research the process, thus removing myself even further from the teachers and the HOD.

This case study, as a tool for critical reflection, demonstrates how reflection on one's own premises can lead to transformative learning. Critical reflection on the management of SBCC as well as the case study was crucial for my own growth as a consultant and as a researcher. As a consultant, it allowed me to view my behaviour and actions from a systems' perspective. It allowed me not to blame myself for my shortcomings, but to rather reflect and develop a different insight. It allowed me to look at my work through different lenses: the lenses of all the teachers, of my fellow-students at the M.Ed. course, the lenses of the HOD, and the lenses of the theory. My mistakes became "learning opportunities": they helped me to define my role and function, and through this understanding of my role I started to intervene more meaningfully in the system. It helped me to realize that what I do in my programs can initiate change in the way the system operates. Being reflective helped me to genuinely consider teachers as adult learners, instead of just using techniques based on the principles of adult education. It allowed me to ground my practice in a clearly understood rationale, and helped me to verbalise my views and beliefs. Furthermore, being reflective allowed me to be excited about my work and to view it as a life-long learning experience.

This case study supports research that advocates the new paradigm of professional development (see p.16). It illustrates the complex character of a change process,

and points out some of the professional and organizational constraints and barriers that impinge on educational change. Above all, the research confirms the usefulness of professional development that is contextualized for the implementation of a desired change (see p.15).

The research suggests that teachers can be motivated to participate in curriculum development in order to transcend their low position and to be able to view themselves as professionals. It confirms the need to involve teachers in developing material for the classroom, but at the same time indicates that teachers can be satisfied with a relevant curriculum despite minimal participation. This supports the empirical research on the effectiveness of teachers' input in program development (see p.10).

The case study advocates professional development based on adult education principles. It proposes that teachers would welcome the opportunity to exchange their ideas and to participate in dialogues with other professionals. It demonstrates the need of teachers to be viewed as professionals who are self-directed, empowered adults and who have the capacity to solve problems.

The research enabled me to develop a set of guidelines that should be employed to promote second-order educational change based on adult education principles:

- The consultant should have a sound understanding of the organization and the factors that can enhance school change.

- The consultant should be a trained adult educator. It is imperative to share the knowledge of adult education principles with the teachers, management and with the specific experts that the school employs.

- There is a need for a clear picture of change. Consultants have the duty to expose their personal map of how the direction and the process of change

proceeds, while at the same time being ready to re-evaluate as it develops. Solutions can only be found through dialogue and feedback. The inherent complexity of change must be recognized.

- There should be a proper entry into the change process. In the initiation phase fears must be acknowledged and dissipated. The participants should agree and commit themselves to the goals and to the process by which they are trying to achieve these goals. There should be an on-going account on the progress of the change.

- Change requires resources and the power to manage it. Top management must act in accordance with the vision and values of the agreed change. Role boundaries must be clarified. Time must be allocated, preferably during school hours. The participants' knowledge and personal contribution must be acknowledged.

- Change is systemic and it must therefore take a long-term view while attending to its components.

- Teachers should not tolerate being considered as "children" who have to comply with authoritative demands. On the other hand, schools should not support teachers who are not committed to their own professional development and to the organization's development. Therefore, professional development should be compulsory but should be built into the curriculum as much as possible. The structure of professional development activities should be based on adult learning principles.

- There must be on-going support and reflection. All the participants must be engaged in critical reflection. It is important to create an environment where risks and mistakes are tolerated. The dilemma that remains is how to create

such an environment. Can we create participation without employing authority? How can we make people shift themselves towards critical reflection? I believe that the consultant could promote this by self-example and by structuring professional development activities in such a manner that would facilitate this transformation. Diversity must be acknowledged and feedback is critical. It is a long process. The consultant needs to follow and support it the whole way through. The consultant should try not to give up in the face of resistance and difficulties and should use any setback as an opportunity for reflection and learning.

An interesting finding in this research has to do with its methodology. This case study allowed me to reflect on the appropriateness of the qualitative case study method in the workplace. It has been an invaluable tool for reflection and for personal change, and I now feel more comfortable in my consultant role and more confident to tackle much larger projects. This is supported by Everard & Morris (1990:230) who claim that real proficiency in managing change does not come from reading about it, but from practical experience accompanied by reflective learning. Regrettably, it was an intimidating process for the other participants in the research. People's daily routine suddenly became a topic of research. Our meetings to discuss changes and improvements became a case study of "school-based curriculum change" just because it was my research topic. Teachers were possibly used and were hurt in the process while I was trying to understand the ethical dimensions of a case study. This was definitely not what the teachers had anticipated when they politely agreed to the research being conducted. Moreover, I believe that the case study helped me to manage only a first-order change. A well-devised and well-planned SBCC could be more effective using an action-research type of investigation since it includes a spiral cycle of actions from planning, acting and observing through to reflecting, and is based on team collaboration,

coordination and commitment. Action research aims at engaging all the participants in a reflective action and could therefore be more advantageous for second-order change and more in line with adult education principles. This supports research on the use of action research to transform an individual's and an organization's practice (Lomax, 1990:17).

To summarize, I believe that the process of SBCC was partially successful. Its accomplishment was the new reader and in the experience of the process itself. It could not have solved the problem of teaching Hebrew literature at the Jewish day school. It did not allow teachers to take more responsibility for their successes and failures; the "stiff finger" did not become more flexible; and teachers were not empowered and encouraged to look at their own role in alleviating the problems in their school. I believe that these could be achieved by a systemic change, such as transforming the school into a learning organization. The SBCC should be seen as a modest entry to a systemic change. Professional development based on adult education principles and teamwork could be seen as a promising start to a second-order change of school culture. A successful change needs a clear picture of the future it aims to create; genuine commitment and reflection from all levels of the organization; open communication and a democratic approach to school management; empowered teachers; and a skillful consultant who is a trained adult educator.

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Appendix 1 - Teaching Hebrew at the Jewish day school

Jewish educational leaders have long grappled with defining Hebrew objectives: should Hebrew be taught as a modern, spoken language; as a means of enhancing Jewish identity; as a code for understanding Jewish practice; as a mean for transmitting Jewish culture and tradition; as a vehicle for Synagogue participation and prayers practice; as a pathway to modern or ancient literature; or as a combination of any or all these?

Setting Hebrew acquisition goals should underline any curriculum decisions. It should guide the educator when they determine the number of instruction hours, the material, the methods, the type of teachers and how Hebrew should be balanced against other Judaic instruction in the vernacular. Only by reflecting on these complex issues can educators make informed choices about the type of Jewish instructions they want to supply, and the place of the Hebrew language.

The Jewish day school has been trying to achieve all these acquisition goals as it tries to be applicable to a wider population group with different levels of Jewish observance and needs. The SBCC was an attempt to look at a curriculum from the point of view of the teachers. The criterion was the suitability of the material to pupils in their classroom and this can include any of the objectives presented above.

Appendix 2 - The process of curriculum change

February - 1996

The HOD from HS1 requested the C to observe and assess needs.
C observed and discussed problems with teachers.

⇩

March 1996

C reported back to HOD.
Decisions: C to teach one group of Grade 8 in HS1 untill Nov. 1996.
C to conduct weekly sessions with teachers (INSET).
Enrichment by the Literature Expert on modern Hebrew literature.

⇩

April - May 1996

INSET- new approaches to teaching literary texts in FL.
Teachers try the new methods and texts and report back.
On-going literature enrichment by the Literature Expert.

⇩

June - 1996

A decision is taken to publish a new reader.
C, HOD and teachers assess existing material and suggest new material.
On-going literature enrichment by the Literature Expert with more focus on the new material for the reader.

⇩

August - September 1996

C and Literature Expert categorize the new material according to themes and fill in the perceived gaps in content.
On-going relevant literature enrichment by the Literature Expert.

⇩

October - November 1996

C writes and edits the reader.
C works with artist on the didactic illustrations of the reader
On-going relevant literature enrichment by the Literature Expert.

⇩

27 November 1996

Full-day INSET to introduce the "working draft".
Teachers and HOD from HS2 are invited.
C explains how the reader fits in with FL principles.
Literature Expert analyzes literature themes in the reader.
Teaching ideas and methods are demonstrated.

⇩

January - June 1997

HOD organizes the program for 1997, teachers to teach some items according to their own choice.
Teachers to gather comments, ideas and worksheets.
On-going relevant literature enrichment by the Literature Expert.

⇩

June 1997

<u>1st evaluation session.</u>
With the aid of a questionnaire the teachers write their comments about the items in the reader.
General issues about the goals and the effectiveness of the reader are discussed in small groups.
Group discussions about the literature enrichment.
C presents the teachers with few options for the cover of the reader.
On-going literature enrichment by the Literature Expert.

⇩

August 1997

Teachers continue to try the "working draft".
Last literature enrichment with the Literature Expert.
C rewrites the reader following teachers' recommendations.

⇩

September 1997

A draft for the new reader is presented to the teachers.
Teachers proofread it for language usage and vowels.

⇩

October 1997

C writes and edits the "final draft".

⇩

Appendix 3 - Needs assessment – Grade 8 - March 1996

1. The teachers are mostly experienced and potentially good teachers.
2. The lessons are fairly good, but usually not well-prepared or exciting.
   This is possibly as a result of teaching the same material over and over again.
3. I observed mostly Hayesod (Grammar) lessons.
4. Teachers use the Hayesod reader for the new pupils as well as for the weak ones.
   Pro - there is a build up of vocabulary. Each chapter is relying on the previous one for the vocabulary used.
   Cons - The vocabulary and language usage do not follow the natural development of language, e.g. numerals introduced at lesson 38, past tense at lesson 16, etc.
   Stories are mostly boring, not applicable to the pupils' real life experiences.
   Teaching is <u>about</u> the language and not <u>in</u> the language. (Deductive teaching and not inductive language).
   Only one procedure is used to teaching language: introduce vocabulary; read the rules, read the story, answer the questions and translate. There is no variety of exercises and no visual input, passive learning is encouraged.
   Teachers are usually not excited about the reader but accept it as the "רע במיעוטו" (the best of the bad one).

4. **Language - שפה**

   For example: the story כף העץ - inappropriate usage of language. (Flowery language)
   There is no further development of the vocabulary that the pupils already have.
   Pupils are reading at a frustration level. The same imply to קריאת חובה (Compulsory independent reading).

5. מחברות חיבורים - Essays book

   The part in English is not age appropriate.
   The part in Hebrew can be redone using new look.

6. **Methodology**

   Over reliance on auditory teaching, Lack of visual input. Pupils are passive.
   A translation approach to teaching is generally used.

7. **Newspaper lessons**

   I was unable to observe a newspaper lesson, but teachers considered it to be the most successful part of the curriculum.

Recommendation

1. A decision must be taken about the Hayesod reader:

   2 approaches:
   a. Is Hayesod is so bad that it should be completely discarded, with time and money spent on looking for a new book.
   b. Is Hayesod good enough to invest more time in it, to enrich it and try to overcome its weaknesses?

2. A new reader to Grade 8 should be compiled which includes appropriate stories. The reader Madregot is not recommended as most of the stories in it are not relevant. Some stories, however, can be adopted and the book features very good language exercises.

3. There is a need to have more newspaper lessons, and to workshop "teaching foreign language with newspapers" with the teachers.

4. I believe that "קריאת חובה" is a very important part of the curriculum. However, time and effort should be spent to find the most appropriate reading material which pupils can read at an independent level.

5. Teacher training with regard to the teaching of a foreign language.
   We need to train teachers to activate pupils before, after and during reading and to organise challenging and interesting activities for the them.

6. More visual input during classes is needed, including charts of various grammatical forms, vocabulary, etc,.

Chaya Herman

Special Needs - Judaic Department.

Appendix 4 - Individual evaluation of the "working draft" – June 1997

הערכה של המקראה הנסיונית - 27 יוני 1997

סמני באיזה בית ספר ובאיזו כתה את מלמדת :

כתה ח'. כתה ט'.

1. אנא עברו על רשימת הספורים כפי שמופיעים בעמודה הראשונה.
2. סמנו את הספורים שבחרתן ללמד בעמודה השניה - "למדתי את הספור".
3. כתבו בהערות את דעתכן על הספור : מבחינת התוכן, השפה, האם היו קשיים מיוחדים בספור, מידת הנאת התלמידים, באם יש צורך בתיקונים.
4. ספורים שלא למדתן אבל אתן מאמינות שהם מתאימים ואפשר יהיה ללמדם בהזדמנות אחרת, סמנו בעמודה השלישית - "הייתי רוצה ללמד".
   אם יש לכן הערות על ספורים אלו, כתבו אותן בעמודה המתאימה.
5. הספורים שלפי דעתכן אינם מתאימים ולא צריכים להיות במקראה סמנו בעמודה הרביעית - "לא מתאים".
   אם אתן מאמינות שקטעים אלו יכולים להיות מתאימים לכתות גבוהות או נמוכות יותר, אנא כתבו בהערות, או כתבו כל הערה רלבנטית אחרת.
6. בעמודה הרביעית התייחסו להעשרה הספרותית שאסתר נתנה. האם היה לזה יישום מעשי בכיתה - כתבו : -י-. אם זה היה להעשרה אישית שלכן בלי יישום מעשי - כתבו : - א -. ואם רצויה העשרה נוספת, או באם אתן מוכנות לתת העשרה נוספת על הקטע, כתבו בהערות.
7. כתבו אם יש לכן הצעות לקטעים נוספים שלדעתכן צריכים להופיע במקראה.

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_____

_____

7. האם את מרגישה שחל איזה שהוא שנוי בשיטת ההוראה בעקבות המקראה החדשה. אם כן, מה הוא?

_____

_____

_____

_____

_____

שם הפרויקט	הוגש בזמן	הוגש חלקי	לא הוגש	הערות מנחה	הערות
אפליקציה לניהול משימות	✓				
מערכת ניהול ספרייה	✓				
משחק לוח בשפת C	✓				
מערכת ניהול מלאי - מחסן עם					
ניתוח נתוני מזג אוויר - מי אשדוד					
כלי עזר לקבצים - מחלקה עם	✓				
מחשבון גרפי - ג'ון מקדונלד	✓				
אפליקציית משימות - מחלקה עם	✓				
מערכת ניהול ספרייה - מחלקה עם	✓				
משחק לוח בשפת C - יעל כהן	✓				
מחשבון גרפי - מחלקה עם	✓				
מערכת ניהול מלאי - אורי דוידוביץ	✓				
ניתוח נתוני מזג אוויר - מחלקה	✓				

Appendix 5 - Group evaluation of the "working draft" – June 1997

הערכה קבוצתית של המקראה.

1. אילו מטרות משיגה המקראה לדעתכן. (התייחסו לשפה, ערכים ומסר, עניין והנאה, הזדהות לישראל וכו') -

2. האם ישנן מטרות אחרות שלדעתכן צריכה המקראה להשיג? אם כן, אילו שינויים בחוברת אתן מציעות כדי להשיג אותן?

3. חשבו כיצד עלינו להמשיך את העבודה בחוברת. מה עוד עלינו לעשות לפני החדפסה הסופית?

4. אם נחליט לפתח מקראה חדשה ל - Std. 8-9, על איזה תהליך אתן ממליצות?

5. מה אתן מציעות לעשות עם דפי העבודה שאטפנו?

Appendix 6 - Group evaluation of the workshops – June 1997

הערכה קבוצתית של הסדנאות.

1. כתבו הערכה לסדנאות שחועברו מתחילת 1996. האם הן חידשו לכן מבחינת תכנים, שיטות, האם היה להן יישום מעשי, וכו'. אם אתן זוכרות, תנו דוגמאות.

_____

_____

_____

_____

_____

_____

2. האם יש לכן הצעות לסדנאות אחרות?
איזה סוג של סדנאות? אילו תכנים, וכו'.

_____

_____

_____

_____

_____

_____

3. מה הייתן רוצות לעשות ביום העיון הבא שיהיה בתקופת החגים בנובמבר?

_____

_____

_____

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Appendix 7 - Group discussion – M.Ed. fellow-students – June 1997

Discussion questions:

1. What were the real problems that I had with the HOD?
2. How do you think they should have been handled, why?
3. Which questions can I use in the interview in order to assess how the teachers and the HOD view their own contribu..on to the change?
4. Which questions can I use in the interview in order to assess how the teachers view the contribution of the HOD to the innovation?
5. Which questions can I use in the interview in order to assess how the teachers and the HOD view my contribution to the innovation?
6. Please remark on the presentation of this case study - Is this a case study? Are there too many details? Could it, or should it be written in a different way?

Appendix 8 - Group evaluation of the school-based curriculum development – 5 May 1998

Group Discussion - 5 May 1998

Four groups participated in the process of changing the curriculum:
Teachers, HOD, Content expert (Esther), Consultant (Chaya).
Write a role description for each of the participant.

מהו לדעתכן, התפקיד של כל משתתף.
נסו להסביר מדוע הוא המשתתף המתאים לתפקיד זה?
האם התעוררו בעיות מחלוקה תפקידית זו? איך הן נפתרו?
או, האם עלולות להיות איזו שהן בעיות או קונפליקטים.

תפקיד המורים -

תפקיד ראש המחלקה -

תפקיד מומחה לנושא -

תפקיד היועץ (מארגן) -

האם יש לכן הערות כלליות על התחליך שבו השתמשנו בכדי לשנות את מערכת חלימודים?

Appendix 9 – Focus interview questions – June to July 1998

Interview with: _____

Date: _____

Have you agreed with what was discussed in the group?

_____

_____

_____

_____

What do you feel are the most important assets you brought in to this process?

_____

_____

_____

_____

What did you like about working on the curriculum?

_____

_____

_____

_____

How do other people feel about working on the curriculum?

_____

_____

_____

_____

Would it has been easier to work with a consultant from inside the system?

_____

_____

_____

_____

Did working on the new curriculum helped you professionally in any way?

Are you aware if there is anything different in the way you teach after participating in this process?

Are you aware if there is any changes in the work of the department after participating in this process?

Should participation in this process be voluntary or compulsory? Give reasons.

Did any aspect of the SBCC disappoint you?

Do you have any questions or do you wish to add or comment about the information?

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